

**T.C.**  
**ANTALYA BILIM UNIVERSITY**  
**INSTITUTE OF POSTGRADE EDUCATION**

**GLOBAL POLITICS AND INTERNATIONAL RELATIONS**  
**MASTER'S THESIS**

**A COMPARATIVE STUDY OF UNICEF'S INFLUENCE ON EDUCATION**  
**DEVELOPMENT IN BOLIVIA AND BRAZIL**

**Ana Suely ZURITA ALOMIA**

**JANUARY 2023**

**ANTALYA**



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This thesis was accepted by the jury (with unanimous vote / majority vote) on the date 18/01/2023 in the Global Politics and International Relations Master's Thesis of the Institute of Postgrade Education.

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## **DECLARATION**

The Master Thesis of this study named “A Comparative Study of UNICEF’s Influence on Education Development in Bolivia and Brazil” which I presented, I declare that scientific moral principles were followed in the preparation of this study, in case of benefiting from the works of others, reference is made in accordance with scientific norms, no falsification has been made in the data used, and that any part of this study is not presented as another academic study.

18/01/2023

Ana Suely ZURITA ALOMIA

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## ABSTRACT

### A COMPARATIVE STUDY OF UNICEF'S INFLUENCE ON EDUCATION DEVELOPMENT IN BOLIVIA AND BRAZIL

Ana Suely ZURITA ALOMIA

**Master Thesis in Global Politics and International Relations.**

**Supervisor: Asst. Prof. Dr. Didem akmaklı**

**January 2023; 143 pages**

Education is key to the development of individuals and states. Local educational programs with universal principles are currently being developed across the world through international organizations. This research aims to examine the role of one particular international organization, the United Nations International Children's Emergency Fund (UNICEF), in developing education with a gender focus in Bolivia and Brazil. Among many mechanisms that IOs use to influence policies of nation-states, four mechanisms are chosen and analyzed to identify the ways in which and the extent to which UNICEF contributed to education policy in these countries: 1) advocacy and awareness, 2) experience and knowledge, 3) financial aid and donations, and 4) legitimization through positive rhetoric. In addition, gender inequality in education and UNICEF's efforts to reduce the gap were examined. The case studies, Brazil and Bolivia, are analyzed through the Qualitative Method of Summative Content Analysis of newsletters, articles and educational reports found on the official pages of UNICEF's local offices and the respective governments. When comparing the cases, which present divergent historical, socioeconomic, cultural, gender inequality and educational characteristics, findings show that the influence that UNICEF has is stronger in Brazil than in Bolivia in terms of creating and changing policies. UNICEF Brazil focuses on seeking regulatory changes with strong local participation. This feature has allowed the agency to participate alongside national policy makers with direct influence. On the other hand, in Bolivia, though there is active participation, its influence occurs indirectly, and no recent policy changes have been found. The differences between the two countries appear in the government-UNICEF relationship, even though UNICEF has a long-standing relationship of trust with both.

**KEYWORDS:** Education, International Organizations, UNICEF, Brazil, Bolivia, Girls' Education.

**COMMITTEE:** Asst. Prof. Dr. Didem AKMAKLI İŐLER

Assoc. Prof. Dr. Gzde TURAN

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## ÖZET

# UNICEF'İN BOLİVYA VE BREZİLYA'DA EĞİTİMİN GELİŞTİRİLMESİ ÜZERİNDEKİ ETKİSİNE İLİŞKİN KARŞILAŞTIRMALI BİR ÇALIŞMA

Ana Suely ZURITA ALOMIA

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Eğitim, bireylerin ile devletlerin gelişiminin anahtarıdır. Evrensel ilkelere sahip yerel eğitim programları, şu anda dünya çapında uluslararası kurumlar aracılığıyla geliştirilmektedir. Bu araştırma, Bolivya ve Brezilya'da toplumsal cinsiyet odaklı eğitimin geliştirilmesinde belirli bir uluslararası kuruluşun, Birleşmiş Milletler Uluslararası Çocuk Acil Yardım Fonu'nun (UNICEF) rolünü incelemeyi amaçlamaktadır. Ulus-devletlerin politikalarını etkilemek için IO'ların kullandığı birçok teknik arasından, UNICEF'in bu ülkelerdeki eğitim politikasına hangi yollarla ve ne ölçüde katkıda bulunduğunu belirlemek için dört teknik seçilmiş ve analiz edilmiştir: 1) savunma ve farkındalık, 2) deneyim ve bilgi, 3) mali yardım ve bağışlar ve 4) olumlu söylem yoluyla meşrulaştırma. Ayrıca eğitimde cinsiyet eşitsizliği ve UNICEF'in farkı kapatma çabaları incelenmiştir. Brezilya ile Bolivya durum çalışmaları, UNICEF'in yerel ofislerinin ve ilgili hükümetlerin resmi sayfalarında bulunan haber bültenleri, makaleler ve eğitim raporlarının Özetler İçerik Analizinin Nitel Yöntemi aracılığıyla analiz edilmektedir. Farklı tarihsel, sosyoekonomik, kültürel, toplumsal cinsiyet eşitsizliği ve eğitimsel özellikler sergileyen durumlar karşılaştırıldığında, bulgular UNICEF'in politika oluşturma ve değiştirme açısından Brezilya'daki etkisinin Bolivya'dan daha güçlü olduğunu göstermektedir. UNICEF Brezilya, güçlü yerel katılımı düzenleyici değişiklikler aramaya odaklanıyor. Bu özellik, kurumun doğrudan etkiye sahip ulusal politika yapımcıların yanında yer almasına olanak sağlamıştır. Öte yandan Bolivya'da aktif katılım olmasına rağmen etkisi dolaylı olarak gerçekleşmektedir ve yeni herhangi bir politika değişikliği bulunamamıştır. UNICEF'in her iki ülkeyle de uzun süredir devam eden bir güven ilişkisi olmasına rağmen, iki ülke arasındaki farklılıklar hükümet-UNICEF ilişkisinde ortaya çıkmaktadır.

**ANAHTAR KELİMELELER:** Eğitim, Uluslararası Kuruluşlar, UNICEF, Brezilya, Bolivya, Kız Çocuklarının Eğitimi.

**JÜRİ:** Dr. Öğr. Üyesi Didem ÇAKMAKLI İŞLER

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Dr. Öğr. Üyesi Özge ONURSAL BEŞGÜL

## ABBREVIATIONS

ABU	: Antalya Bilim University
IR	: International Relations
IO	: International Organization
NGO	: Non Governmental Organization
IGO	: Intergovernmental Organization
UN	: United Nation
UNICEF	: United Nations International Children's Emergency Fund
UNESCO	: The United Nations Educational, Scientific and Cultural Organization
WHO	: World Health Organization
UNHCR	: United Nations High Commissioner for Refugees
WTO	: World Trade Organization
OECD	: Organization for Economic Cooperation and Development
UE	: European Union
CE	: Council of Europe
OSCE	: Security and Cooperation in Europe
IADB	: Inter-American Development Bank
USAID\ES	: United States Agency for International Development\El Salvador
MINED	: Ministry of Education
WFP	: World Food Programme
FAO	: The Food and Agriculture Organization
GCF	: Green Climate Fund
GEF	: Global Environment Facility
IUCN	: International Union for Conservation of Nature
UNEP	: The United Nations Environment Programme
UNFCCC	: The United Nations Framework Convention on Climate Change
PISA	: Programme for International Student Assessment
UNRRA	: United Nations Relief and Rehabilitation Administration
MoEYS	: Ministry of Education, Youth and Sport
SIGI	: Social Institutions and Gender Index
CELAM	: Latin American Episcopal Council
MDS D	: Most Different Systems Design

ECLAC : Economic Commission for Latin America and the Caribbean  
AGETIC : Government Agency for Electronic, Information and Communication  
Technologies.  
BOB : Bolivian Boliviano  
STEM : Science, technology, engineering, and mathematics  
IPEA : Institute of Applied Economic Research

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## PREFACE

With my most sincere wishes that this thesis can help to take into account the mechanisms that international organizations might use to be more influential in domestic policies, I want to thank God for giving me the opportunity and the resources to continue my studies. I acknowledge that not many students have this privilege and for this reason I am immensely grateful for the blessings that God bestowed on me.

It was a great challenge to write this thesis. Thanks to the support of my husband, family and close friends I was able to overcome this challenge. By reaching this goal, I feel that I have grown to be a better human and professional. Thanks to my husband for his support and for the long discussions on methodology. Thanks to my parents, who despite being far away, prayed to God to grant me more intelligence, wisdom and strength to continue.

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## 1. INTRODUCTION

Education changes lives. I believe that development comes through education, where we all benefit from it. Education changes the future of a person, family, community, and a nation. Although in most countries there is free access to schooling, there are other factors that make children and especially girls stop going to school. I had the privilege of growing up in a middle-class family, where my parents prioritized my education and were able to pay for my studies from elementary school to university, yet my reality was not the same compared to other children I saw on the street begging. I was born in a poor country, where the minimum wage is not enough to cover basic services, which is one of many reasons why families decide to take their children out of school and put them to work. The reality in the countryside compared to the city is more austere, where boys and girls stop going to school. In Bolivia it is common to see children working in different fields, especially in mining and construction. In fact, the government legalized child labor in 2004 and 10 years later the code for Children and Adolescents was reformed, where an exceptional authorization was granted to children from the age of 10 to be able to work (Fontana and Grugel 2016).

When I was a teenager, I met a girl my own age, Dionisia is her name. She had come from the countryside to the city to look for work opportunities; leaving school from an early age, not knowing how to read or write well, the only option she had was working in the informal and domestic sector, with a low salary, even lower than the minimum, exceeding 9 hours of work per day. Her condition, like many in her situation, made her more vulnerable in society and target of violence and labor exploitation. Despite her situation, living in the city made her see that her lack of education gave her limited work opportunities and empowered her to seek a better future for her son. For her, education is the only path for success. She is prioritizing her son's schooling, because her dream is for him to graduate from university and have a better job than hers. Knowing Dionisia made me open my eyes closer to this issue. Lack of education from the initial level affects the future of many people, related to the lack of policies in favor of education, where they can not only provide free education, but also analyze the circumstances of why girls, boys, and adolescents drop out of school. From that moment I began to question the role of the government in providing education, the rights of citizens to access schools and why, even though there are public schools to attend, families decide not to send their children anymore.

On the other hand, the circumstantial problems that make children drop out of school are being seen by International Organizations. The case of UNICEF Bolivia caught my attention because for decades it has been working to provide not only education, but also the basic needs that keep children from studying. After a while, for work reasons I went to live in Brazil and I had the opportunity to see the work of organizations, like UNICEF, promoting education. I saw first-hand how the social work carried out, in benefits to disadvantaged sectors, gives hope for a better future. At that time, I was wondering what an IO has to do so its actions have an impact at the national level and how its work can help those who make educational policies to develop new laws in defense and benefit of our children. The relationship that is generated in a government with organizations is complex but challenging to understand.

In this thesis, I wanted to understand the influence that UNICEF might have on the policy makers of a country and how actions carried out by this agency has contributed to the development of education. In other words, the purpose is to be able to understand which actions and mechanism of IOs generate change in the education policies of a country. If this research detects patterns of effective influence, there would be a contribution to the existing literature in determining more intentional and effective actions for the development of education in South America. In addition, the choice to study Bolivia and Brazil has a meaning, not only personal, but can be a reference in future research on this topic in the region.

### 1.1 Research Question

The purpose of this research is to identify the mechanisms through which UNICEF contributes to the development of education in Bolivia and Brazil. It aims to detect which mechanisms have the potential to influence policies that may result in change for the better in the area of education. Furthermore, while education for all in general is the main focus of this study, UNICEF, in recent years has focused its attention on girls' education and so this research also aims to explore specific strategies to enhance opportunities for the development of girls' education. This study explored UNICEF's more recent focus on bringing to the national agenda the disadvantages that a girl has when it comes to going to school and empowering them for a better future in each case study.

Hence, I ask:

- In what ways has UNICEF contributed to the development of (girl's) education in Bolivia and Brazil?

My research will be guided by the exploration of education of the roles that IO's have in influencing national governments. The following questions will guide the examination of UNICEF's role in each country.

- How does UNICEF work in Bolivia and Brazil? How do UNICEF offices contribute to decision-making within national politics?
- What mechanisms does UNICEF utilize to engage with national governments to develop education program? What mechanisms are the most influential in creating stronger bonds with national governments and consequently the development of educational policies?
- What are the differences and similarities of results when applying the mechanisms of influence between Bolivia and Brazil?

To answer these questions, the qualitative method with an inductive orientation has been selected to better understand the complex social context of each country. To make a comparison between Brazil and Bolivia, the case study "Most Different Systems Design" has been chosen. The two South American countries have considerable differences that when contrasted with the analysis of the selected content, differences

were discovered but also similarities in the results of the influence of UNICEF. In addition, the qualitative method of Content Analysis has been selected. Content analysis is focused on the study of texts. This analysis helped to find the meanings within a body of discourse. In other words, it is possible to detect the particularities that are related to the investigation within different documents. The content analysis had a summative approach. This means that with the help of keywords and a code scheme, it helped to identify the mechanisms to be investigated in the case studies. As this is a qualitative analysis, keywords were not quantified, but they served as a guide to easily identify themes related to the mechanisms of influence of the IOs. The documents analyzed were newsletters, articles, and different educational reports, extracted from the official pages of UNICEF offices and the governments of both countries. The period examined is 2015 to 2022. Five codes were developed, based on the literature that has established prominent mechanisms of influence that IOs exert on national politics in addition to one which emerged through the examination of the documents. The codes are: (1) Advocacy and Awareness, (2) Expertise and Advisory Role, (3) Financial Support and Donations, (4) Gender Equality and (5) Positive Rhetoric.

By understanding how education has evolved in these two countries, in different scenarios and how educational policies have been developed, analyzing the work of UNICEF and its influence at the governmental level, mechanisms with high incidence were detected. In addition, it was found that the outcome of the mechanisms that lead to educational policy vary depending on the context. For example, UNICEF uses certain mechanisms to contribute to policy decision-making through Advocacy and Awareness, Expertise and Financial Support. In the findings of the study, it was understood that UNICEF in Brazil and Bolivia knows how to use its strong specialized technical team, valuable and reliable information, and raise awareness among vulnerable groups so that they are the engine of political change. Especially in Brazil, it was found that their offices are focused on advocating for the political participation of civil society to propose changes in educational policies. Through training, they empower children and adolescents to participate. The decentralization approach that UNICEF Brazil manages helps local administrations listen to their empowered children who know their rights and want a better future. If the change starts at the local level, it is more effective for it to change in the political spheres. On the other hand, in Bolivia the agency also uses the same mechanisms, yet there is not much participation of civil society for policy changes. UNICEF Bolivia has great positive rhetoric that gives it legitimization that even the national government seeks to be related to it. However, not much evidence was found of the agency actively participating with policy makers.

It was found that the mechanisms may be the same, but how are they implemented and at what level is used varies in each country and therefore UNICEF's participation in political spheres also differ. Its commitment to society especially children and adolescents, the positive rhetoric its crafts in its texts, and its initiatives with financial aid but above all its technical support are characteristics that stand out from the documents. Regarding what was found on the issue of girls' education, in both countries there is not much evidence of changes in educational policies. In Brazil there are more initiatives around girls and adolescent to keep them in schools and raise awareness against violence, adolescent pregnancies, and menstrual hygiene. As for Bolivia, only one initiative was

found to reduce the gender gap in the areas of technology and science. Even though these fields are led by a high percentage of men, women can participate and thrive.

My hope is to be able to help and be part of the change, together with the work of IOs such as UNICEF for the benefit of children, especially girls, can contribute with new ideas and actions. By studying these mechanisms of influence, it seeks to promote greater visibility for UNICEF and generate greater commitment from the government with more educational policies in favor of the most disadvantaged children. In the following sections the focus is on understanding why education is important and how it is key to the development of society. Then, the features of the IOs are described; It is also analyzed with examples on the role of IOs in the internal policies of a country. The influence that IOs could have and what mechanisms they use to reach their objectives is also discussed. Next, the case of UNICEF is presented, with exemplary cases of policy changes in education, and finally, the history of UNICEF Brazil and Bolivia, respectively, is briefly presented. As explained above, the research design is described with the data analysis specification. Then the analysis of the data and findings are presented in chapter 4. First, the case of Bolivia is exposed code by code, after the case of Brazil. The examples of paragraphs were selected as the most outstanding. After the analysis of each code, the comparison of Bolivia and Brazil is presented, exposing the similarities and differences found. Finally, in chapter 5 is the conclusion of this thesis.

## 2. LITERATURE REVIEW

Development promises a better future for individuals, families, communities, and countries. Unfortunately, the idealization of a 'better future' for our sons and daughters cannot be generalized, since we have several structural problems in our society, from the loss of human values, rights and principles to authoritarian policies that deny innovative development alternatives. Thanks to globalization, we can better understand the challenges of the most remote areas of our world, our struggles as human beings in society, and in the name of development we can improve this relationship of interdependence that crosses the borders of sovereign countries. About development where most scholars agree along with me, a fundamental theme for progress is education in developed and developing countries (Hall and Matthews 2008; Psacharopoulos, Woodhall, and Ication 1985; Chabbott 2003).

In this Literary Review, the role of education will first be explained and why investing in its development helps improve the lives of its citizens. In addition to showing success cases on how education changes lives. Later, development of education is connected with the work that specialized IOs in this topic are achieving. Its characteristics are presented. Furthermore, why IOs are relevant and why and how they influence the internal policies of a country. In this thesis the case of UNICEF is explained, its history and what contributions it is making on issues related to educational policies. Finally, the history of the UNICEF offices in Brazil and Bolivia is presented and what initiatives they are carrying out.

### 2.1 Education as Key Factor of Development

In general, education provides us with the knowledge, values, and necessary skills to live and contribute to 'an inclusive and sustainable future' (Organisation for Economic Co-operation and Development (OECD) 2018, 4), exercise our rights and responsibilities as human beings in a civil society. In addition, education gives us better quality of life with wider benefits not just to individuals but for an entire society. Back in 1962, the World Bank<sup>1</sup> was beginning to prioritize investment projects in education in the world's poorest countries. At that time, education was classified as one of the factors that contribute most to social progress (Psacharopoulos, Woodhall, and Ication 1985). A few decades have passed, the World Bank continues to promote its pro-education discourse, and even today we can see the benefits that investment in education makes, according to the human capital theory<sup>2</sup>, and how it is reflected in the labor forces, high productivity, and consequently economic growth of a country.

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<sup>1</sup> The World Bank, created in 1947, is an international financial institution that works based on investment projects, providing technical assistance and financial aid to low- and middle-income countries. One of its purposes is to reduce poverty in the world investing in human capital through health care, quality education, employment, and skills. This institution is the one that has financed the most education aid in the developing world.

<sup>2</sup> The Human Capital Theory, HCT, is widely studied and used by modern economy, associated with neoliberal thoughts. In simple words, this theory sees education as a necessary instrument for the growth of the economy (Gillies 2015). The logic is that if a state invests in education, an individual will have the skills and knowledge

The first benefit of education is to the economy. Education is related to economic progress because by investing in education a high economic return is presented. This is key for the state to have a prosperous economy (Psacharopoulos and Patrinos 2018; Berger and Fisher 2013; Hall and Matthews 2008). The logic is that if the state gives high quality education to its citizens, which means investing more resources, the productivity in the workforce will increase and economic prosperity will come. The World Bank mentioned that 'Education is the most important productive asset most people will ever own' (De Ferranti et al. 2004, 7). In other words, the second benefit that education provides us is that it empowers individuals, which consequently increases productivity and, therefore, economic growth. Hence, an important value for everyone is to learn more knowledge to give us more intrinsic value in a social development through education (Hall and Matthews 2008). To illustrate the case of Gambia, an African agricultural low-income country, has men and women in its workforce with a high percentage of illiteracy. Between 1985 to 1990, thanks to literacy and education programs especially for women, by agricultural cooperatives with Non-Governmental Organizations, where they worked on building self-confidence and empowered them with tools to negotiate, there was an increase in productivity that generated more individual economic income (Browne and Barrett 1991). Thanks to education, women felt more empowered to understand, negotiate and participate in the agricultural production chain.

Social development through education brings the ability to solve social problems that come when human relationships become more complex. Empowering its individuals can address and seek solutions to other social problems such as the environment crisis, freedom or inequality (Akkari and Lauwerier 2015). For example, in a study that analyzes inequality in Latin America and the promotion of basic education, one of the conclusions drawn was that in cases of a decrease in inequality, it was because the supply of skilled workers increased (Lustig, Lopez-Calva, and Ortiz-Juarez 2013). In other words, there are more skilled workers but less demand than before, and this makes the distribution of human capital more equal, which translates into better opportunities for everyone.

Education is the basis for development. Giving equal opportunities, the inequality gap in a country is reduced. Along the same lines, is the case of the 'Girls in the Museum of Astronomy and Related Sciences' gender-inclusion science project in Brazil (Benitez-Herrera et al. 2019), which was created to reduce the gap between men and women in the field of science, to offer more equal opportunities to women scientists. Through talks and workshops for female high school students, it gave the necessary exposure for girls to feel confident, like and want to pursue a career in the field of science<sup>3</sup>. When 'successful countries' invest in the integral development of children, they are ensuring a prosperous future for future generations (Clark et al. 2020).

Another benefit that education brings is that in an educated society there are more healthy people who have financial security (Hall and Matthews 2008). According to a

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necessary to be employed, pay taxes, and by increasing his\her income according to his\her knowledge, will increase his\her consumption, stimulating the economy.

<sup>3</sup> This study is in its first phase, since it began with talks and workshops in primary school encouraging girls to pursue a career in science and thus reduce the gap of the lack of women in science. The purpose is that the field of science has equal collaborations of both men and women scientists (Benitez-Herrera et al. 2019).

scientific study in the United States: 'Unhealthy behaviors are often observed more often in the lower socioeconomic groups' (Lawrence 2017, 1) who are associated with the least educated in society. In similar research, showed that educated people not only acquire knowledge, but that education increased the cognition that in turn improved behaviors (Cutler and Lleras-Muney 2010).

There is no question that Education is traditionally in the hands of sovereign states with local control, yet it is also an area that has been developing worldwide, thanks to the globalization already mentioned at the beginning, in which International Organizations have been contributing and have gradually influenced for decades. Moreover, foreign assistance has been a new component of development in this area, which has not only increased aid in education but also the role of IOs as providers of this aid (Heyneman 2003; Heyneman and Lee 2016). Certainly, the degree to which IOs are able to support or change education policy for the better depends on a wide range of factors involving both, the state in question and the IO. Having established the importance of education for development we now turn to a discussion on the role and relevance of IOs in contributing to this development. We examine its objectives, and the various ways in which IOs interact with states to influence policy in general and more specifically education policy.

## 2.2 International Organizations

When the interaction of states in the international arena becomes more complex, IOs appear as an option to manage this complexity. Not only in the international arena but also in the domestic one, where sovereign states choose organizations with different resources to promote and give strategic aid to the most needed sectors. OIs range from a wide to specific variety of performance tasks and operate in different environments and levels (Barnett, Finnemore, and Duvall 2021). Projects such as those launched by UNICEF focus on education for example, within IGOs or NGOs<sup>4</sup> are raising their voices against the inequality gender in education. Studies in sociology and political sciences examine the efforts of IOs to launch programs. One of the questions that arises is that if the IOs are having the necessary visibility and effect, so decision makers in nations-states are creating or reformulating policies in the development of education. After the World War II, the creation and importance of IOs has increased, especially since the 1980s (Vaubel and Willett 1992; Risse 2007). Today, there are a wide variety of Organizations that are dedicated to different topics and operate in different parts of the world. In effect, according to the Annual Book of International Organizations<sup>5</sup>, until 2021, 75,000 IOs were registered worldwide. In addition, it is estimated that 1,200 new organizations join each year (Union of International Associations 2021). However, its operation has always been questioned due to the political power or influence that these Organizations could have in a sovereign state. Among the opinions of their critics, the IOs have been

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<sup>4</sup> In the past years, International Organizations have multiplied in number creating Intergovernmental Organization (IGOs), as Nongovernmental Organizations (NGOs) that work within government programs and influencers in the world, focusing on fighting gender inequality in education, has increased.

<sup>5</sup> The Annual Book of International Organizations was created by the Union of International Associations in 1908 with its first publication, with the purpose of documenting the development of organizations as well as improving collaboration and information between IOs used for research and study purposes in all the matters of society. Before the book was called 'Annuaire de la Vie Internationale' and from 1950 the book bears the current name (Union of International Associations 2022).

questioned for their inefficiency in pointing out the problems of their target and not giving them a definitive solution or not achieving political changes (Barnett and Finnemore 1999; Gutner and Thompson 2010).

In the sections below, first, I will explain what an IO is, the role IOs play and the extent to which they are able to exert power over sovereign national governments. Consequently, I will discuss the extent to which IO's influence decision-making. Then, I will present the role of the United Nations agency specializing in children and adolescents, UNICEF, in the world, its impact and importance, and the effect it has had in Brazil and Bolivia in the development of education. With a gender approach, I will present its contribution to equality in education and worldwide impact.

### **2.2.1 What is an International Organization?**

An IO, in a practical way, is a group of people who come together to interact and address globalized problems under International Law, using a 'set of diverse instruments', creating and implementing 'international public policy' (Rochester 1986, 812; Ozkan and Cetin 2016). The important notion about IOs is its global focus. For this reason, being global, IOs of all kinds transcend the borders of sovereign states. As well, in most cases, IOs have a great impact or influence with a government and transnational actors because they support social goals and international principles of human rights. Some of their objectives are related to legacy of liberalism, such as the defense of human rights, democracy or free markets, among others (Baylis and Smith 2001; Akkari and Lauwerier 2015; Barnett and Finnemore 2004).

The State has always been and will be the primary political major rational unit in world political affairs, this actor, is involved or participates in the creation of this different type of Organizations<sup>6</sup>. Furthermore, there is an important categorization, to know the characteristics of one entity compared to another for its objectives and functions. Also, they are determined whether are foreign private agencies or if they are bounded to one country or several. In general, there are 3 classifications; First, Inter-governmental Organizations, IGOs, have various government actors involved alongside private sectors and therefore may have an important impact on international affairs. Second, Non-Governmental Organizations, NGOs, which generally function independently, not for profit and which are currently having a growing influence in society. Third, Multinational Enterprises or Multinational Corporations are firms that have their operations in one or several countries where they maintain assets, dedicated to the production of goods and services around the world (Bennett and Oliver 2002b; Bhandari 2019).

For an IO to have a 'great impact' in the place where it is operating, it is important to emphasize that it must be reliable, always be neutral, and work with transparency to gain the trust of states. There are two fundamental functions that an IO has and differs from other kinds of institutions. The first is centralization, which refers to an organizational structure where activities are centralized. The other is independence, related to neutrality and autonomy in the spheres of action (Abbott and Snidal 1998). A

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<sup>6</sup> The major purpose in the creation of this type of organization was precisely promoted by nation-states was to prevent war, pursuit global peace and regulation.

moderate position on the problem addressed by the experts it is also important because its mission is to enforce global values and norms. Put another way, IOs are actors with autonomy<sup>7</sup>, authority, and power<sup>8</sup>. One is correlated to the other because of their goals, objectives, information, and financial solvency. IOs actions can go beyond what a state delegates and can modify behaviors (Fang and Stone 2012; Barnett and Finnemore 2004; Cogan 2006). In fact, that is the most important fundamental power that an IO has, that is 'the change in state behaviors' (Kaşıkçı 2022, 5). Behavior change is related to a set of rationalist assumptions where states calculate cost-benefit in order to change (Kelley 2004; Risse 1999).

IOs have an advantage that a state does not and is that many democratic states have relied on this concept; they are generally perceived as neutral. On the issue of state cooperation, one nation may not trust another, but it tends to trust the IO (Alhammadi 2021). Furthermore, one of the great problems of developing countries have, is that national governments have the jurisdiction to act, but do not have the resources or expertise in the matter to deal with it, so in this situation is where an IO comes in. If the state has a neoliberal perspective, it might say that IO will help to overcome the problem with cooperation in an idealist world<sup>9</sup>. In contrast, if it has a neorealist approach, it would not trust an IO because it does not know its intentions, in addition to the fact that the power of the state would be at stake (Ozkan and Cetin 2016).

Another important characteristic of IOs, in addition to being neutral is that due to the values and principles at the service of the international community, they carry moral worth. According to Finnemore, IOs have moral authority because they were created to protect fundamental international principles for all human beings. IOs are perceived as a representative of the community with values and norms and the enforcer of international commitments, going beyond a state-centric approach (Barnett and Finnemore 2004; Abbott and Snidal 1998). For example, UNICEF makes use of its moral duty to protect the rights of every child and adolescent in the most difficult places in the world, providing support in health, nutrition, sanitation, prevention of diseases and violent and exploitative situations, skill building and education.

From a constructivist perspective, loaded with moral responsibility usually IOs are operated by the same social spheres affected by the problem. Because they are globalized entities, these organizations can have access to international funds for their implementation of their activities (Barnett and Finnemore 1999). In the UNICEF case, it has an important economic weight in financing and guiding the education systems in different parts of the world. This agency has access to substantial international funds that

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<sup>7</sup> Barnett and Finnemore understand this characteristic as IOs are bureaucracies since they manage their own objectives, ideas, and agendas.

<sup>8</sup> For example, in a global-level emergency, such as the recent Covid-19 pandemic, the World Health Organization, WHO, must have a role key to intermediate and lead cooperation between states, as the administrator of resources and expertise of the matter.

<sup>9</sup> Cooperation in a liberal world seems taken from an ideal context. In reality, the interaction of political forces with different actors is more complicated, since between the relationship of a state with an IOs, IGOs or MNCs there are conflicts and disagreements. Although we all want that world, it remains within political idealism (Ozkan and Cetin 2016).

allocate its financial aid to developing countries (Akkari and Lauwerier 2015). The fact that their work is carried out in certain countries and not in others, is in accordance with the moral responsibility mentioned above, to propagate the values of the organization.

About the importance of the operation of IO, this has been a topic that scholars of the Classical English School have emphasized, due to its role as stimulators of fundamental institutional<sup>10</sup> change in the international anarchic system within its Theory of International Society<sup>11</sup>. Within this society, the IOs are positioned as Secondary Institutions that are created as organizations or 'administrations' to maintain the common goal of that society, which is linked to the primary institutions<sup>12</sup> (Brems Knudsen 2019; Buzan 1993; Parrat 2014; Buzan 2018). Although these secondary institutions are mentioned, IOs are always subject to the previous one. In the classic approach, they are not seen as important units of direct influence.

From liberal lenses, IOs are significant because they are the providers of 'progress, modernity, and peace' pursuing social goals<sup>13</sup> (Barnett and Finnemore 2004, 166). Precisely these are important assumptions that liberals have, cooperation through increased participation of IOs. For example, conflicts between states are avoided what brings peace, and the spread of democracy brings development which also means economic prosperity. As for this line of thought, IOs are 'promoters and managers of progress' (Barnett, Finnemore, and Duvall 2021, 113). In addition, connecting with the previously mentioned moral responsibility, it is precisely the liberals who endow the IOs with a social and values purposes as the basis and motor of their operation, structure, and actions (Ozkan and Cetin 2016; Barnett, Finnemore, and Duvall 2021). Going further, from a neoliberal approach, IOs can also be a 'force for the emergence of soft power' (Gallarotti 2021, 221) that comes with a network of cooperation. Where through positive influence a cooperative approach is created to deal with multiple problems.

To better understand the theorization about IOs, we can divide it in two within the social sciences. The first line is to understand organizations with their economic purpose, where their function is merely instrumental. If we look from this perspective, only granting funds for development projects, we could locate the World Bank, Organization for Economic Cooperation and Development (OECD) or even UNICEF here. We can also examine IOs from a realistic perspective, where they also have this instrumentalist function, since they are tools used by the rational state to pursue its own interests, maximizing national objectives within the interstate system. (Akkari and Lauwerier 2015;

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<sup>10</sup> Fundamental institutions refer to the primary institutions, which the IOs serve.

<sup>11</sup> According to this approach, international society is based on the interaction it may have with different actors within political communities, where each one's behavior contributes to this interaction. This society recognizes as common sense their mutual interest in common rules. Eventually this society moves within the international system, but it is focused on its legal construction since it responds to international laws (Buzan 1993; Parrat 2014).

<sup>12</sup> To frame what we understand by Primary Institutions, I take the concept given by the academic Barry Buzan: 'They are deep and relatively durable social practices in the sense of being more evolved than designed as: sovereignty, territoriality, balance of power, war, diplomacy, international law, great management of power, nationalism, human equality, and the market' (Buzan 2014, 16).

<sup>13</sup> For liberals these goals are: human rights, democracy and free markets to have material progress (Barnett, Finnemore, and Duvall 2021).

Ozkan and Cetin 2016). The second understanding and related with this thesis is to position organizations as something more sociological, focused on the legitimacy they can have for action, influence, and increased power. Highlighting that OIs are bureaucracies<sup>14</sup>, where they are structures by their 'terms' and 'means', making use of different procedures to describe their basic form. (Barnett and Finnemore 1999; Barnett, Finnemore, and Duvall 2021).

In any case, participation is voluntary, either from a nation state, a civil community, or international firms. In other words, from its founding and as a fundamental principle, an organization will not function coercively. This means that there must be a formal agreement between all participating parties (Bennett and Oliver 2002b; Bhandari 2019; Abbott and Snidal 1998). However, like everything in life, there are exceptions where unfortunately an organization is used as a tool for personal, private or government benefits, to maximize or minimize conflicts in world affairs. In this realistic perspective, an organization could be an instrument that a state might use for coercion<sup>15</sup>. Indeed, recognizing the sovereignty of countries, where the right of existence of each one and its status is accepted, is a constitutive principle where it makes a more bearable interaction of states with IOs (Brems Knudsen 2019; Ozkan and Cetin 2016). Even in the most unusual situations, to pursue good results, all the parties involved must work together and with consent.

Although they may have different purposes and are made up of different actors, in general there are some characteristics that are general for all IOs that are functional and beneficial to the modern world system (Gallarotti 2021). As Tonny Brems explain in his analysis of International Society<sup>16</sup> 'IOs can also play an important role in the evolution of primary institutions for the management of new problems' because they have a 'constitutive potential' in this system (Brems Knudsen 2019, 40). Some of the common features include: a set of pre-established functions, structure, objectives and methods of operation, a group of consultant representatives worldwide, voluntary membership and a department in charge of administrative and bureaucratic matters (Bennett and Oliver 2002b; Bhandari 2019). But there is one point that specifically separates IGOs from NGOs, and is the fact that when dealing with nation-states it is necessary to establish treaties to "safeguard the sovereignty of the state" (Bennett and Oliver 2002b, 2) to keep goodwill and cooperation intact as values.

