

Country	Name of project this grant is contributing to	Grant ID	Project ID (if applicable)
Cambodia	Cambodia - MLT - STG	GPE0000815	SC240029, SC240413
Grant Agent	Grant Type	Approval Date	Grant Effectiveness / Start Date
United Nations Children's Fund	MLT-STG	11/27/2023	01/26/2024
Expected Closing Date	Grant Amount	Timeframe Examined in this report	Date of Report Submission
02/29/2028	25,390,000 (USD)	From DateTo Date	04/24/2025
		01/26/202401/26/2025	

Implementation Progress

Overall Project Progress this Reporting Period

Overall Progress this Reporting Period 1	Previous Rating
Satisfactory (S)	NA

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

This is the 1st progress report for the Multiplier and System Capacity Grants covering the period from 26 January 2024 to 26 January 2025. The overall progress in implementing the grants-supported activities in this reporting period is rated as SATISFACTORY.

Component: Teacher Education

The implementation of this component is rated as satisfactory. Building on the foundations established in 2023 under the Capacity Development Partnership Fund (CDPF) support, significant progress was made in the implementation of the new curriculum and standards across Teacher Education Institutes (TEIs). This was evident through the training of 696 (235 women) teacher educators from all TEIs including Pre-school Teacher Training Center (PSTTC), Provincial Teacher Training Centers (PTTCs), Regional Teacher Training Centers (RTTCs) and Teacher Education Colleges (TECs) in the new credit-based Teacher Education Curriculum Framework (TECF) and Professional Standards for Teacher Educators (PSTE). This was complemented by the development of strategic plans for Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC), supporting the Ministry of Education, Youth and Sport (MoEYS) priority teacher education reform of the transition to the 12+4 system. Based on the TECF, the curriculum review and revision process for the 12+4 programme began in consultations with the Directorate of General Teacher Education and Development (DGTED) and UNESCO as a STG co-grant agent. Despite some delays, a concept note and a draft plan for the revision process have been successfully developed. With the support of the Multiplier grant, the revision of the PSTTC curriculum, including the establishment of a core task team and training on early childhood learning, was also started in the reporting period, with the PSTTC curriculum review expected to be completed by end of the year. Finally, the development of the Teacher Qualification Upgrade (TQU) programme for in-service teachers towards the Bachelor of Education (B.Ed) degree has commenced, with a conceptual framework drafted to guide its design and implementation. Despite some setbacks, the approval of the framework is anticipated to take place in the first quarter of 2025, which will accelerate the progress of subsequent activities.

Component: Teacher Professional Development

The implementation of this area is rated as highly satisfactory. With support from the STG, the digitalized Capacity Development Platform (CDP) has been effectively utilized and expanded to assist the professional development needs of teachers and teacher educators in Cambodia. This platform functions as MoEYS's primary Learning Management System (LMS) dedicated to the on-going professional development of in-service teachers, teacher educators, and other education personnel at MoEYS. One of the CDP's notable achievements within this reporting period is the successful delivery of the blended course on Adult Learning. As a part of the Teacher Educator Development (TED) programme, 208 (79 women) teacher educators from Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC) participated in this course; with an impressive 89% of the participants passing the course and earning credits to be recorded in the Continuous Professional Development Management Information System (CPDMIS) . Furthermore, 29 per cent of the participants who passed the course reported increased confidence in this subject based on the post-test results, exceeding the 2024 target of 25 per cent. To maintain the quality and sustainability of CDP, UNICEF has further supported MoEYS to develop the Capacity Development Platform Governance Strategy (CDP GS) and Governance Group (CDP GG). This strategy will aid CDP GG in managing the platform operations, maintenance and future enhancements, ensuring that any courses hosted on the platform reflect MoEYS's standards and objectives of Continuous Professional Development (CPD).

Component: Classroom Learning

The implementation of this component is rated as satisfactory. During this reporting period, significant progress was made in implementing Early Grade Learning (EGL) initiatives, with most targets achieved despite minor delays in the implementation of refresher training for grade-1 teachers in Early Grade Reading (EGR). Supported by both STG and Multiplier, UNICEF, through CDPF, supported the expansion of grade 2 EGR through the training of over 2,200 teachers in eight provinces (Banteay Meanchey, Pailin, Koh Kong, Pursat, Kampong Speu, Preah Sihanouk, Ratanakiri and Monduliri). Additionally, the Early Grade Mathematics (EGM) package was introduced in three new provinces (Preah Sihanouk, Monduliri and Kampongchhnang) where 707 (76 percent women) grade-1 teachers were trained on how to utilize the EGM package for the first semester of grade 1. Beyond the teacher training, mentoring and monitoring support was bolstered with a total of 573 (89 women) master mentors and 1,163 (70 percent women) school-based mentors trained in mentoring skills and knowledge to support the grade 2 EGR package implementations in over 1,500 primary schools. Data from the mentoring visits demonstrate observable improvements in teachers' application of the EGR methodologies with a substantial increase in their competency levels. To monitor and assess the progress, the Early Grade Reading Assessment (EGRA) and the Early Grade Mathematics Assessment (EGMA) were administered in the target schools, revealing significant advancements in students' performance. The expansion of the EGL interventions was complemented by initiatives aimed at strengthening the capacity of educational leaders, especially women. This includes the launching of the second phase of MoEYS's leadership professional development programme with technical support from Kampuchea Action to Promote Education (KAPE). Pre-training surveys and baseline assessments were conducted to tailor the programme appropriately to the needs of sub-national female leaders and to track the progress, ensuring effective programme management and strategic direction. These collective efforts are set to expand further, with plans to roll out accredited leadership courses in more provinces in 2025.

