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MODERNIZATION OF VOCATIONAL EDUCATION AND TRAINING SYSTEM RELATED TO AGRICULTURE IN GEORGIA (Phase 3)

FINAL REPORT

Reporting Period:
September 1, 2024 – December 31, 2025

March 9, 2026

Acronyms and abbreviations

AgroDuo:	Sector Skills Organization for Agriculture
A-VET:	Vocation Education and Training in Agriculture
CPD:	Country Programme Document
EIEC:	Environmental Information and Education Center
ES:	Extension Services
ICC:	Information and Consultation Centre
MEPA:	Ministry of Environmental Protection and Agriculture
MoESY:	Ministry of Education, Science and Youth
M&E:	Monitoring and Evaluation
NCEQE:	National Centre for Education Quality Enhancement
NEET:	Not in Employment, Education or Training
RDA:	Rural Development Agency
RF:	Results Framework
SA :	Skills Agency
SASC:	Swiss Agricultural School Caucasus
SDC:	Swiss Development Cooperation
SDG:	Sustainable Development Goal
SSO:	Sector Skills Organization
UNDP:	United Nations Development Programme
VET:	Vocational Education and Training
WBL:	Work Based Learning

Basic Information

Project Title:

Modernization of the Vocational Education and Training System related to Agriculture in Georgia (Phase 3)

Project Document signed by:

Ministry of Education, Sciences and Youth of Georgia
Ministry of Environmental Protection and Agriculture of Georgia
Swiss Cooperation Office South Caucasus
United National Development Programme, Country Office Georgia

Project Duration:

Start date: 01-Sept-2022

End date: 31-Dec-2025

Project Budget and Delivery:

Overall budget: 4,794,547.00 USD

Budget spent: 4,794,268.42 USD (1 September 2022 – 31 December 2025)

Delivery rate: 99.99%

Overall Project Goal:

Improved agricultural knowledge and skills contribute to increased productivity, income and employment of rural youth, women, and men in Georgia.

Project Board:

Supplier: Swiss Cooperation Office South Caucasus SCO:
Barbara Böni, Beka Tagauri, Lela Mamrikishvili

Executive: Ministry of Education, Science and Youth: Giorgi Mikanadze, Minister
United Nations Development Programme: Douglas Webb, Resident Representative

Senior Beneficiaries: Ministry of Environmental Protection and Agriculture, Vocational Skills Agency, Rural Development Agency, Environmental Information and Education Centre

Private Sector Representatives: Agro Duo, SASC, Pakka Foundation

Target groups: Municipal and Regional Information Consultancy Centres (ICCs) in six regions of Georgia (Guria, Imereti, Samegrelo-Zemo Svaneti, Racha-Lechkhumi and Kvemo Svaneti, Samtskhe-Javakheti, Adjara Autonomous Republic), Vocational Education Institutions, VET students, smallholder rural farmers.

Strategic Review and Outlook

Main results achieved and implementation performance of the Project: Over its three-year implementation period, the Project “Modernization of the Vocational Education and Training System related to Agriculture in Georgia (Phase 3)” (hereinafter ‘the Project’) **has driven the transition of Georgia’s agricultural skills ecosystem** from fragmented pilot initiatives **to an integrated, nationally owned system** linking vocational education, extension services, and private-sector actors.

The Project’s defining achievement is the **establishment of a functional and sustainable agricultural skills ecosystem** in which public institutions, private enterprises, and sector skills organizations jointly shape, deliver, and quality-assure skills development for rural youth and farmers. This represents **a structural shift from donor-driven experimentation toward systemic, nationally embedded solutions.**

Project implementation performance remained strong despite early delays related to inter-institutional negotiations and changes in partner leadership. These risks were effectively mitigated through sustained high-level dialogue, contractual consolidation, integration of project staff into partner institutions, and the establishment of a digital monitoring system aligned with partner result frameworks.

Key results include:

1. **Institutionalization of Public–Private Partnerships (PPPs)** in Agricultural Vocational Education and Training (A-VET) and extension, particularly through the Work-Based Learning (WBL) system and market-driven qualification development. The Project exceeded its PPP targets, embedding private-sector participation in curriculum design, in-company training, and skills governance.
2. **Large-scale and sustained service delivery**, reaching 37,633 farmers (28% female) and 8,269 A-VET students (31% female) nationwide, far exceeding its initial targets. These services are now delivered through state systems and institutions confirming institutional ownership.
3. **Improved quality and relevance of the VET system**, through European Quality Assurance in Vocational Education and Training (EQAVET) aligned standards, digital 360-degree self-assessment tools, and performance-oriented management frameworks for VET providers.
4. **Transformation of Work Based Learning (WBL) into a national model**, supported by instructor standards, training programmes, and a digital registry of teaching enterprises. WBL participation and graduation significantly exceeded targets, with strong gender balance.
5. **Operationalization of inclusive mechanisms**, including integration of VET into general education in remote and minority communities, state-language programme support, social vouchers, and NEET integration pathways, moving inclusion from policy intent to practice.
6. **Professionalization of extension services**, through qualification frameworks for extension officers, large-scale training, diversified service portfolios, and the emergence of sub-national Agricultural Knowledge and Information Systems (AKIS).
7. **Maturation of the Sector Skills Organization (SSO) ecosystem**, supported by diagnostic assessments, organizational development, large-scale capacity building and meaningful participation of the private sector in agricultural skills development.

By the end of the Project, **all core systems** - WBL, Skills Hubs, extension professionalization, quality assurance, AKIS, and SSO development - **are operational, nationally anchored, and functioning on a scale.** The Project thus moved beyond supporting reform to co-owning and embedding it within state institutions, laying the foundation for durable impact on rural productivity, employment, and income.

Steering implications: As this report concludes the Project cycle, the strategic focus shifts from building systems to safeguarding their long-term performance and relevance. The Project leaves behind a functioning agricultural skills ecosystem, one that is no longer experimental, but embedded within national institutions. The decisive question for the post-project period is therefore not what remains to be created, but how the achieved systems will continue to deliver results in the absence of external support.

Through implementation, the Project demonstrated that sustainable reform depends less on the introduction of new tools than on the ability of institutions to use them consistently and strategically. WBL, Skills Hubs, AKIS, quality assurance mechanisms, and inclusive access instruments now exist within the Georgian system. Their future value will depend on whether partner institutions maintain a performance culture: using outcome data to guide decisions, adapting services in response to labour-market and farmer demand, and preserving feedback loops between policy, providers, and beneficiaries. The digital monitoring frameworks introduced under the Project provide the technical foundation for this shift, but their transformative potential lies in how they are used by national actors.

The Project experience also revealed the structural vulnerability of reform processes to leadership changes. Management transitions within key agencies periodically slowed momentum and required renewed alignment around priorities. This underscores the importance of anchoring reforms in formal strategies, regulatory frameworks, and budget lines rather than in individual champions. Sustainability will be determined by whether the principles of public–private cooperation, market relevance, and inclusive service delivery become part of routine institutional practice, resilient to political and organizational cycles.

Financial and organizational viability constitute the second pillar of sustainability. Skills Hubs, SSOs, WBL mechanisms, and AKIS platforms can only endure if they are supported through predictable public financing and transparent partnership models. The Project has prepared this transition by developing cost concepts, strengthening managerial capacities, and supporting the design of competitive and performance-based funding mechanisms. The post-project period will test whether these arrangements mature into stable national systems capable of continuous adaptation and renewal.

Finally, the Project's legacy will ultimately be judged by the durability of its inclusive impact. Mechanisms for integrating NEET (not in employment, education or training) youth, supporting women's participation, and reducing structural barriers in rural areas are now embedded within national frameworks. Their success will depend on whether they translate into sustained labour-market entry, income growth, and agency for those historically excluded. Inclusion, in this sense, must remain outcome-driven rather than symbolic, measured in livelihoods improved, not only in access granted.

The Project concludes at a moment when Georgia's agricultural skills ecosystem is operational, coherent, and nationally owned. Its enduring contribution lies in having shifted the system from fragmented pilots to a results-oriented architecture capable of evolving without external steering. The true measure of success will be whether Georgia's institutions continue to convert these structures into tangible improvements in productivity, employment, and income for rural women and men, thereby fulfilling the core ambition of the SDC partnership: sustainable, system-level change rooted in national ownership.