A very important factor that made IOs grow exponentially in numbers is globalization. This point is noteworthy because now ideas and knowledge are shared globally, as well as problems in a global level. Some issues as environmental problems, immigration, hunger, violence of gender, inequality, or lack of education among others, are being treated globally to act locally (Bhandari 2019; Bennett and Oliver 2002b). To

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<sup>14</sup> It is convenient to mention that the IOs are bureaucracies because they also have certain characteristics that are granted by the concept of rationalization given by Max Weber, such as: 'hierarchy: with defined scope of work and division of labor. Continuity: where you have employees reporting to you with a full-time salary structure. Impersonality: where work is carried out with prescribed rules and procedures that eliminate arbitrariness and political influence. Expertise: where professionals are experts in the area of work are selected for their training, merit and function' (Barnett, Finnemore, and Duvall 2021, 112, 113).

<sup>15</sup> I am not going to delve the subject of coercion in this thesis.

<sup>16</sup> Mentioned above in the theoretical field at the School of English.

illustrate, in terms of education today we can see international actors working as experts in national educational reforms. Global recommendations are being taken into account in educational agendas to create or modify domestic policies (Verger 2014). For example, thanks to the experience, knowledge, resources, and diversification that the World Bank and the World Trade Organization have, they had been able to help China to change its nation-centered policies on higher education, to an international opening as a knowledge development player. In this case, participation of international experts working together with national advisers, helped to oversee ideas and values for the creation or modification of new policies. Within a reliable environment with recognized academics, the Chinese government was able to take advantage of this opportunity to create appropriate educational strategies for its universities (Yang 2010). The influence and trust of these two organizations were seen with the creation of a new national educational policy, where the experts' suggestions were considered.

Now, another question emerges to guide this study: For whom are IOs important? As Yang said in his analysis of higher education in China, "they (IO's) play important roles but..." (Yang 2010, 429). This 'but' is crucial in this study, because the importance will always depend on the positive or negative influence that an IO has within a territory and the domestic politics and what degree of experience and veracity can transmit to solve the problem (Fang and Stone 2012). So, the real question would be about the influence of an IO can have within a nation-state to modify or create new policies. In fact, if we want high levels of development in a democracy, according to liberal lenses, there should be more participation of IOs, promoting cooperation under International Law (Ozkan and Cetin 2016).

So far, I have tried to present the theoretical framework relevant to this study of International Organizations. What are their functions, characteristics and categorizations of these organizations and start with the crucial subject of this thesis, which is the influence that IOs can have. Next, I will develop the issue of influence at different levels of analysis, focusing on sovereign states. But first, I will briefly discuss the relevance of IOs within a state, and then focus more fully on the effect that these organizations have on national politics.

### **2.2.2 Are International Organizations Relevant to Sovereign States?**

Because of globalization and especially trans-nationalization<sup>17</sup>, today everyone can participate in programs launched by IOs. The coordination of those activities usually is carried out cross-border, raising awareness of specific problems and influencing policy change (Akkari and Lauwerier 2015). This means that IOs generally present and shape their activities and principles that the international community values and then help states create and coordinate local activities with their expertise in a variety of issues. In the case of developing countries, most do not have the capacity or resources to address all the problems that arise in a society. For this reason, many choose to accept the help of the

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<sup>17</sup> For better understanding, the concept of trans-nationalization is expressed as a link between a nation state and international society, be it other nation states, multinationals, international organizations, non-governmental organizations, among others, that share new technologies, expertise on a global issue or open teaching programs for example (Mok and Han 2017).

IOs, obtaining valuable information on the subject and suggestions for the creation or modification of policies on the matter (Yang 2010). In a realistic vision, the IOs are also relevant to reflect or fulfill the interests of powerful states. The institutions have helped to develop transnational relations within the international system but so that the most powerful nations<sup>18</sup> can spread their ideals and purposes (Risse 2007).

Organizations are 'essential but controversial actors in the political world' (Gutner and Thompson 2010, 227) because much is expected of them and at the same time political and resource constraints limit their performance. There is not a single way to assess the influence of IOs because there is a great variety of them, with multiple objectives, fulfilling diversity tasks, at different times, created by many actors and at different levels of analysis. In fact, states are establishing more IOs to take charge of difficult tasks, because they can 'provide essential functions', such as 'information collection, public goods, establish credible commitments, monitor agreements and help to overcome problems associated with collective action' (Barnett and Finnemore 2004, 161). If the states delegate important activities to the IOs, it is because they have a relevant role within the transnational interactions in the global governance.

In this world we have major problems where, in most of the cases, sovereign states 'acting alone' (Karns, Mingst, and Stiles 2015) cannot solve. It is requiring some sort of cooperation from other states and IOs because we live in a globalized interdependent world. Truly, living an isolated life is less likely and IOs 'are of great and increasing importance' and even more so in the matter of education (Vaubel and Willett D. 1992; Akkari and Lauwerier 2015) To illustrate, when the United Nations, one of the most important organizations in the world, was created in 1945, among the member countries all agreed that its operation would be very useful to "sounding ideas and have contact with other nations" (Bennett and Oliver 2002b, 2). The intention of being a channel for cooperation and interaction between different actors has made IOs participation an important role, not only at the international level, but also in the national spheres. By answering this question briefly, the topic of influence is presented.

### **2.2.3 How are International Organizations Influential in National Affairs?**

As we have presented in a previous section, IOs have the necessary characteristics and resources to affect the behavior and decisions of states in democratic or non-democratic contexts (Fang and Stone 2012). Within a sovereign territory, the influence or power that an IO could have depends on the level of confidence that a government feels in accepting that organization. Influence and Power are linked in this part. Influence, which socially is the 'modification of a belief, attitude, or expectation effected without recourse to sanctions<sup>19</sup>' (Willer, Lovaglia, and Markovsky 1997, 574) is the concept of having the ability and the opportunity to make a 'contribution' to solve a problem (Saaty

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<sup>18</sup> The classic example is the U.S. hegemony and its work through organizations in favor of free markets and liberal ideas.

<sup>19</sup> Power brings sanctions, for example if a state launches a policy and its citizens do not abide by it, there is a sanction because the state is the authority with power what an IO cannot do. Power and influence are not synonymous but, in this case, when one is mentioned automatically the other word comes to resonate. Influence is so important that it gives the power to act.

and Khouja 1976). The connection to power, sociologically, is that one can be a consequence of the other, 'power produces influence as influence can produce power' (Willer, Lovaglia, and Markovsky 1997, 588). Although it is difficult to measure the influence, general concepts of influence can be reached, for example, by determining features of the actors involved and their power. Also, it can be through actions taken deliberately to seek change, which is the case that is sought in this study.

Continuing with this subsection, Barnett and Finnemore emphasized that the State will always be the one that will exercise power at national and international level, however IOs can also be 'autonomous actors with the power to influence world events' (Barnett and Finnemore 2004, 162). This influence comes thanks to the authority granted to it by its bureaucratic status with legal and rational character, as well as by the pursue for liberal social objectives. As mentioned by Niemann 'national preconditions<sup>20</sup> thus determine to what extent IO governance is able to influence national policymaking' (Niemann 2010, 78). If the state did not give it, there would not be so many IOs participating<sup>21</sup> in different issues of a sovereign territory. IOs generally present and shape the activities and principles that the international community values and then help states create and coordinate local activities according to those principles. It can be noted that IOs do exert influence in contexts of democracy and non-democracy, where international agents mostly differ with experts on domestic politics, but even so, there is a flow of true and reliable shared information that is spread through persuasion, that can influence state policies (Fang and Stone 2012; Kelley 2004).

An important factor for a policy proposal to be considered internally has to do with the generation of trust that an IO can transmit. IOs may be influential if they can achieve a relationship of trust as a precondition (Fang and Stone 2012). This was the case with the creation of the HIV<sup>22</sup> Prevention policy in Mexico, arising from an HIV epidemic on the US-Mexico border, which mobilized epidemiologists, researchers, NGOs, and policy makers to seek a solution. Managing truthful information and the participation of all parties was 'essential to develop confidence' which, consequently brought a 'political response' (Strathdee et al. 2012, 435). One way to gain that trust is to depoliticize information. When knowledge is presented objectively by experts, IOs' 'present themselves as technocrats whose advice is unaffected by partisan squabbles; the greater the appearance of depoliticization, the greater the power of the expertise' (Barnett and Finnemore 2004, 174) and obviously the influence is more significant. Although that influence is limited within national interests, many IOs engage in legislative activities and programs (Abbott and Snidal 1998).

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<sup>20</sup> An important point here is also domestic politics, since it also depends on how the distribution of power between national political groups is. What is the role of the opposition, what political system of representation does it have, the socioeconomic relationship of the social classes, and so on. These domestic factors are not essential, but they are important to take into account when studying how an organization can influence a state (Kelley 2004).

<sup>21</sup> In this sense, it is understood that depending on the need of the state, it allows a particular organization to act. The IOs have different interests, values, experience and especially expertise in some subject, that is why it depends on the IO to be the response to the assigned tasks and according to the agenda that the state has, it will allow an IO to install itself and participate socially in a sovereign territory.

<sup>22</sup> Human Immunodeficiency Virus.

When it comes to influencing, trust can also be built by the legitimacy that an organization has. The issue of legitimacy is important for IOs since it gives them the scope to be active and relevant in one country (Barnett 1997). In this sense, legitimacy can be built by the rhetoric that an organization built about itself. The ability to communicate effectively and persuasively has become an essential skill of organizations. We live in a world where the communication process is interactive, where the way a text is written can persuade by selling a product, service or even ideas and policies. In this process for example, a message constructed by an organization aims to appeal to reason or emotions to bring the recipient closer to its principles or values mentally building its reputation of what that organization is, gaining trust or not. Rhetoric, understood as "the art of persuasion" is part of this construction (Legget and Rosanas 2008, 13). With the legacy of Aristotle and "The art of rhetoric", he broadens the topic of how one can be persuasive in the way of constructing discourses. What is interesting for this study, is to be able to understand the rhetoric work of an organization and how it is built to gain more legitimation and influence in the political sphere (Halliday, Block-Lieb, and Carruthers 2010).

"The rhetoric and form of texts can assist critical audiences to assess whether or not they should propagate, enact and implement IO's terms" (Halliday, Block-Lieb, and Carruthers 2010, 78). That is, through texts readers can be guided to consider certain organizations as legitimate or authoritative. The IOs craft their texts in a strategic way to promote their legitimacy for their target. Depends on the kind of organization, the target can be policy makers. Influence is perceived when government authorities, officials from different ministries or politicians acknowledge an organization with the authority on a matter. Many times, in their texts it can find rhetoric of self-validation, self-understanding, positive attributes, etc. to build its authority. "They incorporate rhetorical features that are deeply permeated by the legitimation strivings of the IOs themselves" (Halliday, Block-Lieb, and Carruthers 2010, 84). The way the texts are written are also used as mechanisms to legitimize their principles, norms, activity, or some policy proposal. It depends on the attributes of each IO whether or not it will rely heavily on the use of its rhetoric (Suddaby and Greenwood 2005).

Thomas Bernauer mentions that the influence that an IO might have towards a government depends on the type of organization or dimensions of its design<sup>23</sup>, its performance and the levels of analysis. Within IR theories, there is a difficulty in measuring from the theoretical and methodological points. Although, through goal attainment of organizations and the way in which they contribute, the effect that an institution has can be seen (Bernauer 1995). For example, one of the most common ways where influence on national affairs can be perceived is through policy advisors rather than policymakers. IOs can persuade domestic policy makers as advisers in a specific topic (Fang and Stone 2012; Barnett and Finnemore 2004). Besides, there are academics who position the IOs as policymakers on certain issues since they possess superior expertise, valuable information, or the easy management of resources. Making them key actors in

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<sup>23</sup> For example, Bernauer says that the most important dimensions in the design of an institution are: the decision-making rules, the membership and access conditions, and the compliance system of institutions (Bernauer 1995). The chapter that this academic wrote tries to analyze the effect that environmental organizations had in different spheres of the world and their contribution, and ultimately, the effectiveness of IOs.

the negotiation process when creating policies (Malatesta 2018). Similarly, Moravcsik highlights the capacity for 'leadership' rather than having the power to create policies. In his view, IOs have valuable information but lack of formal power in decision-making. In the end, decision making occurs in the domestic context where international actors are generally not present. (Moravcsik 1999).

From a liberal point of view, it could be said that they do have influence, but related to the 'agenda setting' of a nation (Ozkan and Cetin 2016). In this line, thanks to the power of information and the database, an IO can impact the setting of the political agenda, it can run as an important actor for consulting or to provide financial support. In the best instance, it can be called to the negotiating table in the creation of a new policy. In this line is the case of the Republic of the Maldives<sup>24</sup>, where IOs played a fundamental role in preserving the environment focusing on bringing the issue to the country's political agenda (Malatesta 2018). External actors<sup>25</sup> are fundamental to promote strategies, as well as to influence national environmental policies. Indeed, about Climate Change is clearer the influence that an IO has in domestic policies for its 'organizational engagement' (Hall 2015, 79). What it is interesting for us, is that the actions of an IO can influence not only another organization but have the power to change a nation-state behavior. For example, I return to the case of China presented above, the author also highlighted the positive influence in higher education, as well in the creation of projects for the protection of children's health, working in conjunction the Chinese government with UNICEF (Yang 2010, 421).

If we determine which IOs can influence, we have to mention that this influence can be positive or negative (Barnett and Finnemore 1999; Gallarotti 1991). We can mention another example in 2003 by the SARS Outbreak in the People's Republic of China and the work of the WHO. From the beginning the government was doubting the severity of the epidemic, due to misinformation and lack of trust in international institutions. When the WHO appeared to warn of its seriousness, at the national level there was a conflict of interest between two different positions to manage the epidemic. Health experts favored publicity the crisis, but government officials minimized the severity to contain social unrest. Although at first the Chinese leadership was skeptical about the reasons for the actions of the WHO, blocking information and research groups, the alarms given by the WHO. Thanks to the high quality of information grasped together with local health experts, and its perseverance in convincing the government of its gravity bore positive outcomes. It led to changes in internal personnel to withdraw the resistance and delegate officers open to joint work with the WHO. In the end, the Chinese government had to risk trusting the WHO on the SARS crisis analysis and accept internal errors that would bring embarrassment and negative publicity against the government. For its part, the WHO focused on diverting any situation that would embarrass the

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<sup>24</sup> Due to its geopolitical position, the Maldives is one of the most vulnerable islands to climate change.

<sup>25</sup> In the Republic of Maldives the following organizations are important actors for the environment and tourism, working in conjunction with the government, these are: the Food and Agriculture Organization of the United Nations (FAO), Green Climate Fund (GCF), Global Environment Facility (GEF), International Red Crescent, International Conservation Union Nature (IUCN), United Nations Development Program (UNDP), United Nations Environment Program (UNEP), United Nations Framework Convention on Climate Change (UNFCCC) and the World Bank.

government and focused on the epidemic outbreak (Fang and Stone 2012). In other words, despite the initial resistance presented by the government and after analyzing the seriousness of the matter and agreeing to work together with the organization, WHO chose to build an honest reputation and nonpartisan advisor relationship on public health affairs. Eventually, this led to positive health policy reforms by the new authorities and expanded cooperation with the WHO at all levels, recorded in official government reports.

IOs can make all their efforts, use their influence mechanisms, but the result may not be as expected. This is the case of the UN and the reform of the refugee law in Japan. In 2005, the Ministry of Justice deported two UN refugees, showing the failure of this organization to influence change on the issue in line with international law. Although the work of the IOs in socializing the states and bringing them closer to acting locally in the face of global events. Although in Japan there was an opening to more IOs, NGOs and civil participation, the lack of authority on the issue blocked the ability to influence the Minister of Justice on the issue of refugees and deportations are proof of this. The central issue is that UNHCR helped consider requests for asylum and refuge, as well as to understand the importance of creating regulations in this matter, but did not know how to use its role effectively in compliance with the Refugee Convention (Flowers 2008). The inability to reconcile refugee rights with national interests was UNHCR's failure. This organization did not know how to demonstrate its power as expert, moral and delegated authority on refugee issues, presenting refugee protection as part of the interests of the state. In this section, the influence exerted by IOs in different sectors was explained. Below are the mechanisms that IOs use to influence, especially to change internal policies.

#### **2.2.4 The Mechanisms of Influence of The International Organization**

Most IR academics no longer question whether there is influence, but the question goes to how and when this influence occurs. The mechanisms that certain types of IOs use in their activities can influence the behavior of the state. For instance, membership conditionality make 'states react to incentives and sanctions imposed by the IOs maximizing their payoffs' (Kelley 2004, 428). Another mechanism that can influence are socialization-based methods, where pressure, shame, or praise, called 'social influence', is related to change policies, through changing beliefs or concern about their reputation. Many states rationalize their decisions regarding an organization according to cost-benefit and utility-maximizing (Johnston 2001; Risse 1999; 2007). For example, in the 1990s the EU, OSCE and EC influenced Eastern European<sup>26</sup> governments to pass ethnic minority legislation. In this case a set of efforts managed to influence policy change. What worked here were social influence and persuasion, as well as rational decisions based on efforts such as conditioning membership on participation (Kelley 2004).

Bernstein and Cashore developed 4 pathways of influence, which are reflected in the relationship between domestic politics and global governance. Although this study is oriented towards environmental problems, this classification helps us to have a broader understanding. The 4 forms of influence are: (1) 'International Rules', where through

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<sup>26</sup> These countries are Latvia, Estonia, Slovakia, and Romania.

consent or coercion, IOs have the characteristic of prescribing policies focusing on the rules and bidding states to follow these rules. (2) 'International Norms and Discourses', where they handle the logic of appropriation and consequences where OIs encourage states to follow the norms. (3) 'Markets', use tactics to change domestic policies through manipulation or leverage markets. (4) 'Direct access to domestic policy-making processes', through training, technical assistance, funding, capacity-building and partnership with different stakeholders' influence can occur. Many of the IOs use the exchange of knowledge, expertise, resources, or the creation of collisions at both levels, international and national, to influence the behavior of states (Bernstein and Cashore 2012). This pathway of influence is the most important in forest cases of domestic policy change. In our analysis, due to its mechanisms that share a similarity with the cases in education, later we will determine if it can also be applied in this study.

In the development of the question on how this influence is, an IO can use various mechanisms such as advocacy, cooperation, active participation, lobbying, funding, and other actions can influence and participate as key actor in the domestic policy making process. Yet, one important fact to highlight is that states are the ones to be 'responsible for establishing them and delegating IOs' certain functions and tasks' (Barnett and Finnemore 2004, 169) in their domestic affairs. Without this expect role granted by states, IOs could not participate in any political sphere<sup>27</sup>. In the book on 'Educational Policies and their Transformation', Martens and company analyzed the influence that IOs have on policymaking, and following the constructivist perspective, to measure the impact they categorized 5 IO instruments, which are: 'norm setting, opinion formation, financial means, coordinative activities, and consulting services' (Nagel, Martens, and Windzio 2010, 10). According to the instrument used, the influence is given as driving forces of transformations.

A major mechanism which enables IOs to influence national policy is through their role as consultants or policy advisers thanks to the expertise and valuable information<sup>28</sup> handle and interchangeable with domestic experts. Knowledge is valuable, that is why professionals in specific areas work together with politicians as external advisers to add valuable knowledge to decision making. This idea is also inherited from liberal scholars, who have always seen IOs as 'policy prescribers'<sup>29</sup>. Furthermore,

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<sup>27</sup> Finnemore talks about three types of authorities that are given to IOs in general that help their functioning and legitimacy, these are: delegated authority, moral authority, and authority of expertise. The first is set by the state itself by opening the way for it to participate in national solutions, the second is attached to the universal principles and values that an IO professes such as the protection of human rights or maintaining peace; and the third is about the detailed, specific and scientific knowledge that IOs have and handle according to their field of work (Barnett and Finnemore 2004). This helps to better understand and specify the influence they can have when viewing their characteristics.

<sup>28</sup> The information has a major role since through cooperation it provides expertise and information. Persuasion in knowledge is key, but it is also conditioned if there is trust.

<sup>29</sup> In the realistic perspective, problems of interest arise between IOs and states since the latter distrusts the intentions of the former. Many domestic politicians are skeptical about the political advice they can give. Apart from the intentions, the cost factor also enters the discussion, since the IOs only give recommendations and do not carry the cost of the policy change. That is why the trust factor that is expressed above is important as a prerequisite to escape this conflict of interest, as Fang mentioned 'effectiveness of international institutions as policy advisors depends on trust' (Fang and Stone 2012, 537).

structures that positively facilitate change and transformation in global politics, creating or making available resources and expertise to better manage social conflicts (Barnett and Finnemore 2004; Fang and Stone 2012; Edwards Jr. 2013). For example, in Czech Republic, after the division of the former Czechoslovakia in the 90s, they asked for the help of the OECD for the development of new policies in Higher Education. The country received funding but, what stood out the most was the participation of experts from the IO in the area. Working with the Czech Ministry of Education, they were able to improve policies on this issue. In fact, many years of research, teamwork, reports, meetings with experts and advisers, lobbying and building trust had been done. As the former foreign adviser Ladislav Cerych mentioned, a lot of valuable information can be handled<sup>30</sup>, provided by experts in the OI, foreign advisers or local advisers (Cerych 2002, 121).

Another case is El Salvador. This country has opened the doors to the involvement of IOs in national policies. Especially in Education, since the end of the civil war in 1992 until 2005, more than 6 organizations from different countries gave economic and technical assistance, including the Inter-American Development Bank (IADB), the World Bank and the Agency for United States Fund for International Development\El Salvador (USAID\ES). Only in these last three is estimated a contribution of more than 100 million dollars. The 2021 Education Plan began to be generated thanks to the pressure of those institutions. After investigations, division of expert commissions and other activities with negotiations with different actors at the local, governmental, and international levels, the Ministry of Education (MINED) finalized. In this 2021 Plan, international education standards were considered, such as what the World Bank promotes, which establishes 11 years for schooling (Edwards Jr. 2013). Due to his long relationship with IOs, participation and commitment to new political reforms of certain organizations was expected. In most cases, states are open to asking for help and maintaining a working relationship.

A Second key mechanism through which IOs can have influence is through their advocacy work on the matter needed (Price 2003). When an organization does advocacy in an issue, it brings that problem back to the country's political agenda to be analyzed and to carry out actions towards the affected group. Advocacy is one fundamental part of several IOs. In general, organizations are the ones that help shape policies in different countries bringing social issues to agendas settings through their advocacy work. General problems are being discussed and investigated at the international level; however, each sovereign state embraces these actions differently (Kukkonen et al. 2018). For instance, in the study on the Climate Change Debate and IOs in the United States, Canada, Brazil and India, an important way to 'how' influence domestic politics is when organizations engage in public policy debate raising awareness in these topics in general, using different international platforms and national mass media events (Kukkonen et al. 2018). Moreover, through the organization's own agenda, it has the capacity, to oriented what can be politically or socially discussed or not. The agenda proposed by an IO also might determinate what policies are proposed (Barnett and Finnemore 2004).

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<sup>30</sup> Despite all the information that can be provided by different actors, only part of that data might be used to concrete results and in consequence to the implementation of proposed policies.

In the last decade, reforms were carried out in secondary and higher education in Germany thanks to the influence of IOs since the mid-90s. During that time, development of this topic at the international level made education take relevance within the national political agenda and led to structural changes within education policies. With a series of coordinated activities, providing empirical analyses, recommendations and opinion formation and expertise, IOs<sup>31</sup> became important players in the German educational system and help shape what education is today in that country (Niemann 2010). In this example, 'by initiating debates and promoting ideas' (Nagel, Martens, and Windzio 2010, 8), IOs can introduce new principles to national education policy through international initiatives. It should be noted that in the analysis of the German case, there was no structural change in the policymaking, however IOs helped to incorporate new actors into the national discussion. Through advocacy work promoting new development ideas in education, they influenced local authorities.

A third crucial way to affect policy in a state is through financial assistance. In this category there are several examples where an IO is part of the creation of new national policies through foreign aid. For example, after several African nations achieved their independence there was a great crisis of trained national human resources to fill public and academic spaces. With the creation of national universities, the sub-Saharan countries accepted foreign aid and experts from the World Bank<sup>32</sup> to shape the new higher education laws, since public funds could not cover educational expenses, nor did they have the expertise to develop an educational plan for the new nations (Banya and Elu 2001). The economy of a country can be an important factor when it comes to analyzing 'how' it can influence domestic policies. Influence of IOs as central key actors in domestic policies in low-income countries is stronger than from high-income countries (Kukkonen et al. 2018, 55).

The last mechanism discussed in this section that IOs use to influence is through language in which it crafts its positive rhetoric. Its initiatives and the way it communicates them effectively, contribute to its positive rhetoric, building legitimacy. With the authority granted, the work of IOs is relevant to empowering local experts and subsequently influencing internal affairs. IOs handle a wide variety of operational activities with many opportunities to build a textual discourse highlighting its value and importance as an organization. If the target audience of a specific IO to develop a persuasion communication are local experts, then a rhetoric will be crafted to influence the interests of local experts through economic, structural, logistical or technical assistance (Abbott and Snidal 1998; Halliday, Block-Lieb, and Carruthers 2010; Fang and Stone 2012). Communicating effectively and persuasively helps gain the trust of

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<sup>31</sup> The IOs that influenced the educational system were the EU with the Bologna Process and the Programme for International Student Assessment (PISA) carried out by the OECD. According to the German case, it could be seen that these organizations were able to modify the pre-existing principles in education and give them a reinterpretation close to the orientational framework of the OECD and the EU (Niemann 2010).

<sup>32</sup> Since 60s, the World Bank supported West African nations from the beginning, financing public High Education spending. Later on, this organization pressured governments to cut the high educational budget and shift the focus on invest more in Primary and secondary Education and modify education policies. It is important to note that in the case of the World Bank, it has been shaped by all the work it has been doing for several years, as an organization whose main work is research and policymaking (Mok and Han 2017). But this is not the case of other IOs, which have little or no work with governments and policies.

national policy experts. Each written text is thinking in a way that it can influence. This mechanism is used to legitimize its principles, norms, or some policy proposal. In its own rhetoric, there are meanings of self-validation and positive attributes, to build its authority and position itself as an expert on a subject (Suddaby and Greenwood 2005). Something that must be highlighted is that, in any scenario in which an IO craft its positive rhetoric it might influence, therefore it is necessary to examine it according to its scope and problem-solving performance. To illustrate, organizations that act in the international conflicts sphere and peace seekers, there are some studies that expose the influence to help shorten disputes and assist states in bargaining peace agreements. Thanks to the legitimacy granted by both sides of the conflict and the trust they may have towards the OI. The organization creates a positive rhetoric of unbiased help (Shannon, Morey, and Boehmke 2010). In these cases, IOs cannot prevent or stop the problem before a conflict arises, but they can influence and help limit the devastating consequences of armed conflict.

If there is influence, then does it mean that all influence is effective? There are different answers depending on which theoretical lens you perceive yourself, but the fact that today sovereign states still have this type of organization operating in national territory, and the vast majority have not abandoned their activities (Abbott and Snidal 1998), it means that for both, state and IO, it still has important value and great potential that scholars continue to analyze due to its great diversity of organizational designs, IO theories, and political ideologies. The ‘how’ of influence will certainly be affected by the specific context, place, political system, politicians, key local and foreign actors, time, tactics used, financial aid, etc. Nevertheless, not always what is used in one place can work in another, although we can find standards. What we must do is investigate and analyze each specific situation, as I will do later with the case of UNICEF in Bolivia and Brazil. The next section will briefly introduce the UN as an influential case, to be able to enter later the subject of UNICEF.

### **2.3 The United Nation and UNICEF**

Thanks to the media and technology, today problems that seemed isolated are no longer so. There is more knowledge about people suffering from the same issue in different parts of the world. There is connectivity, a support network and awareness that makes global join forces to fight it. In fact, it is there where organizations exhibit their great value, although other scholars might disagree with this statement. The United Nations is by far the most important Intergovernmental Organization in the world. Created at a difficult time for humanity in 1945, just after the end of World War II and seeing the failure of the League of Nations, it was an institutionalized agreement between several sovereign states to preserve peace and security<sup>33</sup> (United Nation 2022). The UN helped the postwar world, accompanied the birth of several sovereign states, the end of imperialism, the beginning of the struggle for human rights and since the end of the Cold War its expansion was extraordinary through its different agencies (Barnett and

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<sup>33</sup> After having participated in two world wars with fatal consequences, the states involved were recovering from the costly war and as the United States took command with its rival the Soviet Union, the most important issue was maintaining peace and security. This second was important since in the cold war the proliferation of atomic weapons was a real concern. Furthermore, the UN has as its goal the resolution of conflicts, that is why within the organization there are several organs provided for this specific task.

Finnemore 2004). The interesting part about its creation, the UN has been characterized as "a system rooted in sovereignty-centered conception of International Relations" (Bennett and Oliver 2002b, 25), subordinating the economic, social and cultural areas. Decades after, topics such as Human Rights and humanitarian affairs were redefined and promoted by an extensive network of specialized agencies. These agencies have shown the development of its functionality over time and a great elasticity in its structure. In this context we will see later the case of UNICEF.

In short, the UN follows 'The Charter', which is like a constitution where it provides the organizational structure of the institution, in addition to principles, functions, and how the interaction between its members will develop. According to the objectives described in the UN charter, we can list the ones that stand out the most: "(1) maintain international peace and security, (2) promote the international economy and social cooperation, (3) promote respect for the human rights of all people, (4) develop a friendly relationship between nations, (5) establish justice and respect International Law, among other goals" (Bennett and Oliver 2002a). Due to its great exposure and to face and solve certain global problems, the United Nations is divided into specialized agencies. UNICEF is one of the agencies that belong to the UN, which is recognized worldwide by all countries and that works with the public sector as well as with the private sector, receiving voluntary funds from both sides, that is, governmental, private businesses, foundations or by individuals. In addition, this agency "is the first Intergovernmental Organization dedicated only to the welfare of children" (Beigbeder 2001b, 1) and that receives large amounts of voluntary contributions for its operation in different territories of the world from various sectors.

The general objective of UNICEF is to provide emergency humanitarian and development assistance to girls, boys and adolescents; as it is written on its official website UNICEF mission statement: "to advocate for the protection of children's rights, to help meet their basic needs and to expand their opportunities to reach their full potential" (UNICEF, 2022e). Furthermore, UNICEF has "major normative, policy and program commitments to educational development" (Jones 2006, 591). When it comes to pursuing the well-being of children, this agency has a well-known reputation. Its association with governments, private companies, international institutions, media, volunteers, and goodwill ambassadors contribute to the development and prestige of this organization and for its important presence at the local level. In 1942, The UN created the United Nations Relief and Rehabilitation Administration (UNRRA) to provide emergency aid to areas devastated by World War II in Europe and Asia. This fact is important, because thanks to this fund and its 'sudden demise' (Beigbeder 2001b, 7) and the expertise of Dr. Ludwik Rajchman<sup>34</sup>, UNICEF was born in 1946. The purpose was to be a humanitarian agency, providing help in the areas of health and nutrition to children affected by II World War. By having a comprehensive approach to the well-being of

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<sup>34</sup> Dr. Ludwik Rajchman became known for his participation as Medical Director of the Health Organization in the former League of Nations. This gave him an incredible experience in International Politics of Health and with his reputation as a visionary physician dedicated to public health could take part in the creation of the World Health Organization (WHO). Due to disagreements with his colleagues, he decided to leave that organization to dedicate himself completely to the service and well-being of children. Furthermore, it was thanks to Dr. Rajchman that UNICEF not only dedicated itself to feeding children in precarious situations, but also to focus on working on policies and programs that had an impact on society (Beigbeder 2001b).

children, slowly education was entering in the UNICEF's scope. From being a humanitarian agency, it soon became a development agency and human rights advocate, creating programs and promoting policies focused on UNICEF's organizational priorities, which are: "(1) Girl's education. (2) Integrated early childhood care and development. (3) Immunisation 'plus'. (4) Fight HIV-AIDS. (5) Improved protection of children from violence, exploitation, abuse and discrimination" (Jones 2006, 601).

### 2.3.1 UNICEF's Influence on Domestic Politics

As I mentioned throughout this research, for an IO to carry out activities within a territory, the state must allow it. Abbot explains two functional characteristics that make a state choose to work with an organization. The first is the centralization of activities within a reliable organizational structure in local territory. The second is the independence which it acts despite being defined within marked spheres or by headquarters offices in New York or Geneva. Even if a state consciously sees an IO as an instrument to obtain something, also it might influence the interests, understandings and even the environment of a state or its community (Abbott and Snidal 1998). Furthermore, initiatives executed by IOs do not have the same results in each country, because each state is different. That is why it is important to be able to explore each specific case to determine the capacities for national transformation<sup>35</sup>. "Domestic factors determine if, how and what extent IO governance affects or influence political dimensions in a country" (Nagel, Martens, and Windzio 2010, 12). Next the influence of UNICEF in some parts of the world is presented.

A successful case is the joint work that UNICEF has done with funding from the EU<sup>36</sup> in third countries, pursuing policies that defend children's rights. In Cambodia, UNICEF carried out a project focused on prenatal care for women. The project consisted of giving care and training to health providers as well as making the community aware of the importance of prenatal care for the child and the mother. This led to UNICEF being able to work together with the Ministry of Health to review national health policies (Pearson 2013). In another case, after regaining its independence from a communist regime, in Albania some NGOs with UNICEF, focused on the problem of the treatment of juvenile offenders since its correctional system violated international standards. With this project<sup>37</sup>, preventive and restorative juvenile justice, through the defense of juvenile justice and the development of policies and children's rights, it has influenced the overall

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<sup>35</sup> Therefore, by analyzing the cases of Bolivia and Brazil separately, I will try to understand each case, because perhaps UNICEF has used the same initiatives with both, but the results are different due to the idiosyncrasy of each state.

<sup>36</sup> The EU works closely with its member states and UNICEF to defend common ideals within the European territory and outside it. These institutions, financed by European countries, have taken projects all over the world. Due to its experience in issues related to children, UNICEF is one of the main partners of the EU, with a long history of cooperation and development of projects in third countries (Pearson 2013).

