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)
South Sudan	South Sudan - STG	GPE0000848	SC250167

Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	STG-GEA	02/03/2025	05/01/2025

Expected Closing Date	Grant Amount	Timeframe Examined in this report		Date of Report Submission
		From Date	To Date	
04/30/2029	56,430,000 (USD)	04/30/2025	04/30/2026	08/01/2026

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

The GPE Transforming Education in South Sudan (GPE-TESS) programme is implemented by the Ministry of General Education and Instruction (MoGEI) through its state and county education structures. UNICEF and Save the Children International (SCI) serve as Grant Agents for the programme's two funding windows: UNICEF for the GPE System Transformation Grant (STG) and SCI for the Girls' Education Accelerator (GEA).

During Year 1, implementation transitioned from programme establishment to operational delivery, with activities initiated across all four programme components. Overall implementation performance during Year 1 was rated Moderately Satisfactory. Activities initiated during the reporting period remained broadly on track to achieve programme objectives and established the foundation for accelerated implementation in Year 2. However, implementation pace and expenditure were affected by procurement and contracting lead times, the county selection process, insecurity in Jonglei State, and macro-fiscal pressures.

Implementation progress during Year 1 was supported by several enabling factors. Strong collaboration with MoGEI and County Education Offices ensured that programme delivery remained anchored in government structures and aligned with national priorities, including the Ministerial Order on School Re-entry, which promotes the safe return of pregnant girls, adolescent mothers and vulnerable learners to education.

An integrated approach across formal primary schools and the Alternative Education System (AES) supported complementary investments in access, teacher development and learning environments. Community engagement through Community Action Groups, Parent-Teacher Associations and local leaders contributed to identifying and addressing barriers affecting enrolment and retention. A continued focus on equity and inclusion informed programme design and implementation, with targeted support for girls, children with disabilities, out-of-school children and learners at risk of dropping out.

Together, these approaches supported programme implementation across 20 counties in 10 states and three Administrative Areas of South Sudan.

Key results achieved across the four programme components during Year 1 are presented in the respective component sections. These include support to 130 primary schools and Alternative Learning

Programme (ALP) centres, with 52,881 learners enrolled, (of which 52,881 are GEA-window beneficiaries; combined with 6,800 STG-window beneficiaries, total grant beneficiaries reach 59,681 children, including 24,513 girls – see Annex 3) including 21,249 girls and 811 refugees; training provided to 199 teachers and facilitators; distribution of 1.1 million textbooks and 14,875 ALP and Accelerated Primary Education and Primary Teacher (APEPT) learning materials, benefiting an estimated 275,000 learners; enrolment of 113 teachers in APEPT under the Continuous Professional Development strategy; provision of menstrual hygiene awareness and kits to 17,603 adolescent girls and young mothers; validation of implementation guidelines for the Ministerial Order on School Re-entry; Back-to-Learning campaigns reaching approximately 200,000 people; capacity-building for 445 community stakeholders; and provision of school meals for 6,800 learners alongside support to establish 57 school gardens.
At the system level, GPE-TESS contributed to strengthening public financial management, advancing policy reforms, supporting female leadership initiatives, strengthening school inspection systems, and improving teacher professional development approaches.

Despite progress achieved during Year 1, implementation was affected by several contextual, operational and sequencing-related constraints. Macroeconomic pressures and liquidity challenges affected the execution and accessibility of teacher salary payments, despite transfers being made. While salary payments continued and remained accessible through mobile money mechanisms, liquidity shortages affected timely access and created risks for teacher motivation, attendance and programme outcomes. Ongoing challenges related to government salary payments have also influenced expectations regarding incentives and allowances under development programmes, creating implementation complexities where programme approaches do not include direct financial compensation. Continued engagement with MoGEI, alongside advocacy for increased domestic financing for education and strengthened public financial management, remain key mitigation measures.

Programme start-up was also affected by the time required to complete the county selection process. While the process followed agreed criteria and evidence-based analysis, consultations at national and sub-national levels required extensive engagement to build consensus among stakeholders and ensure alignment with programme objectives. At the MoGEI level, technical prioritization criteria needed to be balanced with broader stakeholder considerations and competing priorities. These challenges were addressed through continued dialogue, transparent communication of selection criteria, and the use of available data and evidence to inform decision-making.

Implementation timelines were further affected by procurement and contracting processes, particularly for technical assistance assignments and larger procurement packages, including construction works, school furniture, learning materials, digital systems and consultancy support. Procurement timelines were extended due to the need for detailed technical reviews and engagement of relevant MoGEI directorates to strengthen ownership and technical quality.
In addition, several programme activities required sequential implementation, resulting in interdependencies between components. For example, delays in contracting support for the digitization of school inspection tools affected the finalization of digital platforms, training materials and subsequent capacity-building activities. Similar linkages across programme components affected implementation pace and expenditure during Year 1. Despite these delays, key preparatory milestones were completed, positioning the programme for accelerated delivery during Year 2.

Conflict and insecurity, particularly in Jonglei State, also affected implementation. Deteriorating security conditions limited access for assessments, monitoring and programme delivery in Akobo and Uror counties and delayed infrastructure and supply-related activities. Site assessments were postponed, and implementation sequencing was adjusted to reflect access constraints. To mitigate disruption, programme teams prioritized implementation in accessible locations, strengthened reliance on local partners, pre-positioned supplies where feasible, and adopted adaptive approaches for conflict-affected areas.
During Year 2, priority actions will focus on completing outstanding procurement and contracting processes, rolling out the public financial management capacity-building package, initiating classroom construction activities, and advancing planned interventions across all programme components.

