



**Memorandum of Understanding
between
the International Labour Organization (ILO)
and
the United Nations Educational, Scientific and Cultural Organization (UNESCO)**

The International Labour Organization (ILO) and the United Nations Educational, Scientific and Cultural Organization (UNESCO), hereinafter jointly referred to as “the Parties”,

- **Acknowledging** their long-standing and effective cooperation, in line with their respective expertise, mandates and distinct yet complementary roles within the UN system;
- **Recalling** the successful implementation of the Agreement between the ILO and UNESCO, signed in Paris on 15 December 1947 (the 1947 Agreement) and the Memorandum on Cooperation between them in matters of Technical and Vocational Education and related matters, signed in New York on 14 October 1954 (the 1954 Memorandum);
- **Whereas** the mission of the ILO, as a specialized agency of the United Nations (UN), is to promote social justice and rights at work as human rights, to create opportunities for decent employment, to enhance social protection for all and to strengthen tripartism and social dialogue on work-related issues and policies affecting the world of work;
- **Whereas** the mission of UNESCO is to contribute to the building of a culture of peace, the eradication of poverty, sustainable development and intercultural dialogue through education, the sciences, culture, and communication and information;
- **Whereas** the ILO and UNESCO are fully committed to enhancing the relevance, coherence, effectiveness and efficiency of the UN system and to adopting more collaborative approaches to support country-driven development initiatives and enhance national capacities, including through South-South and triangular cooperation;
- **Therefore**, the Parties agree to strengthen their cooperation, grounded in their complementarities, as an effective means of achieving their common objectives and contributing to the work of the UN development system to support national efforts in pursuit of poverty eradication, inclusive economic growth and sustainable development.

1. PURPOSE AND SCOPE

1.1 The purpose of the present Memorandum, concluded as a supplementary arrangement under Article 8 (1) of the 1947 Agreement, is to facilitate collaboration between the Parties hereto in matters of common interest, building on their respective mandates and areas of comparative advantage.

18
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1.2 All activities carried out in the framework of this Memorandum will be undertaken in accordance with the respective Rules and Regulations and Procedures, as well as resolutions/decisions of the governing bodies, of the Parties.

2. AREAS OF COLLABORATION

The Parties will focus on complementary and/or joint programming efforts for supporting national, regional and global initiatives in the following areas: (i) achievement of internationally agreed development goals (IADGs), including the Millennium Development Goals (MDGs) and the goals to be defined in the post-2015 development agenda; (ii) technical and vocational education and training (TVET); (iii) youth employment; (iv) gender equality in education, training and employment; (v) elimination of social exclusion of persons with disabilities in the areas of education and employment; (vi) culture, the sciences and education; (vii) communication and information; (viii) the implementation of normative instruments of common interest to underpin operational activities; (ix) elimination of child labour; and, (x) national social protection floors and Decent Work.

2.1 Internationally Agreed Development Goals

2.1.1 The ILO and UNESCO share similar objectives as regards the provision of support to Member States in the pursuit of the Millennium Declaration and the Outcome Document of the 2010 UN Summit on the MDGs, the target date for both being 2015. They also are committed to supporting national efforts aimed at achieving internationally agreed development goals, including the MDGs, and at giving effect to the 2013 Outcome Document of the High-Level Meeting of the General Assembly on the realization of the MDGs and other IADGs for persons with disabilities. The Parties will cooperate, through appropriate mechanisms, to support national efforts for implementing the post-2015 development agenda.

2.1.2 The ILO and UNESCO will continue to collaborate in the areas of education, awareness raising and training to follow up on the UN Decade of Education for Sustainable Development (DESD, 2005-2014) through the UN Inter-Agency Committee for the DESD and in the framework of all related programmes.

2.2. Technical and Vocational Education and Training (TVET)

2.2.1 The Parties recall that General Assembly Resolution A/RES/67/226 on 'Quadrennial comprehensive policy review of operational activities for development of the United Nations system' and the related Economic and Social Council (ECOSOC) resolutions (2008/2, 2009/1, 2010/22, 2011/7) call on the UN development system to take measures to promote, *inter alia*, "greater coherence" and effectiveness, to draw on "the comparative advantages of individual entities of the UN system at the country level" and "to share good practices, lessons learned" in several areas, including "employment generation, education, vocational training... which aim at achieving poverty eradication".

