

# Accelerated Funding Grant Progress Report Template

Status: Accepted

<b>Country</b> Syrian Arab Republic	<b>Name of project this grant is contributing to</b> Syria - Accelerated Funding	<b>Grant ID</b> GPE0000908	<b>Project ID (if applicable)</b> SC230813
<b>Grant Agent</b> Save the Children US	<b>Grant Type</b> STG	<b>Approval Date</b> 11/27/2023	<b>Grant Effectiveness / Start Date</b> 12/01/2023
<b>Expected Closing Date</b> 06/01/2025	<b>Grant Amount</b> 15,000,000 (USD)	<b>Timeframe Examined in this report</b> <b>From Date</b> 01/12/2023	<b>Date of Report Submission</b> 11/26/2024
		<b>To Date</b> 08/31/2024	

## Implementation Progress

## Overall Project Progress this Reporting Period

### Overall Progress this Reporting Period <sup>1</sup>

Highly Satisfactory (HS)

### Previous Rating

NA

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

Overall objective: Girls and boys affected by the earthquake, including those with disabilities, have equitable access to safe and protective learning environments:

During the reporting period (December 2023 to August 2024), the program reached 24,746 earthquake affected children (12,823 boys and 11,923 girls) including 464 children with disabilities (158 girls and 306 boys) aged 3 to 18 in Northwest and Northeast Syria across eight earthquake-affected subdistricts Armanaz, Bennsh, Idleb, Maaret, Tamsrin, Tefnaz, Qourqeena, and Dana.

Safe, inclusive and quality education is being provided to the children. Data from the Early Reading Ability (ASER) tool indicated 76% of the learners demonstrated improved reading and numeracy levels. A total of 508 teachers (296 female and 212 male) have reported improved knowledge because of the teacher professional development (TPD) support. The TPD support included pedagogy skills and psychosocial support (PSS), all which contribute to recovery in the mid-term. For caregivers, 61% (7,102 individuals of which 3,854 are females, and 3,248 are males) and Parent Teacher Association (PTA) members have provided feedback on how the parenting skills and peer support enhances their children's education, wellbeing and safety.

The program helped 23 schools to create safe school committees that have developed and implement the school safety plans including emergency preparedness, and can support threat response and mitigation (protocols, drills, clear roles and responsibilities, etc.). The program has also helped establishing early warning systems that support alerting and proper communication in times of emergency. A total of 247 PTA committee members and children (69 males, 95 females, 42 girls, and 41 boys) were trained on emergency response to support school community's protection.

## Implementation of the Components/Objectives of the Project this Reporting Period

### Component / Objective

Safe, inclusive and quality educational continuity

### Level of Progress this Reporting Period 2

Highly Satisfactory (HS)

### Previous Rating

#### **Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**

The program, through implementing partners and SC direct implementation, provides earthquake-affected children 11,944 (5,625 girls and 6,319 boys) with education services including catch-up and remedial classes to strengthen children's competencies in assessed learning gaps in school, as well as home and self-learning activities that include prepared sets of subject matter exercises to continue learning. To better identify the learning needs of girls and boys, assessment tests were conducted by the education team. Post assessments were conducted and 96% of supported children showed improvement in their reading and math competencies appropriate to their grade level. To ensure enrolment and retention, the program conducted 56 Back to Learning (BTL) campaigns across 23 school communities. BTL campaigns created links and communication with caregivers and communities on education. During the campaigns, messages such as the importance of education for girls and boys including children with disabilities, and the importance of Non-Formal Education (NFE) programs in strengthening children's learning and retention potentials were conveyed. Activities included open day events, door-to-door visits for caregivers of out-of-school or dropped-out children, and community mobilization events. During the campaigns, 9,667 children (4,427 girls and 5,240 boys) were registered for the non-formal education programs of which 344 children (107 girls and 237 boys) had disabilities.

To ensure a safe educational environment, all the NFE teachers are equipped with the necessary skills and knowledge to meet the protection needs of the learners. The education personnel/teachers have signed the Child Safeguarding (CSG) Policy and code of conduct for the protection and safety of learners. They are trained and supported with materials for their technical, psychological, and self-care skills. The teachers and school personnel are trained on educational topics including enhancing their knowledge of Teachers in Crisis Context (TiCC), positive discipline, Social Emotional Learning (SEL) competencies, and the basics of Microsoft Office. This ensures they are equipped with the necessary skills for the NFE education service delivery.

The education team has also conducted supervision support visits of teachers to observe the application of the skills teachers have received through the TPD activities. These opportunities allowed teachers to have positive discussions with the supervising team and were provided with constructive feedback. The observations from these visits captured various education strategies teachers have applied, and which have contributed to a positive learning environment, with teachers effectively utilizing the materials provided and applying the skills learned from previous training sessions.