Project Implementation Progress, by Component / Objective

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period [2]	Previous Rating
More gender responsive, inclusive and effective	No	Moderately Satisfactory (MS)	

teaching practices and curriculum implementation in pre-primary and lower primary schools

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:

Outcome-1: Under this outcome, the programme focused on strengthening teachers' management, and teacher policy implementation, through series of key consultation activities. During this period progress was made to strengthen system capacity for gender-responsive and inclusive teaching practices and foundational learning. Policy advocacy and dissemination processes were initiated through the National Education Coalition (NEC) to support implementation of reforms in teacher management, affirmative action for female teachers, school inspection, and early childhood education. Four policy briefs on teachers' education, female teachers' affirmative actions, and inspection framework were developed and validated to facilitate approval and implementation. Another policy brief on ECE was also developed for policy approval and implementation. A capacity assessment was conducted to inform the establishment of the South Sudan Female Education Leaders Network. The network will be formally formed and the national launch of the female leadership network at the end of 3rd quarter 2026.

To enhance inspection and supervision of MoGEI, UNICEF procured one vehicle, 33 motorbikes, 85 laptops, and 200 tablets and distributed to State Ministries of Education, with distribution to counties underway. Digital inspection reporting templates development completed to enable real-time monitoring. The training of master trainers on the use of the digitalized inspection template at the end of July 2026.

To strengthen teachers' continuous professional development systems, the programme developed structured pedagogy training materials, instructional and supplementary resources for County Education Centres are under procurement based on the specifications that were developed by the ministry. In addition, the programme completed the revision of the Learning and Teaching Materials (LTM) Policy and distributed approximately 1.1 million textbooks previously printed by MoGEI to states and schools. Based on the standard allocation of four core-subject textbooks per learner, these materials are expected to benefit approximately 275,000 learners.

Completed outputs included the establishment and operationalisation of State Education Transfer Monitoring Committees (SETMCs) across all ten states and three Administrative Areas; completion of the Quarter 3 and Quarter 4 Accountability Reports; approval of the Education Sector Public Financial Management (PFM) Policy Framework; procurement and distribution of inspection and monitoring equipment; distribution of approximately 1.1 million GPE STG-funded textbooks; and identification and support of 1,884 children with disabilities.

Activities initiated but not completed included the tendering process for the construction of 60 STG-funded classrooms and commencement of 20 GEA classroom construction.

Activities under procurement included technical assistance packages, structured pedagogy interventions, and the EGRA/EGMA assessment, with procurement processes initiated but contracts not yet awarded.

Activities expected to materialise in Year 2 include commencement of civil works, implementation of the EGRA/EGMA assessment, deployment of technical assistance, rollout of structured pedagogy interventions, and accelerated programme implementation and expenditure following completion of procurement and contracting processes.

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period [2]	Previous Rating
Enhanced support to schools to sustain more equal and better learning opportunities.	No	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:

Outcome-2: Under Outcome 2, the programme supported community led food growing as a pilot project to strengthen sustainable school meal programme to improve learning conditions and school retention. Through collaboration with WFP under the Home-Grown School Meals model, 6,800 learners (48 per cent girls) received regular school meals. To strengthen sustainability and community ownership, 57 schools established school gardens and nursery beds, while 445 community stakeholders including Parent-Teacher Associations (PTAs), School Management Committees (SMCs), teachers, and farmers were trained in governance, safeguarding, and climate-smart agriculture practices. Preparatory work to strengthen the capitation grant system was aligned with ongoing World Bank support to avoid duplication and enhance system coherence. In addition, implementation of the school capitation grant requires close coordination with the World Bank, which is supporting a similar school grant initiative, to ensure complementarity between the two programmes, the approach is being discussed and finalized during the next quarter

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period [2]	Previous Rating
Increased access to education with a focus on providing better opportunities for girls and children with disabilities and other excluded children.	No	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:

Under Outcome 3, implementation under both the Girls' Education Accelerator (GEA) and System Transformation Grant (STG) focused on expanding equitable access to education and addressing barriers affecting girls, children with disabilities and other excluded learners.

Implementation of the Alternative Education System (AES) commenced during the reporting period. A total of 28 facilitators from pastoralist communities were engaged, while community mobilization activities continued to support the identification and enrolment of 1180 children (418 girls) in the cattle camp. Structured Back-to-Learning campaigns were implemented through a combination of community engagement activities and radio messaging. Community-based mobilization activities reached approximately 200,000 people, with nearly 3,000 community volunteers supporting efforts to address barriers affecting girls and vulnerable children. Radio messaging further reached an estimated 2.8 million listeners.

At sub-national, school and community levels, GEA, in collaboration with the Directorate of Gender and Equity, implemented targeted interventions to address gender-related barriers to education through the roll-out of Comprehensive Sexuality Education (CSE) and Menstrual Hygiene Management (MHM) initiatives across seven supported counties. Community engagement sessions were conducted to understand perceptions of CSE, address misconceptions and promote supportive attitudes towards girls' enrolment, attendance, retention and completion of education.

Results from pre- and post-training assessments showed that 83 per cent of participants demonstrated increased knowledge of CSE and MHM, based on improvements in standardized assessment scores. Through these interventions, 199 teachers were trained to integrate CSE into school-based activities and deliver age-appropriate life skills education. In addition, MHM awareness sessions reached 17,603 adolescent girls and young mothers, providing knowledge on menstrual health and hygiene practices. Menstrual hygiene kits were distributed to the same group of 17,603 adolescent girls and young mothers to support continued participation in education. The identical figures reported across these indicators represent the same cohort of beneficiaries and do not constitute double counting.