<sup>37</sup> UNICEF is an important factor in the reform of Juvenile Justice by developing the programme that could eventually influence the practice of justice with minors through advocacy and funding implemented by the Social Services Officer (O'Donnell and UNICEF 2009).

justice-related reform process in the country and brought national laws and practices more in harmony with international standards (O'Donnell and UNICEF 2009).

Generally, UNICEF works with other institutions and organizations, especially NGOs, to carry out its activities. This is the case in Argentina. After the fall of the dictatorship, the stage of democracy and the opening to IOs influenced the reincorporation of children's rights into politics. With technical support, funding and advocacy work, UNICEF influenced to bring children's rights to the national agenda. Its involvement helped to create the 'Convention on the Rights of the Child' (CRC). This important organization generated rights-based advocacy groups within civic organizations for civic participation. In result, a new legal code for children in this country was created (Grugel and Peruzzotti 2010).

'One of the areas where UNICEF has been most successful is in advocating changes to national legal codes to create new provisions giving special legal recognition to minors' (Oestreich 1998, 192). Oestreich presents some examples of this, such as the case of Brazil and the new law on children and adolescents with a broader focus on all areas of minors, where UNICEF actively participated through advocacy and expertise. The same case is also seen regarding the elimination of child labor in Bangladesh and Pakistan, where through advocacy and projects could bargain with stakeholders and influence new reforms within each specific national circumstances. This is connected to the fact that, thanks to the centralization of its activities, each field-representative of UNICEF has the autonomy in the country to choose and implement activities appropriate to local necessities, for instance on certain sensitive issues by working together with the government and other NGOs mainly through advocacy, as is another example on eliminate child prostitution in Thailand (Oestreich 1998).

The examples expressed in this part are some cases in which UNICEF had active involvement in domestic politics. This agency works actively so that the rights of children and adolescents are respected in every sense. In the next subsection, the effort of UNICEF in relation to education and its presence in Bolivia and Brazil will be presented.

### **2.3.2 UNICEF and Education**

With the premise "every child has the right to learn" (UNICEF 2022c), it is understood that education is now one of UNICEF's priorities. Initially, education was not part of its scope<sup>38</sup> and gradually this agency became interested on the topic, prioritizing the following points since 1995: "(1) Universal access to primary education, formal and non-formal. (2) Improving the quality of primary education. (3) The education of girls. (4) Early childhood development. (5) Adult education and literacy. (6) Post-primary education. (7) Education for children in emergencies. (8) Education for children in especially difficult circumstances" (Jones 2006, 599). UNICEF believe that all children in the world, regardless of their nationality, race, ethnicity, or social-economic class, can have access to quality education with a gender-sensitive approach. This agency works closely with its country-based staff and governments to promote policies to improve

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<sup>38</sup> Since its creation, UNESCO was the UN agency dedicated to education. After UNICEF became involved in the issue, these two agencies began to partner (Beigbeder 2001a).

education. Placing education on the international agenda and operating actions at the country level has given UNICEF a “prominent place among multilateral educational institutions” (Jones 2006, 592).

The agency focused on developing country-based programs, choosing staff in the field, and giving them some freedom to choose what activities to carry out, depending on the features and circumstances of each state. For example, in a report on UNICEF's role in developing national policies to provide education as a peacebuilding mechanism in post-conflict situations in the cases of Sierra Leone, Lebanon and Nepal, relevant insights were found. Although the study focused on the role of the agency and how education consolidates peace, its work hand-in-hand with the Ministry of Education of each country and the formulation of new educational policies draws attention. In these cases, the agency had great influence on national educational policies due to its good reputation, credibility, and reliable information, thanks to its local presence and direct interaction with civil society. Governments viewed UNICEF as an "honest broker with extensive experience in designing, managing and delivering high-quality educational interventions" (Novelli and Smith 2011, 32). The presence of UNICEF before, during and after the armed conflicts and the knowledge of the history in the 3 countries, gave relevance to the educational programs carried out. The sociocultural and educational knowledge that UNICEF local staff managed became his greatest strength when negotiating with the educational authorities of each country, which lacked infrastructure, knowledge, and funds (Novelli and Smith 2011).

Another exemplary case comes from Uzbekistan. As happens in most cases, the agency has had a presence in that territory for decades. Due to the preschool learning gap, UNICEF Uzbekistan, and the Ministry of Preschool Education (MOPSE) joined forces to develop new policies for early childhood education. Since 2018, with funds financed by the World Bank, UNICEF and a partnership with the private sectors, the agency and MOPSE managed to increase preschool enrollment from 28% in 2018 to 65% in 2021. In addition to opening more than 17 thousand preschool establishments in the country. "UNICEF support the Government in preschool education through the development of laws, policies and plans, data collection mechanisms and quality assurance, platforms digital, research and communication and promotion" (UNICEF 2022c, 2).

In a similar vein, in Cambodia between 2006 and 2010, policies for equitable access to education, quality in the education system and decentralization of the Ministry of Education, Youth and Sports (MoEYS) were developed. With external donors and the 3 government priorities, MoEYS and UNICEF Cambodia implemented an education reform. Similarly, Cambodia created its 2006-2010 education reform plan, which focused on policies for equal access to education, quality in the education system, and decentralization of the MoEYS. With the help of external donors such as UNICEF, the World Bank among others, MoEYS and UNICEF Cambodia implemented a new education reform incorporating the 3 government policy priorities. The agency's influence in the country is based on financial and technical support. UNICEF actively participated in the changes in policies for the development of education, although they continue with the challenge of achieving the expected results (Tan 2007).

About UNICEF and its gender equality approach in education remains the major challenge. Girls attend school at a lower rate than boys, creating a gender gap in

education<sup>39</sup> (Roberts 2012). The Development Center (SIGI) of the OECD had stated that there is no inequality gap. According to SIGI data, in Bolivia and Brazil there is no gender inequality in Primary School, and in the case of Secondary School there is a slight difference, benefiting girls in both cases (Social Institution & Gender Index 2014b; 2014a). On the other side through its local-based team and inquiries, UNICEF confirmed this gender gap. Only 66% of the world's countries have reached gender parity in primary education, and the percentages are lower in secondary education and lowest in higher education (UNICEF 2020). Some scholars suggested that the best way to reduce the educational gender gap is through government investment, to work on the accessibility of low-income girl to school, especially in rural areas in South America (Stromquist 2001). A new study suggests that investment in infrastructure did little to equal education, but rather needs to work with the social, cultural, and family structure to increase the value of having a girl in school (Roberts 2012). To summarize, scholars have agreed that government funding, in many cases, is not the problem. So, the issue is how to change the paradigm and beliefs of a culture, where the same family environment does not believe in the benefits of education on girls. The answer that arises out from the studies is that governments and international organizations should put the focus on “programs to increase the societal value of girl's education” and change our social structures (Roberts 2012, 1; Klees and Qargha 2014).

The relevant and positive feature of UNICEF is that the construction of its credibility is given by the work it does at the local level with highly practical operations. Promoting from the same societies involved to a normative and political transformation. Its access to civil society also contributes to acquire truthful and sensitive knowledge, focusing the development of education in each country from its bases and culture to policy makers (Novelli and Smith 2011). However, in terms of educational policy changes and the influence of UNICEF, there is not much evidence. One of the reasons may be that from UNICEF headquarters there is a variety of approach limiting the education team for regulatory changes, causing there to be no clarity in education policies (Jones 2006). In the next sections, the presence of UNICEF in Brazil and Bolivia will be exposed. What has been its history in each country and if there is any evidence of the agency's influence on national policies.

### **2.3.3 UNICEF in Bolivia**

UNICEF has been present in the country since 1950, working in partnership with the Bolivian government for 71 years (UNICEF 2021). According to the agency, the main objective in the country is to be able to ensure compliance with the rights of children and adolescents, promoting educational development programs and active participation in society. An important fact is that this also extends to women and especially to indigenous people<sup>40</sup>. UNICEF Bolivia and the Plurinational Government of Bolivia work actively

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<sup>39</sup> The reasons why a family prioritizes the education of a son over a daughter continues to be discussed. Scholars agree that some of these factors can be a strongly patriarchal culture, family structure, and governmental financial investment, among others (Stromquist 2001; Roberts 2012).

<sup>40</sup> The protection of the rights of indigenous people is a sensitive issue in Bolivia, since for decades the government has been negligent in developing programs for this group, which according to the Center for Democratic Studies of Latin America, CEDALE (for its acronym in Spanish), in Bolivia 62.2% of its population has declared itself indigenous. In addition, according to the Latin American Episcopal Council, CELAM (for its acronym in Spanish), Bolivia is the country with the highest percentage of Ethnic Groups, with 37 indigenous peoples officially recognized

with five-year cooperation programs. In addition to the agreements signed with local municipal and departmental authorities, UNICEF share initiatives with the private sector, NGOs, and with civil society, having a strong local presence. Programs are currently being developed to reduce the educational inequality gap, especially in indigenous towns far from large cities, where children have greater difficulties in accessing any type of education (UNICEF 2021). Inequality in Bolivia is focused on children who live in cities and indigenous children who live in rural areas. The agency also prioritizes comprehensive child development programs, such as early childhood, basic sanitation care, violence prevention in all areas, and child exploitation like child labor. Additionally, the empowerment of adolescents and accessibility to school, and finally provide everyone with the same opportunities for educational quality.

In all these years of presence in the Andean country, UNICEF Bolivia has managed to work with the government, to be able to focus on the real problems, detecting situations where a child is in any kind of violence situations and work with families and communities to find solutions. Among the outstanding results, it can highlight the elaboration and promulgation of the Code of the Child and Adolescent in 1999, and its extension and regulations in 2014. This Code, recognizes and applies the international rights that a child and adolescent have, such as free education from the age of 6, as well as to prohibit 21 forms of hazardous work, approving child labor at the age of 12 years with the consent of parents (UNICEF 2014). The agency applauded the great progress of the Bolivian authorities in defending the rights of children and adolescents up to the age of 18. However, UNICEF Bolivia expressed great concern for not eradicating child exploitation.

One of the most important progresses in Bolivia is the drastic decrease in illiteracy rates thanks to programs led by the government and the help of UNICEF Bolivia. Furthermore, "universal access to primary education has almost been achieved" (UNICEF Bolivia 2022). It should be emphasized that, among the development priorities of educational programs that are being applied, is to guarantee that all children, girls, and boys, complete the educational cycle. This shows that the focus on gender inequality is not yet a priority in this country. However, in the last two years UNICEF is trying to promote educational programs in areas where there is minimal or zero female participation. Within the official UNICEF website, there is one program that seeks to empower girls and adolescents to participate in areas such as science, engineering, mathematics and technology, fields with male dominance. Furthermore, there are online forums where the participation of girls is encouraged, breaking stereotypes, warning and fighting against gender discrimination and gender violence especially in rural areas (UNICEF Bolivia 2021b; UNICEF Bolivia 2021h). According to the UNICEF representative in Bolivia, Rafael Ramírez, "girls are breaking down the boundaries and barriers of stereotypes and exclusion, including those targeting girls with disabilities and those living in remote communities"(UNICEF Bolivia, 2019c).

Other topics have greater relevance regarding education on the main government agenda, such as issues related to poverty such as the lack of educational materials, access

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by the Government. Despite their diversity, over the course of Bolivian history these peoples have been the most marginalized, excluded and discriminated against, with high percentages of illiteracy and poverty.

to schools in rural areas mainly affecting girls, early childhood care, child labor, among others. The gender-approach and girl empowerment have been an issue that UNICEF Bolivia has begun to advocate for in recent years. According to The Borgen Project Organization<sup>41</sup> what will determine a child's education is their socio-economic level, gender, and region. In this case, if it is a girl of indigenous origin, who lives in a low-income rural area, it is less likely to finish elementary school than a boy who lives in the city, from a wealthy family, non-indigenous background that will finish at least 14-years education (Chari 2020). In the case of Bolivia, which worsens the panorama, it is the underdeveloped education system in rural areas, making boy and specially girls' access to the system unlikely.

The public education system in Bolivia has not yet been able to close the gap in access to schools between urban and rural areas. The lack of infrastructure development is part of this problem compared to cities. In addition, as mentioned, ethnicity is also a matter of discrimination and school dropout. UNICEF Bolivia's initiatives raise awareness at the local and national level, not only about the rights of each child, but also focuses on improving the situation of indigenous children. Moreover, due to the lack of water and the sanitation system in low-income rural schools, due to the deterioration of the infrastructure, it puts children at risk, especially girls who do not feel safe going to school when they are menstruating, eventually dropping out of school (UNICEF Bolivia 2016).

Finally, the issue of child labor also occupies a part of the agency's advocacy and awareness work. The Bolivian authorities have approved a child code that limits the labor activities of a minor but does not eradicate them. There are two types of child labor allowed. The first is when it is under the supervision of the child's parents, and the second is when the child is self-employed. Children living in rural areas are the most affected by this practice, since generally at an early age they are sent to urban areas to have better opportunities for education and life, but unfortunately these children are directed to forced child labor in agriculture, construction or in sexual exploitation (Defensoría del Pueblo 2021). For these reasons, UNICEF Bolivia has created systems for the protection and prevention of child labor, working directly with low-income families and children. At the national level, it continues its work advocating to increase the legal age of labor, since this directly affects the education of the child (UNICEF Bolivia 2019b).

In general terms, UNICEF Bolivia raises awareness about access to quality education, especially at an early age and primary school. With education, a range of opportunities appear, where children, with well-developed skills, can improve their lifestyle in the future, helping themselves, their families, their community, and their country. In all the decades of work, UNICEF Bolivia has created an important link with civil society (UNICEF Bolivia 2022). This has given it the legitimacy of being able to continue to be present and develop its initiatives in the most vulnerable areas (Comunidad Ciudadana 2018). In addition, its relationship with the government has always been cordial, since the agency has been supporting government initiatives, giving technical assistance and financial aid. "With UNICEF support, Bolivia's education system

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<sup>41</sup> The Borgen Project is a nonprofit organization that works addressing poverty and hunger by lobbying US Congress to support international aid programs in developing countries.

developed a better regulatory framework" (UNICEF 2021, 3) focused on the prevention of violence in schools, and better training for teachers. In recent years, due to the pandemic outbreak, UNICEF Bolivia led the efforts to return face-to-face classes increasing its partnership with the government (UNICEF 2021).

#### **2.3.4 UNICEF in Brazil**

In the case of Brazil, UNICEF opened its offices since 1950 (UNICEF Brazil 2021b). This agency is actively working in favor of the most excluded and vulnerable boys and girls in this wide country. Due to its vast territory and large population, UNICEF has a national office, 8 local offices in different states, and a temporary office in the city of Boa Vista, on the border with Venezuela. The agency has good credibility in issues focused on children and adolescents. The work with the different municipal, state and federal governments have given it legitimacy to promote domestic policies. Thanks to its local approach, initiatives promoting social and political changes have more incidence. (UNICEF Brazil 2022d). Among its main objectives is to be able to present children and adolescents as active actors in public policies, advocating for their rights. For decades UNICEF Brazil and the Federal Government of Brazil have developed several programs, with the objective of providing the same opportunities to all children, access to health, awareness about child nutrition, preventing violence in all its forms, equal access to quality education regardless of gender and nationality, early childhood protection centers, among the most prominent.

UNICEF Brazil has a partnership with the local governments of the regions where the most vulnerable groups of the country are located. It also involves social organizations, the private sector, and other international organizations. Every 5 years a country agreement is signed between the Brazilian government and the agency for joint actions. Its initiatives focus on access to basic health services, protection from extreme violence and quality education (UNICEF Brazil 2022b). As for education, this agency has key priorities for its development, always focused on political participation. Since the 90s, access to school was universalized and the federal government began to guarantee access to school for all children. Despite its efforts, dropout rates were very high. Organizations like UNICEF focused on being able to bring schools closer to children. More resources were allocated to the most rural and remote parts of the country. According to data from UNICEF Brazil, it recognized an increase in the percentage of students who attend school. However, in 2019 alone it is estimated that more than 1.5 million children, from remote areas, did not attend school (UNICEF Brazil 2022e). According to statistics from the agency, another cause for dropping out of school is the fear of failure. With practices focused on overcoming obstacles and an educational system more sensitive to the problems experienced by children and adolescents, success in the classroom is guaranteed (UNICEF Brazil 2022e).

Another priority of UNICEF Brazil in terms of accessibility to schools has to do with gender equality. In following the universal mandate of human rights, the work of advocating for the right of girls and to gender equality in education is relevant. According to another study, girls are the most vulnerable. Among the reasons why they do not access education or drop out of school, there is teenage pregnancy and the need to work to obtain resources to live and help their families (UNICEF Brazil 2022e). Due to these problems, UNICEF Brazil and the Brazilian government have launched outstanding projects such

as 'Active School Search', a free platform that helps municipal authorities to identify children who are not in school (Busca Ativa Escolar 2021). Once the child is identified, the state, through social workers, ensures his or her enrolled in the school closest to the child's home and follows up over time to ensure that his\her education continues. The agency, through private or public funding, seeks to continue with programs like these.

On the gender-approach in education, in 2017 the "Today Girl, Tomorrow Woman" empowerment project was launched. In the city of Recife, support center offices were opened for girls and adolescents to raise awareness about the importance of their political participation and advocacy in gender-sensitive policies. Through promoting participation and civic action, as well as training in workshops to prevent gender violence and adolescent pregnancy, girls and adolescents are empowered to continue their studies (UNICEF Brazil 2019e). The objectives of the project are to inform and educate all girls about their rights, the search for gender equality in education, respect and religious tolerance, the right to citizenship, and above all the strengthening of their identities to live in a diverse and multicultural community where differences are respected.

School quality is another point that UNICEF Brazil offices focus on. Since 2003, in partnership with the Ministry of Education, Educational Action was created. This initiative consists of processes of evaluative indicators that are applied to all schools in the country, so that they can be evaluated and create proposals for educational development. Due to its high rates of violence, this agency also advocates having school environments free of violence. Focused on changing the educational curriculum, UNICEF Brazil is advocating that education protects against violence (UNICEF Brazil 2022e). In short, UNICEF Brazil is focused on clearer changes in educational policies. Local participation is key to generating normative changes. Due to its decentralization of powers and the freedom of choice that each UNICEF office has in the Brazilian territory, each vulnerable region has the advantage of applying or creating new initiatives according to their contexts.

### 3. RESEARCH DESIGN AND METHODOLOGY

#### 3.1 Introduction

This section will present the choice of methodology and what is the process that has been used for the research design. In addition, the reason for the selected method and approach and the case studies will be explained. Consequently, the collection of data, its classification, subcategories, and its analysis will be detailed. Finally, the difficulties and challenges that arose when carrying out this research will be presented, together with the considerations of the data obtained.

#### 3.2 Research Design

To break down the components of this research design, it is key to be able to understand the purpose of a research. Understood as a 'systematic process of discovery and advancement of human knowledge' (Asenahabi 2019, 77) a research helps to understand a specific problem and seeking a solution by providing new approach to what already existed before<sup>42</sup>. In the other part, the design is, as its word means, a set of components that help to develop a plan within standards that are affected by the researcher and that puts the study into practice. Overall, the research design is important because it is like a map that guides the researcher with specific standards. This map is established by the same person, so that its limitations are clear, avoid wasting time and resources and all parts work in harmony, or it should be. In order to have the desired results, the type of analysis must be deliberately chosen and reflected in the research design as strategic to interpret the data collected within the constructivist theoretical paradigm (Jongbo, O.C 2014; Asenahabi 2019).

In this case, the most appropriate design is to use qualitative methodology. First, because the theme selected in this study is complex in trying to understand the influence that UNICEF could have on the Bolivian and Brazilian governments, using qualitative methods will enable us to identify different mechanisms that may lead to influence and allow for abroad understanding and exploration of the theme and context in which it is analyzed (Asenahabi 2019). The concept of influence, as explained in the literature, is difficult to measure, since it is related to the ability to modify behaviors and obtain changes in favor of achieving the objectives of those who exercise that influence. That is why the study focused on the context in which it occurs. Words say more than their literal meaning, the choice of verbs or how a sentence is constructed help to understand a broad context of Education. In addition, the relationship between governments and UNICEF, and the agency's influence on significant changes within the national context, is better understood.

Second, in the qualitative approach, open-ended questions help drive data collection, focusing on the context of the objective. Generally this is done in an inductive

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<sup>42</sup> The wise King Solomon said in his old writings in the book of Ecclesiastes, chapter 1 verse 9 'and there is nothing new under the sun'. At this point, I personally believe that there is nothing new, but as social structures continue to evolve and develop, we will have new ways of understanding the world around us. We have the same problems, but different ways of approaching solutions, depending on how society develops.

style from the particular to general subjects, using the interpretation of that content by the researcher (Creswell 2009). This type of inquiry helps to analyze a specific problem, an individual or a society within a complex social structure. What is said and not said is also important because is communicating something that the researcher must have the ability to interpret. For example, the history of a country, the background of a culture, the values of a society, family composition, social and economic disadvantages, political ideologies, or a state system are some important points to consider making a closer interpretation of that context.

From the constructivist paradigm, each issue is within a specific context and people, states and IOs interact in it. In addition, it is not denied that the inquirer's interpretation is shaped by his\her own background and knowledge and incorporates more information, cultural, historical, and social perspectives to enrich his reasoning. In this method, the most important thing is not to test theories, because the interpretation is given according to the specific conditions of each case, but to create meaning and purpose to what is being studied (Asenahabi 2019; Denzin and Lincoln 2005). In this context, reality is a social construction that must be interpreted by the researcher, taking into account the 'situational constraints that shape the inquiry' (Denzin and Lincoln 2005, 10) seeking answers by analyzing actions and making sense of the results. For these reasons, in this research, what is most appropriate is the qualitative approach because this is an investigation that goes through several disciplines and fields of study, as well as by methods interconnected with the context that leads to an interpretative analysis made by the researcher.

After placing the research ontologically and delimiting its theoretical framework, the shift goes to the empirical field. The chosen research strategy is the case study adopting an inductive orientation because it is from the data collected in the field that meaning is extracted. According to Creswell, this research strategy is where you can study in detail some activity, process or program that is connected to a specific time, place and group (Creswell 2009). In his words: 'Case Study research is a qualitative approach in which the investigator explores real-life, contemporary bounded system (in a case or cases) over time, through detailed, in-depth data collection involving multiple sources of information, and reports a case description and case themes' (Creswell 2013, 97).

One of the characteristics for which the case study was chosen is that instead of using the case to be applied within a theory, each case is studied according to its uniqueness. This means that the result that will be presented will be based on what is found for each particular case in a narrative analysis and not to apply a hypothesis (Lewis-Beck, Bryman, and Futing Liao 2004). In this context, the purpose is to be able to interpret the influence in two different systems and cultures such as Bolivia and Brazil and how UNICEF has adapted to each context and what actions it is using to benefit the children and adolescents, contributing to the domestic policies of each country.

Another important point is to determine what type of case study is going to be carried out. Although, in general, the sample is small in the case study, to be intentional in the collection of samples, the selection procedure chosen here is the 'Most Different Systems Design' (MDSD). The MDSD case study type requires at least two or more cases to be compared. One of the characteristics is as its name says, the cases must have a considerable difference, that in the case selection features must be considered to justify

the contrast when investigating one or several hypotheses applied to the study cases (Box-Steffensmeier, Brady, and Collier 2008). In this case, the comparison between Brazil and Bolivia falls into this category, since even though these two countries are in the southern part of the American continent, they have significant differences not only in language, but also in geography, population, economy, political structure, culture, and what matters to us here, education. I will develop these distinctions later.

Regarding the analysis, in this case the Qualitative Content Analysis will be used. This research technique is focused on the study of texts, it helps to find the meanings within a body of discourse. In other words, it is possible to detect the particularities that are related to the investigation within the analyzed text messages. The key is to be able to determine specific patterns in a wide sample of texts. Some of these patterns come with singular communicative registers, metaphors, folkloric motifs, aesthetic codes, generic conventions, or other rhetorical figures intertwined in the text of the message (Lewis-Beck, Bryman, and Futing Liao 2004; Mayring 2000).

The distinction between content analysis and qualitative content analysis is important to underline, since in general the former refers to the collection of qualitative data and a quantitative analysis. In the second, the difference focuses on what 'the characteristics of language as communication with attention to the content or contextual meaning of the text' (Hsieh and Shannon 2005, 1278). The significance of textual features brings new understanding in the analysis of a topic. This qualitative approach comes to break the barrier of statistics and goes beyond the meaning of any word, phrase or even headline of a statement. There is a purpose to why certain phrases were used or, for example, why someone decided to inform about a project, what type of information they share, who they mention and how they rate that activity. In other words, when studying a case, the objective is to be able to give knowledge and understanding. In this part one point must be mentioned to be aware, first when speaking of interpretation, it must be recognized that it is subjective. But, in this matter, subjectivity has to do with the background in which the researcher is situated to firstly choose a case as well as when interpreting each text since for the interpretation there is a classification system, a coding process and category or theme division to determine patterns of a phenomenon that has not been studied before (Hsieh and Shannon 2005; Elo and Kyngäs 2008).

In this analysis process the procedures to follow are the selection of the analysis unit, collection of the data, generation of codes to classify and evaluate the content. Then, categories/themes and subcategories/subthemes are created and grouped based to content. The categories/themes, which are chosen by the researcher according to the interpretation that he or she gives to the text, help to describe the case within a shared understanding and generate more knowledge of the subject studied (Cavanagh 1997; Lindgren, Lundman, and Graneheim 2020).

### **3.2.1 Analysis Data Collection**

To analyze the ways in which UNICEF contributes to the development of education in Bolivia and Brazil, I will begin by describing where the files to be analyzed were obtained from, what type of files they are comprised of and the coding scheme. Regarding collecting data, the primary sources of documents were obtained from the official websites of the governments of Bolivia and Brazil and the corresponding

UNICEF offices. The search was conducted online and included material published since 2015. The use of the official texts of each group and being able to contrast them, will help to try to understand the relationship of influence that UNICEF has in each country.

For qualitative content analysis, due to the quantity and variety of data and codes, there are some computer-assisted programs that help to manage and organize it better. In this study, I will use a qualitative data analysis computer software called NVivo, developed by a 'QSR International' a software company based in Massachusetts (NVivo 2022). The objective of this software is to be able to centralize all the information and to be able to compare codes or categories efficiently. In addition, it is an adequate tool for conducting a comparative analysis, because it 'limits the researcher to finding codes throughout the dataset' (Leech and Onwuegbuzie 2011, 71). In other words, NVivo is useful to assist in the analysis process, especially in the management of empirical material in qualitative data content analysis to generate insights for further exploration (Oliveira et al. 2013; Leech and Onwuegbuzie 2011; Hilal and Alabri 2013). Due to the number of documents to handle and the efficiency in coding, NVivo is a functional instrument for this study. Although it does not do the analysis of any text, but it does help to visualize the data in an effective way.

### 3.2.1.1 Primary Sources:

1. Official documents of the Plurinational States of Bolivia and the Federal Republic of Brazil are newsletters, parliamentary hearings report, educational law project report, education legislation report, educational annual reports, educational manual, and educational program reports.
2. Official documents from the UNICEF offices in the two countries in question are newsletters, educational articles, educational projects reports and educational annual reports.

The documents found from the different official online platforms are detailed below:

- **UNICEF Bolivia:** 52 documents could be downloaded<sup>43</sup>. The following documents are:
  - 46 Newsletters.
  - 5 Educational articles.
  - 1 Educational manual.
- **Bolivian government:** 49 documents could be downloaded<sup>44</sup>. The following documents are:
  - 38 newsletters.
  - 8 Educational annual reports.
  - 3 Educational manuals.

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<sup>43</sup> See Appendix 1 Type of UNICEF Bolivia documents.

<sup>44</sup> See Appendix 2 Type of Bolivian government documents.

- **UNICEF Brazil:** 64 documents could be downloaded<sup>45</sup>. The following documents are:
  - 43 Newsletters.
  - 11 Educational articles.
  - 7 Educational reports.
  - 1 Educational annual report.
  - 1 Educational legislation article.
  
- **Brazilian government:** 41 documents could be downloaded<sup>46</sup>. The following documents are:
  - 26 Newsletters.
  - 5 Parliamentary hearings reports.
  - 2 Educational program reports.
  - 1 Educational annual report.
  - 1 Educational manual.
  - 8 Educational law project reports.

The scope of this study is dated from 2015 to 2022. When starting the study, the goal was to gather documents from 2010, but when the data collection began from the official online platforms, a problem was perceived. Files were not found for all the required years. For that reason, only the documents related to education that were available on the pages could be abstracted. Documents from the years 2015-2016 onwards were obtained. Likewise, starting in 2019, the amount of information published intensified, especially on official government pages. Indeed, difficulty has been experienced in obtaining files dated prior to 2016. It has been noted that informative documents from 6 years ago or more have been taken offline. In this sense, it was decided to reduce the scope of the years of this inquiry.

Once the documents were collected, files were uploaded to the Nvivo system to be able to examine the qualitative content analysis. In the Nvivo system it was classified into 2 cases in 5 codes, which will be explained later. Then, document by document was analyzed, marking the references that coincided with the definitions of the codes. By marking the references, it was possible to acknowledge different codes in the same document. In addition, this repetition in the written discourse was also taken into consideration when marking the reference. I will explain this point in the data analysis.

The category\theme classification system in the coding process is relevant because it will help to assess the validity between the data and the methods. Each category\theme 'is named using content-characteristics words' (Elo and Kyngäs 2008, 111) of the content. What is sought here is that the categories/themes have the link with the concepts presented in the literature review and these are extracted from the data for validation (Elo et al. 2014; Lindgren, Lundman, and Graneheim 2020). In this case, a code scheme was developed so each code is specified and defined. This scheme is presented below.

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<sup>45</sup> See Appendix 3 Type of UNICEF Brazil documents.

<sup>46</sup> See Appendix 4 Type of Brazilian government documents.

Going further, focusing on the influence that UNICEF can have on domestic affairs, and to underline whether there is any understanding that supports the research question, I will use the Summative Approach for Qualitative Content Analysis. Within content analysis, there are 3 approaches called conventional, directed, or summative, that serve to help better interpret the meaning of content. What differentiates one approach from the other is that, in the conventional approach the codes are taken from the text avoiding falling into existing theories and trying to explain a phenomenon. In the direct approach, from the theory the codes are determined using deduction in its interpretation, with a more structured process. Lastly, in the summative approach, the mixture of the two previous ones is used, the codes are derived from the existing literature, but also from the text. In this perspective comparison and counting are used, with the help of keywords to detect the code and then interpret the text. Within the text, the keywords or phrases are identified to classify them by themes. From there, the process of interpretation of the content begins, since the objective is not to quantify <sup>47</sup> the words, but to discover the underlying meanings of the content in its context (Hsieh and Shannon 2005; Rapport 2010). In qualitative content analysis with a summative approach, it is mainly used when analyzing types of manuscripts in journals or textbooks. Furthermore, phrases found in texts can be sentences or a whole paragraph, depending on the classified code. In this case, reports of various kinds, newsletters, and articles from two institutions will be analyzed.

In this study, having already collected data at the beginning of the analysis, the words or phrases related to the themes recognized in the coding were identified. With this action, patterns are found, and the content is contextualized in codes. With what has been described so far, the coding process is important because provide a classification system for analysis, that is why in this study it will be classified into themes to organize the content (Forman and Damschroder 2007). What has been found is that most of these themes are expressed directly in the texts and others are derived through interpretation analysis. To begin the categorization, in the coding scheme 5 themes have been determined in relation to the influence that UNICEF offices might have on the governments of Bolivia and Brazil. These codes have been created thanks to the existing literature and to the analysis of the data. They are the following<sup>48</sup>:

1. Financial Support and Donations.
2. Advocacy and Awareness.
3. Expertise and Advisory Role.
4. Positive Rhetoric.
5. Gender Equality.

This part is very important, for the reason that 'coding the data allows the researcher to rearrange the data into analytically meaningful categories' (Forman and Damschroder 2007, 49). Since the categories of the codes are created, for their greater

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<sup>47</sup> Hsieh and Shannon explain that the summative approach of qualitative content analysis used quantifying words or phrases in text to explore their usage, later the underling meaning of the context is analyzed. Therefore, it is important to highlight this, as we will be using this approach where keywords help to interpret meaning.

<sup>48</sup> It should be mentioned that the number in which they are expressed has nothing to do with the priority or more value of one theme than another. The use of numbers is only merely for the organization of the coding process.

description of meanings and to determine rules, it is crucial first to create a code scheme, which serves as a map to be able to navigate in all the data that exists and classify it systematically. So, what is a code scheme? In simple words the 'coding scheme comprised the code name, code definition, text examples and coding rules' (Burla et al. 2008, 114). First the code scheme will be presented next.

### 3.2.1.2 Code Scheme

**Table 3.1.** Code Scheme

<b>Code Name</b>	<b>Code Definition</b>	<b>Code Rule</b>	<b>Examples</b>
Financial Support and Donations.	Financial Support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	Financial Support can be made: - Through associations of different types and with different groups in society. - Direct, without intermediaries, to the groups in question. - Aid must be tangible.	Keywords: help, aid, financial support, donations, etc. E.g., 'UNICEF donates supplies...' 'Delivery of vaccines for schools...'
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	Awareness can be done: - In different spheres of society. - Meetings with stakeholders who can contribute to the search for solutions. - Activities with groups at risk. Advocacy can be done: - Through meetings with key actors. - Press releases. - Attendance at important events to bring the problem back to the national agenda.	Keywords: prevent, contribution, promoting, awareness, attention, risk groups, projects in favor of, etc. E.g., 'UNICEF supports the actions of...' 'Meeting to sign agreement in favor of children...'
Expertise and Advisory Role.	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the	Expertise can occur: - Publish scientific research about relevant issues. - Specialized professionals giving training, coaching or	Keywords: scientific knowledge, advisors, experts, professionals, training, research results,

	development of a specific topic. The Advisory Role comes from the power of knowledge and materializes in the active participation of UNICEF officials in the creation of law projects.	tutoring to different sectors of society. - Through meetings with relevant stakeholders. The Advisory Role can be: - When key personnel are involved in specific law projects together with domestic policy makers.	investigations, etc. E.g., 'Training of UNICEF to health centers...' 'UNICEF recommends continuing student bonds...'
Positive Rhetoric.	The rhetoric is related to the art of being able to effectively communicate the positive actions of the agency, that are being carried out for a productive change that positively increase the identity value of the organization. The positive image that is created with the construction of a speech in favor of the agency is a mechanism for it to be perceived by others as relevant.	Value Rhetoric can occur when: - The good results of the project carried out by the same entity are communicated. - More visibility of the work being done. - Give credit to the work or professionals involved with the entity. - Give value to its history, structure, and operating system.	Keywords: achieve goals, thanks to, our proposes, our values, we did, our work, our initiatives, etc. E.g., 'The children's program.... achieved its objectives....' 'Girls go to school thanks to UNICEF...'
Gender Equality.	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in education matters. For a better development of education, educational systems must incorporate the gender perspective in their actions.	Gender Equality can occur when: - Projects and programs for education are carried out with a gender approach. - Commemorative dates are celebrated. - It invests in this specific group.	Keywords: inequality, gender equality, gender, injustice, visibility, gender approach, etc. E.g., 'UNICEF launches program especially for girls...' 'For the day of the girls...'

