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**International Bureaucracies and Public Policies:
A Study of UNESCO's Interventions in Educational Policies in Africa**

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Abstract: International organizations, as autonomous bodies, have specialized bureaucracies that, due to their legitimacy and knowledge, are able to spread their principles, agendas and interests in the international system. This study seeks to identify how international bureaucracies play this role, verifying what mechanisms are available for exercising this influence and why they are chosen. The proposal is to examine the official documents from UNESCO's 19 field offices located on the African continent, to select, categorize and analyze their interventions, which attempt to influence the education policies of member states. The results will generate data on the behavior of this international organization, but will also allow the proposition of inferences about other organisms, institutions and agencies of the same nature.

Resumo: Organizações Internacionais, como organismos autônomos, dispõem de burocracias especializadas que, em razão de sua legitimidade e conhecimento, difundem seus princípios, agendas e interesses no sistema internacional. Este estudo busca identificar como as burocracias internacionais desempenham esse papel, verificando quais são os mecanismos disponíveis para o exercício dessa influência e por que eles são escolhidos. A proposta é examinar os documentos oficiais dos 19 escritórios de campo da UNESCO localizados no continente africano, para selecionar, categorizar e analisar suas intervenções, que tentam influenciar as políticas educacionais dos estados membros. Os resultados gerarão dados sobre o comportamento dessa organização internacional, mas também permitirão a proposição de generalizações sobre outros organismos, instituições e agências da mesma natureza.

Résumé: Les organisations internationales, en tant qu'organismes autonomes, ont des bureaucraties spécialisées qui, en raison de leur légitimité et de leurs connaissances, sont capables de diffuser leurs principes, programmes et intérêts dans le système international. Cette étude cherche à identifier comment les bureaucraties internationales jouent ce rôle, en vérifiant quels mécanismes sont disponibles pour exercer cette influence et pourquoi ils sont choisis. La proposition est d'examiner les documents officiels des 19 bureaux hors Siège de l'UNESCO situés sur le continent africain, de sélectionner, de catégoriser et d'analyser leurs interventions, qui tentent d'influencer les politiques éducatives des États membres. Les résultats généreront des données sur le comportement de cette organisation internationale, mais permettront également de proposer des inférences sur d'autres organismes, institutions et agences de même nature.

List of Abbreviations

AU – African Union

DFI – Development Finance Institution

EFA – Education for All

ESG – Environmental and Social Governance

IIEP – International Institute for Educational Planning

IO – International Organization

IPA - International Public Administration

IR - International Relations

LN – League of Nations

MAPS – Mainstreaming, Acceleration and Policy Support

MDGs – Millennium Development Goals

PA – Public Administration

SADC – Southern African Development Community

SDGs – Sustainable Development Goals

UN - United Nations

UNDG – United Nations Sustainable Development Group

UNESCO – United Nations Educational, Scientific and Cultural Organization

WHO - World Health Organization

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1. Introduction

1.1 Background

Emerging in the 1910s, the international civil service has its origins traceable to the ideas of the League of Nations' first Secretary-General, the British diplomat Sir Eric Drummond. His view contrasted to that of other members of the Paris Peace Conference, who were inclined to organize a diplomatic structure that remained based on national loyalties, simply extending the allied war effort and covering the basics of dialogue administration. For him, the political risks of having nationalistic views embedded inside the permanent structure of the new organization were too great, and could risk the work of a global institution whose focus was to watch over international welfare. As Weiss (1987) shows, Drummond even tried to prevent the establishment of permanent delegations to the League in order to avoid governmental pressures on Geneva's officialdom (Weiss 1987).

Despite Sir Drummond's efforts, the Covenant of the League of Nations (LN) had no provision on the issue of national loyalty, and member-states expected to have a Secretariat filled directly from diplomatic ranks. Among many issues, Weiss argues, "the League's failure was, in part at least, due to the pursuit of narrowly defined national interests by certain staff members (especially Italian and German) despite the increasingly international character of its expanding staff". After World War II, this debate reemerged, and speculation arose as to whether the global institution, which came to be the United Nations (UN), would once again fall short of constituting a truly international staff, one committed to a renewed agenda that responded to an international interest and remained detached from sovereign concerns - and the feeling was that "the success or failure of a new attempt at world government would depend in part upon the competence of the newly assembled staff" (Weiss 1987).

In the 1940s, thus, we could say that the political debates on an "International Public Administration" *avant la lettre* gained momentum:

"In the United States the Carnegie Endowment for International Peace sponsored conferences on the experience of Geneva-based international officials. Interest in the experiment in international administration also revived elsewhere; the most important work was performed in London under the auspices of the Royal

Institute of International Affairs and the Institute of Public Administration. The combined evaluations of experiences by former officials of the League of Nations and the International Labour Office indicated that international administration was practicable and would be indispensable for the success of future international institution” (Weiss 1987, 290-291)

1.2 Justification

Global governance lies at the forefront of IR research and contemporary world politics, as we are faced with increasingly complex international issues. The UN is undoubtedly a major player in this sense, as both a convener, allowing states to meet and discuss their challenges and controversies, and a protagonist, proposing its own ideas and solutions. In order to understand how global governance works, we should look at how the UN operates; to do so, we must understand the actors, interests and dynamics that lie at its core.

The UN system is formed by multiple organizations and agencies, with employees in virtually all countries. The UN Charter provides it with a mandate that ranges from international security to human rights, spanning through nearly infinite themes in between. The United Nations Educational, Scientific and Cultural Organization (UNESCO) is one of its main bodies, “[using] education, science and culture to inform, inspire and engage people everywhere to foster understanding and respect for each other and our planet” (UNESCO 2021).

Founded in 1945 and headquartered in Paris, UNESCO is formally an International Organization (IO), governed by a General Conference with 193 member-states, coordinated by an Executive Board of 58 member-states and managed by a Secretariat, with an international staff and *in loco* representations (UNESCO 2021). Its standards and projects are responsible for steering nations towards international cooperation in education, science and culture, and developing better national policies in these same areas.

In 2000, UNESCO and its member-states promoted the World Education Forum in Senegal, the first-ever global conference to coordinate on universal education, through which there was the launch of the Dakar Framework for Action: Education for All. This international document is a landmark, as the first to engrave the notion of Education for

All (EFA), a commitment to ensure access to education for all children, youth, and adults by 2015. The commitment was later reinforced, while also reassessed, by the World Education Forum of 2015, in South Korea, where the Incheon Declaration on Education for All by 2030 was issued (UNESCO 2015).

More importantly for the purpose of this research, the World Education Forum of 2000 recognized the essential role in global governance of regional and local institutions, a signal, in the education sector, of the “local turn” we see in international peacebuilding (Mac Ginty and Oliver 2013). The Dakar Framework for Action was composed of a global commitment and six regional action plans; the global document, in this sense, “states that the ‘heart of EFA lies at country level’”, calling national governments to develop public policies that could ensure universal education by 2015 (UNESCO 2000).

This was consolidated in Sustainable Development Goal 4, “Quality Education”. UNESCO plays a central role in the achievement of SDG 4, especially as “it aims to “ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.” (UNESCO 2015). The SDG 4 comprises 10 targets, which UNESCO uses as the guidelines for its regional and national programmes, as the teacher, advocate and supporter of educational policies. The SDGs also emphasize national and local levels as being key to achieve global change, something that Local 2030, a systematic effort to support on-the-ground delivery and achievement of this agenda, makes even clearer.

UNESCO established in its Medium Term Strategy for 2022-2029 the Global Priorities of “Africa” and “Gender Equality”. In this sense, “UNESCO and development partners are attentive to 54 African countries with a stronger and better-targeted strategy. The African Renaissance is underway, with the adoption of the African Union Agenda 2063 and the 2030 Agenda for Sustainable Development paving the ground for the African Economic Community”. This was further reinforced by the Brazilian Presidency of the General-Conference (2021-2023), which has committed to putting Africa in the forefront of the organization’s agenda.

The UN’s importance justifies a better understanding of its international bureaucracy, as well as a systematic view of its day-to-day operations. UNESCO is formed by an international staff, which brings together international cooperation and education, science and culture and embodies its organizational agenda. At the same time, a central aspect of

UNESCO's work is its dialogue with member-states, in attempts to influence national stakeholders in the development of more effective public policies. How this all takes place is what fundamentally concerns us.

1.3 Research question

The field of International Relations (IR) has greatly advanced since its formal establishment a century ago, especially when it comes to understanding the multiplicity and complexity of actors involved, and the interactions between the international and domestic realms. There is no doubt that IOs are central actors in contemporary international relations, having a say in much of the world's political and economic dynamics, especially by shaping how we see and understand global problems (Barnett and Finnemore 1999).

Thanks to such advancements, discussions that started on liberal-internationalism and the duality of "hard power" and "soft power" have evolved to ones of much greater complexity. Now, some of IR's most prominent scholars from Constructivism and of IO-based background study themes as diverse as the effectiveness of human rights and environmental regimes (Haas 2002), multinationals, civil society and the concept of ESG (Ruggie 2020), global performance indicators and ranking systems (Kelley and Simmons 2020), among many others.

In this sense, Eckhard and Ege (2016) point to the emergence of a research agenda inside IR which is focused on international bureaucracies and their influence on policy-making (Eckhard and Ege 2016). They show how Michael Barnett and Martha Finnemore's *The Power, Politics and Pathologies of International Organizations*, of 1999, has encouraged scholars to dive deeper into the "black box" of IOs, resulting in a prolific batch of studies targeting International Public Administrations (IPAs), from epistemological perspectives (Bauer and Weinlich 2011) to their roles in policy transfer among member states (Busch 2014).

At the same time, the Millennium Development Goals (MDGs) and the subsequent Sustainable Development Goals (SDGs) have created a momentum for new themes to rise in the global agenda. International cooperation, social inequality, human development and education, among other topics, became central to any discussion (Sen

1999, Adesina 2007). IOs, such as the UN, were responsible for bringing a progressive lineup to the forefront of international discussions, and their IPAs, or international bureaucracies, act as the champions of such ideas.

IPAs are the International Organizations' bureaucratic structures, usually composed of secretariats and civil servants, who are responsible for managing, independent and irrespective of member-states policies, its agenda, budget and programmes. IR literature understands that the IPAs emerged in 1919, with the formation of the League of Nations, when countries decided to form an autonomous body, and "for the first time defined 'the international as a space distinct from the sum total of member states' interests" (Eckhard and Ege 2016).

However, we understand that more fundamental questions regarding IPAs have already been addressed. Eckhard and Ege (2016) explored if international bureaucracies influence policy-makers at all. Biermann et al (2009) addressed how to study international bureaucracies and their influence from a conceptual perspective. Ege, Bauer and Wagner (2021) and Herold et al (2021) addressed why national ministries consider the advice of international bureaucrats. Carvalho, Silva Fernandes and Pimenta de Faria (2021) explained how international bureaucracies and national policies may be intimately intertwined (Eckhard and Ege 2016; Bierman et al 2009; Ege, Bauer and Wagner 2021; Carvalho, Silva Fernandes and Pimenta de Faria 2021).

Against this backdrop, and seeking to contribute to the debate, we propose our research question: how has UNESCO's international bureaucracy influenced African countries' policymakers in the development of their educational policies? Complementarily, we propose a set of secondary questions that will guide the study: a) What is the general consensus among the IPA literature on international bureaucracies' mechanisms for influencing national policies?; b) How does UNESCO's international bureaucracy use these mechanisms to influence the policymakers of its member-countries in practice?; c) What explains the choice or preference of mechanisms by the international bureaucrats when trying to influence national policies?

1.4 Hypothesis

In this work, we are in line with the view that IPAs can be seen as autonomous bodies, whose individual bureaucrats are capable of engaging in strategic behavior and promoting their own agenda. “Societies expect that policy-makers base their decisions on available expertise and thus rationalize them; confronted with uncertainty over complex policy problems and the need to solve these issues, domestic policy-makers turn to international bureaucracies” (Littoz-Monet 2017 *apud* Herold et al 2021, p.4).

Although we agree that expertise is the main factor for international influence (Barnett and Finnemore 1999; Biermann and Siebenhüner 2009; Ege et al 2021; Herold et al 2021; Knill et al 2018; Littoz-Monet 2017 and 2020), we believe other factors may also of utmost importance when defining the use of influence mechanisms over member-states: neutrality and initiative.

This is where we find our hypothesis core. While expertise is a compulsory element for an influence mechanism to be considered, neutrality and initiative are supplementary considerations that define which mechanism will preferentially be used. In other words, we believe UNESCO international bureaucrats will always look for influence mechanisms that are based on showing expertise on a specific theme, and among these, will choose those in which they can display neutrality and engage earliest in the policy cycle.

We think of neutrality as IOs have been tasked with providing knowledge and early warnings on a wide range of issues, but state leaders may be specially skeptical when their information appears to corroborate known biases (Fand and Stone 2012). We consider initiative because IOs are known to be entrepreneurial, and in light of global dynamics and development challenges that change on a daily basis, proactivity becomes a matter of usefulness.

H1 - IPAs always try to showcase expertise above all other considerations in their engagement with stakeholders

H2 - IPAs try to showcase neutrality in their engagement with stakeholders

H3 - IPAs try to showcase initiative in their engagement with stakeholders

H4 - IPAs choose the mechanisms that express more neutrality and initiative in their engagement with stakeholders

1.5 Objectives

1.5.1 Primary Objective:

- Analyze the nature and expression of UNESCO's international bureaucracy over African countries in the development of their educational policies.

1.5.2 Secondary Objectives:

- I. Consolidate a conceptual framework that delineates which mechanisms IPAs can use to influence member-states in the development of national policies.
- II. Verify if such mechanisms were used by UNESCO's international bureaucracy to influence the development of educational policies of African member-countries.
- III. Assess whether *neutrality* and *initiative* are considered by UNESCO's international bureaucracy as valid considerations for the choice of influence mechanisms.

1.6 Methodology

Our work is based on a combination of literature review and document analysis, with an heuristic nature that seeks to apply theoretical propositions from IPA's literature, which we feel are still too abstract, to analyze UNESCO's experiences in the real world. Our literature review serves the purpose of building our proposed framework, as a conceptual amalgam informed by multiple authors in separate works, in a single and cohesive structure where categories speak to each other. Our document analysis provided us with the empirical evidence to test our hypothesis and assess the validity and usefulness of our proposed cadre.

The literature was obtained and compiled via consultation to academic databases through the use of a set of predefined keywords. We consulted JSTOR, ResearchGate, Google Scholar and SciElo. The keywords used were "International Organizations", "IOs",

“International Public Administrations”, “IPAs”, “International Bureaucracies”, “International Civil Service”, “Policy Advice”, “Policy Recommendations” and “Policy Transfer”. A set of Journals were consulted in the look for related papers, including “International Organization”, “International Affairs”, *International Studies Quarterly*”, “The Review of International Organizations”, “Global Governance: A Review of Multilateralism and International Organizations” and “Revista Brasileira de Política Internacional”.

The UNESCO official documents in English and French were obtained via UNESDOC Library. Each UNESCO Field Office has a landing page with the collection of published documents, which were filtered for the collection of the Activities Reports and Country Programming Documents between 2015 and 2021. For UNESCO Field Offices that had document gaps in the covered years, their official websites were consulted to identify, in newsletters and news sections, the recorded interventions. All documents were analyzed in the look for “interventions”, and each of these was scanned for discursive patterns that could correlate to literature’s proposed categories. For each Field Office, a table with interventions numbered and categorized was created, and these informed a set of charts and graphs to compare data.

1.7 Thesis structure

To address our research question, check our hypothesis and fulfill our proposed objectives, this work is structured in three chapters. Each chapter tries to address one of our secondary objectives, in the order above. Our first chapter is dedicated to reviewing IPA’s existing literature and building a systematic view of the mechanisms that international bureaucracies can use to influence national policies. Our second chapter tests this conceptual framework, applying it to collected data on UNESCO’s interventions in African countries to see whether the analytical categories are useful or not. Our third and final chapter revisits the systematic view of the mechanisms we proposed, making amendments and refinements in light of the empirical evidence, to improve it for further analysis.

2. Conceptual Framework: How Can IPA's Influence National Policies

2.1 Literature Review: IPA studies in a nutshell

In the field of IR, IOs are undoubtedly among the “usual suspects” of mainstream research; the very founding of IR chairs, as it is well known, is intimately linked to the creation of the League of Nations in the 1910s and 1920s. Much has been said on these units, and the IR field is no short of great scholars exploring their intricacies (Barnett and Finnemore 2004; Bauer and Ege 2016; Nay 2011; Littoz-Monnet 2020). The uniqueness of IOs, their simultaneous autonomy and dependence of member-states, and the way they have evolved over time, influencing world politics, is what draws our attention to this theme.

Some scholars, like Weiss (1982), often argue at their respective times that, despite IR literature's traditional neglect towards IOs (and, by extension, to their civil bureaucracies), a spark for the study of this subject is always imminent. Nonetheless, it seems like most of the literature, especially the non-theorizing, analytical work, is only drawn to IOs bureaucracies circumstantially. At the same time, with more than 100 years since the founding of the League of Nations and the establishment of a more consistent international civil service, only in the early 2000s experts stopped looking to IOs exclusively through the simplistic lens of “billiard balls” responding to external stimulus and started looking at their agency with drivers from within.

It is challenging to trace an origin point to this IPA research agenda (and this is not, by any means, a goal in this thesis), but we will try to estimate at least two driving forces. On the academic front, it seems to be consensual that Barnett and Finnemore's *Rules for the World*, from 2004, inaugurates a new moment in IO's research agenda, one that looks further into the organization's complexities. On the empirical front, we could say this coincides with an important inflection in international politics, especially in the way the UN sees itself. Before the 1990s, the UN was stuck amidst bipolarity, and diplomats eclipsed the role of international bureaucrats with political debates, making it a mostly responsive organism. After the 1990s, the UN thrived in a multipolar world, where the

emergence of “new themes” in the international agenda gave bureaucrats a greater voice, and transformed the UN into a more propulsive organism.

There is also a “conceptual gulf between Public Administration and International Relations research” (Eckhard and Ege 2016, p.3), which is partly responsible for a lack of focus, and consequent dissensus, in IPA research. Some steps have been taken to design a conceptual framework for analyzing if, why and how international bureaucracies affect national policymakers in empirical studies (see Biermann et al 2009), but there is still a long way to go, especially when it comes to harmonizing the set of variables and indicators we seek to compare in case studies. Usually, PA and IR scholars work together focusing on state behavior, and how public bureaucracies shape the countries’ foreign policies (Kissinger 1966; Mangi 1994; Drezner 2000; Greenstock 2013; Sleicher and Platiau 2017), and not so much on how this same bureaucracy model applies to these contrasting, inter-governmental, international structures.

Concept cross-fertilization between PA and IR is a key avenue for the future of IPA - even though the acknowledgment and pledge for theory pluralism is not new. It still presses to emphasize how both PA and IR should reach beyond their conventional disciplinary limits. In an overview article, Bauer and Weinlich (2011) reinforce the view of Helfer (2006), which shows how the study of organizations *per se* (and its multiple theories, from historical institutionalism, to rational design and neofunctionalism) has helped explain IOs organizational change. The authors also exemplify how sociological institutionalists have sought to use concepts and hypotheses from organizational theories, while scholars from a rationalist agenda have incorporated from the ideas of organizational psychology, for instance.

Fleischer and Reiners (2021) argue that the debate has not come very far over the past decade, “partly because of the dynamics of how scholarly debates and the corresponding theoretical foundations and methodological orientations progress in the discipline”. Both disciplines that nurture the IPA studies have shown promises and pitfalls that have not converted into full-fledged collaboration “to advance knowledge and to provide crucial focal points to build resilient bridges”. Bauer and Weinglich (2010) propose three avenues for stronger collaboration: (1) systematic comparative research on the agency of IPAs, (2) integration of concepts from organizational theories on change and learning in IPAs, and (3) more refined methods to study effectiveness and legitimacy of IPAs as

autonomous nonstate actors. At the same time, Fleischer and Reiners (2021) propose a focus on politics and agency as suitable bridges for connecting these literatures when studying the issue at hand.

In short, the research agenda of IPAs is new, dispersed and complex - and, in our view, deserving of further attention. IR's vast literature on the politico-diplomatic dimension of the IOs without considering its international bureaucracy undeniably overpowers IR's limited amount of studies that consider IPAs at all. (Eckhard and Ege 2016). IPAs research had a short peak, not consistent, in the 1970s, but only increased and diversified from 2004 on. By applying a systematic keyword-based analysis in major academic outlets, Eckhard and Ege (2016) were able to identify the core body of IPA literature as 83 empirical articles and books published between 1965 and 2014 (Eckhard and Ege 2016, p. 2-3). Of these works, the majority has a research focus on institutional design (30), in which authors are concerned about decisions that lead to changes within the organization itself. These were only seconded by publications on policy implementation (29) - i.e. on the IPAs interest over global and national policies - and on policy formulation (17) - i.e. on the IPAs decisions and performance (Eckhard and Ege 2016, p.6-7).

Owing much to the influence of Political Science, International Law and Administration, the systematic review shows that IOs are usually studied in terms of their political and institutional themes, which serve as basis for their mandate and work and how they respond to global issues. There is less bibliography on external and substantive themes, especially international and national public policies that advance the multiple subjects on the international agenda (Eckhard and Ege, 2016; Knill and Bauer 2016). Understandably, as IOs constitute their own bodies and become closer to the main political and administrative reference there is (i.e. the state) they are prone to being analyzed from the same lenses, shedding light over their rules, leadership and dynamics. The clusters' subgroups with more publications focus either on the design and change of international organizations (15) or on the composition or growth of the international civil service (15) (Eckhard and Ege, 2016).

Even when IOs are studied in terms of their external and substantive roles, scholars tend to pay greater attention to the repercussions of these organizations actions on interstate relations, lending much less space to the effects of their actions on national governments

and their domestic policies (Carvalho, Fernandes and Pimenta de Faria 2021). It took some time for research advancements to create methodologies and concepts to analyze the contact between systemic and domestic variables more precisely (Cortell and Davis 1996), with scholars relying on a poor identification of correlations or causes and effects between IPAs' actions and public policies. As shown again by Eckhard and Ege (2016), the clusters' subgroup concerned with policy-transfer to member-states received the least attention overall (7).

We understand that our theoretical framework is based on the convergence of two traditions, which nestle IPA research. First, neo-institutionalist theories, which follow a common consideration that organizations matter when defining the behaviors of its groups and units - an assumption that lies at the very core of our discussion object (Hall and Taylor 1996; March and Olsen 1983). Second, a social-constructivist perspective, which provides a norm-centered understanding of actors and institutions as being highly intertwined (Wendt 1987). This is important to understand how IOs, with usually few material resources, can use ideas to shape the very understanding of international relations and achieve change at the very grass-roots levels of domestic societies.

Systematic reviews (Eckhard and Ege 2016) and empirical studies (Herold et al 2021) have dedicated much time to the analysis of IOs (and, by consequence, IPAs) that deal with "high politics", such as diplomacy, security, trade, and finance-related themes. The UN (including its many funds and programmes) was subject to 26 studies, the European Union of 18, World Bank of 12, International Monetary Fund of 10 and the World Trade Organization of 9. In the core body of IPA literature, only 5 studies covered UNESCO's influence in policymaking (Eckard and Ege 2016, p.6). In a comprehensive survey covering 18 IOs and 106 countries, Development Finance Institutions (DFIs) took the forefront, and no agencies and bureaucracies covering education were even addressed (Herold et al 2021, p.6)

We recall that Finnemore (1993) studied briefly the role of UNESCO as a *teacher of norms*, which led to the development, in member-states, of prescribed scientific policies. In this paper, Martha Finnemore argues that UNESCO generated a new norm (or norm-like prescription) at the international level, i.e. the idea that coordination and direction of science (and the existence of a science policy) are necessary for the modern state, led to institutional innovations at the state level. At that point, however, IOs literature was more

concerned with the structure-agency debate vis-a-vis nation states, and IPA research was not as developed as it is today. Also, for a scope limitation, an important component of UNESCO's mandate was left out (Finnemore 1993), leaving a gap in the study of the IPA's influence on educational policies to be covered by future efforts.

Finally, we recognize that, although IPA studies have not neglected Least Developed Countries (see Busch et al 2021; Carvalho, Fernandes and Pimenta de Faria 2021; Herold et al 2021), this agenda is still very Euro-Atlantic and research units are most common in European academy. Plus, much like in the rest of IR research, the interface between international bureaucracies and African countries is relatively underappreciated. This is particularly concerning in the case of UNESCO, which has 47 field offices in Least Developed Countries, of its 51 globally, with Multisectorial Regional Offices and National Offices, alongside specialized institutes and *ad hoc* specialists, forming a vast bureaucracy supporting legislations and projects in the continent (UNESCO 2021).

Hence, despite the study of IOs themselves becoming more consolidated, we are targeting IPAs to reinforce this growing, but still limited, research agenda. Our deviation from institutional themes to focus on substantive ones sheds light into this slightly overshadowed portion. Our focus on these organizations' roles in international-domestic relations rather than purely international ones also contribute to an underperforming agenda. Finally, our case study of UNESCO and African countries, through the induction of better educational policies, will hopefully build up the collection of empirical studies in this area.