Chapter 1: Introduction

Short description of the Project and its intervention strategy: The Project “Modernization of the Vocational Education and Training System related to Agriculture in Georgia” was implemented from September 2022 to December 2025 with the overall **goal of improving agricultural knowledge and skills in order to increase productivity, income, and employment opportunities for rural youth, women, and men in Georgia**. Building on two preceding phases, Phase 3 **shifted the focus from piloting reforms to consolidating them at national scale and embedding them within state systems**.

The intervention strategy combined system-level reform with large-scale service delivery. It addressed three mutually reinforcing layers:

- **System and governance level:** strengthening national frameworks for vocational education and agricultural extension, introducing quality assurance mechanisms, and institutionalizing public–private cooperation through WBL, Skills Hubs, and SSOs.
- **Institutional level:** building the capacities of VET providers, extension centres and training providers to design, deliver, and manage market-relevant services.
- **Beneficiary level:** expanding access to high-quality agricultural education and extension service for students, farmers, youth NEETs, women, and vulnerable groups.

The Project deliberately maintained a balanced approach between agricultural VET and agricultural extension, recognizing that productivity and income gains in rural areas depend on coherent skills pathways from school to farm and enterprise. By embedding private-sector actors into qualification development, training delivery, and skills governance, the **Project repositioned the agricultural skills system from a supply-driven model toward a market-responsive ecosystem**.

Update on stakeholder analysis: The Project operated within a multi-institutional landscape characterized by strong public ownership and increasing private-sector engagement. Over lifetime of the Project, **stakeholders evolved from recipients of technical assistance into co-owners of reform**. Institutional mandates became clearer, inter-agency coordination improved, and private-sector participation moved from ad hoc engagement to structured partnership:

- The **Ministry of Education, Science and Youth (MoESY)** provided strategic leadership for VET reform, including the adoption and implementation of the national VET strategy and the expansion of integrated VET within general education.
- The **Skills Agency (SA)** emerged as the central system integrator, responsible for WBL, Skills Hubs, NEET integration mechanisms, and the governance of SSOs.
- The **Ministry of Environmental Protection and Agriculture (MEPA)**, through the **Rural Development Agency (RDA)** and the **Environmental Information and Education Centre (EIEC)**, led the professionalization of agricultural extension services and the development of AKIS.
- **VET institutions** became operational partners, increasingly autonomous and performance oriented.
- **SSOs and private sector actors**, notably AgroDuo and the Swiss Agriculture School in the Caucasus (SASC), assumed active roles in curriculum design, WBL delivery, and skills governance.

Evolution of the context: political risks and opportunities: The Project unfolded during a period of institutional transition and policy reform in Georgia's education and agricultural sectors. The adoption of new VET and agricultural strategies created a favorable policy window for reform. At the same time, **changes in leadership**, particularly within the Skills Agency, RDA and other partner institutions, **introduced implementation uncertainty and periodic slowdowns**.

Key political and institutional risks identified in the Project design included weak enforcement of VET legislation, limited public financing for reform, institutional ambiguity around new structures, and low attractiveness of agricultural careers. These risks materialized through **delayed governance decisions on the development of the SSO system, intermittent slowdowns in reform, and protracted negotiations over inter-agency mandates for cross-cutting functions within the VET system**. Collectively, these dynamics introduced periods of uncertainty and institutional friction, underscoring the inherent complexity of embedding systemic reform across multiple public bodies. The Project mitigated these risks **through sustained, high-level policy dialogue, adaptive and phased planning, and the strategic embedding of Project staff within partner institutions**. This approach preserved reform momentum during periods of institutional uncertainty, enabled rapid recalibration in response to shift political and administrative conditions, and fostered trust, continuity, and ownership across the system, ensuring that progress remained anchored within national structures rather than driven solely by external impetus.

Importantly, **leadership changes also created new opportunities**: the reassessment of SSOs, the refinement of Skills Hubs model, and the renewed emphasis on performance-based funding emerged from institutional reflection rather than external pressure. These shifts signalled a maturation within national counterparts increasingly shaping the direction, pace, and substance of change, anchoring ownership of the system firmly within public institutions.

A significant contextual development during the final year of implementation **was an unanticipated institutional shift within the vocational education governance landscape**. Following a change in leadership at the MoESY, policy signals emerged indicating a potential dissolution of the Skills Agency as a standalone entity. Given the Agency's central role in WBL, Skills Hubs, NEET integration mechanisms, and the governance of SSO, **this development introduced a material risk to reform continuity and system stability**. Rather than focusing on the preservation of institutional form, **the Project responded by supporting an evidence-based functional analysis of the existing legal and regulatory framework**. This analysis mapped the Agency's core mandates, operational functions, and system responsibilities, **providing a structured basis for policy dialogue on which functions should be retained, reconfigured, or reassigned within the broader institutional architecture**. By anchoring discussions in functions rather than organizations, the Project helped depoliticize reform choices and safeguard the integrity of key system components irrespective of future structural decisions.

Strategic link to SDC Cooperation Strategy and country-level outcomes: The Project directly contributed to the SDC Cooperation Strategy domain on **Inclusive and Sustainable Economic Development**, particularly Outcome A1.2: "Farmers, rural and other SMEs increase their incomes and create new jobs through improved access to economic opportunities (finance, services, skills, information, education, and markets)."

By reforming the agricultural skills system, the Project strengthened one of the cores enabling conditions for rural economic transformation. Its results align with national priorities on rural development, employment, and EU approximation, and contribute to SDG 4 (Quality Education) and SDG 8 (Decent Work and Economic Growth). The Impact Evaluation confirms that the Project fostered

a resilient, market-responsive A-VET and extension system with measurable beneficiary reach and performance.

Bilateral and multilateral issues for policy dialogue: Over the course of implementation, **the Project evolved into a trusted platform for policy dialogue** between the Government of Georgia, SDC, UNDP, and other development partners, linking reform ambition with implementation reality. This dialogue was grounded in concrete institutional change and field-level evidence from colleges, farmers, and enterprises.

Several strategic themes now define the post-project agenda. The **establishment of a functional SSO and private-sector engagement framework**, together with the sustainable financing of Skills Hubs, remains pivotal for ensuring that education provision stays closely aligned with evolving labour-market needs. Equally important is **the transition of WBL and extension services from project-supported expansion to fully budgeted, state-owned systems** resilient to political and fiscal cycles. The Project also opened a pathway for aligning agricultural skills development with Georgia's green transition and EU standards, positioning skills as a cornerstone of competitiveness. Finally, **it reframed inclusion, from women's participation to NEET integration**, not as a social add-on but **as an economic imperative, supported by evidence on what enables durable labour-market entry**.

By demonstrating how donor-supported reforms can evolve into nationally owned policy and practice, the Project leaves behind both functioning systems and a shared reform language, providing a strong foundation for continued engagement by development partners in advancing Georgia's inclusive rural transformation.

Chapter 2: Outcomes achieved

Outcome 1: Quality of agricultural VET and extension services in Georgia is enhanced through effective cooperation of public and private stakeholders.

The Project **exceeded its targets for institutional partnerships, establishing more than four functional Public–Private Partnerships (200% of target)**. These partnerships are no longer ad hoc arrangements but embedded mechanisms linking ministries, agencies, colleges, farmers, processors, and private enterprises. They **underpin WBL, qualification development, extension delivery, and policy coordination**, transforming the way agricultural skills are governed.

Service delivery reached systemic scale. By the Project end, **37,663 farmers** (28% female) and **8,260 A-VET students** (31% female) benefited from improved services, exceeding targets by 212% and 434% respectively. These figures **reflect not short-term project outreach, but the operationalization of national systems**: extension services delivered by RDA and Information and Consultation Centre (ICCs), and vocational training provided by public and private colleges under national standards.

Quality improvements are equally significant. **Over sixty VET institutions now apply digital 360-degree quality assurance tools** aligned with EQAVET principles. **Administrative and teaching staff across the system were trained (over 800 professionals in total)**, embedding performance-oriented management and pedagogical practice. **Extension services were professionalized through new qualification frameworks and continuous development pathways for extension officers.**

The Project also catalysed structural innovation:

- **Skills Hubs** were conceptualized and operationalized in pilot colleges, repositioning them as regional competence centres.
- **Sector Skills Organizations** moved from concept to practice through diagnostic assessments, institutional strengthening, and the establishment of transparent pathways for registration and public support.
- **Agricultural Knowledge and Information Systems** emerged at sub-national level, linking colleges, extension services, SSOs, and farmers into functional knowledge ecosystems.