Preparations are underway for the establishment of reusable sanitary pad production units, which are expected to become operational during the next reporting period. These initiatives are expected to strengthen the sustainability of menstrual hygiene support and contribute to improved attendance and retention of girls in education.

GEA also strengthened disability inclusion through collaboration with stakeholders, including Disability Inclusion Facilitators (DIFs), to conduct community awareness activities, identify children with disabilities (CwDs), and support families and communities to enrol children in education. Through these efforts, 1,884 children with disabilities (908 girls and 976 boys) were identified, assessed and 184 provided with assistive devices including eyeglasses and clutches while 211 were referred for additional specialized assessment and the rest received minor treatment and rehabilitation based on their individual needs. Referral pathways established through the Buluk Eye Clinic partnership, described further below, remained active for children requiring follow-up eye care, and Disability Inclusion Facilitators continued to support families and schools to sustain enrolment and participation of these children.

As most identified children presented with visual impairments, GEA established a partnership through a Memorandum of Understanding (MoU) with Buluk Eye Clinic in Juba. Under this partnership, eye care specialists conducted vision screening and provided treatment for minor eye conditions among learners and teachers in supported counties. Corrective lenses were provided to learners requiring refraction services, and health facilities were mapped in selected counties in preparation for training healthcare providers on primary eye care services. These interventions strengthened early identification, referral pathways and support systems for children with visual impairments, contributing to improved participation and inclusion within the education system.

GEA further expanded access to flexible learning opportunities for out-of-school children, including adolescent girls and young mothers, through Alternative Education System pathways such as the Accelerated Learning Programme (ALP). Learners who were able to transition into formal education were supported to enrol in supported schools across the seven target counties.

Overall, 52,881 learners (21,249 girls and 31,632 boys), including 811 refugees, were supported to enrol or remain in education. A total of 199 teachers working in formal and non-formal learning centres received training on inclusive education approaches. ALP teachers were also trained on accelerated curricula, learner-centred pedagogical approaches, and the use of teaching and learning materials. Monthly incentives were provided to ALP teachers while advocacy continues with relevant authorities to support their integration into government systems as part of longer-term sustainability efforts.

Safeguarding and do-no-harm considerations underpinned these interventions. Community engagement sessions on CSE and MHM were conducted on a consent basis with community and family involvement, in line with the Ministerial Order on School Re-entry supporting the safe return of pregnant girls and adolescent mothers to education. Disability Inclusion Facilitators supported community-based identification of children with disabilities with family and caregiver consent, and referral pathways for children with visual impairments were established through the Memorandum of Understanding with Buluk Eye Clinic.

ALP and APEPT teaching and learning materials, including learner books and teacher guides, were printed and distributed to support teaching and learning processes for teachers and learners in accelerated education programmes.
Regarding infrastructure investments, site selection, accessibility audits and environmental assessments for classroom construction were completed in all target locations, except conflict-affected areas of Jonglei State. Construction designs, Bills of Quantities (BoQs) and procurement documentation were finalized for 60 climate-resilient classrooms with furniture under the STG, and the tendering process was initiated. The designs incorporated gender-segregated and disability-accessible water, sanitation and hygiene (WASH) facilities. Civil works are expected to commence in the next quarter and are expected to benefit approximately 3,000 learners upon completion.

Under the GEA window, construction commenced for 20 classrooms and 10 blocks of gender- and disability-responsive WASH facilities. Eight classrooms and four WASH blocks reached final completion stages, while the remaining 12 classrooms and six WASH blocks were at initial implementation stages and are expected to be completed during the next reporting period. Procurement of classroom furniture is ongoing and will be completed following construction.
Once completed, these infrastructure investments will contribute to expanding access to safe, inclusive and gender-responsive learning environments and support retention and completion among girls and children with disabilities. Implementation has been coordinated between the STG and GEA windows to ensure complementarity and avoid duplication of investments.

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period [2]	Previous Rating
Strengthened system capacity for service delivery, evidence generation and coordination of general education	No	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:

Outcome -4: Under Outcome 4, progress was made in strengthening education system governance, public financial management, coordination mechanisms and evidence generation. The Education Sector Public Financial Management (PFM) Policy Framework was developed, validated and approved, establishing a foundation for improved budget execution, transparency and accountability within the sector. Financial and technical support was provided to Education Transfer Monitoring Committees (ETMCs) at national and sub-national levels to strengthen quarterly accountability reporting and oversight of education financing. Progress was also made in strengthening learning assessment and education data systems. Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) tools were developed and approved, followed by completion of assessor training and pilot testing. The national assessment rollout commenced during the reporting period and is being implemented across 19 counties in 13 states and Administrative Areas. A sample of 180 schools was selected for the assessment, which is expected to be completed during the third quarter of 2026.

Progress was also recorded in strengthening sector coordination mechanisms, including refinement of Local Education Group and thematic working group arrangements and expansion of state-level coordination support.
Progress against programme triggers
During the reporting period, progress was made across all three triggers, and implementation remained aligned with the revised and approved trigger timelines and arrangements. MoGEI and partners focused on establishing the systems, policies and implementation mechanisms required to support achievement of the variable part reforms.

Trigger 1: Submission of Quarterly Accountability Reports by State Education Transfer Monitoring Committees (SETMCs)
The programme continued to strengthen financial accountability mechanisms within the education sector. SETMCs were established and operationalized across all 10 states and three Administrative Areas. Committee members received training, and reporting processes were strengthened to support regular monitoring and accountability.
Quarterly accountability reports for Q3 (July–September 2025) and Q4 (October–December 2025) were finalized, while reports for Q1 (January–March 2026) and Q2 (April–June 2026) are under review.
Technical support was provided to strengthen consolidation, quality assurance and standardization of reporting processes.
Following approval of the trigger revision request, achievement and verification timelines were aligned with FY2025/26 to reflect the delayed operationalization of grant activities and the prevailing macro-fiscal

context.