The program, in collaboration with the local education directorate, hired and provided stipends to 508 NFE teachers (296 females and 212 males) to deliver the NFE education services to the children. The teachers were verified and confirmed they were not already engaged with formal schools. An anti-terrorist check was conducted before engagement, and there were no concerns in this regard. The NFE teachers are responsible for conducting catch up and remedial classes, follow-up and supervision of home/self-learning activities, and implementing PSS activities for learners' wellbeing. They are compensated with monthly stipends which is key for the continuation of education services for the earthquake affected earthquake affected boys and girls including children with disabilities.

The program has supported regular meetings PTAs in all 23-supported schools. These meetings focused on topics critical to child protection and education, including parents' role in enrolment and retention of learners, parenting skills, the risks related to bullying, children's wellbeing, and the role of parents in helping children to set future goals. All 247 PTA members (69 males, 95 females, 42 girls, and 41 boys) are actively involved in PTA meetings that are strengthening the collaboration between parents and school personnel, fostering a more participatory, inclusive and supportive delivery of education services.

During the reporting period, school safety plans were developed/updated, and are currently implemented in the 23-supported schools in collaboration with school personnel and PTA members after assessing the school's identified safety needs by the committee. The safety plans for each school outlined protocols for various emergency scenarios, such as fires and other potential hazards, threats and vulnerabilities. School teachers, children and community members are engaged in the development and implementation of the plans, including the roles and responsibilities of key personnel in preventing, mitigating and

responding to risks, threats and vulnerabilities in and around schools. These plans identified needs such as water drains, repairing playground equipment, doors and windows and addressing other infrastructure issues to ensure a safe, inclusive and conducive learning environment. Rehabilitation work, including repairs of windows, doors, fences, walls, roof, solar systems, and WASH facilities, has been conducted in 21 schools following rehabilitation needs assessment ensuring the schools and WASH facilities are safe, accessible and disability friendly for all students.

The program has conducted practical training sessions involving role-plays and simulations to ensure that school are well prepared to handle emergencies effectively by the involvement of students in the age-appropriate safety drills. The program has contextualized and shared lifesaving messages that reached 12,802 (6,298 girls and 6,504 boys) children with the knowledge and awareness needed to avoid potential risks and how to respond effectively to such cases and minimize risks to their well-being and safety. The contextualized key lifesaving messages and posters were disseminated including messages to prevent and mitigate potential risks and ensure children are prepared in case of any emergency at school, on their way to school or at home.

During follow-up sessions, 65% of the beneficiaries reported the messages and posters had significantly improved their awareness on potential risks and harm, therefore promoting their overall safety and wellbeing in the earthquake's aftermath. And 72% of the teachers reported that learners were supported with a safe environment that helped them share their post-earthquake experience during storytelling with others and this gave them a feeling of comfort and increased empathy. The learners are supported through case management and established referral pathways to reach out to their caregivers, teachers or program team. This has helped to strengthen learners' coping and resilience abilities.

The program provided 2,915 (1,079 girls and 1,836 boys) learners with kits that included school bags, sharpeners, drawing books, erasers, writing, and reading materials as well as recreational activities including coloring, songs, collective counting, passing and applause, circle names, etc. These have positively impacted learning, promoted physical health, mental well-being, social skills, cognitive development, and overall engagement. Similarly, 420 teachers (256 females and 212 males) were provided teaching kits that included stationery and supplies for teaching, including paper, notebooks, paper clips, pens, markers, sharpeners, pencils, erasers, plastic rulers for measuring, wallcharts, illustrative pictures, rubber bands, geometry sets (protractor, triangle, compass), balloons, adhesive tape, staplers, correctors and stick-it notes, and a bag. The teaching, learning and recreational kits used during learning and recreational activities as well as group activities and home learning have provided the children with participatory learning opportunities and has supported the teaching and learning process. The program is supporting 23 schools with monthly running costs including (trucking of potable water, school refreshments, electricity provision, and teaching aids) making the schools accessible for learning.

In addition to the learning support provided, the program supports children's readiness to school (3-5 years) through Emergent Literacy and Math (ELM) learning to caregivers. 283 caregivers (163 females and 120 males) participated in ELM training sessions, acquiring essential skills to foster their children's emotional well-being and resilience through play-based and developmentally appropriate games, books and activities.

