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International Centre for
Technical and Vocational
Education and Training

The power of skills in driving social change

BeChangeMaker Youth Festival

11 April 2025



UNESCO-UNEVOC International Centre for TVET

United Nations campus Bonn, Germany



Mission

- Support UNESCO Member States in their efforts to **strengthen** and **upgrade** their **TVET** and **skills development systems**.
- Facilitate cooperation and collaboration among Member States on TVET and Skills development.

UNEVOC Network

- More than **240 UNEVOC Centres** in over **150 countries**
 - Ministries
 - National bodies
 - Universities/Research institutions
 - Training providers

Overview of UNESCO-UNEVOC

UNESCO Strategy for TVET 2022-2029

UNESCO-UNEVOC Medium-term Strategy 2024-2026



Develop skills for all individuals
to learn, work and live



Lifelong
learning



Equity and
inclusion



Multi-
stakeholder
engagement
with the private
sector



Develop skills for inclusive
and sustainable economies



Green and
digital
transformation



Artificial
intelligence



Innovation
and excellence



Develop skills for inclusive
and peaceful societies



Career
guidance



Global
citizenship
education

Defining skills

Skill is defined as the ability to carry out the tasks and duties of a given job.

[ILO, ISCO: International Standard Classification of Occupations, 2008-2014](#)

Ability to apply knowledge and use know-how to complete tasks and solve problems.

[Cedefop, Glossary. Terminology of European education and training policy, \(last accessed 10/2024\)](#)

Ability to carry out mental or manual activity, acquired through learning and practice, where skill is an overarching term which includes knowledge, competency and experience as well as the ability to apply these in order to complete tasks and solve work-related problems.

[ILO, Changing demand for skills in digital economies and societies: Literature review and case studies from low- and middle-income countries. \(Glossary on pp. 12-13\), 2021](#)

The relevant knowledge and experience needed to perform a specific task or job and /or the product of education, training and experience which, together with relevant know-how, are the characteristics of technical knowledge.

[UNESCO, Terminology of Technical and Vocational Education, 1984](#)

Types of Skills

Technical or practical skills

Apply to a specific job or profession

Transversal or soft skills

Apply to various jobs or professions



Towards Social Change

Social change often aims to **improve societal conditions** and the way we **learn, work and live**.

Some of the **drivers** for social change include

- Technological advancements

- Environmental concerns

- Demographic changes

- Employment

- Inclusion

- Crises

Education, including **TVET**, has a very important role to drive social change.

Views about skills for social change

Mentimeter Questions

Question 1

Which three practical or technical skills are essential for driving social change?

Question 2

Which three transversal or soft skills
are essential for driving social
change?

Question 3

Who is responsible for the development of skills to drive social change?

Lifelong Learning

Lifelong learning is rooted in the integration of learning and living, covering learning activities for people of all ages (children, young people, adults and the elderly, girls and boys, women and men), in all life-wide contexts (family, school, the community, the workplace, and so on) and through a variety of modalities (formal, non-formal and informal), which, together, meet a wide range of learning needs and demands.

There are five essential elements to the UNESCO definition of lifelong learning. It must encompass:

- all age groups;
- all levels of education;
- all learning modalities;
- all learning spheres and spaces;
- a variety of purposes.



Source:

UNESCO Institute for Lifelong Learning (website, accessed September 2023) [↗](#)

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