

Sustainability of Dual Vocational Education in Georgia: Challenges and Development Opportunities

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ABSTRACT

This article analyses trends in the development of dual vocational education and training (dual VET) in Georgia, the challenges affecting its sustainability, and opportunities to improve the model. The study combines a comparative analysis of Georgian and European experience with official statistics for 2016–2025 and the practical experience of educational institutions and partner organisations involved in delivering dual programmes. Its purpose is to assess the current state of dual VET in Georgia and examine the institutional, financial and dual programme-development mechanisms that shape the model's flexibility and sustainability within the national vocational education system. The findings show that between 2016 and 2022 dual VET developed through piloting, accumulated experience and gradual expansion. From 2023 onwards, however, the number of dual programmes, enrolments and implementing institutions fell sharply. Following the introduction of legal rules governing training-enterprise status, obtaining that status became a major systemic challenge. Only 21 companies had obtained it, suggesting that the new requirements were not equally realistic across sectors. The construction sector is especially illustrative: some partner companies prefer short-term training and direct recruitment to participation in a lengthy dual programme. The article also examines the requirement that more than half of the credits in vocational modules be achieved in a real working environment. Current funding rules and Education Management Information System (EMIS) administration link this requirement to a strict allocation of learning outcomes between the institution and the training enterprise. This can produce mechanical divisions that do not sufficiently consider where and when a competence can best be developed. The article therefore recommends revising the operating model, making the award of training-enterprise status more flexible and supportive, and aligning funding and EMIS rules with the practical needs of dual learning.

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დუალური პროფესიული განათლების მდგრადობა საქართველოში: გამოწვევები და განვითარების შესაძლებლობები

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სწავლება,
სასწავლო საწარმო,
პარტნიორობა.

აბსტრაქტი

სტატიაში გაანალიზებულია საქართველოში დუალური პროფესიული განათლების განვითარების ტენდენციები, მდგრადობის გამოწვევები და მოდელის გაუმჯობესების შესაძლებლობები. კვლევა ეფუძნება საქართველოსა და ევროპული ქვეყნების გამოცდილების შედარებით ანალიზს, საქართველოში დუალური პროგრამების განხორციელებაში ჩართული საგანმანათლებლო დაწესებულებებისა და პარტნიორი ორგანიზაციების პრაქტიკულ გამოცდილებას, 2016–2025 წლების ოფიციალური სტატისტიკური მონაცემების ანალიზს.

ნაშრომის მიზანია საქართველოში დუალური განათლების არსებული მდგომარეობის შეფასება - იმ ინსტიტუციური, ფინანსური და დუალური პროგრამების შემუშავების მექანიზმების ანალიზი, რომლებიც განსაზღვრავს მოდელის მოქნილობასა და მდგრადობას საქართველოს პროფესიული განათლების სისტემაში.

კვლევის შედეგები აჩვენებს, რომ 2016–2022 წლებში დუალური განათლება საქართველოში პილოტირების, გამოცდილების დაგროვებისა და ეტაპობრივი გაფართოების გზით ვითარდებოდა, ხოლო 2023 წლის შემდეგ მკვეთრად შემცირდა დუალური პროგრამების რაოდენობა, პროგრამებზე ჩარიცხვები და ზოგადად დუალური პროგრამების განმახორციელებელი დაწესებულებების რიცხვი. სასწავლო საწარმოს სტატუსის მოპოვების სამართლებრივი რეგულირების შემდეგ კომპანიათა მიერ სტატუსის მოპოვების პროცესი სისტემის ერთ-ერთ მნიშვნელოვან გამოწვევად იკვეთება. არსებული მონაცემებით, სასწავლო საწარმოს სტატუსი მოიპოვა მხოლოდ 21-მა კომპანიამ, რაც მიუთითებს, რომ ახალი მოთხოვნები ყველა სექტორისთვის თანაბრად რეალისტური არ აღმოჩნდა. განსაკუთრებით საყურადღებოა სამშენებლო სექტორთან თანამშრომლობის გამოცდილება, სადაც პარტნიორი კომპანიების ნაწილი უპირატესობას მოკლევადიან მომზადების პროგრამებს და პირდაპირ დასაქმებას ანიჭებს, ხოლო ხანგრძლივ დუალურ პროგრამაში ჩართვას ნაკლებად პრიორიტეტულად განიხილავს.