Together, these changes demonstrate a shift from project-supported delivery to **a coherent, system-owned service provision**. The outcome is not only improved service quality, but a durable governance architecture capable of continuous adaptation.

Outcome 2: Rural youth, women and men learn and apply relevant agricultural knowledge and skills responding to market needs.

The Project achieved **transformative results in access to, and application of, agricultural skills. BWL became a national model. 3,572 students** (36% female) **completed WBL** programmes, vastly exceeding the annual target of 55. This reflects both demand from learners and confidence from employers. **The digital registry of teaching enterprises, instructors' standards, and state co-financing mechanisms** ensure that WBL is no longer experimental but institutionalized.

Access to agricultural vocational education expanded dramatically. Across the Project period, more than **8,260 students** (31% female) entered A-VET programmes, including in rural and minority areas and within general education schools. Scholarships, language support, and inclusive admission mechanisms reduced structural barriers for women, youth, and vulnerable groups.

Labour market outcomes confirm relevance. A total of **1,149 A-VET graduates** were employed in agriculture in a single reference year, exceeding the annual target by 42%, with women representing 32% of employed graduates (above target). This demonstrates that skills acquired translate into economic opportunity.

For farmers, **extension services moved beyond information provision toward practical transformation.** More than **9,000 farmers** in the final period alone adopted improved practices, **supported through demonstration plots, home-based training, digital tools, and AKIS networks.** The final impact evaluation confirms that these interventions contribute to productivity gains, technology uptake, and income improvements.

The Project also addressed **the structural challenge of youth disengagement from rural livelihoods. NEET integration pathways, start-up support concepts,** and vocational tracks in general education reframed **agriculture as a viable, modern profession, particularly for young people and women.**

While participation data provides an important measure of reach, Project effectiveness is more accurately reflected in quality of outcome indicators. Evidence from the Impact Evaluation shows that **women and men not only accessed services but translated skills into tangible economic outcomes.** Among A-VET graduates, **79% applied acquired skills,** with an even higher **application**

rate among women (83%). Employment outcomes similarly reflect quality gains, with women representing 31–36% of WBL graduates and exceeding targets for labour-market entry.

Among farmers, women demonstrated particularly strong outcome quality: **83% of female extension clients applied new practices, and women reported higher average productivity gains than men.**

Implementation of SDC transversal themes.

The Project operationalized SDC's transversal priorities, gender equality, governance, and human rights, not as parallel agendas, but as **integral dimensions of system reform**. Monitoring results demonstrate that **these principles were embedded in both design and delivery, shaping who benefits, how institutions function, and whose voices influence decision-making.**

Gender equality: across all major service streams, **women's participation ranged between 30–45 percent, exceeding initial assumptions** for a traditionally male-dominated sector. **Women accounted for 31% of A-VET students, 36% of WBL graduates, and over 28% of farmers reached through extension services.**

Beyond participation, the Project addressed structural gender barriers that constrain women's effective engagement in agricultural skills development and rural labour markets. Women's lower initial participation in agricultural VET and extension was linked not to lack of interest, but to time poverty arising from unpaid care responsibilities, limited mobility in remote areas, and social norms framing agriculture and technical professions as male domains. **The Project responded through flexible delivery modalities (modular training, localized extension services), targeted outreach via schools and community structures, and scholarships and social vouchers that reduced indirect participation costs.**

As a result, women's engagement shifted from passive participation to active uptake and application of skills. Women consistently demonstrated equal or higher rates of skills application, adoption of improved practices, and income gains compared to men, indicating that once access barriers were reduced, women converted skills into economic outcomes at least as effectively as male peers.

As one female A-VET graduate reflected during the impact evaluation: **“Before, agriculture was something only men did in my village. Through the college and the internship, I saw that I can work in this field professionally. Now I have my own income and people treat me differently.”**

Governance: The Project strengthened governance **by shifting skills development from ad hoc coordination toward rule-based, accountable systems.** Digital M&E tools, performance frameworks, and EQAVET-aligned quality assurance mechanisms introduced transparency and evidence-based management across VET institutions and extension services. **Public-private cooperation became institutionalized through WBL, SSOs, and Skills Hubs,** embedding stakeholder participation in policy and delivery.

A college director captured this transformation: **“Earlier, we waited for instructions. Now we analyze our data, work with companies, and adjust our programmes. The system expects us to perform and gives us the tools to do so.”**

Human rights and inclusion: The Project embedded the right to access education and services within system design. **Language support for ethnic minorities, social vouchers for disadvantaged students, NEET integration pathways,** and flexible entry routes operationalized the principle of ‘Leave No One Behind’. These measures ensured that rural location, poverty, ethnicity, or age did not preclude participation.

A rural farmer participating in extension services noted: **“Before, advice was only for big farmers. Now the consultant is coming to my village. I learned how to change my practices, and my harvest improved.”**

Furthermore, an intersectional **‘Leave No One Behind’ approach guided Project implementation**, recognizing that vulnerability is often cumulative rather than singular. Particular attention was **paid to sub-groups facing overlapping disadvantages, including ethnic minority women, rural women, and young NEET women.**

In Georgia, **women face a higher NEET rate than men, 27.1% of women aged 15–29 compared to 21.4% of men**, reflecting compounded barriers related to care responsibilities, early family formation, and limited access to local employment opportunities. The Project directly targeted these gaps through **NEET integration pathways, vocational tracks within general education, and outreach in rural and minority regions.** As a result, **75 NEET youth entered the labour market** during the Project period, including women and individuals from vulnerable backgrounds. While structural constraints persist, evidence indicates that targeted, locally accessible skills pathways can reduce exclusion risks for women at the intersection of gender, age, and rural disadvantage.

Chapter 3: Outputs and performance according to annual work plans

The Project **delivered all core outputs foreseen** under the Annual Action Plans (AAPs), despite a delayed start of the third phase. **Implementation shifted** from an initial focus on institutional set-up and contractual arrangements **towards full operational delivery by partner institutions.** By the end of Phase 3, all output areas demonstrated strong performance, with **most output-level indicators achieved or exceeded**, and with clear contributions to both Outcome 1 (quality of services) and Outcome 2 (skills acquisition and application).

Overall **output performance** during Phase 3 **was strong and exceeded expectations** in most areas. Following an initial start-up period focused on contractual and institutional arrangements, implementation accelerated, and **all planned output areas reached full operational capacity.** Tangible products - **revised standards and curricula, operational PPPs, trained teachers and**

extension officers, digital quality assurance tools, diversified extension packages, and market-aligned training programmes, - were delivered largely in line with, and often beyond, the AAPs.

Outputs under Outcome 1 established the structural backbone for system reform. The institutionalization of SSO AgroDuo, the development of new standards and curricula, and the establishment of four PPPs **embedded private-sector leadership into VET governance and delivery.** Capacity development of educational institutions and staff, coupled with digitalization of quality assurance and learning tools, **strengthened the effectiveness, accessibility, and sustainability of both VET and extension services.**

Outputs under Outcome 2 translated these systemic improvements into direct benefits for learners and farmers. 8,200 (31 female) A-VET students and 37,683 farmers (28% female) accessed improved, market-relevant services, while WBL and modular training models enhanced practical skill acquisition. These outputs resulted in **high rates of skills application, employment in agriculture, and adoption of improved farming practices**, directly underpinning the achievement of outcomes.