### 3.3 'Most Different Systems Design' Selection: Bolivia and Brazil

As I mentioned before, the selection procedure chosen in this study is the 'Most Different System Design' (MDS), and the cases that were deliberately selected are Brazil and Bolivia. These south American countries were selected for several motives.

Although both nations share territory in the region, the largest is Brazil with an important economy that affects the world, while Bolivia is not the smallest country in the southern continent but one of the poorest in the region. There are obvious differences such as size, territory, population, or even official language, as well as more structural and systematic differences such as politics, form of government, economy, education, culture, ethnic groups, etc. Below I will present the differences of each country.

### **3.3.1 Brazil, The Largest Country in South America**

With 215 million inhabitants, Brazil is an upper-middle-income developing country, the largest in demographic, geographic, and economic terms in the southern hemisphere. Among the ranking of the richest countries in the area, Brazil is among the first on the list, and the city of São Paulo ranks number 4 among the most populous cities in the world with more than 11.9 million people. (World Bank 2022; World Population Review 2022c). From a historical perspective, this country differs from its neighbors, for being the only one in the region to be colonized by the Portuguese Empire in the 1500s, until its independence in 1822. Officially acquiring Portuguese as the national language, this country has an incredible diversity of ecosystems thanks to its vast territory, having 60% of The Amazon, the largest tropical rainforest in the world. In addition, for hosting many cultures, the multicultural identity is admirable. Due to its diversity of ethnic groups and races, this country “is one of the most culturally and ethnically diverse countries in the world” (World Population Review 2022b). Brazil has a high percentage of the population of color in the region, which is why its fight against racism is constant.

The Federative Republic of Brazil has politically divided the 5 regions of its territory into 26 autonomous states and the Federal District. Considered as an emerging global power, Brazil uses the presidential system with the division of its powers into Executive, Legislative and Judiciary. The current president is Jair Bolsonaro. With elections every 4 years where voting is compulsory from the age of 18, this country is based on a democratic federative republic, with the multi-party system with proportional representation. Its economy is based, among the main ones, agriculture, mining, and manufacturing.

In matters of education, Brazil had a unique and differentiated beginning from the other countries in the region that were colonized by the Spaniards, since the Portuguese Crown settled in Brazilian lands and later contributed to national independence. The difference is that, in the Portuguese court educational policies were not contemplated because it was in the hands of the Catholic Church, and the circulation of books was prohibited. The same colonizers integrated the first Brazilian political elites and followed this line for a period, affecting the educational development of the country. For example, the first Brazilian university was registered in the year 1920 (Araújo Filho 2022).

Since its independence, Brazil has gone through various types of government such as monarchy, oligarchy, populist, and military rulers, until its new constitution. Before then, there was not much progress in educational matters. In the Federal Constitution of 1988, access to education was recently established as a basic right of all citizens (Campioni 2018). Sometime later, in 1996, the first National Education Guidelines and Framework Law was created. Legislatively, this law marked the beginning of the development in educational topics in Brazil, since after this it gave an opening to more

laws that seek to improve the Brazilian educational system (Stanek 2013). For example, one more year was added to the years of schooling, leaving a total of 12 between primary and secondary education. In public educational institutes education is free, where primary education is compulsory and secondary and higher education are not compulsory by law. Due to its federal system, early childhood education is the responsibility of municipal administrations, primary and secondary education is provided by the states, and the federal government provides technical and financial support to all educational systems in the country, regulates private educational institutions and drafts educational legislation. This structure favors the autonomy of municipalities and states. The decentralization of educational forces helps each state, according to its population, region, and circumstances, carry out specific activities. The decentralization system has always been implemented in the country. The big problem that Brazil has is the inequality in financing, due to the difference in per capita income between the Brazilian states (Contreras 2005).

According to Brazilian history, there was not much encouragement to put more effort into the education system. Some authors, very critical of this period, refer to it as the country's worst educational performance, in comparison with other countries. Before the educational reform was signed in 1996, few groups of the population had access to school. Generally upper-middle white class. Among the great historical problems in education, there was a lack of schools, large numbers of children abandoned the classrooms, and that the federal government did not invest money in the educational system. Over the years, policymakers have addressed these problems, for example by making primary education compulsory. But despite the improvements, the problems of inequality in access to quality education still persist, affecting the poorest population in the country which historically is the low-income color class, and adolescents still drop out of school (Brock and Schwartzman 2004; Birdsall and Sabot 1996).

IOs played an important role in the development of education in Brazil. Through financial aid and other resources, agreements were signed, scholarship programs were created, and incentives were given to continue with higher education. For example, thanks to the support of UNESCO, the first National Center for Research in Education (CBPE for its acronym in Portuguese) was founded around the 1960s in Rio de Janeiro (Brock and Schwartzman 2004). Following international trends, the government gradually began to transform education, until the Education Law was approved, which, as mentioned, changed the way in which politicians perceive education.

A noteworthy fact is that Brazil, from its beginnings as a republic, has always been influenced by foreign systems, especially European ones. This occurred because the Portuguese elites did not leave their former colony but integrated into the political elites of the new country. This also explains why, before the approval of the Education Law in 1996, cultural, racial, and ethnic issues were not addressed, excluding indigenous and black children from the educational system. From that moment on, equity in the educational system was advocated and representatives of these minorities began to be heard in policy making (Oliveira 2014; Brock and Schwartzman 2004). One of the big current problems in Brazil is that politicians are cutting public spending on education. The last administrations of the country have made public expenditures cuts that directly affect basic education (World Education News + Reviews 2019).

Among the data to highlight, according to the Human Development Index (HDI), Brazil is in the high human development category with a value of 0.765 in 2019, ranking 84 out of 189 countries as seen in the next Table 3.2. (United Nations Development Program 2020a, 2).

**Table 3.2.** HDI Ranking frame from Brazil

Human Development Index (HDI) Ranking						
From the 2020 Human Development Report						
Brazil						
Rank	Country	HDI value (2019)	Life expectancy at birth (years) SDG3	Expected years of schooling (years) SDG 4.3	Mean years of schooling (years) SDG 4.6	Gross national income (GNI) per capita (PPP \$) SDG 8.5
84	Brazil	0.765	75.9	15.4	8.0	14,263

Source: Human Development Report Office 2020. - Created with Datawrapper

**Source:** Taken from UNDP ((United Nations Development Program 2020a, 2).

To see the increase in human life expectancy, between 1990 and 2019 there was a 24.8 percent increment in the HDI. At the same time, human life expectancy at birth increased by 9.5 years and the expectation of schooling increased by 3.2 years as seen in the next table 3.3. (United Nations Development Program 2020a).

**Table 3.3.** Brazil's HDI trends from 1990 to 2019

	Life expectancy at birth	Expected years of schooling	Mean years of schooling	GNI per capita (2017 PPP\$)	HDI value
1990	66.3	12.2	3.8	10,251	0.613
1995	68.3	13.3	4.6	11,084	0.651
2000	70.1	14.3	5.6	11,276	0.685
2005	71.9	13.8	6.3	12,208	0.700
2010	73.6	14.0	6.9	14,409	0.727
2015	75.0	15.3	7.6	14,775	0.756
2016	75.2	15.4	7.7	14,139	0.758
2017	75.5	15.4	7.8	14,248	0.761
2018	75.7	15.4	7.8	14,182	0.762
2019	75.9	15.4	8.0	14,263	0.765

**Source:** Taken from UNDP (United Nations Development Program 2020a).

Inequality is also measured only in 152 UN countries, since while inequality increases in one territory, human development loses. According to this report, the loss due to inequality in all HDI indices for 2019 is 25.5%, reducing the number of HDI from 0.765 to 0.570. Furthermore, in terms of inequality in education we see 21.2% percentage in the table 3.4. below (United Nations Development Program 2020a).

**Table 3.4.** Brazil's IHDI for 2019

	IHDI value	Overall loss (%)	Human inequality coefficient (%)	Inequality in life expectancy at birth (%)	Inequality in education (%)	Inequality in income (%)
<b>Brazil</b>	0.570	25.5	24.4	10.9	21.2	41.0

**Source:** Taken from UNDP (United Nations Development Program 2020a).

The Gender Development Index (GDI) places Brazil in group 1, where the countries in this category have a 'high equality in HDI achievements between women and men' (United Nations Development Program 2020a, 5), that means that the deviation is less than 2.5 percent. Highlighting the high value of GDI that represents this Latin country in 0.993. On the contrary, the value of the Gender Inequality Index (GII) stands at 0.408. This means that, for example, "15% percent of parliamentary seats are held by women, and 61.6% of adult women have reached at least a secondary level of education compared to 58.3% of their male counterparts" as seen in the table 3.5. below (United Nations Development Program 2020a, 6).

**Table 3.5.** Brazil's GII for 2019

	GII value	GII Rank	Maternal mortality ratio	Adolescent birth rate	Female seats in parliament (%)	Population with at least some secondary education (%)		Labour force participation rate (%)	
						Female	Male	Female	Male
<b>Brazil</b>	0.408	95	60.0	59.1	15.0	61.6	58.3	54.2	74.1

**Source:** Taken from UNDP (United Nations Development Program 2020a, 6).

And finally, the percentage within the Multidimensional Poverty Index (MPI) granted to Brazil in the year 2015 is 42.5%, that means that the average deprivation score experienced by the Brazilian people in multidimensional poverty. According to this deprivation score, it is estimated that a household (with all its members) is classified as multidimensionally poor as seen in the table 3.6. below (United Nations Development Program 2020a, 6).

**Table 3.6.** The most recent MPI for Brazil

	Survey year	MPI value	Headcount (%)	Intensity of deprivations (%)	Population share (%)			Contribution to overall poverty of deprivations in (%)		
					Vulnerable to multidimensional poverty	In severe multidimensional poverty	Below income poverty line	Health	Education	Standard of living
<b>Brazil</b>	2015	0.016	3.8	42.5	6.2	0.9	4.4	49.8	22.9	27.3

**Source:** Taken from UNDP (United Nations Development Program 2020a, 6).

Brazil, as a multicultural country, continues to fight for the eradication of discrimination in all its forms, especially in gender and race inequality. However, we cannot fail to mention that there are still many vulnerable groups that are in poverty and

violence especially in rural areas and in the Amazon. In response to this problem, according to the Brazilian Associations of NGOs (ABONG<sup>49</sup>), there are more than 300 thousand NGOs actively working with sectors at risk (“Abong,” n.d.).

### 3.3.2 Bolivia, The Heart of South America

With 12 million inhabitants, the Plurinational State of Bolivia is called the heart of South America. This landlocked country is also known for occupying the second place of the countries with the highest rate of extreme poverty in Latin America, according to the Economic Commission for Latin America and the Caribbean (ECLAC) (Naciones Unidas and Comisión Económica para América Latina y el Caribe 2019). Bolivia as a lower-middle-income country, is a land that welcomes a variety of native peoples, being the Quechuas and the Aymaras the largest groups. 60% of its population are indigenous, the rest is divided between mestizos and white people. This information is relevant, since the identity of this country is connected to its indigenous roots and its ancestral cultures, as well as this group is the most vulnerable that lives in poverty and inequality (World Population Review 2022a). In recent decades, the visibility of indigenous leaders, such as Evo Morales, contributed to giving these groups more representation. Despite the efforts, inequality and poverty continue to be the biggest problems for Bolivians (Canada Global Affairs 2018).

Geographically, Bolivia has land borders with 5 South American countries. This gives it the privilege of having various ecoregions, which goes from the heights of the mountain ranges of the Andes to part of the Amazon basin. Agriculture, mining, and specially the hydrocarbon sector, are essential features of the Bolivian economy. This Andean country is politically divided into 9 departments, where only 3 have some sort of governmental autonomy. In general, everything is centralized in the Ministries and their national government offices. With modest economic growth, Bolivia uses the presidential system with the division of its powers into Executive, Legislative and Judicial. The current president is Luis Arce. As a democratic state, with representative and community participation, elections are held every 5 years and voting is mandatory from the age of 18. Religion and state are separated by law (World Population Review 2022a).

History is part of the identity of Bolivians since the present is the inheritance of the past. The struggle for independence from the colonizers lasted 16 years, until freedom was achieved in 1825. The time of colonization marked this country on various matters which are present in social discourse to this day. There is a cultural division marked by the indigenous and the white descendants of the Spaniards. As for education, despite looting the country's natural resources, the Spanish created educational policies for the territory although the objective was to “civilize” the indigenous as peasants. A remarkable fact is that during this period, in 1624 the first university in the country was founded (Araújo Filho 2022).

The descendants of the European colonizers who remained in Bolivian territory after its independence were the ones who continued to hold administrative positions.

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<sup>49</sup> ABONG is a national platform, created in 1991 to be able to organize in the best way all Non-Governmental Organizations in conjunction with the Civil Population and the Government, for more political visibility and focus their solidarity programs, defense of human rights and democracy in every state of the country.

Education was a control and subordination tool that they used against the indigenous people, who were most of the population. The schools of that time did not teach common subjects such as reading and writing, they removed books and scientific knowledge, to teach only agricultural subjects. The idea was to create a peasant culture to work in the fields. The elite group knew that if the indigenous people had access to education, they could undermine their authority. The separation of education for the upper and working class came to an end with the revolution of 1952, where a new administration reformulated educational laws. Two important points stand out: the expansion of education and literacy focused on the indigenous population and instruction to train Spanish speakers. From that moment on, the education system for all was standardized, Spanish became official as the main language, omitting indigenous languages and culture (Contreras 2005). A new period of marginalization began, since many indigenous people did not understand Spanish, dropped out of schools. Contrary to other cases, the government grants important funds for education. Apparently, the problem is the poor implementation and distribution of resources (Project Borgen 2015a). One of the factors that hindered the development of education throughout Bolivian history was its "chronic political instability" (Hudson and Hanratty 1991, 93).

Currently, although socialist parties have governed with the discourse of fighting inequality, this topic is still seen in the Bolivian educational system. Public schools lack quality, affecting rural areas and private education is expensive. Bolivia's educational curriculum is below international standards. Although the last educational administrations worked to reduce school dropout, their educational system still needs to be improved. Poverty is a crucial factor in the country, since for this reason many children drop out of school to join child labor. The schools do not have infrastructure or materials for their students. Teachers lack training and materials to teach. Under these conditions, many IOs specialized in education offer their resources to the government. (Project Borgen 2015b).

Since the revolution of the 50s, the government passed into the hands of the socialists to military commanders. In the periods of military governments, the participation of the IO had more openness, but when the power was interspersed, their activities were again limited. There were large projects led by the World Bank or UNESCO that did not have the expected results. Likewise, there was an attempt to create a new educational reform, with the help of specialized international agencies, but due to distrust of politicians it was not carried out (Contreras 2005). When socialism came back to the administration in 2005, the work of the IOs were limited. In a clarification, although the government, due to its poverty indices, does accept projects initiated and financed by funds from these organizations, when it comes to the creation of internal policies, its participation is very restricted. In recent years, this position has softened, the educational curriculum has been modified and a new era of alliance with organizations has been perceived.

Some data that stand out are the following. In the 2019 Human Development Index (IHD) information provided by the United Nations Development Program, Bolivia obtained an IHD of 0.718. This number is in the High Human Development category, an increase of more than 30% since 1990 in the expectation of a long and healthy life. Ranked 107th out of 189 territories within the UNDP, 'life expectancy increased by 15.4 years, average years of schooling increased 2.6 years' (United Nations Development

Program 2020b, 3), and finally gross national income (GNI per capita) grew 96.5% between the same period of time. See the following table 3.7. (United Nations Development Program 2020b).

**Table 3.7.** HDI trend of the Plurinational State of Bolivia based on a time series and each index that composes it <sup>50</sup>

	Esperanza de vida al nacer	Años esperados de escolaridad	Años promedio de escolaridad	INB per cápita (PPA en \$ de 2017)	Valor del IDH
1990	56.1	11.3	6.4	4,352	0.551
1995	59.3	12.1	7.1	4,902	0.589
2000	62.5	13.7	7.4	5,276	0.627
2005	65.3	14.3	7.0	5,518	0.643
2010	68.0	13.8	7.8	6,301	0.667
2015	70.3	13.6	8.7	7,718	0.697
2016	70.6	13.6	8.8	8,057	0.702
2017	70.9	14.0	8.9	8,186	0.710
2018	71.2	14.0	9.0	8,445	0.714
2019	71.5	14.2	9.0	8,554	0.718

**Source:** Taken from UNDP (United Nations Development Program 2020b).

In contrast, when measuring human development, the inequality index (HDI-D) is also exposed, and in this case, Bolivia has a 24.0% inequality that if reflected in the previously expressed HDI of 0.718, this makes a subtraction and as a result the index falls to a total of 0.546.<sup>51</sup> Another important index is that of gender development<sup>52</sup>, for Bolivian women the HDI is 0.696 while for men it is 0.737. In the gender inequality index, places Bolivia in 98th place out of 167 countries. In other data from the UNDP, women have a 63.2% participation in the labor market, compared to 80.5% of men, or in the case of education, “53.1% of adult women have reached at least a year of secondary education, compared to 59.5% of adult men” (United Nations Development Program 2020b, 6). According to the official website of the National Institute of Statistics INE, in the last three censuses (1992, 2001, 2012) on education and illiteracy rate, between women and men at the age of 15 years, women obtain a higher illiteracy rate in all important cities of the country as seen in table 3.8. below (National Statistics Institute 2022). The literacy percentages have increased in the two gender groups, but there is still a difference when we look at the female group.

<sup>50</sup> Translation in English: 1. Years; 2. Life expectancy at birth; 3. Expected years of schooling; 4. Average years of schooling ; 5. GNI per capita; 6. Value of the HDI (United Nations Development Program 2020b, 3).

<sup>51</sup> The logic of being able to count on this index of inequality is that if there is a high percentage of inequality in a country, the loss of human development also increases.

<sup>52</sup> The gender development index measures health, education and the control over economic resources estimated between women and men and is calculated for 167 countries.

**Table 3.8.** Percentage rate of illiteracy in the population aged 15 years or over by sex, area and city, censuses 1992, 2001, 2012<sup>53</sup>

ÁREA Y DEPARTAMENTO	1992			2001			2012		
	Total	Hombres	Mujeres	Total	Hombres	Mujeres	Total	Hombres	Mujeres
<b>BOLIVIA</b>	20.01	11.84	27.69	13.28	6.94	19.35	5.09	2.45	7.67
Chuquisaca	39.48	29.47	48.43	26.97	18.38	34.79	11.01	6.85	14.92
La Paz	16.87	8.51	24.66	11.39	4.85	17.56	4.60	1.74	7.33
Cochabamba	21.19	12.56	29.12	14.53	7.42	21.16	5.45	2.43	8.31
Oruro	15.39	5.93	23.88	10.61	3.58	17.29	3.96	1.29	6.50
Potosí	38.19	23.47	50.78	28.42	15.36	39.97	11.76	5.59	17.69
Tarja	21.22	12.73	29.35	14.10	7.91	20.09	5.76	3.17	8.29
Santa Cruz	11.07	7.25	14.91	7.26	4.26	10.26	2.59	1.50	3.71
Beni	12.84	8.96	17.02	8.88	6.18	11.86	3.14	2.28	4.07
Pando	21.02	17.86	25.49	8.88	6.18	11.86	2.22	1.74	2.83

**Source:** Taken from NSI (National Statistics Institute 2022).

Additionally, when we apply two variables, the urban area, and the rural area, we can see a great difference in percentages, increasing as a 35% to 40% percent of illiteracy in the rural areas of each important city of Bolivia. Also, a difference of more than 10% to 15% percent when comparing men to women. This helps us understand that gender and education inequality in Bolivia is more critical when we analyze rural areas, where the largest indigenous population is found. See the following table 3.9. (National Statistics Institute 2022).

**Table 3.9.** Percentage rate of illiteracy in the population aged 15 years or over by sex, area and city, censuses 1992, 2001, 2012<sup>54</sup>

ÁREA Y DEPARTAMENTO	1992			2001			2012		
	Total	Hombres	Mujeres	Total	Hombres	Mujeres	Total	Hombres	Mujeres
<b>BOLIVIA</b>	20.01	11.84	27.69	13.28	6.94	19.35	5.09	2.45	7.67
<b>URBANA</b>	8.90	3.76	13.52	6.44	2.48	10.01	2.67	1.04	4.17
Chuquisaca	12.84	6.60	17.95	9.97	5.06	14.20	4.75	2.30	6.88
La Paz	9.24	3.48	14.47	6.43	1.98	10.43	2.59	0.75	4.23
Cochabamba	8.14	2.97	12.59	6.68	2.26	10.54	3.03	1.01	4.84
Oruro	9.17	2.68	14.98	6.14	1.39	10.37	2.64	0.68	4.37
Potosí	13.98	4.60	21.92	10.36	3.17	16.42	4.51	1.34	7.27
Tarja	11.21	5.36	16.43	8.09	3.41	12.28	3.29	1.45	4.98
Santa Cruz	6.94	3.81	9.82	5.11	2.55	7.48	2.01	1.05	2.94
Beni	8.20	4.81	11.49	5.79	3.46	8.11	1.99	1.30	2.67
Pando	4.36	2.46	6.47	3.46	1.91	5.25	1.22	0.74	1.76
<b>RURAL</b>	36.48	23.14	49.93	25.77	14.42	37.91	10.35	5.24	16.02
Chuquisaca	54.19	41.23	66.33	41.13	28.92	52.77	17.56	11.24	24.01
La Paz	31.19	17.59	44.46	21.68	10.38	33.42	8.65	3.56	14.12
Cochabamba	36.92	23.30	50.45	27.27	15.09	39.90	10.96	5.39	16.93
Oruro	27.74	12.37	41.61	17.52	6.69	28.95	6.28	2.26	10.60
Potosí	50.58	33.05	65.63	38.29	21.76	53.31	16.86	8.33	25.65
Tarja	34.96	22.03	48.59	25.76	15.69	37.12	10.66	6.30	15.45
Santa Cruz	22.68	15.44	32.10	14.90	9.36	22.36	5.36	3.34	7.98
Beni	22.64	16.46	31.08	16.31	11.74	22.90	6.48	4.71	8.93
Pando	27.59	23.12	34.54	15.54	11.82	21.38	3.26	2.67	4.12

**Source:** Taken from NSI (National Statistics Institute 2022).

<sup>53</sup> Translation in English: Measurement columns: Total, Men, Women.

<sup>54</sup> Translation in English: Measurement columns: Total, Men, Women - Row variables: Urban and Rural.

Finally, according to the Multidimensional Poverty Index (MPI), in Bolivia there is more than 20.4% of its population living in multidimensional poverty, which means that they do not have access to a good health system, education, and standard of living. Another 15.7% of the Bolivian population is classified as vulnerable to multidimensional poverty. The Bolivian population lives on \$ 1.90 per day, in terms of purchasing power parity (United Nations Development Program 2020b, 7). In addition, economic poverty is less than multidimensional poverty, this means that there are groups in the population that live above the monetary poverty line but still suffer deficiencies in the areas of health, education, and other living conditions.

## 4. FINDINGS AND ARGUMENT

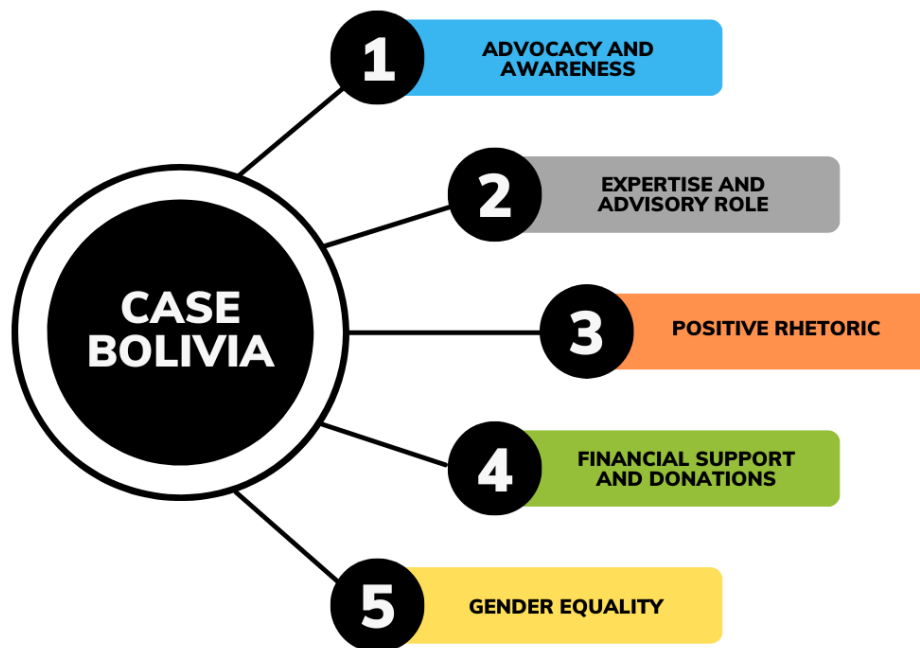
### 4.1 Data Analysis

This section presents the analysis of the documents found in the cases of Bolivia and Brazil. Below, the case of Bolivia will be presented, based on the analysis of the documents found on the official web pages of UNICEF Bolivia and on the government page regarding education. Subsequently, in subsections each mechanism of influence is discussed in detail. This is followed by the case of Brazil. The main objective is to be able to show the extent to which each of the different mechanisms are influential in each case. Subsequently is an analysis comparing the two cases. As presented in the methodology, for its better organization and coding, the NVivo content analysis software was used to code and analyze each text. During the analysis some graphics extracted from the software will be shown.

### 4.2 Bolivia

To answer the question of this thesis about the ways in which UNICEF contributes to education in Bolivia, with a focus on girls' education, 101 documents were analyzed. All five mechanism were coded and presented the nature of the relationship that UNICEF has with the government. As an overview the following main results emerged:

1. It was possible to determine that the most frequent codes found within the analyzed texts were “Advocacy and Awareness” and “Expertise and Advisory Role”. This means that more sentences or paragraphs were found in the text that were related to these two codes. As discussed in the literature, advocacy is one of the most direct ways and a widely used tool for IOs, especially organizations related to education. UNICEF’s Expertise and Adviser Role was also expected since UNICEF, being a specialized agency, possesses and manages truthful and specific information on the matter in question. The involvement of experts also adds to the interaction with government officials and local advisers, which then leads to the creation, changes, or modifications in education policies. See the graph 4.1 below (NVivo 2022).



**Graph 4.1** Case Bolivia: Codes from NVivo

**Source:** Taken from NVivo (NVivo 2022).

2. One of the expectations at the beginning of the study was that due to the political discourse that Bolivia has been handling for a few decades, especially with the arrival to power of Evo Morales, that is, less international interference or access of IOs in national policies, UNICEF would participate more as an economic benefactor than as an adviser. When analyzing the content of the texts and their meaning, financial support exists and has intensified in recent years due to the COVID-19 pandemic, but it is not the most important factor.
3. Another previous conjecture coincides with the results obtained by the low reference to the Gender Equality code. Bolivia, being a more conservative country and with strong traditional cultural principles, especially regarding the institutionalized dominance system of patriarchy, it was found that the issue of gender equality is not so mentioned. Clarifying that on behalf of UNICEF, gender equality is a principle that is rooted in international human rights and is widely promoted internationally. When the case of Bolivia is taken in particular, it can be noticed that the agency tries to emphasize girls and adolescents, but at the national level it does not have the relevance in the political agenda. In other words, despite the attempts of the UNICEF headquarters at the international level, it did not have the same impact in Bolivia.

4. A final key finding which was added as a code to the scheme, emerged through the analysis of documents. This has to do with the positive rhetoric that UNICEF Bolivia crafts to have more legitimacy. The government in Bolivia might use the positive reputation of UNICEF to carry out national projects. In the documents extracted from the official website of the Ministry of Education, it was found that when an initiative is launched, comments from UNICEF officials are published, even when that activity is not carried out in partnership with the agency. In another exemplary text it was found that when the government wants to carry out a field study, it requests the agency's support to gain the trust of citizens and get them to participate in the study. This aspect adds positive rhetoric to UNICEF in Bolivia based on texts written by the government officials. In the table below, extracted from the NVivo software, the 5 codes are presented, with a brief description of each one. In addition, the 'records' column refers to the number of documents that were linked to each category. The references column refers to how many sentences or paragraphs were found<sup>55</sup>. See the table 4.1 below (NVivo 2022).

**Table 4.1** Bolivian Case Codes (NVivo)

CODE NAME	DESCRIPTION	RECORDS	REFERENCES
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	63	142
Expertise and Advisory Role	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the development of a specific topic. The Advisory Role also comes from the power of knowledge.	54	96
Positive Rhetoric	The Positive Rhetoric is the art of being able to effectively communicate the positive actions that are being carried out for a productive change.	50	65
Financial support and donations	Financial support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	25	37
Gender Equality	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in all levels of society.	15	27

**Source:** Taken from NVivo (NVivo 2022).

#### 4.2.1 Advocacy and Awareness Code

One of the ways to contribute to education is through advocacy. Advocacy is the way to expose forgotten or complicated topics on the public agenda. This is done through promotion, prevention, or awareness of the specific issue. UNICEF does a great job exposing the problems related to childhood and adolescence, in the different fields in which it works. The agency's priorities in the Andean country are early childhood care, schooling for all children from the cities to rural areas with technical assistance, the fight against violence of all kinds to boys, girls, and adolescents, and providing equal opportunities. In the UNICEF texts, it was possible to verify the consistency of their work to raise awareness about these issues. It was possible to detect a repetitive pattern, where

<sup>55</sup> This study does not focus on the frequency in which the codes or references are selected, on the contrary, the analysis of their meaning of each text is important. The tables with the codes, reference and description help to overview each case.

keywords such as: contribution, promotion, prevention, attention, awareness, and others were expressed several times in the same text about the main topics.

Of the total of 101 documents<sup>56</sup>, 63 included issues related to Advocacy and Awareness. Within these documents, 142 references were identified. Advocacy and Awareness is not the most mentioned code in all the documents from the government side. Below are the tables 4.2 and 4.3 extracted from NVivo where UNICEF Bolivia and Government documents are shown separately (NVivo 2022).

**Table 4.2** UNICEF Bolivia Codes (NVivo)

CODE NAME	DESCRIPTION	RECORDS	REFERENCES
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	43	109
Expertise and Advisory Role	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the development of a specific topic. The Advisory Role also comes from the power of knowledge.	32	61
Positive Rhetoric	The Positive rhetoric is the art of being able to effectively communicate the positive actions that are being carried out for a productive change, with the emphasis on raising awareness on the subject.	28	37
Gender Equality	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in all levels of society.	13	24
Financial support and donations	Financial support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	11	16

**Source:** Taken from NVivo (NVivo 2022).

**Table 4.3** Bolivian Government Codes (NVivo)

CODE NAME	DESCRIPTION	RECORDS	REFERENCES
Expertise and Advisory Role	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the development of a specific topic. The advisory Role also comes from the power of knowledge.	22	35
Positive Rhetoric	The Positive Rhetoric is the art of being able to effectively communicate the positive actions that are being carried out for a productive change.	22	28
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	20	33
Financial support and donations	Financial support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	14	21
Gender Equality	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in all levels of society.	2	3

**Source:** Taken from NVivo (NVivo 2022).

Within UNICEF texts this code is the most mentioned, but when you see the figure with government documents Advocacy and Awareness is in the third position. This means that on the part of the government, advocacy efforts are not as relevant. From the narration

<sup>56</sup> As detailed in the methodology section, there were 52 documents extracted from the UNICEF Bolivia page and 49 were the documents extracted from the Bolivian Ministry of Education.

in the texts of government officials, UNICEF has a very important role as an expert and advisor which I will discuss below.

In terms of Advocacy, a recurring theme in the last two years was the Coronavirus pandemic. This caused the national authorities to close the 2020 school year ahead of schedule and not complete the school curriculum. UNICEF was the only organization in the country that advocated for children's health and at the same time raised awareness about school failure. When the biosecurity measures were launched along with the vaccines, this organization carried out an important promotional campaign for the return to the classroom. For example:

UNICEF expresses its concern that 2,923,527 of Bolivian Girls, Boys and Adolescents (NNA) enrolled in the initial, primary and secondary levels have not attended classes since March 13 due to the health emergency established by the Coronavirus (COVID- 19), since this significantly affects its development in the short, medium and long term and therefore the progress of the Plurinational State of Bolivia itself (Viceministro de Comunicación 2020i).

When the pandemic began, the national government did not have the structure to deal with this global emergency, which is why the school year ended earlier than expected. For its part, UNICEF tried to work more closely with the Ministry of Education to find strategies that help return to school or at least online classes. The following text shows UNICEF's concern for what is happening, encourages the government to work, advocates that education must continue with different strategies, and raises awareness that education funds must continue to be available for their next actions.

The international organization considers that this crisis should become an opportunity for the Plurinational State to lead all the actors involved in the educational process. Additional strategies and resources must be established to address the different needs and risks faced by children and their families in situations of greater vulnerability. What's more, it must be ensured that virtual and distance education is carried out safely, protecting the physical and mental integrity of girls, boys, and adolescents. The government must guarantee that the budget allocated to education is maintained, as well as guaranteeing the necessary resources for the reopening of schools with biosafety protocols (UNICEF Bolivia 2020b).

These statements were found both in UNICEF documents as well as in official government documents. The matter of coronavirus pandemic encompassed much of UNICEF's effort to advocate for children's rights to education. The problem that arose was due to the lack of structure and resources, the Ministry of Education was unable to quickly resolve the issue of the schooling and it took a year to incorporate new measures to reopen the school year. UNICEF did not stop pressing for this to happen. Later, when classes were resumed, the international agency did not hesitate to celebrate the measures taken by the government in response to its advocacy work.

UNICEF celebrated the start of Educational Management 2021 in Bolivia under the face-to-face, blended and distance modalities, in accordance with the provisions of Ministerial Resolution 001/2021, called "2021 Year for the

Recovery of the Right to Education", issued by the Ministry of Education (Viceministerio de Comunicación 2021a).