The caregivers also learned how to create a safe and supportive home environment, promoting children's mental health and overall development. These activities played a crucial role in mitigating the psychological impact of the earthquake on children and their families, helping them to cope with the distress and rebuild their lives. Furthermore, the program integrated a child resilience curriculum into its PSS activities, providing a structured framework to address emotional and psychological needs. This curriculum focused on equipping children with coping skills, self-awareness, and problem-solving abilities.

Non-structured psychosocial support was provided to 7,091 children (3,487 girls and 3,604 boys), and 277 children with disabilities (103 girls, 174 boys) in the supported 23 schools. The PSS sessions created a safe environment for children to play and express themselves while learning about their community, children's rights, responsibilities, feelings, and friendships. The PSS sessions have supported children to become more aware of their responsibilities, learn new communication skills, improve their ability to express themselves and communicate more effectively with peers and family members. They also learned to show empathy to their peers and friends and to maintain healthy friendships. The children's engagement in the sessions has improved their interaction with one another.

Through the child resilience sessions, the children's overall well-being has improved, they are no longer isolated, and they are thinking more positively about the future and planning accordingly. The social emotional competencies of beneficiaries were measured using a Social Emotional Learning Knowledge, Skills and Attitude (SEL KSA) survey, and 70% of boys and girls have shown at least 10% improvement in their social and emotional learning competencies.

The adult PSS sessions have provided 420 teachers and education personnel (256 females and 164 males) with knowledge on self-care skills for a healthier and daily functioning. This included awareness on health and well-being, teaching interaction with the community, self-awareness, and positive thinking, leading to a more fulfilling life. School personnel have gained knowledge and skills on how to cope with social challenges, received guidance on personal health and self-care, along with psychological support.

**Component / Objective**

Recovery in the Medium Term

**Level of Progress this Reporting Period 2**

Highly Satisfactory (HS)

**Previous Rating**

**Brief description of the major activities undertaken and the relative level of success in fulfilling the project outputs and outcomes planned for this reporting period:**

The program has trained, coached and mentored 420 teachers (256 females and 212 males) on teaching skills including classroom management, positive discipline, and inclusion as well as the integration of child protection (CP) and psychosocial support (PSS) during and after classroom activities. These trainings included child protection in emergencies, child safeguarding, safe identification and referral, gender-based violence (GBV), psychological first aid (PFA) and Protection from Sexual Exploitation and Abuse (PSEA). These trainings have provided skills to teachers to support children to recover from the aftermath of the earthquake and the protracted crisis by strengthening their resilience abilities.

Post-training evaluations show that 98% of trained teachers demonstrated improvement in their knowledge related to the training received. The impact is evident in the feedback provided by the teachers that their confidence has increased in the delivery of NFE services and managing challenging behaviors in the classroom in the aftermath of the earthquake and the protracted crisis. This improvement has contributed to creating a safer and more supportive educational environment for students.

The program strengthens recovery by training PTA members 247 (95 females, 69 males, 42 girls, and 41 boys) on emergency risk preparedness planning, child protection in emergencies, parenting skills, safe identification and referral and PFA. This has enhanced their support in the development and implementation of school safety plans, positive parenting skills and empowered them to play an active role in safeguarding children within their communities and in schools. Key informant interviews confirmed that 79% of trained PTA members showed an improvement in their knowledge related to school safety, gender equality and inclusion, positive discipline, child protection and other topics delivered, contributing to safer school environments and improved community awareness of CP issues.

The program has conducted Safe Families sessions with 348 caregivers (223 women, 125 men). The sessions used Save the Children's Safe Families Approach and covers topics including Positive Parenting and its goals of stress reduction and self-care, and What Should I Protect Children From. Parents and caregivers have learned how to manage stress, practice positive parenting, and support their children's psychosocial needs, reducing violence against their children. Similarly, peer support sessions were conducted for 206 caregivers (107 men, 99 women) on managing stress as a caregiver, children's reactions to adversity, helping children with specific reactions, and assisting teenagers.

These sessions enhanced caregivers' abilities to handle care pressures effectively, reducing negative impacts on their psychological and mental health. Caregivers have become more aware of children's reactions to stress and challenging events, allowing them to provide appropriate psychosocial support. The sessions also enhanced experience-sharing among caregivers' sense of support and solidarity and reducing isolation and psychological pressure.

**Component / Objective**

Preparedness for and prevention of future crises

**Level of Progress this Reporting Period 2**

Highly Satisfactory (HS)

**Previous Rating**

**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:**

Training for Children and Teachers on Disaster Risk and Emergency Response: During the reporting period, the program in collaboration with school administrations and under the supervision of the safety and security department, conducted comprehensive safety and emergency response training to school personnel 508 (296 females, 212 males). The training emphasized the importance of emergency preparedness to protect children and school community. and implementation of school specific emergency plans tailored to each school's needs, detailed procedures for organized evacuations during ground

and aerial bombardments or fires, and first aid for burns.