Despite early delays and institutional transitions, adaptive management and close coordination with partners ensured that output delivery remained on track. The quality and scale of outputs achieved demonstrate the Project's effectiveness in **converting inputs into tangible, system-level and beneficiary-level results.**

Table 1: Performance summary: outputs and their strategic contributions¹

Output Area	Planned Outputs	Key Delivered Outputs	Contribution to Outcomes
Output 1.1: Public-Private Collaboration & Standards	Revised standards and curricula; operational SSO; PPPs in A-VET and AE; transformation roadmaps for colleges	9 national educational standards and multiple curricula revised; SSO AgroDuo institutionalized; 4 PPPs established (target: 2); 7 VET college with transformation roadmaps	Embedded private-sector leadership in VET; improved relevance and quality of services (Outcome 1)
Output 1.2: Institutional & Human Capacity	Teacher/extension qualification frameworks; staff training; Micro-AKIS concepts	VET Teacher Preparation Programme developed; 243 admin staff (77% women) and 613 (53% women) teachers/extension officers trained; extension career framework; Micro-AKIS piloted in 2 regions	Strengthened delivery capacity and sustainability of VET and extension systems (Outcome 1)
Output 1.3: Digitalization	Digital QA tools; online learning; M&E systems	360° digital QA tools used in 64 colleges; VET e-platform modules launched; project M&E digitalised	Improved accessibility, transparency and performance management (Outcome 1)
Output 2.1 – Skills for A-VET Graduates	Strengthened WBL; entrepreneurship support; market-aligned programmes	8,200 A-VET graduates (31% women); 3,572 (36% women) WBL students; “Master Farmer” modular curricula; graduate entrepreneurship pilots	High rates of skill application and employment in agriculture (Outcome 2)

¹ Please see the progress on Results Framework in Annex 1.

Output 2.2 – Extension Services for Farmers	Diversified extension packages; strengthened ICCs	37,683 farmers served (28% women); diversified service portfolios in 2 regions; RDA extension reform working group	Widespread adoption of improved result and client oriented practices; productivity and income gains (Outcome 2)
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Output 1.1: Strengthened public–private collaboration and standards development

“A-VET public and private stakeholders trained, standards and programs elaborated through effective collaboration with SSOs / AgroDuo for the delivery of high-quality services”.

Planned outputs under this area included revision of educational standards and curricula, establishment of SSOs, and development of transformation roadmaps for VET colleges.

Delivered outputs include:

- Revision of **nine national educational standards** and **multiple curricula** in gardening, fruit growing, apiculture and aquaculture in cooperation between the Skills Agency and SSO AgroDuo.
- Development of **examination requirements** and assessment models aligned with labour-market needs.
- Establishment and institutional strengthening of **SSO AgroDuo**, including statutory documents, governance structures, and a service portfolio.
- Development of **transformation roadmaps** for seven VET colleges to evolve into Skills Hubs.
- Establishment of **four PPS**, exceeding the target of two.

These outputs directly contributed to Outcome 1 by embedding private-sector leadership in qualification design and quality assurance, and by creating systemic mechanisms for continuous alignment between VET provision and labour market demand.

Output 1.2: Enhanced Institutional and Human Capacities

“Capacities and qualifications of A-VET institutions, teachers and extension officers enhanced.”

Planned outputs focused on professional development systems, teacher qualification frameworks, and institutional performance management.

Key achievements include:

- Development of a **VET Teacher Preparation Programme**, including digital self-learning modules and action plans for digital transformation.
- Training of **243 administrative staff** (77% female) and **613 teachers and extension officers** (over 50% female).
- Formulation of **qualification requirements and career pathways** for extension officers.
- Development and piloting of **Micro-AKIS concepts** in two regions, strengthening coordination between colleges, ICCs, and regional stakeholders.

These outputs strengthened the delivery capacity of both the VET and extension systems and laid the foundation for sustained service quality beyond the Project’s lifetime, directly supporting Outcome 1 and enabling the scale of beneficiary outreach reported under Outcome 2.

Output 1.3: Digitalization of VET and Extension Systems

“Digitalization enhanced to increase accessibility, collaboration and service quality.”

Planned outputs included digital quality-assurance tools, online learning platforms, and digital monitoring systems.

Delivered outputs include:

- Development of **360-degree digital quality-assurance tools**, now used by more than 60 VET colleges.
- Integration of **self-assessment and monitoring tools** into the national VET e-platform.
- Digitalization of project M&E, enabling partner institutions to report directly against log-frame indicators.

These outputs improved accessibility, transparency, and performance management across the system and contributed to higher satisfaction rates among students, teachers, and employers.

Output 2.1: Market-Relevant Skills for A-VET Graduates

“A-VET students acquire applicable skills.”

Planned outputs included strengthened WBL, entrepreneurship support, and regionally embedded skills programmes.

By end-phase:

- Over **2,600 A-VET students** (31% female) completed A-VET programmes aligned with revised standards.
- More than **3,572 WBL students** (36% female) participated in company-based learning.
- Modular “Master Farmer” curricula were developed in cooperation with Swiss partners.
- Pilot entrepreneurship schemes were introduced for graduates.

These outputs translated into high rates of skill application (79% of graduates) and employment in agriculture, contributing directly to Outcome 2.

Output 2.2: Improved Extension Services for Farmers

“Recipients of extension services obtain applicable knowledge in new technologies.”

Planned outputs focused on diversification of extension packages and strengthening ICC capacities.

Key outputs include:

- Development of **diversified extension service portfolios** in Imereti and Adjara.
- Establishment of a **40-member RDA working group** to lead extension reform.
- Delivery of consultations and training to **37,663 farmers** (28% female).
- Introduction of innovation-oriented packages (climate-smart practices, disease control, market access).

These outputs enabled high adoption rates of new practices (over 70%) and measurable gains in productivity and income.

Implementation constraints and mitigation measures: The main constraint during early implementation was the **delay in finalizing letters of agreement** with public partner institutions, caused by prolonged approval procedures, budget re-alignment needs, and uncertainties around staff integration. This postponed operational roll-out during the inception period.

Mitigation measures included:

- Intensive high-level consultations with partner ministries and agencies.
- Restructuring agreements from annual to multi-year frameworks.
- Temporary continuation of UNDP contracting for technical staff.
- Phased implementation, allowing preparatory work (concepts, roadmaps, curricula) to proceed in parallel.

Subsequent constraints included **leadership changes in key institutions (notably the Skills Agency) and slower-than-expected maturation of the SSO ecosystem**. These were mitigated through adaptive planning, closer coordination, and development of new funding and governance concepts for SSOs.

A further **implementation constraint emerged in relation to the planned merging of digital platforms within the RDA**. In the last implementation year, the institutional and technical architecture of the Agency's information systems underwent a fundamental transformation. By June 2025, all grant programmes had been migrated to the Agency's internal portal (www.my.rda.gov.ge), rendering the previously referenced www.my.mepa.gov.ge platform obsolete for operational use, while www.regions.mepa.gov.ge continued to serve exclusively internal data-recording functions. This evolution **altered the original premise of the activity: the integration of the two platforms, as envisaged at design stage, was no longer technically or functionally relevant**. In this context, the Agency determined that proceeding with the planned merger would not represent a cost-effective or value-adding investment, and the activity was discontinued. This decision reflected an adaptive response to institutional modernization and system reform, rather than a shortfall in implementation.

Other **operational challenges**, most notably procurement delays in the partner agencies, were **addressed through flexible scheduling, the mobilization of alternative experts and delivery modalities**, and the systematic integration of resilience-oriented content into training packages. This ensured continuity of implementation while strengthening the system's capacity to respond to external disruptions.

Changes to main assumptions: Two assumptions were adjusted over the course of Project's implementation:

1. **Speed of institutional take-over:** The Project initially assumed rapid handover of implementation to partner institutions. In practice, this required a longer transition period due to administrative and governance constraints within public institutions. The Project responded by maintaining UNDP's operational role longer than originally envisaged, while simultaneously investing in the gradual strengthening of partner capacities, systems, and procedures. This approach ensures continuity of delivery while laying the foundations for durable institutional ownership.
2. **Readiness of SSO ecosystem:** In the design phase, was assumed that multiple SSOs would be formally registered early in Phase 3. In reality, capacity gaps within emerging entities, combined with a shift in national policy priorities led to a recalibration towards quality and sustainability over speed, including development of SSO funding concepts, institutional development options and staged accreditation pathways, prioritizing institutional robustness over speed.

These adjustments **did not diminish ambition; rather, they ensured that results remained systemically embedded**, by aligning implementation pace with institutional readiness, the Project strengthened the durability of reform and reinforced its long-term contribution to national VET and agricultural extension systems.