სტატიაში განსაკუთრებული ყურადღება ეთმობა დუალური პროგრამების იმ თავისებურებას, რომლის მიხედვითაც პროგრამის პროფესიული მოდულების კრედიტების 50%-ზე მეტი რეალურ სამუშაო გარემოში უნდა მიიღწეოდეს. მოქმედი დაფინანსების წესი და EMIS-ის ადმინისტრირების პრაქტიკა ამ მოთხოვნას უკავშირებს მოდულების სწავლის შედეგების განაწილებას დაწესებულებასა და სასწავლო საწარმოს შორის. შედეგად, საქართველოში დამკვიდრდა მოდელი, სადაც ერთი და იმავე სწავლის შედეგის მიღწევა, როგორც წესი, ერთდროულად ორ სასწავლო გარემოში არც კი განიხილება. ხოლო განმახორციელებლები იძულებული ხდებიან სწავლის შედეგები მკაფიოდ გადანიშნონ. ცალკეულ შემთხვევებში ეს პროცესი იღებს მექანიკურ ხასიათს და ნაკლებად ეფუძნება მსჯელობას - სად და რა ეტაპზე განვითარდება კონკრეტული კომპეტენცია ყველაზე ხარისხიანად. შესაბამისად, რეკომენდებულია დუალური განათლების მოქმედი მოდელის

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გადახედვა, სასწავლო საწარმოს სტატუსის მინიჭების პროცესის უფრო მოქნილ და მზარდამჭერ მექანიზმად ჩამოყალიბება, დაფინანსებისა და EMIS-ის შესაბამისი რეგულაციების დუალური სწავლების რეალურ საჭიროებებთან შესაბამისობაში მოყვანა.

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Introduction

Dual vocational education and training (dual VET) is an important form of work-based learning. It combines study at an educational institution with the development of vocational and transferable skills in a training enterprise under real workplace conditions.

International experience shows that successful dual VET models both enhance the practical value of vocational education and training (VET) and encourage employers to participate in preparing skilled workers. According to the European Centre for the Development of Vocational Training (Cedefop), the educational institution and the company share responsibility for preparing the vocational student within a dual model (Cedefop, 2021; OECD, 2025).

Dual VET was introduced in Georgia in 2016. At first, the process was supported by international partners, particularly in agriculture, tourism, construction and, subsequently, information technology (IT). The period 2016–2022 may be described as one of piloting, accumulating experience and gradually embedding dual VET in the system. Despite the absence of a fully developed legal framework, this stage generated practical experience showing that dual VET could both improve vocational students' employment prospects and help businesses prepare the skilled workers they need.

2022, the legal basis for dual VET in Georgia consisted solely of the Law of Georgia on Vocational Education, which permitted dual education at the level of a legislative provision, and the framework documents for vocational education programmes approved by the LEPL National Center for Educational Quality Enhancement. A new phase of legal regulation began in 2022 with the adoption of rules governing work-based learning and the acquisition of training-enterprise status (Government of Georgia, 2022a, Resolution No. 416; Government of Georgia, 2022b, Resolution No. 451; Parliament of Georgia, 2018). In practice, formalising the legal framework also raised new questions: how realistic the new regulatory requirements, including the acquisition of training-enterprise status, are for companies; whether responsibility is balanced between the educational institution and the training enterprise; and what forms of support businesses need to participate in dual programmes.

Against this background, the topic is relevant both theoretically and practically. Theoretically, it enables dual VET to be analysed not merely as one form of vocational education, but as a partnership model involving the state, educational institutions and business. In practical terms, the findings can inform a review of the conditions for delivering dual programmes, the design of sector-responsive approaches and the development of more realistic mechanisms for employer engagement.