2.2 Theoretical considerations: Bureaucracy, Information, Authority, Influence and Advice

IOs, *lato sensu*, can assume multiple forms, like inter-governmental organisms, multilateral development banks and regional blocs; their structures and logics vary. Most commonly, IOs are formed by political bodies, such as assemblies, councils and commissions, where member-states find representation with diplomatic corps, and secretariats, also known as the IPAs or international bureaucracies, which are formed by

international civil servants that are bound by an oath of international loyalty¹. As Biermann and Siebenhüner (2009) point out, “international bureaucracies in the sociological tradition, can be defined as ‘hierarchically organized group[s] of international civil servants with a given mandate, resources, identifiable boundaries, and a set of formal rules of procedures” (Biermann and Siebenhüner 2009, p.37).

Based on Weber (*apud* Barnett and Finnemore 1999), we can say that, much like nation-states in traditional research, there is a need to understand IOs in terms of their bureaucracy: “Bureaucracies are political creatures that can become independent from their creators, and can end up dominating the societies they were formed to serve” (Weber *apud* Barnett e Finnemore 1999). In contrast to member-states’ heterogeneity of positions and interests among themselves, international bureaucracies can achieve rather homogeneous and consensual positions (Hawkins et al 2006). This may seem counterintuitive given the international civil service principle of ensuring multiple representation through wide geographical and cultural distribution in its staff (Weiss 1987), but IOs have advanced greatly, through advocacy and recruitment, in embedding internationalism in its employees’ minds.

In this sense, it is possible to state that IOs function as bureaucratic organizations in a Weberian sense, conceived as an organized, impersonal and technical bloc to rule social interactions. Reinalda and Verbeek (2004) and Rittberger et al (2012), on their side, understand IOs as problem-processing systems, being a technocratic body that is highly efficient in taking social action. We can find common ground in stating that their bureaucratic power lies in the combination of a rational-legal authority (ability to create norms and rules for social interactions) and control over specialized information (ability to produce and control social knowledge); IOs possess formal and material capacity to define what matters (Barnett and Finnemore 1999, 2004; Finnemore 1993, 1996; Nay 2012).

As stated by Barnett and Finnemore (1999), IOs are commonly created as *structures*, with the ultimate goal of overcoming the barriers in the way of Pareto Efficiency, stemming from the anarchy of the international system, e.g. incomplete information, transaction

¹ As Weiss (1987) shows, in the case of the United Nations, this is established under Articles 100 and 104 of the UN Charter, which recognize the supranational loyalty, independence and impartiality of the administrative staff and their extraterritorial freedom and immunities, respectively.

costs, the security dilemma. This structural nature, devoid of its own substance, stems from nation-states' reluctance and struggle to yield political and economic capital to an independent actor that may be dissonant from its sovereign goals. As structures, they are usually analyzed by classic theories with an economic perspective, which tend to focus solely on the reasons that member-states pursue for their establishment, based on a logic of efficiency maximization: IOs are formed purely and simply to facilitate states convening to overcome security dilemmas.

Nonetheless, Barnett and Finnemore (1999) demonstrate that IOs may extrapolate their founding purposes, consequently assuming the roles of *agents*, acquiring themselves social content, e.g. bureaucracies, norms, and organizational culture. As agents, they are often analyzed from a sociological standpoint. This is perceived in research agendas that focus on their autonomy and power, concerned not with their founding purposes as defined by external units, but their very operation based on self interest (Barnett and Finnemore 1999). It is noteworthy that in international politics as they stand, agency is scattered all around, and the multiplicity of actors make IOs seem simultaneously stronger and weaker in some senses; more importantly, it seems, agency can assume new forms, with social media and information taking a center place in steering social change at international and national levels.

It is interesting to see how the vision for IOs as mere structures reflected in their concrete architectures in the past, and how IOs grew to become actors by themselves. The League of Nations was formed by three organs and admittedly had auxiliary organizations, committees and commissions aiming to facilitate international cooperation in specific fields² (United Nations 2022); while an internationalist spirit of organizational autonomy could be felt, its *raison d'être* was undeniably bringing together member-countries to avoid the secret diplomacy and alliance agreements that had led to World War I. The United Nations, on its side, was formed with a more complex body, comprising six organs and multiple subsidiary organs, funds and agencies (United Nations 2022). Although it

² "Among these organizations were the Economic and Financial Organization, the Communication and Transit Organization, the Health Organization, and the Intellectual Cooperation Organization. All of them played an important role and, in some cases, paved the way for the creation of UN Agencies, Funds and Programmes. Some, like the Permanent Advisory Commission for Military, Naval and Air Questions consisted of military experts appointed by the governments concerned. Others, like the Permanent Mandates Commission, were composed of experts appointed for their qualifications, irrespective of their nationality." (United Nations 2022).

emerged in a different context, one with further awareness of the importance of international cooperation across different areas, it still carried the realist-based balance of power in its very nature³.

It is worth commenting that IPAs are not merely a global copy of their national counterparts, and contrasts can be clearly noticed. We agree with Bauer, Knill and Eckhard (2016) in saying that there is one IPA peculiarity (vis-a-vis national bureaucracies) that is actually consequential, and that lets us affirm that it is a new type of bureaucracy: the environment in which they operate, i.e. the international system, characterized by structural anarchy. In other words, this specific context in which IPAs operate provides them with a systematic feature, which is high autonomy, even less contained and controllable than national bureaucracies; they “benefit from changing opportunity structures and actor relationships in ongoing global affairs” and can “exploit particular structures and actor constellations” that reshape the balance between political control and bureaucratic autonomy at the international level (Bauer, Knill and Eckhard (2016, p.4).

Other IPAs peculiarities, while indeed important, are not so impactful in defining their unique behavior - or, in the words of Bauer, Knill and Eckhard (2016), are not what render them a ‘distinctive beast’. These include the dependence on the member-states in terms of resources, their insufficient means to enforce their decisions directly, and a strong reliance on national administrations for the implementation of their proposed policies. Even the multiplicity of their external relations, which results in a high volatility in their external environment, which ‘changes with every admission of a new member, with every revolution, almost with every election, etc’ is not particularly distinguishable, as national bureaucracies also face complex constellations that change (Bauer, Knill e Eckhard 2016)

At the same time, it is important to note that IR theories also raise some critical concerns regarding IOs. On one side, Marxist and Gramscian works argue, for instance, that “international institutions embody the rules which facilitate the expansion of hegemonic

³ A handwritten document by Franklin D. Roosevelt in 1943 presents an outline of what was envisaged as the international organization that would emerge in the post-war period. As stated in the notes, the organization international would be composed of an executive body, an international assembly with the 40 members prospects, and an imposing body dubbed the Four Policemen (Franklin D. Roosevelt Library and Museum, 1943).

world orders”, legitimating, co-opting and absorbing ideas that reinforce its own status and, ultimately, perpetuate inequality (Cox 2000). The UN bureaucracy has been often criticized, for example, for its efforts of nation-building, which reflect a Western-based perspective of how societies should be organized. At the same time, critical theories argue that Great Power dynamics also circle IOs and their actions, making them susceptible to influence and deviation. Critical literature goes all the way to the Euroatlantic and Colonialist origins of the UN in 1945 to shed light over how the international system with structural inequalities can only render IOs that reflect such inequalities as well. A major example being the existence of a Trusteeship Council for countries managing colonial lands.

Barnett and Finnemore (1999, p.713) also define the ways in which IOs exercise their power in international relations, and they reinforce the view that there is a culturally constructed status, of them as authority sites, that backs this power. They argue that IOs do so by creating meaning (shaping the understanding of global phenomena, thus influencing decision-making, e.g. the definition of international development); producing classifications (organizing information and managing units, rankings and indicators, e.g. the concept of refugee) and developing norms (defining what are acceptable and unacceptable behaviors, e.g. the condemnation of colonialism). This view in itself, despite being seminal and serving as a background, is insufficient for our study.

Lenz (2017) recalls that recent decades, despite growing nationalism and the emergence of an “anti-globalist movement”, were marked by a rising authority of IOs, signaled by less control by individual states (Lenz 2017), and by the proposition of a self-sustaining global agenda. Increase in IOs authority is partially explained by (i) a functional quest for effective cooperation; (ii) the diffusion of authoritative institutional templates amongst international organizations; (iii) increasing political demand for participation by non-state actors (Lenz 2017); and, we would add, (iv) pressure from global issues for decision-makers to come up with truly international solutions. IOs growing authority, Lenz explains, resonates in the greater extent in which national governments promote pooling - setting aside their vetoes by endorsing majoritarian forms of decision-making - and delegation - empowering independent institutions to act on their behalf (this second one, carrying greater importance for IPAs).

Authority, in a general sense, is a relational phenomenon and is primarily based on voluntary deference (Heinzel and Liese 2021). On authority being a relational phenomenon, we understand that it depends on the existence of a relationship between two or more actors, and materializes when a superior actor, an authority holder, holds this status over an inferior actor, who is an authority addressee. On authority as based on voluntary deference, we recognize that the addressee must “acknowledge the authority’s privilege through deference to its demands” (Hurd 1999 *apud* Heinzel and Liese 2021). Most important for IPAs, and linking to other conceptual discussions, is the notion that authority is a distinct form of power, operating more through voluntary subordination than coercion (Lake 2010; Zürn 2018 *apud* Heinzel and Liese 2021).

Here, Busch *et al* 2020 remind us of the duality (and gap) between *de facto* and *de jure* authority, a concern that is often raised over IPAs influence in policy-making internationally and nationally. The authors seek to understand to what extent does IPAs *de facto* expert authority (the recognition of and deference to an authority in practice) conform with their *de jure* expert authority (the extent to which states approve formal rules to delegate authority to these bodies), and what may explain dissonances between these two. Findings show that *de facto* and *de jure* expert authority do not always conform, sometimes leading to positive or negative authority gaps, but as a general rule, IPAs with more *de jure* expert authority also have more *de facto* expert authority. Their marked contribution to IPA literature is the conceptual deepening, as well as illustration, of international bureaucracies expert authority over national administrations (Busch *et al* 2020).

In this same direction, as put by Busch *et al* (2020) we reinforce that IPAs authority is different from compliance and performance:

“First, authority can lead to compliance, but there are other ways to induce compliance with requests, like the discussed persuasion or coercion. In any authority relationship, authority addressees have ‘a certain degree of freedom to act otherwise’ (Krisch 2017, p. 242). Hence, they might not always change their behavior in line with an IPA’s requests even when they consider the IPA as an expert authority. An IPA can still enjoy authority even if its addressees do not always comply with its requests (Hurd 2008). Second, authority is not the same as high performance of the IPAs in their tasks. IPAs’ performance can be understood as the output, outcome or impact of IPAs (Gutner and Thompson 2010; Tallberg *et al.* 2016). Holding expert authority can

empower IPAs to perform better. Nevertheless, performance refers to the quality of a given IPA action, while authority is a feature of the IPA itself. Indeed, there are important cases where IPAs used their authority in ways that ended up being detrimental to the performance of their tasks (Barnett 2002)” (Busch *et al* 2020, p.233)

We agree with Bauer, Knill and Eckhard (2016) in stating that, for IPAs, expertise and information are more important than rules and formal powers. Indeed, the emergence of bureaucracy as a core component in organizing modern societies depends on their provision of norms “to resolve political problems and provide common goods” (Bauer, Knill and Eckhard 2016), without which the grounds for any authority would be gone, and order would not be possible. This is also true for IOs, and rules and formal powers stand as the basic foundations for their autonomy. However, IPAs seem to rely much less on rules as a support for their positions in terms of policy-making, precisely because international anarchy makes it so hard to create binding, and even harder to create enforceable ones. There are other sources, especially information, that explain and back IOs authority in most instances (Bauer, Knill, Eckhard 2016).

Heinzel and Liese (2021), in this line of exploring how IPAs use specialized information, contribute with an original conceptual understanding of authority as source heuristic. In a study about the World Health Organization (WHO) and other health-specialized institutions’ role in the definition of the United Kingdom and Germany’s health policies during COVID-19, they sought to understand whether expert authorities’ endorsements affected the acceptance of public measures by authority addressees (in this case, countries’ citizens). They present, as a basis for such expert authority, the concept of source heuristic, which are “cognitive shortcuts that people use when they base their evaluation of a claim on characteristics of the source rather than on its content” (Heinzel and Liese 2021, p.1259). They also examined the extent to which source characteristics shape the perception of expert authority, such as expertise, neutrality and exposure, and found that expertise is usually linked positively to citizens' support.

IR and PA scholars have advanced in the studies of international bureaucracies, developing strong arguments in favor of their independent behavior (Eckhard and Ege 2016; Stone 2020, 52–55) or, as Biermann and Siebenhüner (2009) put it, their quality of “managers of global change”. Here, we see the IPA’s influence as being of utmost importance, and we stand in accordance with several scholars when it comes to defining

it as synonymous to ‘having an effect’ (in some situation, agent or behavior). As Fleischer and Reiners (2021) state, “interest in IPAs is connected to key questions in the disciplines of autonomy, influence, and authority in global governance”, and we feel that influence is the glue connecting the other concepts. “Research asks for the aim at the level of IPAs’ autonomy, how this autonomy affects their authority, and how actors in the IO influence its agenda and decision-making” (Fleischer and Reiners 2021, p.1233).

Literature also raises some practical critique; here we highlight the principal vs agency dissonance, which is of particular relevance when we reflect on the vectors of influence that involve IOs (Vaubel 2006). As Vaubel puts it, “the principal-agent problem is due to the fact that the international organization has vested interests which differ from the preferences of the voters and that the voters cannot effectively control the international organization because they are rationally ignorant of most of its activities and/or lack the power to impose their will” (Vaubel 2006, p.127). It is argued that, due to incentive problems and information costs, IOs are as far and as removed as any institution can be from the attention and control of voters; this has an impact on the ultimate legitimacy of their voice when proposing solutions for real-world problems.

Finally, essential to IOs actions in global affairs, and a key way of finding international bureaucracies influencing national policies, is the concept of policy advice. Using the definition of Halligan (1995 *apud* Herold et al 2021), we understand policy advice as international bureaucracies’ outputs and policy recommendations, which aim at guiding national policy-making on specific issues, or an activity that aims to support policy-makers’ decision-making by analyzing policy problems and proposing solutions (Herold et al 2021, p.3). As Fang and Stone (2012) put it, policy advice occurs when an international institution conveys information over a specific topic to a national government - dependent upon trust and credibility in the information transmission (Fang and Stone 2012), either to a leadership, representative or techno-bureaucrat, be it in the form of policy prescriptions, early warnings, corrective measures, etc.

From IR, we perceive the role of IOs as, at least partially, the shapers of global governance, using information to steer the interests of the international community, collectively, and of other actors, individually; one of the many ways to promote change is via the provision of policy advice. In light of both political and epistemic needs (Zurn, Binder and Eckhardt 2012 *apud* Carvalho, Fernandes e Faria 2021), IPAs are inherently

called by a sense of common need to provide policy recommendations, as either the most legitimate (politically), the most capable (epistemically), or both. At the same time, Busch et al (2021) argue that “scholarship has demonstrated that individual international bureaucracies’ advice can affect the decisions taken by national actors even in the absence of more coercive means of policy transfer, like conditionality” (Busch *et al* 2021, p.2).

At last, we derive from PA, specifically from the study of policy diffusion, a supporting assumption for this study. That is, the notion that public policies are not uniquely and exclusively originated from domestic idiosyncrasies, or political, economic, social and cultural matters of domestic coalitions; in contrast, institutions, programs and policies are also originated by international inputs, be it from IOs, other states, epistemic communities or a myriad of external agents altogether (Oliveira and Faria 2017, p.5). At the same time, it is also understood that public policies may be affected at any point in the policy cycle by international inputs, from the very problem delimitation to the monitoring and evaluation - although, in this sense, advice impact may vary accordingly.

2.3 Proposed cadre: An attempt to categorize IPAs mechanisms

We combine IR and PA theoretical grounds to build a conceptual framework, which will be used to analyze how international bureaucracies influence national policymakers. That is, we are concerned with the mechanisms (otherwise strategies, channels, means) through which such influence moves from one unit into another. While there are virtually infinite ways through which international bureaucrats and national policymakers can interact, we systematize these relations into a small group, which serves as an umbrella for empirical findings.

It is essential to note that this study is of empirical nature, and both critical analysis and normative discussions are beyond the scope of our work. Our contribution to IPA literature, from this case study of UNESCO, African countries and educational policies, is expected to provide empirical evidence to corroborate or refute currently accepted conceptual propositions. In other words, we recognize that, by limiting our research focus, we will not address whether IPAs issue effective policy advice, nor if international bureaucracies should or should not do so.

Meddling the works of Biermann et al (2009), Ege, Bauer and Wagner (2021) and Carvalho, Fernandes and Pimenta de Faria (2021), we can roughly design a conceptual framework for the analysis of international bureaucracies vs. national policies. Each of these researches provides us with an analytical lens that focuses on a distinct aspect of the IPA mechanisms of influence, resulting in a cadre that we can put over each empirical situation. They are not concurrent notions, but complementary ones, and can even be seen from a more abstract to a more concrete range.

In Ege, Bauer and Wagner (2021), with a little rearrangement, we can see the these mechanisms from the perspective of an IPA's expertise domain:

“Since IPAs have no formal vote in IO policymaking, their most important procedural strategies for exerting policy influence is through IO stakeholders. IPA shapes the draft policies' content strategically to steer the outcome of the negotiations in a particular direction (...) One of the IPA's main tasks is to provide evidence-based information for IO stakeholders. This may include collecting data from countries and summarizing research or a description of lessons learned in a certain sector” (Ege, Bauer and Wagner 2021, p.5-6).

In Biermann et al (2009), we have influence as cognitive, normative or executive; that is, IPAs as knowledge-brokers, negotiation facilitators and/or capacity-builders:

“First, we analyze whether international bureaucracies influence the behavior of political actors by changing their knowledge and belief systems (...) Second [we] analyze how international bureaucracies influence (...) through the creation, support and shaping of norm-building processes for issue-specific international cooperation (...) Third, we analyze the influence of international bureaucracies (...) through the direct assistance to countries in their effort to implement international agreements, which might reshape national interests” (Biermann et al 2009, p.47-48).

Finally, Carvalho, Fernandes and Pimenta de Faria (2021) give us a rather practical view on these mechanisms, complementing a conceptual taxonomy proposed by Jakobi (2009):

“We will take as the basis the taxonomy proposed by Jakobi (2009), for understanding that it contemplates the different forms IOs can act in the processes studied. The author groups the instruments adopted in five categories: discursive diffusion, standards-setting, coordination roles, financial means and technical assistance. (...) Besides the aforementioned instruments, we propose a

sixth category: space for dialogue, even informally”
(Pimenta Faria 2021, p.6, translated by the author)

To complete our conceptual framework, we clarify in a few words our understanding of some basic concepts. These may sound very intuitive, but since they compose our proposed framework, and thus serve as the guidelines in our search for empirical evidence, it is better to avoid misunderstandings. First, expertise is understood as specialized knowledge about development issues and optimal understanding of possible solutions. Secondly, neutrality is seen as distance from domestic politics and/or controversial issues. Finally, initiative is understood as policy entrepreneurship and creativity to propose new solutions.

Moving on, expertise-based concepts also need attention. Procedural knowledge is, for instance, the preparation of draft proposals of documents, policies or programs, to strategically steer the outcome of the negotiations in a particular direction. Policy involvement can be collaboration with like-minded stakeholders, to make sure a certain agenda item is discussed in the legislative or executive body. Technical expertise can be the provision of evidence-based information, such as research and data, actively frame information or the broader discourse and selectively present problems/or solutions.

Other concepts to be considered: Cognitive influence is assumed as influence over the behavior of member-countries and political actors by changing their knowledge and belief systems. Secondly, normative influence is influence over member-countries through the creation, support and shaping of norm-building processes for issue-specific international cooperation. Finally, executive influence is influence over member-countries through the direct assistance to countries in their effort to implement international agreements.

We also exemplify some of the possible activities. Opening space for dialogue: organizing conferences, seminars, workshops and other activities in which bureaucrats can interact, formally and informally. Diffusion of meaning: advocacy, promoting ideas and launching concepts to shape the understanding of specific issues. Standards-setting: developing recommendations, guidelines, indicators, metrics and good practices that can serve as a pattern of good behavior. Coordination roles: high-level meetings, international missions, inspection visits, dispute settlement, naming and shaming. Financial means: financial aid, loans, donations, grants or any other type of transference of financial

resources. Technical assistance: infrastructure development, capacity-building, technical visits, courses, consultancies.

Finally, we put the expertise, influence and activities inside the neutrality spectrum and the initiative spectrum. We consider that the neutrality and initiative spectra walk together, which means that expertise, influence and activities that present high neutrality also present high initiative, and vice-versa - but only for a matter of coincidence, as we do not consider them to be correlated. To illustrate: opening space for dialogue through the promotion of an international forum is a very distant way of influencing policies, and is usually a starting point for reflecting about issues and debating policy alternatives; supporting ministerial officers to write a national policy is a very participatory way of affecting policies, and is usually one of the last steps in the the development of public policies.

	Mechanism					
<u>Neutrality</u>	High		→		Low	
<u>Initiative</u>	High		→		Low	
Expertise (Ege, Bauer and Wagner 2021)	Procedural Knowledge		Policy Involvement		Technical Expertise	
Influence (Biermann et al 2009)	Cognitive Influence		Normative Influence		Executive Influence	
Activity (Carvalho, Fernandes and Pimenta de Faria 2021)	Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance

Table 1. Proposed cadre for the selection, categorization and analysis of interventions.

3. Analysis of UNESCO's Interventions in Educational Policies in Africa

In light of our central question, this research project is based on qualitative methodologies (Berger 2013), and this section is structured around a series of documental analysis to identify structural and discursive patterns. The ultimate goal is heuristic and instrumental, to check whether theoretical concepts from IR and PA, especially deriving from their symbiotic IPA, are actually able to explain an empirical phenomenon (Baxter and Jack 2008). That is, is it possible to explain, with our current categories, how IOs attempt to push for the incorporation of international proposals in member-states' public policies?

As put by Bauer, Eckhard and Knill (2017, p.10), "analyzing bureaucracies rests largely on the belief that these organizations have developed superior ways to handle policy relevant information", bearing the expertise to assess complex issues and provide policy proposals; according to them, however, "pure information is of ever less value for public administrations". IPAs uniqueness and value, thus, lies in their "capacity to filter relevant and trustworthy information about appropriate policy solutions and in inter-connecting the right sample of relevant actors", in other words, acting as a 'clearing house' (Bauer, Eckhard and Knill 2017).

As literature suggests (Eckhard and Ege 2016; Ellis 2010; Ganghof 2005), we are thinking of a causal relation, in which IPA influence is deemed necessary for national policymaking, but not sufficient. In other words, we are cautiously applying an 'x-centered research design', where 'x' would be IPA's influence, to analyze the effects of a single factor on policymaking, and avoiding a 'y-centered research design', where 'y' would be the policy choice, which would lead us to the trap of exploring all possible causes of effects of certain policies (Eckhard and Ege 2016, p.14).

Also, we must note that, IPAs empirical research faces a trade-off between analytic depth and breadth, which forces the study to focus on a single component, either the conditions, mechanism or outcomes of the influence alone (Eckhard and Ege 2016). The development of an integrated IPA theory, and the study of the underlying explanation and conditions

for international bureaucracies' influence has already been the object of comprehensive studies. Here, we are proposing a study of very limited-scope, to systematize and test what we know so far about IPAs mechanisms to exert said influence.

In other words, we don't seek to explain, dissect or test the origin of IPAs influence; we want to verify what are the mechanisms that these IPAs are using to exert it. In the end, our expected outcome is a general cadre of IPA influence mechanisms that can be laid over (virtually) any analysis, regardless of the IO, state, theme, policy or case study, and help shed light on why an international bureaucracy used the mechanisms it did. In other words, the IPA studies, usually targeting autonomy and relevance (on one end) and effectiveness and results (on the other) leave space for us to explore the middle ground, or how these international bureaucracies end up doing so in practice.

Previous studies, on one end, most notably Herold et al (2021), show that states' ministries do in fact consider policy advice from international bureaucracies, being their perceived expertise the major source of influence overall (Herold et al 2021, p.3). We take the basic perspective of Herold et al (2021) and reverse it, for while they were concerned with how national ministries saw IPAs' alleged expertise, we want to focus on the perspective of IPAs on their own work. This, we hope, will enable us to see and reflect on UNESCO's position as a "corporate actor", which behaves in systematic and formulaic ways (Ege, Bauer and Wagner 2021).

Also, on another end, we are not primarily concerned with the content, reception or utility of policy advice per se. Other studies (e.g. Fang and Stone 2012) have shown that IO policy advice to states, in terms of expected effectiveness (and perceived value) depends on a complex "game theoretic model of persuasion". They connect principal-agent literature to communication literature and estimate the credibility of signals sent from IPAs to governments (Fang and Stone 2012). The IO in their model goes beyond the *mise en place* work we are attempting here, putting in an analytical model in practice, and concluding that "IOs exercise influence when it is able to send a credible signal to the government".