Trigger 2: Public Financial Management (PFM) Policy Framework
The Education Sector PFM Policy Framework was completed, validated and formally approved by MoGEI and the Ministry of Finance and Planning (MoFP). Supporting documentation required for verification has been compiled, and preparations for implementation and rollout are underway.
Capacity-building and operationalization activities are planned to commence in 2026 to support implementation of the framework and strengthen budget execution, accountability and financial management practices within the education sector. Trigger 2 remains on track for verification.

Trigger 3: Salary Execution Rate
Progress was made in strengthening monitoring and predictability of teacher salary execution despite continued macroeconomic and liquidity constraints. Salary transfers continued during the reporting period, and payments reached teacher accounts; however, access to liquidity remained constrained in some locations, affecting timely access to funds.
Government efforts to strengthen direct payment mechanisms through banking and mobile money channels are ongoing and are expected to improve payment traceability and execution monitoring. Following approval of the trigger revision request, the benchmark was adjusted to a phased target of 30 per cent execution by mid-year and 60 per cent by year-end for FY2025/26. This adjustment-maintained reform ambition while reflecting implementation realities and supporting the feasibility of achievement.

As for the reporting cut-off date, the cumulative salary execution rate stood at 20 per cent against the 30 per cent mid-year benchmark, based on MoFP salary payment records. While government records indicate that approximately 80 per cent of salary transfers were made to states, available evidence indicates that actual cash access by officials remained lower due to liquidity constraints.

Trigger 3 is currently behind the 30 percent mid-year benchmark for FY2025/26. According to financial reports from the Education Transformation Monitoring Committees (ETMCs), the Ministry of General Education and Instruction (MoGEI) and the Ministry of Finance and Planning (MoFP) transferred teacher salaries to individual bank accounts through April 2026. However, persistent liquidity shortages within the banking system have prevented many teachers from accessing their salaries. To mitigate this challenge, the Government made the April 2026 salary payment in cash to all teachers in school.
To close the implementation gap before the December 2026 verification deadline, MoGEI and MoFP will continue high-level engagement and advocacy on education financing and public financial management (PFM) reforms. These efforts will be complemented by measures to strengthen direct salary payment mechanisms, building on the approved Education Sector PFM Policy Framework, with the aim of improving the timely and reliable payment of teacher salaries.
The programme will continue to monitor implementation progress through the ETMC quarterly reporting mechanism and maintain close engagement with MoGEI, MoFP, state authorities, and development partners to identify and address bottlenecks as they arise. If progress remains below the required benchmark, the programme will intensify technical support and policy dialogue to accelerate implementation and improve salary payment arrangements. Any remaining shortfall against the trigger will be documented transparently, together with the actions taken by the Government and partners to address the constraints. The programme will also work with the Government to agree on corrective actions and a time-bound recovery plan to maximize progress toward the trigger and minimize the impact on teachers and learning outcomes.

Verification arrangements

Verification of progress against the triggers is being undertaken in accordance with the revised and approved trigger timelines and GPE procedures, with completion expected no later than December 2026. verification of the required documentation will be undertaken jointly by the technical teams from UNICEF, Save the Children, the Ministry of General Education and Instruction (MoGEI), and the Ministry of Finance and Planning (MoFP) before submission to the Coordinating Agency, the Local Education Group, and the GPE Secretariat. Government salary execution and payment records will be cross-checked against evidence from the state and county levels through the quarterly accountability reporting mechanism of the State Education Transformation Monitoring Committees (SETMCs), as described under Trigger 1. The verification process will also consider the government's ongoing liquidity constraints. While government records show that approximately 80 percent of salary funds were transferred to the states, verification will assess the extent to which these transfers resulted in actual salary payments, recognizing that limited cash availability has affected access to funds by state and county officials.

For Trigger 1, verification will be based on quarterly accountability reports prepared by SETMCs and consolidated by MoGEI, supported by relevant financial reporting records and accountability mechanisms.
For Trigger 2, verification will rely on the formally approved PFM Policy Framework and supporting validation and approval documentation from MoGEI and MoFP.
For Trigger 3, verification will be based on official salary execution records and payment documentation generated through government systems, complemented by accountability reporting mechanisms.
Supporting documentation and evidence packages are being compiled and will be submitted to support the verification process and inform subsequent disbursement decisions.

Component / Objective	Financed by Girls Education Accelerator?	Level of Progress this Reporting Period [2]	Previous Rating
Operation and programme effectiveness	No	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:
Throughout implementation, UNICEF, working jointly with the Ministry of General Education and Instruction (MoGEI), conducted regular field monitoring to verify progress, assess implementation quality and identify bottlenecks and emerging risks. This function was particularly important in South Sudan, where programme implementation takes place in a complex, high-risk and geographically dispersed environment characterized by limited infrastructure, long distances, access constraints and uneven institutional capacity across national, state and county levels. Field monitoring therefore served not only as a means of tracking progress but also as an important mechanism for the early identification of implementation challenges, corrective action and quality assurance.

Joint monitoring with MoGEI also helped strengthen linkages between national and sub-national levels and address coordination and information gaps among national, state and county authorities. UNICEF's field presence and regular engagement with government counterparts and implementing partners provided a mechanism for tracking agreed actions and maintaining alignment with approved plans, technical standards and GPE requirements.