Component: Access to Education

This component is exclusively funded under the Multiplier grant, with implementation beginning in August 2024. Since no progress targets are set for 2024 (2024 is set as baseline), the following discussion focuses on the description of major activities, with the implementation progress rated satisfactory. During the reporting period, UNICEF, through CDPF, supported the strengthening of the inclusive education and multilingual education (MLE) programmes. Key achievements include the training of 213 teachers in inclusive education and 25 teachers in specialized inclusive methodologies, including sign language, with both activities contributing to MoEYS's target under the Education Strategic Plan (ESP) 2024-2028 to train 2,500 teachers by 2028. Support was also provided to the National Institute of Special Education (NISE) to identify 30 participants for the upcoming special diploma in special education, with consultation also beginning for the development of a bachelor's degree programme in inclusive education. Additionally, efforts to scale up inclusive education schools commenced during the reporting period, with the establishment of a partnership with a specialized NGO to provide technical support and capacity development to MoEYS. In terms of the MLE programme, 43 teachers (21 women) were trained i, including subjects sun MLE methodologies, such as creating inclusive environments, using first language

education as a bridge to Khmer language, and conducting learning assessments. Follow-up monitoring visits were conducted, during which provincial education officials provided technical feedback on the implementation of the new teaching methodologies. Furthermore, technical support was provided to improve teaching and learning resources for MLE, which included initiating the revision of the grade 2 curriculum and syllabus for the Jaray language. Lastly, UNICEF launched Social Behavior Change (SBC) and Community Engagement (CE) strategies to support inclusive education for children with disabilities and ethnic minority groups. This involved conducting a formative assessment to guide the development of focused multimedia campaigns, set to be launched during the next reporting period.

Component: MoEYS Institution Programme Support

This component, which receives a satisfactory rating, focuses on assisting MoEYS with institutional expenses to ensure effective execution of activities supported by the STG and the Multiplier grant. This covered tasks such as supporting the translation of the National Education Congress reports from Khmer to English and providing interpreting services during the Congress. In addition, the effective execution of the CDPF Steering Committee was supported by the grants including joint monitoring of activity implementation and organization of quarterly meetings to foster strong sector coordination.

Component: GA Programme Management Support

The implementation of this component, rated as satisfactory, has supported the achievement of outputs and outcomes discussed in earlier components by ensuring smooth operations and adherence to relevant GPE guidelines. Funding under this component contributed to the programmatic and financial assurance of activities, ensuring compliance and upholding quality standards. For instance, in alignment with the Harmonized Approach to Cash Transfers (HACT) guidelines, multiple spot checks and programmatic visits were carried out for technical departments and implementing partners, promoting financial transparency and responsible fund utilization.

Project Implementation Progress, by Component / Objective		
Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Teacher Education	Satisfactory (S)	
<b>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:</b>		
With the support of the System Transformation Grant (STG) and Multiplier grant, Component 1 on Teacher Education focuses on strengthening Cambodia’s teacher education system and enabling Teacher Education Institutions (TEIs) to cultivate teaching excellence. The major activities undertaken within this component in the reporting period focused on strengthening the teacher education system through providing and improving access to quality pre-service teacher education (PRESET) and in-service training (INSET) opportunities for teacher educators and teachers. Implementation progress under this component is rated as satisfactory, with all indicators for 2024 being met despite minor delays.		
UNICEF has provided strategic support to MoEYS to implement teacher education reform priorities outlined in the Teacher Policy Action Plan (TPAP) 2024-2030, notably the shift from the 12+2 to 12+4 system. In the reporting period, a total of 696 (235 women) teacher educators from all Teacher Education Institutes (TEIs) including the Pre-School Teacher Training Center (PSTTC), Provincial Teacher Training Centers (PTTCs), Regional Teacher Training Centers (RTTCs), and Teacher Education Colleges (TECs) were trained in the new credit-based Teacher Education Curriculum Framework (TECF) and the Professional Standards for Teacher Educators (PSTE), exceeding the target outlined in the monitoring and evaluation (M&E) framework. The orientation of teacher educators on TECF played an important role in ensuring that the subsequent activities on the development and revision of teacher education curriculum materials are in alignment with the expected standards and are harmonized across pre-school, primary and lower secondary teacher education. Furthermore, support was provided to Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC) to develop strategic plans spanning the period 2024-2028 directly linking with the national Education Strategic Plan (ESP) 2024 - 2028. While no RTTCs have yet fully met the readiness criteria to implement the 12+4 system as per the outcome indicator, these key activities are supporting positive progress towards the achievement of relevant indicators in coming years.		

The curriculum review and revision process for the existing 12+4 programme, informed by TECF, was launched in the reporting period. This first involved extensive consultations with the Directorate General of Teacher Education and Development (DGTED) and UNESCO (STG co-grant agent) to agree on a strategic approach to supporting MoEYS 12+2 to 12+4 transition. These consultations led to a consensus that PRESET reform supported by CDPF/UNICEF would focus on lower-secondary teacher education and UNESCO’s support would focus on primary teacher education to avoid duplication while ensuring synergy across both programmes guided by the TECF. Based on that, a curriculum revision plan including the approach and timelines for the existing 12+4 programme for lower secondary level was developed and is being implemented. Furthermore, an assessment to identify new programme areas for 12+4 lower-secondary teacher education is being conducted to support advancement of MoEYS’ 12+4 reform.