The next paragraph shows the work of UNICEF advocating for one of its main priorities, which is early childhood care and how the pandemic has affected younger children due to the closure of educational centers. The purpose of raising awareness about the closure of schools and the consequences were repeatedly advocated. School attendance it is one of UNICEF's concerns. Within its advocacy work, UNICEF has not stopped talking about this issue.

The measures to prevent and control the spread of COVID-19, especially the closure of children's centers, significantly affected the development, socialization, and learning of children under 5 years of age. UNICEF is supporting GAMEA to structure a demonstration model that promotes comprehensive early childhood development and becomes a benchmark for replicating this experience in other municipalities and subnational levels (UNICEF Bolivia 2021f).

On the other side, newsletters were also found focused on UNICEF and its early childhood advocacy work. The following statement is an example where a donation made by the agency was reported. It was also mentioned that the donation had the purpose of continuing with its work of supporting all the institutions that take care of the well-being of the younger children. Also in the text, it was described since when UNICEF is developing projects in favor of families and future school success. In this case, a combination of 3 important topics has been perceived: donations, training and advocating for early childhood care. Especially in documents written by government officials, the combination of 3 codes can be perceived by the themes that it manifests. Generally, when there is a donation or financial assistance from UNICEF it is also related to their shared experience in training or technical assistance, and advocacy work.

UNICEF supports early childhood care services to help establish various methods of reaching families, strengthen their capacities and provide guidance to support the development of their sons and daughters at this fundamental stage of their development (Viceministerio de Comunicación 2020f).

A year later, a joint campaign of the National Government and UNICEF called: "Early childhood with love" was announced. In previous years, the organization has made extensive advocacy efforts publishing various reports on early childhood (UNICEF et al. 2018; UNICEF 2017), sharing data, best practices, and policies that governments could consider ensuring a better future for this highly vulnerable group. According to an article from 2019, UNICEF managed to put early childhood care on the national agenda, starting with the communities most in need through direct training for parents. The agency positioned itself as a defender of children's rights from the earliest years.

Early childhood policies are gradually being promoted at the municipal level through training for parents in childcare during the first thousand days of life, health services, basic services such as water and early stimulation. UNICEF's comprehensive early childhood development program that helps communities has a comprehensive approach that unites health, protection, education and water, hygiene and basic sanitation services (Palacios and Garsón 2019).

In the same article, the mayor of the community that has benefited from UNICEF actions mentioned that before 2018 there was no interest in early childhood care in Bolivia. Curiously, since that year UNICEF has prioritized early childhood in its "Country Program 2018 - 2022" (UNICEF Bolivia 2018) implemented with the national government.

The mayor of the Independencia community, Agustín Mamani, recalled that cooperation in favor of early childhood had been paralyzed and had been restarted since 2018. He explained that before in Bolivia, early childhood was not given much importance. "We have realized that it is the moment in which more work must be done so that changes can be made in the future, (...) social change in any context has to be born from childhood. This is still not understood by society" he said. The mayor will request international cooperation to continue with the programs developed in his community and advance to a second phase (Palacios and Garsón 2019).

The 2021 campaign was focused on prevention, protection, attention, and restitution of the rights of the youngest children. In addition, the Ministry of Justice approved Ministerial Resolution No. 040/2021 (Ministerio de Justicia 2021), which places the protection and care of girls and boys under six years of age as an institutional priority. This action is to guarantee that later, the children can enter the educational system and continue their studies successfully. According to the data that emerged, it can be understood that advocacy work does help the development of education in an integral way.

"Establishing early childhood as a national priority is a decisive measure for the future of our country" stressed the representative of UNICEF Bolivia. From UNICEF we celebrate the Government's declaration and express our support for the development of initiatives and political actions that prioritize early childhood from the State this year (UNICEF Bolivia 2021k).

In 2021 there were presidential elections in the country, at that time UNICEF raised its voice through a document delivered to all candidates for the presidency, so that the rights of children and adolescents could be part of the national proposals. Unfortunately, the proposals presented did not address children's problems, so UNICEF wanted to go one step further and advocate for children's rights. In the example below, this agency used its expert capacity to create a didactic brochure to show statistics that could give validity to its work of raising awareness among the candidates of the areas that need to be addressed on the issue of the rights of children and adolescents in Bolivia.

UNICEF asks candidates for governorships and municipalities to incorporate actions for children into their programs....The actions proposed by UNICEF stem from its mission to promote the rights of children and adolescents at the center of the public agenda....Access to quality education for all. The health crisis caused by COVID-19 implied in 2020 the suspension of face-to-face classes and their replacement by the virtual and distance modality and, subsequently, the definitive suspension of the formal education processes or the closure of the school year. The educational issue is central to UNICEF, which is why municipalities are asked to establish agreements and/or contracts with internet

companies and guarantee free connection to all students (UNICEF Bolivia 2021m).

With a combination of information platforms, UNICEF shared its concern for children's education and their future to ensure that the newly elected governments take children into account in their policies. Shortly after the elections, the agency and the Ministry of Education announced an historical agreement establishing joint work with educational programs. This is how UNICEF communicated it:

The Ministry of Education and UNICEF signed a plan that covers five areas of work for the 2021 administration. The UNICEF director said: 'We are pleased to formalize and strengthen the work that we are developing together with the ministry, especially in response to the emergency due to the pandemic of COVID-19, such as the protocols for returning to school where possible and teacher training in teaching through virtual platforms, and above all the action that is reflected in this effective collaboration on present and future ideas, plans and strategies'(UNICEF Bolivia 2021g).

This is how the Ministry of Education communicated it:

The head of Education stated that with the signed agreement "a work plan is ratified between UNICEF and the Ministry of Education, focused on our students at the Initial, Primary and Secondary levels, as well as on the educational units that are in the context of the indigenous communities. The agreement is intended to develop actions aimed at recovering the right to education, affected by the Coronavirus pandemic (COVID-19) and the closure of the 2020 school management, carried out by the de facto government of Jeanine Áñez (Ministerio de Educación 2021a)

Here, again we perceive the clear message UNICEF wants to communicate, defending that the agreement will help the return to school with new mechanisms necessary for the context. The newsletter also details the areas of work, mentioning the agency's priorities. In addition, at the beginning of the text when it says "We are pleased to formalize and strengthen the work... with the ministry" which implies the promotion of a good relationship between both parties. In the other statement, they follow the same line, briefly mentioning that the agreement will recover the right to education for children. The text is more precise and gets to the point without going too deep into the issues that UNICEF advocates for. Furthermore, it does mention in the headline, that this agreement is 'historic', meaning that the Ministry of Education is making more efforts to work with the international agency<sup>57</sup>.

In the statement below, UNICEF advocates against child labor alleging that children instead of working should be in school studying. At that time, the debate was beginning to modify the articles referring to this theme of the Code for Boys, Girls, and Adolescents. Until 2018 the minimum age to work was 10 years, the debate sought to establish the minimum working age at 14 years, in accordance with international

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<sup>57</sup> See Appendix 5 'Historical' agreement between UNICEF Bolivia and the Ministry of Education.

regulations. According to the texts, UNICEF recognizes the efforts of the national government for wanting to reach within international standards and opening the debate for the modification in the Plurinational Legislative Assembly, which later approved it and raised the minimum working age from 10 to 14. The curious matter is that this information is exposed in a government newsletter. In the search within the UNICEF Bolivia page of the same topic, nothing was found. This may be because the system deletes old publications, something that has been detrimental in this study, since newsletters with older dates could not be found.

UNICEF and the Government work so that children between the ages of 6 and 13 complete basic education, are healthy, nourished and protected physically, psychologically, and socially, participating in their development, and reaffirming their cultural identity. What UNICEF promotes are environments for the protection and full development of children in Bolivia to generate programs to help the family. This will help the parents be the ones who generate the family income and not the children, removing the family economy from the shoulders of the children ( Viceministerio de Comunicaciones 2018).

Another of UNICEF's priorities that we already mentioned is its work against violence. In this matter, it was found newsletters where the work of prevention and awareness were the focus in the writing of government texts and the organization. To eradicate violence in schools, the government and UNICEF signed an agreement. The text of both has a similar structure where violence-free schools are advocated. The only difference is in their date of publication, UNICEF is the first to report on these events and two days later the government released a newsletter with the same information.

Lina Beltrán, UNICEF Chief of Education and coordinator of the program, stated that the signing of this agreement will contribute to change the social norms that tolerate violence in the school environment and will help children and adolescents to learn, grow and develop in an atmosphere of peace, tolerance, and respect... The project will strengthen the role of departmental and district education directorates, and subnational governments, in the prevention of violence at school and their articulation with local services for the protection of children and adolescents, in accordance with the policies of the educational system. Promoting the rights of children and adolescents, education in values and good treatment, as well as the identification and action against violence against children and adolescents. Furthermore, training and updating of 3,000 teachers (Viceministerio de Comunicación 2020k; UNICEF Bolivia 2020d).

In another statement about extending voucher aid to low-income families affected by the pandemic, UNICEF goes into detail advocating for these families. Many households survive thanks to the aid granted by the government and who despite the fact that several of the pandemic restrictions were lifted, many continue to suffer the consequences of lockdown. The most affected are the children who, if they do not receive help, would have to leave school, and go to work with their parents. That is why the agency advocates for this resource so that the government considers extending the aid. Eventually, the aid is still in effect for low-income families. It is not clear if it was thanks to UNICEF's advocacy work or other circumstances. What is clear is that the government

communication offices published UNICEF's recommendations. Here we might find two themes that interact very well together, the area of expertise and advocacy.

UNICEF points out that the COVID-19 health emergency has raised the need to strengthen medium- and long-term social protection policies, which involve expanding their coverage, so that no group is left behind and in conditions of high vulnerability. In this sense, UNICEF suggests reconsidering the temporality of the vouchers: Juancito Pinto Voucher, the Juana Azurduy Voucher, the delivery of the food subsidy and even the adaptation of the Unified Health System (SUS) for the benefit of Bolivian children (“Viceministro de Comunicación 2020j).

In its advocacy work, another issue emerges as a problem to be solved so that children attend school. The access to water and sanitation is a problem that persists in the rural areas of Bolivia. When a school does not have access to drinking water or toilet facilities, boys and girls do not attend school. Especially girls are most affected when they are menstruating, causing them to gradually drop out of school. That is why UNICEF, providing its financial support, also carries out its work to raise awareness and promote the right of all children to access basic services while they are at school.

For UNICEF, access to water, sanitation and hygiene services in schools significantly reduces hygiene-related diseases, increases student attendance, and contributes to dignity and gender equality. This contributes to making school environments healthy and safe and can protect girls and boys from health risks, abuse, and exclusion. Girls and boys are potential agents of change to improve water, sanitation and hygiene practices in their families and communities (UNICEF Bolivia 2021i).

Another important topic for UNICEF is its work to promote equal opportunities. This agency also tries to raise awareness about the inequality gap between boys and girls. In the country, this organization has focused on increasing the participation of girls in the areas of technology. Through a robotics training course launched by the Agency for Electronic Government and Information and Communication Technologies (AGETIC) and UNICEF is intended to encourage female participation, giving scholarships in this sector. Through activities like this, UNICEF can promote equal opportunities and have the opportunity to advocate for gender equality, which is in line with international standards.

AGETIC and UNICEF express their concern about the lesser role and opportunities given to women in STEM areas (acronym in English for science, technology, engineering, and mathematics), which shows that in Bolivia there is a wide gender gap in the area of technology. The UNICEF Chief of Education, Lina Beltrán, pointed out that in the future 75% of job sources will have to do with science, technology or digital areas, "women have to be part of that workforce, break the stereotype that it is a male-dominated area (UNICEF Bolivia 2021i).

As the findings presented in this section show, UNICEF Bolivia makes a great effort to influence and raise awareness on issues such as child labor, the participation of girls in the areas of technology and science, education at an early age, education for all,

among others. The agency has the autonomy to prioritize certain issues that are most relevant in the country. Through different activities, the UNICEF Bolivia dedicates statements to explain the importance of a particular topic, and how it affects or benefits its target. Also, from the government and especially in recent years, the government has acknowledged the work of UNICEF, and follows the line of advocating for the rights of children to guarantee education. This does not mean that the government is being influenced by everything UNICEF says, but the fact that they acknowledge these principles is a step towards further actions.

#### 4.2.2 Expertise and Advisory Role Code

The “Expertise and Advisory Role” code represents another key mechanism through which international organizations may influence government policies. IOs may influence governments through the dissemination and management of knowledge and expertise. This section analyses the data coded as such to evaluate the extent, ways and areas in which UNICEF’s expertise and role as an advisor contributed to the development of education programs in partnership with the Ministry of Education. Of the total of 101 documents, 54 documents contained themes related to UNICEF as providing expertise or acting in an advisory role. Within these 54 documents, 96 references were made regarding this mechanism. Keywords such as advice, technical assistance, research, training, scientific knowledge, etc. were identified and coded.

The interesting part about this section is that in the general coding it was ranked in second place, but when analyzing the documents separately, in government documents it was positioned as the first code. This means that through the texts, government officials acknowledge UNICEF Bolivia as an expert in matters of education. In all projects in conjunction with the government, training and technical assistance is a task that is expected of UNICEF. The international agency knows the power of influence it has due to its expertise and knowledge, which is why on its online platform it also presents each study carried out. In its texts also is used as a justification for why they advocate some topic. Frequently the first code “Advocacy and Awareness” and this code were interrelated. Distinguishing between keywords helped us to separate the two concepts and to be able to determine when they go together or not.

As I mentioned earlier, the coronavirus pandemic helped strengthen relations with UNICEF thanks to the access that this agency has to international financing resources from global institutions and developed countries. Although the coronavirus was a new issue for the world, UNICEF had the tools to conduct surveys in real time to present statistics on the matter. Although the U-Report system<sup>58</sup> (U Report 2021), developed by UNICEF in 2011, helps to collect data through instant social messaging, it also encourages citizen participation through online surveys and thus reports the results to national leaders to make positive changes in the educational policies. Thanks to technological development tools, UNICEF uses these resources to have first-hand and

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<sup>58</sup> "U-Report is an open-source mobile messaging programme managed at the country level by UNICEF alongside youth and NGO partners" (UNICEF 2021b). This tool collects quantifiable data on specific areas that affect children through online surveys via SMS, to advocate and raise awareness of the current issues of this vulnerable group and to work alongside national policy makers. According to the agency, 6 million people have participated, and it is present in 52 countries, including Bolivia and Brazil.

new information. The management of valuable information gives UNICEF the power to give its opinion and contribute to the development of education. In the following reference, the use of the U-Report system is notable to emphasize the joint work carried out by the Ministry of Education with UNICEF in reference to the challenges that education experienced due to COVID-19.

An opinion poll on the U-Report platform carried out by UNICEF reveals that four out of ten adolescents or young people say they are not receiving classes through any internet platform and of those who receive virtual classes, 93.2% indicate that they are learning “nothing”, “almost nothing” or “more or less”, whether they are in private or fiscal educational units (UNICEF Bolivia 2020b; Viceministerio de Comunicación 2020i).

Due to the capacity of resources and professionals available, UNICEF Bolivia regularly presents courses and training, as well as offers technical assistance to various sectors of society as well as to different government ministries. In the documents, many references to this have been found from both sides, especially after COVID-19, where the objective is to reinforce education.

UNICEF gives advice for good nutrition to infants in times of COVID-19, through the third webinar of the #unicefinhome series "Breastfeeding, food and nutrition during quarantine". The webinar was broadcast via Facebook Live and Zoom and reached more than 200,000 views across the country (Viceministerio de Comunicación 2020c).

With the UNICEF initiative, children will learn music techniques in a Facebook workshop. This is another activity in the series of workshops and webinars "UNICEF at Home" that takes place every Saturday afternoon from the Facebook platform (Viceministerio de Comunicación 2020a).

UNICEF developed a response plan for the Covid 19 emergency for the care of indigenous peoples. In the plan, training will be carried out for teachers for distance learning. Design and implementation of distance educational modalities including radio (Viceministerio de Comunicación 2020d).

As I have previously mentioned, in the documents extracted from the government the relationship for the exchange of information is emphasized. If we analyze the UNICEF side, it is seen the use of its expertise in several of its newsletters. For example, in the following text taken from a UNICEF newsletter, it refers numerous times to technical support and training to eradicate violence in schools. This organization also mentions the violence prevention protocol for schools that it carried out, and is used in educational establishments, in addition to training the departmental educational authorities.

UNICEF reaffirms its support to the Bolivian State to ensure the right to education. Through technical assistance in the development of the national study on girls, boys, and adolescents about violence. In 2019, UNICEF supported the drafting of the prevention, care, and reporting protocol in cases of physical, psychological, and sexual violence in educational units and the training of 1,131

educational authorities. It also worked on the prevention of violence in 60 units together with the governorates of Santa Cruz, Cochabamba and Pando and the municipal governments of Montero, Cochabamba, La Paz and El Alto (UNICEF Bolivia 2020c).

In another reference, the government and UNICEF Bolivia jointly prepared methodological guides for the political participation of children and adolescents. The objective was to give them tools for the creation, formulation and execution of the new political commissions represented by the children themselves. These commissions intend to open a space for children and adolescents to express their opinions and demand compliance with their rights, especially in education. In these technical guides, experts from both institutions worked so that children begin their civic participation from an early age and become involved in the development of new policies. In the municipalities of the important cities of the country they already have commissions made up of children. UNICEF collaborates with other government ministries in the protection and development of all Bolivian children.

The Minister of Justice, Álvaro Coímbra and the UNICEF Representative in Bolivia, Rafael Ramírez, presented today three guides or methodological primers for the creation of the municipal Committees for Girls, Boys and Adolescents (NNA). The three guides are endorsed through a Ministerial Resolution, thus they have the formal and legal nature that they require as technical guidelines (Viceministerio de Comunicación 2020g).

In other example, it was found that the Ministry of Education with UNICEF and other IOs, produced a guide document for the safe return to classes, after the abrupt closure of face-to-face education due to the pandemic. Thanks to this document, the government approved a Ministerial Resolution 01/2021 of the ME to establish the return to classes. As detailed by UNICEF, the document was prepared with the aim of guiding decision makers on when and how schools will open in all departments of the country, safeguarding the health of the entire educational community. To carry out this document, the government requested the help of 3 specialized agencies, the World Food Program (WFP), UNESCO and UNICEF, to obtain their expertise in the different aspects related to the return to school.

The Ministry of Education, with the support of the United Nations System in Bolivia through the World Food Program, UNESCO and UNICEF, presented the document "Key considerations for the safe return to school: For decision makers" , carried out with the objective of ensuring the right to education of girls, boys and adolescents (NNA) in the context of the COVID-19 pandemic, and safeguarding the health of the entire educational community: students, parents, teachers and administrative staff (UNICEF Bolivia 2021e)

According to figures from UNICEF, only half of the students in public educational units can access distance education, compared to three quarters of those who study in private educational units (Ministerio de Educación 2021b).

Another interesting point is that in the Educational Annual Report of the Ministry of Education downloaded from 2015 to 2021, UNICEF's expert help appears just in the last year:

UNICEF Project: Project for the elaboration of audiovisual and printed material under the theme "the impact of science and technology in our daily life" with the purpose of bringing science closer to girls and adolescent women, thus awakening their interest in related research to the national context. 20 educational videos prioritizing strategic sectors under the same theme. 18,000 educational texts prioritizing strategic sectors (Ministry of Education 2021).

This data caught my attention, since when reviewing the reports of previous years there are no records of any participation of any agency outside of government ministries. After the year of the pandemic, work with UNICEF intensified in several areas, it may be for this reason that this organization appeared in the report. This agency is the only IO that is mentioned. UNICEF also seeks participation within the large Bolivian cities. In Bolivia there are 9 departments, which are divided territories with several cities, where 3 are autonomous governments and the other 6 depend on the state. In this context, this agency seeks to sign agreements with the autonomous departmental governments to extend their help to more places and guarantee their technical support and expertise. There are several newsletters of these agreements where the technical support is described. In the following statement, the help focused on virtual education, especially for the indigenous communities.

Teaching and training in the use of virtual tools. Support in the production of digital educational content. Training in the use of personal computers (UNICEF Bolivia 2021j).

Through this code it was possible to analyze how the help offered by UNICEF Bolivia is presented through its research, training, and technical assistance in various topics, but especially in the development of education. As mentioned at the beginning of this subsection, the Bolivian government exposes through its texts the fundamental support that the information provided by UNICEF contributes to the creation of projects with different ministries up to ministerial resolutions. What is clear is in recent years this agency is a key source used by the government.

### **4.2.3 Positive Rhetoric Code**

This code emerged as relevant to understanding the influence of UNICEF on education development while analyzing the data. This code refers to the way in which UNICEF crafts its textual messages to create a positive image and that helps to legitimize its actions. UNICEF Bolivia has the ability to craft a positive image of itself. When analyzing the documents, the agency already has a good image. On the other hand, the government also seeks to create a positive image of itself and may use UNICEF Bolivia to build on this rhetoric. Each organization may be driven by its different objectives to promote a positive image and it may be that at certain times one needs the other. As mentioned in the literature, organizations seek to be acknowledged positively by others and consequently gain legitimacy in the area of expertise (Halliday, Block-Lieb, and Carruthers 2010). If a government includes the value of UNICEF in its rhetoric, it is

legitimizing their actions in the country. Legitimacy is important for an organization to be able to act in a country since it gets the right to have a high position or authority in some area. If a government recognizes the legitimacy of an organization, it may have the opportunity to influence internal policies of the country. When analyzing the data, it was suggested that there is a particular positive rhetoric in how the government constructs its texts referring to the actions of UNICEF and vice versa. 50 documents out of a total of 101, encompassed themes related to "Positive Rhetoric", positioning itself in the third position of the most frequently coded influence. Within these documents, 65 references were selected referring to the positive rhetoric of UNICEF.

UNICEF effectively and positively communicated its work, even if those who are communicating are from the agency itself or government officials. The positive rhetoric may be attributed to the way UNICEF texts are produced. The agency could influence and contribute to the development of education with this positive image that is built. To identify this theme, some of the keywords were "thanks to, an initiative of, carry out, we did, with the support of" among others. In the next three paragraphs, as in several found in the documents, gratitude was shown for the help given by the agency. Mostly when financial aid or technical assistance is registered, a textual speech of gratefulness for the actions is presented. In the third paragraph, the context is the signing of the 2021 Education Work Plan with the Ministry of Education. In the text it can be read that the same minister was the one who thanked the support provided. This also contributes to the positive rhetoric of the agency since its participation is acknowledged and expressed publicly.

The mayor of the city of El Alto, Eva Copa, in time to inaugurate the six classrooms of the Jisk'a Utita, children's education centers, said: "Thank to UNICEF and its constant work (UNICEF Bolivia 2021f).

Thanks to UNICEF, the children of that Yurakaré Indigenous nation "smiled again." In this way, the girls, boys and adolescents of Tiquipaya, as of Chimoré, resumed school work carrying the UNICEF backpack (UNICEF Bolivia 2020a).

The Minister of Education expressed: "we are grateful for the support that UNICEF gives us at this juncture, above all the dialogue and coordination, which allows us to reflect on the tasks that we are developing this year 2021 to ensure the recovery of the right to education, together with to the obligation to preserve the health and life of children and adolescents (UNICEF Bolivia 2021g)

In the following paragraph we can see that UNICEF Bolivia has a positive image among the different government ministries. After online classes were resumed, the Vice Minister of Communication highlighted the work of her ministry in bringing classes to all children in the country through radio and state channel. In addition, she shows up the work of UNICEF echoing the agency's message on this issue. As this message has been found several, expressed by government officials and published in the newsletters of both sides.

The Vice Minister of Communication, Gabriela Alcón, highlighted the contribution of the State media in the recovery of the right to education and

highlighted the message from UNICEF that supported government actions in favor of students (Viceministerio de Comunicación 2020b).

In this code, an exchange of positive publicity was found towards UNICEF and towards government actions. In other words, the agency has publicly celebrated the measures taken by the government on many occasions. Continuing with the previous text, although the work of UNICEF was highlighted by the Vice Ministry of Communication, what this agency said about the government was also presented. This textual interaction might be understood as a positive relationship of both groups. It can be understood that way because on the one hand what the government do is publicized and the government publicizes what UNICEF says. If there were not a positive and cordial relationship, the government would not mention UNICEF, as detected in other articles where the agency is not mentioned. In a certain way, what UNICEF says is legitimized.

Girls, boys, and adolescents recover their right to education and @UNICEFBolivia highlights the measures implemented by the Government. We invite the media to join Educa Bolivia to strengthen learning with distance education for students (Viceministerio de Comunicación 2020b).

Another detail to emphasize refers to the image that UNICEF has in Bolivia. This explains why the government deliberately chooses to include the support provided by UNICEF in its publications. Especially in recent years, in newsletters and in educational manuals, it was possible to notice the inclusion of UNICEF Bolivia in their texts and speeches. One of the assumptions might be that these writings are craft for the public and since UNICEF Bolivia has a good reputation with the population, the Ministry wants to refer to this positive image in its projects. On the other hand, in the annual reports and ministerial reports, documents that are for internal use, nothing or little is mentioned about the agency, according to the documents found from 2015 to the present. To understand this point and the reputation that UNICEF Bolivia has, the following text is exemplary.

The implementation of the Adolescent Survey managed to develop methodological mechanisms thanks to the active involvement of UNICEF, whose sensitivity regarding the needs and care to work with the adolescent population allowed adjusting the work protocols of the survey. But in addition, the participation of this institution helped to clear up the doubts of the parents of the minors when granting the signed permission for each of the selected adolescents to be interviewed (Comunidad Ciudadana 2018, 16).

In the statement, it referred to the technical help they received from UNICEF to improve the study methodology, which falls under the Expertise and Advisory Role code. What is striking is that with the participation of this agency, it was able to generate more confidence in parents. Upon hearing that UNICEF Bolivia is involved in this survey, parents give permission to let their children participate in the study. In the report made, this issue was mentioned 3 more times, giving an important positive rhetoric to the agency.

One aspect that played a key role in the acceptance of the survey in many households was the involvement of UNICEF as a partner in the project. UNICEF

prepared a letter that complemented the informed consent and that supported the project, clarifying its institutional interest in it and confirming the absence of any type of damage or cost to the interviewees. When parents receive this letter, they feel more secure and confident in authorizing their children's participation in the study (Comunidad Ciudadana 2018, 28).

Once again, UNICEF's participation in the study helps to dispel doubts and have a minimum framework of trust ( Comunidad Ciudadana 2018, 29).

It is interesting how many times the participation of UNICEF is highlighted and how it opens the doors of Bolivian households to participate in the survey done nationally, even if the survey is executed by the government. It also underlines the fact that the authors of the report have been able to express this condition, since they could have chosen to omit this detail. This suggests that in general, when parents knew of the agency's involvement in the survey, they trusted the intentions of the pollsters. This survey was carried out in 2018 to disclose statistics on education focused on adolescents. It is not clear how the agency was able to build this positive image in society that makes the government itself publicize UNICEF's participation in its projects for greater credibility. This might manifest that the government uses UNICEF Bolivia to legitimize its actions before the Bolivian people. What is clear, is that there is a connection in how this positive rhetoric is constructed. The paragraph below shows that UNICEF's support was expressed for a project to promote education carried out by the Ministry of Justice.

This national campaign of the Ministry of Justice, which has the support of UNICEF and was launched on Children's Day, includes a series of audiovisual programs that promote education with love and care under the name "1000 days" (UNICEF Bolivia 2021k).

As expected, in the texts narrated by the agency, the editors allocate paragraphs explaining each initiative in which UNICEF participates, such as:

UNICEF reaffirms its support for the Bolivian State to ensure the right to education (UNICEF Bolivia 2020c).

UNICEF ratifies its commitment to the Bolivian State to support the identification of comprehensive, intersectoral and interinstitutional responses to guarantee the right to education, as established by the Convention on the Rights of the Child and the Political Constitution of the Plurinational State of Bolivia (UNICEF Bolivia 2020b).

The purpose of this code is to detect how the positive rhetoric of UNICEF is crafted to legitimize their presence or actions. In addition, a rhetorical effort to legitimize government activities has been discovered. The distinction is that the government seeks to create this positive image by using UNICEF Bolivia to gain the trust of its citizens, while UNICEF Bolivia seeks to legitimize its actions to have active participation in national policies. The fact of reporting in this way: thanks to UNICEF or with the support of UNICEF, gives a more intentional meaning in how important the agency's participation is. Both in government documents and in those of UNICEF Bolivia, it was possible to detect this pattern. As I mentioned at the beginning of this subsection, and surprisingly

what stands out as a discovery is that government ministries use UNICEF's positive reputation. In publications to the public, this interaction is detected in the written discourse of using a good reputation to raise confidence in the project or research to be carried out. Bolivia is a conservative country and by adopting socialist policies in the last decades, it gives the impression that citizens do not trust government actions. It would be unfair not to consider the years that UNICEF has been working in Bolivia in defense of the rights of children and adolescents. This agency already has a trajectory that adds to its relevant role in education.

#### **4.2.4 Financial Support and Donations Code**

This penultimate code is very simple to understand since it refers to the economic aid that UNICEF grants to contribute to education in Bolivia. At the beginning of this study, one of the assumptions was that Bolivia is a low-income country, where the relationship that the government has with OIs is mainly one of convenience for financial aid. Findings of the content analysis shows that there is a financial relationship, which intensified when the coronavirus pandemic began since UNICEF has more access to international funds. And surprisingly this code is in the penultimate position when counting the references in the texts. Of the total of 101 documents, 25 found issues related to Financial Support and Donations. Within these documents, 37 references were selected. Comparing government and UNICEF Bolivia documents, this code is mentioned less times in the texts of the international agency with a total of 11 registered documents. On the other side, 14 government documents were found detailing the aid that the agency provided from 2015 to the present.

Due to the pandemic, UNICEF Bolivia was involved in the effort to support the Bolivian state in being able to supply, with its partners, health supplements, such as vaccines for immunization against COVID-19. The donations and aid were always focused on their target, girls, boys, adolescents, and mothers<sup>59</sup>. In addition to the supply of vaccines, there were donations of biosafety materials to open schools, and logistical support to carry out these tasks throughout the Bolivian territory. Among the information presented, it can be noted that the national authorities, such as leaders of the communities and social sectors, expressed their gratitude for the donations, acknowledging that UNICEF "always" helped or continues to help the most vulnerable social sectors. It should be noted that government communication officials were more explicit in detailing the aid received by UNICEF. When the pandemic started, the government created a contingency and cooperation plan where OIs came together to protect the population. With the schools closed, UNICEF focused on strengthening the health centers and delivering biosafety kits to the population in response to the emergency.

The United Nations Children's Fund (UNICEF) donated biosafety supplies to the Beni Departmental Health Service (SEDES) that will be distributed in 78 public medical centers of the Trinidad, Riberalta and San Borja health networks. The provision consists of liquid soap, gel alcohol, protective glasses, floor

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<sup>59</sup> This last group is part of one of the fundamental principles that UNICEF Bolivia prioritized in the work plan signed with the Ministry of Education, since taking care of the first years of a child's life guarantees their school success later.

disinfectant (bleach), nitrile gloves. The economic value decreased to Bs 199,584. UNICEF points out that all the materials will directly serve infants, girls, boys and adolescents (Viceministerio de Comunicación 2020h).

UNICEF developed a COVID-19 Emergency Response Plan with financing of Bs 2,265,890, to support indigenous populations in five areas: health; water, sanitation, and hygiene; nutrition; communication and education. In education, school supplies kits will be delivered, including reading book (Viceministerio de Comunicación 2020d).

In this context, the intensification of aid from the agency was in line with international guidelines for the safe return to school. An initiative carried out from the UN. In a guide in which 3 specialized agencies worked together with the ME, financial cooperation is expressed.

For its part, the United Nations System in Bolivia, through its agencies PAHO/WHO and UNICEF, has been coordinating comprehensive technical and financial cooperation with the country for the acquisition and introduction of vaccines against COVID-19, through the COVAX2 mechanism for the safe return to school (Ministerio de Educación 2021b).

Along the same lines, UNICEF promoted the work that it undertakes to do for the development of education with the Bolivian state. In a newsletter, the agency assured its unconditional support to the Bolivian government to ensure the rights to education. In addition, UNICEF listed the areas that it plans to strengthen the rights of all children and mentioned economic aid.

Measuring educational quality, facilitating access to education, improving teacher training, promoting the role of the family in early learning, preventing school violence, developing educational and pedagogical materials, gender equality are some of the areas that will receive technical and financial assistance from UNICEF (UNICEF Bolivia 2020c).

Another way to show financial aid is through repair of spaces in educational establishments. Aiming to provide basic services to boys and especially girls, bathrooms were renovated or built in elementary and high schools and children's centers, to reduce diseases related to hygiene and equality of gender in the reduction of student absence. In the following statements this type of aid has been found to promote education, reduce school dropouts, and improve the health and hygiene of their students.

5,500 girls, boys and adolescents in preschool, primary and secondary school from twelve educational units and four children's centers in District 8 of the city of El Alto will benefit from the rehabilitation and repair of their water, hygiene, and sanitation facilities. The total investment will be 2,014,275 Bolivian Boliviano (BOB) financed by UNICEF and HELVETAS Swiss Intercooperation (UNICEF Bolivia 2021i).

UNICEF also deploys its help when children are affected by natural disasters. This agency stands out in deploying aid to the most affected groups in society. These actions

might help build the good image that this organization has in Bolivia. In this case, indigenous communities were affected by the floods. Many families lost everything they had, that is why UNICEF delivered backpacks with school supplies so they can return to school.

250 girls and boys from the municipalities of Tiquipaya and Chimoré that were affected by floods and floods, returned to class this week equipped with backpacks with school supplies that Unicef gave them. The authorities of the Yurakaré Indigenous Council (CONIYURA) and of the Great Yurakaré Nation representing 17 communities in the municipality of Chimoré, also requested UNICEF's assistance because 6,003 people were affected by the floods. Many students lost their textbooks and school materials. In response to such an emergency request, UNICEF provided 170 indigenous girls and boys with school backpacks with school supplies (UNICEF Bolivia 2020a).

UNICEF also invests for universal access to education regardless of nationality. In this sense, after the political and economic problems that forced millions of Venezuelan families to leave their country, many Venezuelan boys and girls arrived in Bolivia and were unable to enter the country's educational system due to lack of documentation and information. This organization advocates for the right to education, that is why it created school leveling classes and guidance spaces for those migrant families who wish to send their children to school. In the next example, although I'm analyzing how financial aid is presented, other codes have also been found, such as advocacy and expertise, that complement each other when building the information.