UNICEF's comparative advantage was particularly evident in providing the systems and controls required to manage the GPE grant in a challenging institutional environment. While MoGEI and sub-national government structures remain important partners in programme delivery, institutional and systems capacity varies considerably across levels of government. UNICEF therefore brought established systems for programme planning, risk management, financial management, procurement, partner management, monitoring, compliance and quality assurance. These systems provided an additional layer of oversight and control, helping to mitigate implementation and fiduciary risks and supporting the use of GPE resources in accordance with approved plans, UNICEF procedures and grant requirements.

UNICEF also played an important convening role, bringing together MoGEI, state and county education authorities, implementing partners, communities, development partners and technical teams around a common implementation framework. This helped strengthen coordination across different levels of the education system and supported the timely identification and resolution of implementation issues. UNICEF's established presence and relationships at national and sub-national levels further enabled the programme to maintain continuity despite access, logistical and institutional challenges.

The programme also benefited from UNICEF's office-wide integrated approach. Education interventions were linked, where relevant, with WASH, child protection, gender, disability and inclusion, community engagement, and accountability to affected populations. This enabled cross-cutting risks and programme considerations to be addressed through coordinated technical support rather than isolated sectoral interventions. Combined with UNICEF's technical, operational and fiduciary oversight, this contributed to stronger implementation quality and accountability across the GPE-supported programme.

During the reporting period, activities under the Programme Effectiveness component provided the operational, financial, coordination, monitoring and communications support required to facilitate implementation of the GPE programme. In addition to supporting day-to-day programme delivery, these functions strengthened the systems and processes needed for planning, monitoring, risk management, accountability and reporting.

Operational and financial support was particularly important given the logistical and administrative challenges associated with implementing programmes across South Sudan. UNICEF supported the planning and management of procurement, financial transactions, contracting, travel, logistics and other operational requirements in accordance with UNICEF procedures and GPE grant requirements. These controls helped reduce operational and fiduciary risks and enabled implementing partners and government counterparts to focus on delivery while maintaining the necessary standards of compliance and accountability.

Coordination and programme management support also helped maintain implementation continuity in the face of evolving contextual and operational challenges. Regular engagement with MoGEI, state authorities, implementing partners and other stakeholders provided opportunities to review progress, identify constraints, agree on corrective actions and follow up on outstanding issues. This was particularly relevant in locations where government systems and implementation capacity were uneven and where access constraints could affect the pace and quality of delivery.

The combination of UNICEF's established control systems, field presence, technical capacity and convening role helped maintain programme continuity, strengthen compliance, manage implementation risks and improve the quality and accountability of GPE-supported interventions. This enabling function was particularly important in South Sudan, where delivering results requires not only financial and technical resources but also sustained coordination, close field oversight and strong programme assurance across multiple levels of a fragile and geographically dispersed education system.

Progress on the Girls' Education Accelerator funding (if any)

NA

Lessons, innovative/promising practices

Given that the reporting period primarily covered programme inception and early implementation, emerging good practices and lessons learned relate mainly to implementation approaches, institutional strengthening and the use of government systems, rather than longer-term outcome-level changes.

A key lesson from early implementation has been the importance of government leadership and ownership through existing Ministry of General Education and Instruction (MoGEI) structures and technical directorates. Rather than establishing parallel implementation arrangements, the programme has integrated activities within existing MoGEI systems and governance mechanisms, including technical working groups and directorate-led implementation processes. This approach has contributed to strengthening institutional capacity, supporting government ownership of programme decisions and results, and creating stronger foundations for the sustainability of education sector reforms.

The use of data and evidence to inform implementation decisions has also been an important practice. Evidence-based approaches supported county selection, planning, prioritization and stakeholder engagement, helping to navigate a complex operating environment while strengthening transparency and dialogue among stakeholders. This experience highlights the role of data-driven decision-making as both a technical approach and a partnership mechanism in system transformation programmes.

Early implementation further demonstrated the value of strategic partnerships beyond the education sector in strengthening programme delivery and inclusion. Under the Girls' Education Accelerator (GEA), the Memorandum of Understanding between GEA partners and Buluk Eye Clinic in Juba facilitated access to specialist eye care services, including vision screening, treatment of minor ocular conditions and provision of corrective lenses for learners and teachers with visual impairments in supported counties. This collaboration illustrates how partnerships with specialized service providers can complement education interventions and strengthen disability-inclusive support through linkages between the education and health sectors.

The engagement of persons with disabilities as Disability Inclusion Facilitators (DIFs) has also been an important approach in advancing inclusive education. Through community awareness activities, identification and assessment of children with disabilities, and participation in programme implementation, DIFs contributed to addressing misconceptions about disability and promoting greater awareness of the educational rights and capacities of children with disabilities. Their involvement strengthened community outreach, supported engagement with families and caregivers, and contributed to reducing barriers to school participation.

Several broader implementation lessons emerged during the early delivery phase. First, system transformation programmes require adequate investment in readiness and enabling conditions, including assessments, policy development, technical design, procurement, contracting and institutional preparation. Future implementation planning will continue to incorporate realistic sequencing and lead times for these foundational activities.

Second, implementation demonstrated that sustainable reforms require extensive consultation, consensus-building and institutional ownership. While these processes may affect implementation timelines, they support stronger alignment among stakeholders and facilitate the integration of reforms within existing systems.