2.2.2 The ILO and UNESCO have a long-standing commitment to ensuring that education and training systems and policies promote social inclusion and social justice. In implementing this commitment with regard to TVET, in line with their respective mandates and comparative advantages, the Parties agree on the following:

- a) The ILO is primarily concerned with those aspects of TVET that relate to labour market systems, employment policies, training and lifelong learning for employability and the productivity of enterprises.

CB 13

- b) UNESCO is primarily concerned with those aspects of TVET that relate to educational systems, in order to prepare young people and adults for occupations in various sectors of economic and social life, as well as for lifelong learning.

2.2.3 Drawing on this distinction, the division of labour for implementing those aspects of the present Memorandum that concern TVET is guided by the following principles, building on the 1954 Memorandum (Articles 1 and 2 of Section I):

- a) “The practical imparting of specific skills relating to a given occupation or given occupations by means of apprenticeship or other forms of training in factories, workshops or special centres or institutions is primarily a matter for the ILO, subject to consultation with UNESCO on any general educational questions which may arise”. In addition, ILO’s mandate with respect to skills and employability includes facilitating the effective participation of employers’ organisations and trade unions, as its constituents along with Governments, in all aspects of TVET policy formulation and implementation.
- b) “Technical or vocational education which takes place within a general educational system is primarily a matter for UNESCO, subject to consultation with the ILO concerning the prospective demand for particular skills,” whether in formal or non-formal education and learning systems. In addition, UNESCO’s mandate on tertiary education includes post-secondary vocational, technical and professional education and training.
- c) The Parties agree to engage in “full exchange of information and joint consultation at all stages” in the “areas of major interest to either of the two Organizations”, as stated in the 1954 Memorandum.
- d) For “areas of possible equal interest”, the Parties will conduct “the most complete and flexible consultation”.

2.2.4 Collaboration will be supported through continuing partnerships and inter-agency coordination, in particular through the following:

- a) the Inter-Agency Group on TVET (IAG-TVET);
- b) working groups, including those convened through the IAG-TVET to deal with specific priority themes (such as TVET indicators, greening TVET, workplace learning and entrepreneurship training); and,
- c) the Human Resource Development Pillar of the G20 Development Working Group.

2.2.5 The Parties will participate in joint research activities to build up the knowledge base on effective skills development and TVET systems, as well as enlarge knowledge sharing with their respective constituents, including through South-South and triangular cooperation and the work of the ILO International Training Centre in Turin, the International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC) in Bonn and their relevant regional training or knowledge sharing institutions.

2.2.6 The collaboration between the Parties as concerns TVET will focus on:

- a) facilitating, through policy advice and capacity building, policy coordination between ministries of education, ministries of labour, TVET institutions and social partners, in particular with regard to supporting education, training and employment for young people;

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- b) promoting inter-ministerial coordination and cooperation at the national level to create seamless pathways from the world of education and training to the world of work, for young people, including disadvantaged young people, (e.g. focusing on skills development that can lead to better jobs for youth);
- c) sharing lessons learned from policy interventions and programmes on key issues for TVET, such as the financing of TVET systems, governance and management, qualifications and curricula reforms, quality assurance, school-to-work transition and non-formal and informal training targeting disadvantaged groups;
- d) promoting the principles of quality teaching and working conditions in the TVET teaching and training profession;
- e) continuing to support the development of cross-national statistical frameworks and data platforms for national, regional and global monitoring of TVET and its relationship with the labour market;
- f) pooling resources, when relevant, to develop and test approaches and instruments for countries to use in anticipating skill needs, to provide pathways from general education to TVET and tertiary education, and to match the demand and supply of skills, building on the organizations' respective work in the fields of education planning and labour market analysis;
- g) building national capacities to collect, disseminate and use improved statistical information in the formulation and monitoring of TVET policies and programmes;
- h) supporting information sharing, networking and collaboration at the global, regional and country levels;
- i) promoting the harmonization of terminology and common definitions of indicators on TVET and skills development;
- j) improving empirical analysis in the development of policies and systems for the recognition of skills and qualifications in order to promote the portability of skills, as well as linkages between levels of education and labour mobility across occupations, industries and countries; and,
- k) supporting the extension of quality apprenticeship systems by linking classroom training in TVET institutions with workplace learning in effective dual training systems.