Methodology

The study comprised a comparative analysis of dual VET models in four European countries and Georgia, an analysis of statistical data supplied by the LEPL Education Management Information System (EMIS), and an examination of the long-term experience of a purposively selected institution delivering dual programmes,

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with which the author is professionally affiliated. In addition, the study included a qualitative component based on in-depth interviews. These were conducted with 25 representatives of 16 companies that operated across various sectors and had experience implementing dual programmes.

The study does not seek to criticise the concept of dual VET. On the contrary, it is based on the premise that dual VET is an important and necessary model for Georgia's vocational education system. Its sustainable development, however, requires an objective assessment of existing experience, timely identification of challenges and the search for solutions that simultaneously account for state policy objectives, the capacities of educational institutions, the genuine motivations of businesses and, most importantly, the interests of vocational students.

Results

Trends in Dual VET Participation, 2016–2025

Analysis of the 2016–2025 statistics on dual VET supplied by EMIS shows that the pattern of implementation in Georgia's education system has not been uniform.

Table 1. Admission places and vocational student enrolment in dual programmes, 2016–2025

Year	Institutions	Programmes	Enrolled	Quota	Fill rate	YoY change
2016	4	6	62	98	63.3%	—
2017	6	5	72	241	29.9%	+16%
2018	9	26	332	672	49.4%	+361%
2019	14	26	433	774	55.9%	+30%
2020	12	24	387	438	88.4%	-11%
2021	16	27	403	465	86.7%	+4%
2022	16	33	558	622	89.7%	+38%
2023	13	23	473	517	91.5%	-15%
2024	12	20	388	484	80.2%	-18%
2025	9	22	315	389	81.0%	-19%
Total	-	-	3,423	4,700	72.8%	-

Source: Education Management Information System (EMIS), 2026.

Across 2016–2025, a total of 3,423 vocational students enrolled in dual vocational education programmes. From 2016 to 2022, the number of implementing institutions, dual programmes and enrolled vocational students increased; from 2023, enrolment began to decline steadily. In 2025, enrolment was approximately 43.5% below the 2022 peak. The sharpest increase occurred between 2017 and 2018 (+361%), when the system moved from piloting to implementation at a meaningful scale. The period 2018–2021 was effectively a plateau (332–433), followed by a peak in 2022 and a consistent annual decline of 15–19% during 2023–2025. After 2022, enrolment fell from 558 to 315 students, while the admission quota fell from 622 to 389 places; the number of unique programmes decreased from 33 to 22, and the number of implementing institutions fell from 16 to 9. The last of these changes is particularly important because system sustainability depends more on retaining implementing institutions and the partnership network than on the enrolment figure for any single year.

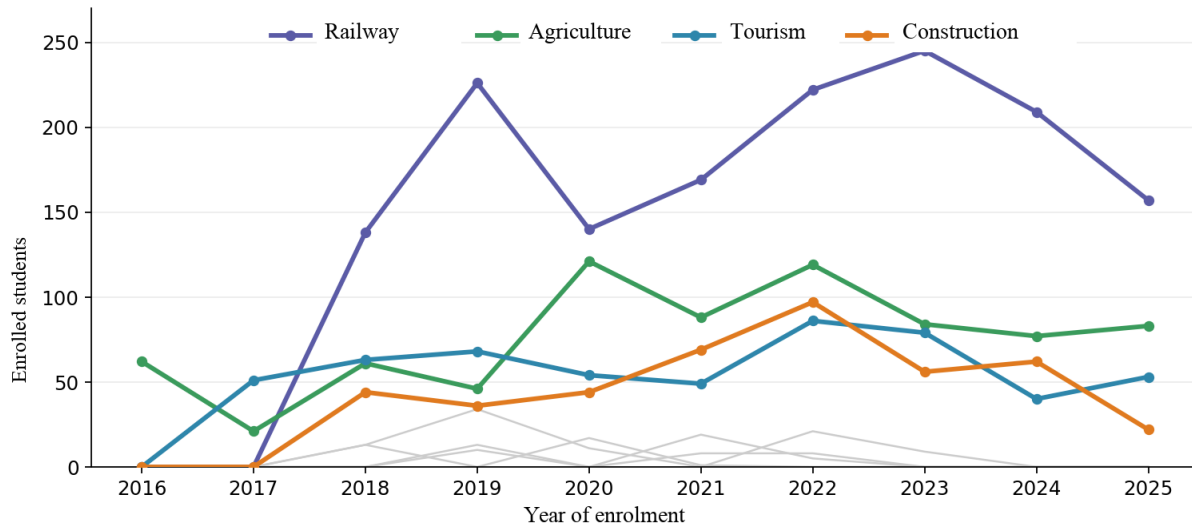
The statistics therefore indicate a weakening of dual VET from 2023. Investigating the causes of this trend is one of the study's principal tasks (Education Management Information System [EMIS], 2026). The data also differ by sector. In recent years, dual programmes and vocational student numbers have declined relatively sharply in construction, while tourism and agriculture show more uneven patterns. Railway programmes display a comparatively stable trend.