Instead of UNESCO's Secretariat, which is arguably more influential in a broader sense, we prefer to collect data from Field Offices, for their direct interface with member-states. Once again, adapting Herold et al (2021):

“Furthermore, for our purpose of assessing officials’ self-reports of international bureaucracies’ influence on their policy-making, as well as their attributions of expertise to international bureaucracies, we deemed it indispensable to focus on the “small group of individuals” with “first-hand knowledge about the influence of expert actors on a specific decision” (Christensen 2020, 10). These individuals know best whether their policy units have considered the advice provided by various international bureaucracies in a given policy field. We also regard these survey respondents as particularly well positioned to comparatively rate international bureaucracies’ expertise in the policy fields in which they are themselves specialized.” (Herold et al 2021, p.2)

UNESCO’s 19 Field Offices located in the African continent, covering the AU and all 54 African countries, are analyzed - this includes the Regional Offices (Abuja, Cairo, Dakar, Harare, Nairobi, Yaoundé), the Liaison and Cluster Offices (Addis Ababa and Rabat) and National offices. UNESCO has a total of 51 Field Offices, spread across all continents and regions, with our sample representing 37% of its local representations. The option for African countries is based not only on UNESCO’s own Africa priority (UNESCO 2021), but also the coverage of a single continent, which we assume brings relative homogeneity to the international bureaucracy’s strategy and to the member-states’ reception.

Although UNESCO covers several fields (namely Education, Culture, Natural and Mathematical Sciences, Human and Social Sciences and Communications), for a limitation of scope and space, we chose to focus on the Education field and educational policies alone - a division that is reflected in UNESCO’s documents as well. As Herold et al (2021) opted for a limited scope of agriculture and finance, our option for education instead of the other themes is discretionary, so we can limit our empirical analysis to a specific area (Herold et al 2021). We hope this will help our sample to be better outlined and our lens to be better calibrated, smoothening the process of identifying concrete situations in which the influence mechanisms were used.

To find our empirical evidence, we are looking at UNESCO’s primary sources between 2015 and 2021⁴, publicly available either at (i) UNESDOC digital library or at (ii) Field Offices websites. We are considering as valid information only that coming from the

⁴ The timeframe is based on the launch of the Agenda 2030 (2015) and the most recent annual reports for most UNESCO Field Offices by the time of writing (2021).

following sources, which we looked for in this particular order: (a) Activities Reports; (b) Country Programming Documents; (c) Offices newsletters and news sections. Activities Reports and Country Programming Documents were not available for all field offices in all covered years, and Office newsletters were also sparse, and news sections often had broken links, which made information inaccessible.

A summary of the scope and period analyzed, considering the contrasting availability of official documents, is drawn below:

Field office	Year						
	2015	2016	2017	2018	2019	2020	2021
Abidjan					X	X	X
Abuja	X	X	X	X	X	X	
Addis Ababa	X			X	X	X	X
Accra	X	X	X	X	X	X	X
Bamako		X	X	X	X		
Brazzaville	X				X	X	
Cairo		X	X			X	
Dakar	X	X	X	X	X	X	X
Dar es Salaam	X	X		X	X	X	
Harare ⁵		X	X	X	X	X	X
Juba	X	X	X				X
Khartoum					X	X	X
Kinshasa	X	X	X		X	X	X
Libreville	X	X	X	X	X		X

⁵ UNESCO Field Office in Harare produces “Reports on UNESCO-SADC Cooperation” every year; these were not analyzed in this study, as we understand that any intervention of relevance for this study, including those in coordination with SADC and regional countries, is very likely to have been captured in the “Activities Reports” of the same year.

Maputo	X	X	X				
Nairobi		X			X	X	X
Rabat						X	X
Windhoek	X	X	X	X	X	X	X
Yaoundé	X					X	X

Table 2. List of official sources on UNESCO interventions by Field Office between 2015 and 2021.

We establish an important assumption, which reflects on the very way we look at UNESCO’s influence, expertise and activities in this study: we deem that every external action taken by UNESCO Field Offices is, to a lesser or greater degree, attempting to steer the member-states public policies - they just vary in form, scope, duration, etc. Consider examples: (a) Development of a set of policy recommendations for ministries and public officers to mainstream gender equality in basic education; (b) Training of school teachers in gender inclusive techniques in basic education. Both actions ultimately have policy effects: one top-down, the other bottom-up; one direct, the other indirect; one seeking long-term goals, the other short-term results.

Hence, we disagree with some analysis that understand the UN (and UNESCO, by extent) is only partially devoted to offering *policy advice*. In a recent paper, for example, Baumann (2022) argues that the UN works through 3 modalities to support host countries in their development efforts: shaping national policies, helping to build capacity, and implementation works; *policy advice* would only be present in the first modality, which they argue is eclipsed by the other two. Baumann (2022) recognizes that the UN has no official definition of *policy advice*, and across the organization, the term may be understood to include different things; he, in response, proposes his own definition of *policy advice*, as “those UN activities that aim to shape national policies (expressed in laws, budgets, agendas, or strategies) through high-level dialogue with national decision makers” (Baumann 2022, p. 384) - which we find narrow and limiting.

For us, the UN has *policy advice* so engraved in its core mandate that this point is what actually glues all of its actions. The UN understands that, with limited resources, the only way of ensuring sustainable impact is by making states adopt better public policies; it is,

thus, permanently providing *policy advice* through these several mechanisms. When UNESCO promotes a civil society conference on early childhood to spur dialogue, it advises the states on the importance of a participatory process in policy-making. When UNESCO provides capacity-building for school teachers in rural areas, it is advising on the policy gaps that should be covered to ensure human resources are aligned with existing demands. The *policy advice* as a synonym to high-level shaping of national policies is understood, in our model, as the coordination roles.

We believe, as Baumann (2022) himself shows, that *policy advice* is constantly pursued, both at the upstream level (through the grand programmes, for instance) and downstream level alike (through the “pilot interventions”, for example):

“Pilots” are projects of limited scope that are intended to test or demonstrate a concept or solution that can then be scaled up to the level of nationwide change. According to the wider aid literature, they can play a role in narrowing the “micro-macro gap” between national policies and practice at the local level. As “local development needs and interests seldom enjoy a supportive policy environment,” pilots can help create local experiences as a basis for advocating for policy changes” (Baumann 2022, p.395)

In terms of analyzing the empirical evidence, we see the proposed cadre and its conceptual categories as progressively going from more abstract to more concrete, as we move from “expertise” to “influence” to “activity”. Still, all these nomenclatures are based on specialized literature and carry abstractions, in order to become generalizable concepts that apply to multiple cases - which makes them very difficult to be seen in empirical scenarios. In this sense, our lens is focused on what we call “interventions”. Hence, we need to go “a level below” to reach the observable field, in order to map the concrete actions that are taken by the organization’s leaders and officers to steer countries in multiple directions.

We find interventions a suitable term, not only for its recurrent use to characterize IOs’ actions in member-states, in general, but also due to its presence in UNESCO’s own documents, reports and releases, specifically. In contrast to other parts of the official documents, which are usually the background, narrative, proposed goals and expected results, presented in a more reflective and analytical language, the interventions *per se* are commonly stated in a descriptive form; they are roughly identifiable by the presence

of a subject, verb and complement, and often contain geographic and quantitative specifications (e.g. “*Organization of a training workshop in Gambia on “Peace sustainable development and global citizenship” for 200 young people*”).

Again, reinforcing our option for the interventions as our common denominator, we see it used in UNESCO Field Offices’ language, in both English and French.

In the UNESCO Field Office in Abuja, Activities Report 2020, for instance:

“The pandemic, no doubt, brought about new ways of working, which demanded an intelligent risk management of programme **interventions**. The office had its hands full, as there was widespread misinformation and disinformation in countries under its purview. Fake news about COVID - was rampant. The good news was that UNESCO lived up to expectations by targeting young people and improving public access to correct information about the pandemic while countering conspiracy theories with facts based on science” (UNESCO 2020, p.iv - highlighted by the author).

In the UNESCO Field Office in Kinshasa, Rapport Annuel 2021, for example:

“Sur cette base, l’approche de l’UNESCO s’articule sur le principe d’accompagnement technique des priorités de l’éducation nationale. En ce sens, une gamme d’interventions portant sur le renforcement des capacités des acteurs nationaux du secteur de l’éducation ont été menées durant l’année 2021 dans un contexte dominé par la crise sanitaire de la COVID-19 (...) Dans les lignes qui suivent, le secteur ED retrace ses **interventions**, partant de l’approche stratégique de politique et planification aux activités de pratique en milieu scolaire, en tenant en compte la question du genre et les vulnérabilités” (UNESCO 2021, p.21 - highlighted by the author).

We used the proposed cadre to map UNESCO’s interventions, field office by field office, year by year. First, we read the primary sources and identified the language, standards and clichés. Then, we went through the primary sources once again, with a calibrated lens to identify interventions. We found, separated and highlighted discursive patterns, and based on these markings, we allocated each intervention into the categories. This process was repeated 19 times, until each field office had a table filled with information; based on these findings, the data was collected, filtered and systematized, and we built a collection of graphs for better visualization.

In our proposed cadre, we copied and pasted UNESCO's record of the "interventions" in its own words, to preserve the original meanings - coupled with a few order rearrangements and grammatical corrections, to ensure clarity. There were discursive patterns worth mentioning, which we believe indicate a corporate view of the organization's role and activities embedded in the bureaucracy that produces the activities reports. The exact terms "dialogue", "coordination", "standards", "financial" and "technical", with supporting terms, such as "organization", "promotion", "support", "provision", and "assistance", were often used; on the other hand, the exact terms "diffusion" and "meanings" were never used.

Arguably, many of UNESCO interventions are so complex and multi-layered that could be categorized in two or more of the proposed categories; even if we split into multiple components, some still gather defining characteristics from multiple categories. In these cases, in which categorization was blurry, we focused on the very nature of the intervention, that albeit subjective, was usually implicit. For instance, "*as a result of UNESCO support to the Zanzibar Ministry of Education and Vocational Training review (...) the task team developed new indicators to enhance data collection for adolescent girls and young women on these aspects*" surely has components of technical assistance involved, but is ultimately focused on making Zanzibar follow global standards.

Also, as we mentioned, the proposed cadre and its concepts will not be found in UNESCO's documents *ipsis litteris*; they need to be "translated" to the language used by the organization regarding its own interventions. Initially, this may seem like a discretionary categorization, but we pre-determined a set of basic rules (and criteria) to help us categorize them, thus trying to avoid a confirmation bias. Below, how we understand this general translation, based on the identification of the discursive patterns in UNESCO' official documents and:

- Programmes are usually comprised of several projects; projects are usually comprised of several interventions. Different iterations of the same intervention are considered one thing; different sessions or focal groups of training programs on the same theme are considered one thing (e.g. organization of training session for 60 school directors in 2019 and organization of training session for another 60 school directors in 2020). Sub-regional meetings are also counted as one intervention, and only in the section of the Field Office that acted as host.

- Programs, projects and initiatives that can be split into multiple components are considered separate interventions (e.g. (i) consultation workshop for the development of draft document that led to (ii) the finalization and publication of a study that was used in (iii) high-level meeting between UNESCO director and a Minister of state; (iv) that led to a training workshop for economists and statisticians).
- Policy analyses are polyvalent and attributable on first sight to multiple mechanisms; we distinguished them in the following sense: UNESCO uses its own specialists to produce an official report published under its emblem, usually in the form of a diagnosis or assessment - diffusion of meanings; UNESCO supports, assists or co-produces an official report published with the governmental emblem - technical assistance.
- Reports and studies are also polyvalent and attributable on first sight to multiple mechanisms; we distinguished them in the following sense: UNESCO produces a study on a single member-state/ not catalog of good practices, solutions and/or technologies - diffusion of meanings; UNESCO produces a study that is a comparative research of two or more member-states/ a catalog of good practices, solutions and/or technologies - standards-setting.
- Distribution efforts are also polyvalent and attributable on first sight to multiple mechanisms; we distinguished them in the following sense: UNESCO distributes communication materials aiming at spreading a specific message - diffusion of meanings; UNESCO distributes working material aiming at providing in-kind support - financial means.
- Events are also polyvalent, attributable on first sight to multiple mechanisms; we distinguished them in the following sense: UNESCO convenes a conference, summit or forum or event with unspecified purposes - opening space for dialogue; UNESCO convenes a seminar, webinar or lecture - diffusion of meanings; UNESCO convenes as a sub-regional event - standards-setting; UNESCO convenes a high-level meeting - coordination roles; UNESCO convenes a capacity-building activity - technical assistance.
- Workshops are also polyvalent, attributable on first sight to multiple mechanisms; we distinguished them in the following sense: UNESCO convenes a dialogue,

consultation or preparation workshop - opening space for dialogue; UNESCO convenes an advocacy, sensitization or dissemination workshop - diffusion of meanings; UNESCO convenes a comparative, recommendations or good practices workshop - standards-setting; UNESCO convenes an approval, validation or internalization meeting - coordination roles; UNESCO convenes a training workshop - technical assistance.

3.1 UNESCO Field Offices in Africa

UNESCO Field Offices in Africa recorded 1992 interventions over the course of the analyzed period. As mentioned, these interventions were unequally reported, both in terms of field office and in terms of years. Below, an overview of the distribution across the 19 Field Offices located in the African continent:

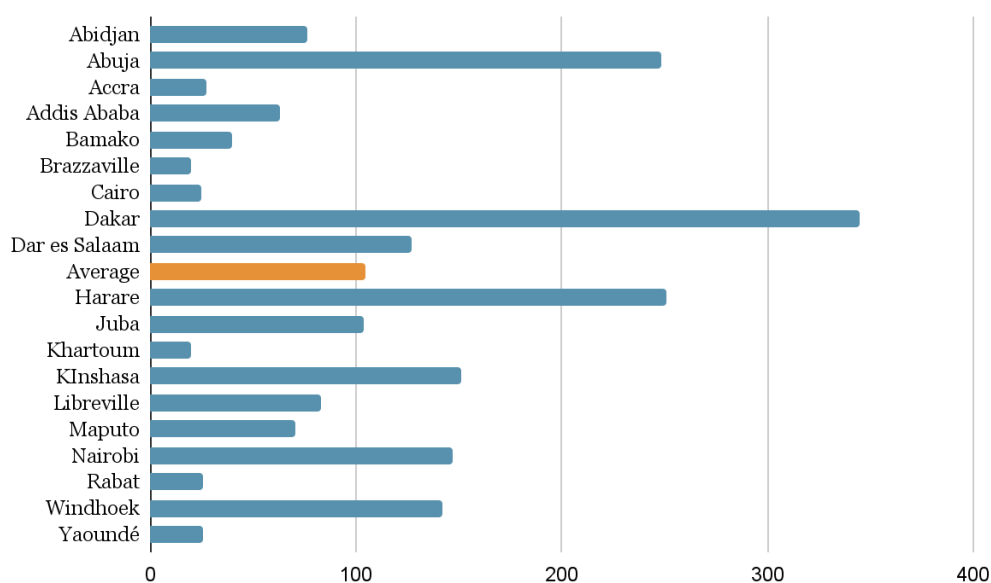


Chart 1. Overview of UNESCO Field Offices' interventions in Africa.

We identified a massive predominance of technical assistance, with 548 interventions. Overall, financial means were the least identified, with only 118 interventions. This resulted in an impressive balance in terms of demonstration of expertise and influence predominance, with procedural knowledge and normative influence slightly ahead, at 34.4%, followed by technical expertise and executive influence, at 33.4%, and procedural knowledge and cognitive influence, at 32%. The neutrality and initiative spectrum was weak in the high section, strong in the mid-high and mid section, very weak in the mid-low section, and very strong in the low section.

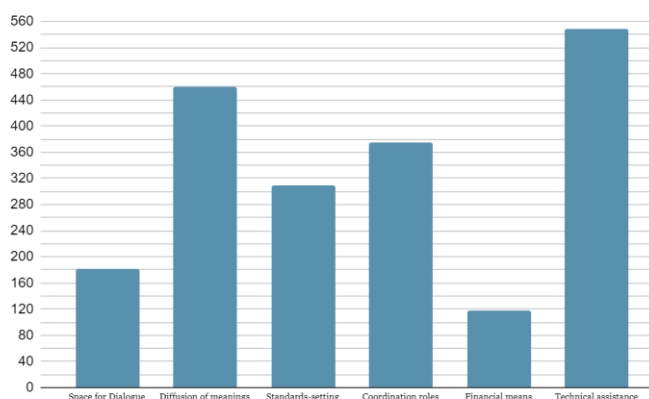


Chart 2. Total interventions by UNESCO Field Offices in Africa split by activity⁶.

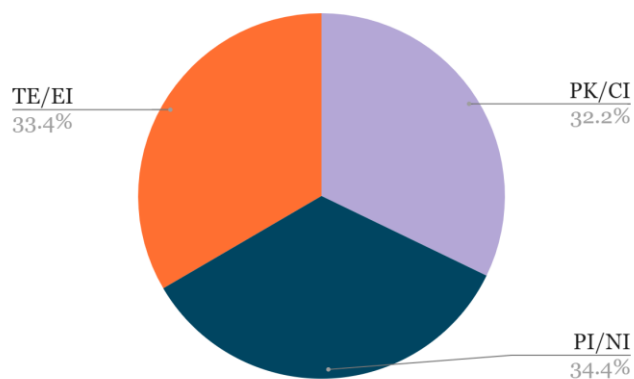


Chart 3. Total interventions by UNESCO Field Offices in Africa split by expertise and influence⁷.

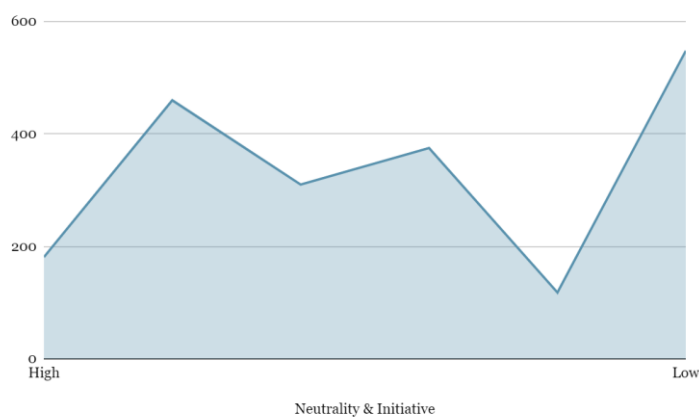


Chart 4. Total interventions by UNESCO Field Offices in Africa under a spectrum of neutrality and initiative.

Further analysis of the UNESCO Field Offices interventions across the African continent also show a noticeable homogeneity when it comes to the use of most interventions. Below, a box plot showing the Field Offices distribution when it comes to the activities that were used:

⁶ From left to right: Space for Dialogue, Diffusion of meanings, Standards-setting, Coordination roles, Financial means, and Technical assistance.

⁷ The abbreviations are: Procedural Knowledge (PK)/Cognitive Influence (CI), Policy Involvement (PI)/Normative Influence (NI) and Technical Expertise (TE)/Executive Influence (EI).

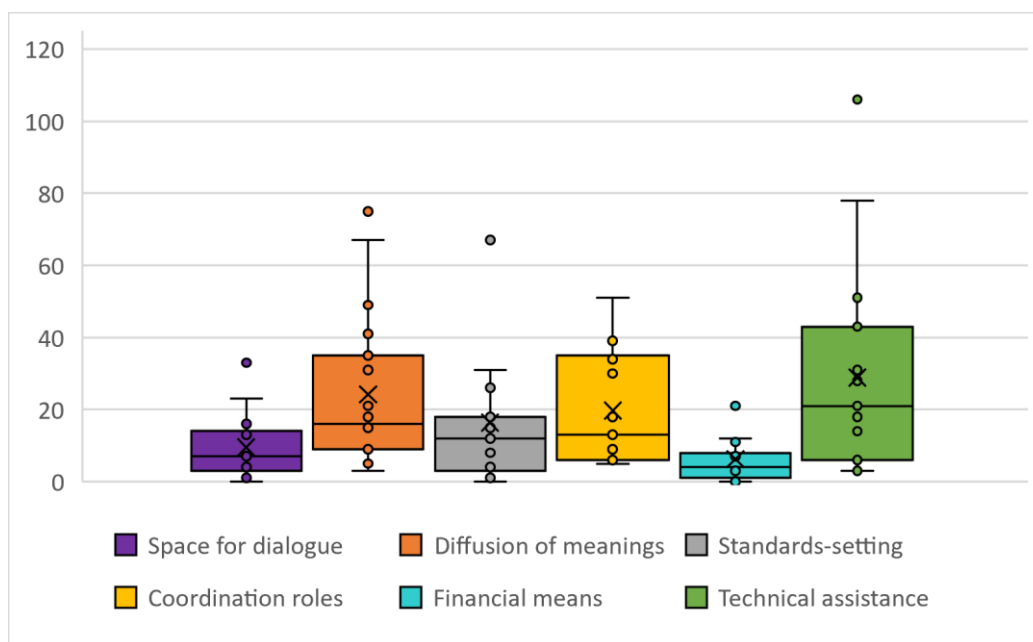


Chart 5. Box plot showing the minimum, maximum, interquartile range, outliers and median of UNESCO Field Offices interventions split by activity.

We also identified that, on average, the structure and distribution remained similar. Technical assistance was still the most used, with 29 interventions; the greatest changes came with space for dialogue, which was diluted, and coordination roles, which was inflated. The distribution in terms of expertise and influence remained very similar, headed by policy involvement and normative influence, with 34.3%, followed by technical expertise and executive influence, at 33.3%, and finally by procedural knowledge and cognitive influence, with 32.4%. The neutrality and initiative spectrum barely changed, still weak in the high section, moderate in the mid-high and mid section, very weak in the mid-low section, and very strong in the low section.

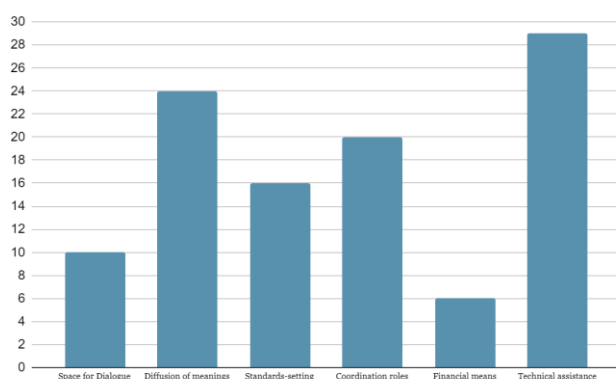


Chart 6. Average interventions by UNESCO Field Office in Africa split by activity.

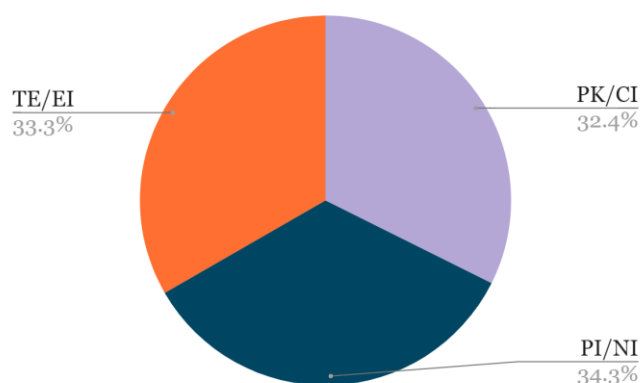


Chart 7. Average interventions by UNESCO Field Office in Africa split by expertise and influence.

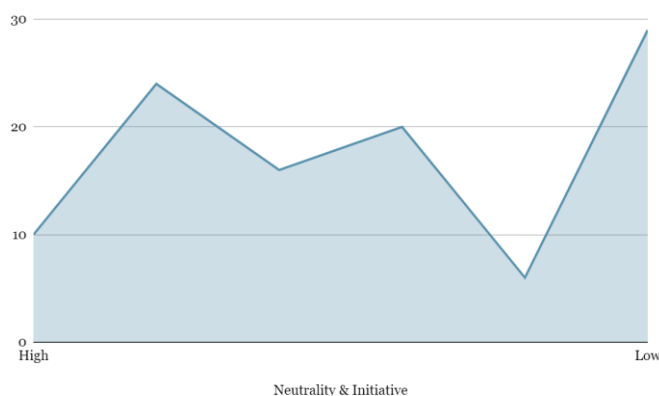


Chart 8. Average interventions by UNESCO Field Offices in Africa under a spectrum of neutrality and initiative.

We note that, as the result of a manual, extensive and detailed effort, the mapping process was subject to human error - which were hopefully mitigated by the proposed standardization, as well as the multiple re-readings and reviews. Nonetheless, we understand that, in light of the sample size of overall interventions and the significant differences between categories, a small amount of quantitative errors does not structurally harm the research itself. With over 1992 interventions cataloged total and 100 average for each office, 1 to 3 overlooked interventions represent only 1% to 3% as a margin of error.

3.2 UNESCO Field Office in Abidjan

The UNESCO Field Office in Abidjan recorded 76 interventions over the course of the analyzed period.

There was a predominance of technical assistance, with 21 interventions. Nonetheless, the field office struck an impressive balance between the forms of influence and expertise, approximating at nearly 33% in all fronts. The neutrality and initiative spectrum was heavier on the lower end, despite some strength in the middle and mid-high section.