A further systemic adjustment emerged during the last year of Project's implementation, following an unanticipated shift in policy direction under the new leadership of the Ministry of Education, Science and Youth. While the institutional architecture of the **Skills Agency had been fully envisaged and endorsed** during the planning stage, the new management signalled an **intention to dissolve the Agency**. This **created a risk of disruption to core reform pillars and uncertainty across the VET ecosystem**.

In response, the Project **supported a functional analysis of the existing legal and regulatory framework**, providing the Ministry with an **evidence-based mapping of the Agency's mandates and operational functions**. This work **enabled informed policy dialogue on which competencies should be retained, reconfigured, or transferred to the Ministry and its subordinate agencies**. By anchoring the discussion in institutional functions rather than organizational form, the Project helped safeguard reform continuity and ensure that critical system roles would be preserved irrespective of future structural arrangements.

Chapter 4: Finances and management

Financial Status

The Project demonstrated an exceptionally high delivery rate, with **99.99%** of the total budget executed by the end of the reporting period (December 31, 2025). The total expenditure amounted to USD **4,794,268.42** against a total approved budget of USD **4,794,547.21**.

This high level of budget execution is a result of the Project's strong financial management, engagement and advice for optimisation and costs calibration provided to implementing partners which directly implemented majority of the Project's budget. The project regularly made necessary financial adjustments addressing operational challenges especially during the final phase of implementation. The section below provides an overview of the financial performance by outcome.

Table 2: Budget vs. Expenditure (September 2022 – December 2025)

Budget Lines	Approved Budget (USD)	Expenditure (USD)	Execution Rate
Outcome 1	2,184,442.57	2,074,927.68	95.00%
Outcome 2	1,458,178.13	1,352,735.96	92.77%
Management	763,505.80	979,545.12	128.30%
Total Net	4,406,126.50	4,407,208.76	100.02%
GMS (8%)	344,416.31	343,055.26	99.60%
RC Levy (1%)	44,004.40	44,004.40	100.00%

Budget Lines	Approved Budget (USD)	Expenditure (USD)	Execution Rate
GRAND TOTAL	4,794,547.21	4,794,268.42	99.99%

Notes on budget deviations: While overall delivery reached nearly 100%, some deviations between budgeted and executed amounts occurred across specific budget lines. These were primarily driven by external economic factors and adaptive management decisions made during implementation.

- **Underspending on outcomes 1 & 2:** Both Outcome 1 and Outcome 2 reflect an execution rate of approximately 93% of their respective budgets. This underspending resulted from efficiencies achieved through optimized expert mobilization and the leveraging of cost-sharing arrangements with private-sector partners (e.g. within WBL and extension activities). These measures enabled the Project to deliver, and in several cases exceeded planned results with lower-than-anticipated direct activity costs.
- **Overspending on management:** Expenditure under the management budget line exceeded the originally approved allocation by **28%**. This variance is primarily attributable to a **mandatory revision of staff salary scales** following UNDP's annual local labour market assessment in **2024**, which resulted in an **average increase of approximately 20%** to ensure competitiveness and staff retention. In addition, the Project's **operational and technical support functions were maintained for a longer period than initially foreseen** in order to facilitate a smooth handover of responsibilities to national counterparts undergoing internal institutional restructuring. The combined effect of these factors required the **reallocation of savings generated under Outcomes 1 and 2** to the Management budget line. This internal adjustment was carried out **without affecting the scope, quality, or achievement of planned results**, as evidenced by the project's **overall execution rate of 99.99%** and full delivery of outputs.

Efficiency appraisal: The Project demonstrated a high level of efficiency in converting financial and human inputs into tangible and scalable results. Despite the partial reallocation of resources towards management and personnel costs, **overall implementation efficiency remained strong, as evidenced by the substantial overachievement of physical targets across key outcomes.**

- **Outcome 1:** With 93.3% of the originally planned budget executed, the Project established four Public–Private Partnerships (against a target of two) and successfully institutionalized quality assurance tools in more than **60 vocational colleges (against an initial target of 10)**. These results reflect both effective prioritization of interventions and the successful leveraging of partnerships to maximize impact with limited resources.
- **Outcome 2:** Similarly, with 92.5% budget execution, the Project reached **37,683 farmers, more than double the original target of 15,000** and facilitated employment for 1,149 graduates, significantly exceeding the planned target of 420. This level of performance indicates strong delivery capacity and effective coordination with implementing partners on a scale.

The ratio between expenditure and achieved results confirms that the additional investment in management, driven by market-based salary adjustments and the need for extended coordination and institutional accompaniment, ensured implementation stability, continuity of partnerships, and effective oversight, allowing service delivery to be expanded without proportional increases in direct activity costs. Furthermore, **efficiency gains were reinforced through the systemic integration of project activities into national institutions.** This approach reduced unit costs, avoided parallel delivery structures, and helped maintain a low cost per beneficiary while strengthening institutional ownership and sustainability.

Human resources, diversity management, and organizational factors: The VET Phase 3 Project was implemented in a dynamic institutional environment where human resources and organizational capacity strongly influenced delivery. The Project **adopted a capacity-development approach by embedding specialists within partner institutions and gradually transferring operational responsibility** under their structure. This strengthened national ownership while UNDP retained a coordination and quality assurance role. The Project introduced a mechanism whereby **UNDP technical staff were embedded within implementing partner agencies**, ensuring continuous hands-on support and close collaboration throughout implementation. This approach enabled **direct transfer of technical expertise, operational know-how, and management practices to partner institutions**, while simultaneously strengthening their internal capacities. As part of the broader handover strategy, this embedded support model **facilitated institutional learning, enhanced ownership of project processes, and ensured a smoother and more sustainable transition of responsibilities to national counterparts.**

A key structural challenge identified over the course of Project's implementation was related to **human resource management at central government level.** National partner institutions experienced high staff turnover, which weakened institutional memory and required repeated orientation of new leadership. While these changes did not alter the project's strategic objectives, they **frequently affected implementation pathways and necessitated adaptive management and amendments to agreements.** By contrast, regional VET colleges and Information and Consultation Centres (ICCs) demonstrated high staff stability but faced difficulties in attracting qualified personnel due to remote locations and comparatively low salary levels in VET and extension services.

To mitigate these constraints, the Project invested heavily in people. **Large-scale capacity-building programmes strengthened institutional resilience**, including training of administrative staff, teachers, and extension officers, with a strong emphasis on training trainers (ToTs), digital competencies, and modern pedagogical approaches. This reduced reliance on individual "champions" and broadened the pool of skilled professionals.

Diversity management and inclusion were integral to project implementation. Women accounted for 30–45% of participants across most interventions and nearly four-fifths of trained administrative staff. Targeted measures supported ethnic minorities, NEET youth, and vulnerable groups, including state-language programmes and social vouchers for disadvantaged learners. These efforts aligned with UNDP's Human Rights-Based Approach and 'Leave No One Behind' principles, ensuring that institutional reforms were socially inclusive.

Organizationally, the **Project demonstrated strong adaptive capacity.** Temporary leadership arrangements during staff absences, regular team coordination, and continuous technical backstopping ensured continuity despite procurement delays and institutional changes. VET Phase 3 confirmed that **human resources and organizational dynamics are central to systemic reform.** While structural public-administration challenges remained beyond the project's control, **intensive**

mentoring, embedded expertise, broad-based capacity development, and inclusive management enabled sustained momentum and anchored reforms in a diverse and increasingly capable professional community across Georgia's VET and extension ecosystem.

Furthermore, in line with UNDP and SDC accountability and learning requirements, the Project commissioned both an independent **Final External Evaluation and a comprehensive Impact Evaluation during the final year of implementation**. The two assessments were designed as complementary exercises: the External Evaluation focused on relevance, efficiency, effectiveness, sustainability, and management arrangements, while the Impact Evaluation assessed outcome, and impact-level changes among A-VET graduates and farmers using mixed methods. Findings from both evaluations **are feeding into the Project's cost-benefit analysis and sustainability assessment**. Collectively, the results confirm the Project's **positive management approach, strong adaptive capacity, and substantial overachievement of planned results, particularly in beneficiary reach, skills application, productivity, income effects, and institutional capacity development**. Both evaluation reports are shared for review as key evidence underpinning the Project's final performance assessment.