Similarly, participants were informed about evacuation routes, safe zones, and roles during emergencies, and each session concluded with practical simulations to practice these procedures, ensuring readiness to handle real-life emergencies effectively. All the supported schools have established safety and security committees for firefighting and rescue, evacuation, First Aid, and documentation comprising of teachers, headteachers and PTA members. In addition, awareness posters on safety protocols and responsibilities of the committee are installed in schools to serve as visual reminders, ensuring that everyone remains vigilant and prepared for emergencies.

The program in collaboration with Civil Defense Organization installed early warning systems in 23 schools to enhance prevention and response to threats and vulnerabilities. A safety and security assessment was conducted in the supported schools through a participatory approach in which safety and security needs were identified and provided such as fire extinguishers and first aid kits. The program has also installed early warning systems in six schools through the installation of an electric bell and the provision of internet subscriptions to enable the focal person in each school to alert other staff and students about any potential attacks that are close to the school through the WhatsApp group operated by the civil defense teams.

To further reinforce emergency preparedness and response capabilities, evacuation drills are conducted using the skills and knowledge gained during the trainings as well as periodic examination of the functionality of fire extinguishers and first aid kits provided to all schools. The drills are executed based on the specific emergency and evacuation plans prepared by each school's administration. Both staff and students actively participated in the drills, practicing the organized evacuation procedures, handling first aid for burns, and following other safety protocols.

The evacuation drills are playing a vital role in reinforcing safety protocols taught during the training sessions, significantly enhancing the preparedness of both staff and students to respond to emergencies. The drills have improved participants' awareness and understanding of emergency procedures, boosting their confidence and competence in executing evacuation protocols. They also served as practical assessments of each school's emergency plan, allowing for the prompt identification and correction of any gaps or weaknesses to ensure effectiveness. By regularly conducting these drills, schools have developed and strengthened a culture of safety and preparedness, making staff and students more familiar with their roles and responsibilities, which is crucial for maintaining a safe and secure learning environment. These efforts are part of a broader strategy to build resilience within the school community and ensure that all members are prepared to act effectively in emergencies.

Contingency Planning at School, and Community: During the reporting period, the program has worked on building the digital literacy and data management capacities of teachers 416 (255 females and 161 males). The teachers have been provided support in Microsoft Office programs, particularly Word, Excel, Google Drive, and introduction to scanner software. Post-training evaluations indicated that 100% of trained teachers demonstrated improvement in their knowledge and competencies related to Microsoft Office, and data management delivered topics. The trainings have enhanced teachers' skills in using basic Office programs on both computer and mobile phone, increasing efficiency in performing educational and administrative tasks, developing the ability to create organized and professional documents using Word.

The teachers have demonstrated improved knowledge in data management using Excel to effectively save and share files using cloud storage, strengthened their ability to digitally scan documents using scanner software, saving time and effort in daily tasks by using digital tools, in addition to achieving greater interaction and collaboration among teachers through training activities.

Awareness Raising on Climate Change: The program has raised awareness among students and the community members 19,904 individuals (12,802 children (6,298 girls and 6,504 boys) and 7,102 adults (3,854 women and 3,248 men) about the importance of environmental care and its significant impact on various aspects of life. Climate change materials about knowledge of climate change, its impact and actions to be taken are developed, contextualized and translated to make sure they are user friendly and appropriate. All supported schools organized planting events, distributed eco-friendly bins, and set up recycling bins to promote environmental awareness.

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

Technical and Implementation Support Costs

Highly Satisfactory (HS)

## 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:

Please see Section Management Level of Performance for description.

### Continued Relevance

#### Detailed Description

N/A

### Standout Grant Practices, Emerging Lessons, Stories and Products

#### Detailed Description

Impact stories are being collected and will be shared in next report or separately with GPE's communication team.

### Coordination

#### Detailed Description

The Grant Agent coordinates effectively with the Education Cluster and with Creative Collaboration for Enhanced Community Safety (CCECS) to strengthen community resilience and safety. Through implementing partners, there is coordination with the local civil defense organization to implement early warning systems making use of their expertise and extensive experience in installing such systems to mitigate risks associated with natural disasters and other emergencies.

There is also effective coordination at community and school levels through the involvement of PTAs and school personnel in the medium- and long-term planning crucial to the 70% learners' retention rate indicative the importance of community and school management involvement in planning, organizing, and provision of education services.