Overall, early implementation indicates that investments in government systems, institutional capacity, evidence-based decision-making and strategic partnerships contribute to stronger national ownership,

sustainability and long-term education sector transformation. The experience also highlights that meaningful participation of persons with disabilities is both an inclusion commitment and an important implementation approach that strengthens community engagement and supports more equitable education outcomes

Impact stories

At the beginning of the 2026 school year, UNICEF, with funding support from the Global Partnership for Education (GPE), in collaboration with Save the Children, UNESCO and the Ministry of General Education and Instruction (MoGEI), launched the national Back to Learning (BTL) campaign in Wau. Implemented from February to April 2026, the campaign included activities before, during and after school reopening, with a focus on promoting enrolment, retention and inclusion of children in education.

The campaign was launched at a critical time, as conflict, displacement and economic pressures continued to affect children's access to education, particularly in Jonglei, Upper Nile and Unity States. For many families, immediate survival challenges affected their ability to prioritize education. Persistent systemic constraints, including challenges related to education financing, teacher salary payments and broader education system capacity, continued to affect children's participation in learning.

Against this backdrop, the BTL campaign sought to renew attention to education and mobilize collective action among families, communities, government institutions and partners. During the campaign launch in Wau, Hon. Kuyok Abol Kuyok, Minister of General Education and Instruction, highlighted the importance of the initiative, stating:
"This campaign is more than enrolment; it is about restoring hope and ensuring every child has a chance to learn."
The campaign gained momentum through coordinated engagement by national and international partners. Representatives from the European Union, the United Kingdom and the Canadian Embassy participated in campaign activities and used the platform to advocate for increased domestic financing for education. Their messages reached government stakeholders and were disseminated through multiple communication channels. As noted by the British Ambassador:
"Investing in education is investing in South Sudan's future. We must act now to ensure no child is left behind."

A comprehensive communication strategy expanded the reach of education messages across the country. Senior government officials participated in radio discussions, while key messages on enrolment, retention and inclusion were shared through SMS, radio jingles, public service announcements, drama performances and digital platforms, including TikTok. Campaign materials, including drama scripts, jingles and public service announcements, were translated into 11 major local languages and broadcast through a network of 25 radio stations, reaching approximately 2.8 million listeners, equivalent to around 40 per cent of the population.

In areas beyond radio coverage, UNICEF supported community volunteer networks to integrate education messages into local social mobilization activities. In addition, bulk SMS messages were delivered to 4 million subscribers, with an estimated 1.38 million recipients able to access and engage with the messages.
Through these combined communication and community engagement approaches, education messages reached a significant proportion of the population, promoting enrolment, continued attendance and inclusive education, including participation of children with disabilities.
At community level, the campaign encouraged parents, teachers and local leaders to support children's return to school. A parent from Jonglei State reflected on the influence of the campaign messages:
"I heard the messages on the radio every day. It reminded me that my children's future depends on education. I made sure they went back to school."
Beyond awareness-raising, the campaign contributed to increased community engagement around education at state, county and school levels. Local authorities and communities organized their own Back to Learning activities, reflecting growing ownership of education priorities. In Malakal, communities in the former Protection of Civilians site led their own BTL initiative focused on supporting children's enrolment in school.

At Lokoloko Primary School in Wau, learners also highlighted the importance of a supportive learning environment. One learner shared her enthusiasm for attending school, noting that she enjoys learning,

particularly with improvements to the school environment supported through community contributions, including the provision of benches.
The campaign also strengthened dialogue on the importance of education among teachers and communities. Reflecting on the renewed attention to education, a teacher from Upper Nile shared: “For a long time, education was forgotten. Now everyone is talking about it again, and that gives us hope.”
The Back to Learning campaign demonstrated the value of coordinated action among government institutions, development partners, communities and communication networks in promoting education access during a challenging period. By strengthening public awareness and community engagement, the campaign contributed to renewed focus on enrolment, retention and inclusion, particularly for children affected by displacement, vulnerability and other barriers to education.

Please find the link below to an advocacy video developed during BTL campaign. https://m.youtube.com/watch?v=eB0qVnyiLvY

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

#	File Name	Document Type	Description
1	Annex_4 Impact story.docx	Knowledge Product	Impact story
2	Annex 4-B GEA Indicators Reporting Template.docx	Results Framework	Annex 4-B: GEA Indicators
2	Annex_5- Absorption plan.docx	Knowledge Product	Annex 5 : Absorption recovery summary
2	GPETESS_Year2_CatchUp_Plan_Revised_28 August 2026.xlsx	Variable Part Confirmation	Year 2 plan considering catch up plan

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
46,430,000	3,619,125.98	7.79	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.
Implementation during Year 1 followed the approved annual workplan and procurement schedule. Financial utilization remained below planned levels during the reporting period, reflecting the implementation profile of a system transformation programme where significant investments are front-loaded through procurement, contracting and system preparation activities. Based on the approved Year 1 budget, expenditure reached approximately 29.4 per cent and increased to approximately 37.7 per cent when existing legal commitments are included.
The lower absorption rate is largely explained by the timing of large procurement packages and contracts, including classroom construction, supply procurement, digital equipment, learning assessments and technical assistance—which were initiated during the reporting period but had not yet translated into expenditure by the reporting cut-off date. Financial transfers and implementation arrangements remain operational and no major fiduciary bottlenecks affecting grant execution were identified. Expenditure is expected to accelerate substantially during the next reporting period as procurement processes conclude

and infrastructure and service delivery activities move into implementation.

Also, a portion of the Year 1 allocation remains unspent at the reporting cut-off date but has already been earmarked through approved Purchase Orders (POs) and Fund Reservations (FRs) and is therefore expected to convert into expenditure during subsequent implementation periods. These “soft” commitments represent approximately US$0.8–1.0 million already set aside for programme delivery. They are concentrated on key implementation streams including classroom design and supervision services; procurement of inspection and monitoring equipment (vehicles, motorbikes, laptops and tablets); digital inspection systems; learning and teaching materials and distribution support; structured pedagogy and teacher professional development; EGRA/EGMA implementation; and technical studies and advisory services.