The Pre-school Teacher Training College (PSTTC) curriculum revision was also launched in this reporting period. This began with establishing the core team, composed of curriculum and pedagogy experts from PSTTC and TECs, technical members from the Teacher Education Department (TED), Early Childhood Education Department (ECED), Department of Curriculum Development (DCD), Department of Nonformal and Inclusive Education (DNFIE), Teacher Development Department (TDD), as well as pre-school teachers themselves. Before the curriculum revision began, the core team received comprehensive training on the fundamentals of early childhood learning and development, including child-centered, play-based, gender and disability inclusive teaching methodologies, as well as 21st century skill development from an international early childhood education expert. This training has capacitated the core team to lead the revision of the PSTTC curriculum in alignment with the credit-based TECF through proactive involvement of the key stakeholders. The revision process is expected to be completed by December 2025 and to be followed by the provision of capacity building for PSTTC teacher educators on the new curriculum. Through both the PSTTC and 12+4 revision plans, the output indicator target on the number of curriculum revision plans to be developed has been achieved.

The comprehensive teacher education reform was further supported through the development and roll-out of the new Bachelor +1 (BA+1) programme for lower secondary teachers in mathematics and physics specializations. In the reporting period, the BA+1 curriculum framework, syllabi and other teaching and learning materials were developed and introduced. This was further complimented with the training of 65 (14 women) teacher educators from Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC) to implement this new programme, exceeding the target outlined in the M&E framework. The first cohort is expected to graduate from this programme in June 2025.

Aimed at addressing the critical need for qualified teachers in marginalized areas and elevating overall teaching standards, initial work on the development of the Teacher Qualification Upgrade (TQU) programme for in-service teachers towards the Bachelor of Education (B.Ed.) degree began in the reporting period. The conceptual framework for the TQU programme was drafted and presented to MoEYS with the decision of prioritizing the TQU for primary teachers as they comprise the majority of those without bachelor’s degree qualifications. The Conceptual Framework serves as a blueprint for design, development and implementation of the programme, including the delivery mechanism. While some delays were experienced in the development of the conceptual framework, due to delayed recruitment of technical assistance, subsequent activities are expected to be brought back on track.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Teacher Professional Development	Highly Satisfactory (HS)	
<b>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:</b>		
With the support of the STG, UNICEF has supported the enhancement and expansion of the Continuous Professional Development (CPD) system to meet teacher professional development needs. Implementation progress in the reporting period under this component is rated as highly satisfactory as most key indicators have exceeded expectations, despite minor delays.		
A key success in the reporting period was the operationalization of the newly developed Capacity Development Platform (CDP). The CDP was developed in 2023, which now serves as the Ministry of Education, Youth and Sport’s primary Learning Management System (LMS) dedicated to the continuous professional development of teachers, teacher e-educators and education personnel throughout the country. This platform is designed to provide users with opportunities to engage in both accredited and non-accredited learning courses, enhancing their skills, knowledge and competencies. During the reporting period, UNICEF has supported the drafting of the CDP Governance Strategy (CDP GS) and the establishment of the CDP Governance Group (GG). The CDP GS aims to provide an overall strategic direction by establishing basic rules and regulations for a collaborative environment for accessible, high-quality, accredited resources which are aligned with MoEYS’s CDP goals and standards. The strategy will also define CDP GG’s roles and responsibilities to oversee the platform’s operation, maintenance, and growth. It emphasizes CDP’s quality, security, sustainable funding, and inclusive access, with a commitment to ongoing review and adaptation to the evolving needs, growth and innovation in Cambodia’s educational landscape. UNICEF’s support to CDP including advocacy, the establishment of the		

governance group and the development of the governance strategy has contributed to the successful integration of 16 new courses into the platform, surpassing the target of 11 set in the monitoring and evaluation framework. These courses include those directly supported by CDPF/UNICEF, such as TED courses and the leadership course, as well as courses independently developed and uploaded by different technical departments, demonstrating MoEYS ownership and overall sustainability of the platform.

Using the CDP, the accredited TED course on Adult Learning (2 credits) was rolled out to 208 (79 women) teacher educators from Phnom Penh Teacher Education College (PTEC) and Battambang Teacher Education College (BTEC) via a blended modality. 89 per cent (189) of participants passed the course, with these credits recorded in the Continuous Professional Development Management Information System (CPDMIS) will be used by MoEYS for their future career progression. Additionally, 29 per cent of teacher educators who passed the course reported increased confidence in Adult Learning based on the post-test results. This increase in confidence was also confirmed in the findings of the follow-up questionnaire with the teacher educators six months after course completion, with the participants citing clear examples of how they have integrated key course concepts into their classroom practice.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Classroom Learning	Satisfactory (S)	
<b>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:</b>		
The implementation progress of Component 3 is rated as satisfactory as it achieved almost all the major outputs efficiently with only minor delays. The slight delay was observed in the implementation of Early Grade Learning (EGL) refresher training due to extensive consultations needed with government counterparts, while all other outputs and outcomes are on track.		
With support of the System Transformation Grant (STG) and the Multiplier grant, UNICEF has contributed to significant progress in building the capacity for effective Early Grade Learning (EGL) implementation. This included the successful roll-out of the Early Grade Reading (EGR) programme to eight Capacity Development Partnership Fund (CDPF) target provinces (Banteay Meanchey, Pailin, Koh Kong, Pursat, Kampong Speu, Preah Sihanouk, Ratanakiri and Mondulkiri), with a total of 2,279 (62 per cent women) grade-2 teachers trained in the EGR teaching pedagogies. The Early Grade Mathematics (EGM) programme was also rolled out to three new provinces (Preah Sihanouk, Mondulkiri and Kampongchhnang), with 707 (76 per cent women) grade-1 teachers trained in the first phase of two on the EGM teaching methodologies during this reporting period. Refresher training for 2,250 grade 1 teachers in EGR experienced some delays due to a combination of factors, including restructuring within MoEYS which led to delays in decision making including on the delivery method of the refresher trainings (i.e. online or blended).		
In addition to teacher training, mentoring and monitoring systems for EGL were strengthened through coordination and capacity building. This included training of 573 (89 women) master mentors and 1,163 (70 per cent women) school-based mentors in the eight target provinces on EGR mentoring support, surpassing the total target number of mentors to be trained. In the reporting period, these mentors conducted visits to over 1,500 primary schools supporting almost 300 cluster/core schools and providing individualized support to teachers in applying newly learned pedagogies in their classrooms. Training has also been provided to EGM mentors, with 122 (21 women) master mentors and 346 (132 women) school-based mentors trained in the three EGM target provinces. In addition, financial support was provided to mentors to travel to schools to conduct mentoring visits. Data collected from mentoring visits shows that teachers have shown improvements in their application of the EGR methodologies and utilization of teaching and learning materials, with the percentage of grade 1 and grade 2 teachers demonstrating level 2 and 3 competencies growing from 28 per cent in April 2024 to 78 percent in September 2024, far surpassing the 45 per cent target set for 2024.		
Early Grade Reading Assessment (EGRA) and Early Grade Mathematics Assessment (EGMA) were conducted in the provinces benefiting from EGL to track progress and utilize evidence to inform classroom teaching practice. For EGM, baseline data were collected from the three new provinces at the end of the 2023-2024 school year so that progress can be tracked following the first year of EGM implementation. The baseline data show that 45 per cent of grade 1 students scored zero on the level one subtraction sub-section of EGMA. The grade 1 EGRA results show a decrease in the proportion of students scoring zero in the oral reading fluency from 58 per cent in 2022, to 53 per cent, in alignment with the target in the M&E framework.		
Support for the EGL expansion and mentoring has also been complemented with activities aimed at strengthening the capacity of educational leaders, particularly women, to ensure full integration of the approach across the system. This has included training of 3,609 school directors (13 per cent women) from schools implementing both EGR and EGM across nine provinces in the EGL package, including a		