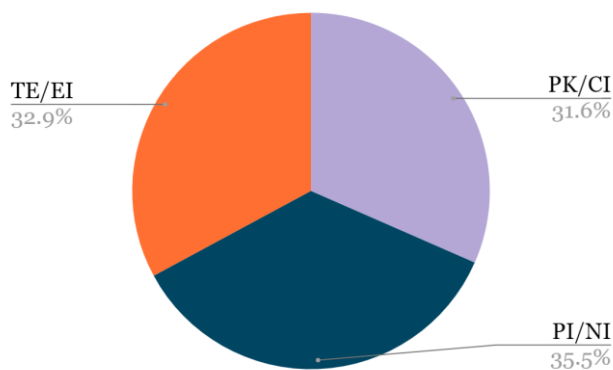
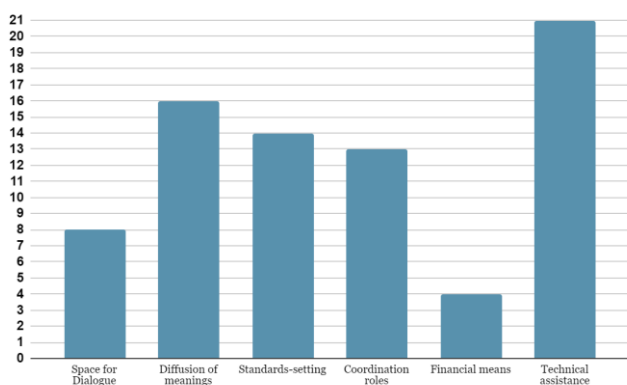


Chart 9. Interventions by UNESCO Field Office in Abidjan split by activity.

Chart 10. Interventions by UNESCO Field Office in Abidjan split by expertise and influence.

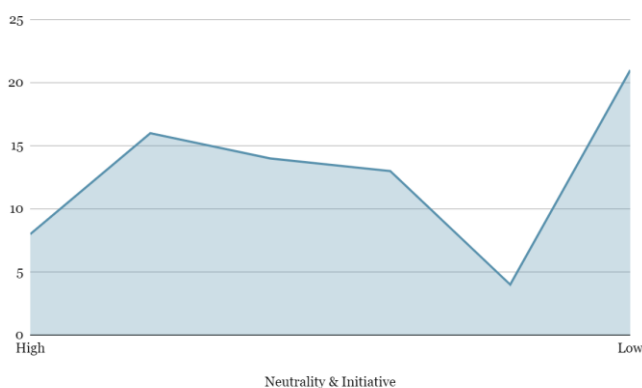


Chart 11. Interventions by UNESCO Field Office in Abidjan under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Le 202ème Conseil Exécutif de l'UNESCO précèdent la <i>conférence générale</i> (...) la <i>délégation ivoirienne a fortement bataillé lors des débats.</i></p> <p>2 - <i>Atelier de restitution de formation</i> a été organisé <i>afin de présenter les principaux travaux</i> du Forum des Jeunes du Programme MAB.</p> <p>3 - <i>Organiser une journée de restitution</i> sur migrations et medias (...) dont "L'objectif principal de <i>faire la restitution</i> des campagnes de sensibilisation auxquelles elles ont pris part".</p> <p>4 - <i>Appui à l'organisation des activités</i> du Ministère de l'Éducation pour <i>concertations</i> dans les 31 régions, 14 districts et commissions thématiques.</p> <p>5 - <i>Réalisation d'une enquête en ligne</i> pour identifier avec la population, et obtenir des informations auprès d'un ensemble plus large d'acteurs ivoiriens, sur les besoins relatifs à éducation et TIC.</p> <p>6 - <i>Construction d'une alliance</i> avec l'Association des étudiantes des filières scientifiques dénommée "Sciences et Technologies au Féminin".</p> <p>7 - Organisation d'un <i>événement international</i> hybride de deux jours en Côte d'Ivoire, pour la Journée Internationale de l'Alphabétisation</p> <p>8 - L'UNESCO a <i>organisé</i>, le <i>symposium régional</i> sur le « Droit à l'éducation et l'inclusion ». Ce symposium a regroupé plus de 100 <i>participants de toute l'Afrique</i></p>	<p>1 - <i>Caravane</i> et inventaire des alliances interethniques et autres mécanismes (...) <i>pour sensibiliser les jeunes</i> dans 8 localités .</p> <p>2 - <i>A organisé un séminaire de sensibilisation</i> des administrateurs et modérateurs des réseaux sociaux sur le thème « Roles Et Responsabilités Des Editeurs En Ligne Face Aux Commentaires Des Internautes ».</p> <p>3 - <i>A organisé une journée d'échanges pour des campagnes d'information</i> (...) cette <i>journée de sensibilisation</i> qui a réuni diverses organisations de jeunes, a permis d'une part, <i>de les sensibiliser</i></p> <p>4 - En fin de Journée Internationale de la Paix, <i>une déclaration sur la culture de la paix a été formulée</i> et lue par les jeunes.</p> <p>5 - Adoption de la <i>Déclaration d'Abidjan</i> qui se résume en 14 recommandations ainsi que sur le cadre réglementaire.</p> <p>6 - <i>Plus de 300 jeunes ciblés</i> via les réseaux sociaux ont été retenus et sensibilisés sur les concepts de l'ECS à travers une approche ludique et des jeux de cartes.</p> <p>7 - En raison de la pandémie de la Covid-19 essentiellement par <i>le biais de webinaires, afin de s'informer</i> des orientations, suggestions et recommandations en matière d'éducation et de continuité pédagogique en période de COVID-19.</p> <p>8 - <i>Intégration de la thématique de l'ECS</i> dans trois référentiels de compétences du Ministère de l'Éducation Nationale sur ECS et SSR</p> <p>9 - <i>Enquête de « Recherche-actions</i> sur la résilience du système et l'efficacité des services d'enseignement à distance »</p> <p>10 - <i>Organisation d'une campagne commune</i> (i) 2000 affiches et 2000 dépliant pour <i>sensibiliser</i> élèves et parents et <i>des messages de sensibilisation</i>, plus lancement d'une application mobile "Hello</p>	<p>1 - UNESCO Abidjan <i>a réalisé l'étude comparative</i> des systèmes Éducatifs de Corée du Sud, Burkina Faso, Ghana, Malaisie et Vietnam</p> <p>2 - <i>Appuie</i> des actions de la Recherche-action <i>sur la mesure</i> des apprentissages des bénéficiaires des programmes d'alphabétisation (RAMAA) et (ii) <i>des orientations de l'Alliance mondiale pour l'Alphabétisation (GAL)</i></p> <p>3 - <i>Semaine mondiale de l'éducation aux médias et à l'information 2020 dans la région de l'Afrique de l'Ouest qui n'est pas située au Sahel.</i></p> <p>4 - Ainsi, les <i>programmes et pratiques d'alphabétisation exceptionnels</i> annoncés lors de la cérémonie de remise des Prix internationaux d'alphabétisation 2022 de l'UNESCO.</p> <p>5 - La Côte d'Ivoire a signé un protocole d'accord afin <i>d'adhérer à la Rechercheaction sur la mesure des apprentissages</i> des bénéficiaires des programmes d'alphabétisation (RAMAA).</p> <p>6 - <i>A accompagné la Côte d'Ivoire</i> dans la mise en place d'un dispositif de pilotage du suivi et de l'évaluation de la qualité de l'offre d'alphabétisation <i>grâce à un atelier technique régional.</i></p> <p>7 - Après plusieurs concertations et travaux des <i>12 pays de la RAMAA II</i>, <i>a été élaboré le «Référentiel de compétences harmonisé» pour standardiser</i> les offres de formation et en améliorer la qualité.</p> <p>8 - <i>Prix UNESCO-Confucius d'Alphabétisation</i> pour l'ONG Groupement des Alphabétiseurs par les Technologies de l'Information et de la Communication (GA-TIC).</p> <p>9 - Utilisation de la plateforme "Imaginecole" comme une communauté de pratiques et</p>	<p>1 - UNESCO ADG/ED Mme Stefania Giannini est présent aux côtés de <i>la Ministre du MENA Kandia Camara</i> dans le cadre des Etats Généraux de l'Éducation (EGENA) (2022-2023).</p> <p>2 - <i>La Directrice générale de l'UNESCO, Mme Audrey Azoulay, au cours de sa visite officielle en Côte d'Ivoire</i>, en février 2019.</p> <p>3 - <i>Participé, aux côtés d'autres partenaires, à l'élaboration du document</i> de politique nationale de développement de la petite enfance, <i>qui été validé au cours d'un atelier</i> à Grand Bassam.</p> <p>4 - La <i>concertation nationale pour un engagement de haut niveau sur l'ECS</i> et la préparation de la rencontre régionale des Ministres de l'éducation et de la santé.</p> <p>5 - <i>Visites sur les sites</i> de l'Université Felix Houphouët Boigny (UFHB) et l'Institut National Polytechnique Houphouët Boigny (INPHB) .</p> <p>6 - <i>Participation des réunions au Cabinet Ministériel</i> dans le domaine de l'éducation pour penser un document stratégique sur les TICs, à travers du projet "E-éducation".</p> <p>7 - <i>Organisations d'une mission d'évaluation</i> des établissements scolaires ciblés sur les interventions des TICs.</p> <p>8 - Présence la Journée Internationale de la Paix <i>du Ministre de l'enseignement supérieur</i>, représentant Monsieur <i>le Premier Ministre.</i></p> <p>9 - <i>Participation</i> des trois <i>Ministres de l'éducation de Côte d'Ivoire</i>, du Ghana et du Liberia et de la Sous-Directrice générale de l'UNESCO pour l'Éducation dans le symposium régional sur le « Droit à l'éducation et l'inclusion »</p> <p>10 - <i>Validation des référentiels</i> d'évaluation qui</p>	<p>1 - <i>Appui financier</i> aux Etats Généraux de l'Éducation et de l'Alphabétisation (EGENA) après sollicitation par le Gouvernement de la Côte d'Ivoire.</p> <p>2 - <i>Utilisations des fonds UBRAF et BUF pour soutenir</i> des filles en difficulté afin de renforcer leur niveau scolaires pour leur maintien à l'école.</p> <p>3 - <i>Distribution de kits composés</i> des outils de santé basique pour les élèves se familiariser avec leur corps.</p> <p>4 - Coopération avec l'entreprise SpaceCom pour la <i>connexion a le réseau d'internet des établissements scolaires</i> localisés dans les zone non couvertes.</p> <p>5 - <i>Appui technique aux travaux préparatoires</i>, consultations de partenaires et organisations des journées nationales des Etats Généraux de l'Éducation et de l'Alphabétisation (EGENA).</p> <p>6 - <i>Projet D'alphabétisation Fonctionnelle</i> Des Femmes Par Les Technologies De L'information Et De La Communication (Tic) (...) basée sur des <i>contenus de formation numérisés</i></p> <p>7 - <i>Projet d'Éducation aux Médias et a l'information</i> des organisations de jeunesse.</p> <p>8 - <i>Formation et renforcement de capacités</i> des agents de statistiques et formateurs/trices d'enseignant(e)s à l'utilisation des techniques d'enseignement/apprentissage de l'ECS.</p> <p>9 - <i>Atelier de renforcement des capacités</i> des enseignants du CNRPN en scénarisation et production de capsule vidéo.</p> <p>10 - <i>Formation continue</i> de encadreurs</p>	

	<p>Ado" avec <i>informations fiables sur l'ECS</i>.</p> <p>11 - Réalisation de l'étude préparatoire avec une analyse des besoins de formations en rapport avec les compétences lieu au numérique.</p> <p>12 - Réalisation d'un film sur la lutte contre les violences de genre entre UNESCO, OMS et ONU-Femmes.</p> <p>13 - Organisation de la Journée Internationale de la Paix 2020.</p> <p>14 - L'organisation de l'édition 2022 de la Journée Internationale de l'Alphabétisation.</p> <p>15 - La Journée mondiale des enseignant(e)s 2020.</p> <p>16 - Séminaire Fake news sur l'Impact de la désinformation en période électorale. Organisé par le PNUD, en partenariat avec la CEL, avec l'appui technique de l'UNESCO.</p>	<p>d'apprentissage qui <i>intègre les 10 pays concernés dans ce projet</i>, avec la <i>construction d'un répertoire régional qui sera mutualisé</i>.</p> <p>10 - Élaboration dans la Déclaration d'Abidjan de 14 recommandations portant sur la pédagogie, la planification, le suivi et l'évaluation ainsi que sur le cadre réglementaire</p> <p>11 - Élaboration d'un manuel pour les formateurs des enseignants et un module de formation d'ESVS/ECS comprenant 14 fiches pédagogiques pour les enseignants.</p> <p>12 - Appui à élaborer un cadre national de compétences TIC pour les enseignants afin d'orienter la conception et le déploiement d'initiatives de formation des enseignants.</p> <p>13 - Élaboration et lancement de deux cadres stratégiques de production pérenne des données statistiques de qualité pour la formation professionnelle ainsi que pour l'enseignement supérieur et la recherche scientifique.</p> <p>14 - Un atelier d'élaboration de deux cadres stratégiques de production pérenne des données statistiques de qualité pour la formation professionnelle ainsi que pour l'enseignement supérieur et la recherche scientifique.</p>	<p>régulent (i) l'évaluation institutionnelle, (ii) l'offre de formation et (iii) les programmes de recherche</p> <p>11 - L'occasion de participer au « Lancement de l'observatoire sur l'apprentissage tout au long de la vie ».</p> <p>12 - Participation de la Journée mondiale des enseignant(e)s 2020, par la Ministre de l'Éducation nationale, de l'enseignement technique et de la formation professionnelle</p> <p>13 - Atelier de validation sur module de formation en ECS comprenant 14 fiches afin que le Ministère de l'Éducation Nationale, de l'Enseignement Technique et de la Formation Professionnelle.</p>		<p>pédagogiques et inspecteurs généraux et <i>formation de 19 ONGs partenaires</i> à la sensibilisation des communautés pour une mise en œuvre plus étendue sur le territoire ivoirien.</p> <p>11 - Intègre des approches novatrices basées sur les TIC pour l'éducation à travers de la <i>création et la mise à l'essai</i> de cyber-écoles (e-school) au niveau de l'enseignement secondaire.</p> <p>12 - Formation des 200 points focaux qualité et des personnels des institutions de l'enseignement supérieur (publiques et privées) et des centres de recherche scientifique, sur la période août-octobre 2019.</p> <p>13 - L'UNESCO travaille à l'exécution du plan d'action au développement professionnel des éducateurs du développement de la petite enfance.</p> <p>14 - Ce sont 300 femmes, membres de dix groupements agricoles qui ont <i>bénéficié de l'alphabétisation fonctionnelle</i> basée sur leurs activités socio-professionnelles. La <i>session de formation</i> a été assurée par vingt-trois jeunes.</p> <p>15 - L'accompagnement pour la création d'une bibliothèque et la <i>formation</i> de 25 techno-pédagogues en scénarisation et production de capsules pédagogiques.</p> <p>16 - Appui technique au lancement de la plateforme "Imaginecole", pour mise à disposition des ressources pédagogiques, <i>spécialement pour la formation</i> des enseignants et imprégnations des Directeurs régionaux de l'éducation.</p> <p>17 - Production d'une bibliothèque de ressources éducatives adaptées au programme éducatif en cours pour les disciplines français, anglais, mathématiques, physique-chimie et sciences.</p> <p>18 - Promotion des STEMs dans les établissements scolaires ciblés via les <i>ateliers de renforcement de capacités</i>.</p> <p>19 - Appui pour mettre à jour la politique et la stratégie nationale des TIC dans l'éducation en mettant l'accent sur l'inclusion et le genre;</p> <p>20 - Soutient les pays dans le renforcement des systèmes de l'enseignement supérieur en appuyant la création d'organismes nationaux d'assurance qualité.</p> <p>21 - Élaboré un plan d'action dont la mise en œuvre a mis l'accent sur l'accompagnement de</p>
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					<i>la Côte d'Ivoire dans l'élaboration de sa politique nationale de développement de la petite enfance (DPE).</i>
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Table 3. Recorded Interventions of UNESCO Field Office in Abidjan identified in UNESCO Abidjan Activities Reports of 2019, 2020 and 2021.

3.3 UNESCO Field Office in Abuja

The UNESCO Field Office in Abuja recorded 248 interventions over the course of the analyzed period. This high number is probably due to it being a Regional Bureau.

There was a majority of technical assistance, with 78 interventions. Demonstrations of technical expertise and executive influence were predominant, but not overwhelming. Here, too, the neutrality and initiative spectrum was heavier on the lower end, but now with some presence in the mid-low section; all things considered, it also provided data against our proposed hypothesis.

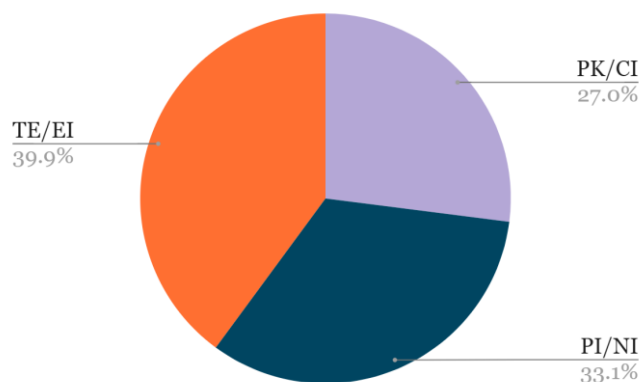
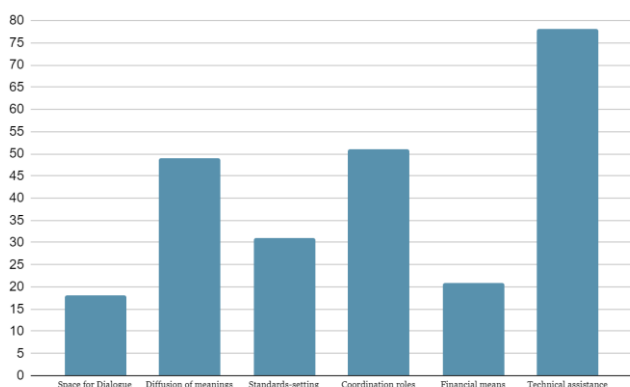


Chart 12. Interventions by UNESCO Field Office in Abuja split by activity.

Chart 13. Interventions by UNESCO Field Office in Abuja split by expertise and influence.

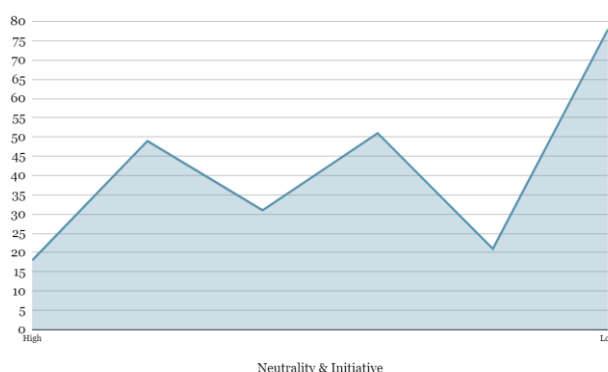


Chart 14. Interventions by UNESCO Field Office in Abuja under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Bring together diverse stakeholders in the NFE to interface, develop content, <i>share experiences and jointly participate</i> in the project implementation under RYAL.</p> <p>2 - Establishment of 621 Centre Based Management committees in the 146 RAYL Local Government areas.</p> <p>3 - Participated in the stakeholders meeting organized by the Federal Ministry of Education, Nigeria on Sustainable Development Goals (SDGs) in Education. The <i>forum</i> provided an opportunity for a cross-fertilisation of ideas.</p> <p>4 - Called on Non-Governmental Organizations (NGOs) to double their efforts in support of the government to eradicate illiteracy in the country and <i>spoke at the meeting</i> organized by the Agency.</p> <p>5 - The recent political transition in Gambia was the focus of a <i>two-days Conference</i> on: "Youth, Peacebuilding and Regional Solidarity: Lessons from Africa".</p> <p>6 - Organization of a <i>National Workshop</i> on the adaptation of MIL Curriculum into Nigerian Universities.</p> <p>8 - Supported the establishment of 60 school clubs for female secondary school students in 60 partner schools in Nigeria.</p> <p>9 - Engaged with and mobilized traditional and religious leaders, women organizations, market women, youth and community gatekeepers <i>by organizing key stakeholder consultative meetings</i> on second chance education.</p> <p>10 - Supported the setting up of a TVET Teachers Network in Liberia.</p> <p>11 - Education conference within the framework of the 16 Days of Activism Against Gender-based Violence.</p>	<p>1 - Advocacy and communication component of the Revitalizing Adult and Youth Literacy (RAYL) in Nigeria.</p> <p>2 - Mobilization and sensitization on the relevance of literacy in the 146 RAYL pilot LGAs across the country.</p> <p>3 - Advocacy and use of print and electronic media platforms leading to increased participation of NGOs and State Governments for increased awareness on the importance of literacy.</p> <p>4 - Translation into transborder languages and distribution of a UNESCO Publication for education, "Bouba et Zaza".</p> <p>5 - Celebration of the 2015 World Teachers Day was in Nigeria on 5th October with the theme "Empowering teachers, building sustainable Societies".</p> <p>6 - A CapEFA website was designed for electronic mapping of PTE in the TVET sub-sector in Benin.</p> <p>7 - Development of LNFE- Management Information System (SIM-LNFE) campaigns from 2012 to 2013 and 2013 to 2014.</p> <p>8 - LNFE resources were reproduced on CDs and disseminated to all the six education areas of the country.</p> <p>9 - National statistical data of the countries' statistical campaigns were presented to authorities, government, local and international partners.</p> <p>10 - A study on the model of the National Accounts of Education (NEA) in Côte d'Ivoire <i>was carried out.</i></p> <p>11 - Organized a seminar on TVET in Liberia, which was attended by more than 50 development partners and government ministries</p>	<p>1 - Held a 'Train the trainers' workshop (...) with <i>participants drawn from the five English-speaking West African countries.</i></p> <p>2 - Sub-regional workshop was organized to finalize the development of a basic education curriculum and other materials.</p> <p>3 - Training of teachers of basic education, and especially literacy and nonformal education <i>attended by nationals of Burkina Faso; Ivory Coast, Niger, Mali, Senegal and Togo.</i></p> <p>4 - Regional training course (...) to assist <i>West African educational institutions</i> to integrate diversity and gender education in primary and lower secondary classrooms.</p> <p>5 - Development of a Draft Global Tool on School Related Gender Based Violence which was <i>tested for appropriateness and usability in West Africa.</i></p> <p>7 - Participated in a Regional Workshop (...) with experiences of UNESCO Regional Office, Abuja shared through a <i>presentation titled "Teacher Policy Development in West African Region"</i>.</p> <p>8 - The long-standing cooperation between UNESCO and ECOWAS, which dated back to the 80s, was taken further at a <i>workshop, organized on 24th and 25th May 2017 held at the ECOWAS Headquarters</i> Abuja, Nigeria.</p> <p>10 - UNESCO and the Human Sciences Research Council (HSRC) hosted the first <i>meeting of the UNESCO Inclusive Policy Lab in Southern and Western Africa.</i></p> <p>11 - Finalization of the TVET Curriculum Handbook, which is currently being utilized by TVET institutions and development partners as a guide for designing all TVET related curricula in Liberia.</p>	<p>1 - Steered leaders for policy changes towards increased commitment of States in supporting literacy efforts leading to increased budgetary allocations to LNFE.</p> <p>2 - Inauguration of three leadership structures namely the National M&E Committee, the FCT Project Implementation Task Team and the Rivers State Project Implementation Task Team.</p> <p>3 - Formation of a high-level advocacy team, which <i>visited Port Harcourt, Rivers State and met and held discussions with the Permanent Secretaries of the State Ministry of Education.</i></p> <p>4 - Sessions for the adoption of regulations, management and coordination of TVET sector support.</p> <p>5 - High-level meeting between UNESCO Regional Director for Abuja and Executive Director of AMEFOND to recognize and push to the realization of EFA goals in Nigeria.</p> <p>6 - High-level coordination at the 2015 World Teachers Day in Nigeria (...) with the <i>President of the Republic</i> and the heads of <i>UNICEF, UNDP, ILO, UNESCO.</i></p> <p>7 - Regional statistics were the subject of feedback at the decentralized level with the authorities and local education communities before the 2016-2017 campaign that takes into account indicators on the SDG 4, 2030.</p> <p>7 - UNESCO and the Inter-ministerial Task Force (IMTF) on TVET jointly organized a <i>two-day technical conference to review the TVET policy and Operational Plans (2015-2020) and validate</i> the draft Policy review report.</p> <p>8 - Promotion of an external evaluation exercise of the RAYL project (...). The evaluation team <i>visited Nigeria at least twice</i> and in addition to embarking on field visits, had met with key stakeholders.</p>	<p>1 - Donation of Skills acquisition equipment for the seven model learning community learning centers were purchased and distributed to States.</p> <p>2 - Development and printing of 5,000 copies of 15 modules manual for the training of NFE facilitators and 2,000 copies of a handbook for training of trainers of NFE facilitators</p> <p>3 - Printing and distribution of 10,000 copies of Literacy by Radio primer and 2,000 copies of facilitators Guide to learners through the State Agencies for Mass Education.</p> <p>4 - Distribution of additional, translated versions of the primers in four (4) Nigerian languages (Igbo, Hausa Khana and Yoruba) to relevant States</p> <p>5 - Distribution of over 180,000 units of learning materials (exercise books and pencils) by the RAYL and UNESCO-P&G projects.</p> <p>6 - The Education Sector of UNESCO in Abuja <i>provided five laptops and educational materials</i> to Aver Angela Wada Foundation (AMEFOND).</p> <p>7 - UNESCO / Procter & Gamble Project provided Exercise Books, Teachers Guides, training manuals and visibility materials for Rivers State and Federal Capital Territory, Nigeria.</p> <p>8 - RAYL Project distributed laptops preloaded, training manuals, books, pencils and flash drives containing Literacy programme to RAYL LGAs.</p> <p>9 - Inauguration of the ICT Computer Laboratory in Liberia by UNESCO in collaboration with the Ministry of Education in Liberia.</p> <p>10 - UNESCO Regional Office in Abuja funded the Mano River Union Youth Parliament-</p>	<p>1. Policy review and analysis component of the RAYL in Nigeria, <i>to strengthen the national capacity</i> for designing, delivering, evaluating and monitoring quality literacy programmes.</p> <p>2 - Training of facilitators from all the thirty-six States and the Federal Capital Territory.</p> <p>3 - Capacity-building workshop for staff of NMEC, SAME, NGOs and Universities.</p> <p>4 - Capacity-building workshops for participants on action research for Revitalizing Adult and youth literacy in a Multi-lingual context.</p> <p>5 - Support for the establishment of an additional 192 centres with an average of 25 learners per centre in the 146 RAYL LGAs.</p> <p>6 - Training for Centre-based Management Committee Executive members from the 146 RAYL GAs</p> <p>7 - Development of Non-Formal Education Management Information System NFE-MIS, with the <i>software developed.</i></p> <p>8 - CapEFA activities in Togo aimed to <i>design training materials</i> in LNFE.</p> <p>9 - Training of NMEC, AME, NatCom UNESCO, MDGs, SAME and NGOs in the use of the NFE-MIS software for effect utilization of the developed portal..</p> <p>10 - Direct training for 4,589,637 learners under the RAYL Project.</p> <p>11 - A three-day capacity building was organised for Non-Formal Education Facilitators (NFEF) as well as Formal Education teachers</p> <p>12 - Training of 20,000 learners through recorded classes of lessons in six subject areas.</p> <p>13 - Support, during the Train the Trainers workshop, for the development of curricula.</p>