2.3. Youth Education and Employment

2.3.1 The Parties will strengthen their cooperation to implement the United Nations System-wide Action Plan on Youth (Youth-SWAP) and internationally-agreed priorities for youth development. These include initiatives in the areas of youth employment and entrepreneurship as well as education and rights, including rights at work and civic education.

2.3.2 The on-going collaboration in the areas of data collection, research and analysis of the school-to-work transition of young people will be furthered, including for the purposes of preparing major reports and flagship publications of the two Organizations on education and youth employment.

2.4 Gender Equality in Education, Training and Employment

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The Parties will cooperate in promoting equal opportunities for women and men to quality education, training and decent work, particularly in the education, culture, the sciences and communication and information sectors, namely through:

2.4.1 promoting gender-balance at decision-making levels and encouraging gender equality in related structures in the areas of cooperation, which include education, scientific and cultural institutions, regulatory bodies, unions, associations, and professional organizations of journalists, media and education professionals, artists, performers and cultural practitioners;

2.4.2 promoting equal employment opportunities through specific policies and mechanisms for women and men in the areas of education, the sciences, culture and communication and information, and facilitating increased participation of women in public, private and community-based organizations in these areas;

2.4.3 strengthening gender-responsive policies at work and with respect to working conditions, such as equal treatment and recognition of capacities, equal pay for work of equal value, safe working environment and work-life, work-family balance;

2.4.4 facilitating gender equality in career development and lifelong learning and training in all areas of cooperation, including with media organizations, journalism schools and universities, broadcasting institutions, and through training on gender-related issues for women and men in the media; and,

2.4.5 providing Member States with technical assistance to develop policies that facilitate equal opportunities for women and men seeking employment in education, the sciences, culture and communication/information sectors, as well as ethical codes and policies that favour gender equality and the elimination of gender stereotypes in media and educational content.

2.5 Eliminating the Social Exclusion of Persons with Disabilities in the areas of Education and Employment

2.5.1 The Parties will cooperate to support international, regional and national efforts to eliminate the social exclusion of persons with disabilities, by promoting inclusive, accessible and affordable access to information and knowledge using information and communication tools that lead to empowerment and employment of persons with disabilities, in line with the UN Convention on the Rights of Persons with Disabilities (CRPD) and the relevant international labour instruments. The focus will be on the following Articles of the CRPD: Article 9, Accessibility; Article 21, Freedom of Expression and Access to Information; Article 24, Education and Article 27, Work and Employment; and on linking with other related forums such as the World Summit on the Information Society (WSIS), the Internet Governance Forum (IGF) and the Information for All Programme (IFAP).

2.5.2 The Parties will cooperate to support national measures for ensuring that all persons with disabilities benefit from inclusive policies, strategies, standards, processes, methodologies, training and tools that contribute to the creation of an enabling environment for their participation, inclusion and employment.

2.5.3 The Parties will implement concrete projects and programmes jointly at the national level, and coordinate action through the UN Inter-Agency Group for the implementation of the UN Convention on the Rights of Persons with Disabilities and in the framework of the UN Partnership to Promote the Rights of Persons with Disabilities (UNPRPD).

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2.6 Other areas of cooperation in the fields of Education, Culture, the Sciences and Communication and Information

In addition, in the fields of education, culture, the sciences and communication and information, the Parties will:

2.6.1 collaborate for the development of appropriate statistical methods for measuring and analyzing employment in the education sector, the communication and information sector, as well as in the creative and cultural industries, as part of the 2009 UNESCO Framework for Cultural Statistics;

2.6.2 collaborate in training and capacity-building to support the development of networks and infrastructure to foster the development of cultural practitioners and sustainable enterprises in the creative and cultural industries;

2.6.3 continue work under the United Nations Development Group (UNDG) Task Team on Culture and Development and the UN Plan of Action on the Safety of Journalists and the Issue of Impunity;