specific training on gender responsive classroom management.

Additionally, Phase-II of MoEYS leadership professional development program was successfully launched in 2024 with technical support from Kampuchea Action to Promote Education (KAPE). The program aims to enhance MoEYS personnel’s overall managerial competencies, targeting district and provincial leaders in 20 provinces with a particular focus on women in leadership positions. This builds on Phase I of the programme, which was rolled out to five provinces in 2023, thereby reaching the target as outlined in the M&E framework. During the reporting period, a Program Advisory Group (PAG) and a technical working group were formed and supported to ensure effective programme management, strategic direction, and ownership. Furthermore, with the support of KAPE, a survey was conducted with sub-national leaders from Provincial Offices of Education (POEs) and District Offices of Education (DOEs) to gather information on target population’s preferred training modality (in-person, online, or blended) and priority courses to be offered from the existing list. These findings are now being used in the roll-out of the programme. A baseline survey was also conducted to assess participants’ existing skills and knowledge, all of which are to be used to track their progress throughout the project implementation. Moreover, KAPE has worked very closely with the MoEYS technical working group to adapt existing courses and develop new courses with a plan to have these courses accredited and rolled out to more provinces in 2025.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
MoEYS Institutional Programme Support	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:**

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
GA Programme Management Support	Satisfactory (S)	

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

The implementation progress of this component is rated as satisfactory as it has successfully supported the achievement of outputs and outcomes discussed above, despite minor delays. Under the leadership of CDPF Manager, the STG and Multiplier grants have been effectively and efficiently managed, with the manager playing a pivotal role in overseeing programme implementation in close coordination and communication with MoEYS. This component has also supported programmatic and financial assurance of activities, ensuring compliance and upholding quality standards. Additionally, in alignment with the Harmonized Approach to Cash Transfers (HACT) guidelines, multiple spot checks and programmatic visits were carried out for technical departments and implementing partners, promoting financial transparency and responsible, effective fund utilization. Overall, this component has facilitated and contributed to UNICEF’s smooth operations and compliance with all relevant GPE guidelines.

Component / Objective	Level of Progress this Reporting Period 2	Previous Rating
Access to Education	Satisfactory (S)	

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

his component is exclusively funded under the Multiplier grant. As the monitoring and evaluation framework for the multiplier grant did not begin implementation until August 2024, the corresponding results framework does not include targets for 2024. As such, the following section discusses major activities undertaken in the current period but does not make reference to the fulfillment of outputs and outcomes against the targets. However, based on the implementation status of key activities linked to the indicators, the implementation progress is rated as satisfactory. Focus areas supported under this component include Inclusive Education (IE), Multilingual Education (MLE), Social Behavioral Change (SBC) and Local Life Skills Education (LLSE).

UNICEF continued its efforts to strengthen the capacity of teachers in providing inclusive education. This included training for 213 (60 per cent women) teachers from 76 pre-primary, primary and secondary schools in Preah Vihear and Siem Reap provinces using the MoEYS’ 28-hour inclusive education curriculum. The training covered elements of disability-inclusion including school-based assessment of children with disabilities, individualized learner needs assessments, providing targeted support for students with disabilities and inclusive classroom practices. In addition, 25 teachers (11 women) from the integrated schools and mainstream schools in Siem Reap were trained on selected specialized subjects including communication skills required to work with children with hearing and visual impairments, principles of



universal design for learning (UDL), basic Cambodian Sign Language literacy, and guidelines on developing inclusive learning materials. This contributed to MoEYS's target under ESP 2024-2028 that aims to train 2,500 pre-school and primary school teachers by 2028 to support the learning of students with disabilities across the country.

During the reporting period, support was also provided to the National Institute of Special Education (NISE) to identify 30 individuals including teachers from special education schools and provincial officials to participate in the next cohort of the special diploma course on inclusive education, with training expected to start in the firsts of 2025. In addition, mapping of existing interventions and consultations with relevant partners are underway to inform the development of a bachelor's degree programme in Inclusive Education at NISE.