Fifty Venezuelan girls and boys will pass leveling classes so that they can enter the primary school level that corresponds to them in the 2022 administration... The cost of operating the program is financed by UNICEF, including the delivery of backpacks and educational material and payment to eight educators (UNICEF Bolivia 2021d).

Within the financial aid are also the agreements with the different ministries to carry out educational projects. Investments destined to the objectives that UNICEF has in the country count as financial aid. For example, in the following text UNICEF and ME signed an agreement of 5 million Bolivians for the creation of new educational programs. In this publication taken from the government page, it is not specified in what that millionaire figure will be invested.

The Ministry of Education and the United Nations Children's Fund (UNICEF) signed an agreement this Wednesday, which makes possible the execution of a work plan, to carry out various educational programs, with an investment of more than five million Bolivians, disbursed by the aforementioned international agency (Ministerio de Educación 2021a).

In this code, statements, and the context in which they were written were presented. The selected references showed financial aid and donations for the benefit of education. The aid that was given was not isolated. In other words, other complementary codes were also detected. For example, UNICEF takes the opportunity of a donation to

be able to do advocacy work or when it gives financial assistance it also comes with technical assistance.

#### 4.2.5 Gender Equality Code

Gender Equality is the last code of this analysis, which I consider a plus in this study. The way in which UNICEF contributes to the development of education in Bolivia is also related to eliminating the gender inequality gap in the education system. Globally, UNICEF launched the Girls' Education Programme to advocate for women's rights and give equal opportunities to all. When a girl is educated, she will not only have more job opportunities, but also improve her economic, social, and family future and thrive. Furthermore, not only girls, but also boys are empowered when they are educated within a gender-equitable education system (UNICEF 2022a). With this idea, in this research I wanted to analyze what UNICEF Bolivia and government are doing for the development of education in the country in a more egalitarian way. Although advocating for gender equality is a priority of the organization, in each country there is an administration that adapts international programs or creates new ones that are in accordance with the idiosyncrasy of the country.

First, this is the code that had the fewest references as assumed from the beginning. Of the total of 101 documents, 15 found issues related to Gender Equality. Within these documents, 27 references were identified. What caught my attention the most is that UNICEF Bolivia is trying to put gender equality on the country's public agenda, advocating and creating projects specially to empower girls and adolescents in sectors dominated by men. As well as creating safer and more hygienic spaces for women in schools. Among the documents, there are 15 newsletters that fit this characteristic. On the other hand, among the documents extracted from the government, only 2 were identified. At first glance, this suggests that gender equality is still not a topic on the political and educational agenda.

Among the two documents extracted from the government website, one refers to the National Day of the Girl and Boy. On April 12th of each year, all the country's authorities express their best wishes. In one of those publications, President Luis Arce expressed his desire to work for Bolivian children. What stands out in the statement is that before 2013 the day was named Children's Day and after this date, by law it was changed to National Day of the Girl and Boy.

In 2013, through Law 357 of April 13, Supreme Decree 04017 of "Children's Day" was repealed and April 12 was instituted as "Girl's and Boy's Day" in the Plurinational State of Bolivia. This change arose at the initiative of the Parliamentary Network for Children and Adolescents with the aim of making visible the situation of Bolivian girls, their needs and specific care that they require to achieve their right to gender equality and equity (Viceministerio de Comunicación 2021b).

The second document identified about gender equality is found in the 2021 educational annual report. In one section of the report is described how is UNICEF's initiatives with the Ministry of Education in this matter.

UNITED NATIONS CHILDREN'S FUND – UNICEF: Project for the preparation of audiovisual and printed material under the theme "the impact of science and technology in our daily lives" with the purpose of bringing science closer to girls and adolescent women, thus awakening their interest in research linked to the national context (Ministry of Education 2021).

The statement describes the UNICEF project with the Agency for Electronic Government and Information and Communication Technologies (AGETIC) to give scholarships to girls and adolescents who want to have training in robotics. The idea is to give visibility and opportunities for girls to develop in a sector dominated by men and thus reduce the gender gap in that area. In the other part, UNICEF has done more work to advocate for gender equality. About this project initiated by the agency, it has been published:

Education in technology must include girls and adolescent women. UNICEF assures that without the inclusion of girls, the economic and social development of a nation is not possible; and recalls that ensuring equal access to STEM education and careers is an imperative for human rights, scientific and development perspectives. In human rights: all people are equal and must have equal opportunities (UNICEF Bolivia 2019d).

AGETIC and UNICEF signed a memorandum of understanding to support joint work actions in the field of new technologies with a focus on children, among which is also the development of knowledge and digital skills of girls and adolescent women. This alliance wants to promote and invest in the potential of girls and adolescent women in Information and Communication Technology (ICT), but also in the STEM areas (science, technology, engineering and mathematics) (UNICEF Bolivia 2021h).

In this code there is also an interaction of others. Advocacy's work on gender equality is also important and connected. When defending someone's rights, there is also a process of educating, promoting, and raising awareness of certain issues. In this example, in Bolivia the percentage of women who have a career in new technologies is low, which is why UNICEF Bolivia with the Ministry of Education and AGETIC joined forces to give opportunities to girls. In another UNICEF publication related to this matter, the delivery of 800 scholarships for girls and adolescent women was announced.

The UNICEF Chief of Education, Lina Beltrán, pointed out that in the future 75% of job sources will have to do with science, technology, or digital areas, "women have to be part of that workforce, break the stereotype that it is a male-dominated area. From UNICEF we are convinced: for Bolivia to be competitive in a world that demands human capital trained in technological areas, it is essential to close the gender gap in access to STEM, without forgetting to involve girls from rural areas (UNICEF Bolivia 2021i).

In another statement, among the attempts to set gender equality on the national educational agenda, UNICEF seeks to work with the country's Departmental Directorates of Education to raise awareness on this issue from the cities.

UNICEF signs an agreement with the Departmental Directorate of Education of Pando and announces the launch of the virtual education program "Digital Students". Within the framework of the "Adolescents with rights and opportunities education plus health with gender equality" program (UNICEF Bolivia 2021j).

In this agreement, the focus is being able to reach students who have dropped out of school, to encourage them to continue with their education. Furthermore, showing those students their rights with the focus on education with a gender perspective. In recent years, UNICEF has tried to show its position on the fight for gender equality, according to the texts analyzed. Apart from the partnership with the government, focused on reducing the inequality gap in technological and science occupations, no other activities have been presented in this matter.

In another statement, October 11 was selected as International Girl's Day and UNICEF Bolivia takes this opportunity to promote gender equality in the country. Every year on the same date, this agency dedicates a newsletter to raise awareness about the inequalities we live. Inequalities in education, gender violence and the lack of opportunities for women in labor sector. It also recognizes the efforts to defend the rights of girls.

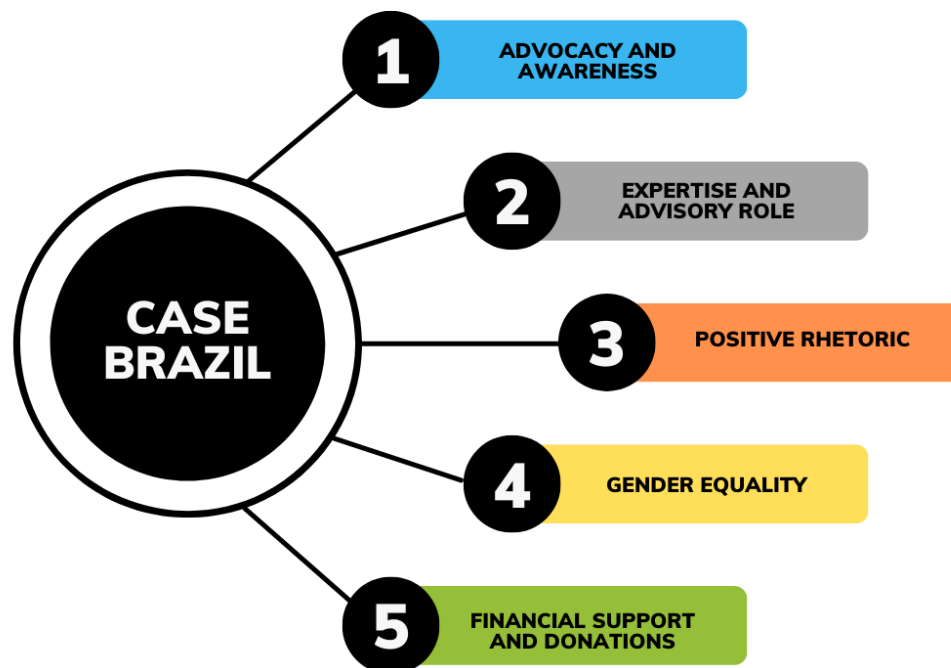
The International Day of the Girl affirms that the strength of girls is amazing and unstoppable. UNICEF and partners work with girls to make their views heard and defend their rights. According to the UNICEF Representative in Bolivia, Rafael Ramírez, "girls are breaking down the limits and barriers of stereotypes and exclusion, including those directed at girls with disabilities and those who live in remote communities. As entrepreneurs, innovators, and drivers of social movements, girls lead and promote a world that is meaningful to them and to future generations (UNICEF Bolivia 2019a).

Although at the national level no more efforts are made to raise awareness about gender inequality, UNICEF Bolivia from its online platform and with its own resources and initiatives tries to publicize the issue whenever it has an opportunity. These efforts will help in the future to develop an educational system with a more inclusive gender perspective. It takes time to make a conservative society aware of changing social patterns. As I mentioned among the points to highlight at the beginning of this analysis, the low recognition of this subject is to be expected, within a very conservative society where women have not yet achieved equality in all sectors.

### **4.3 Brazil**

Continuing with the analysis of the question in which ways UNICEF contributes to the development of education by promoting educational policies for the benefit of boys, girls, and adolescents in Brazil, 105 documents were analyzed and coded. An overview of the findings is presented:

1. In most of the documents, statements related to the "Advocacy and Awareness" code were identified. This code has the most frequency for the high number of references. In second place, the code "Expertise and Advisory Role" was positioned. This result is in line with what UNICEF has been doing internationally. These two are the most widely used mechanisms to influence domestic rhetoric's and policies on education. What is interesting in this case, which will be explained later, is that UNICEF is an organization that actively participates in legislative debates on issues related to its priorities in the country. See the next graphic 4.2 (NVivo 2022).



**Graph 4.2** Case Brazil: Codes from NVivo

**Source:** Taken from NVivo (NVivo 2022).

2. According to what could be analyzed between the UNICEF documents and the government, it seems that they have a closer association. The partnership they have is highly appreciated and the government values the contribution that UNICEF gives, not only to education in the country, but also in other areas related to the well-being of children. The Positive Rhetoric that the agency crafted in its active years in the country, can be perceived in the way in which its texts related to any activity with the organization are produced. It has granted legitimacy to participate actively. UNICEF is appreciated not only by the population, but also by government officials, according to their comments published in the newsletters. This legitimacy helps the agency have a more important role in Brazilian politics.

3. The openness to human rights, the fight against racism and gender inequality, are ideals for which Brazil is known. For this reason, at the beginning of the analysis it was expected that the issue of Gender Equality would be a priority on the national agenda. According to the documents extracted from the official pages of UNICEF and the Government, there is publicity in this regard but not to the degree that was expected. Due to its importance worldwide and the efforts of the IOs locally, it was expected that there would be documents where the efforts to obtain an educational system focused on gender equality were manifested. Contrary to this expectation, few documents were found from the government side, in which gender inequality in education was mentioned.
4. One expectation was that financial support and donations would be relevant and that it was likely to be a recurring theme in the textual narratives. Being such a vast country in terms of territory and population, Brazil has many vulnerable and low-income areas where UNICEF works actively, more than in other regions. There is a financial aid relationship, but surprisingly it's not something they focus on when sharing a specific project. The code "Financial Support and Donations" was the one with the fewest references. It seems that UNICEF has successfully focused on building an image through its advisory and advocacy work, rather than simply being a channel for donations. The discourse that the organization manages is consistent with how the government perceives it. See the following table 4.4 (NVivo 2022).

**Table 4.4** Brazilian Case Codes (NVivo)

CODE NAME	DESCRIPTION	RECORDS	REFERENCES
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	73	173
Expertise and Advisory Role	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the development of a specific topic. The Advisory Role also comes from the power of knowledge.	65	103
Positive Rhetoric	The Positive Rhetoric is the art of being able to effectively communicate the positive actions that are being carried out for a productive change.	48	77
Gender Equality	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in all levels of society.	20	39
Financial support and donations	Financial support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	5	11

**Source:** Taken from NVivo (NVivo 2022).

#### 4.3.1 Advocacy and Awareness Code

The content analysis of the data from the 105 extracted documents, confirms that Advocacy and Awareness work is the mechanism most used by UNICEF to influence the policies of a country. 73 documents include reference to the advocacy of UNICEF on education. As I have already mentioned, this is the mechanism that emerges most frequently to influence government. The main work that UNICEF Brazil does is to make the decision makers of the country aware that something is wrong and that it must change.

In addition, in different statements it was possible to identify, for example, that when advocacy work is carried out, it is accompanied by data collected by experts on the subject. When it comes to influencing politicians, a set of mechanisms must be used.

In the case of Brazil, a significant connection between the codes "Advocacy and Awareness" and "Expertise and Advisory Role" has been identified. As can be seen in the following tables, among the documents extracted from the official website of UNICEF Brazil, 59 documents have awareness and advocacy content. Within the documents extracted from the government, this code is in the second position, surpassed by the "Expertise and Advisory Role" code. This might denote that on the part of the government officials, the work that UNICEF Brazil does on issues of information management is key to their participation in internal policies. We will see this case in the next subsection. Nevertheless, according to the above, the advocacy work it could be seen that it continues to be the mechanism that has the most references. Below are the tables 4.5 and 4.6 extracted from NVivo where UNICEF Brazil and Government documents are shown separately (NVivo 2022).

**Table 4.5.** UNICEF Brazil Codes (NVivo)

CODE NAME	DESCRIPTION	RECORDS	REFERENCES
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	73	173
Expertise and Advisory Role	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the development of a specific topic. The Advisory Role also comes from the power of knowledge.	65	103
Positive Rhetoric	The Positive Rhetoric is the art of being able to effectively communicate the positive actions that are being carried out for a productive change.	48	77
Gender Equality	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in all levels of society.	20	39
Financial support and donations	Financial support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	5	11

**Source:** Taken from NVivo (NVivo 2022).

**Table 4.6** Brazilian Government Codes (NVivo)

CODE NAME	DESCRIPTION	RECORDS	REFERENCES
Expertise and Advisory Role	Expertise is the power of having true and reliable scientific knowledge, from highly qualified and specialized sources on a specific subject. Experts are generally professionals dedicated to the development of a specific topic. The advisory Role also comes from the power of knowledge.	24	31
Advocacy and Awareness	Advocacy work is the public support of a particular cause for the benefit of a group. As well as promoting, preventing, or ensuring the rights and interests of the group in question. Awareness is related to sharing truthful information about common social problems, paying attention to the programs or projects created to provide a solution.	14	19
Positive Rhetoric	The Positive Rhetoric is the art of being able to effectively communicate the positive actions that are being carried out for a productive change.	12	16
Gender Equality	Gender equality refers to the advocacy work, programs and projects focused to reduce the inequality gap between genders in all levels of society.	1	2
Financial support and donations	Financial support is economic aid in money as well as in the value of items, assets, and donations. It can be characterized by the delivery of materials or items to groups involved. As well as infrastructure repairs, purchase of equipment, among other material benefits.	0	0

**Source:** Taken from NVivo (NVivo 2022).

UNICEF Brazil is a frequent participant in the Chamber of Deputies in Brasilia. This agency participates in bill discussion hearings. Its presence and participation are important since it shows a very close link between the agency and the government; consequently, the government grants access to UNICEF Brazil to discuss internal policies of the country. This agency uses its participation to be able to advocate for the issues in question. For example, in a public hearing on Human Rights in the Chamber of Deputies on violence against children and adolescents, UNICEF Brazil shared a document on violence against children and proposals to eradicate it. UNICEF's national representative also advocated for the protection of children and called attention to the limited work that is done at the national level, in the attention of this vulnerable group that affects their participation in school.

Lorence Bauer, representative of UNICEF in Brazil, points out: "six out of ten Brazilian children live in poverty. Thirty-one teenagers are murdered every day, the highest rate in the world. We need an end to impunity, schools that value teachers more and make teaching more attractive. There are 3 million children and adolescents out of school. And we are once again facing the increase in child mortality. Brazil, which was once an example in vaccination now see diseases coming back" (Câmara dos Deputados 2018a).

Regarding the prevention of violence, UNICEF Brazil raises awareness among the population about this problem. Through its newsletters it was learned that the agency organized meetings with experts, politicians, personalities from society and civil society to discuss this issue (UNICEF Brazil 2019d). These activities help its advocacy work to have more impact in society and mainly in government spheres.

UNICEF warns of the importance of education as protection against violence. It is important to discuss the impact of violence on the lives of children and adolescents, and how education can be a crucial strategy to protect girls and boys against different forms of violence (UNICEF Brazil 2019d).

UNICEF Brazil is focused on raising awareness among children and adolescents about human rights. The "Growing up with Protection" program was created by the agency with the help of different government institutions to prevent violence in all its forms and raise awareness about the rights that the Brazilian government grants to all children. In online meetings, teenagers meet to talk about human rights, race, ethnicity, gender inequality and encourage the participation of the youngest in public debates. The advocacy work that this agency does is focused on giving them the confidence to demand that their rights are fulfilled and seek positive political changes that focus on the development of education for children. When it comes to advocating, UNICEF Brazil works by influencing different levels of society. Among the content of the documents analyzed, it was noticed that the agency repeats this action to discuss different topics related to the principles that UNICEF Brazil advocates.

Launched in 2020, "Growing with Protection" is carried out by UNICEF, in partnership with the Public Ministry of Labor (MPT), Agenda Pública and the Camará Calunga Institute, in eight municipalities in Baixada Santista and Vale do Ribeira, in the Sao Paulo state. The objective is to strengthen the prevention and confrontation of the different forms of violence against children and adolescents

by encouraging education, the inclusion of girls and boys in the labor market and the participation of adolescents and young people in the construction of public policies (UNICEF Brazil 2021g).

In another parliamentary meeting and on the commemorative day of the Brazilian boy and girl, the work that UNICEF Brazil is doing in the country was presented. This space was encouraged to promote debates and raise awareness about the social, economic, and educational situation of children. This agency not only draws attention to the causes why children are out of school but calls on government agencies to work on more policies for the benefit of children.

For UNICEF, although Brazil has one of the most advanced laws in the world regarding the protection of children and adolescents, it is still necessary to adopt public policies capable of combating and overcoming the geographic, social, and ethnic inequalities of the country. According to UNICEF, those who are out of school are the poor, black and indigenous people (Câmara dos Deputados 2019b).

In another matter related to justice and the testimony of children in court in cases of violence, UNICEF Brazil was found to be actively involved in the formulation of a law for the protection of children who testify in court. It is reported that the law contained a set of rules to follow when a minor must testify in court. Although it is not an education policy, what I want to highlight is the agency's participation in the advocacy work and drafting of the law. This has been published in a government newsletter. UNICEF supports this bill by advocating for its principles in protecting children in any circumstances. The advisory role is also involved in this example.

The proposal also received support from the representative of the United Nations Children's Fund (UNICEF) Fabiana Gorenstein. According to her, UNICEF helped build and supports the proposal to ensure that child victims of violence have an adequate hearing. The project, which is being processed on an urgent basis, will be analyzed by a special committee and by the Plenary (Câmara dos Deputados 2016a).

On the same subject and date of publication, another newsletter was found specifying the support that UNICEF was giving to the approved law. From the government online platform, what the agency advocates is publicized. UNICEF Brazil has a special interest in this topic, due to the high rates of violence in children and adolescents. One of the agency's priorities is to raise awareness and prevent violence. That is why, UNICEF Brazil spends time advocating for this issue and from the agency's online platform several newsletters and articles on the same subject were found (UNICEF Brazil 2022c).

UNICEF defends guarantees for children and adolescents who are victims of violence. The representative of the United Nations Children's Fund (UNICEF) Fabiana Gorenstein recently defended the approval of Bill 3792/15, which creates a comprehensive system of care for children and adolescents who are witnesses or victims of violence (Câmara dos Deputados 2016b).

Education in Brazil was also affected by the coronavirus pandemic. With schools closed, many children living in poverty had to start working to help support their families. When schools began to open, many former students did not return to the education system. With this problem, the state secretaries of education with UNICEF Brazil debated in the Chamber of Deputies. Again, this agency used its advocacy and awareness mechanism to influence decision makers. Many children and adolescents decided not to go back to school when the Ministry of Education resumed its face-to-face activities. School evasion increased compared to other years. UNICEF Brazil advocates for the return to school and asked the authorities to take more measures so that everyone can return to the classroom.

The UNICEF representative, Ítalo Dutra, pointed out that the closing time of schools was longer in Latin America and the Caribbean, with Brazil exceeding 50 weeks. For him, the development now is to provide students with a gradual and efficient return to face-to-face classes. “The big question is: what impact will this have later, with the resumption of face-to-face activities, if activities to welcome children and adolescents are not thought of and a more amplified look at the active search of these children and adolescents who effectively do not return to face-to-face activities”, observed Dutra (Câmara dos Deputados 2021b).

At the time of the pandemic, the educational system had to adapt to continue its teachings online. As a result, some deputies proposed a law where basic teaching is authorized from home with the responsibility of parents or guardians. This law contemplated the idea that parents could choose whether to send their children to school and continue their education at home. To this, UNICEF Brazil raised awareness of the dangers that this proposal entails. The principle in this matter is that children's education must be in the hands of educational professionals and that children cannot be deprived of their right to participate in the educational system. Although the Chamber of Deputies voted in favor of the bill, the approval of the Senate is still pending. UNICEF Brazil continues its work to raise awareness about the risks that this law could have to the right to education for children.

UNICEF warns of the importance of school and the risks of home education. "Transferring the learning process exclusively to the family brings significant damage to children and adolescents. This is because the school is fundamental to guarantee the right to learning, socialization and the plurality of ideas, in addition to being an essential space for the protection of girls and boys. children against violence", explains Ítalo Dutra, Head of Education at UNICEF in Brazil (UNICEF Brazil 2021i).

When the Ministry of Education decided to open schools, it published a “Return to Class Guide”. In this document, many references to the proposals that UNICEF headquarters developed for a safe return to school were found. WHO, UNESCO and UNICEF came together to generalize the steps to follow and precautions when having face-to-face classes.

WHO, UNESCO and UNICEF suggest that education should be considered an essential service. Thus, they advise that, based on the decision of the local health authorities, face-to-face classes be resumed, observing due

precautions for health safety, provided that the risks and local levels of transmission of the SARS-CoV-2 virus are evaluated, the school capacity to safe adaptation, student education losses, ensuring equity in terms of learning, the general health and well-being of children and young people (Ministério de Educação 2021).

For its work advocating for the return to face-to-face classrooms, UNICEF Brazil has been participating in Municipal Chambers of the different States of the Brazilian territory. Its awareness work also focuses on raising its voice advocating for education in all settings.

UNICEF participates in a public hearing to discuss return to school in the municipal public-school network in São Luís. The United Nations Children's Fund is promoting dialogue with governments and civil society on ways to safely return to school in the public school system, considering the current scenario of the covid-19 pandemic (UNICEF Brazil 2021).

In another newsletter it was found that UNICEF is actively involved in a project to extend the education curriculum. With a partnership with the Ministry of Citizenship, UNICEF Brazil seeks to begin financially educating children in schools. With this project, it's advocating for starting a financial education from a young age that will serve them for life.

The action with UNICEF aims to support the performance of impact assessments of financial education actions, promote discussion, dialogue and dissemination of information and knowledge for children and adolescents, technically support the mapping of financial education experiences (Ministério da Cidadania 2020).

In the presidential elections of the Republic of Brazil in 2018, UNICEF advocated for children and prepared a document called "More than promises", raising awareness on 6 important points for the benefit of this group. In the government's newsletter, the report was published with the aim to commit the candidate to more investments, public policies, and actions for Brazilian children. In the plan, UNICEF Brazil suggests expanding the investment of Public Resources for the education of children. This action obtained the support of the deputies, according to the document. The awareness-raising work of this agency could have an important response from Brazilian legislators.

Coordinator of the Program for the Promotion of Quality Policies for Children at UNICEF Brazil, Mário Volpi explains the six axes around which the "proposals presented to presidential candidates are: The first of them has to do with the idea of poverty that we traditionally deal with such as insufficient income, but another set of policies is important to overcome poverty based on articulated action in different areas. The second important issue is the issue of adolescent homicides. Brazil is the country in the world with the highest absolute number of deaths of adolescents by homicide. Another topic is education; a great task is to bring children who are out of school. The fourth topic is the reduction of infant mortality. The fifth, healthy eating and, finally, participation in politics", he enumerated (Câmara dos Deputados 2018b).

In another topic that UNICEF Brazil also carried out its role in advocating for girls and adolescent women due to menstrual poverty. According to UNICEF Brazil, many girls do not go to school when they are menstruating since they do not have the resources to obtain sanitary pads. Because of the discomfort they feel, the fear of an accident related to their menstruation, they gradually stop going to school, until many of them no longer continue their studies. In addition, there is cultural misinformation about menstruation that brings confusion to many girls. Because of this problem, the agency began to raise awareness about this issue in society and politicians. As part of his advocacy campaign, thousands of 'menstruation kits' were donated to public schools, and some information bulletins were created on this matter.

It's not just the donation, here is important to talk about public policies that intends to bring the issue of menstrual poverty to girls' attention. The delivery of pads intends to stimulate the debate about the social spaces where girls are inserted and that, therefore, are part of their experiences and transformations of their body (UNICEF Brazil 2021j).

In another newsletter, UNICEF Brazil once again explains why this agency has as a priority putting women's menstruation on the public agenda and why the government has to supply the basic supplies for menstruation in public schools.

Why did UNICEF get involved with the topic? The lack of sanitary conditions, supplies and education so that adolescents can manage their menstruation in a healthy way, without this natural phenomenon representing a barrier to their educational development, is a violation of human rights... Ensuring that the school, as well as their homes, and that adults responsible for the development of adolescents offer education, care, supplies and the necessary infrastructure for them to experience menstruation without giving up other rights is part of UNICEF's mandate for the well-being of children and adolescents (UNICEF Brazil 2021f).

Shortly after, a proposed bill was found in the Chamber of Deputies, where it is proposed to make 'menstruation kits' available in public schools as well as in health centers for low-income girls and adolescent women. In the bill, in a short paragraph it said that because the advocacy work of UNICEF in girls' menstrual health a law was being considered to give this menstruation kit for free. Within the documents analyzed, it was possible to understand the connection of the advocacy work with the bill. The efforts of UNICEF Brazil were influential in taking the issue to the Chamber of Deputies.

Given the fact that the UNICEF Booklet (2020) places menstrual health as a fundamental human right for all women, we are certain that we will have the support of our distinguished peers for its rapid approval (Gaguim 2021).

Finally, the following example analyzes the awareness-raising work of UNICEF Brazil with other social and governmental organizations. In a newsletter, the agency specifies that in order to guarantee the educational rights of the children of the Waraos indigenous tribe, meetings were held with the municipal government. The objective was to raise awareness about the Warao culture, respect linguistic hallmarks and be able to include Warao pedagogy in the educational system of their region. In other words, the

work focused on advocating for the rights of the Warao Tribe and the preservation of their culture in the educational system.

According to Matheus Rangel, UNICEF Education Officer for the Amazon Territory, this achievement was born within the "Súper Panas" project, a partnership between UNICEF and SOS Children's Villages, when representatives of the Warao people prepared a consultation document on educational, intercultural rights and language skills for their children and teenagers (UNICEF Brazil 2022a).

In response to these meetings, the Manaus Municipal Education Council published a resolution protecting the educational rights of all indigenous peoples in the region.

And as a result, the Municipal Council of Education of Manaus published Resolution 191, on December 27, 2021, which guarantees educational rights to all indigenous peoples of other nationalities, residing in Manaus, regardless of the country of origin and that these rights are equivalent to the educational rights of Brazilian indigenous peoples. In this way, Resolution 191 is an example that must be followed by the other Education Councils in the country and constitutes an effective response in the way of guaranteeing the rights of indigenous peoples (UNICEF Brazil 2022a).

When analyzing the documents referring to the "Advocacy and Awareness" code, it was possible to verify that there is an important relationship between the agency and its vocation in advocating for the rights to education of children and adolescents. With its different priorities, it uses this mechanism to be able to raise awareness of these issues at different levels in society. This relationship is also perceived in the texts extracted from the official government pages. Especially in this case, the active participation of UNICEF Brazil in the political sphere makes visible its advocacy work.

#### **4.3.2 Expertise and Advisory Role Code**

The "Expertise and Advisory Role" code also emerges as an important mechanism used by UNICEF Brazil to influence domestic policies. This agency works actively contributing its expertise to the different government ministries. Of the 105 documents extracted, it was found that 65 were related to this topic. The interesting part is that from UNICEF this is positioned at number 2 of the most referred codes. While in government texts, this has the first place. This data might indicate that the government perceives this international agency as a reliable source of information and advice. The texts found may confirm that the contribution of knowledge of some issue promoted by UNICEF is considered by national policy makers. As mentioned in the previous subsection, it gives the impression that government officials value and use the work that UNICEF Brazil does on information management issues. This aspect is key to their participation in internal policies.

A variety of reports have been found on topics related, for example, to school evasion, violence in children and adolescents, nutrition in early childhood, menstrual poverty, among others. Many of these investigations provided valuable information for

the creation of different bills. In some cases, statements were found that agree with this mechanism, from UNICEF Brazil and the government. In the following example, it was published in a newsletter at a hearing of the Education Commission of the Chamber of Deputies, where real data on school dropouts was presented. According to the deputies, the lack of resources for education means that the educational quality has decreased and that many drop out of school. In this sense, specialists from different organizations with a focus on education were present. In addition, they had the opportunity to expose the real data of their research on school dropout. On UNICEF's turn, this was its contribution.

Regarding school dropouts, the head of the United Nations Children's Fund (UNICEF) Education area, Ítalo Dutra, added that more than 900,000 students dropped out of school in 2018 (Câmara dos Deputados 2019a).

The studies carried out by UNICEF Brazil also appear in Law Proposals. 8 of this type of documents on education issues were identified, in most of them, the deputies used data to corroborate and justify the creation or modification of a law. In the following example, Deputy Jean Wyllys wanted to modify a 1975 law where the state prohibited pregnant students from attending classes. In his proposal, pregnant students will have the right to remain in the classroom throughout their pregnancy, so they can continue their studies. No follow-up of this proposal was found, but what is interesting is to justify this change, the study carried out by UNICEF Brazil on girls dropping out of school was used.

According to the study *Ten Challenges of Secondary Education in Brazil to Guarantee the Right to Learn for Adolescents aged 15 to 17*, produced by the United Nations Children's Fund (UNICEF), evasion and school dropout by girls in this age may be related to teenage pregnancy, especially among adolescents from low-income families (Wyllys 2015).

UNICEF was present in the parliamentary debates on issues related to the rights of children and adolescents. In another virtual hearing of the Ministry of Education on prevention measures for exclusion, evasion or school dropout, UNICEF Brazil participated, not only advocating for more actions so that children do not drop out of school, but also informed the deputies with important data about this problem.

According to data from the United Nations Children's Fund (UNICEF), school dropout in Brazil affects 5 million students. During the Covid-19 pandemic, these numbers increased by 5% among elementary school students and 10% among high school students. For those who are still enrolled, the difficulty was access, with 4 million students without connectivity. (Câmara dos Deputados 2021b).

In another hearing on the increase in violence against the youngest children, UNICEF Brazil shared extensively about its research on this topic. Although this issue is not directly related to education, what is interesting is that UNICEF is the source of information, even at the hearing one of the agency's technicians spoke detailing the data found. In response, the government announced the creation of an application to assist in cases of violence.

A study by the United Nations Children's Fund (UNICEF) and the Brazilian Public Security Forum shows that the death of children aged 0 to 4 years who are victims of violence increased by 27% between 2016 and 2020. According to UNICEF technician Danilo Moura, deaths in the age group between 1-0 and 1-9 years are concentrated in black children, with 80% of cases. 32 thousands of them died in the last five years (Câmara dos Deputados 2021a).

Violence against children and adolescents is a worrying topic in Brazil. UNICEF focuses its efforts on lowering the rates of violence against minors in all areas. It is for this reason that several investigations were found on this topic. This agency works closely with State Municipalities to conduct public discussions on this issue.

According to a study recently launched by UNICEF and the Brazilian Public Security Forum, in the last five years, there were 3,405 deaths among adolescents aged 15 to 19 years. In all, during the period, 3,656 children and adolescents were violently killed in the state of Rio de Janeiro, an average of 731 per year. Of the total, almost 27% of the deaths were due to police action (UNICEF Brazil 2021e).

The Chamber of Deputies once again invited UNICEF Brazil to participate as the only international agency for the debate on inequality and access to education together with the head of the Ministry of Education. In the drafted document, the data presented by UNICEF is presented and it is also mentioned as one of the special guests.

A study by UNICEF Brazil identified that more than 5 million girls and boys aged 6 to 17 do not have access to education in Brazil. Of these, more than 40% were children aged 6 to 10, an age group in which education was practically universal before the pandemic (Rigoni 2021).

Every year, government agencies celebrate the Brazilian Children's Day with a publication. This action helps raise awareness of children's rights. The authorities make use of data from UNICEF Brazil to raise awareness. This pattern has been detected in all government publications since UNICEF is seen as an accurate source of information.

According to a report published in 2018 by UNICEF, 6 out of 10 children in the world live in precarious situations. Almost 1.2 million do not have their rights guaranteed and at least 6 million are in extreme poverty. In Brazil, in 2019, 159,000 complaints of human rights violations were registered, of which 86,000 involved children and adolescents (Câmara dos Deputados 2021f).

At the time of the 2018 elections, UNICEF Brazil launched a document on priorities for children. This document was specially addressed to presidential candidates and municipal directorates so that they prioritize children's rights in their electoral proposals. In this document, the agency raises awareness about the problems of this vulnerable group, and at the same time provides valuable information that serves as justification for creating development policies. As it has been perceived, the codes "Advocacy and Awareness" and the "Expertise and Advisory Role" are often interconnected, since the information is used to justify why this issue is important and the urgency of making significant changes in domestic policy. In my opinion, the way they

structured the narrative it made it easy to understand and showed the work that these two mechanisms do to influence.