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Figure 1. Enrolment dynamics by sector, 2016–2025



Source: Education Management Information System (EMIS), 2026; grey lines show other sectors

(IT, engineering, accounting and logistics).

Accordingly, explaining the contraction in dual VET provision requires more than an analysis of aggregate quantitative indicators; the sectoral context must also be taken into account.

Comparative Analysis of European Dual VET Models and Georgia

A discussion of international experience cannot be confined to descriptions of individual countries because each model developed within a distinct historical, economic and institutional setting. For Georgia, it is more useful to analyse the supporting mechanisms that make dual VET sustainable than to attempt to transfer any one model directly. The article therefore examines several key issues: social partnership; the funding model and the cost-benefit balance for employers; and the allocation of learning between the educational institution and the enterprise.

Dual VET as a Partnership Model

European experience shows that the sustainability of dual VET depends first and foremost not simply on a student's presence in an enterprise, but on a clear allocation of responsibilities. In Germany and Austria, dual learning takes place in two settings. Switzerland, by contrast, has a three-venue vocational education model in which learning occurs in three locations: a vocational school, an enterprise or workplace (including a workshop specially equipped by a company), and inter-company courses. Enterprises focus on the practical content of vocational learning, while training centres and vocational schools concentrate on basic skills and on theoretical and general education. Vocational education in these countries lasts several years (2–4 years), and successful completion leads to a full vocational qualification.

In the German, Austrian and Swiss models, responsibility is distributed among the state, regional or cantonal bodies, chambers and companies. The state defines the overall framework, while regional bodies, chambers and social partners play important roles in programme administration and monitoring (Bliem et al., 2016; Federal Institute for Vocational Education and Training [BIBB], 2024b; OECD, 2025).

In terms of the allocation of responsibility, Georgia's model is more state-centred. The institution delivering the vocational education programme and the training enterprise participate in programme development and implementation. State institutions nevertheless retain the leading role in regulation, status awards,

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authorisation, quality assurance and the general qualifications framework. In this respect, Georgia differs from Germany, Austria and Switzerland, where chambers, sectoral organisations and employers' associations perform important system-management and quality-assurance functions alongside the state.

Between 2022 and 2025, Resolution No. 416 of the Government of Georgia, dated 9 August 2022, sought to involve sectoral skills organisations (SSOs) in the governance of dual VET. The resolution defined an SSO as a legal entity registered in the sectoral register and assigned it functions relating to support for work-based learning, liaison with the sector, information gathering and coordination. In practice, however, this mechanism did not develop into a functioning institutional link: no SSO was established, and the mechanism was abolished in 2026 (Government of Georgia, 2022a, Resolution No. 416; Minister of Education, Science and Youth of Georgia, 2026).