Chapter 5: Lessons Learnt

The implementation of Phase 3 generated a rich **set of operational, institutional, and strategic lessons**. These lessons **reflect** both **good practices and innovations** that proved effective, as well as **obstacles that required adaptive responses**. They are grounded in implementation experience, annual and progress reports, and the findings of the Impact Assessment and other programmatic reviews

Systemic change requires long-term institutional accompaniment: A key lesson is that structural reform in VET and extension systems cannot be achieved through short-term technical inputs alone. The Project's **most sustainable results emerged where UNDP combined technical assistance with continuous institutional accompaniment** with implementing partners.

Good practice was the phased transition from UNDP led implementation to partner ownership. Maintaining a **UNDP operational role longer than initially planned ensured continuity during leadership changes and administrative delays, while gradually strengthening partner capacities**. This approach proved essential for embedding reforms such as WBL, extension career frameworks, and digital quality assurance tools.

Private sector engagement works when incentives and roles are clear: The experience with SSO AgroDuo and PPPs confirms that private-sector engagement in skills development is effective when roles, incentives, and governance mechanisms are explicit. **Where industry actors saw direct value, such as influence over curricula, access to skilled graduates, and reputational benefits, engagement was strong and sustained.**

At the same time, the **slow maturation of the SSO ecosystem revealed that private associations require structured capacity development and predictable financing mechanisms**. The Project's shift from 'rapid proliferation' of SSOs to 'quality and sustainability first' was critical. The development of SSO funding concepts and institutional roadmaps reflects a more realistic model for systemic reform.

Outputs have impact when designed as system assets: A major success factor was the **treatment of outputs as system assets** rather than project deliverables. Standards, curricula, digital tools, teacher frameworks, and extension packages **were embedded in national institutions and platforms**. This explains the strong conversion from outputs to outcomes observed in the Impact Evaluation, which notes that all output-level indicators were exceeded and translated into high rates of skills application, satisfaction, and practice adoption.

Digitalization, in particular, emerged as a high-impact enabler. The 360-degree quality assurance tools and online learning modules reduced access barriers for rural colleges and learners, improved transparency, and strengthened performance management across institutions.

Adaptive management is essential in politically dynamic environments: Leadership changes in key institutions, evolving national strategies, and delays in approval procedures posed recurring challenges. The Project's **ability to adapt, - by revising timelines, restructuring agreements, and maintaining close policy dialogue, was critical to maintaining momentum**.

The Impact Evaluation confirms that **adaptive management mitigated risks linked to institutional instability** and allowed the Project to maintain high delivery rates. This highlights the importance of flexible planning frameworks and continuous donor partner dialogue in reform-oriented programmes.

Inclusion must be designed, not assumed: The Project's **strong performance on gender and inclusion was not accidental**. It resulted from **deliberate design choices**: social vouchers for vulnerable students, ethnic minority language programmes, gender-responsive targeting in training, and inclusive extension services.

Evidence from monitoring and evaluation shows that women's participation consistently reached 30-45%, and that women farmers demonstrated particularly high adoption rates of improved practices. However, the lower-than-target female share among NEET beneficiaries indicates that inclusion strategies must be continuously refined and tailored to specific groups.

Interagency collaboration multiplies impact: Effective collaboration between MoESY, SA, RDA, EIEC, SASC, and AgroDuo **created synergies that no single institution could achieve alone**. The Micro-AKIS pilots and joint extension–VET initiatives demonstrated how **coordination between education and agriculture systems can generate integrated service ecosystems**.

A critical lesson is that interagency platforms require operational anchors, shared tools, joint workplans, and co-owned products, to move beyond coordination rhetoric and into functional collaboration.

Annex 1: Results Framework (as of December 2025)

Hierarchy of objectives		Key Indicators	Progress as of December 31, 2025
Impact	Improved agricultural knowledge and skills contribute to increased productivity, income and employment of rural youth, women, and men in Georgia.	1. # of smallholder farmers with increased income from agricultural production (AFS_ARI_1) (baseline: 0; target: 7,500) 2. % of productivity increase of farmers during project period (baseline: 0; target 30% increase during the project duration) 3. Number of VET graduates obtaining new or better employment (STT and long-term trainings) (IED_ARI_2) (baseline: 0, target: 1,260 (30 % female, 5% vulnerable) 4. % of beneficiary (VET) income increase during project period (baseline: 0, target: 30% increase during the project duration)	1: Overachieved: 7,563 farmers (source: Final Impact Assessment Report). 2: Overachieved: 31% productivity increase (source: Final Impact Assessment Report). 3: Partially achieved: 660 VET graduates (33 % female, 11% vulnerable) / (source: Final Impact Assessment Report). 4: Overachieved: 62% of beneficiaries (source: Final Impact Assessment Report).
Outcome 1	Quality of agricultural VET and extension services in Georgia is enhanced due to effective cooperation of public and private stakeholders	1.1/ # of new PPPs in A-VET and AE delivery (Baseline 0; Target: 2). 1.2/ # of clients served in rural areas by A-VET and AE delivery (baseline: 0; target: 16,800 (15,000 farmers; 1,800 students); 30% female). 1.3/ # of initiatives for SSO ecosystem enhancement (baseline: 0; target: 3). 1.4/ # of NEET youth entering labour market (baseline:0, target: 60; 30% women, 5% vulnerable).1.5. # of contributions towards a Vocational Education and Training (VET) system that are more inclusive or more relevant to the labour market (IED_TRI_3; baseline: 0, target: 3). 1.5/ Number of contributions towards a Vocational Education and Training (VET) system that are more inclusive or more relevant to the	1.1: Overachieved; 4 PPPs are implemented: 1. SA has established a partnership with the GCCI to prepare WBL instructors; in 2024, a cohort of 26 WBL instructors (19 women) and private company employees were trained to deliver their services to the WBL programs 2. SA partnered with the SASC to expand the SASC teachers' development approach to other VET colleges in Georgia 3. The RDA and SASC established a successful partnership, aiming to share information and practices in farming and milk processing areas with extension officers and VET college teachers 4. A new partnership between the MEPA, Food and Agriculture Organization of the United Nations (FAO), NCEQE, Business Association of Georgia (BAG), industry associations, processing enterprises, farmers, and non-governmental organizations resulted in developing a competitive employment policy document. 1.2: Overachieved: in total, 37,863 clients served (10,384/28% women) in target regions (Guria, Samegrelo-Zemo Svaneti, Imereti, Racha-Lechkhumi and Kvemo Svaneti, Samtskhe-Javakheti, and Ajara). In total, 8,260 A-VET students (of which 2,552/31% women) were served through the MoESY and SA services in rural areas of Georgia in 2022-2025 (source: EMIS database).

Annex 1: Results Framework (as of December 2025)

Hierarchy of objectives		Key Indicators	Progress as of December 31, 2025
		labour market (IED_TRI_3; baseline: 0, target: 3).	Grand total: 45,923 farmers and students (of which 12,936/28% women) were served through the MEPA/RDA, MoESY and SA services in rural areas of Georgia in 2022-2025 (source: RDA and EMIS databases). 1.3: Achieved: 3 initiatives in place: 1. Concept for registration system for SSOs 2. Institutional Development Concept of AgroDuo 3. SSO funding concept by SA developed 1.4: Overachieved – 75 NEET youth (20% women, 13% vulnerable) / (source: Final Impact Assessment Report) entered the market. 1.5: Achieved: 3 contributions are in place: 1. An ethnic youth integration plan for two selected regions in Georgia is in place, and 41 general education schools provide VET courses for ethnic minority communities and populations across the occupation line 2. A final draft of the concept for an institutionalized social inclusion fund was developed. 3. The social voucher concept for students from vulnerable families has been introduced and is currently piloted in secondary schools.
Outcome 2	Rural youth - women and men- learn and apply relevant agricultural knowledge and skills, which are responding to the market needs.	2.1/ # of WBL graduates / year (baseline: 50 students/year; target: 55 student/year; 30% female). 2.2/ # of youth (15-24y) and adults (>24) (F/M) who gained access to improved vocational skills (baseline: 0; target: 2'500; youth 80%; Adults: 20%, female 30%). 2.3/ # of A-VET graduates employed in agricultural sector per year (baseline: 0, target: 420/year; 30% female). 2.4/ # of extension client farmers applying improved agriculture practice per year (baseline: 0; target: 3'330/year (10'000 total); youth 20%; adults 80%; female 20%).	2.1: Overachieved: 3,572 (1,290/36% women) in the A-VET field WBL graduates (source: EMIS database). 2.2: Overachieved: 60,260, of which 30,753 youth (15-24y / 51%) and 28,507 adults (>24 / 49%) (49% female / 51% Male) gained access to improved vocational skills in 2022-2025 (source: EMIS database). Agriculture: 6092 of which 3,099 youth (15-24y / 51%) and 2993 adults (>24 / 49%) (41% female / 59% male) in 2022-2025 (source: EMIS database). 2.3: Achieved: on total, 1,149 graduates (360/31% women) A-VET graduates employed in the agricultural sector in 2022 and 2023². 595 (189/32% women) A-VET graduates employed in the agricultural sector in 2022 (Source: tracer study conducted by AgroDuo) 554 (171/31% women) A-VET graduates employed in the agricultural sector in 2023 (Source: tracer study conducted by Skills Agency) 2.4: Overachieved: 20,000 (youth 61%; adults 39%; female 83%) / (source: Final Impact assessment Report).