<p>13 - Organized a <i>national consultation</i> on the situation of adolescents and young people in relation to their education health and access to sexual and reproductive health information and services.</p> <p>14 - UNESCO assisted to constitute and support a <i>dedicated group</i> of teachers and facilitators.</p> <p>15 - <i>Organization of international conference</i> to launch the EFA Global Monitoring Report with the theme "Education for All 2000-2015."</p> <p>16 - <i>Launch ceremony of the National TVET Policy and Operational Plan</i> on 26 May 2015. The event was attended by more than 150 development partners, EU, US embassy and UN agencies.</p> <p>17 - <i>Inter-Ministerial Task Force on Technical and Vocational Education and Training set-up by the presidency</i> organized a National Stakeholders Forum (NSF).</p> <p>18 - <i>Provided technical support for the AYP national consultation.</i></p>	<p>12 - <i>Synthesis and dissemination</i> of 10 key pillars which are essential to the transformation of TVET in Liberia.</p> <p>13 - <i>Advocacy visits</i> to many States in the country to secure further support of the project on the Revitalizing Adult and Youth Literacy in Nigeria (RAYL).</p> <p>14 - <i>Dissemination of results</i> from Regional Workshop on Teacher Policy Development</p> <p>15 - <i>Dissemination</i>, par l'atelier bilan a Cotonou, à tous les acteurs du système TVET et au grand public.</p> <p>16 - <i>Finalization and launching of the concept note</i> on "The Use of Micro-science Kits for effective delivery of STEM education in schools in Liberia".</p> <p>17 - <i>Engagement with youth through traditional and new communication tools</i> is a key component of the project. <i>Community radio and radio talk show, interviews</i> were used.</p> <p>18 - <i>Sensitized</i> Junior High Schools students (particularly girls) on STEM-related careers through engagement with female role models and other activities.</p> <p>19 - <i>Produced a documentary</i> of the Project UNESCO P&G funded Project on Empowering Girls and Women in Literacy and Skills Development using ICTs.</p> <p>20 - <i>Presentation of the video clip</i> of the literacy and skill development project that won the 2018 UNESCO Confucius Prize for Literacy.</p> <p>21 - Engaged in <i>sharing information</i> on current events and the implementation of TVET projects and programmes in Benin through the <i>publication of an electronic newsletter</i>; and the <i>UNESCO Antenna Facebook account</i>.</p> <p>22 - <i>Integration of play and resilience</i> have been identified as part of the new contents in teacher education curriculum by National Commission for Colleges of Education and support for the adoption of the training manuals.</p> <p>23 - <i>Conducted SERAT assessment</i> of Nigeria FLHE Programme.</p> <p>24 - <i>Sensitized</i> education policy makers at the 2nd National EMIS Conference that led to the approval of a review of Annual School Census tools to integrate CSE/HIV indicators.</p> <p>25 - Established public-private partnership with (...) for <i>marketing</i> O3 Programme to a plethora of</p>	<p>12 - <i>Launching of the Global Education Monitoring (GEM) Report.</i></p> <p>13 - <i>A guide</i> to the production and training of the ICT modules produced was also published by UNESCO.</p> <p>14 - <i>Dissemination of Evaluation Referentials</i> to provide the Higher Education and Scientific Research System with a set of 3 national reference systems.</p> <p>15 - <i>Award of the Confucius Prize for Literacy</i> (...) to the literacy and skill development project of the Nigerian Prisons Service as a model to be replicated in other parts of Africa.</p> <p>16 - <i>Peer Review meeting</i> in Nigeria with the other pilot countries and China to share experiences gathered during countries' needs assessment exercise.</p> <p>17 - <i>UNESCO and ECOWAS</i> launched a new initiative (...) to deepen <i>integration and harmonization</i>, create a <i>common identity</i>, promote the transparency of multiple and complex systems.</p> <p>18 - <i>UNESCO, in collaboration with ECOWAS</i>, has launched an initiative aimed at the <i>development of NQFs and RQF</i>.</p> <p>19 - <i>UNESCO and ECOWAS organized a Ministerial round table</i>, providing an opportunity for participants to discuss several key aspects of the TVET initiative.</p> <p>20 - <i>Organization of Regional Technical Workshop on NQF in the ECOWAS Region</i> for building a <i>community of practice within ECOWAS</i> and moving towards a "common language".</p> <p>21 - <i>Embarked on the process of developing a harmonized Framework with a common orientation for professional standards</i>, for the professionalization of teachers of basic education in West and Central Africa.</p> <p>22 - <i>Co-organization of a workshop with several concrete recommendations</i>, in particular, for Member States, international organizations and experts in digital education.</p> <p>24 - <i>Jointly conducted a five-day sub-regional training workshop</i> for ICT experts in higher education from Benin, Côte d'Ivoire, Liberia, Morocco, Nigeria, Liberia and Sierra Leone on the use of online learning and Massive Open Online Courses (MOOCs).</p>	<p>9 - Attendance at the launch ceremony of the National TVET Policy and Operational Plan on 26 May 2015 by the <i>Vice President of the Republic of Liberia</i>.</p> <p>10 - <i>UNESCO mission visited Liberia in early 2014</i>. The team met with development partners and members of the Inter-Ministerial Task Force.</p> <p>11 - Technical experts presented the policy during an organized <i>Stakeholders Forum attended by the Vice President of the Republic of Liberia</i> (...) which was then approved by <i>members of cabinet that included the Presidency</i>.</p> <p>12 - Provided the The International Development Partners TVET in Benin <i>subgroup with a strategic action plan to ensure the coordination, technical assistance and validation of the strategy</i>.</p> <p>13 - Regional Director, and team undertook an <i>advocacy visit</i> to Rivers State to discuss two UNESCO-managed projects.</p> <p>14 - The <i>international development partners group on education paid courtesy visit to Federal Ministry of Education</i> (...) meeting were the <i>Honourable Minister of Education</i>.</p> <p>15 - Attendance at the bilingual regional training workshop by <i>Minister of Higher Education and Scientific Research of Côte d'Ivoire</i>.</p> <p>16 - <i>Introduction of a joint communication to the Council of Ministers</i> for the approval of these projects and the signing of the Agreement.</p> <p>17 - <i>The high-level symposium was attended by 5 Education Ministers, the ECOWAS commissioner</i> (...) and <i>UNESCO Assistant Director-General</i> for Education.</p> <p>18 - The NOGALSS (...) executives of the Association were later presented to the NMEC and <i>UNESCO was represented at the Occasion</i>.</p> <p>19 - The <i>UIS Statistical Cluster Adviser visited Nigeria</i> and met with education authorities in Nigeria including the <i>Honourable Minister for Education</i>.</p> <p>20 - Set of GBV recommendations articulated and endorsed by the leadership of the lead Ministries, <i>Ministers of Education and Health</i>.</p> <p>21 - <i>Attended and made presentation</i> at the 3rd Biennial International Conference on Gender with attendance by <i>Honourable Minister of State for Health</i> of Nigeria.</p>	<p>Liberia Chapter (MRUYP)</p> <p>11 - The SMLA procured and distributed over one thousand, one hundred and ninety (1,190) mobile devices directly to the beneficiaries.</p> <p>12 - <i>Procured and distributed</i> 40,000 exercise books and other learning materials to the target groups.</p> <p>13 - <i>Mobilized additional resources of USD\$1,825,668</i> through the UNEU Spotlight Initiative to support the achievement of SDG 5 for Nigeria..</p> <p>14 - <i>Provision of financial resources</i> to the establishment of LiTCOM in Liberia.</p> <p>15 - Within the framework of CFIT@Togo (...) 13 <i>FacLab/MediaLab and Wifi platforms have been created, equipment for the 13 training institutions were presented</i> to the Government of Togo.</p> <p>16 - <i>Provided</i> a total of 3,795 learning tablet computers to learners.</p> <p>17 - <i>UNESCO mobilized 300,000 EUR</i> from GIZ for all stages of education from ECCE to higher education, including TVET, formal, and non-formal literacy efforts.</p> <p>18 - <i>UNESCO conducted free and voluntary HIV/AIDS Testing Services (HTS) and distributed free condoms</i> across communities.</p> <p>19 - UNESCO and UNFPA, alongside Save the Children and Plan International, <i>provided financial support for the AYP national consultation</i>.</p> <p>20 - <i>Devices were distributed and content installed</i> on computers in schools and learning centers (...) and <i>devices were procured and distributed</i>, with funding support from the government of Bauchi State.</p> <p>21 - <i>Laptops received from Samsung Electronics were distributed</i> to 23 newly established model community learning and vocational centres..</p>	<p>14 - <i>Organisation d'un atelier</i> a Cotonou pour des enseignants et leurs représentants au profit des autres pays, en vue de <i>renforcer leur capacité</i>..</p> <p>15 - <i>Technical and Vocational Education and Training (TVET) delivered</i> via formal, non-formal and informal learning platforms.</p> <p>16 - Development of educational statistics – StatEduc2_Benin, a <i>management computer application, was completed</i>.</p> <p>17 - <i>Training of super users</i> for StatEduc2_Benin.</p> <p>18 - <i>Build the capacity of a critical mass</i> of personnel to handle the planning, monitoring and evaluation, as well as translation into mother-tongues, of the DLNFE sub-sector.</p> <p>19 - <i>National technical team and regional technical teams were set up</i> in Togo to develop a SIMLNFE.</p> <p>20 - <i>Provided technical expertise</i> to the Parliament and Office of the Presidency in fine-tuning and submitting the draft TVET legislation to plenary for debate.</p> <p>21 - <i>Li-literacy and non-formal education personnel were trained</i> in monitoring and evaluation of literacy and NFE programmes.</p> <p>22 - Heads of decentralized services <i>were trained</i> on andragogy, methods, techniques and approaches used in LNFE.</p> <p>23 - <i>Train-the-trainers workshop</i> was conducted and training manual for LNFE was developed. The training was cascaded at the decentralized level.</p> <p>24 - <i>Updating the cooperate social responsibility (CSR) sector and financial simulation model (FSM)</i>.</p> <p>25 - <i>Strategies and tools were developed; training of personnel</i> in the Strategy, Planning and Statistics (SPS) as well as Regional Coordinators of statistics on the use of StatEduc2.0, were also conducted.</p> <p>26 - <i>Development of CSE curriculum</i> for Vocational Schools in Lagos State.</p> <p>27 - <i>Assistance for the development of the TVET Policy, TVET Action Plan (2014-2015) and TVET Operational Plan (2015-2020)</i> in Liberia.</p> <p>28 - <i>Provision of technical support</i> for TVET information sharing through <i>the creation of a web-based information sharing platform</i></p> <p>29 - UNESCO / P&G Project <i>trained</i> Facilitators</p>
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	<p>stakeholders, including high-level policy makers and financial institutions during the 5th Lafarge National Literacy Competition.</p> <p>26 - Reached in- and out-of-school adolescents and young people through SMS with CSE/SRH and life skills information using FLHE curriculum.</p> <p>27 - Sensitized 74 community leaders (47 females and 27 males) on the need for access to CSE/SRH information and services for adolescents and young people</p> <p>28 - Publication of National TVET Strategy Paper for Togo.</p> <p>29 - Production of planning resources for TVET in Togo, which were the subject of a sharing workshop held in Lomé. The workshop attracted the participation of TVET stakeholders in Togo, including technical and financial partners.</p> <p>30 - Adoption of a call for action for the development of National Qualification Frameworks (NQFs).</p> <p>31 - Publication and disponibilité of resource package that consists of 5 modules of Pedagogical Resources On The Use Of ICTs In Teacher Training to Togo.</p> <p>32 - UNESCO sensitized school principals, teachers, gender officers, counselors on gender based violence (GBV) and other themes.</p> <p>33 - In cooperation with two media houses in Bauchi State, learning content was aired through dedicated programming on television.</p> <p>34 - Developed technical country summaries for Côte d'Ivoire, Nigeria and Liberia, examining the instrumental role that legislation on the right to education can play in achieving SDG4 targets in each of the three countries of the West African sub-region.</p> <p>35 - Sensitized and advocated for community gatekeepers, including parents, community and religious leaders to be supportive of Family Life and HIV Education (FLHE).</p> <p>36 - UNESCO and its partners developed an action plan to increase women's empowerment and participation in civic life.</p> <p>37 - UNESCO conducted a survey to analyze if Family Life and HIV Education (FLHE) and other themes were included or integrated in school rules and regulations.</p> <p>38 - Printing and distribution of the National</p>	<p>25 - Organized a regional high-level symposium to discuss the implementation of the 1960 Convention against discrimination in education and adopt an ECOWAS framework for inclusive education.</p> <p>26 - UNESCO developed 15 ECOWAS country factsheets for each of the 15 ECOWAS countries. Country factsheets pointed out data gaps, recommendations and indicators.</p> <p>27 - Survey results led to the development of prototype school rules and guidelines that included all forms of SRGBV.</p> <p>28 - UNESCO supported the approval of guidelines for TVET.</p> <p>29 - Proposal of a set of recommendations for addressing situations of adolescents and young people's health and access to information and services, as well as gender-based violence.</p> <p>30 - Organization of UNESCO-Procter & Gamble event, held at the ECOWAS secretariat on 5th May 2016.</p> <p>31 - Conducted a national SDG 4 workshop in Côte d'Ivoire and in Guinea for building capacity on mainstreaming SDG 4 into the national education agenda.</p>	<p>22 - Speech at UNESCO-Always event by the wife of Nigeria's President, represented by the wife of the Vice President.</p> <p>23 - Visit of the UNESCO Assistant Director General-Education to Liberia and meeting with the Chinese Ambassador in Liberia and Liberian Minister of Education, Hon. George K. Werner.</p> <p>24 - The NSF was attended by UNESCO Assistant Director General-Education in support of Liberia's TVET reform.</p> <p>25 - The Senior Programme Specialist from the UIS, was in Nigeria on a mission, with reference to a proposed project on Lifelong Learning.</p> <p>26 - The IMLD event (...) was chaired by the former Minister of State for Education, and the Director-General's Message was read.</p> <p>27 - The Executive Governor of Ebonyi State, Nigeria, His Excellency, Engr. David Umiah, was in UNESCO Regional Office Abuja to pay a courtesy call.</p> <p>28 - Representation at "Conakry Capitale Mondiale du Livre" at Guinea Conakry with the effective presence of the President of Guinea, His Excellency Alpha Condé.</p> <p>29 - High-level bilateral meetings with the Minister of Youth of Ghana, the Minister of Education of Togo, the Minister for Higher Education of Guinea and the Minister of Basic Education of Guinea.</p> <p>30 - La cérémonie de lancement de la nouvelle phase du CapED (...) présidée par Ministre des Enseignements Secondaires et de la Formation Technique et Professionnelle.</p> <p>31 - The Nigerian Government and UNESCO signed a Memorandum of Understanding to launch a three-year project titled "Revitalizing Adult and Youth Literacy in Nigeria" (RAYL).</p> <p>32 - The Government of Bauchi State played host to UNESCO and Procter & Gamble (...) under the distinguished Special Guest of Honour, Minister of Education.</p> <p>33 - Monitoring mission to Liberia met with the Speaker of the MRUYP and his team.</p> <p>27 - The National Assembly of Namibia and UNESCO hosted a two-day workshop on the "Role of Culture of Peace in Policy Making and Implementation of Sustainable Development Goal 16" in the Chamber of the Parliament</p>		<p>and enrolled Non-formal Education learners and Junior Secondary School Students.</p> <p>30 - RAYL Project Trained Facilitators and executive members of CBMC and developed capacities of university staff.</p> <p>31 - Focal persons were also exposed to a training session (...) The focal persons from finance, accounts and budget departments also had a separate training session.</p> <p>32 - Convened a two-day stakeholders' workshop in Abuja to develop Benchmark Minimum Academic Standards (BMAS)</p> <p>33 - Gender and Transformative Leadership Curriculum used in 2015 to train facilitators prior to the 2015 general election in the country.</p> <p>34 - UNESCO/Always partnership of providing literacy classes for girls in Nigeria which started in 2014.</p> <p>35 - Organized a one-day planning meeting on to finalize the TVET Teachers Training Project Proposal.</p> <p>36 - Appui à l'Annuaire statistique 2014-2015 (...) après la collecte des données a été réalisée en utilisant le logiciel SatEduc 2.</p> <p>37 - Organized skill acquisition for teachers' educators in some Teacher Training Institutes in Liberia. The training attracted teacher educators, school administrators and academic support staff.</p> <p>38 - Réalisation d'un atelier-bilan sur la mise en œuvre du Programme CapED (2015-2016).</p> <p>39 - Organized a 2-day "STEM-Micro-science Kit Awareness and Fundraising workshop" in Monrovia, to finalize the draft concept note.</p> <p>40 - Two regional workshops were organized on 19 and 25 May 2017 in Liberia. Relevant trainings to build youth capacities and skills in conflicts transformation were conducted.</p> <p>41 - Developed an Application software capable of hosting both contents of the formal and non-formal lessons with the ability to run on Microsoft windows and Google android devices</p> <p>42 - Developed, improved and digitized 85 lessons content for Non-Formal Education learners as well as lessons.</p> <p>43 - Trained personnel, which included 120 teachers and 80 facilitators to serve as the Training of Trainers for the Project</p>
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	<p><i>Education Sector HIV & AIDS Policy</i> and distributed among schools and stakeholders.</p> <p>39 - Conducted a <i>needs assessment</i> to better understand the challenges of the ECCE sector (...) and <i>drafted and disseminated among stakeholders a policy brief</i> on supporting childhood resilience through play in ECCE</p> <p>40 - Reached over 29,800 people <i>through advocacy and sensitisation</i> on GBV and ASCE.</p> <p>41 - <i>Two webinars were organized</i> and addressed the Higher Education Response to COVID-19 Higher Education in Africa Challenges and Solutions through ICTs, e-Learning, Distance Education and Digital Inclusion.</p> <p>42 - <i>Capacity assessment</i> of MoEs in 4 countries (Nigeria, Ghana, Togo and Côte d'Ivoire).</p> <p>43 - <i>Celebration of the International Mother Language Day (IMLD)</i>.</p> <p>44 - Organisation de la <i>cérémonie de lancement</i> de la nouvelle phase du Programme de développement des capacités pour l'Éducation (CapED).</p> <p>45 - <i>Launch of the Phase II</i> of the UNESCO-Always Project: Empowering Girls and Women in Literacy and Skills Development Using ICTs.</p> <p>46 - <i>Launch of the "Our Rights, Our Lives, Our Future Project: Supporting Family Life And HIV/AIDS Education In Nigeria"</i></p> <p>47 - <i>Official launch</i> of the process of the development of a holistic national policy on the teaching profession took place in Cotonou in July 2018.</p> <p>48 - <i>Organization of launch event</i> of the Global Education Monitoring Report 2019 in Liberia, Nigeria and Ghana.</p> <p>49 - <i>Organization of an event that announced the extension of the UNESCO-Always literacy empowerment programme.</i></p>		<p>28 - <i>Nigeria and Liberia organized high-level events with the Honourable Minister of Education (...) and Assistant Minister for Teacher Education.</i></p> <p>29 - The School Meets the Learner Approach (SMLA) <i>steered the mobilization of over 200 000 USD from Bauchi state government</i> and UBEB.</p> <p>30 - A <i>Press Briefing with the Honourable Minister of Interior, the Honourable Minister of Education</i> in Nigeria.</p> <p>31 - <i>Organization of a validation workshop</i> for the new version of TVET Benin Policy Review in the presence of a joint UNESCO mission and under the chairmanship of Minister of Secondary Education and Technical and Vocational Training.</p> <p>32 - <i>Institutional visits to the sub-region with national authorities</i>, development partners and UN agencies in order to define ways of cooperation.</p> <p>33 - <i>UNESCO membership of ECD Working Group chaired by Federal Ministry of Education and National Child Rights Implementation Committee chaired by the Minister of Women Affairs and Social Development.</i></p> <p>34 - <i>The Honourable Ministers of Education and Health launched the "Our Rights, Our Lives, Our Future Project"</i> in Abuja.</p> <p>35 - <i>Organization of national workshop for the validation</i> of the curricula of the F1 and F3 industrial sectors, corresponding respectively to mechanical construction and electrical engineering in Lomé.</p> <p>36 - <i>National Strategy was presented to the Minister of Technical Education and Vocational Training</i> at a ceremony held in Lomé.</p> <p>37 - Supporting Benin and Togo in the implementation of their NQFs. Consequently, <i>international experts were requested to conduct an exploratory mission</i> to Benin and Togo.</p> <p>38 - <i>InterMinisterial Task Force on TVET about TVET</i> governance and led to the subsequent pronouncement by the <i>Presidency</i> to establish the LiTCOM through an Act by the National Legislature.</p> <p>39 - Official launch of the holistic national policy for the teaching profession in Cotonou <i>under the chairmanship of the Minister of Nursery and</i></p>		<p>44 - <i>Update the Benin TVET Policy Review</i> in light of the new socio-political context. The policy review involved two international experts and national executives.</p> <p>45 - A <i>national technical team</i> was formed, and staff involved in this process had their <i>capacities strengthened</i> to produce the legal documents and all the necessary institutional bodies.</p> <p>46 - <i>Capacity building</i> of stakeholders including teacher educators, school administrators, teachers, caregivers, community gatekeepers and parents.</p> <p>47 - <i>Supported the National Agency for the Control of AIDS (NACA) to develop the Parent-Child Communication Toolkit on CSE/SRH.</i></p> <p>48 - <i>3-day stakeholders' workshop on the design of a TVET Curriculum Handbook</i>, in March 2018.</p> <p>49 - A <i>follow-up training</i> for TVET Curriculum Handbook in Liberia was <i>organized</i> and participants provided technical inputs to improve the initial draft of the Curriculum Handbook.</p> <p>50 - <i>UNESCO Supports The Revision Of The Curricula Of Two Industrial Technical Fields in Togo</i> using a participatory approach that <i>enabled the capacity-building.</i></p> <p>51 - <i>Supporting the development of a National TVET strategy, holding of three technical workshops</i> for the participatory development of the strategy and its action plan..</p> <p>52 - <i>Providing the government agency with documents for planning its development</i>, in order to develop a sustained capacity for the pre and in-service training of trainers in the Togolese TVET system.</p> <p>53 - <i>Held a capacity development seminar</i> with participants from TVET institutions, government agencies and development partners.</p> <p>54 - <i>UNESCO is providing Benin with its expertise through the methodological guide developed</i> by the Teachers Task Force and its experts.</p> <p>55 - <i>Providing pedagogical skills</i> and knowledge in ICT for teacher educators in three rural teacher-training institutions and Teachers' College at the University of Liberia.</p> <p>56 - <i>Supported Togo to set up a mobile training and learning system</i> based on ICTs in pedagogical practices.</p> <p>57 - <i>UNESCO trained teachers</i> after the installation of the equipment to improve teaching practices through FacLabs and Wifi platforms.</p>
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					<p>72 - Supported the formulation of a National Policy on Violence-Free Schools for Children in Nigeria, a National Policy on Adolescent Health and Development.</p> <p>73 - Developed and updated FLHE resource materials and trained teacher educators and teachers, thus enhancing their knowledge and skills, as well as ensuring their commitment. (...) and developed teaching resource materials.</p> <p>74 - Followed the identified need to revise Liberia's outdated National Education Sector HIV & AIDS Policy</p> <p>75 - Built the human resource capacity of ECCE institutions through the capacity-building of policy makers, teacher trainers, school administrators, teachers, caregivers and others</p> <p>76 - Moved to review the TVET Policy and Operational Plans, by building the capacities of the Inter-ministerial Task Force on TVET to finalize the draft TVET legislation in Liberia..</p> <p>77 - Offered basic literacy skills, sexual, reproductive health and rights (SHRH) education and taught women and girls how to spot violence and where to seek help..</p> <p>78 - Organized a programme to provide basic literacy and livelihood skills to women and enhance the capacity of Low Performing Girls in Junior Secondary Schools in Bauchi State using ICTs.</p>
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Table 4. Recorded Interventions of UNESCO Field Office in Abuja identified in UNESCO Abuja Activities Reports of 2015, 2016, 2018, 2019 and 2020, complemented by UNESCO Abuja Newsletters from 2017.