European examples show that institutions resembling SSOs are not created merely by law; they rest on an economic rationale, a membership system, employer participation and functions agreed with the state. In Germany, chambers are involved in registration, examinations and quality assurance. In Switzerland, vocational organisations help develop programme content and sectoral components. German inter-company training centres are particularly important for small and medium-sized enterprises, helping them provide competencies that no single company may be able to cover in full (BIBB, 2019; OECD, 2025).

Georgia's experience demonstrates that a model resembling European chambers or sectoral organisations cannot be transferred through a legislative provision alone. It requires strong sectoral associations, genuine business motivation and a clear financial and institutional benefit. Georgia should therefore develop more flexible forms of sectoral partnership in which responsibilities among the state, educational institutions and employers are allocated according to practical needs and sectoral capacities rather than formally.

In-depth interviews with employers show that some businesses regard the procedure for obtaining training-enterprise status as an additional administrative obligation. Together with other factors, the decline after 2022 in the number of institutions and programmes delivering dual VET is therefore connected to the requirements for obtaining that status. Only 21 companies obtained training-enterprise status in 2024–2025: 10 in tourism, 6 in construction or engineering, 4 in agriculture and 1 in transport. The construction sector displays the least interest in dual VET. Interviewees from that sector preferred short-term programmes and described both obtaining training-enterprise status and becoming involved in education and training as bureaucratic. Tourism showed a comparatively higher degree of organisation. All companies with status operate in the Autonomous Republic of Ajara and partner with the public colleges "Black Sea" and "New Wave". The colleges acted as intermediaries and supporters while companies sought training-enterprise status. This again shows that implementation and sustainability depend on an active, trust-based partnership between the educational institution and business, and that companies require clear information and support in order to obtain status.

Order No. 56/n of the Minister of Education, Science and Youth of Georgia, dated 20 April 2026, assigned authority for awarding training-enterprise status to the LEPL National Center for Educational Quality Enhancement. This should be regarded as a practical decision that ensures administrative continuity (Minister of Education, Science and Youth of Georgia, 2026).

Three alternatives merit consideration. The first was to make the SSO model operational, but Georgia's labour market was not ready for it and the mechanism did not take shape in practice. A second option would have been to involve chambers or employers' associations more actively, for example through the chamber of commerce and industry, business associations or sectoral associations. This would have been closer to the German and Austrian models, but such organisations are neither represented in every Georgian sector nor equally strong.

The involvement of the National Center for Educational Quality Enhancement in awarding training-enterprise status is logical given its experience in external quality assurance and assessing compliance with standards. The distinctive nature of dual VET nevertheless requires the process to extend beyond establishing administrative compliance and to strengthen its sectoral, partnership and support components. The optimal

approach for Georgia may therefore be a third alternative: a mixed model in which the Center administers the process and assures quality, while sectoral experts, employer representatives and educational institutions help assess and support a company's actual training capacity.

To improve the effectiveness of the procedure, the Government of Georgia's Resolution No. 451 of 6 September 2022, On Approval of the Rules and Conditions for Obtaining Training-Enterprise Status, should also be updated technically and substantively (Government of Georgia, 2022b, Resolution No. 451; Minister of Education, Science and Youth of Georgia, 2026). The document should specify the body authorised to award status, the administration of the training-enterprise register, the form of sectoral expert involvement, assessment and monitoring procedures, and support mechanisms for companies. These changes would ensure that the Center's involvement is not merely an administrative continuation of the old procedure, but a more transparent, sector-responsive and less bureaucratic process for businesses.

Funding Models and the Cost-Benefit Balance for Employers

European experience shows that the cost of dual VET is generally shared between the state and business. In Germany, companies finance in-company training and apprentice remuneration, while vocational schools are the responsibility of the federal states. Chambers also play an important role, and some sectors have sectoral funding mechanisms. In Austria, companies' costs are partly offset by direct subsidies and quality-oriented support. In Switzerland, funding is shared among the Confederation, cantons, professional organisations and companies. Denmark offers a particularly clear example of an employers' solidarity fund: vocational education is financed by a broad range of employers, not only the company that directly hosts the student (Cedefop, 2025; BIBB, 2024a; Federal Ministry of Economy, Energy and Tourism [BMWET], 2025; OECD, 2025).