### Results Framework and other Supporting Documentation

#	File Name	Document Type	Description
1	GPE AF II Result Framework_progress achievemnet.xlsx	Results Framework	

The documents listed were submitted with the progress report. If you'd like access to them, please contact the grant operations officer for your country.

### Financial Reporting & Grant Management

#### Financial Reporting on GPE Grant

##### Cumulative Financial Absorption Rate

Approved Budget to Date	Cumulative Expenditure	Cumulative Financial Absorption Rate	Level of Financial Absorption
4,500,000	2,129,025.32	47.31	Off Track

Since the financial absorption is not rated as 'on track', please provide an explanation that identifies the main activities that have been delayed and their corresponding unspent amounts, as well as reasons for the delay and steps taken to ensure that expenditure absorption gets on track in the next reporting period.

The enrolment of children in NFE programs is aligned with the school calendar year and more learners have been enrolled in September with the procurement and distribution of learning and recreational materials. The cost for the school rehabilitation of 9 schools will reflect in the next reporting period.

**Budget Variance Analysis for the Current Reporting Period**

**Total Approved Budget for the Current Reporting Period**

3,076,651

**Total Expenditure for the Current Reporting Period**

2,211,971.16

**Explanation for underspending or overspending in excess of 10%**

Please see above explanation on spend. Budget is on target.

**Management Performance**

**Level of Management Performance**

Highly Satisfactory (HS)

**Previous Rating**

NA

**Detailed Description**

There is mandatory awareness training for all Save the Children (SC) staff and implementing partners on fraud, bribery, and corruption, which also includes aid diversion and financing of terrorism; clear channels for reporting suspicions of fraud and/or aid diversion vetting systems in place for staff, partners, suppliers, service providers, incentive workers, and volunteers.

Similarly, there is regular security assessments; procurement and supply chain procedures that prevent fraud and aid diversion and ensure compliance with import/export controls and sanctions; conducting Post Distribution Monitoring (PDMs), field monitoring visits, and other beneficiary monitoring; as well as partnership management and support, including partner due diligence and ongoing capacity assessment and support.

The grant objectives were clearly communicated, understood, and aligned with the strategic priorities to all project stakeholders, which enabled effective implementation and progress toward desired outcomes. As Grant Agent, SC ensured proper financial, human, and material resource allocation to support grant activities. The funds are utilized efficiently, contributing to the smooth project implementation and enhancing the achievement of results.

**Revisions to the grant**

**Detailed Description**

N/A

**Annexes**

## Annex 1: List of Acronyms

Acronym	Description
ASER	Annual Status of Education Report
TPD	Teacher Professional Development
PSS	Psychosocial Support
PTA	Parent Teacher Association
BTL	Back-To-Learning campaign
NFE	Non-Formal Education
CSG	Child Safeguarding policy
TiCC	Teachers in Crisis Context
SEL	Social Emotional Learning
ELM	Emergent Literacy and Math
SEL KSA	Social Emotional Learning Knowledge, Skills, and Attitudes
CCECS	Creative Collaboration for Enhanced Community Safety
PDM	Post Distribution Monitoring
SC	Save the Children
TLS	Temporary Learning Spaces
MHPSS	Mental Health Psychosocial Support

## 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
- Teachers trained
- Classrooms built or rehabilitated



**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)	% attributed to this grant (for cofinanced grants)	Comments
1	# of earthquake-affected girls and boys benefiting from recreational materials	2,915	0	Provided with learning and recreational materials.

**GPE Indicators**

**Teachers trained**

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	# of teachers and school personnel reached through PSS programming	420	0	Trained on MHPSS/PSS and protection topics.

**GPE Indicators**

**Classrooms built or rehabilitated**

#	Indicator	Actual Number Achieved (during this reporting period)	% attributed to this grant (for cofinanced grants)	Comments
1	# of schools/TLSs/learning centers receiving light rehabilitation	21	0	Provided light rehabilitation work in earthquake affected schools.

**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.

**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 other donors, enter 40% in the "% attributed to this grant."

	Pre-primary (optional)	Primary (optional)	Secondary (optional)	Others (optional)	Total	% attributed to this grant (for cofinanced grants)
Number of children/other students who directly benefited from the project over the entire duration of the project	314	24,432			24,746	
Of which, female	176	11,747			11,923	
Of which, children/other students with a disability (optional)		464			464	
Of which, refugee children/other students (optional)						
Of which, internally displaced children/other students (optional)		7,058			7,058	
Of which, out-of-school children (optional)	94	11,011			11,105	
Of which, children/other students from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

Provide any comments on beneficiary children/students, if needed. This could include, for example, the definition employed by the project 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/students are unavailable. Please provide the number or proportion of girls for varied subgroups in the comment section below, if available.

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.