The work on scaling up inclusive education has begun with Handicap International (HI) identified as a partner to support the MoEYS. Key interventions include developing guidelines on inclusive education in schools, upgrading the capacity of existing special education schools as resource schools, scaling up inclusive schools in three target provinces and utilizing social behavior change strategies to combat negative community attitudes towards children with disabilities. Full implementation of these activities will begin during the next reporting period.

Significant efforts were also made to strengthen the capacity of the newly established Department of Nonformal and Inclusive Education Department (DNFIE) to effectively support the implementation of the Multilingual Education (MLE) programme. This included training of 43 (21 women) teachers from Mondulkiri and Kratie provinces in conducting MLE teaching and learning including learning assessments followed by monitoring visits to schools to support the implementation. Support was also provided to improve teaching and learning materials for MLE, with the review of the Grade 2 curriculum and syllabus for the Jaray language launched in the reporting period. Furthermore, to assess the effectiveness of mother tongue-based education, UNICEF supported the administration of the Southeast Asian Primary Learning Metric (SEA-PLM) assessment in a sub-sample of 50 MLE schools in 2024. This was the first time when students from ethnic and linguistic minority communities were assessed in international standardized assessments in Cambodia, with results expected to provide insights into the foundational learning outcomes of these populations and specific recommendations on further enhancement of the MLE programme.

Social Behavior Change (SBC) and Community Engagement (CE) are identified as key strategies to address equity issues around access and quality learning. During the reporting period, the initial stages of the design and implementation of SBC and CE strategies to support quality inclusive education for children with disabilities, children from ethnic minority groups and out-of-school-children were launched in 2024. This included the recruitment of a qualified institution to support the development of multi-tiered awareness raising campaigns that will adopt effective SBC strategies and instruments to enhance interest in education, improve school retention, and promote key parenting practices amongst target communities. Thus far, a formative assessment based on fieldwork in multiple provinces has been conducted and a corresponding report was produced. The findings of this assessment will serve as the evidence base for the co-creation of innovative solutions and multimedia campaigns with target populations in 2025.

In the area of Local Life Skill Education (LLSE), 45 (12 women) national master trainers were trained, fostering their expertise in LLSE (problem-based learning) and Volunteer for My Community (VMC – project-based learning) programme implementation through a well-structured capacity building workshop. This was a part of a larger effort to roll out these two interventions to lower and upper secondary schools using the harmonized training approach and materials on LLSE. The workshop was designed to equip these trainers with a profound understanding of the relevant policies and framework, with a particular focus on how to utilize the practice guide and resource books. The training of the teachers is planned to be rolled out in early 2025.

## Lessons, innovative/promising practices

During the reporting period, several successful practices have emerged, particularly around system strengthening. Key initiatives include:

An equity-focused innovative initiative supported by the STG and Multiplier grant in 2024 was the inclusion and over-sampling of students with multilingual education backgrounds in the SEA-PLM assessment. A representative sample of schools implementing the UNICEF-supported multilingual education (MLE) programme was selected to participate in the SEA-PLM assessment of grade five students. The stratified sampling used in the previous round of SEA-PLM as well as Programme for International Student Assessment (PISA) did not include MLE schools, considering they represent a very small proportion of schools. As such, this round of SEA-PLM provides a rare and first-ever opportunity to systematically assess the learning outcomes of students with MLE backgrounds in Cambodia. This is well aligned with the Partnership Compact's key principle of equity and inclusion, targeting hard-to-reach, marginalized populations including those from ethnic minority groups. The results of the SEA-PLM assessment are expected

to contribute to evidence generation on the effectiveness of the MLE programme and inform other STG and Multiplier-supported activities such as the revision of MLE teaching and learning materials.

The successful operationalization of the Capacity Development Platform (CDP) as MoEYS’ primary Learning Management System, supplemented by consistent advocacy efforts including through the Education Sector Working Group (ESWG), have gained huge momentum amongst both technical departments and development partners to systematically and efficiently implement their capacity development activities. This approach not only contributed to strengthening MoEYS’ continuous professional development system but also promotes synergy across development partners’ support for continuous professional development (CPD) among teachers. Furthermore, the CPD system which is linked to teacher career pathways is expected to contribute to MoEYS’ efforts to retain competent teachers in the teaching profession.

The STG and Multiplier grants implemented as one programme as part of the CDPF framework has led to greater efficiency, harmonization and synergy in programme implementation. As highlighted in the System Capacity Grant (SCG) report, the alignment of the STG and Multiplier grants with SCG has fostered mutual complementarity and synergy among all GPE grants thereby maximizing the impact. For instance, the formative research conducted for the development of the Multilingual Education Action Plan (MEAP) with support from SCG, provided relevant information for the oversampling of MLE students within the SEA-PLM, supported by the Multiplier grant. By incorporating some additional questions for Grade 5 teachers relevant to SEA-PLM into the MEAP research, the outcomes of the research served multiple purposes and maximized efficiency across the interventions. The data collected through the MEAP’s formative research will also contribute to the analysis of the SEA-PLM data in 2025. Additionally, through the recruitment of a single institution to support multiple activities funded under the SCG, STG and Multiplier, particularly those related to MoEYS’ continuous professional development, has proven more efficient and cost-effective. This approach has further enhanced synergy, coherence and efficiency across GPE programme areas, thereby amplifying the overall impact towards the achievement of goals and targets set out in the Partnership Compact.