Vocational education in Georgia is financed primarily from the state budget. The state funds institutions delivering vocational education programmes and, in priority fields, private providers also receive the voucher funding prescribed by law for each vocational student. In a dual programme, however, the training enterprise that assumes responsibility for achieving learning outcomes at the workplace receives no direct financial support from the state. The state therefore leads both regulation and funding in Georgia's model, while company participation is largely framed as an obligation and partnership responsibility and is supported less by financial incentives. Company instructors also receive no incentives, which affects their motivation.

A particularly important feature of Georgia's dual-programme funding is that the voucher value of the portion of vocational modules designated for achievement in a company is paid neither to the college nor to the company. A dual programme can consequently create an imbalance of incentives: funding for the vocational component received by the college is reduced, company responsibilities increase, and the company's financial benefit remains unclear.

European experience indicates that dual learning is less sustainable without support. A company that provides workplace learning either receives a long-term economic benefit, obtains a subsidy or compensation, or operates within a sectoral and institutional mechanism that balances costs and responsibilities. In Georgia, if the responsibilities of a training enterprise increase without a visible benefit, businesses tend to prefer short-term training or direct employment, especially in sectors that need to recruit workers quickly.

For dual VET to be sustainable, companies must recognise a benefit of their own. Analysis by the Organisation for Economic Co-operation and Development (OECD) shows that financial incentives may take the form of subsidies, tax relief or a funding mechanism based on compulsory employer contributions (a levy/fund). Financial support alone is not always sufficient, however. Administrative barriers must also be reduced, the learning process must be supported, and companies must have a realistic cost-benefit balance (OECD, 2018).

Experience in Germany, Austria and Switzerland shows that the main benefits for companies often include early selection of future employees, transmission of organisational culture, reduced skills shortages and the apprentice's productive contribution. According to BIBB, the principal incentive for companies is the opportunity to recruit future skilled workers, while apprentices become productively involved in company

operations over time (BIBB, 2024a). Cedefop's 2025 analysis emphasises that apprenticeships are often economically worthwhile for companies and also generate intangible benefits (Cedefop, 2025).

For Georgia, the question is straightforward: if a company already recruits an apprentice and trains that person at the workplace, why should it choose a longer dual programme with a substantial regulatory burden? Expansion cannot be secured by legal regulation alone unless this question is answered. The benefit to business must be clear, whether in the form of workforce quality and stability, opportunities for selection, the social-responsibility value of the brand, or specific financial, tax or institutional support.

Businesses respond positively to state-provided concessions. To develop dual learning, the state could introduce income or property tax relief; for example, the cost of raw materials used in the training process could be exempted from value-added tax. It is also recommended that the state fund health insurance for students in dual programmes, together with similar supportive measures.

The motivation of company instructors also warrants attention. If a company must deliver a large part of the vocational modules, the instructor's competence, time, motivation and support become decisive determinants of programme quality. If instructors regard this function merely as an additional, unpaid and inadequately recognised duty, dual learning may be delivered formally while losing its educational value in practice.

Instructor competence and motivation are frequently identified as challenges. Staff turnover is common in companies, and programmes experience frequent instructor turnover, including the departure of instructors who have already been trained; this adversely affects programme outcomes. During the interviews, representatives of both institutions and companies strongly emphasised the need to motivate instructors, including through financial incentives. Despite this, the issue has remained unresolved for years and requires action.

Allocation of Learning between Educational Institutions and Training Enterprises

The quality of dual VET depends critically on the principle used to allocate learning between the educational institution and the company. In Georgia, the definition of a dual programme places particular importance on the requirement that more than 50% of the credits in vocational modules be achieved in a real working environment, namely the company. The threshold is quantitatively clear and straightforward to monitor for regulatory purposes. In practice, however, vocational components are sometimes allocated according to the need to satisfy the standard rather than where a specific competence can best be developed. Company representatives reported cases in which they had no choice when allocating credits: they had to identify more than 50% of the credits for achievement in the company, while the credit values assigned to module learning outcomes constrained their options.