3.4 UNESCO Field Office in Accra

The UNESCO Field Office in Accra recorded 27 interventions over the course of the analyzed period.

There was a predominance of technical assistance, with 14 interventions; here, financial means had no interventions recorded. More than 50% demonstrated technical expertise and executive influence, and only a small amount focused on procedural knowledge and cognitive influence. The neutrality and initiative spectrum again weighed towards the lower end, with a relative balance in the mid-high and mid-low sections.

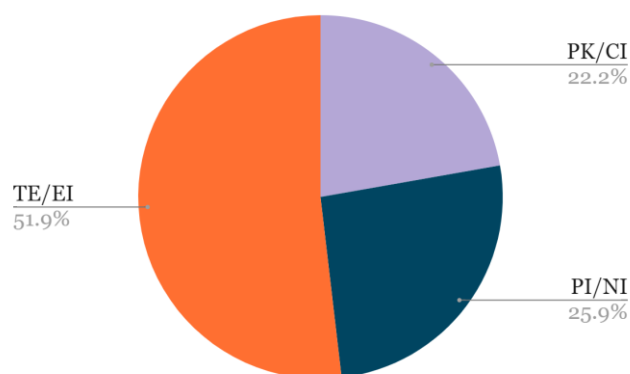
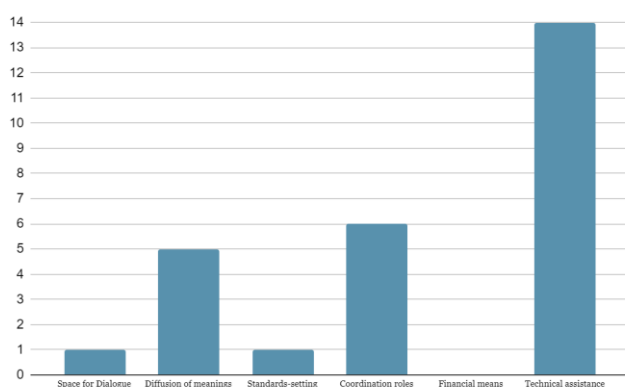


Chart 15. Interventions by UNESCO Field Office in Accra split by activity.

Chart 16. Interventions by UNESCO Field Office in Accra split by expertise and influence.

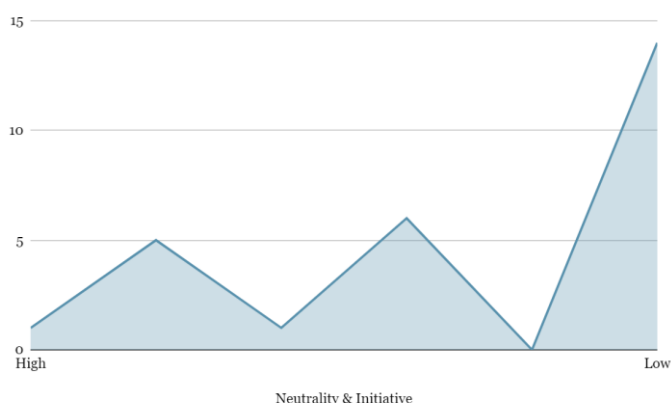


Chart 17. Interventions by UNESCO Field Office in Accra under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Organized a two-day Annual Partners Review Meeting aimed at providing a platform for its implementing partners of the EHW programme</p>	<p>1 - Mobilization of massive public participation on the 2014 World Teachers Day to publicize the day</p> <p>2 - Designed a 5-year girls' education (...) with a needs assessment and a capacity assessment conducted on the GEU of the Ghana Education Service.</p> <p>3 - UNESCO Ghana graced the 4-day Ghana International Book Fair (GIBF) organized by the Ghana Publishers Association in Accra.</p> <p>4 - Conference launch of the EFA GMR, which highlighted Ghana's remarkable progress in providing access to Early Childhood Care and Education (ECCE).</p> <p>5 - Celebration of the 2014 World Teachers Day in Ghana.</p>	<p>1 - Contributed to conducting a research on Rural School Improvement in Ghana (...) aimed to identify best practice stories and experiences in school improvement that could be documented and disseminated.</p>	<p>1 - UNESCO National Office in Accra 5-year girls' education project validated the GEU needs assessment and capacity assessment by key stakeholders.</p> <p>2 - Ghana's Minister of Education and the Head of Office and Representative of UNESCO in Ghana jointly unveiled EFA GMR the report.</p> <p>3 - High-level coordination at the 2014 World Teachers Day in Ghana.</p> <p>4 - Attendance, on behalf of the Minister of Education, Mrs. Ama Serwah Nerquaye Tetteh at the Partners Review Meeting on EHW.</p> <p>5 - High-level engagement during the opening sessions of the Emergency Remote Teaching (ERT) training.</p> <p>6 - Validation and harmonization from development partners, government and UN agencies of the draft TVET policies and operational plans.</p>		<p>1 - Customized capacity strengthening programme was implemented in Ghana for 10 personnel of the EMIS and PBME</p> <p>2 - Supported the NFED of Ghana's MoE to draft NFE policy document to guide the work of the NF subsector in the country.</p> <p>3 - On-going support by UNESCO to the GEU of Ghana Education Service to prepare a strategy document to guide its work.</p> <p>4 - Supported the TVET Division of the Ghana Education Service to organize training activities aimed at facilitating youth transition between school and the world of work.</p> <p>5 - Support for two draft policies as well as a Operational Plan in TVET.</p> <p>6 - Supported the GEU of the GES to draft a Girls' Education Strategy to guide the work of the actors in the girls' education subsector.</p> <p>7 - Two separate capacity-building programmes were organized for forty-four Girls Education Officers on project development, proposal writing, coordination and report writing.</p> <p>8 - Supported the Ghana Education Service to organize STEM Clinics in three districts (...) for girls to build their skills and interact with female scientists</p> <p>9 - Supported science teacher educators from three Colleges of Education and science curriculum specialists from the MoE with capacity building on gender sensitive STEM.</p> <p>10 - Organized an orientation on reproductive health and HIV prevention education for thirty-six Headteachers and Parent Teacher Association (P.T.A) members</p> <p>11 - Launched a 3-day Emergency Remote Teaching (ERT) training for JHS and SHS teachers in the Greater Accra Region</p>

					<p><i>12 - Provided ongoing support for review of the Government's ICT in Education policy</i></p> <p><i>13 - Support for CENDLOS to establish a national Open Educational Resources (OER) platform to enable educators and learners to have unrestricted access to relevant educational resources to improve teaching and learning.</i></p> <p><i>14 - Supported Junior and Senior High school teachers to acquire digital skills in remote teaching to prepare them for future shocks and disruptions to teaching and learning.</i></p>
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Table 5. Recorded Interventions of UNESCO Field Office in Accra identified in UNESCO Abuja Activities Report from 2019, 2020 and 2021, and complemented by UNESCO Accra News sections from 2015, 2016, 2017 and 2018.

3.5 UNESCO Field Office in Addis Ababa

The UNESCO Field Office in Addis Ababa recorded 63 interventions over the course of the analyzed period.

At the forefront, we see technical assistance, with 18 interventions. This time, 41% of interventions demonstrated technical expertise and executive influence, but in this case, it was followed by procedural knowledge and cognitive influence. The neutrality and initiative spectrum had a peak in the mid-high section, but weighed towards the lower end.

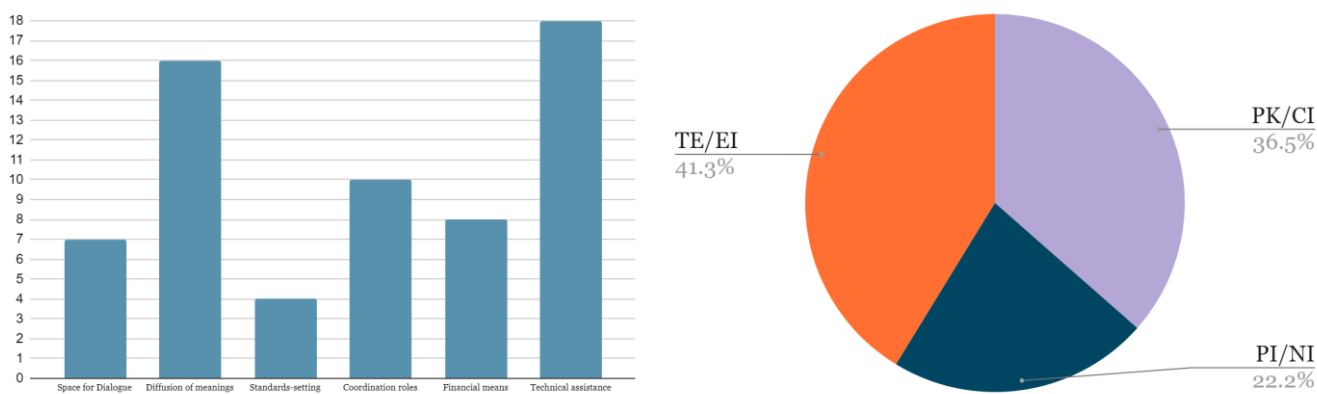


Chart 18. Interventions by UNESCO Field Office in Addis Ababa split by activity.

Chart 19. Interventions by UNESCO Field Office in Addis Ababa split by expertise and influence.

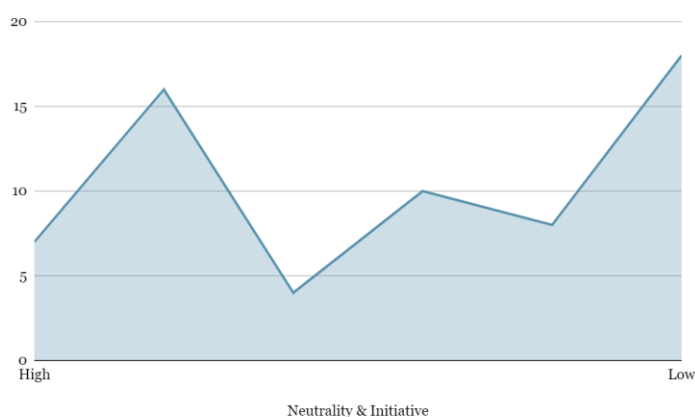


Chart 20. Interventions by UNESCO Field Office in Addis Ababa under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Convened a brainstorming conference</i> in Addis Ababa (...) <i>aimed at initiating discussions</i> among academia, intellectuals, policy makers, human right activists and practitioners on the concept 'Medemer'.</p> <p>2 - Thousands of youth across all corners of Ethiopia <i>joined online on the First Ethiopian Youth Health Forum</i> under the theme "Connect for Youth Health".</p> <p>3 - <i>UNESCO-UNFPA virtual meeting on CLSE discussed and reached consensus</i> on CSE implementation.</p> <p>4 - <i>Hosted annual general meeting of the GAL</i> for review of national education response plans and strategies.</p> <p>5 - <i>Organized a virtual meeting</i> on the progress, challenges and the way forward of CSLE in Ethiopia.</p> <p>6 - <i>Organization of a 2 days' workshop with stakeholders</i>, in which participants expressed their satisfaction and commitment to continue working together to realize the ESA ministerial commitment.</p> <p>7 - <i>Organized a workshop</i> for 29 senior curriculum experts, <i>where core gaps</i> in Ethiopian curricula with regards to CLSE and SRH <i>were identified and addressed</i>.</p>	<p>1 - <i>Celebration of the International Day of Education</i>.</p> <p>2 - <i>Printing of 5,000 copies of ESDP IV and disseminated to beneficiaries</i>.</p> <p>3 - Members of parliament and journalists <i>were sensitized</i> on the ESDP IV implementation</p> <p>4 - <i>Production and finalization of ten year EFA assessment</i> to examine the achievements and progress of the Ethiopian Education system towards the achievement of the six EFA Goals.</p> <p>5 - <i>A study was conducted</i> on twenty-two Higher Education Institutions to assess the current responses to HIV/AIDS issues.</p> <p>6 - Provided <i>an awareness creation programme</i> on sexual and reproductive health issues for 3,852 girls and other stakeholders.</p> <p>7 - <i>Organized a community sensitization programme</i> to promote the importance of girls' education.</p> <p>8 - <i>Conducted an assessment on CSE in Ethiopia</i>.</p> <p>9 - <i>Conducted a rapid assessment of SRH services in target clinics</i>, in order to identify key areas for improving their youth friendliness, effectiveness and overall quality.</p> <p>10 - <i>A statement of collective action was suggested and get signed</i> by the relevant stakeholders under the "Medemer and Other Indigenous Concepts" proposal.</p>	<p>1 - <i>Documenting good practices to develop gender inclusive strategies and guidelines</i> for improved learning and retention of adolescent girls.</p> <p>2 - <i>Co-organization of the first Continental Teacher Prize event</i>.</p> <p>3 - <i>Publication of Occupational Standards</i> on 13 agro-food processing fields which will be used by TVET providers across Ethiopia.</p> <p>4 - <i>Life skills manual was developed</i>, 1,000 copies published and distributed to universities and other relevant partners for reference.</p>	<p>1 - <i>Coordinated the moving on to Crowd Sourcing Girls' Education Project Phase II</i>, with shift in focus to CSE in Ethiopia, with particular focus on the Oromia region</p> <p>2 - <i>Organized a workshop aimed at validating</i> the draft Occupational Standards in 13 agro-food processing field</p> <p>3 - <i>Held a validation workshop</i> for the communication and advocacy strategy for EHW.</p> <p>4 - Education and Training Roadmap <i>technical team joint scoping mission</i> to Ethiopia from 30 June to 6 July 2019.</p> <p>5 - <i>First Ethiopian Youth Health Forum graced by the presence of H.E. President Sahle Work Zewidie</i>.</p> <p>7 - Attendance by the <i>Minister of Science and Higher Education</i> at the National Skills Competition and Show.</p> <p>8 - The annual general meeting of the GAL <i>hosted by the Commissioner for Human Resources, Science and Technology of the African Union Commission (HRST-AUC)</i> and counted on a <i>ministerial panel from selected countries</i>.</p> <p>9 - <i>Convened a five-day validation workshop</i> for inputs from multidisciplinary professionals in 13 agro-food processing fields</p> <p>10 - <i>UNESCO is a member of the Adolescent and Youth Health technical working group of the Ministry of Health</i>.</p>	<p>1 - Facilitated schools' basic sanitation corners for girls to deliver reproductive health services. As a result, 1,341 girls <i>benefited from the provision of sanitary pads and access to basic sanitary facilities</i>.</p> <p>2 - <i>Delivered 831 reference books</i> in Natural Sciences, Mathematics, English, and Social Sciences to 12 secondary schools.</p> <p>3 - <i>Provided 14 computers</i> for pilot schools allowing 137 girls to be provided with training on basic computer skills.</p> <p>4 - <i>Provided resources to strengthen girls clubs</i> in all schools and engage them in promoting gender issues.</p> <p>5 - <i>Financial support for economically disadvantaged university female students</i>, creating an enabling environment for students mainly focusing on life skills training and tutorial support.</p> <p>6 - <i>Prizes of \$10 000 each were awarded to top African teachers at the secondary school level</i>.</p> <p>7 - <i>Provided financial support</i> for the Ethiopian National Skills Competition, held, for the second time, from 20th to 26th April, 2021 in Addis Ababa.</p> <p>8 - <i>Donated IT equipment for the Ethiopian Federal TVET Agency</i> to support the TVET institutions with ICT facilities in the field of agro-processing.</p>	<p>1 - <i>Support for the elaboration of Education Sector Development Plan (ESDP)</i>.</p> <p>2 - <i>Strengthening national educational capacities</i> with special focus on four Regional Education Bureaus (REBs), improving EMIS, and developing TMIS as strengthening the management and monitoring implementation of EDSP IV at the federal level.</p> <p>3 - The newly-established colleges of education were <i>strengthened in management through capacity development</i> to 45 senior management personnel at universities and CTE.</p> <p>4 - Inspectors <i>were trained</i> and general inspection manuals and inspection checklists <i>provided</i>; English language teachers from <i>were trained</i> on textbook management and learning methodologies</p> <p>5 - <i>UNESCO provided support</i> for Educational Policy and Strategy to be developed</p> <p>6 - <i>Familiarization workshops took place</i> for HIV/AIDS Focal points from higher education institutes <i>were trained</i> in mainstreaming and monitoring of HIV/AIDS activities.</p> <p>7 - <i>Provided tutorial support</i> in natural science subjects including physics, mathematics and chemistry and the English language to girls in schools.</p> <p>8 - <i>Training held</i> for 160 (109 male and 51 female) school principals, teachers and students on reproductive health management, and reproductive health issues.</p> <p>9 - University gender directorate directors <i>received Life skills training of (TOT)</i> to cascade the training to students</p>

	<p>11 - Finalization of situation analysis on ESDP VI</p> <p>12 - Organized stakeholders meeting (...) a and the awareness creation workshop was conducted to enhance collaboration and the creation of partnerships in line with policy reform activities.</p> <p>13 - Developed this communication and advocacy strategy for Education for Health and Well-being for Ethiopia.</p> <p>14 - Development and dissemination of the 2020-2025 Strategy for Global Alliance for Literacy.</p> <p>15 - Launch of the GME Gender Report "A New Generation: 25 years of efforts for Gender Equality in Education".</p> <p>16 - Supporting the Ministry of Industry in the labour market assessment on demand and available skills for young people</p>				<p>respective universities; also Life Skills were provided for 9,732 students in secondary schools;</p> <p>10 - Supported the AU HRST in the launching the Pan African Virtual and Digital University (PAVEU) as an arm of the PAVEU University.</p> <p>11 - Through online trainings, UNESCO trained 52 participants from 8 Colleges of Education with expertise to provide on-line SRH training.</p> <p>12 - Working to reinforce the capacities of MoE and ARRA (...) through a development initiative for education planning supervisors.</p> <p>14 - Provide technical support to the Education and Training Roadmap, to the UNESCO technical assistance team was established.</p> <p>16 - Organization of a one-week writing workshop held from August 5-11, 2019 to finalize the Roadmap.</p> <p>17 - Capacity of literacy facilitators improved through tailored lessons recorded, edited and put on video. Assigned devices/laptop computers and a achieved integrated basic literacy and life skills</p> <p>18 - Provision of technical support for the National Skills Competition</p>
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Table 6. Recorded Interventions of UNESCO Field Office in Addis Ababa from UNESCO Addis Ababa Activities Reports of 2015 and 2018/2019, complemented by UNESCO Addis Ababa News sections from 2020 and 2021.

3.6 UNESCO Field Office in Bamako

The UNESCO Field Office in Bamako recorded 40 interventions over the course of the analyzed period.

There was a majority of technical assistance, with 14 interventions. While with a greater balance in terms of influence and expertise demonstrated, still had a predominance of 45% of interventions that showed technical expertise and executive influence. The neutrality and initiative spectrum weighted towards the lower end, with almost a plateau in the mid-high section.

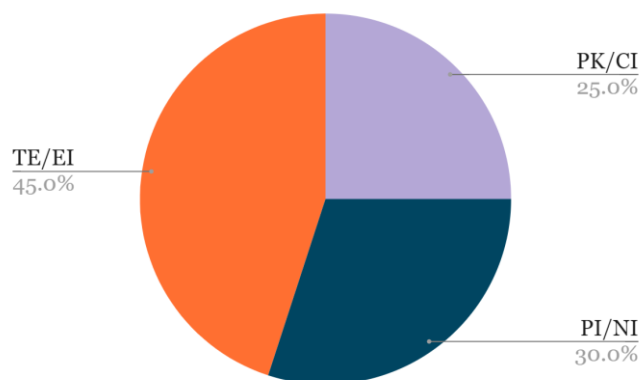
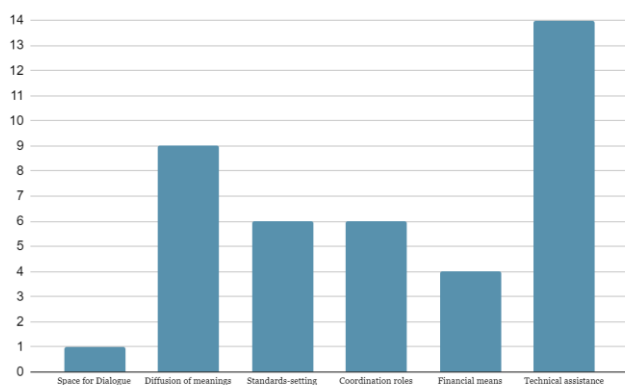


Chart 21. Interventions by UNESCO Field Office in Bamako split by activity.

Chart 22. Interventions by UNESCO Field Office in Bamako split by expertise and influence.

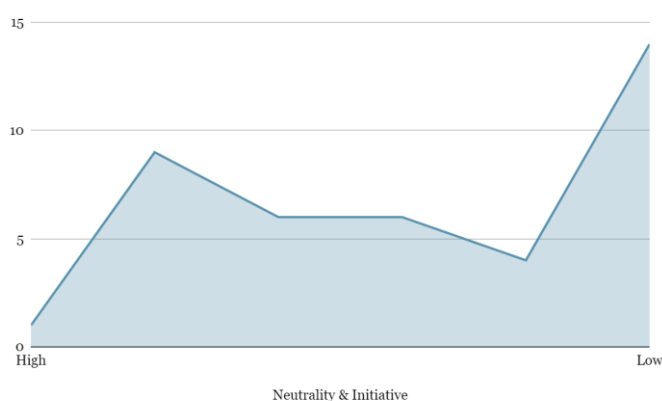


Chart 23. Interventions by UNESCO Field Office in Bamako under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Réunion de consultation et de planification du projet « Promotion de la paix et du développement durable par le renforcement des compétences pour la vie et le travail dans le Sahel ».</p>	<p>1 - Appui à l'organisation Journée Internationale des Filles</p> <p>2 - Organisation du lancement national des initiatives sur PEV-E et EED</p> <p>3 - L'atelier national de lancement officiel du projet « Améliorer l'enseignement dans les pays du G5 Sahel » a eu lieu au Niger.</p> <p>4 - 100 000 personnes ont été sensibilisées sur l'importance de l'éducation des filles par la diffusion de messages clés en langues nationales à travers les radios, les spots publicitaires, les magazines/journaux, les sketches, etc.</p> <p>5 - Panneaux d'information géants en français et langues nationales implantés dans les principaux axes des capitales régionales ont été produits et une caravane de sensibilisation intitulée « Ma fille va à l'école ».</p> <p>6 - Élaboration d'un argumentaire sur les documents de politique et de stratégie pertinents</p> <p>7 - Élaboration, dans le cadre du (CapED Mali) ODD 4, d'un document d'identification des priorités thématiques de la question enseignante au Mali.</p> <p>8 - Élaboration d'un modèle de simulation financière pour le PRODEC II, élaboré afin de définir les différents scénarios de politiques éducatives visant à relever les défis identifiés par le diagnostic sectoriel.</p> <p>9 - Élaboration d'une cartographie des sources de données répondant aux priorités des politiques nationales, et d'un rapport d'Evaluation de la Qualité des Données (EQD).</p>	<p>1 - Elaboration d'un d'un Cadre National d'indicateurs (CNI), et intégrer près de 71 % des indicateurs de suivi des cibles de l'ODD 4 dans le PRODEC II.</p> <p>2 - Le guide sur l'intégration de l'approche genre dans les pratiques d'enseignement et d'apprentissage a été édité.</p> <p>3 - Adaptation du manuel d'éducation à la culture de la paix de la CEDEAO à la situation du Mali.</p> <p>4 - Analyse diagnostique et stratégique des vulnérabilités liées à la démocratisation, la décentralisation et la gouvernance dans les pays du GS Sahel. 2018-2022</p> <p>5 - Élaboration, dans le cadre du (CapED Mali) ODD 4, d'un référentiel de métier et de compétences de l'enseignant et du corps d'encadrement de l'éducation de base incluant le non formel.</p> <p>6 - Appui à l'élaboration d'un guide des enseignants sur la PEV-E a également été conçu par les équipes techniques des ministères, et des enseignants des régions de Diffa et Torodi</p>	<p>1 - Official visit of the UNESCO Director General to Niger in 2016.</p> <p>2 - Appui au Ministère de la Réconciliation Nationale (MRN) à validation Programme National pour la Culture de la Paix (PNCP).</p> <p>3 - Des rencontres et échanges ont eu lieu avec des potentiels partenaires africains et internationaux, notamment la ACBF, pour développer des projets conjoints sur le développement des compétences des jeunes par la recherche et l'innovation.</p> <p>4 - Événement réunissant le Ministre de l'Éducation nationale du Niger et l'Ambassadeur de France au Niger, et le Directeur du Bureau International d'Éducation.</p> <p>5 - La mission au Burkina Faso et au Niger par la délégation du secteur éducation du Bureau régional multisectoriel de l'UNESCO pour l'Afrique de l'Ouest.</p> <p>6 - Participation et discours officiel de l'ouverture du lancement a été prononcé par le Ministre de l'Éducation Nationale du Niger dans l'atelier de lancement officiel du projet « Améliorer l'enseignement dans les pays du G5 Sahel ».</p>	<p>1 - Mis à disposition 1500 kits aux dispensaires scolaires, aux infirmier(e)s et aux pairs éducateurs.</p> <p>2 - Construit et réhabilité 34 blocs de 137 latrines adaptés aux filles à Bamako et 2 pompes à eau avec forage et d'accessoires électriques adaptés aux réalités de terrain.</p> <p>3 - Mise à disposition de 744 fournitures scolaires pour les élèves déplacés.</p> <p>4 - Distribution de 15 250 matériels sanitaires et hygiéniques pour 200 écoles.</p>	<p>1 - A accompagné le Mali dans le processus d'élaboration de son Plan Sectoriel d'Éducation « PRODEC II » (2019-2028).</p> <p>2 - Appui aux mécanismes de dialogue par la médiation à travers du renforcement des capacités techniques pédagogiques en matière de médiation d'expression et de sécurité des journalistes.</p> <p>3 - Le renforcement des capacités des enseignants de l'Éducation pour l'intégration de l'ODD 4 politiques et stratégies éducatives du pays.</p> <p>4 - Appui à la définition d'une politique nationale de formation des enseignants.</p> <p>5 - Appui à la création de l'École Supérieure de Journalisme et de sciences de la communication au Mali.</p> <p>6 - L'appui constant par l'élaboration du Programme National pour la Culture de la Paix (PNCP)</p> <p>7 - Appui à le Ministère de la Réconciliation Nationale (MRN) dans la mise en place de programmes régionaux de Culture de la Paix dans les Régions du Mali</p> <p>8 - Renforcement des capacités des enseignants en matière de VIH et SSR.</p> <p>9 - Renforcé les capacités de 220 membres des Comités de Gestion Scolaire (CGS) sur leurs responsabilités et à la prise en compte des questions de parité et de la dimension genre en milieu scolaire.</p> <p>10 - Renforcement des capacités de plus de 100 animateurs de l'éducation non formelle (CAAF) sur les compétences pour la vie des enseignants et directeurs d'école en matière de pratiques équitables en classe</p> <p>11 - Organisations des sessions de formation pour l'intégration de l'approche genre dans les pratiques d'enseignement et d'apprentissage par les enseignants dont 79 femmes.</p>

					<p>12 - A formé 85 enseignants, formateurs, encadrateurs de jeunesse dans les régions de Ségou et de Mopti sur la culture de la paix et du vivre ensemble.</p> <p>13 - Il a renforcé les capacités de 30 pairs éducateurs et 60 infirmier(e)s sur les services communautaires de VIH/SIDA, VBG, MGF etc.).</p> <p>14 - Atelier de formation pour 65 enseignants dans les écoles primaires et secondaires ciblées dans les zones de Tillabéri sur PEV-E.</p>
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Table 7. Recorded Interventions of UNESCO Field Office in Bamako identified in UNESCO Bamako Activities Report from 2018, complemented by UNESCO Bamako Country Strategy 2017-2019 and by UNESCO Bamako News sections from 2016.