Impact stories

<https://www.unicef.org/cambodia/stories/living-and-learning-tonle-sap-lake> - Living and Learning on the Tonle Sap Lake

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

#	File Name	Document Type	Description
1	BA+1 Curriculum Framework - Lower Secondary.PDF	Knowledge Product	BA+1 Curriculum Framework for Lower Secondary
2	PTEC Strategic Plan 2024-2028.PDF	Knowledge Product	Phnom Penh Teacher Education College (PTEC) Strategic Plan 2024-2028
2	BTEC Strategic Plan 2024-2028.PDF	Knowledge Product	Battambang Teacher Education College Strategic Plan 2024-2028
2	Formative Assessment Education Access and Retention.PDF	Knowledge Product	Formative research on education demand and retention amongst indigenous students, students with disabilities and adolescents. The results of this research will be used to co-design targeted behavior change messaging to support improved educational access and retention amongst marginalized groups.
2	PSTTCC Curriculum Revision and Training Report.pdf	Knowledge Product	Summary of two training workshops in preparation for the revision of the Pre-School Teacher Training Center curriculum revision including capacity building for members of the core team and the development of the revised curriculum framework.



2	EGRA 2024 Preliminary Results.PPT	Knowledge Product	Presentation of the preliminary results of the EGRA assessment conducted with G1 students in eight CDPF supported provinces in 2024.
2	Revised 12+4 Curriculum Framework Primary.PDF	Knowledge Product	Draft revised 12+4 curriculum framework for primary teacher education.
2	Draft TQU Conceptual Framework.PDF	Knowledge Product	Intial draft of the teacher qualitifcation upgrade programme conceptual framework.
2	PSTTC Curriculum Revision Workplan.PDF	Knowledge Product	Workplan for the review of the pre-school teacher training center curriculum to align with the TECF.
2	STG Joint M&E Framework.pdf	Results Framework	Updated joint UNICEF and UNESCO STG monitoring framework.
2	CONCEP~1.PDF	Knowledge Product	Concept note for the lower secondary education 12+4 teacher training curriculum.
2	INCEPT~1.PDF	Knowledge Product	Inception report for the development of the MoEYS leadership programme roll-out.
2	Monitoring Data on EGL .pdf	Knowledge Product	Presentation of the results of monitoring of early grade reading teachers, including classroom assessment. Also includes monitoring of mentor visits and the relationship between mentoring support and improved teaching performance.
2	EGMA Preliminary Results 2024	Knowledge Product	Presentation of the preliminary findings of the EGMA assessment conducted with grade students in three-CDPF supported provinces.
2	EGRA Preliminary Results 2024	Knowledge Product	Presentation of the preliminary results of the EGRA assessment conducted with G1 students in eight CDPF supported provinces in 2024.

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
3,390,888	2,307,412	68.05	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.

Component: Teacher Education

Under Component 1, the major underspending was mainly related to supporting the upgrading and transition of existing RTTCs to new TECs (12+4), the Teacher Qualification Upgrade (TQU) programme, the development of pre-school teacher training curriculum, and the development of new CPD courses for teacher educators. The planned budget of \$150,000 remains to be spent for the TQU related work, while only \$ 34,000 was spent against the budget of \$325,000 for supporting the transition of existing RTTCs to new TECs (12+2 to 12+4). In addition, during the reporting period, underspending was also related to

the development of the PSTTC curriculum (\$30,000 spent against a budget of \$120,000 ) and for the development of new CPD courses. The underspending has occurred mainly due to the difficulties and time required for identifying and recruiting the right experts with specific skills and expertise required for each key activity (e.g., TQU, ECE, CPD). Despite these delays, the required technical experts have since been recruited and activities related to TQU, 12+4 programme and PSTTC curriculum are now progressing well, with spending expected to accelerate in the next reporting period. The needs assessment, which will inform the development of new TED/CPD courses, is in the final stage of finalizing the report. It is expected that spending on this activity will begin soon, ensuring that underspending is recovered in the next reporting period. Furthermore, many of the activities under this component are funded by the Multiplier grant, for which only six-months of implementation is covered in this reporting period. The initial months of grant implementation have involved extensive consultations with MoEYS and the development of implementation plans, which can further explain some of the underspending observed. However, it is expected that expenditure rates will increase significantly now that these implementation plans have been established, ensuring improved financial absorption in the next reporting period.

Component: Classroom Learning

One area of significant underspending in the reporting period was training for school directors in target provinces on gender responsive pedagogies as part of the EGR package. Although the budget of \$79,500 for this activity was not fully absorbed, this intervention still took place, leveraging funding from other sources within the CDPF pooled fund. This funding has been used to further support evidence generation activities on EGL, including through the administration of EGRA/EGMA and SEA-PLM. Furthermore, the budget of over \$240,000 allocated for refresher training in EGL was not absorbed in 2024 due to the prolonged discussions between MoEYS and partners on the implementation modalities of the refresher training. Now that an agreement was reached in the EGL Working Group that both EGR and EGM refresher training for grade 1 and 2 teachers will be conducted as blended courses and partners were identified to support the development of the refresher training courses (VVOB for EGM grade 1 and 2 and World Education for EGR grade 1 and 2), the implementation has been brought back on track. These activities will start in quarter 1 2025, with the outstanding budget expected to be absorbed during the next reporting period.

While 75 per cent of the total budget allocated to support the EGL mentoring system was absorbed in the reporting period, the remaining balance of approximately \$180,000 is planned to be fully expended in the next reporting period. Another area of underspending was the cluster grant, which is channeled directly to cluster schools' bank accounts using the existing government financial systems via the Department of Finance. Due to delays in processing the request from the Department of Finance, the second tranche of the cluster grant was not released until June 2024. This delay did not leave much time for both Master Mentors and School-Based Mentors to conduct mentoring visits before the end of the school year (August 2024), resulting in underutilization of the fund under the second tranche. The delay in the release of the cluster grant is being addressed in the current reporting period, ensuring that the remaining budget is absorbed in the next reporting period.