In addition, approximately US$0.5–0.7 million has been reserved under partner implementation and contracted arrangements that had commenced but had not yet reached expenditure milestones at the reporting date. These include alternative education and inclusion activities, system strengthening interventions and technical assistance supporting sector reforms. These commitments are expected to convert into expenditure as partners implement activities in the field and implementation accelerates during Year 2, substantially improving the programme’s financial absorption profile.

A significant portion of Year 1 activities focused on programme readiness and enabling investments that require expenditure only after completion of preparatory steps. During the reporting period, substantial progress was achieved on assessments, policy development, technical design, procurement processes, contracting, institutional arrangements and establishment of implementation systems across programme components. These included classroom construction preparation and supervision arrangements, procurement of inspection and monitoring equipment, textbook distribution, development of digital inspection systems, structured pedagogy preparation, learning assessment implementation (EGRA/EGMA), and technical assistance packages supporting sector reforms.

Absorption was further affected by contextual and operational factors including extended timelines for stakeholder consultations and county selection processes, procurement lead times for technical assistance and infrastructure packages, implementation interdependencies across programme components, and insecurity-related access constraints in parts of Jonglei State. Macroeconomic pressures and liquidity constraints also affected implementation conditions and pace of execution in selected areas.

To improve financial absorption during the next reporting period, the programme has prioritized acceleration of procurement and contracting processes, rollout of approved activities and technical assistance packages, commencement of classroom construction works, operationalization of structured pedagogy and inspection activities, implementation of EGRA/EGMA data collection, and strengthened expenditure monitoring and forecasting. With foundational activities largely completed during Year 1 and substantial commitments already in place, expenditure is expected to increase significantly during Year 2.

To respond to low financial absorption linked to procurement and contracting timelines, implementation sequencing was strengthened through accelerated procurement processes, completion of technical preparation activities (including assessments, designs and bidding documentation), and closer monitoring of expenditure pipelines to enable faster transition from commitments to implementation.

To address constraints related to teacher salary execution and liquidity shortages, continued engagement with MoGEI and high-level advocacy on education financing and public financial management reforms were maintained. Approval of the Education Sector Public Financial Management (PFM) Policy Framework provides an important foundation for improving budget execution, accountability and predictability of financing in subsequent implementation periods.

To mitigate operational disruptions caused by insecurity and access limitations, particularly in Jonglei State, programme implementation was adapted through prioritization of accessible locations, increased use of local implementing partners, prepositioning of supplies where feasible and exploration of adaptive programming options for conflict-affected areas, including Education in Emergencies modalities where appropriate.

Additional mitigation measures included strengthening coordination and oversight mechanisms through continued support to Education Transfer Monitoring Committees, refinement of coordination structures, and investments in digital systems and monitoring tools to improve implementation tracking and responsiveness during programme rollout.

In summary, of the unspent Year 1 STG allocation, approximately US$0.8-1.0 million is committed through hard legal instruments (Purchase Orders and Fund Reservations) covering classroom design and supervision, inspection and monitoring equipment, digital inspection systems, teaching and learning materials distribution, structured pedagogy, EGRA/EGMA implementation and technical studies; a further approximately US$0.5-0.7 million is reserved under partner implementation arrangements (soft commitments) covering alternative education and inclusion activities and system-strengthening interventions. Both categories are expected to convert into expenditure as procurement concludes and partner implementation accelerates in Year 2.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period

Total Expenditure for the Current Reporting Period

12,301,649	3,619,125.98

Explanation for underspending or overspending in excess of 10%

Expenditure for the reporting period was below the approved annual budget primarily because Year 1 focused on programme establishment and readiness activities that require expenditure only after completion of preparatory processes. Delays associated with stakeholder consultations, county selection, technical design, procurement, contracting and sequencing of interdependent activities slowed conversion of planned activities into expenditure. In addition, insecurity in selected implementation areas and broader macro-fiscal constraints affected implementation pace. Despite lower expenditure, substantial progress was achieved in assessments, policy development, procurement, contracting and institutional preparation. A portion of the unspent balance has already been committed through Purchase Orders (POs), Fund Reservations (FRs) (which are not reflected as “hard” commitments but as earmarked funds) and implementation arrangements and is expected to convert into legal commitments and then expenditure during the next reporting period as implementation accelerates.

Management Performance

Level of Management Performance

Satisfactory (S)

Previous Rating

NA

Detailed Description

The GPE programme continued to benefit from strong financial management, fiduciary oversight, and implementation capacity, ensuring accountability, transparency, and compliance with GPE and UNICEF requirements throughout the reporting period. Established governance structures, including the Steering Committee, regular coordination meetings with the Ministry of General Education and Instruction (MoGEI), engagement with implementing partners and technical working groups, have strengthened oversight, supported joint decision-making and enabled timely identification and resolution of implementation risks and bottlenecks.

The application of financial, procurement, and environmental and social safeguard requirements strengthened programme quality, accountability, and sustainable capacity within the system. Procurement processes ensured compliance and value for money, while environmental and social safeguards were integrated into infrastructure planning and service delivery to mitigate risks and promote inclusion, accessibility, and safety

Programme implementation also benefited from strong government engagement, with MoGEI key units and technical directorates actively participating in technical reviews, procurement processes and validation of key programme deliverables, strengthening institutional ownership and alignment with government systems.