3.7 UNESCO Field Office in Brazzaville

The UNESCO Field Office in Brazzaville recorded 20 interventions over the course of the analyzed period.

Here, we see a majority of coordination roles, with 6 interventions. In contrast to other field offices, there was a tie of predominance between 40% of policy involvement and normative influence and procedural knowledge and cognitive influence, with only a minority of the interventions focused on executive influence and technical expertise. This contrast reflects in the neutrality and initiative spectrum, which is strong at the high section, peaks at the mid-low section and hits the weakest point at the low section

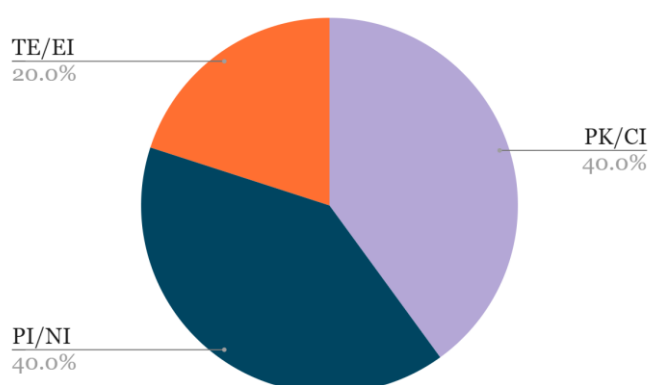
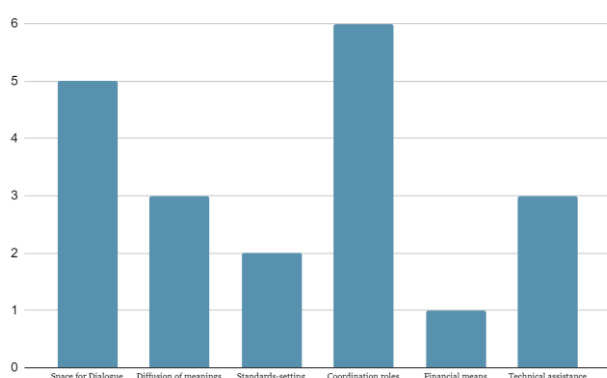


Chart 24. Interventions by UNESCO Field Office in Brazzaville split by activity.

Chart 25. Interventions by UNESCO Field Office in Brazzaville split by influence and expertise.

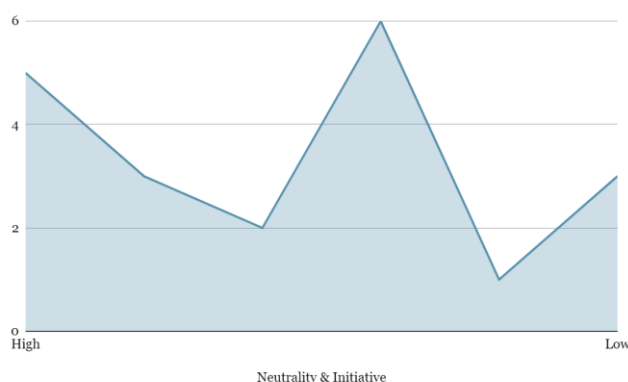


Chart 26. Interventions by UNESCO Field Office in Brazzaville under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Organisation de la première Revue sectorielle de l'éducation du pays.</i></p> <p>2 - <i>L'organisation de la réunion de concertation des ministères en charge de l'éducation, élargie au GPLÉ.</i></p> <p>3 - <i>La tenue de réunion de concertation pour la préparation du rapport de mise en œuvre de la stratégie sectorielle de l'éducation.</i></p> <p>4 - <i>2ème Réunion du Groupe Local des Partenaires de l'Éducation.</i></p> <p>5 - <i>Atelier d'appropriation du plan sectoriel de l'éducation (...) en vue de préparer et mettre en œuvre les consultations départementales.</i></p>	<p>1 - Engage les leaders traditionnels dans le premier Webinaire en Afrique a rassemblé plus de 70 participants pour débattre la riposte contre COVID19.</p> <p>2 - <i>Production du rapport de mise en œuvre de la SSE au Congo.</i></p> <p>3 - <i>Cérémonie de signature du contrat de contribution symbolique entre UNESCO et Congo.</i></p>	<p>1 - Publication du “Module de formation des formateurs de formateurs dans le domaine des TIC et des TICE”.</p> <p>2 - <i>Présentation de 6 recommandations de l'UNESCO concernant les examens</i></p>	<p>1 - <i>Participation du Ministre de l'Enseignement supérieur</i> a la première Revue sectorielle de l'éducation du pays.</p> <p>2 - <i>Participation du Directeur de Cabinet du Ministre de l'enseignement primaire, secondaire et de l'alphabétisation</i> a la 2ème Réunion du Groupe Local des Partenaires de l'Éducation..</p> <p>3 - <i>Atelier sur le débriefing de la collecte des données</i> relatives à l'élaboration du rapport de mise en œuvre de la Stratégie sectorielle de l'éducation 2015-2025 et l'examen du plan de rédaction du rapport.</p> <p>4 - <i>Participation du Ministre de l'Enseignement primaire, secondaire et de l'alphabétisation</i> a l'atelier technique d'échange sur des pistes des évaluations de qualité, équitables et crédibles.</p> <p>5 - <i>Participation</i> à la cérémonie de signature du contrat de contribution symbolique <i>de la Directrice Générale de l'Éducation de Base, et le Directeur Général de l'Enseignement Secondaire.</i></p> <p>6 - Le <i>Ministre de la Culture du Congo Brazzaville</i> a pris part au Webinaire sur la riposte contre COVID 19.</p>	<p>1 - <i>A apporté une contribution symbolique</i> de 15 000 dollars afin d'atténuer l'impact immédiat des fermetures d'écoles.</p>	<p>1 - <i>Appui à la réalisation de la collecte de données pour l'évaluation de la qualité de l'éducation.</i></p> <p>2 - <i>A organisé un atelier technique</i> de pistes d'évaluations de qualité, équitables et crédibles.</p> <p>3 - <i>Accompagner le Congo dans ce processus sectorielle avec le développement d'une route</i> conduisant à l'élaboration du plan de mise en œuvre.</p>

Table 8. Recorded Interventions of UNESCO Field Office in Brazzaville identified in UNESCO Brazzaville News sections from 2015, 2019 and 2020.

3.8 UNESCO Office in Cairo

The UNESCO Field Office in Cairo recorded 25 interventions over the course of the analyzed period. This small number, despite being a Regional Bureau, is likely due to its focus on science and technology.

There was a majority tie between technical assistance and coordination roles, with 6 interventions each. Here too we see a predominance of 40% of policy involvement and normative influence, followed by nearly an equilibrium between other forms of expertise and influence. The neutrality and initiative spectrum is marked by a strong mid-high and middle section, with a weaker high section, but an equally strong lower end.

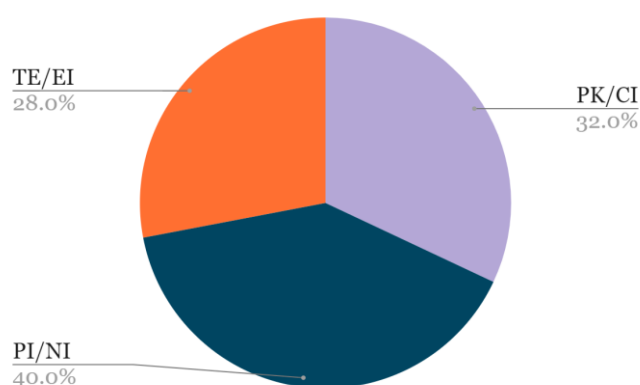
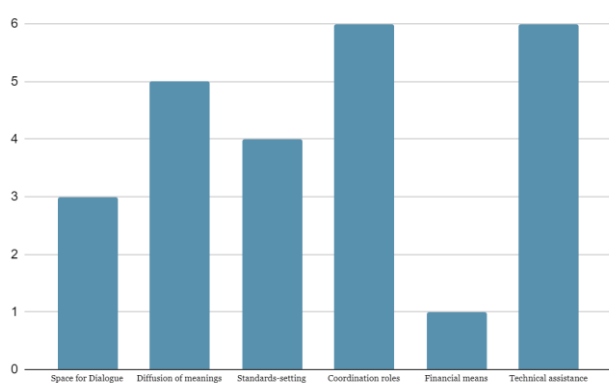


Chart 27. Interventions by UNESCO Field Office in Cairo split by activity.

Chart 28. Interventions by UNESCO Field Office in Cairo split by influence and expertise.

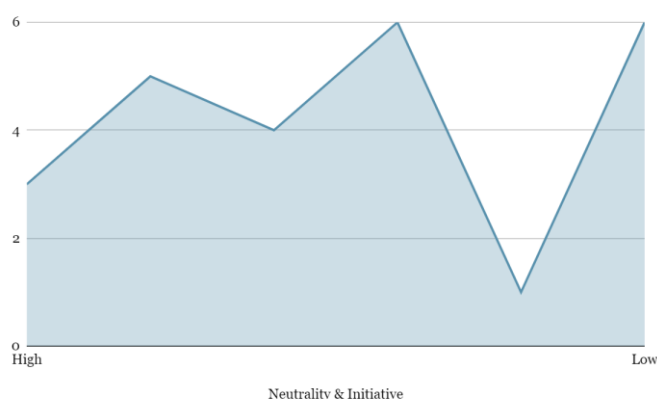


Chart 29. Interventions by UNESCO Field Office in Cairo under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical support
<p>1 - <i>Co-organized a national conference on SDG-4 in Egypt.</i></p> <p>2 - <i>An expert meeting was organized to present the draft proposed standards and discuss the different components (...) for a full day of consultations.</i></p> <p>3 - <i>Decision to launch the “Arab Network for Knowledge and Sustainable Development” (...) as an open network for the promotion of science/knowledge sustainable development interface.</i></p>	<p>1 - <i>Launched a pilot to adopt a new literacy curriculum and methodology</i> entitled “Al Mar’ah Wal Hayah”.</p> <p>2 - <i>Publication of the Executive Summary</i> of “Building knowledge societies in the Arab Region: Arabic language as a gateway to knowledge”.</p> <p>3 - <i>New Literacy Curriculum and Methodology for Women’s Empowerment launch event</i></p> <p>4 - <i>UNESCO and Microsoft signed an agreement</i> to pilot an ICT-based literacy project in four selected countries, including Egypt</p> <p>5 - <i>Developed a country plan</i> for Egypt and Libya respectively, which aims to respond to the education needs of the country</p>	<p>1 - <i>Publication of Toolkit</i> for urban inclusion in Arab cities: cities promoting inclusion through public participation, access to information, sport, and citizenship and human rights education.</p> <p>2 - <i>Collaboration</i> with the AEA <i>to develop a set of national quality standards</i> for adult education in Egypt.</p> <p>3 - <i>Participated in the development of the “Strategic Framework for Education in Emergencies in the Arab Region (2018 – 2021)”</i></p> <p>4 - <i>Formation of working groups</i> (one group per SDG-4 target) at the national conference <i>to develop the national framework.</i></p>	<p>1 - <i>Participation and patronage of the Minister of Education and Technical Education</i> as national focal point for SDG-4 <i>at the national conference for SDG-4 in Egypt.</i></p> <p>2 - UNESCO and Microsoft ICT-based literacy <i>project steering committee was formed</i> to include all relevant stakeholders and direct the project in a participatory manner.</p> <p>3 - Representatives from UNESCO HQ and Field Offices joined the Minister of Education and other high-level officials in a <i>validation workshop</i> for the education policy review in Sudan.</p> <p>4 - <i>Presence on the high level technical committees of relevant Ministerial Councils</i> (Higher Education and Science, Water, Environment, and Energy).</p> <p>5 - <i>Serves as the secretariat and coordinates the “Arab Network for Knowledge and Sustainable Development”.</i></p> <p>6 - <i>Policy review</i> of the Paving the Road for Education 2030 in Sudan.</p>	<p>1 - The UNESCO-Microsoft project has also invested substantially in hardware, where <i>modern laptops and tablets have been purchased and will be provided</i> to both facilitators and learners to commence a journey of digital literacy and empowerment.</p>	<p>1 - <i>Development of an educational, interactive, cross-platform digital application</i> based on “Al Mar’ahWalHayah” literacy curriculum through a specialised digital solutions agency.</p> <p>2 - Core group of facilitators and supervisors <i>received training</i> on delivering “Al Mar’ah WalHayah” literacy curriculum (...) followed by a <i>series of training workshops</i> for the core group on using ICT.</p> <p>3 - AEA staff will <i>receive training and coaching</i> on how to adopt the quality standards in the field, to cover all aspects of the learning process in its entirety.</p> <p>4 - Pilot phase of <i>capacity-building</i> in basic literacy and numeracy to target 600 girls and women aged 15-35 from four governorates.</p> <p>5 - <i>124 trainers from six governorates were trained</i> on the adoption of Al Mar’ah Wal Hayah in the field.</p> <p>6 - Undertaking a project to support the <i>building</i> of Egypt’s University Faculty members’ <i>capacities</i> to develop and deliver distance education curricula.</p>

Table 9. Recorded Interventions of UNESCO Field Office in Cairo identified in the UNESCO Cairo Activities Report of 2017, complemented by Regional Strategy of the UNESCO Regional Bureau for Sciences in the Arab States 2016-2021.

3.9 UNESCO Field Office in Dakar

The UNESCO Field Office in Dakar recorded 345 interventions over the course of the analyzed period. This higher number, we believe, is due to its regional coverage, coupled with the hosting of the International Institute for Educational Planning (IIEP) Dakar Office.

There was a massive predominance of technical assistance, with 106 interventions. We see a predominance of 37% of technical expertise and executive, followed by an outstanding balance between other forms of influence and expertise. The neutrality and initiative spectrum is marked by a plateau in the mid-high section, followed by a slump in the mid-low section and a peak in the low section.

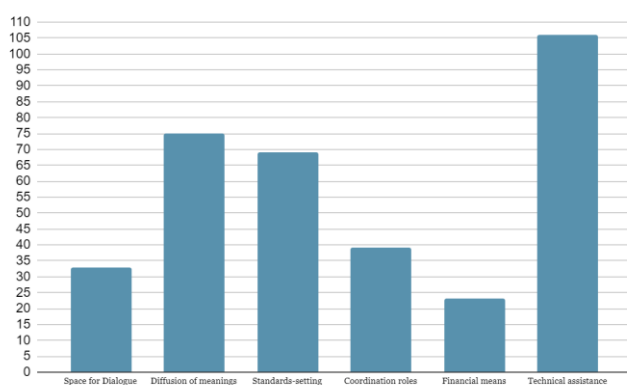


Chart 30. Interventions by UNESCO Field Office in Dakar split by activity.

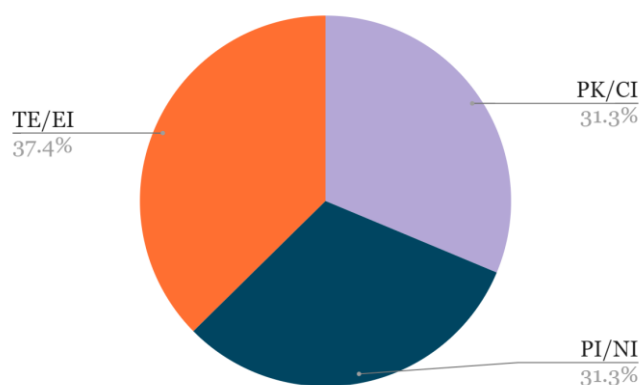


Chart 31. Interventions by UNESCO Field Office in Dakar split by influence and expertise.

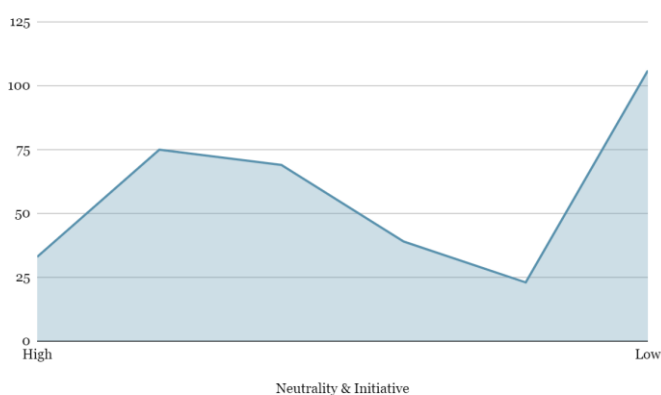


Chart 32. Interventions by UNESCO Field Office in Dakar under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>A “community of practice” digital platform set up to facilitate experience sharing and collaborative work at a distance).</i></p> <p>2 - <i>Consultation with local education stakeholders was held in Torodi under the “Tackling gender inequalities in Niger’s education system”.</i></p> <p>3 - <i>Actively participated in the joint education sector reviews and Local Education Groups (LEG) of Senegal and the Gambia.</i></p> <p>4 - <i>Organized the first international conference in Africa on the prevention of genocide, the promotion of a culture of peace and the historical lessons of the Holocaust.</i></p> <p>5 - <i>West and Central Africa, at a regional conference to discuss CSE programs.</i></p> <p>6 - <i>Sub-Saharan Africa Regional Ministerial Conference on Education Post-2015 in Kigali, 2015 coordinated by UNESCO Dakar and Nairobi offices</i></p> <p>7 - <i>Organization of the Regional Consultation and Dialogue on Education 2030 Framework for Action for WCA.</i></p> <p>8 - <i>Lead the setting up of The Teaching and Learning Educators’ Network for Transformation (TALENT) to serve as a platform for knowledge production and sharing, technical support, advocacy and policy dialogue.</i></p> <p>9 - <i>Celebrations of the WTD and the 50th anniversary co-organized with the respective took the form of sessions of policy dialogue between stakeholders.</i></p> <p>10 - <i>Conference to sensitize the Senegalese academic community on the concept and history of genocides.</i></p> <p>11 - <i>Participation and presentation on “UNESCO’s work on peace education to PVE: lessons and findings” at USAID Senegal’s consultation on “Countering Violent Extremism.</i></p> <p>12 - <i>Participation at a consultation on “Developing and Incorporating Community Resilience and CVE Strategies</i></p>	<p>1 - <i>A national diagnostic study was conducted in Senegal, which highlighted the strengths and weaknesses on linking TVET and LNFE.</i></p> <p>2 - <i>A technical note was developed to clarify the TVET concept, strategy, and methodology and to present the tools needed to undertake such diagnosis work at the national level.</i></p> <p>3 - <i>Production of a study on the “Al-Azhar” education system (in Senegal).</i></p> <p>4 - <i>Six preliminary national diagnostic studies on the issue of synergy between TVET and LNFE.</i></p> <p>5 - <i>A wide survey enabled an accurate insight of the local context and challenges of girls’ education.</i></p> <p>6 - <i>Advocacy and awareness raising activities were organized in the targeted area of intervention</i></p> <p>7 - <i>Celebration of the World Teacher Day and the 50th anniversary of the ILO/UNESCO Recommendation.</i></p> <p>8 - <i>In Burkina Faso, formulation of the Advocacy and Communication strategy for the recently adopted curriculum reform (2015).</i></p> <p>9 - <i>Production of four self-study modules available on the internet, mobile, tablet or USB-keys.</i></p> <p>10 - <i>The elaboration, validation and dissemination of five thematic training modules for teacher training</i></p> <p>11 - <i>Production of a holistic study on Teacher issue in Mali.</i></p> <p>12 - <i>Finalization of the Open and Distance Learning (ODL) platform on the Design, Implementation, and Assessment of ODL</i></p>	<p>1 - <i>Production of a study on the use of ICTs in literacy programmes in the Sahel countries..</i></p> <p>2 - <i>Organization of a sub-regional workshop in Dakar (May 2015) for the countries of the Sahel region (Burkina Faso, Cabo Verde, Guinea Bissau, Mali, Niger, and Senegal).</i></p> <p>3 - <i>20 experiences identified (and preliminary findings shared) on the use of ICTs in education and literacy and/or TVET.</i></p> <p>4 - <i>Development of national roadmaps and key recommendations to reinforce sub-sectorial synergy at the national level.</i></p> <p>5 - <i>Production of a synthesis document was prepared to better capture the level of ICT integration in literacy programmes in the Sahel countries..</i></p> <p>6 - <i>A sub-regional country exchange and consultation meeting was organized and recommendations issued in view of the preparation of the Planning Guidebook on Extended Basic Education.</i></p> <p>7 - <i>Use of the INEE Minimum Standards principles into the teaching and learning strategies in Mali.</i></p> <p>9 - <i>Provided support to countries in the ECOWAS region aimed at fully aligning teacher preparation and professional development and promoting the 9-10 year basic education reform.</i></p> <p>10 - <i>A workshop held in July 2015 resulted in the adoption of a common set of key tasks and expected competencies for basic education teachers.</i></p> <p>11 - <i>Provided support to apply Inside & Out, a sexuality education assessment tool for civil society, in several West and Central African countries.</i></p>	<p>1 - <i>Organization of validation workshop for Al-Azhar and ICT studies in Senegal in April 2015</i></p> <p>2 - <i>Validation of national roadmaps and preview of meetings to monitor the process and the implementation of roadmaps</i></p> <p>3 - <i>Organization of interaction between the NGO and the inter-ministerial national committee.</i></p> <p>4 - <i>A national team for ICT and Sankoré kits was established in each country to select modules in local languages and propose a strategy to scale up the experience.</i></p> <p>5 - <i>TVET national strategy development was validated by the Prime Minister at the high political level and by technical and financial partners during a Round Table meeting.</i></p> <p>6 - <i>Development of a partnership with the OIF to support the implementation of a joint roadmap for action in Mali.</i></p> <p>7 - <i>Validation of the UEMOA framework for information systems by the general consultative council of CAMES.</i></p> <p>8 - <i>Developed a partnership framework of action which mobilized the ministries of Higher Education, the universities, the regional and international institutions to increase synergy and to avoid duplication.</i></p> <p>9 - <i>Deliverables were used as inputs to the other two validation workshops organized by the REESAO and financed by WAEMU and WAHO.</i></p> <p>10 - <i>Validation by the West African countries (Sahel) of the ECOWAS Reference Manual on Education for Peace and Development in West Africa.</i></p> <p>11 - <i>The set of 20 activities produced was further assessed, by representatives of young people, teachers living with HIV, and Ministries of</i></p>	<p>1 - <i>Joint financial support to develop national capacity on TVET planning involving twelve ministries dealing with skills development in Mali.</i></p> <p>2 - <i>UNESCO Dakar donated 5 digital boards (Sankoré Kits) to relevant institutions in Cabo Verde, the Gambia and Guinea-Bissau.</i></p> <p>3 - <i>The thirty-six most successful girls in the 14 selected schools were offered kits including textbooks and supplies, and a schoolbag as an encouraging means to continue education.</i></p> <p>4 - <i>The Ministry of Education was provided with 3,000 additional kits (5 modules and teaching guides) for further training of teachers on this approach.</i></p> <p>5 - <i>The University Amilcar Cabral’s fiber optic network has been created, with the provision of active network equipment.</i></p> <p>6 - <i>As for field support, through the funds mobilized for Burkina Faso, Mali and Niger in the framework of the CapED programme.</i></p> <p>7 - <i>In 2018, 500 copies of the guide on integrating gender into teaching and learning practices were printed and used effectively in training sessions for 158 teachers, including 79 women.</i></p> <p>8 - <i>Printing of 600 copies of the training manual on education for a culture of peace, citizenship, civics, gender and illicit trafficking.</i></p> <p>9 - <i>Provision of computer equipment, office equipment and transportation means to the twenty members of the Regional Reconciliation Support Teams (ERARs) in the Mopti and Segou regions.</i></p> <p>10 - <i>220 latrines have been built/refurbished for the benefit of 4,802 students and 8 water points/wells with solar panels have been</i></p>	<p>1 - <i>Capacity development for 41 policymakers representatives of TVET and LNFE sub-sectors.</i></p> <p>2 - <i>Capacity building in mobilizing resources (raising) at national level.</i></p> <p>3 - <i>Senegalese NGO “Village Pilote” was selected specific support was provided in order to highlight transformation needs and develop a model for country.</i></p> <p>4 - <i>Joint technical support to develop national capacity on TVET planning involving twelve ministries dealing with skills development in Mali</i></p> <p>5 - <i>A national strategy document for TVET development and planning was finalized through partnership to support Mali’s TVET system.</i></p> <p>6 - <i>Training workshops were also carried out in three countries and selected literacy providers trained in the installation and use of the Sankoré kits</i></p> <p>7 - <i>UNESCO also supported Niger and Senegal in preparation of the Acceleration Plan in LNFE within the Big Push framework for EFA.</i></p> <p>8 - <i>Technical support was provided to Guinea-Bissau for the development of a sector-wide policy simulation model and elaboration of the education sector policy and 10-year strategic plan</i></p> <p>9 - <i>Contributed to the formulation of their education sector policy, as well as to the non-formal education sub-sector analysis and its integration into the sector-wide education policy</i></p> <p>10 - <i>Development of a school-profile software will be piloted in a selected number of schools to enable schools and communities to better manage resources and performance.</i></p> <p>11 - <i>Female teachers and pedagogical advisors were trained on gender issues and their communication capacities under the “Tackling gender inequalities in Niger’s education system”.</i></p>