2.6.4 promote the principles of quality teaching and good working conditions at all levels of education;

2.6.5 promote quality education as a means of improving employability and access to the labour market;

2.6.6 continue working to achieve an accelerated and improved workplace response to HIV and AIDS, in the sectors covered by this Memorandum, and to ensure a safe, healthy and violence-free working environment, in line with the ILO HIV and AIDS Recommendation, 2010 (No. 200) and other applicable instruments, policies and guidelines;

2.6.7 collaborate in improving occupational safety and health, as well as working conditions, in the sectors covered by this Memorandum, drawing on their respective mandates and areas of expertise and in line with the relevant international instruments;

2.6.8 promote peace through social justice, decent work, poverty eradication and the rapprochement of cultures, through intercultural and interreligious dialogue, understanding and cooperation, including in the areas of education, skills development, youth employment and social protection, strengthening the social science knowledge base and evidence-based policy making, and taking particular advantage of the framework offered by the International Decade for the Rapprochement of Cultures (2013-2022) and its related Action Plan;

2.6.9 cooperate, within the UN Inter-Agency Committee on Bioethics, for the exchange of information on developments relating to bioethics and the issue of discrimination in employment and occupation; and,

2.6.10 cooperate to strengthen the capacities of the water utility workforce, including through education and training.

2.7 Normative Instruments

2.7.1 The Parties will strengthen their cooperation to disseminate and promote the 1966 ILO-UNESCO Recommendation concerning the Status of Teachers and the 1997 UNESCO Recommendation concerning the Status of Higher-Education Teaching Personnel. This will include jointly maintaining and servicing the Secretariat of the Joint ILO-UNESCO

Committee of Experts on the Application of the Recommendations concerning Teaching Personnel (CEART).

2.7.2. The Parties will cooperate in the dissemination, promotion and implementation of ILO and UNESCO instruments concerning artists, journalists, performers, TVET, disability, culture and development: the 1989 UNESCO Convention on Technical and Vocational Education; the 2001 UNESCO Revised Recommendation concerning Technical and Vocational Education; the ILO Human Resources Development Convention, 1975 (No. 142); the ILO Human Resources Development Recommendation, 2004 (No. 195); the ILO Vocational Rehabilitation and Employment (Disabled Persons) Convention, 1983 (No. 159), and its accompanying Recommendation (No. 168); the 2005 UNESCO Convention on the Protection and Promotion of the Diversity of Cultural Expressions; the 1961 ILO-UNESCO-WIPO International Convention for the Protection of Performers, Producers of Phonograms and Broadcasting Organizations; and the 1980 UNESCO Recommendation concerning the Status of the Artist.

2.8 Elimination of Child Labour

2.8.1 The Parties will cooperate to support national efforts to eliminate child labour and the social exclusion to which it contributes, by promoting inclusive, quality education and lifelong learning, in line with the UN Convention on the Rights of the Child, the ILO Minimum Age Convention, 1973 (No. 138) and the ILO Worst Forms of Child Labour Convention, 1999 (No. 182), including through the Global Task Force on Child Labour and Education for All and related forums and taskforces.

2.8.2 The Parties will cooperate to support national measures for ensuring that all children, including those in rural areas, benefit from improvements in the quality of education, including education in sports and the arts, as well as TVET, as a means of enhancing school enrolment and retention, and education outcomes.

2.8.3 The Parties will continue promoting the integration of human rights, including the right to be free of child labour, in educational policies, plans, processes, methodologies and tools, and in the learning environments in which education takes place.

2.9 National Social Protection Floors and Decent Work

2.9.1 ILO and UNESCO will cooperate in supporting the development and expansion of national social protection floors (SPF) in line with the ILO Social Protection Floors Recommendation, 2012 (No. 202) and as requested by ECOSOC and the UN General Assembly (2012 ECOSOC Ministerial Declaration, E/2012/L.10, and General Assembly Resolution A/RES/66/288). The Parties will contribute to efforts to promote policies that ensure income security and access to essential social services, in particular education, in view of its lifelong empowering effects for all, including women, girls and marginalized groups. The focus will be on universal access to education, the sharing of relevant information and good practices, capacity-building for national planners and contributing to the SPF monitoring and evaluation system.

