



New Qualifications and  
Competencies in TVET



Bridging Benin's skills gap: partnerships with  
private enterprises in agricultural TVET delivery

**Innovation and Learning Practice**

**Bridging Innovation and Learning in TVET (BILT) Project**

**Submitted by the National Consultation Framework for the Promotion  
of Technical and Vocational Education and Training, Benin**

By leveraging guidance and resources from an African Union project focusing on revitalizing the continent's agricultural sector as an avenue for employment for young people, Benin's National Consultation Framework for the Promotion of Technical and Vocational Education and Training is taking steps towards strengthening ties between agricultural TVET stakeholders and the private sector.

Start date: January 2017

Type of implementing institution: National body

Target group: Agricultural TVET system stakeholders and trainees

## National Consultation Framework for the Promotion of Technical and Vocational Education and Training, Benin

In Benin, the National Consultation Framework for the Promotion of Technical and Vocational Education and Training (CNCPE-FTV) was set up by the Ministry of Secondary and Technical Education and Vocational Training to facilitate the matching of training programmes to the needs of the labour market.

CNCPE-FTV aims to actively engage the private sector in the steering and governance of TVET. Two technical support bodies are set up to ensure this goal. These are:

- Sectoral Technical Commissions (STCs) in six priority sectors of the National Development Plan, 2018-2025, and
- Local Commissions to support the professionalization of teaching in TVET institutions.

## Description of activities

Bridging Benin's Skills Gap project seeks to provide government support to project partners on the integration of private enterprises in the Agricultural Technical Vocation and Training (ATVET) system. It is led by the African Union Development Agency (AUDA-NEPAD) within the ATVET framework with support from the German development agency GIZ. The approach is to professionalize and position agriculture as a viable business and employment opportunity for young people in Benin. This is done by strengthening the cooperation and engagement of private enterprises in the training system to offer learners practical internships and to design training programmes that meet the needs of the labour market. In concrete terms, the project:

- facilitates contact between private enterprises and the Agricultural Training Centres (ATC),
- involves private enterprises in the process of designing training curricula that meet the needs of the labour market,
- supports ATC in preparing internships and formalizing relationships with private enterprises.

Stakeholders of the project in Benin include three ministries, six training centres and nine private companies. The ATVET framework is part of a **broader initiative in six countries**.

## Relevance

### How does the project align learners' needs, private sector demands and national priorities?

The partnership with private enterprises in the ATVET system addresses the mismatch between ATC training programmes and labour market demands. During an internship or

traineeship, learners are taught practical skills that are needed on the job market in addition to relevant professional attitudes. Entrepreneurs already active in the private sector contribute to curricular design with insightful input based on professional experiences. These experiences are codified in curricula and formally passed on to the next generation of learners and future entrepreneurs. The ATVET framework has also helped ATC develop short training courses in key areas that align with government agricultural development policies.

### Why is the focus on agriculture particularly relevant for Benin?

In Benin, the demand for a qualified workforce in the agricultural sector is not being met. Part of the reason can be traced back to a mismatch between training curricula and the needs of the labour market, especially when it comes to practical skills and work experience. Partnerships between agricultural enterprises and ATC are essential for correcting the mismatch. The Bridging Benin's Skills Gap initiative integrates private enterprises into ATVET, which contributes to reducing unemployment and to increasing the attractiveness of jobs in the agriculture sector. It addresses important challenges when it comes to preparing youth for agricultural employment:

- industry players are involved to ensure labour market needs are met,
- ATC move away from theory-based training and towards work-based learning, and
- trainees gain increased exposure to successful role models (such as agribusiness entrepreneurs).

## Added value

### How are strategic priorities determined to maximize benefit to the agricultural sector?

The ATVET framework identified income-generating value chains in the initiative's participating countries. In Benin, the selected agricultural value chains are rice and meat, chosen for their economic potential and the priorities of the country's labour market. Once identified, entrepreneurs and professionals with expertise in these value chain areas are invited to participate in the development of curricula in collaboration with the ATC partners of the project. Workshops are initiated that bring together ATC trainers and value chain experts from companies and agribusinesses. The trainers provide expertise in pedagogy on the development of curricula and on teaching curricula; the entrepreneurs and professionals provide technical expertise on the skills necessary labour market readiness in the identified value chains.

### What measures are in place to ensure the ATVET initiative is mainstreamed?

The workshops bringing together ATC trainers and value chain experts are overseen by the Ministry of Secondary, Technical and Vocational Training, which cascades the initiative through its departments and institutes in charge of TVET. In addition, the initiative includes a **toolkit for integrating private enterprises into ATVET delivery**. The toolkit – which can also

be a valuable resource for TVET stakeholders outside of Benin – includes an internship guide, a partnership memorandum and a task checklist. Common ground has also been established among stakeholders, which makes collaboration and alignment a smoother process: a 2017 study revealed that workplace training and internships could be considered a regional ‘novelty’, highlighting the need for increased collaboration to make these practices more widespread.