² No tracer study is available from the MoESY for 2024–2025 graduate cohorts, and disaggregated employment data for VET graduates are not yet available from Geostat either.

Annex 1: Results Framework (as of December 2025)

Hierarchy of objectives		Key Indicators	Progress as of December 31, 2025
Output 1.1.	A-VET public and private stakeholders trained standards and programs elaborated through effective collaboration with SSOs / AgroDuo for the delivery of high-quality services.	1.1.1/ # of educational standards revised /elaborated by AgroDuo (baseline: 0, target: 4) 1.1.2/ # of curricula revised / elaborated by AgroDuo (baseline: 0, target: 4) 1.1.3/ # of examination requirements elaborated by AgroDuo (baseline: 0, target: 1) 1.1.4/ # of VET institutions with a roadmap of transformation (baseline: 0; target: 2 colleges) 1.1.5/ # of VET institutions and extension centres with elaborated capacity development programme for implementation (baseline: 0; target: 2 colleges and 2 extension centres) 1.1.6/ # of new services introduced at AgroDuo (baseline: 0, target: 3)	1.1.1: Overachieved: 9 educational standards revised/elaborated: 1. Beekeeping 2. Fish Farming 3. Veterinary 4. Milk Processing 5. Meat Processing 6. Horticulture 7. Organic Farming 8. Wheat Processing 9. Fruit and Vegetable Processing 1.1.2: Achieved: 4 curricula revised in the fields of: 1. Gardening 2. Fruit growing 3. Beekeeping 4. Aquaculture. 1.1.3: Overachieved: AgroDuo elaborated examination requirements for 4 vocations 1. Dairy production 2. Fisheries 3. Veterinary 4. Meat Processing 1.1.4: Overachieved: A transformation roadmap for 7 VET colleges is developed: 1. Shota Meskhia State Teaching University of Zugdidi 2. Professional College Erkvani in Ambrolauri 3. Professional College Opizari in Akhaltsikhe 4. Professional College Information Technology Academy 5. Professional College Iberia in Kutaisi 6. Professional College Prestige in Telavi 7. Professional College BlackSea in Kobuleti 1.1.5: Overachieved: 2 ICCs and 3 VET colleges with capacity development plans. 1. Shote Meskhia Teaching University of Zugdidi (Senaki Branch) 2. Professional College Erkvani in Ambrolauri 3. Professional College Opizari in Akhaltsikhe 4. Imereti Regional ICC 5. Guria Regional ICC 1.1.6: Achieved: 3 new services introduced:

Annex 1: Results Framework (as of December 2025)

Hierarchy of objectives		Key Indicators	Progress as of December 31, 2025
			1. Provision of training and capacity building programs for teachers for company instructors 2. Provision of training venue and demonstration field for member companies 3. Educational materials and handouts developed for trainings
Output 1.2.	Capacities/qualification of A-VET institutions, teachers and extension officers enhanced through collaboration of A-VET stakeholders	1.2.1/ # of institutions with a revised minor program for VET teachers (baseline: 0; target: 3.) 1.2.2/ # of revised qualification standards for teachers' & enterprise instructors and # of companies applying revised standards (baseline:0. target:1 standard, 15 teaching enterprise). 1.2.3/ # of A-VET teachers and extension officers with improved qualification (baseline: 150. target: 306) 1.2.4/ % of member company instructors trained by AgroDuo in new model of students' assessment (baseline:0, target: 50%) 1.2.5/ # administration staff of VET institutions trained through various capacity development measures (baseline:0, target: 120) 1.2.6/ # or regions with Micro AKIS concept applied (baseline: 0, target: 2)	1.2.1: Achieved partially Note: While the regulatory framework for the national VET Teacher Preparation Programme has been formally established and the revised curricula and digital modules have been fully developed and made available, institutional-level adoption of the revised minor programme has not yet been completed. This reflects timing and contextual factors affecting implementation, rather than shortcomings in the regulatory or programme design. An implementation action plan is in place, and at least three VET colleges are expected to formally adopt the programme within the months, keeping the project on track to meet its target. 1.2.2: Achieved: on December 27th, 2023, the government finalized the revision of 1 qualification standard, and 24 (8 women) instructors from 15 companies participated. 1.2.3: Overachieved: 613 (unique beneficiary) (327/53% women) A-VET teachers and extension officers had improved qualifications, of which 254 (85/33% women) were extension officers, and 359 (unique beneficiary) (242/67% women) were A-VET teachers. 1.2.4: Overachieved: 9 (56%) of the 16-member company internal structures were trained by AgroDuo in a new student assessment model. 1.2.5: Overachieved: 243 (unique beneficiary) administration staff (77% women) of VET institutions trained through various capacity development measures. 1.2.6: Achieved: regional micro-AKIS concepts for 2 regions (Guria and Imereti) are in place.
Output 1.3	Digitalisation of the system enhanced to increase A-VET accessibility for users, effectiveness of public-private collaboration and quality of training/advisory	1.3.1/ Efficiency of the existing digital extension platforms increased (target: www.vet.ge and https://wbl.ge/ are integrated).	1.3.1: Not achieved. The indicator was not achieved due to a change in the institutional and technical architecture of the Agency's digital systems during project implementation. As of June 2025, all grant programmes, were migrated to the Agency's internal portal (www.my.rda.gov.ge), rendering the www.my.mepa.gov.ge platform obsolete for operational use. In parallel, www.regions.mepa.gov.ge continues to serve purely internal data-recording functions. As a result, the originally envisaged integration of these two platforms was no longer technically or functionally relevant. In

Annex 1: Results Framework (as of December 2025)

Hierarchy of objectives		Key Indicators	Progress as of December 31, 2025
	services.	1.3.2/ # of digital tools introduced in A-VET system (baseline: 0; target: 3) 1.3.3/ # of users of digital platforms and applications (baseline: 141,000, target: 25, 000) 1.3.4/ # of VET institutions with 360-degree system of assessment introduced (baseline:0, target: 10)	this context, the RDA determined that proceeding with the planned merger would not represent a cost-effective or value-adding investment, and the activity was therefore discontinued. 1.3.2: Achieved; three digital tools in place: 1. WBL company registration platform 2. SSO registration system 3. Digital platforms for 360-degree self-assessment. 1.3.3 Achieved: 25,013 users (source: RDA) 1.3.4: Overachieved: Piloting/introduction took place in 64 colleges, and an analytical report regarding the results is available.
Output 2.1.	A-VET graduate students acquire applicable skills	2.1.1/ # of A-VET graduates applying acquired skills (baseline: 0, target: 1'260; 30% women) 2.1.2/ % of A-VET graduates applying acquired skills (Baseline: 0; Target: 70%, 30% women) 2.1.3/ # of regions with skills and knowledge development support measures integrated in development priorities of rural areas (baseline:0, target: 2) 2.1.4/ # of skills development programmes and initiatives introduced at rural areas (baseline: 0, target: 3)	2.1.1: Almost achieved: 1,160 (83% women) / (source: impact assessment). 2.1.2: Overachieved: 79% (83% women) / (source: impact assessment). 2.1.3: Achieved: developed for Imereti and Guria regions. 2.1.4: Overachieved: 6 initiatives supported: 1. 'The Challenging Path to Grape Bio-Farming,' Zestaponi, Imerti 2. "Bagdati Wine Route Goes Social", Bagdati, Imereti 3. "Popularization of Smart Irrigation System for Small-Farmers in Guria," Natanebi, Ozurgeti, Guria 4. "Bio-creator: a new era of bio-fertilizer," Tskhemliskhidi, Ozurgeti, Guria 5. "Smart Technologies in Guria's Blueberry Farms," Laituri, Ozurgeti, Guria 6. "Digital Education Center for Farmers in Guria," Chokhatauri, Guria.
Output 2.2	Recipients of extension services obtain applicable knowledge in new technologies	2.2.1/ # of ICC clients applying new (innovative) technologies (baseline: 0; target: 120; women: 30%). 2.2.2/ % of ICC clients applying new technologies (baseline: 0; target: 5%, Women: 30%). 2.2.3/ # of extension packages developed / diversified and applied by farmers (baseline: 0, target: 8)	2.2.1: Overachieved: 8,550 (women 37%) / (source: impact assessment). 2.2.2: Overachieved: 32% (women 37%) / (source: impact assessment). 2.2.3: Overachieved: 9 extension packages developed/diversified: 1. Extension information package with detailed online instructions to the Regional Information and Consultation centres 2. An info package for practice-oriented animal welfare training 3. Agro-Techniques for Lettuce Production 4. Agro-Techniques for Production of Tkemali 5. Agro-extension package Agrotechnology of potato production

