

### 3. Norway's policy towards UNESCO

In the context of UNESCO, Norway will work to promote human rights principles, the principle of sustainable development, democratisation, culture for development, gender equality, conflict prevention and poverty reduction. The UN Millennium Development Goals provide important guiding principles for Norway's UNESCO work, through their particular focus on poverty alleviation, more equitable resource distribution and a more democratic world order.

A strategy has been developed for Norway's UNESCO work in the period 2009–2013. The strategy lays down general principles and objectives for Norway's policy towards UNESCO. Norway's most important priorities are as follows:

- Education for All (EFA) is Norway's main priority in the UNESCO context. Norway will work to ensure that UNESCO adopts an coherent approach to EFA which also draws on knowledge from UNESCO's other sectors and the knowledge of other EFA actors in the global system.
- Norway will work to ensure that the aim of an information society for all, in which all can create, have access to, use and share information and knowledge, is given a higher place on the UNESCO agenda, and that freedom of expression and ethical aspects are given a prominent role in these efforts.
- Norway will work to ensure that UNESCO's science programme concentrates on policy development and capacity development in developing countries, and on issues relating to open access to scientific materials and learning resources and the management of natural resources.
- Norway will work to ensure that culture for development, including the protection and promotion of cultural heritage, are given priority. UNESCO should concentrate on helping countries, particularly developing countries, to develop culture policy frameworks.
- Norway will work to ensure that gender equality issues and the situation of women are given a higher place on the agenda.
- Norway will promote Africa as a general priority.

Norway will work to ensure that UNESCO concentrates its activities in areas where the organisation has a comparative advantage, mainly as an advocate in normative and ethical questions, building capacity, and being catalytic for global cooperation. UNESCO must conduct global surveys and analyses, supporting developing countries in establishing national institutions, formulating national policies and being a knowledge basis where national governments can find competence and experience. Norway was the driving force behind the adoption of an external, independent evaluation of UNESCO in 2009 and contributed to the funding of this evaluation. Although Norway left the Executive Board in 2009, Norway continues to play an active role in following up the recommendations of the evaluation report.

The Ministry of Foreign Affairs has the superior responsibility for Norwegian policy towards UNESCO. The Ministry of Education and Research is responsible for coordinating the UNESCO portfolio amongst the ministries and is, in addition, the specialist ministry for UNESCO's work in the fields of education and science. The Ministry of Culture has the responsibility for general cultural matters, sports and communication. The Ministry of the Environment is responsible for the work on the world cultural heritage and environmental matters.

It is a distinctive feature of UNESCO that all member states have a UNESCO Commission. The Norwegian National Commission for UNESCO is an independent, advisory body with a secretariat hosted by the Ministry of Education and Research.

Norway funds UNESCO through an assessed annual contribution of NOK 4,7 million. Of the assessed contribution 60 per cent are reported as ODA. In addition, Norway gives voluntary contributions through a biannual cooperation agreement with UNESCO for the period of 2010 through 2011, totalling NOK 113 million. The Programme Cooperation Agreement includes support to education, culture and freedom of expression.

# UNESCO

United Nations Educational Scientific and Cultural Organization

## 1. Facts and figures

**Type of organisation:** UN specialised agency

**Established in:** 1946

**Headquarters:** Paris

**Number of country offices:** 48

**Head of organisation:** Director-General Irina Georgieva Bokova (Bulgaria)

**Dates of Board meetings in 2011:** Executive Board meetings 3–19 May and 21 September - 6 October, General Conference 25 October–10 November

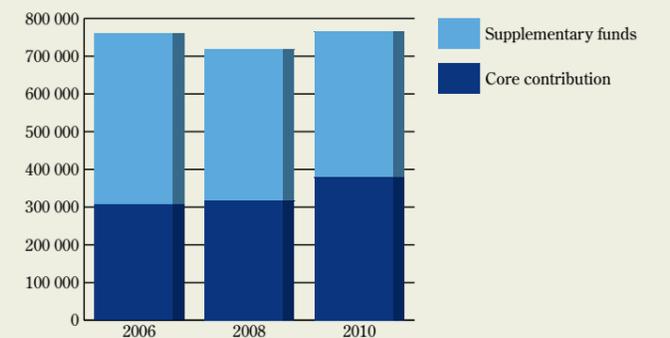
**Norway's representation on Executive Board:** 2005–2009