Almost three million boys and girls are still out of school and UNICEF's main suggestion is to increase the investment of public resources in early childhood education. Every year in Brazil, 42,000 children up to 5 years of age still die from preventable causes. One of the suggestions forwarded to candidates by UNICEF is to focus on the quality of primary care, especially prenatal care. Monetary poverty still affects 34% of Brazilian children and adolescents. For UNICEF, overcoming poverty is more than improving income. Among the entity's suggestions are public policies to combat poverty, adapted to each region, racial differences and the various groups affected (Câmara dos Deputados 2018b).

To be aware of the outcomes of the coronavirus pandemic in education, UNICEF Brazil keeps a record of access to education in the country. Together with the Ministry of Education, created a study dedicated to this period called "School Exclusion Scenario in Brazil". As a result, this agency carried out initiatives in different Brazilian states, creating a curriculum that supports the reduction of inequality in learning that generated the closure of schools in 2020. The example below is the partnership of UNICEF Brazil with the Secretary of Education of the State of Rio Grande do Sul.

UNICEF Education specialist Verônica Bezerra points out that tackling the culture of school failure marks an important milestone in guaranteeing the right to education for thousands of children and adolescents. In November 2020, more than 5 million children and adolescents between the ages of 6 and 17 did not have access to education in Brazil, a number similar to what the country had in the early 2000s. In Rio Grande do Norte, 160,000 girls and boys (24.9%) were without this right in the same period, according to the study "Scenario of School Exclusion in Brazil" (UNICEF Brazil 2021a).

UNICEF Brazil also offers its expertise to government ministries that request it. In the following newsletter, a partnership of the Public Ministry of Labor with the international agency was presented. This agreement consists of UNICEF Brazil carrying out a study on violence in children and adolescents, related to child labor. The agency agreed to share its expertise on the subject, since it has experience working in the same subject in other States. The purpose of this study is to be able to guarantee the rights of children and eliminate child labor.

UNICEF will carry out an analysis of violence against children and adolescents in the municipalities of the Ilha Comprida region, and, based on this diagnosis, define the priorities for action. Bringing the expertise that UNICEF has in around 2,000 municipalities in the Semiarid and Amazon regions to the Ilha Comprida region is a great opportunity to advance in guaranteeing the rights of children and adolescents (UNICEF Brazil 2019b).

In another newsletter, UNICEF Brazil reported on the new methodology that it developed together with the Institute for Applied Economic Research (IPEA for its acronym in Portuguese). In the technical note that they jointly published, the new methodology for calculating federal public funds allocated to education was presented.

The data was a wake-up call, since the percentage is lower than expected. Along with this unprecedented work, they also advocate that the 2022 federal budget consider prioritizing children and adolescents.

Between 2016 and 2019, Brazil allocated only 3.2% of federal public resources to children and adolescents – and the estimate for 2022 is below this level, with 2.4%. This is what UNICEF and IPEA reveal, in an unprecedented analysis of federal public spending. UNICEF and IPEA created a methodology to assess federal spending on children and adolescents. The forecast for 2022 is below this level. This is what UNICEF and IPEA reveal in their analyses. The two entities ask that the country prioritize childhood and adolescence in the 2022 federal budget, returning at least to the levels of 2019 (UNICEF Brazil 2021c).

As already noted in the participation of UNICEF Brazil in the theme of this code, the use of its research is disclosed in almost all its newsletters. In another innovative methodology created by the agency in partnership with other institutions, the quality of early childhood education can now be measured in Brazil. According to the note, until 2021 there were “116.5 thousand early childhood schools with more than 8.5 million enrollments of children under 5 years of age” (UNICEF Brazil 2021k). The Ministry of Education and UNICEF Brazil have worked on access to education, now the question turns to the quality of the education provided. The school self-assessment methodology is being applied in all early childhood educational institutions in Brazil.

The Quality Indicators in Early Childhood Education, prepared by MEC, UNICEF, Undime, Fundação Orsa and Ação Educativa, are a school self-assessment methodology that encourages democratic management, involving different school agents (UNICEF Brazil 2021k).

In another example, it can be understood that the contribution of UNICEF's expertise in certain areas is important to carry out projects and even collaborate in the drafting of municipal resolutions in favor of children and adolescents. In the following text, the agency details the technical assistance, training, and projects that it carried out in the city of Belem, capital of Pará.

UNICEF developed training for technicians and local managers in the 10-step methodology for breastfeeding and healthy complementary feeding up to 2 years of age. 107 schools participating in the Health at School Program had access to training on UNICEF's healthy eating notebooks. Awareness lectures on healthy eating were held for representatives of 76 municipal schools. In 2020, 165 technicians were trained online (UNICEF Brazil 2020b).

Continuing in the same text, thanks to the expertise of UNICEF Brazil on the topic of adolescent pregnancy prevention, a plan was prepared. In that plan, sex education in schools and the prevention of adolescent pregnancies were considered. It can read "the document is the result of a construction made by many hands", this suggests that they also contributed to the preparation of said document. Efforts to advocate for children's rights sometimes result in approved municipal plans.

In December 2018, Belém approved a Municipal Plan for Sexual and Reproductive Rights. The document is the result of a construction made by many hands (UNICEF Brazil 2020b)

In the last example, it can read that the former representative of UNICEF Brazil, Fabiana Gorenstein, mentioned in the Chamber of Deputies, that the agency supported the proposed legislation that provides protection of children and adolescents who testify in trials on violence. In this regard, the government newsletter illustrates that the entity "helped build the proposal". This could be understood from the fact that UNICEF Brazil participates in the elaboration of projects of laws on issues related to children, and that it might have an advisory role.

According to Fabiana Gorenstein, representative of the United Nations Children's Fund (UNICEF), the agency helped build and supports the proposal to ensure that child victims of violence have an adequate hearing. The project, which is being processed on an urgent basis, will be analyzed by a special committee and by the Plenary (Câmara dos Deputados 2016a).

In short, in the subject of "Experts and Advisory Role" a close relationship was found between the federal and states governments with UNICEF Brazil. From the official level, the investigations carried out by the agency are perceived as reliable. Therefore, the information published by UNICEF Brazil on any subject is taken into account even in Public Hearings in the Chamber of Federal Deputies. It is possible to considered that the participation of UNICEF Brazil in these meetings also influence decision makers to modify or approve a new educational law for the benefit of boys, girls, and adolescents.

#### **4.3.3 Positive Rhetoric Code**

As mentioned in the case of Bolivia, "Positive Rhetoric" is understood as the art of persuading through text, contributing to the legitimacy of UNICEF. When an organization has positive rhetoric, it might be able to achieve greater influence towards others thanks to the legitimation granted. Therefore, each sentence must be crafted in an intentional way to contribute to the legitimacy of an organization. This mechanism is directly related to the identity of the agency. It is also important to note how the government frames UNICEF Bolivia and how its partnership relationship is. Through the documents it can be identified that both, the government and UNICEF Bolivia, share and craft positive rhetoric regarding each other. From the content analysis of 105 documents, 48 were identified that refer to this topic. On both sides, this code ranked third in mentions. It must be considered that there is an interconnection between codes because the positive narrative of UNICEF Brazil is always present.

In a document prepared by UNICEF Brazil for the presidential candidates of the Republic and the governments of the states and the Federal District, the opinion of a deputy Dorinha Seabra from the Education Commission was presented. In her words, it can be understood that the agency's actions were positive. With the phrase "an important movement", it is validating the work of UNICEF Brazil in preparing this document.

Deputy Professor Dorinha Seabra Rezende (DEM-TO), who is vice-president of the Chamber's Education Commission, says that the UNICEF

document arrived at a good time: "UNICEF makes an important move so that there is a commitment between presidential candidates and children and adolescents, it is concerned with health, education. The Education Commission prepared a letter with the same objective, asking for commitment with the National Education Plan, with adolescence" (Câmara dos Deputados 2018b).

The presence of UNICEF Brazil in public debates or hearings at the federal or municipal level adds more value to its identity as a specialized agency. A newsletter highlighted the participation of UNICEF Brazil in the debate on the creation of new rules to present testimonies of children and adolescents in trials for all types of violence. This is not a topic directly related to education, however the support that the agency expressed in favor of the acceptance of the law also contributes to the construction of its rhetoric.

The proposal also received support from the representative of the United Nations Children's Fund (UNICEF) Fabiana Gorenstein (Câmara dos Deputados 2016a).

In a debate on human rights and minorities, UNICEF Brazil was invited to present its opinion on the matter. The agency representative was given 5 minutes to advocate for the right to education for all children. At the beginning of her presentation, the official of the agency thanked the commission for the invitation and the importance of UNICEF Brazil being able to participate in these debates. In addition, the positive recognition for the initiative carried out by the deputies was expressed.

The National Chief of Child Protection for UNICEF in Brazil, Ms. Rosana Vega, said: " Thank you very much for the invitation to participate in this forum and this public hearing, which we think is very important. We congratulate for the initiative, and we appreciate the invitation. Regarding the report that was shared with us, we agree with many of the recommendations made. We would also like to step up the promotion and protection of children's rights" (Câmara dos Deputados 2021c).

In a debate of the Education Commission in the Chamber of Deputies, the "School Active Search" program, created by UNICEF Brazil in partnership with other organizations, was presented. On that occasion, the representative of UNICEF Brazil was able to show data on how the program works. The objective of the initiative is to find children who dropped out of school and to reconnect them with the educational system. In this debate, two points were relevant to its Positive Rhetoric. The first has to do with the participation of UNICEF Brazil. The agency's project was the center of exposure to the country's policy makers who had the opportunity to understand the problem of school dropout and to identify what UNICEF Brazil is doing. The agency had the opportunity to present its work, advocating for the right to education for children. The second point is related to the recognition of the work of UNICEF Brazil. The former president of the Chamber of Deputies, Deputy Celso Jacob, when closing the session, recognized that there are no public spaces to debate the development of this topic. In addition, he accepted that the government alone will not be able to "transform education" and that the help of other actors is needed. Comments like this add value to the work of UNICEF Brazil and consequently raise its positive image.

"The Government alone will not be able to transform education. All these ingredients are needed here. And let's hope that we have results. Now, we did our part here today, and very well! I would like to congratulate all of you, who prepared for this audience and brought interesting data, and this has to be seen with more respect by society as a whole", said the former President of the Chamber of Deputies, Deputy Celso Jacob (Câmara dos Deputados 2017a).

In a newsletter from UNICEF Brazil, the efforts made by the organization to give more political participation to adolescents and young people from Manaus, in the State of Amazonas, were highlighted. Venezuelan youth and children living in temporary shelters on the border between Brazil and Venezuela had the opportunity to propose solutions to the challenges of accessing the educational system. There are 2 points that stand out that contribute to the positive rhetoric that UNICEF Brazil crafts of itself. First, it demonstrates its value by communicating that it is "extremely important" for the agency to lead an initiative like this in favor of all children and adolescents, regardless of their nationality. Second, when a person outside of UNICEF Brazil, such as government officials, expresses how positive the agency's actions are, it also legitimizes their work. These two points empower the agency.

On the December 3rd, the United Nations Children's Fund (UNICEF) closed the social marathon "Chama na Soluções", an initiative of the Manaus office to create a youth protagonism network. Connecting young people to create social solutions. For UNICEF, it is extremely important to lead this initiative. For the coordinator of the Integrated Management Unit (UGI) of the Government of Amazonas, Tiago Paiva, UNICEF generates hope when it shows that young people are capable of proposing actions and public policies (UNICEF Brazil 2020a).

In another activity advocating for the menstrual dignity of girls in municipal schools, carried out by UNICEF Brazil and its partners in the city of São Luís, in the State of Maranhão, thousands of menstrual kits were donated. In recent years, this agency has raised awareness about the protection and menstrual dignity of Brazilian girls and adolescent women in public schools. With the delivery of these donations, the leader of the Collective Girl Citizen, Marília Silva, dedicated a few words to the 'great work' that UNICEF Brazil is doing in that region. She also mentioned the positive change in the schools due to this initiative.

Marília Silva said: "UNICEF has helped us a lot with the partnership with pads. It's wonderful to see the girls happy to receive them. Before at school, one girl asked to go home because she had a headache. But it was not true. She was ashamed to say that she had her period. Today it's different. The girls' happiness is my joy". Also she clarifies that school is one of the main systems for learning and structuring the lives of girls of menstrual age (UNICEF Brazil 2021j).

To strengthen the actions of UNICEF Brazil in the different states of the country, the agency visited the authorities of the State of Rondônia. UNICEF Brazil encouraged state officials to encourage more cities to join the "Active School Search" program. In addition to this initiative, other health projects in schools to prevent diseases were promoted. The Vice-Prefect of the city of Rolim de Moura dedicated a few words of

gratitude to the work of UNICEF. The authority acknowledged the work of UNICEF Brazil.

During UNICEF's visit to Rondônia, Alcides Rosa, commented: "The city of Rolim de Moura thanks UNICEF for this opportunity, as it will help us strengthen the municipality in hygiene practices within schools to prevent the transmission of diseases such as covid-19 among education professionals, children, adolescents and families" (UNICEF Brazil 2022f).

At the launch of a study carried out by UNICEF Brazil and allies on the culture of failure that affects students to continue in school, one of its most important sponsors, the Claro Institute, expressed its support for the agency.

Daniely Gomiero, Director of Social Responsibility and Communication at Claro Institute mentioned: "Instituto Claro supports UNICEF in this fundamental and relevant project and in the creation of many other opportunities" (UNICEF Brazil 2021d).

Beyond the references to the initiatives that UNICEF Brazil effectively advertises, which also contribute to the construction of its positive rhetoric, this subsection presented some examples of how the agency builds its legitimacy through its own publications and through comments from authorities about the agency's work. The good reception and the positive discourse could show the good relationship that UNICEF Brazil maintains with the different federal, state, and municipal authorities and with private companies. In order to influence a country's educational policies, this mechanism crafts the agency's identity to build trust and legitimizes its authority to act as a defender of children's rights.

#### **4.3.4 Gender Equality Code**

The Federal Republic of Brazil is a multicultural and diverse country, which makes its fight for human rights and equality necessary. There are several projects that UNICEF Brazil leads with the partnership of government and private institutions. Gender equality is one of the agency's priorities worldwide, which is why its efforts are to position this issue on the public agenda. As mentioned at the beginning of the content analysis of the case of this country, it was expected that this code would have many references. Of the 105 documents, only 20 identified with this topic. The interesting part is that from the government, only one document was found that refers to gender equality in education. Although the fight for inequality is discussed in other areas, such as the situation of women in the labor market. When it comes to education it is rarely discussed. When asked in what ways UNICEF contributes to education in Brazil, the focus on gender equality contributes to the development of more actions to close the inequality gap between boys and girls. What is being done in Brazil and how, is what is intended to be shown below.

In a discussion in the Chamber of Deputies on the empowerment of girls as a focus for sustainable development, UNICEF Brazil was a special guest. In the discussion, the role of education was highlighted and why policies should be promoted where the rights of girls are respected. The former representative of UNICEF Brazil was able to participate in the meeting.

Women's caucuses and women's attorneys from the House and Senate promoted the debate "Girl Empowerment and Sustainable Development Goals". The event took place this Thursday, at the Federal Senate, with the participation of specialists from the United Nations Children's Fund (UNICEF). For Gabriela Mora, from UNICEF, equal rights between men and women will only become a reality if governments are committed to empowering girls (Câmara dos Deputados 2017b).

UNICEF Brazil is clear that only through active participation in public policies can influence. That is why, through different initiatives, it encourages the integration and participation of adolescents at the local level, in presenting their problems and formulating solutions. Through the municipalities, these groups express their opinions on issues of defense of human rights. Regarding gender inequality, many female adolescents actively participate to make gender equality visible in schools.

The municipality of João Câmara is enrolled in the 2017-2020 edition of the "Selo UNICEF", a UNICEF initiative aimed at encouraging municipalities to implement public policies to reduce inequalities and guarantee the rights of girls and boys. Maria Letícia Gomes da Silva, 15 years old, was one of the first members of the "Selo UNICEF". She said: "At the end of 2017, I participated in this program. I was angry with cases of violence against women. The woman always ends up thinking that she is to blame for everything, despite being a victim most of the cases. I wanted a place to talk about these kinds of topics (UNICEF Brazil 2019a).

Brazil being such a large country, UNICEF offices create projects in partnership with different States. For example, in the following text a project called "Ativa 027" was found with the State of Espírito Santo. The objective of this initiative was female empowerment, with the participation of adolescents. Through talks and training, adolescents were able to discuss issues of gender and race inequality and how inequality affects their education.

The 'Ativa 027' project draws attention to the importance of empowering girls in schools. Launched by UNICEF in technical partnership with the Center for Studies and Programs on Sustainable Development (Cieds). Ativa 027 is aimed at adolescents, with an emphasis on the empowerment of girls in schools, mental health and nutrition and debate on the themes: gender equality and diversity, ethnic and racial identity (UNICEF Brazil 2021h).

Another program was successfully registered in the State of Pernambuco. The initiative 'Today a Girl, Tomorrow a Woman', of UNICEF Brazil in partnership with municipal authorities and other social organizations, sought to raise awareness among girls and boys about gender inequality. The first edition of the program was well received, which is why efforts continue in schools to encourage equality in all areas. The participation of the adolescents helped make gender problems visible among municipal officials and decision makers.

The female empowerment project "Today a Girl, Tomorrow a Woman" reaches the second cycle with a group of boys. After training 90 girls aged

between 12 and 17 in gender, health, and life skills in the first phase in schools, the project will include male participation. "Before joining the project, I had low self-esteem. Today, I am fully aware of my place and the power of my voice. I want to be the seed for other girls", reports Nívea Maria de Lima, 17 years old (UNICEF Brazil 2019c).

Finally, UNICEF Brazil's efforts to combat menstrual poverty is among the latest initiatives carried out at the national level. One of the objectives is to reduce the percentage of girls and adolescents who drop out of school because they do not have access to basic menstrual care items. In addition to its awareness-raising work, campaigns have been carried out in different Brazilian cities where this issue is debated in municipal schools.

The United Nations Children's Fund (UNICEF).....delivered more than 19,000 sanitary pads to the Municipal Secretary of Education of São Paulo. On the occasion, booklets on "Menstruation and other little things +" were also offered to strengthen discussions on poverty and menstrual dignity in public schools (UNICEF Brazil 2021j).

In the same newsletter, a representative of the Collective Girl Citizen, Marília Silva mentioned the importance of education on these issues at school. In addition, she highlighted that the results of this initiative are already being seen, and that talking about these issues helps to develop an inclusive education system.

The delivery of pads intends to stimulate the debate about the social spaces where girls are inserted and that, therefore, are part of their experiences and transformations of their body. The leader Marília Silva, clarifies that school is one of the main systems for learning and structuring the lives of girls of menstrual age (UNICEF Brazil 2021j).

In the content analysis it was possible to identify that UNICEF Brazil includes gender equality in the projects it executes. In addition, the agency encouraged adolescents to be involved in the policies of their municipalities. Through its activities, UNICEF Brazil sought the political participation of young people to create policies that are more adjusted to their reality and inclusion. What is striking about its initiatives is that this agency is always focused on influencing policy makers, whether at a local or national level. In the statements it can be understood that their efforts are focused on the areas of greatest vulnerability in the country. Certain States, more than others, are constantly repeated in reports of UNICEF Brazil. As for the government, it was not possible to verify how is the relationship with this topic, due to the lack of documents related to the subject. There is a great political movement for gender equality in Brazil, but this could not be verified in the area of education with changes in educational policies.

#### **4.3.5 Financial Support and Donations Code**

One of the mechanisms used to influence the internal policies of a country is through Financial Support and Donations. In the case of Brazil, being an upper-middle-income country, it seems that this theme does not have much publicity. Of the 105 documents downloaded from the web pages of the two institutions, 5 newsletters from

UNICEF Brazil were related to this topic. On the part of the government, in none of the selected documents could the code be identified. The percentage of references to this topic is the lowest, positioning it in the last place of the codes presented. Regarding the financial aid or donations found in those documents, 3 of them are related to donations. Those donations were made within the framework of the fight against menstrual poverty.

Dissemination of information is part of UNICEF's response to Covid-19, but the strategy is not limited to that....Among the actions, the provision of hygiene and cleaning items stands out (UNICEF Brazil 2020c).

This Thursday, starting at 9 am, the United Nations Children's Fund (UNICEF) will deliver sanitary pads and talk about menstrual health with Afro-descendant girls from the Cidade Operária macro-region who live in a context of social vulnerability (UNICEF Brazil 2021f).

In the following example, what is interesting is that the narrative informs about the donation, since other private actors are also involved, but its focus is directed to the organization of social debates on the subject. UNICEF Brazil sought to empower girls and adolescents on the issues of menstrual health, sexual education, and their rights as women.

UNICEF....through the partnership with SEMPRE LIVRE® and CAREFREE®, delivered more than 19,000 sanitary pads to the Municipal Secretary of Education of São Paulo. Approximately 23 municipal public schools will benefit from the donations. The delivery of pads intends to stimulate the debate about the social spaces where girls are inserted (UNICEF Brazil 2021j).

In the following document from UNICEF Brazil, the description of the donations that the agency made in partnership with other private institutions was found. This was the only newsletter detailing the donations and the groups benefited. These donations were given in the framework of the prevention of the coronavirus.

Connecting local authorities with municipal management UNICEF Brazil had the support of BNDES/EDF and BNDES/Solví to deliver family hygiene kits and basic food baskets, in addition to information leaflets, benefiting approximately 31,515 people....hygiene kits and information brochures were distributed....In a partnership with Natura, more than 8,000 soaps were donated to benefit families of the most vulnerable teenagers in the city.....Through the partnership established with Unilever, 14,930 family hygiene kits were delivered (UNICEF Brazil 2020b).

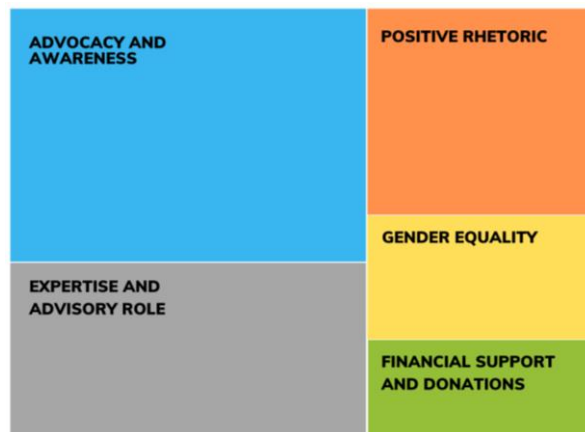
As mentioned at the beginning of this code, this issue has come as a surprise to the study, since few references to financial support or donations have been found. This discovery raises new questions for future studies, since it gives the impression that UNICEF Brazil has focused on presenting itself as an expert on issues related to children, technical assistance, advisory role, and a reliable source of information. As well as his strong vocation to advocate the main issues that UNICEF in Brazil chose to address.

So far, the examples in the most characteristic texts that were related to the themes of the codes have been presented. Both the case of Bolivia and Brazil were exposed. Continuing with the content analysis, the comparison of the two cases will be made, highlighting the most important points of each sample.

#### **4.4 Comparing Bolivia and Brazil**

The histories of Bolivia and Brazil are interconnected by a shared territory on the southern side of the American continent. When the context in which they have been developed is analyzed, some factors make them stand out and others similar. The way in which education is perceived and structured, the role of UNICEF in each country and the interaction in their relationship, the different problems and activities chosen, and lastly the way they handle their positive rhetoric are points of this comparison. When starting this thesis, one of the assumptions was that many differences would be discovered between the case studies in the development of education, even if UNICEF used the same mechanisms. As detailed in the development of each case, there are features that bring them closer and others that differentiate them. Here are key insights for these cases. First the similarities of the cases will be presented and then the differences.

A key common outcome regarding the mechanisms of influence of UNICEF in both Bolivia and Brazil is the prominence of the advocacy and awareness mechanism. From the literature, it is understood that the advocacy and awareness mechanism is used by IOs to communicate and spread the values and principles in defense of human rights. UNICEF, being a specialized agency for children's rights, was expected to use this mechanism. In one side, can be confirmed that the advocacy and awareness mechanism is used by the two UNICEF country offices to influence internal policy. Among the newsletters and educational reports, advocacy was found to dominate agency's discourse in both countries. A key way for UNICEF to influence policy or work towards its objectives in the field of education has been to use mechanisms of prevention, promotion, attention, and awareness. In addition, UNICEF in recent decades has been characterized as a development agency, so part of its job is to provide spaces or channels of communication where domestic policy makers can relate to the reality of the problems experienced by the target and present solutions. In the documents, it was found that this mechanism does not appear alone. Other mechanisms emerge and complement each other. For example, when there is a donation, which would fit in the financial support mechanism, UNICEF tries to raise awareness about that particular issue. At every opportunity this mechanism is implemented in both cases. Below is the graph of the codes by percentage of all the references extracted from the NVivo software (NVivo 2022).



**Graph 4.3.** Code from NVivo

**Source:** Taken from NVivo (NVivo 2022).

Another common factor in this comparison is that both, Bolivian and Brazilian governments, perceive UNICEF as a reliable source of information and expertise, although their outcomes are approached in different ways. In Brazil, UNICEF has focused on incentivizing changes or creating educational policies through its expertise and advisory role. Due to its trajectory, presence in the field, specialized knowledge and expertise, UNICEF is a reliable actor to participate in the country's internal policies. Among the documents found in the content analysis, it was possible to identify the active participation of UNICEF Brazil in the debates in the Chamber of Deputies. This finding is important since it confirms that UNICEF Brazil participates together with policy makers for the development of education. In the case of Bolivia, it could be perceived that the government considers it a reliable source of information. Due to the technical support, training, studies, and information provided by the agency to the Bolivian government, a close relationship has been generated. This relationship is identified by the comments that the Bolivian authorities made. For example, when the Minister of Education presents an initiative, he/she presents data taken from UNICEF Bolivia. In projects in partnership with the government, the agency always has the role of expert or technical support. Despite this, no record of the participation of UNICEF Bolivia in the development of educational policies has been found.

UNICEF has focused on incorporating the gender approach to the educational system. For this reason, the “Gender Equality” code was created, to analyze if there was any incidence regarding this issue in educational policies. At the beginning of the analysis, it was assumed that Bolivia, being a more conservative country and with a strongly machismo culture, this issue was still not going to have as much prominence. According to the content analysis, only one project related to the education of girls was found. The project consists of reducing the gender gap in technology and science sectors. Giving more visibility and opportunities, through scholarships, it is hoped that more girls can be encouraged to participate in this area. What is striking is that little or nothing is said about other problems that affect whether a girl continues her school studies or not. From UNICEF headquarters, the issue of girls' schooling is addressed in a comprehensive manner. When we situate ourselves at the country level, Bolivia still has a lot of work to do in this regard. The local office is doing its awareness and advocacy work, but it seems

that it is not yet approached by policy makers. On the Brazilian side, being a country that embraces human rights and gender equality in other areas, it was expected that there would be more policies to benefit girls. Again, the decentralization of power allows the agency to do an intensive work with the municipalities of the Brazilian states, involving civil society and local politicians, for the benefit of girls' education. More projects were registered in relation to Bolivia, but nothing concrete was registered in terms of policy creation as in the Bolivian case.

Regarding the positive rhetoric that legitimizes the agency's local offices, both Brazil and Bolivia use this mechanism. In the texts produced by both, a positive rhetoric is identified. Publications from the government indicating the participation or initiative of UNICEF stands out. In Bolivia, government officials have commented positively about the agency and its activities. The interesting part about these statements is that they also expose the agency's approval of their own initiatives. It is not clear in which areas it is necessary to mention UNICEF Bolivia, but in surveys carried out on adolescent education in the country, it was noted that the involvement of the agency helped to conduct the national survey. The legitimization of an IO is elaborated through the rhetoric in its texts. This is a mechanism that allows organizations to have a relevant position in a country. It could be understood that if the government constantly publicizes UNICEF's activities, highlighting the work it does for the benefit of its target and inviting them to participate in national projects, it is granting a certain authority. In the case of Brazil, positive rhetoric is perceived in how the government expresses the agency's participation. For example, in the reports of the hearings of the Chamber of Deputies, positive comments from the deputies about UNICEF Brazil and its work were found. On the other hand, in UNICEF Brazil documents, self-validation phrases were detected, even if the agency already has legitimacy in the country. One explanation to this mechanism may be that it is an intentionally chosen linguistic device to maintain positive agency rhetoric. This study does not delve into the linguistic options that exist to persuade. In the future, other inquiries could be carried out on this topic.

According to content analysis, one of the most important discoveries is found in the difference regarding government-UNICEF relationship in Brazil and Bolivia. UNICEF has been cooperating with the governments of the two countries for several decades. In the texts it was possible to perceive the long-standing trustful relationship. The difference is in which areas the government allows UNICEF to participate. On the Brazilian side, it could be noted that UNICEF has more participation due to its active Expertise and Advisory role. The agency frequently appears on the list of special guests at Chamber of Deputies hearings. In addition, there were records where UNICEF Brazil announced its help in the creation of a law project or policy. The agency has focused its efforts on having an active participation in the political spheres of the country, especially with policy makers. In addition, it promotes spaces where civil society can express its problems and create solutions. Several newsletters were found from the government as well as from UNICEF Brazil about the interaction between them in a space for dialogue by sharing knowledge and guidance. In the case of Bolivia, the relationship with the agency is perceived more as utilitarian. On the issue of influencing national policy, the government is more cautious and gives less space for UNICEF Bolivia to participate in the creation of new policies. Among the documents for the years covered in this study, no explicit example was found for UNICEF's participation in changing an educational

policy. This may be related in part to how the educational administration is structured in each country. Brazil has a system of decentralized power, allowing states and municipalities to have more autonomy. UNICEF Brazil has always worked closely with local educational administrations to create change from the grassroots up to the federal level. In Bolivia, for decades power has been centralized in the government and the ministries. There are records that UNICEF Bolivia also works with local municipalities, but the decisions are made by the Ministry of Education of the national government.

Another point of difference is in the way UNICEF contributes to education development through the mechanism of financial aid and donations. As mentioned at the beginning, Bolivia being a developing country, many of its projects are financed with international funds. Even when UNICEF and the ministry of education signed a working partnership agreement, the investment on the part of UNICEF was published. In the newsletters it was found that in each initiative carried out by UNICEF Bolivia, the amount of the investment is described. As well as in each agreement with different ministries or private companies. The same pattern can also be found in government documents related with the agency. This implies that economic support may be important to the government or for public knowledge. UNICEF Bolivia has created several projects with external funds, as well as with partnerships with other developed countries or private companies. These actions have been publicized and have had the recognition of the government. On the other hand, UNICEF Brazil has focused its discourse on exposing the purposes of its activities, instead of detailing whether there was a donation or the amount of investment. This also shows the difference in activities that the offices of each country focus on. In the data content, few was identified about the financial aid and donations that were made in the period of the analysis. It is understood that each project is an investment, but when advertising, this agency does not specify how much or how is distribute the funding. While UNICEF Brazil focuses on projects where its expertise, technical assistance and advocacy work is noted, at UNICEF Bolivia it seems to focus on being able to provide financial as well as technical support in developing educational projects. This finding is relevant because it indicates that financial support or donations may not always influence policy makers. In Bolivia there is an exhibition on the investments or donations made by UNICEF, but it has not been related to the creation of educational policies.

Poverty, racism, and gender inequality are common factors that affect Brazil and Bolivia. These elements alter the development of education, that is why UNICEF tries to address these problems. Findings point to UNICEF's use the same mechanisms in both countries, however they are adapted to each context. UNICEF's relationship among government entities also differs. The two offices, in different manners, use positive rhetoric to legitimize their presence and activities. Although on the part of Bolivia the government also uses UNICEF to legitimize its own activities. Regarding the question in which ways UNICEF contributes to the development of education in Brazil and Bolivia with a gender focus, it was found that both use the same mechanisms. Advocacy work and the Advisory Role were more used in Brazil. There are publications that exemplify its active participation in domestic politics. On the other hand, in Bolivia it was not possible to find a connection with the mechanisms used and the development of educational policies.

## 5. CONCLUSIONS AND SUGGESTIONS

Starting from the base where investment in education ensures a prosperous future for the next generations, it is key to analyze what is being done in this subject to find ways to improve. It has been seen that in developed countries, where investments are made in education, the rates of poverty and inequality have decreased. On the other hand, in developing countries there is a real struggle to direct their efforts to improve education. Access to education is a right granted by the state (Lawrence 2017; Clark et al. 2020). In some cases, the government, lacking the technical capacity or knowledge in this area, seeks help from specialized IOs, such as UNESCO or UNICEF, to develop curricula and educational systems that are adapted to the country's policies and comply with the international standards. In a globalized world, IOs have an important role in this development. Through its highly trained technical team, variety of resources, accessibility to funds or international financing, its participation at the national level is attractive to many governments.

There are mechanisms of influence that IOs use to carry out their objectives within sovereign territories. In this sense, organizations are aware that simply executing programs in the country does not lead to positive changes in the education system. They seek to influence domestic policies to make real changes (Barnett, Finnemore, and Duvall 2021). In other words, IOs can exert influence on governments, because these rational actors chose to respond to the signals that organizations are sending through different mechanisms to change, adjust or create a policy (Fang and Stone 2012). From the existing literature, some mechanisms have been selected in the way in which IOs use their influence in national affairs. Of these mechanisms, the most relevant were selected, such as advocacy work, awareness raising, financial support or donations, expert knowledge, or external advisors. When analyzing the data, others were found, such as positive rhetoric that has to do with the art of persuading positively through texts written by UNICEF or in government texts referring to UNICEF, which helps to legitimize their actions. In this research, UNICEF was chosen for being a specialized UN agency for children's rights and promoting educational initiatives for all children. Furthermore, UNICEF is active in Brazil and Bolivia, the case countries for this inquiry. Within the content analysis that was made of the documents of this agency and its relationship with the creation of educational policies, it was possible to highlight the next points.

A crucial factor for influencing the internal policies of a country is the knowledge and information it manages (Fang and Stone 2012). Knowledge is very valuable and specialized organizations know it. Thanks to the experience and knowledge, they may have the role of external advisers. In the case of Brazil, the agency actively participates in committees to create or modify educational law projects. In addition to working locally to encourage political participation in issues related to education and children, it also makes its expertise and technical support available to the municipalities to guide towards more inclusive educational policies. In Bolivia, their expertise and knowledge are also used to provide technical assistance to projects carried out by the government. In government initiatives, some newsletters informed the help of UNICEF Bolivia thanks to its expertise and technical assistance through training. It was also observed that legislators use UNICEF data to justify their proposals. It is not clear in what extent UNICEF's information is used or if the agency participated in the development of law projects.