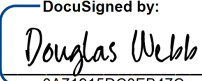
Annex 1: Results Framework (as of December 2025)

Hierarchy of objectives		Key Indicators	Progress as of December 31, 2025
		2.2.4/ # of new technologies introduced, and pilot tested to improve productivity (baseline:0, target:3) 2.2.5/ # of guidelines or leaflets produced following research (baseline 0, target:3) 2.2.6/ # of research initiatives under-way (baseline:0, target:2)	6. Agro-extension package Agro-technology of wheat production 7. "Agro-Technics of Laurel Production" 8. Agrotechnology for Vegetable Production 9. Agrotechnology of Kiwi Production 2.2.4: Overachieved: 12 new technologies introduced and tested, completed in Samegrelo and Zemo Svaneti and Kakheti for (2) cover crops (1) organic fertilizer (2) pest management (1) mechanization (sowing, weeding, spraying) (3) insecticides (Brahmastra & Dashparni, Jeevamrati) (2) bio pesticides (Katayank Triple Attack & Metarhizin Anisopliae) (1) Pheromone traps 2.2.5: Overachieved: 4 guidelines/leaflets produced following research (2) Two documents/instructions for pruning new and old hazelnut trees were developed by AgroDuo experts. - A leaflet was prepared by an expert of NCC Ltd. on the use of the organic fertiliser Javari. - A leaflet was prepared on pheromone trap installation 2.2.6: Overachieved: 12 above-mentioned research initiatives are in place.
Output 2.3	Satisfaction with modernized A-VET system is increased among trainees and employers	2.3.1/ # of A-VET graduates satisfied with acquired skills (baseline: 0; target: 1,260; women: 30%). 2.3.2/ % of A-VET graduates satisfied with acquired skills (baseline: 50%; target: 70%; women: 30%) 2.3.3/ # of ICC clients satisfied with acquired skills (Baseline: 5,035; Target: 10,000 women: 30%) 2.3.4/ % of ICC clients satisfied with acquired skills (Baseline: 0%; target: 70% women: 30%).	2.3.1: Overachieved: 1,450 (women 97%) / (source: Final Impact Assessment Report). 2.3.2: Overachieved: 99% (women 97%) / (source: Final Impact Assessment Report). 2.3.3: Overachieved: 23,440 (women 83%) / (source: Final Impact Assessment Report). 2.3.4 Overachieved: 88% (women 83%) / (source: Final Impact Assessment Report).

Annex 2: Update on Risk Analysis

#	Description	Type	Likelihood of incidence (1 low – 5 high)	Impact of incidence (1 low – 5 high)	Change to the main assumption	Countermeasures / Mngt response	Owner	Status
1	Enforcement of VET legislation (law, by-laws, regulations, strategy) delays.	Institutional and technical	Medium: 3	Medium: 3	↓ Reduced	Implementation was supported through guidance and technical assistance; advocacy was carried out with key stakeholders; good practices were documented and shared; and targeted support was provided to VET colleges to operationalize economic activities within the regulatory framework.	Project Manager / MoESY	Mitigated
2	Interpretation of the new VET strategy creates confusion and misunderstanding.	Institutional and technical	Medium: 3	Medium: 3	↓ Reduced	Close collaboration was maintained with national authorities; sensitization, information, and coordination events were organized; and technical clarifications and implementation guidance were provided.	Project Manager / MoESY	Closed
3	New structures (Skills Agency, SSOs) are unable to meet expectations	Institutional	Medium: 3	High: 4	↔ Adjusted (institutional transition)	Functional mapping of the Skills Agency mandates was conducted; support was provided for the formal reassignment of functions within MoESY structures; tools, procedures, and digital systems were embedded within the receiving institutions; and policy dialogue was maintained to safeguard reform continuity.	MoESY / UNDP	Under monitoring
4	Financial sustainability of Skills Agency and SSO (including their services (WBL, etc.) cannot be achieved	Institutional	High: 5	Medium: 3	↑ Increased (post-restructuring sustainability risk)	Support was provided to MoESY to anchor reallocated functions within state budget frameworks; cost concepts and performance-based financing models were developed; support was provided to SSO business planning and diversified funding approaches (including membership fees and service provision); and evidence-based advocacy was conducted using project results.	MoESY / UNDP	Critical: post-project risk
5	Transformation of colleges into Skills Hubs fails	Institutional	High: 4	High: 4	↓ Reduced	Technical support was provided to colleges; SASC was used as a role model; institutional capacities and needs were analyzed; transformation methodologies were developed; college management teams were trained and coached; support was provided to colleges in developing income-generating activities; and continuity of Skills Hub governance was ensured following institutional restructuring.	MoESY / VET colleges	Ongoing
6	Lack of qualified, education managers,	Technical	High: 4	High: 4	↓ Partially mitigated	Training-of-trainers programmes were scaled up; professional development systems were maintained; knowledge-sharing platforms were	MoESY / Partner institutions	Ongoing

	teachers and EO leads to low quality services					strengthened; and advocacy was undertaken for improved employment conditions and career pathways for teachers and extension officers.		
7	Low interest of youth in agricultural professions.	Social	Medium: 2:	High: 4	↔ Reduced	VET was integrated into general education; Work-Based Learning (WBL) and employment pathways were promoted; targeted outreach and information campaigns were implemented; and agriculture was linked with broader rural development and entrepreneurship opportunities.	Project Manager / MoESY	Mitigated
8	Limited cooperation between A-VET colleges and ICCs results in poor linkages of VET and AE and duplication of activities.	Institutional	Medium: 2	Medium: 3	↓ Reduced	Sub-national AKIS in pilot regions developed and implemented; joint planning and training; regional-level coordination; continued advocacy; use of best-practice models (e.g. SASC)	MoESY/ MEPA	Closed
9	Climate change has an impact on agricultural productivity.	Environmental	Medium: 3	High: 4	↔ No change	Green skills, climate-smart agriculture, and modern technologies were integrated into curricula and extension services; and environmental considerations were mainstreamed across A-VET modules.	Project Manager / Partner institutions	External: monitored
10	Negative impact of conflicts (local, regional) and related economic downfall on livelihoods.	Political	High: 4	Medium: 3	↔ No change	Close monitoring of the external environment; adaptive planning; flexibility in implementation modalities where feasible.	UNDP	External: monitored
11	Institutional restructuring within the VET governance system may disrupt reform continuity and delay consolidation of achieved results.	Institutional / Political	Medium: 3	High: 4	↑ New risk emerged	Functional rather than institutional anchoring of reforms; formal reassignment of mandates; embedding systems (WBL registry, digital quality assurance, AKIS, SSO tools) within permanent state structures; sustained policy dialogue and monitoring ³ .	MoESY / UNDP	Under monitoring

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 Douglas Webb, Resident Representative

³ These mitigation measures were already taken by the Project during the implementation phase and will be considered by UNDP for future programming.