In European dual models, allocation is based more on the logic of competencies and functions and on the distribution of time between learning venues than on a mechanical division of credits. In Germany, Austria and Switzerland, the allocation rests on the occupational profile, the competencies to be achieved and the function of each learning venue. The company is responsible for practical occupational skills and workplace culture; the vocational school is responsible for theoretical, general and transferable competencies; and, in Switzerland's three-venue model, inter-company courses fill gaps in practical competencies that not every company can develop to the same extent. The important question is therefore not only how much time the student spends in the company, but whether the placement of a particular competence in a specific learning setting is substantively justified. In the classic European models, the central question is which competence can be achieved to the highest standard in which learning setting. A vocational skill, for example, may first be demonstrated in a vocational school and then reinforced repeatedly in a company. In such a case, the question of who is responsible for the module, credit or learning outcome is less important than where, at what stage and under what conditions the outcome develops (Bliem et al., 2016; BIBB, 2024b; OECD, 2025).

Georgia's funding rules for dual programmes require learning outcomes to be divided clearly between those achieved at the institution and those achieved in a real working environment. Under Resolution No. 244 of the Government of Georgia, dated 19 September 2013, on the rules and conditions for financing vocational

education, the fee for a dual programme is calculated solely from the value of the learning outcomes achieved at the institution; the value of outcomes achieved in the company is not reflected in the institution's funding. The allocation of learning outcomes consequently acquires financial as well as pedagogical significance. This makes it difficult to use a model in which the same competence is first developed at a college and then reinforced and extended in a company. The institution and company are compelled to divide outcomes clearly between the two settings even though high-quality dual learning often requires both settings to contribute to the progressive development of the same competence (Government of Georgia, 2013).

The existing dual-programme model should therefore be reviewed, together with the voucher-funding rule for vocational students. The system should move from the mechanical allocation of learning outcomes or credits towards a functional allocation of learning components.

Dual programmes are administered and their funding is confirmed in the vocational education management information system under the existing funding rules. If the funding logic changes and the system moves from a strict division of learning outcomes towards the functional and progressive development of competencies, corresponding changes will also be required in EMIS administrative rules and its technical model. Otherwise, pedagogical flexibility will remain constrained by an electronic mechanism that makes funding confirmation conditional on the prior division of learning outcomes (Government of Georgia, 2013; Minister of Education, Science, Culture and Sport of Georgia, 2021).

Conclusions

Dual VET is a necessary and important model for Georgia's vocational education system. The decline in enrolments and programmes since 2023 nevertheless shows that a legal framework alone is insufficient to sustain it. European experience demonstrates that successful dual models rest on shared responsibility, benefits that businesses can understand, sectoral support and robust mechanisms for assuring the quality of learning. Georgia needs a more realistic, sector-responsive and incentive-based model of training-enterprise engagement. A training enterprise should be treated not merely as an object of regulation, but as a partner in the system. The development of dual programmes should therefore rest not only on legal requirements and compliance checks, but also on company preparation and consultation, instructor support, sector-specific approaches and benefits that are clear to business. Under these conditions, dual VET in Georgia can develop beyond a formally regulated type of work-based learning into a genuine partnership among the state, educational institutions and business.

A review of the operating model should address not only the procedure for awarding training-enterprise status and mechanisms for incentivising companies, but also the principle for allocating learning between the educational institution and the training enterprise. The present model is closely tied to the administrative and financial division of learning outcomes and credits, whereas high-quality dual learning often requires the same competence to develop progressively in both learning settings. The system should therefore move gradually towards a more functional allocation of learning in which the main consideration is not only where a learning outcome or credit is formally assigned, but where, at what stage and under what conditions the competence can be achieved to the highest standard. This approach also requires corresponding revisions to the funding mechanism and EMIS administration so that financial and technical rules do not constrain the flexibility needed to develop and implement dual programmes.

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