Component: Access to Education

There was a slight underspending in activities related to the expansion of the local life skills education (LLSE) programme in 2024, with a balance of \$21,500 against a total budget of \$42,500 remaining. This can be attributed to a delay from MoEYS in endorsing the harmonized training package of the LLSE programme which did not occur until the third quarter of 2024. Due to this delay, only the master trainers could be trained on the revised materials in the reporting period, with the actual teacher training expected to be rolled out in the first quarter of 2025, absorbing the remaining budget. There was also slight underspending in social behavior change (SBC) activities, with \$15,000 expended against a budget of \$47,500. However, the remaining budget has already been committed to an institutional contract, ensuring that spending will be back on track and activities will be fully executed by the next reporting period.

Other areas of underspending during the reporting period were activities related to inclusive and multilingual education, with inclusive education having a budget of \$150,000 remaining against a total of \$220,000, and multilingual education having \$270,000 remaining against a total budget of over \$340,000. Both underspends can be largely explained by Ministerial restructuring in the reporting period, which saw the Special Education Department (SED), responsible for both MLE and IE, merged with the Non-Formal Education Department, creating the new Department of Non-Formal and Inclusive Education (DNFIE). This merging of the departments not only led to a gap in leadership positions for several months but also required UNICEF to update the implementing partner profile in accordance with the HACT assurance guideline. Despite these delays, implementation of key activities is now back on schedule, with the remaining budget anticipated to be fully utilized during the next reporting period. As this component is solely funded under the Multiplier, part of the underspending can also be explained by the limited implementation time elapsed during the current reporting period.

Component: MoEYS Institution Programme Support

Funding from other sources within the CDPF pooled fund was leveraged to support activities under Component 6, including national monitoring and a joint field visit by the CDPF Steering Committee. This led to underspending on these activities under Multiplier and STG, with a budget of over \$50,000 remaining. During the next reporting period, spending on this component will be expedited to ensure that expenditure gets back on track. The Ministry of Education, Youth and Sport has also been reminded about this budget line, particularly its availability to support monitoring and quality assurance activities.

Budget Variance Analysis for the Current Reporting Period

Total Approved Budget for the Current Reporting Period	Total Expenditure for the Current Reporting Period
3,390,888	2,307,412

Explanation for underspending or overspending in excess of 10%

See above for explanation of underspending in excess of 10%.

Management Performance

Level of Management Performance	Previous Rating
Highly Satisfactory (HS)	NA

Detailed Description

Impact of STG and Multiplier Integration within the CDPF Mechanism

The incorporation of the System Transformation Grant (STG) and the Multiplier grant into the pooled-funding framework of the Capacity Development Partnership Fund (CDPF) has significantly enhanced implementation efficiency and effectiveness. By utilizing the established CDPF management structure, grant implementation has benefited from the support of a dedicated staff member for overall grant management (the CDPF manager) and a dedicated staff member responsible for CDPF monitoring and evaluation. This integration has also contributed to streamlining the programme implementation processes and procedures, thereby lowering transactional costs and enabling more efficient implementation of grant-supported activities.

Enhanced M&E Framework and Operational Efficiency

In 2024, the CDPF M&E framework was updated to better align with the GPE grants, including the SCG, STG, and Multiplier, particularly the result framework of the Partnership Compact. This revision has strengthened both operational execution and managerial oversight by offering clearer guidelines and improving the capacity to monitor progress toward key outcomes. The updated framework has resulted in a more structured approach to tracking and evaluating grant performance.

Financial and Procurement Oversight through UNICEF

The financial and procurement management of the STG and the Multiplier grant has benefited from UNICEF's established rules and procedures, particularly through the Harmonized Approach to Cash Transfers (HACT). HACT principles have reinforced fiduciary oversight and compliance by supporting routine assurance measures such as financial spot checks, programmatic field visits, and audits of implementing partners. These measures, consistently applied to STG and Multiplier implementing partners and MoEYS technical departments, have enhanced financial transparency and accountability and strengthened financial management capacities of the implementing partners.

Central Role of the CDPF Manager in Grant Execution

A critical element of the STG and Multiplier management structure is the dedicated CDPF manager, who plays a pivotal role in facilitating coordination between UNICEF, MoEYS and other relevant partners. This leadership position has improved decision-making processes, enabling swift responses to emerging needs and challenges while ensuring alignment with the grants' strategic objectives. The CDPF manager's oversight has been instrumental in maintaining operational coherence and fostering collaborative engagement.

Steering Committee Governance and Coordination

The programme coordination has also been bolstered by the existing CDPF steering committee, chaired by a Secretary of State from MoEYS. Meeting quarterly, the steering committee provides a platform for regular review of programmme implementation across all relevant technical departments. This high-level oversight ensures timely execution of critical activities and promotes accountability by maintaining engagement at the senior governance level.

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?

Yes

Detailed Description

Minor adjustment was made to the Multiplier Grant budget at the activity level to address the shortfall caused by the termination of USAID Grant to the CDPF, the amount of \$ 137,128, which was planned to be used for programme management and staff cost. Since the alternative funding sources could not be used for the programme management and staff cost, budgets allocated for activities under the Teacher Education and Classroom Learning components were adjusted. Specifically, under the Teacher Education component, budget was redistributed between activity 1.1.2.5. and activity 1.1.3.2 (\$74,843) and between activity 3.2.1.1. and activity 3.2.2.2 (\$62,285) for Classroom Learning component. With the alternative funding sources (DFAT and UNICEF Australia) covering the shortfall, these minor adjustments do not have any implications in the overall component budgets nor in achieving the planned results/targets. This adjustment was consulted with and agreed by MoEYS, ESWG and the GPE Secretariat.