2.9.2 Cooperation between the ILO and UNESCO in the areas of TVET and social protection is aimed at supporting national efforts to achieve Decent Work for all.

3. MODALITIES OF COOPERATION

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3.1 For the achievement of their common objectives, the ILO and UNESCO will use various means, including:

(i) sharing and dissemination of knowledge and lessons learnt, through publications, the Internet (e.g. joint websites) and other easily accessible means;

(ii) staff meetings related to topics of mutual interest;

(iii) staff exchanges, where and when appropriate, in accordance with relevant regulations;

(iv) joint initiatives, pilot projects, capacity-building programmes, or evaluation;

(v) joint seminars and conferences; and,

(vi) participation in each other's conferences, including relevant sessions of their respective governing bodies, as observers, knowledge-sharing workshops and other inter-agency initiatives in areas covered by this Memorandum.

3.2 This Memorandum will be brought to the attention of the staff of both Organizations. The ILO and UNESCO will collaborate to provide guidance, information and learning tools to staff members concerned, in order to enhance cooperation in the agreed fields.

3.3 The Parties recognize the value of, and need for, sharing statistical and scientific information in order to avoid duplication in the collection, analysis, publication and distribution of such information.

4. WORKING ARRANGEMENTS

4.1 The Parties shall consult regularly on the progress of their collaboration under this Memorandum, and to plan future activities.

4.2 For matters related to the implementation of activities under this Memorandum, each of the Parties shall designate one or more focal points, by written notice or the exchange of e-mail.

For the ILO: Mr Stephen K. Pursey, Director, Multilateral Cooperation Department. tel: +41 227996114; email: pursey@ilo.org; with copies to: MULTILATERALS@ilo.org

For UNESCO: The Assistant Director-General of the Bureau of Strategic Planning. tel: +33 1 45 68 19 19

4.3 The Parties shall conclude, as appropriate, separate agreements for the execution of joint projects under this Memorandum, thereby stipulating the detailed terms and conditions of the projects, and their respective rights and obligations.

5. FINAL PROVISIONS

5.1 This Memorandum does not grant the right to use materials belonging to, or created by, either Party. Each of them will retain intellectual property rights over all materials developed and produced by the Party, its staff or consultants, for activities within the framework of this Memorandum. The Parties will agree, in writing, on the ownership of any intellectual property rights that may arise out of the collaborative activities under this Memorandum.

5.2 The ILO and UNESCO agree to acknowledge each other's role and contribution in all public information/documentation relating to activities within the scope of this

Memorandum. They will, separately or jointly, give appropriate visibility to the activities under this Memorandum. They will use, in this information/documentation, the other Party's name, logo and any other element of identity, subject to prior consent of the interested Party and in accordance with the applicable rules and regulations.

5.3 Subject to the policies and procedures of ILO and UNESCO with respect to the disclosure of information, ILO and UNESCO may make this Memorandum publicly available.

5.4 The implementation of this Memorandum, which does not entail any payment obligation, is subject to the procedures, rules and regulations of each of the Parties. Nothing in this Memorandum shall be construed as interfering with the independent decision-making authority of each Party.

5.5 This Memorandum shall enter into force on the date of signature by both Parties. It may be terminated at any time, by mutual agreement of the two Parties. Furthermore, either Party may terminate this Memorandum by providing three months' written notice to the other Party to this effect. Notwithstanding its termination, the provisions of this Memorandum shall survive to the extent necessary to permit an orderly settlement of accounts between the Parties.

5.6 This Memorandum may be amended only by mutual written agreement of the Parties.

5.7 Any dispute over the interpretation or application of any provision of this Memorandum shall be settled through direct negotiations or by such other means as the Parties agree mutually.

IN WITNESS WHEREOF, the undersigned being duly authorised representatives of ILO and UNESCO respectively, have signed this Memorandum of Understanding in two originals, each in the English language, both of which are equally authentic. If this Agreement is translated into other languages, the English version will govern and prevail.



For the International Labour
Organization

Guy Ryder,

Director-General

8 July 2014

New York



For the United Nations Educational,
Scientific and Cultural Organization

Irina Bokova,

Director-General

8 July 2014

New York