While the programme benefited from robust financial management, fiduciary oversight, and governance arrangements that ensured accountability, transparency, and compliance with GPE and UNICEF procurement requirements, on the other hand these rigorous processes contributed to slower implementation during the first year. Procurement and contracting for technical assistance, consultancies, and key service providers required multiple stages of technical review, stakeholder consultation, and compliance verification before finalization. Strong governance mechanisms, including the Steering Committee, regular coordination forums, and technical working groups involving the Ministry of General Education and Instruction (MoGEI) and implementing partners, provided effective oversight of programme delivery, supported joint decision-making, and enabled the timely identification and resolution of implementation risks and bottlenecks. Procurement processes ensured compliance and value for money, while financial, environmental, and social safeguard measures were integrated into infrastructure planning and service delivery to strengthen programme quality, sustainability, inclusion, accessibility, and safety. Through these efforts, 1,884 children with disabilities (908 girls and 976 boys) were identified, assessed and 184 provided with assistive devices including eyeglasses and clutches while 211 were referred for additional specialized assessment and the rest received minor treatment and rehabilitation based on their individual needs

Additional management challenges arose from the operating environment, including limited institutional capacity, competing demands on government personnel and broader macro-fiscal constraints affecting implementation pace. These factors occasionally slowed decision-making, technical review processes and implementation of planned activities.

To address these challenges, the programme strengthened routine coordination mechanisms, increased technical follow-up with responsible entities, enhanced implementation monitoring and forecasting, and

maintained continuous engagement with national and sub-national stakeholders to facilitate resolution of bottlenecks and accelerate decision-making. Procurement tracking and sequencing of interdependent activities have also been strengthened to improve delivery momentum.
Overall, management performance is assessed as Satisfactory as governance, fiduciary and safeguard arrangements remained effective, implementation risks were actively managed and compliance standards maintained. While these arrangements contributed to some implementation delays during programme establishment, they played a critical role in ensuring accountability, quality assurance and the long-term sustainability of programme investments and position the programme for accelerated delivery and expenditure in Year 2 and beyond.

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?
Moderately Likely

Detailed Description
Due to the security situation in Jonglei, programme implementation in Akobo and Uror was postponed for some period. While the situation in Uror has improved, access in Akobo remains limited. While Akobo County is being maintained, the security situation will be monitored closely and, should access deteriorate further, a change of county may be proposed to the GPE Secretariat through a formal revision request, with corresponding adjustments to the workplan and results framework as required.

During the Steering Committee meeting, it was agreed to retain Akobo and Uror as the implementation locations. It was recognized that reprogramming to other areas would disadvantage some of the most underserved communities and children, who remain the intended beneficiaries of the programme. To date, the security situation has not improved sufficiently to allow implementation. It is therefore anticipated that activities in these locations will commence in Year 2, supported by an accelerated implementation plan to recover lost time and achieve the planned results.

Annexes

Annex 1: List of Acronyms

Acronym	Description
AA	Administrative Area
CEC	County Education Center
EGRA/EGMA	Early Grade Reading Assessment/Early Grade Mathematics Assessment
LTM	Learning and Teaching Materials
MoFP	Ministry of Finance and Planning
MoGEI	Ministry of General Education and Instruction

NEC	National Education Coalition
NGO	Non-Government Organization
PEP	Pastoralist Education Programme
PFM	Public Finance Management
SCI	Save the Children International
SETMC	State Education Transfer Monitoring Committee
SMoGEI	State Ministry of General Education and Instruction

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	#of textbooks distributed	1,114,875	25	The textbooks were previously printed by MoGEI. These have been in storage for some time due to funding limitations and were distributed with financial support provided by GPE.

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	227	100	Teachers/facilitors for Pastoralist Education Programme trained on facilitation of PEP

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	Actual Number Achieved (during this reporting period)	8	100	8 classrooms (with 4 WASH blocks) under the GEA window are at final completion stage, with handover expected early in the next reporting period; 12 further GEA classrooms are at initial construction stages, and 60 STG classrooms are under tender

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		282,980		0	282,980	100

Of which, girls		132,932		0	132,932	100
Of which, children with a disability (optional)				0		
Of which, refugee children (optional)	0		0	0		
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)	0	1,180		0	1,180	100
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)	0	0	0	0	0	0

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

The figures reported in the table provide a breakdown of the 282,980 primary school children reached during the reporting period, including 132,932 girls, across the different interventions supported through the GPE STG. The largest share of beneficiaries are approximately 275,000 children (47% girls) reached through the distribution of 1.1 million primary school textbooks covering Science, Mathematics, Social Studies and English to primary schools across South Sudan. In addition, 6,800 children (3,264 girls) benefited from school meal support, while 1,180 children from cattle-camps (418 girls) were enrolled in mobile schools. These figures explain the composition of the overall beneficiary reach reported in the narrative and presented in the table.

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 % of children enrolled in a program who complete the grade, level or program including ECCD [GI/Annually	21% for lower secondary	ECD 95% Primary 95% Secondary 95%	0	0	Actual will be assessed at Endline Baseline data source: https://data.worldbank.org/indicator/SE.SEC.CMPT.LO.ZS?locations=SS
Date	05/01/2025	05/01/2025	04/30/2026		

GEA Core indicators	Baseline	Results for this reporting period		GPE contribution (optional for cofinanced grants)	Comments
		Target	Actual		
Indicator name % of learners reaching basic competency or above in literacy/numeracy by gender and disability status	Lit 39% F, 40% M Num 72% F, 73% M	Lit 50% F, 50% M Num 85% F, 85% M	0	0	Actual will be assessed at the end of Yr2 and endline Baseline data source: Joint Learning outcomes assessment 2023- Save the Children and UNICEF
Date	05/01/2025	05/01/2025	04/30/2026		

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.