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

Unlikely

Annexes

Annex 1: List of Acronyms

Acronym	Description
B.Ed	Bachelor of Education
BA	Bachelor of Arts
BTEC	Battambang Teacher Education College
CDP	Capacity Development Platform
CDPF	Capacity Development Partnership Fund
CDP-GG	Capacity Development Platform - Governance Group

CDP-GS	Capacity Development Partnership - Governance Strategy
CE	Community Engagement
CPD	Continuous Professional Development
CPDMIS	Continuous Professional Development Management Information System
DCD	Department of Curriculum Development
DGTED	Directorate of General Teacher Education And Development
DFNIE	Department of Non-formal and Inclusive Education
DOE	District Office of Education
ECED	Early Childhood Education Department
EGL	Early Grade Learning
EGM	Early Grade Mathematics
EGMA	Early Grade Mathematics Assessment
EGR	Early Grade Reading
EGRA	Early Grade Reading Assessment
ESP	Education Strategic Plan
GPE	Global Partnership for Education
HACT	Harmonized Approach to Cash Transfers
HI	Handicap International
IE	Inclusive Education
INSET	In-service Teacher Training
KAPE	Kampuchea Action to Promote Education
LLSE	Local Life Skills Education
LMS	Learning Management System
M&E	Monitoring and Evaluation
MEAP	Multilingual Education Action Plan

MLE	Multilingual Education
MLT	Multiplier
MoEYS	Ministry of Education, Youth and Sport
NGO	Non-governmental Organization
NISE	National Institute of Special Education
PAC	Programme Advisory Group
PISA	Programme for International Student Assessment
POE	Provincial Office of Education
PRESET	Pre-service Teacher Education
PSTE	Professional Standards for Teacher Educators
PSTTC	Pre-school Teacher Training Center
PTEC	Phnom Penh Teacher Education College
RTTC	Regional Teacher Training Center
SBC	Social Behavior Change
SCG	System Capacity Grant
SEA-PLM	Southeast Asian Primary Learning Metrics
STG	System Transformation Grant
TDD	Teacher Development Department
TEC	Teacher Education College
TECF	Teacher Education Curriculum Framework
TED	Teacher Education Department
TEI	Teacher Education Institute
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	The United Nations Children's Fund
VMC	Volunteer for my Community



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	Early Grade Mathematics Grade 1 Student Support Books	27,444	100	
2	Early Grade Mathematic Grade 1 Student Workbooks	109,775	100	
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	Teacher trained in the inclusive education curriculum	213	100	Teachers trained in the 28-hour inclusive education curriculum in Preah Vihear and Siem Reap provinces.
2	Teacher trained in specialized inclusive education	25		Teachers trained in specialized topics, including

	topics			working with children with visual and hearing impairments and basic Cambodian Sign Language Literacy in Siem Reap province.
3	Grade 2 teachers trained in early grade reading	2,279		Teachers trained in the early grade reading package from eight target provinces (Kampong Speu, Koh Kong, Preah Sihanouk, Pursat, Banteay Meanchey, Pailin, Mondulkiri, and Ratanakiri).
4	Grade 1 teachers trained in early grade mathematics (semester 1 only)	707		Teachers trained in the early grade mathematic packages from three target provinces (Preah Sihanouk, Mondulkiri, and Kampong Chhnang).
5	Multilingual education teachers trained	43		Teachers trained in multilingual education in Mondulkiri and Kratie provinces.
6	Teacher educations trained in the TECF and PSTE	696		Teacher educators from Pre-School Teacher Training Center, Provincial Teacher Training Centers, Regional Teacher Training Centers and Teacher Education Colleges trained.
7	Teachers educators trained on the BA+1	65		Teacher educators from Battambang Teacher Education College (BTEC) and Phnom Penh Teacher Education College (PTEC)

GPE Indicators				
Classrooms built or rehabilitated				
#	Indicator	Actual Number Achieved (during this reporting period)	This system transformation grant annual progress report is learning oriented and seeks to:	Comments
1		0	0	

Annex 3: Cumulative Beneficiary Children Reporting Template

Provide the **cumulative** number of children of pre-primary, primary and secondary school age (both in school and out of school) and other students (adolescents beyond secondary school age and adult learners participating in basic education programs), who **directly participated in project activities, received project-supported incentives or services, or benefited from project interventions so far.**

**Also provide relevant disaggregated values by sex (applicable to all grants).** If appropriate and available, provide disaggregated values by varied subgroups and by education level. Reporting beneficiary data cumulatively means counting all beneficiaries as a running total, adding up all beneficiaries since the start of the grant. Data on beneficiaries are to be collected using the methods and tools proper to each project. It is understood that some disaggregated data will only be collected if a project expressly targets specific subgroups through their interventions and uses their own methods for counting beneficiary children/other students.[i] Please provide the number or proportion of girls of varied subgroups in the comment section below, if available.

NOTE: For cofinanced grants, please provide the numbers for the entire program and indicate the proportion that can be attributed to GPE grant. For example, if the grant's financial contribution accounts for 40 percent of the program that is cofinanced by GPE and oher donors, enter 40% in "% attributed 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		99,667			99,667	100
Of which, girls		46,942			46,942	100
Of which, children with a disability (optional)						
Of which, refugee children (optional)						
Of which, internally displaced children (optional)						
Of which, out-of-school children, in school-age (optional)						
Of which, children from marginalized ethno-cultural/ linguistic minorities: specify which ones (optional)						

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

Annex 4: GEA Indicators Reporting Template

GEA Core indicators	Baseline	Results for this reporting period	GPE contribution	Comments
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		Target	Actual	(optional for cofinanced grants)	
Indicator name					
	Date				

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

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

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