Brazil and Bolivia have problems of inequality in society, be it economic, race or gender. In addition to the structural problems at the national level, often their lack of attention, resources and knowledge make the problem worse. Advocacy plays an important role in bringing the educational problem to the public agenda. In IOs it is common to use this mechanism to direct policy makers to real problems of the vulnerable group (Kukkonen et al. 2018). The most used mechanism of UNICEF Bolivia and Brazil is their advocacy work. It was detected, through the analysis of the texts, that awareness and advocacy is one of the first activities that are carried out. In Brazilian municipalities, the agency first works with the vulnerable group through training or initiatives in schools. For example, in the advocacy work on gender inequality, the girls learned about their rights, then they were invited to participate by giving suggestions for solutions to their problems. Finally, they were connected with local policy makers, so that they carry out concrete and lasting changes (UNICEF Brazil 2019e).

Advocacy work raises awareness among political elites who have less contact with vulnerable groups. Development agencies like UNICEF often carry out their advocacy campaigns through the media to bring hidden or forgotten problems back to the social consciousness. The more an issue is commented about, the more likely politicians will take it into account to win the favor of the masses. When an IO is successful in setting an issue on the national agenda, there is a chance that it will also be able to determine what policies are proposed (Barnett and Finnemore 2004). In both Bolivia and Brazil, it was discovered through comments exposed in articles and newsletters that UNICEF does try to set certain issues on the political agenda. It is understood, as a case of success, when the agency is invited to speak about this issue that it advocates within a legislative hearing, as has been done in Brazil. In Bolivia there are no similar records. Advocacy work in this country was detected in this way. For example, UNICEF Bolivia advocates early childhood as the key to a prosperous educational future. First, advocacy work begins, then empirical evidence is shared through surveys, investigations, reports, etc. Until then, the government begins to get involved, presenting projects, or supporting those carried out by the agency. So far this interaction, between UNICEF Bolivia and the government could be seen. The next step would be the modification or creation of a policy in reference to early childhood care and protection. No reference was found for this last step.

In the literary review, it was stated that the influence of an IO in a low-income country may be higher than the influence it exerts in a high-income country (Kukkonen et al. 2018). If we apply this assumption considering the financial support and donations key for this relationship, UNICEF should have more influence in Bolivia than in Brazil, since the poorer country of the two is the first. When analyzing the code referenced in this topic, this does not apply in these cases. In Bolivia, the financial support that UNICEF gives to the government stands out, it does not necessarily result in a new policy. It was explained that in Bolivia, the government limits the participation of IOs in politics, but out of necessity allows the agency to carry out its activities in the national territory. On the other hand, in Brazil, a country with a growing economy, UNICEF is considered key for its expertise and knowledge in the process of creating new policies. In other words, according to the documents, UNICEF Brazil has more participation in domestic policies than Bolivia.

Finally, another mechanism to influence is through the positive rhetoric crafted by an IO. The art of communicating persuasively and effectively seek legitimize an

organization (Barnett 1997). This point could be found in the way government officials expressed themselves about UNICEF and vice versa. A positive discourse was perceived around the activities of the agency. In the case of Bolivia, the government makes use of this rhetoric also to legitimize its actions. A key factor is the trust that the agency acquires through its texts. Self-validation, self-understanding, positive attributes, etc. are linguistic resources used. The agency is contributing to the subjective sense of its objective audience (Halliday, Block-Lieb, and Carruthers 2010). UNICEF uses this tool well to legitimize its opinions, initiatives, and projects.

In this study I wanted to corroborate the extent to which and how different mechanisms used by an IO can influence the modification or creation of new policies. In this case, the mechanisms described above were applied to the actions of UNICEF country level offices in Bolivia and Brazil. It was possible to determine from the documents analyzed, that there is an influence on the part of UNICEF to the internal policies of a country. To get involved in a law project, the agency uses a combination of several mechanisms. A single action does not have the same effect as several well-executed ones. The combination of advocacy, expertise, accurate information, and financial support seems to be the combo that UNICEF uses.

In brief, to the question in what ways UNICEF has contributed to the development of education in Bolivia and Brazil, it can be answered that by continuing with its initiatives and projects in the country. Using these mechanisms, advocating for quality and egalitarian education, being consistent and involving civil society. What stood out the most was that in Brazil, UNICEF has more participation in real changes in national policies. It raises awareness among people to participate politically, differing with UNICEF Bolivia, even if it uses the same mechanisms. There are more social movements, with the guidance of UNICEF, that it seems effective to bring solutions to policy makers. An important point to note is that the history, context, and internal political ideas of the country affect how an IO participates. Even if an organization, like UNICEF, has a positive validation by citizens and politicians, it does not mean that it is open to participate in internal politics. In the case of Bolivia, the agency has a positive rhetoric, but in recent years there are no clear records of its involvement in the development of education. So that agencies like UNICEF can have more influence on the internal politics of a country and give visibility to local problems with proposals for change that are in accordance with international priorities at the center of national affairs, one of the suggestions would be to analyze history, the political structure of the country, its culture and the problems that its society faces every day. UNICEF understands this very well, thanks to the opening of local offices that they have in all countries and giving them the freedom to analyze the context to choose which international programs to apply. It cannot be predicted that one mechanism is better than another, since it depends a lot on the context and the society.

Putting into practice the already known mechanisms, it could be said that if UNICEF Brazil wants to contribute more to the development of education, its efforts at the municipal level would have to be intensified. Initiatives at the local level involving vulnerable groups, makes it effective in influencing politicians. As for Bolivia, the same guidance could be applied. Since it is not yet clear which mechanisms can be more effective to change educational policies. It may be that encouraging greater political participation by affected groups and monitoring the results of this participation could help

to gain more influence. One suggestion would be to carry out a further study expanding the scope of the data. For example, incorporate into the newsletters, articles, and reports of the official pages of the government and UNICEF, also the content of social networks, as well as interviews of agency officials with the media. Conducting in-depth interviews with current and former UNICEF officials as well as government authorities would also add veracity and a broader meaning to this investigation. With a broad scope, the role of UNICEF in relation with changes in domestic policies could be better understood.

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## APPENDIX

### Appendix 1: Type of UNICEF Bolivia documents

No	Name	Document
1	01\04\20 Centro de llamadas para familias, médicos, policías y militares con stress por el COVID-19.	Newsletter
2	01\04\21 En Bolivia, una línea gratuita busca prevenir la violencia en tiempos de pandemia _ UNICEF Bolivia.	Article
3	01\10\20 UNICEF pregunta a los candidatos si sus ofertas electorales incluyen a la niñez y la adolescencia.	Newsletter
4	02\06\21 UNICEF y el municipio de La Paz unen sus líneas gratuitas Familia Segura y Línea Segura 156.	Newsletter
5	02\09\21 UNICEF entrega 1.400 cajas de transporte de vacunas al Ministerio de Salud y Deportes.	Newsletter
6	03\03\20 UNICEF reafirma su apoyo al Estado boliviano para asegurar el derecho a la educación en diez áreas.	Newsletter
7	04\02\21 UNICEF dona suministros de bioseguridad y pruebas de antígeno nasal al Ministerio de Salud y Deportes por medio millón de dólares.	Newsletter
8	04\07\20 UNICEF entrega kits de bioseguridad para 78 centros de salud del Beni.	Newsletter
9	06\07\21 UNICEF y la FAM Bolivia capacitan en el diseño de presupuestos para niñez y adolescencia _ UNICEF Bolivia.	Article
10	07\02\20SEDEGES, la Agencia Italiana de Cooperación al Desarrollo y UNICEF presentan resultados del programa por el derecho a vivir en familia en La Paz.	Newsletter
11	08\03\20 250 niños en Tiquipaya y de la Nación Indígena Yurakaré vuelven a clases con mochilas escolares de UNICEF.	Newsletter
12	08\05\20 La línea gratuita Familia Segura cumple un mes al servicio de prevenir la violencia y brindar apoyo psico-emocional.	Newsletter
13	11\07\20 UNICEF plantea a Bolivia un trabajo conjunto para enfrentar desafíos de la educación por el COVID-19 _ UNICEF Bolivia.	Article
14	11\11\20 UNICEF y la gobernación de Santa Cruz acuerdan programa de atención y respuesta a la emergencia por incendios y sequía en la Chiquitania.	Newsletter
15	12\04\21 UNICEF se suma a la nueva estrategia estatal de protección a la primera infancia.	Newsletter
16	14\09\21 UNICEF y HELVETAS rehabilitarán y refaccionarán los baños de doce unidades educativas y cuatro centros infantiles del Distrito 8 de El Alto.	Newsletter
17	14\12\21 Décimo cuarto Consejo Sectorial e Intersectorial de la Niña, Niño y Adolescente concluye con un compromiso para la protección integral de víctimas de violencia sexual.	Newsletter

18	14\12\21 Niñas, niños y adolescentes bolivianos establecieron su Comité Plurinacional para que los represente y asegure su derecho a la participación.	Newsletter
19	14\12\21 Niñas, niños y adolescentes bolivianos establecieron su Comité Plurinacional para que los represente y asegure su derecho a la participación.	Newsletter
20	16\03\21 El Ministerio de Educación, el PMA, UNESCO Y UNICEF presentan documento para guiar el retorno seguro a clases.	Newsletter
21	16\12\21 El Estado Plurinacional de Bolivia recibe a través de COVAX nuevo lote de vacunas Pfizer.	Newsletter
22	17\09\21 En El Alto reabren 32 centros infantiles con equipamiento y suministros de bioseguridad donados por UNICEF.	Newsletter
23	17\10\20 UNICEF y Educo Bolivia firman un acuerdo para prevenir la violencia y promover una cultura de paz en las escuelas.	Newsletter
24	17\11\21 Niñas y niños venezolanos tendrán la oportunidad de estudiar en Bolivia.	Newsletter
25	17\12\21 Ministerio de Educación y UNICEF firmaron su plan de trabajo para 2022.	Newsletter
26	19\10\21 Municipios se comprometen con la lucha contra la violencia hacia la niñez y las mujeres en Bolivia.	Newsletter
27	20\01\22 Ocho de cada 10 adolescentes pasan angustia, depresión y ansiedad, pero no buscan apoyo psicológico.	Newsletter
28	20\07\21 Se conformó mesa nacional para la restitución del derecho a la familia de niñas, niños y adolescentes sin cuidado familiar que viven en centros de acogida.	Newsletter
29	20\11\20 La plataforma U-Report informa e integra al país a venezolanos migrantes _ UNICEF Bolivia.	Article
30	22\04\21 AGETIC y UNICEF se unen para desarrollar las habilidades digitales de niñas y adolescentes mujeres.	Newsletter
31	22\06\21 Acuerdo de UNICEF y el TSJ promoverá la capacitación de los operadores de justicia.	Newsletter
32	23\05\20 UNICEF recomienda sostener las medidas de apoyo económico a las familias vulnerables.	Newsletter
33	23\09\21 UNICEF Y AGETIC lanzan curso de robótica con becas para 800 niñas y adolescentes.	Newsletter
34	24\08\20 UNICEF y Tigo establecen una alianza en favor de la educación de los bolivianos.	Newsletter
35	25\02\21 UNICEF pide a candidatos a gobernaciones y municipios que incorporen en sus programas cinco acciones para la niñez.	Newsletter
36	25\06\21 Ministerio de Educación y UNICEF firmaron plan de trabajo en cinco áreas para la gestión 2021.	Newsletter
37	25\11\20 UNICEF insta a proteger a niños, niñas y adolescentes de las protestas.	Newsletter

38	26\05\21 UNICEF y la ANP impulsan campaña de prevención de violencia en la familia.	Newsletter
39	26\11\21 Funcionarios del sistema de protección del Trópico de Cochabamba fueron capacitados para asistir a la niñez y adolescencia sin cuidado familiar.	Newsletter
40	27\01\20 UNICEF presentó los desafíos sobre la niñez y adolescencia para su priorización en los programas de gobierno y las elecciones generales.	Newsletter
41	27\05\21 Ministerio de Salud y Deportes recibe donación de 100 mil barbijos de la República de Corea y UNICEF.	Newsletter
42	27\07\21 UNICEF firma convenio con la Dirección Departamental de Educación de Pando y anuncia el lanzamiento del programa de educación virtual “Estudiantes Digitales”.	Newsletter
43	27\10\20 Radios de cuatro departamentos unidas contra la violencia en el ámbito educativo.	Newsletter
44	27\11\19 La educación en tecnología debe incluir a las niñas y adolescentes mujeres.	Newsletter
45	29\11\19 El Día Internacional de la Niña 2019 afirma que la fuerza de las niñas es sorprendente e imparable.	Newsletter
46	29\11\21 Montero estableció su Plan Municipal Niña, Niño, Adolescente.	Newsletter
47	30\03\20 Ministerio de Educación y UNICEF publican guía para que los padres y madres puedan apoyar el aprendizaje de sus hijas e hijos durante la cuarentena.	Newsletter
48	30\10\18 KOICA y UNICEF Bolivia firman acuerdo para fortalecer el acceso de adolescentes a servicios de educación y salud.	Newsletter
49	30\11\21 UNICEF en alianza con la Cámara Nacional de Comercio de Bolivia impulsarán buenas prácticas para el cuidado del bienestar emocional de los colaboradores y sus familias.	Newsletter
50	31\01\20 La Gobernación de Cochabamba, junto a UNICEF y la Cooperación Italiana aseguraron el derecho a vivir en familia de 305 de niños, niñas, adolescentes.	Newsletter
51	Educación _ UNICEF Bolivia.	Article
52	Seis prioridades niñez y adolescencia agenda pública Bolivia.	Educational Manual

## Appendix 2: Type of Bolivian government documents

No	Name	Document
1	01\05\20 Unicef dona kits de bioseguridad para la niñez, adolescencia y población del Beni _ Viceministerio de Comunicación - Bolivia	Newsletter
2	03\02\20Unicef destaca medidas gubernamentales que garantizan derecho a la educación _ Viceministerio de Comunicación - Bolivia	Newsletter

3	03\05\20 UNICEF entrega kits de bioseguridad a 4 municipios y 7 redes de salud, incluida la red indígena de los pueblos Yuki y Yurakaré _ Viceministerio de Comunicación - Bolivia	Newsletter
4	04\02\20 Viceministra Alcón destaca avances en la recuperación del derecho a la educación _ Viceministerio de Comunicación - Bolivia	Newsletter
5	04\07\20 UNICEF plantea a Bolivia un trabajo conjunto para enfrentar desafíos de educación por el COVID-19 _ Viceministerio de Comunicación - Bolivia	Newsletter
6	07\06\20 Unicef dona kits de bioseguridad a Riberalta _ Viceministerio de Comunicación - Bolivia	Newsletter
7	07\07\20 Con un financiamiento de \$us 750 mil, UNICEF y EE.UU. apoyarán continuidad de atención en 10 hospitales materno infantiles durante pandemia COVID-19 _ Viceministerio de Comunicación - Bolivia	Newsletter
8	08\05\20 Entel lanza página web gratuita para educación y entretenimiento _ Viceministerio de Comunicación - Bolivia	Newsletter
9	09\09\20 Se lanzó la Campaña “Consumidor responsable, contra el trabajo infantil, trabajo forzado y discriminación _ Viceministerio de Comunicación - Bolivia	Newsletter
10	10\05\20 UNICEF da consejos para una buena nutri...ceministerio de Comunicación - Bolivia	Newsletter
11	11\06\18 Bolivia cumple estándares internacional...ceministerio de Comunicación - Bolivia	Newsletter
12	12\04\18 Morales saluda a los niños en su día y afirma que trabaja por brindarles estabilidad _ Viceministerio de Comunicación - Bolivia	Newsletter
13	12\04\21 Presidente Arce reafirma compromiso para trabajar por un futuro con igualdad y dignidad para la niñez boliviana _ Viceministerio de Comunicación - Bolivia	Newsletter
14	13\05\20 El Call Center “Familia Segura” Línea 800 11 3040, atenderá casos de violencia en coordinación con la FELCV _ Viceministerio de Comunicación - Bolivia	Newsletter
15	14\09\20 UNICEF desarrolló un plan de respuesta ante la emergencia Covid 19 con más de Bs 2 millones para atención a pueblos indígenas _ Viceministerio de Comunicación - Bolivia	Newsletter
16	14\10\20 Ministerio de Justicia y Unicef presentan guías para que los municipios del país creen sus Comités de Niñas, Niños y Adolescentes _ Viceministerio de Comunicación - Bolivia	Newsletter
17	14\10\20 Ministerio de Justicia y Unicef presentan guías para que los municipios del país creen sus Comités de Niñas, Niños y Adolescentes _ Viceministerio de Comunicación - Bolivia	Newsletter
18	15\10\20 Salud presenta estudio del estado nutricional de estudiantes de 5 a 18 años en Bolivia _ Viceministerio de Comunicación - Bolivia	Newsletter
19	16\09\20 UNICEF entregó 70 estaciones de lavado de manos a pueblos indígenas con una inversión de más de Bs 140 mil _ Viceministerio de Comunicación - Bolivia	Newsletter

20	17\08\20 UNICEF dona insumos de bioseguridad a programas de atención a primera infancia del municipio de El Alto _ Viceministerio de Comunicación - Bolivia	Newsletter
21	17\11\20 UNICEF, con el financiamiento de Suecia, activa proyecto de acceso a agua e higiene a 6.000 chiquitanos _ Viceministerio de Comunicación - Bolivia	Newsletter
22	18\03\21 Programa de la ONU fortalecerá mecanismos de financiamiento para lucha contra la violencia en Bolivia _ Viceministerio de Comunicación - Bolivia	Newsletter
23	18\07\20 Con la iniciativa de UNICEF, niños aprenderán técnicas de música en un taller de facebook _ Viceministerio de Comunicación - Bolivia	Newsletter
24	20\06\20 UNICEF y Munasim Kullakita fortalecen protección de niñez alteña, equipando la FELCV y Defensorías _ Viceministerio de Comunicación - Bolivia	Newsletter
25	20\10\20 UNICEF destaca la creación de la aplicación _No Racismo_ como mecanismo promotor de los derechos _ Viceministerio de Comunicación - Bolivia	Newsletter
26	20\12\19 Gobierno presenta la estrategia nacional de prevención de violencia contra niñas, niños, adolescentes y mujeres _ Viceministerio de Comunicación - Bolivia	Newsletter
27	21\04\21 Agetic y Unicef firman acuerdo para generar políticas en favor de los niños y adolescentes _ Viceministerio de Comunicación - Bolivia	Newsletter
28	24-06-21 UNICEF destaca amplitud de las modalidades de atención educativa aplicadas en Bolivia	Newsletter
29	24\06\21 Educación y Unicef suscriben convenio p...or más de cinco millones de bolivianos	Newsletter
30	25\05\20 UNICEF recomienda sostener las medidas ...viceministerio de Comunicación - Bolivia	Newsletter
31	25\06\18 Morales ratifica entrega del bono Juancito Pinto hasta sexto de secundaria e incentivo a otros planes _ Viceministerio de Comunicación - Bolivia	Newsletter
32	25\06\18 Morales ratifica entrega del bono Juancito Pinto hasta sexto de secundaria e incentivo a otros planes _ Viceministerio de Comunicación - Bolivia	Newsletter
33	27\05\20 COREA Y UNICEF APOYAN CAMPAÑA DE CONCIENTIZACIÓN DEL MINISTERIO DE SALUD CON 100 MIL BARBIJOS _ Viceministerio de Comunicación - Bolivia	Newsletter
34	27\10\20 Radios de cuatro departamentos se unen contra la violencia en el ámbito educativo _ Viceministerio de Comunicación - Bolivia	Newsletter
35	30\06\20 Campaña #Tiempo de Actuar de UNICEF y Red UNO recaudó Bs 1.142.560 para la niñez _ Viceministerio de Comunicación - Bolivia	Newsletter
36	30\06\20 ONU Bolivia y Ministerio de Salud refuerzan la instalación de centros de recuperación para pacientes COVID-19	Newsletter

	con fondos del Banco Mundial _ Viceministerio de Comunicación - Bolivia	
37	30\09\20 La Fundación IRFA y UNICEF lanzan clases radiofónicas a distancia, beneficiando a más 6.000 niñas y niños de tres territorios indígenas en Santa Cruz _ Viceministerio de Comunicación - Bolivia	Newsletter
38	30\10\20UNICEF y Educo Bolivia firman un acuerdo para prevenir la violencia y promover una cultura de paz en las escuelas _ Viceministerio de Comunicación - Bolivia	Newsletter
39	2015 - rendicion_cuentas	Educational annual report
40	2016 - ACTIVIDADES-VER	Educational annual report
41	2017 - Rendicin-de-cuentas-VEAyE-2017	Educational annual report
42	2018 - ActaRendicionCuentas	Educational annual report
43	2019 - RendicionCuentasFinal2019	Educational annual report
44	2021 -ActadeRendicionInicialDeCuentas-MinisterioDeEducacion	Educational annual report
45	2021 EDUCA_BOLIVIA	Educational manual
46	INFORME - bol-valores-sociales-juventud-2018	Educational annual report
47	MANUAL - Consideraciones clave para el retorno seguro a clases_ Para tomadores de decisiones	Educational manual
48	NORMAS PARA LA GESTION EDUCATIVA 2022	Educational manual
49	REVOLUCION_EDUCATIVA 2019	Educational annual reports

### Appendix 3: Type of UNICEF Brazil documents

No	Name	Document
1	_Eu acredito no nosso poder, nunca estamos sós_	Article
2	01\01\19 Adolescente convoca estudantes a participar das políticas públicas de João Câmara (RN)	Article
3	01\06\21 UNICEF alerta para a importância da escola e os riscos da educação domiciliar	Newsletter
4	01\12\21 Escolas do Rio Grande do Norte recebem projeto do UNICEF para garantir aprendizagem na idade certa	Newsletter
5	02\12\20 Pandemia dificulta denúncia de violência sexual contra crianças e adolescentes no Estado de São Paulo, revela relatório	Newsletter
6	03\03\21 Oito municípios do litoral paulista reafirmam compromisso com direitos de crianças e adolescentes	Newsletter

7	03\06\19 “É preciso unir todos os atores para enfrentar a epidemia de obesidade infantil”, diz Florence Bauer, representante do UNICEF no Brasil	Newsletter
8	03\08\21 No momento do retorno às aulas, o UNICEF e a Undime reforçam a Busca Ativa Escolar de crianças excluídas das escolas pela covid-19 no Maranhão	Newsletter
9	03\09\21 “Passei a ter orgulho da minha ancestralidade”	Article
10	03\12\20 Jovens do Amazonas apresentam soluções de impacto social em evento do UNICEF	Article
11	04\03\20 25 anos de progresso desigual_ apesar dos ganhos em educação, o mundo ainda é um lugar violento e altamente discriminatório para meninas – UNICEF	Newsletter
12	05\03\21 Ativa 027 promove empoderamento, saúde mental e nutrição de meninas na Grande Vitória	Newsletter
13	05\06\19 Projeto de empoderamento de meninas chega ao segundo ciclo com turma de meninos	Newsletter
14	06\11\19 UNICEF inicia parceria com MPT na região de Ilha Comprida (SP)	Newsletter
15	07\21 Nota Pública nº 1_2021 – Frente Parlamentar Mista da Primeira Infância	Newsletter
16	08\07\21 Ministério da Cidadania e Fundo Conjunto para os Objetivos de Desenvolvimento Sustentável das Nações Unidas lançam campanha “ABC para a Primeira Infância”	Newsletter
17	08\09\21 “Aprendi sobre direitos que nem sabia que existiam”	Article
18	09\11\21 UNICEF e parceiros promovem evento para discutir a promoção de políticas de segurança alimentar e nutricional	Newsletter
19	10\08\21 Direito das meninas é tema de estudo e live do UNICEF	Newsletter
20	10\10\19 “Aprendi que o lugar da mulher é onde ela quiser”	Article
21	12\06\19 UNICEF alerta para a importância da educação como proteção contra violência	Newsletter
22	13\12\21 UNICEF e Ipea criam metodologia para avaliar gasto federal com crianças e adolescentes	Newsletter
23	16\08\21 Litoral Sul paulista implementa iniciativas para fortalecer direitos de crianças e adolescentes	Newsletter
24	16\12\20 UNICEF chama atenção para redução de desigualdades em Vitória (ES)	Newsletter
25	17\07\19 Governo do Estado do Espírito Santo adere à Busca Ativa Escolar	Newsletter
26	17\08\21 UNICEF participa de audiência pública para discutir retorno às aulas na rede municipal pública de ensino em São Luís	Newsletter
27	18\05\20 UNICEF lança projeto Empoderamento de Meninas em Belém e Manaus no 18 de maio	Newsletter
28	18\11\21 Investigação de mortes violentas de crianças e adolescentes é tema de audiência pública na Alerj	Newsletter
29	18\12\20 Estudo aponta descaso perante as mortes violentas de adolescentes no Rio de Janeiro	Newsletter

30	19\11\19 UNICEF e MPRJ promovem evento para reafirmar compromissos pelos direitos das crianças e dos adolescentes	Newsletter
31	21\01\21 Webinário apresenta ações para enfrentar a evasão e o abandono escolar	Newsletter
32	21\07\21 Lançamento do Selo UNICEF (2021-2024) no Maranhão ocorre nesta quarta-feira, com cerimônia presencial e transmissão ao vivo	Newsletter
33	21\10\21 Saúde menstrual será tema de roda de conversa com meninas da macrorregião da Cidade Operária	Newsletter
34	21\12\21 UNICEF apoia dignidade menstrual para milhares de meninas em escolas municipais de São Luís	Newsletter
35	22\07\21 Busca ativa de estudantes é prioridade para redes municipais de educação em 2021, revela pesquisa Undime, com apoio do UNICEF e Itaú Social	Newsletter
36	23\02\22 UNICEF apoia garantia de direitos à educação para meninos e meninas waraos	Newsletter
37	24\02\22 UNICEF fortalece a rede de proteção à criança e ao adolescente em Rondônia	Newsletter
38	24\04\19 Municípios são capacitados sobre prevenção de violência contra crianças e adolescentes	Newsletter
39	25\06\20 UNCME lança guia para conselheiros municipais sobre educação em tempos de pandemia	Newsletter
40	25\10\21 Viva Melhor Sabendo Jovem é avaliado em São Luís	Newsletter
41	26\06\19 UNICEF apresenta cenário sobre educação e prevenção de violência	Newsletter
42	26\11\20 Com UNICEF, Áwùre chega ao Recôncavo Baiano e a Salvador	Newsletter
43	27\01\22 Missão_ levar meninos e meninas de volta para a escola	Article
44	27\08\21 Carta-compromisso Adolescente Seguro é lançada no Rio de Janeiro	Newsletter
45	28\01\20 Pequim+25_ Empoderamento de meninas da América Latina e do Caribe	Newsletter
46	28\01\21 Cultura do fracasso escolar afeta milhões de estudantes e desigualdade se agrava na pandemia, alertam UNICEF e Instituto Claro	Newsletter
47	28\05\21 No Brasil, milhões de meninas carecem de infraestrutura e itens básicos para cuidados menstruais	Newsletter
48	29\01\21 Adolescentes e jovens da Cidade Operária se tornam parceiros do UNICEF	Newsletter
49	29\04\21 Crianças de 6 a 10 anos são as mais afetadas pela exclusão escolar na pandemia, alertam UNICEF e Cenpec Educação	Newsletter
50	30\09\21 Oportunidades que protegem crianças e adolescentes são tema de campanha no Litoral Sul de São Paulo	Newsletter
51	2021 Indicadores de Qualidade da Educação Infantil	Educational report
52	Boas Práticas_ Água e Saneamento nas Escolas do Semiárido	Article

53	Crianças e adolescentes no centro do enfrentamento das desigualdades em Belém (PA)	Article
54	dignidade-menstrual_relatorio-unicef-unfpa_maio2021	Educational Report
55	Estatuto da Criança e do Adolescente	Educational legislation report
56	Iniciativa Crescer com Proteção - programa	Article
57	out-of-school-children-in-brazil_a-warning-about-the-impacts-of-the-covid-19-pandemic-on-education	Educational Report
58	PROGRAMA UNICEF e o direito de cada adolescente viver a adolescência	Article
59	PROJETO ABC para a Primeira Infância _ UNICEF Brasil	Educational report
60	PROJETO Busca Ativa Escolar	Educational report
61	PROJETO Promover para Prevenir	Educational report
62	PROJETO UNICEF e o direito de cada criança e adolescente a educação	Educational report
63	relatorio-empodera-hoje-menina-amanha-mulher-recife	Educational annual report

#### Appendix 4: Type of Brazilian government documents

No	Name	Document
1	01\12\21 CCJ aprova relatório que sugere aprovação de 20 projetos relacionados a crianças e adolescentes - Notícias - Portal da Câmara dos Deputados	Newsletter
2	03\12\19 Especialistas criticam falta de recursos para a educação - Notícias - Portal da Câmara dos Deputados	Newsletter
3	04\05\21 MEC disponibiliza documento que une recomendações sobre a educação alimentar no período de pandemia — Português (Brasil)	Newsletter
4	04\12\18 Portal da Câmara dos Deputados	Newsletter
5	05\09\18 O fim da inocência — Portal da Câmara dos Deputados	Newsletter
6	06\10\21 Educadores alertam para aumento de evasão escolar durante a pandemia - Notícias - Portal da Câmara dos Deputados	Newsletter
7	06\12\21 Comissão de Seguridade aprova política de busca ativa de crianças e jovens que deixaram a escola - Notícias - Portal da Câmara dos Deputados	Newsletter
8	08\03\19 Colégio incentiva participação em concursos e estudantes obtêm melhora em seu rendimento — Português (Brasil)	Newsletter
9	10\12\21 Estudo do Unicef mostra que violência contra crianças pequenas aumentou nos últimos cinco anos - Notícias - Portal da Câmara dos Deputados	Newsletter

10	11\10\17 Comissão promove debate sobre proteção e empoderamento de meninas - Notícias - Portal da Câmara dos Deputados	Newsletter
11	11\10\17 Nações Unidas querem investir no futuro de meninas de 10 anos - Notícias - Portal da Câmara dos Deputados	Newsletter
12	12\10\19 Infância é tema em projetos do Parlamento Jovem Brasileiro — Portal da Câmara dos Deputados	Newsletter
13	13\12\20 Cidadania na infância_ Futuro na Mão 2.0 vai levar educação financeira a jovens e crianças carentes — Português (Brasil)	Newsletter
14	14\09\16 Debatedores defendem regras para depoimentos de crianças vítimas de violência - Notícias - Portal da Câmara dos Deputados	Newsletter
15	14\09\16 Unicef defende garantias para crianças e adolescentes vítimas de violência - Notícias - Portal da Câmara dos Deputados	Newsletter
16	15\10\19 Projeto prevê distribuição gratuita de absorventes para alunas de escolas públicas - Notícias - Portal da Câmara dos Deputados	Newsletter
17	19_08_2021 - Câmara recebe iluminação verde para comemorar o Dia da Infância — Portal da Câmara dos Deputados	Newsletter
18	19\10\17 Discurso do(a) Deputado(a) COMISSÃO DE EDUCAÇÃO em 19_10_2017 09_30	Parliamentary hearings report
19	23\02\22 Dados do Unicef apontam que o Brasil ocupa o 4º lugar em casamentos infantis no mundo - Notícias - Portal da Câmara dos Deputados	Newsletter
20	25\03\21 Deputados apresentam propostas para garantir absorventes higiênicos a mulheres de baixa renda - Notícias - Portal da Câmara dos Deputados	Newsletter
21	25\05\17 Especialistas defendem empoderamento das meninas como meta de desenvolvimento sustentável - Notícias - Portal da Câmara dos Deputados	Newsletter
22	29\08\18 Prioridades para população infantil são tratadas em propostas na Câmara - Notícias - Portal da Câmara dos Deputados	Newsletter
23	30\08\18 Pobreza faz aumentar casos de abuso e exploração sexual de crianças e adolescentes; Unicef entrega propostas para candidatos à Presidência da República — Portal da Câmara dos Deputados	Newsletter
24	30\08\18 Projeto cria Orçamento Criança para políticas voltadas à infância - Notícias - Portal da Câmara dos Deputados	Newsletter
25	30\11\21 Subcomissão Especial dos Direitos da Criança e do Adolescente sugere aprovação de 20 projetos de lei - Notícias - Portal da Câmara dos Deputados	Newsletter
26	COMICAO EXTERNA DE EDUCACAO -2021-CEXMEC	Parliamentary hearings report
27	Direito das crianças e adolescentes comicao	Parliamentary hearings report

28	educ_infantil_diretrizes_em_acao	Educational program reports.
29	GuiaderetornodasAtividadesPresenciaisnaEducaoBsica	Educational program reports.
30	Mocao Apoio a Coordenadora Geral da Campanha Nacional pelo Direito a Educacao 15-4-21	Parliamentary hearings report
31	ONU Position-paper-Maioridade-penal-1	Educational annual report
32	PL-3411-2021	Educational law project report
33	PROJECTO DE LEI - 1361343	Educational law project report
34	projecto de lei 2015 PL-3081-2015	Educational law project report
35	PROJECTO DE LEI 2780-2021	Educational law project report
36	PROJECTO DE LEI PARA ABSORVENTES DE GRACA - 2111073	Educational law project report
37	Projecto de ley -9689-2018	Educational law project report
38	projecto de Ley-3081-2015	Educational law project report
39	projectos de leis en geral-2066442	Educational law project report
40	Seminario PNE - Italo Dutra UNICEF	Educational manual
41	Sessao legislativa ordinaria da 56o (direitos das criancas e adolescentes)	Parliamentary hearings report

## Appendix 5: 'Historical' agreement between UNICEF Bolivia and the Ministry of Education.

NOTICIAS DEL MINISTERIO DE EDUCACIÓN

### Histórico

Educación y Unicef suscriben convenio para ejecutar programas educativos por más de cinco millones de bolivianos

Publicado: 24 Junio 2021



La Paz, 23 de junio (UNICOM – MINEDU): El Ministerio de Educación y El Fondo de las Naciones Unidas para la Infancia (UNICEF), suscribieron este miércoles un convenio, que viabiliza la ejecución de un plan de trabajo, para ejecutar diversos programas educativos, con una inversión de más de cinco millones de bolivianos, desembolsados por la mencionada agencia internacional.

**Source: Photo taken from the official website of the Bolivian Ministry of Education (Ministerio de Educación 2021a).**