**Number of Norwegian staff:** 4

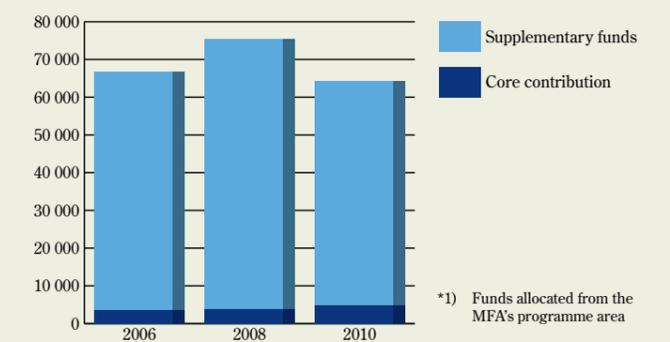
**Responsible ministry:** Norwegian Ministry of Foreign Affairs (MFA), in cooperation with the Norwegian Ministry of Education and Research as the coordinating ministry

**Website:** [www.unesco.org](http://www.unesco.org)

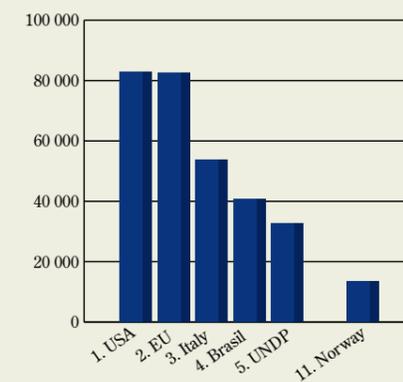
**Total revenues (in US\$ 1000)**



**Norway's contributions<sup>\*1)</sup> (in NOK 1000)**



**The five largest donors, and Norway, in 2010 (in US\$ 1000)**



Norwegian Ministry of Foreign Affairs  
Visiting address: 7. juni plassen 1 / Victoria terrasse 5, Oslo,  
P.O.Box 8114 Dep, NO-0032 Oslo, Norway.

For more information, contact Section for Budget and Administration on  
e-mail: [sbf-fn@mfa.no](mailto:sbf-fn@mfa.no). The document can be found on our web site:  
<http://www.regjeringen.no/en/dep/ud/selected-topics/un>.

### Mandate and areas of activity

UNESCO has 193 member states – more than any other multi-lateral organisation. UNESCO's mandate is to contribute to peace and security by promoting cooperation between nations in the areas of education, the sciences, culture and communication. More specifically, UNESCO's work focuses on contributing to the eradication of poverty, sustainable development, intercultural dialogue and increased respect for human rights. UNESCO has a particular responsibility for promoting the right to education, the right to participate in cultural life and have access to cultural resources, including cultural heritage, which is indispensable for individual dignity and free development, the right to enjoy the benefits of scientific progress, and freedom of thought and expression.

Generally speaking, UNESCO works to develop and promote universal principles and norms for overcoming challenges in the educational, scientific, cultural and communication sectors. UNESCO plays an important role in monitoring and analysing the implementation of normative instruments, including those related to the objective of education for all (EFA). UNESCO also provides member states with knowledge and advice linked to policy and capacity development in its specialist fields.

UNESCO's work is divided into five programme areas: education, the sciences, social science, culture, and information and communication.

In its strategic plan (2008–2013), UNESCO established five main goals, corresponding to the five programme areas:

- Education of good quality for all and lifelong learning
- Mobilise scientific knowledge for sustainable development
- Meet social and ethical challenges
- Promote cultural diversity, strengthening the contribution of culture to sustainable development and intercultural dialogue
- Build inclusive societies of knowledge through information and communication

### Results achieved in 2010

In the education programme area, UNESCO has helped to direct focus onto education for marginalised groups through the publication of the Global Monitoring Report 2010: Reaching the Marginalized, and by making this the topic of a global summit on education for all. Moreover, UNESCO has helped nine countries in Africa to harmonise their national curriculums for the training of primary school teachers. UNESCO has also assisted eight countries in reviewing their education policies to strengthen the connection between vocational training and

the job market. Further, UNESCO has contributed to efforts focused on early childhood and education by developing guidelines, by supporting capacity development in five countries, and by organising a global conference on the topic.

In the sciences programme area, through its Science Report 2010, UNESCO has contributed to a status summary of global scientific research, and identified new trends in scientific research and higher education. Through its cooperation with the Intergovernmental Oceanographic Commission, UNESCO has contributed to a global marine monitoring system (the Global Ocean Observing System). In 2010, UNESCO provided five countries with specialist advice concerning the development of science parks and business incubators. Moreover, UNESCO supported 28 projects related to indigenous peoples' traditional knowledge and climate change, and focused attention on this topic during the climate summit in Nagoya.

In the social sciences programme area, UNESCO has collaborated with the International Social Science Council on publishing the World Social Science Report 2010: Knowledge Divides. The report recommends increased emphasis on multi-disciplinary approaches in the social sciences, and highlights the need for long-term investments in social science research. In addition, UNESCO has provided assistance in the form of specialist advice and capacity development for the establishment of bioethics committees in eight countries.