### How has the toolkit helped ensure the initiative is sustainable and replicable?

The main indicators of success in the ATVET project are uptake of the toolkit and the long-term implementation of mechanisms to involve private enterprises and entrepreneurship in the ATVET system. The toolkit’s internship guide is used by the ATC instructors for coordinating with private sector stakeholders in organizing and executing internships for trainees. The memorandum of partnership included in the toolkit formalizes partnerships between ATC and private enterprises, which contributes to their longevity, value and adaptability. Some ATC have created a database of partner enterprises, establishing additional avenues for collaboration and mutual learning. The integration of private enterprises in the ATVET system is not an end goal, but a process that is continually reviewed and updated. The National Consultation Framework for the CNCP-EFTP was created to make sure this momentum is maintained.

## Transferability

### How has the concept been a success in other contexts?

Given that the overarching ATVET framework occurs within a larger African Union project, transferability and adaptation to other contexts have been considered from the very beginning. AUDA-NEPAD publications cite **examples in the African context** in which the ATVET framework has been successful. By providing a coordinated framework, countries can adapt their response accordingly: in contexts where strong TVET institutions already exist, the first step might be increased engagement with the private sector. In situations with less effective TVET institutions, the first step might be expanding basic curricular capacity. The ATVET framework provides guidance and assistance at both ends of the scale.

### What applications exist beyond increased private sector involvement?

While the ATVET framework implementation in Benin focused on stronger ties between ATVET institutions and the private sector, the framework has other applications and use cases. AUDA-NEPAD has produced a booklet with guidance on **how to integrate ATVET into national policy** and an overview of **strategies and tools to increase public and private financing for ATVET institutions. General recommendations for developing ATVET into a demand-driven system** that combine education, training, knowledge development and skill-enhancing techniques are also available from AUDA-NEPAD.

CNCP-EFTP’s Bridging Benin’s skills gap is one of the BILT project’s Innovation and Learning Practices that address systemic challenges within the five work streams of the project. Specifically, CNCP-EFTP’s initiative addresses new qualifications and competencies in TVET:



### New Qualifications and Competencies

- *Identifying new qualifications and competencies in a timely manner;*
- *Integrating them into appealing and flexible curricula and training regulations; and*
- *Implementing them in innovative training approaches*

Additional Innovation and Learning Practices cover the following areas:



**Digitalization in TVET**



**Entrepreneurship in TVET**



**Greening TVET**



**Migration and TVET**

### Contact person:

Mr Marcellin Hyle Azongnitode, Permanent Secretary of the National Consultation Framework for the Promotion of TVET in Bénin  
[hylebj@yahoo.fr](mailto:hylebj@yahoo.fr)

For more information about this practice:  
<https://www.nepad.org/publications> (search keyword: ATVET)

The designations employed and the presentation of material throughout this document do not imply the expression of any opinion whatsoever on the part of UNESCO concerning the legal status of any country, territory, city or area or of its authorities, or concerning the delimitation of its frontiers or boundaries.

The ideas and opinions expressed in this document are those of the authors; they are not necessarily those of UNESCO and do not commit the Organization.

© UNESCO, 2021

This document is available in Open Access under the Attribution-ShareAlike 3.0 IGO (CC-BY-SA 3.0 IGO) license (<http://creativecommons.org/licenses/by-sa/3.0/igo/>).

By using the content of this publication, the users accept to be bound by the terms of use of the UNESCO Open Access Repository (<http://www.unesco.org/open-access/terms-use-ccbysa-en>).

Cover photo: [gorodenkoff/Gettyimages.de](https://www.gettyimages.com/detail/stock-photo/gorodenkoff)

Design: Christiane Marwecki

---

## About the BILT Project

UNESCO-UNEVOC's Bridging Innovation and Learning in TVET (BILT) project is a reference point for innovation and learning in TVET. It utilizes the international UNEVOC Network to create opportunities for collaboration and a platform for bridging innovation and learning between Europe, Africa and the Asia-Pacific region. BILT complements developments at the national level in supporting innovative, market-oriented and attractive modes of learning and cooperation in TVET.

The BILT project explores the process of identifying, integrating and implementing new qualifications and competencies in TVET. This is known as the 'three I's process'. In addition to the broad focus on new qualifications and competencies, BILT addresses four complementary themes: Digitalization and TVET, Greening TVET, Entrepreneurship in TVET, and Migration and TVET.

For more information, please visit

[www.unevoc.unesco.org/bilt](http://www.unevoc.unesco.org/bilt)

or contact us at

[unevoc.bilt@unesco.org](mailto:unevoc.bilt@unesco.org)

## New Qualifications and Competencies in TVET

- Identifying new qualifications and competencies in a timely manner;
- Integrating them into appealing and flexible curricula and training regulations; and
- Implementing them in innovative training approaches

## Entrepreneurship in TVET

Unlocking the potential of innovative entrepreneurial activities and fostering entrepreneurial culture

## Greening TVET

Responding to new development paradigms for sustainability and reduced environmental impact

## Digitalization in TVET

Providing response to new skills demands, as technology has permeated the world of work and is changing the profile of jobs

## Migration and TVET

Accelerating the integration of migrants into their host communities, and allowing them to become productive members of the workforce

IMPLEMENTED BY



WITH SUPPORT OF



SPONSORED BY THE