In the cultural programme area, in 2010 UNESCO developed training materials on the protection of intangible cultural heritage, in preparation for the training of 60 experts in 2011. Through the International Fund for Cultural Diversity, UNESCO has helped 24 developing countries to include the cultural diversity dimension in their development plans at local, regional and national level. UNESCO has assisted member states to develop their capacity for protecting global tangible cultural heritage through the training of 400 specialists. There has been particular focus on countries in crisis or conflict, and on endangered global cultural heritage sites.

In the communication and information programme area, UNESCO has supported the development of free media in 61 countries through the International Programme for the Development of Communication. The UNESCO Media Development Indicators are an instrument for analysing a country's media sector and designing media development programmes. In 2010, the indicators were used in 10 countries. UNESCO has helped 51 countries to train journalists through a model curriculum for journalism training. Through press releases, UNESCO condemned the killings of a total of 62 journalists in 2010.

Through the Capacity Development for Education for All (CapEFA) programme, UNESCO has assisted the Ethiopian Ministry of Education with advice and in relation to capacity development, resulting in the development of a new sector strategy for education for the period 2011–2015. UNESCO's assistance has enabled the Ministry of Education to give guidance to 11 regional-government education offices on the development of local plans for the education sector. The result is an increased sense of ownership of national and regional education plans – an important starting point for creating change.

## 2. Assessments: Results, effectiveness and monitoring

UNESCO has a complicated results structure, meaning that it is difficult to gain a general picture of the organisation's overall results. UNESCO's mandate is concretised in its Strategic Plan for 2008–2013. The plan is not supported by a results framework incorporating indicators and baseline data, making it difficult to measure the results achieved by UNESCO against the strategic plan. UNESCO has a two-year work programme and a budget based on the strategic plan, but is currently in the process of transitioning to a four-year cycle. The work programme contains statements of objectives and indicators, but little baseline data. Annual reports are made on the work programme, focusing on completed activities rather than the results of the work done. This makes it difficult to evaluate the results of the organisation's work at civil society level. The reports discuss challenges and evaluate experiences. The work programme covers the organisation's core funding, while activities financed through extrabudgetary funding are described in a separate document (Additional Programme).

UNESCO is currently transitioning to greater use of results-based management. The organisation's employees have received training, and improvements have been made to the programme with regard to statements of objectives and indicators.

UNESCO has a general Evaluation Plan corresponding to the Strategic Plan for 2008–2013. The evaluation plan provides, among other things, that all strategic programme objectives must be evaluated during the 2008–2013 period. UNESCO also has two-year evaluation plans. Evaluation reports are submitted to the Board.

Internal audits are undertaken by the Internal Oversight Service (IOS), which reports directly to the Director-General, who in turn presents the reports to the Board. The quality of the audit reports is considered to be good. UNESCO is one of the few UN organisations to have implemented the International Public Sector Accounting Standards (IPSAS). The external auditor is chosen by the UNESCO General Conference from among the auditor generals of the member states. Until 2012, this function will be performed by France.

UNESCO focuses actively on risk assessment, and has established a specialist committee in this area, the Risk Management Committee. IOS has worked closely with external evaluators and the external auditor to uncover many important matters which have resulted in operational changes during the last four years. In 2010, UNESCO set up a dedicated monitoring committee (the Oversight Advisory Committee), which reports directly to the Board.

Anti-corruption work is given priority within UNESCO. A special whistle-blowing channel has been established, and a dedicated unit within IOS has been given responsibility for following up on notified cases. In 2009, UNESCO established an Ethics Office, which has implemented measures such as information and training programmes. The Ethics Office reports directly to the Board, and the head of the Ethics Office may only hold the post for a maximum of four years.

UNESCO's mandate and its Strategic Plan are based on a rights-based approach. UNESCO has adopted gender equality and Africa as two prioritised cross-cutting issues, and reports on these in all programme areas.

In 2009, the General Conference decided that an external, independent evaluation of UNESCO should be undertaken. The evaluation was completed, and the results were presented to the Board in 2010. A working group that included participants from the member states was appointed to follow up on the recommendations of the evaluation. In 2011, the Board passed a resolution adopting a number of the recommendations, including a sharper programme focus, additional focus on national ownership and national priorities, a transition to four-year programme periods, stricter requirements regarding coordination with other UN organisations, the continuation of UNESCO's decentralisation strategy, a clearer division of roles between the secretariat and the governing bodies and a mechanism for follow-up in this regard, and the preparation of a partnership strategy.