<p>into Peace Education Curriculum in the Sahel Region”</p> <p>13 - Support for the organization of “The First School Week for Citizenship Education in Burkina Faso”</p> <p>14 - Closely involved in the organization of the AIDS 2016 Conference, a major platform for the communication of scientific results and best practice in the HIV response globally.</p> <p>15 - Facilitated national dialogue on implications of the new education agenda on the preparation of Gambia’s education sector policy.</p> <p>18 - Supported the shaping of the Local Education Group in Senegal and facilitation of dialogue on SDG4 integration.</p> <p>19 - In Mali, various stakeholders debated and discussed the results of the sectoral analysis and identified solutions, based on SDG4</p> <p>20 - Organization of discussions and deliberations on the formulation of a primary and secondary education teacher policy were also initiated in Niger.</p> <p>21 - Organization of a “National consultation on the situation of prison in Senegal.</p> <p>22 - On the occasion of PACE 2018, organized a panel discussion on good practices to address the learning crisis in Africa.</p> <p>23 - 20 youth clubs and children’s governments have been created in schools in the Ségou, Mopti, Timbuktu regions and in the district of Bamako.</p> <p>24 - The RCG4-WCA launched a three-month consultation process amongst its members and its task forces.</p> <p>25 - Institutional dialogue, initially within MEN between the Office of the Inspector General for Education and Training (IGEF) and Virtual University of Senegal (UVS).</p> <p>26 - Use of the Hello Ado for youth associations interact with their members, with dialogues with over 400 users in Mali, Cameroon, and Côte d’Ivoire through secure and anonymous forums.</p> <p>28 - Organized a virtual meeting on the following topic: “Participation of Youth from the Liptako-Gourma Region Facing the Multidimensional Crisis in the Sahel Region”.</p> <p>29 - PAQUET and Eighth Sector Review were held around all the actors involved for a situational assessment (...) and the consultation culminated with the signing of a written reminder.</p> <p>30 - A national workshop on ACAD was organized in Ouagadougou.</p>	<p>programmes for Teacher Trainers.</p> <p>13 - The diagnostic of strengths and weaknesses of the higher education institutes in human resources, a prerequisite for the development of the virtual education institute, was conducted.</p> <p>14 - Influenced the Nairobi Declaration and Call to Action on Education adopted by the AU Ministers of Education and partners.</p> <p>15 - Summer camp for 117 young people where they were sensitized on the themes of citizenship, culture of peace and values and environmental education</p> <p>16 - A series of advocacy activities among political leaders, faith-based organizations, teacher unions, or parents associations.</p> <p>17 - Production of a strongly worded call for action, jointly with detailed country roadmaps to strengthen education programmes on HIV, sexual and reproductive health, and gender-based violence.</p> <p>18 - Developed a new tool for cultural adaptation to make comprehensive sexuality education more appropriate.</p> <p>19 - The association of teachers living with HIV of Ivory Coast promoted the rights of people living with HIV among 2400 head teachers, school inspectors and teachers.</p> <p>20 - Promotion of advocacy campaigns and plans to strengthen sexuality education in the region.</p> <p>21 - The African Union (AU), and other education partners adopted a statement to promote the development of education across the region.</p> <p>22 - Publication of a closing statement of the Regional Consultation and Dialogue on Education 2030 Framework for Action for West and Central Africa (WCA).</p> <p>23 - A survey assessing gaps and status of ESPs was developed to help inform the preparation of technical guidelines for countries and partners..</p> <p>24 - Enhanced awareness about gender-sensitivity in Mali among decision makers and key stakeholders through advocacy and information.</p> <p>25 - Communication materials on the importance of girls’ education were developed, including an advocacy document.</p>	<p>12 - Development of guidelines and manuals for the second year of the basic education cycle (2015).</p> <p>13 - Recommendations were made for the improvement of curricula and programmes in Cape Verde.</p> <p>14 - Modules and guides for in-service teacher training on Competence-Based Approach were developed (...) to be used as reference materials for in-service teacher training.</p> <p>15 - Developed a West African curriculum framework for formal and non-formal bilingual education.</p> <p>16 - Development framework for information systems in the universities of the UEMOA area and the accreditation framework for CAMES open and distance learning.</p> <p>17 - Supported the REESAO in the harmonization of the remaining 7 fields of LMD education.</p> <p>18 - Workshop organized to support countries of the ECOWAS to integrate Global Citizenship Education (GCED) in their education systems.</p> <p>19 - Developed the module on values education and sports and physical education to complete the ECOWAS Reference Manual on Education for Peace and Development in West Africa.</p> <p>20 - Supported Cabo Verde, the Gambia and Niger in the strategic planning (...) to integrate the ESD concepts into education policies.</p> <p>21 - Carried out an in-depth analysis in 2013 to assess teacher training tools in Central African countries.</p> <p>22 - Production of a set of 20 classroom activities to make the education sector response to stigma, discrimination, and abuse more efficient..</p> <p>23 - Regional workshop took place in to integrate core global indicators on education and HIV in EMIS questionnaire.</p> <p>24 - Development of the Qualification standards for Basic Education Teachers in the ECOWAS region in June 2016.</p> <p>25 - UNESCO supported the Ministry of National Education in organizing the “Miss Sciences 2018 Competition”.</p> <p>26 - Initiated the drafting of a Framework for</p>	<p>Education, Health and Culture..</p> <p>12 - Coordinated and worked with other UNESCO Field Offices to encourage and support all the 47 SSA countries to prepare national reports for the Regional Education Conference and Regional Consultation.</p> <p>13 - Support SSA Member States to participate in the World Education Forum in May 2015 in Incheon, Korea.</p> <p>14 - Coordinated the regional programme on HIV and health education in Western and Central Africa.</p> <p>15 - Established and coordinated the “Regional Coordination Group on SDG4-Education 2030 in West and Central Africa” (WCA-RCG4)</p> <p>16 - Consolidation of partnership with universities and research centers, such as the Timbuktu Institute and others, to promote education on peace and human rights.</p> <p>17 - Organization of the validation of the prior learning (VPL) for literacy facilitators.</p> <p>18 - Validated a consensual model for the introduction of national languages into the formal and non-formal education system, which is scheduled to be scaled up from October 2017.</p> <p>19 - Provided technical support for the validation of the Abdou Moumouni University (Niger) Master in Engineering, Design and Management of Educational Alternatives.</p> <p>20 - A coordination committee in charge of the development of an ACAD-based Master was set up.</p> <p>21 - In Côte d’Ivoire, a similar collaboration as in Senegal and Benin resulted in validating a UNESCO review of the national CSE programme.</p> <p>22 - Promoted effective partnerships for SDG4 by establishing the Regional Coordination Group on SDG4-Education 2030 for West and Central Africa (RCG4-WCA).</p> <p>23 - Played the role of lead agency for education development partners, as well as that of coordinating agency of the local education group in Senegal.</p> <p>24 - Deliberations with the African Union to better align the RCG4-WCA with that of CESA 14-24.</p> <p>25 - Organization of validation meetings for the diagnosis of SRGBV in Cameroon, Togo and Senegal.</p>	<p>installed in 8 schools involved in the project.</p> <p>11 - 1,500 sexual and reproductive health kits have been made available to peer educators, teaching academies and school nurses.</p> <p>12 - 15,250 health and hygiene materials have been made available to 200 schools.</p> <p>13 - Donation of 200 tablets and 200 Flyboxes. This equipment facilitated implementation of distance learning and represented an essential resource in increasing training.</p> <p>14 - This collective effort was achieved by mobilizing seven million Euros for Senegal through a COVID-19 fast-track funding request, “Educational Development Support Program: Response and Resilience in the Face of COVID-19.”</p> <p>15 - The ImaginEcole the project plans to allocate 250 laptops through a competition for the best developers in order to support production of open educational resources in each of the countries.</p> <p>16 - 250 girls from disadvantaged backgrounds were provided with tablets.</p> <p>17 - 750 tablets were bequeathed to learners, 105 laptops to teachers.</p> <p>18 - Three virtual laboratories in those three establishments were provided with multimedia equipment and simulation software.</p> <p>19 - 600 students in Burkina Faso will be provided with a school kit according to the specifications of the Ministry of Education.</p> <p>20 - In Senegal, additional financial aid of US\$50,000 from the GPE through a pilot funding provided to Senegal’s Ministry of National Education for its administrative support to the National GNPEF.</p> <p>21 - Funding for technical assistance on the continental report is provided by UNESCO, with additional support for printing, dissemination and advocacy from the BMGF..</p> <p>22 - The CapED Niger financially supported the training at the master’s level of three officers of the Ministry of Secondary Education in managing the curriculum and decision-making about education in general.</p> <p>23 - Mali has passed a law creating the ANAQ-SUP and a draft of institutional evaluation standards has been developed.</p>	<p>12 - Training of 70 new teachers to use new teaching guides (2015); In-service training of 50 post-prior teachers.</p> <p>13 - Training of Information staff and journalists in three ministries in charge of education on advocacy communication and web techniques.</p> <p>14 - Strengthened capacity of trainers and teaching supervisors at ENS/UK; IDS and INFTS to produce online and distance learning modules for their peer</p> <p>15 - Intensive training of teachers, inspectors and supervisors on priority themes identified by Ministry of Education.</p> <p>16 - Intensive training of the Higher Institute of Training and Applied Research (ISFRA) on SPSS software (statistical Package for the Social Sciences)</p> <p>17 - CapEFA programme in Niger supported the elaboration of a database for the management of human resources and training of agents in charge of human resources management.</p> <p>18 - Ministry officials responsible for management of human resources were trained in use of the database and the introduction of national languages in teacher training programmes.</p> <p>19 - The programme also supported the elaboration of a strategic plan and gender-sensitive teaching materials on Maths, Science and Technology, capacity building of national actors and ministerial structures in charge of communication.</p> <p>20 - A pool of 55 trainers/inspectors from educational regions was trained on the competence-based approach in the 5 subjects.</p> <p>21 - Selected trainers/inspectors trained 298 service teachers on this approach that is expected to allow more concrete, active and sustainable life learning.</p> <p>22 - Capacities of the Ministry of Education were reinforced through involvement and the leading role of national experts in the whole process implementation.</p> <p>23 - Training of decision-makers in higher education institutions and higher education ministries on external quality assurance mechanisms.</p> <p>24 - Training course on the internal quality assurance started in the West African francophone countries in 2015.</p> <p>25 - The strengthening of the IT infrastructure in universities was accompanied with the capacity building of 39 IT technicians.</p>
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<p>31 - <i>Discussion groups</i> among peers addressed HIV and GBV in six higher education institutes in the country.</p> <p>31 - <i>African scholars collectively examined issues</i> (...) in view of rethinking the purpose of education in Africa in November 2016.</p> <p>32 - <i>Conducted a multistakeholder participatory diagnosis</i> and supported the implementation of the programmes that support the operationalization of vocational training reforms in three countries.</p> <p>33 - <i>Organization of a national workshop</i> that restructured teacher training programmes.</p>	<p>26 - <i>Capacity building and awareness raising through organization</i> and/or presentations in <i>seminars and workshops</i> on GCED/peace/PVE (Preventing Violent Extremism).</p> <p>27 - <i>Presentation on “UNESCO’s work to promote peace and human rights education in West Africa”</i> at a training on “Major challenges of West Africa: What perspectives?»</p> <p>28 - <i>Support for the Celebration of International Day of Peace</i> “Building Blocks for Peace” organized by the National Federation of the Gambia UNESCO Clubs and Centres (NAFGUC).</p> <p>29 - <i>Conducted a study on the Senegalese experience</i> in TVET curricula development (formal and non-formal), both for trainees and trainers.</p> <p>30 - <i>Enhanced the capacity of decision makers and stakeholders</i> to make informed decisions about health education <i>through producing and sharing strategic information</i> on key indicators of CSE</p> <p>31 - <i>Distributed a special edition of a magazine</i> for young people addressed the response to HIV and GB in secondary schools and higher education institutions.</p> <p>34 - A <i>web platform</i> on SDG4-Education 2030 coordination that will serve as the Group’s <i>knowledge management hub</i> was developed.</p> <p>35 - <i>Launch of research/study on Education and Youth</i> (‘Relevance of post basic education to the changing realities of youth in sub-Saharan Africa: Exploring the perspectives of young people’)</p> <p>36 - UNESCO Dakar has been working to prepare a publication titled “Rethinking Education in Africa”, aimed at promoting debate on the transformational role of education in responding to emerging challenges in Africa.</p> <p>37 - <i>Online study and analysis</i> for the strengthening of student-learning assessment systems (...) to reveal the weaknesses of national systems</p> <p>38 - <i>Modules on didactic, active teaching and reactive approach to gender issues were introduced</i> in the initial training programs of 11 primary teacher training institutes in Niger.</p> <p>39 - <i>Production of an issue note</i> on the importance of synergizing AENF and TVET programmes in the development of suitable general, technical and vocational skills in</p>	<p><i>Guiding the Professionalization of Basic Education Teachers in West and Central Africa.</i></p> <p>27 - The activities of the TALENT included the <i>Regional Workshop on Measurement of Early Learning.</i></p> <p>28 - The activities of the TALENT also included the <i>Regional Technical Workshop on Professional Norms and Standard for Teachers.</i></p> <p>29 - <i>Completed the monitoring and review of the ESD action plan implementation in seven countries.</i></p> <p>30 - In Senegal, <i>a pedagogical model</i> for the integration of national languages and ICTs in vocational training <i>has been developed</i> for at least one discipline that was selected with the national authorities.</p> <p>31 - <i>Support for the development of the Policy framework, Qualification framework, Legal and regulatory framework</i> including proposed regulatory texts, <i>Certifier and Evaluator Guide, and the VPL Candidate’s Guide.</i></p> <p>32 - <i>Use of the study on the Senegalese experience in TVET</i> to the development of a <i>knowledge management and experience-sharing platform in the ECOWAS.</i></p> <p>33 - <i>Supported the harmonization of Bachelor-Master/Doctorate (LMD) training programmes in the universities of the sub-region.</i></p> <p>34 - <i>Provided technical support</i> to UNODC <i>for the introduction of the ACAD courses</i> on the mechanisms of corruption and fight against corruption in the curricula of universities in Burkina Faso.</p> <p>35 - <i>Reproduced the Pedagogic Guide for the Development of Skills in Reproductive Health, HIV and AIDS Education,</i> and started distributing it among key partners in West and Central Africa.</p> <p>36 - <i>Draft a concise and practical guide to make CSE culturally more appropriate for Sub-saharan settings.</i></p> <p>37 - <i>Assessed the readiness of Sub-Saharan African countries in the integration of the SGD4-Education 2030 targets and commitments into national education policies.</i></p> <p>38 - <i>Development of tools</i> for inclusive policy dialogue to accompany countries in the <i>rethinking of their education and learning</i></p>	<p>26 - <i>Establishment of seven task teams</i> covering SDG4-related areas.</p> <p>27 - <i>Acted as Lead Agency</i> of the Education and Training Thematic Group and <i>Coordinating Agency</i> of the National Group for Education and Training in Senegal.</p> <p>28 - <i>Support for the finalization and validation</i> of the Support Plan for Education Development and Training in Senegal, which will be financed by the GPE and the AFD, as GPE grant agent.</p> <p>29 - Three <i>ministers of vocational and technical training from the Sahel countries have committed political support</i> for the promotion and development of a regional qualification framework in the ECOWAS region.</p> <p>30 - <i>Supporting the process leading</i> to high-level regional engagement to ensure that adolescents and young people have access to CSE and SRH services in WCA.</p> <p>31 - The texts relating to the creation and status of the creation of the ANAQ-EnSuRe have been <i>validated</i> in Niger.</p> <p>32 - The <i>regional coordination group</i> for SDG4-Education 2030 in West and Central Africa (RCG4-WCA) has developed an acceleration strategy.</p> <p>33 - RCG4-WCA <i>validated</i> more than 50 planned activities that will benefit national politicians and decision-makers, as well as Local Education Groups (LEGs).</p> <p>34 - <i>Acted as leader of the technical and financial partners (TFP)</i> in the Senegalese educational sector, coordinating efforts among the TFPs to promote synergy.</p> <p>35 - Participation in the meeting “Participation of Youth from the Liptako-Gourma Region Facing the Multidimensional Crisis in the Sahel Region” <i>by renowned personalities.</i></p> <p>36 - The policy document was <i>validated</i> in August 2021 in the presence of the highest authorities of the country, and in particular the <i>Vice-President</i> and the <i>Minister of Higher Education, Research, Science and Technology.</i></p> <p>37 - <i>A Steering Committee was set up to provide guidance and direction</i> to the continental report, but also to provide feedback to the editorial committee and the technical team for the preparation of the report.</p> <p>38 - The <i>national teams of the three beneficiary countries reviewed</i> the educational materials</p>		<p>26 - <i>The development of a university portal and authentication servers</i> for access to IT resources through Single Sign-On (SSO) mode by private actors.</p> <p>27 - An important advancement has been achieved <i>establishing a digital university and regional digital library.</i></p> <p>28 - One hundred sixteen universities’ agents <i>have been trained</i> in software deployment, including setting and the functional utilization of “INVENIO” software.</p> <p>29 - <i>The training of 29 research professors</i> in digital education and e-learning methodologies took place</p> <p>30 - <i>Technical workshops for the capacity building</i> REESEAO gathered those who are responsible for LMD in the field of Sciences and Technologies.</p> <p>31 - <i>A training workshop</i> for 70 community radio journalists was organized by UNESCO Dakar’s Science and Human Sciences and Education sectors.</p> <p>32 - <i>A workshop was held</i> to strengthen 30 young people on management of risk and natural disasters and sensitized on the Aichi-Nagoya Declaration on ESD.</p> <p>33 - <i>Supported</i> Cameroon, Congo and Chad <i>to produce a pedagogical guide</i> to improve the quality of teacher training.</p> <p>34 - <i>Use of the guide and self-training tools</i> to train 1,654 teachers, potentially benefiting over 62 students.</p> <p>35 - <i>Training provided an increased</i> capacity of participants from civil society and ministries of education to lead advocacy campaigns on HIV.</p> <p>36 - The association of teachers living with HIV in Ivory Coast <i>strengthened the capacities</i> of 19 members on stigmatization, legal provisions and their role at the workplace.</p> <p>37 - <i>Strengthening the capacities</i> of the institution in charge of developing teaching guides, trainer trainers and teachers on new pedagogical approach and use of new pedagogical guides.</p> <p>38 - <i>Developing national capacities</i> to design and conduct the advocacy and communication campaigns necessary to support curriculum reforms. In Burkina Faso, Mali and Niger, <i>direct beneficiaries of capacity building</i> in 2016 ranged from 80 to 120 staff.</p> <p>39 - The CapED in Niger <i>successfully piloted month distance training</i> of 80 primary school directors in 2016.</p>
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	<p>response to national demands.</p> <p>40 - Production of study in Mali on the use of ICT in the synergy of AENF and TVET.</p> <p>41 - Production of an evaluation report on Al-zhar institutions.</p> <p>42 - Publication of guidance notes carrying the messages: to achieve SDG4, the education sector must respond to HIV, teenage pregnancy and gender-based violence.</p> <p>43 - Dissemination of data on sexual and reproductive health in teenagers and young people, and the production of data on sexuality education programmes (carried out in Gabon).</p> <p>44 - Support, through diagnostic studies and animation tools, to Cameroon, Togo and Senegal in their response to school-related gender-based violence (SRGBV).</p> <p>45 - Production of advocacy materials in , i.e. two videos on girls' education in Africa and two videos on the recommendations and key messages from the 2019 GEM Report.</p> <p>46 - RCG4-WCA task team on Strengthening Education Systems (SYSTeam) advocated at PACE 2018, reflected as one of the commitments in the final <i>Nairobi Declaration and Call to Action on Education</i>.</p> <p>47 - DA study on the teaching and assessment of transversal (or "21st century") competencies conducted in nine countries</p> <p>48 - Launched its first advocacy paper on the "Alarming Levels of Learning in Africa" .</p> <p>49 - In Mali, translation of manual on education for a culture of peace, citizenship, civics, gender and illicit trafficking into two national languages.</p> <p>50 - Holistic diagnosis of the sub-sector of technical and vocational education and training (TVET) carried out in Niger.</p> <p>51 - Digital resources illustrating lessons in Wolof were developed; and an illustrated 1200-word glossary on woodworking was developed for trainers and learners.</p> <p>52 - Development of a learning booklet on sexual and reproductive health education for elementary school students.</p> <p>53 - In addition, 100,000 people were sensitized on the importance of girls' education and sexual and reproductive health through the</p>	<p>systems around the new vision of lifelong learning for all and guiding the integration of relevant targets into national education plans.</p> <p>39 - In the sub-region, UNESCO Dakar facilitated sectoral and inter-ministerial dialogue.</p> <p>40 - Production of three guidance notes, presenting options and recommendations, on the integration of SDG 4 in national educational policy-making, on protracted crises, and on CSE.</p> <p>41 - Formulation of the "Guiding framework for the professionalization of basic education teachers in West and Central Africa".</p> <p>42 - Organization of regional TALENT workshop on the strengthening of national learning assessment systems s.in December 2017.</p> <p>43 - Progress review on the implementation of ESD in the 7 Sahel countries covered by the UNESCO Dakar Office.</p> <p>44 - Organization of a regional workshop on "Education to prevent violent extremism in West Africa and the Sahel".</p> <p>45 - Production of three guides (on evaluation, certification and for candidates of VPL) for Senegal.</p> <p>46 - Produced a resource kit for the training of teachers in bilingual education in Francophone countries.</p> <p>47 - Promotion of the international technical guidance on sexuality education in WCA.</p> <p>48 - The regional launch of the 2019 Global Education Monitoring (GEM) Report in West and Central Africa (...) provided an opportunity to exchange knowledge, experiences and strategies on the topi..</p> <p>49 - Senegal's Simulation model was aligned with the new results framework of the PAQUET-EF 2018-2030.</p> <p>50 - Support in Mali, in the process of developing a National Strategy for the Development of Education Statistics (SNDSE), in alignment with SDG4.</p> <p>51 - In Mali, reference frameworks for basic education teacher skills and the teaching profession have been developed.</p> <p>52 - Develop a training manual on education</p>	<p>developed in PVE-E in order to take into account Education, the Rule of Law and Gender as key themes.</p> <p>39 - Support for the application in school-based programmes of the Sexuality Education Review and Analysis Tool in two new countries, Ivory Coast and Togo, to prepare further interventions.</p>		<p>40 - Furthermore, the CapED programme in N promoted teaching practices free from biases gender stereotypes through inservice teacher training and supervision.</p> <p>41 - Training of 85 female teachers in the pilot school on gender- responsive approach.</p> <p>42 - Learning of about 1,300 students, mostly girls, last grade of primary education level and first grade of secondary education level, was supported through remedial courses (French and mathematics).</p> <p>43 - Organizing a training of trainers on the whole institution approach to climate change for UNESCO ASPNet in Dakar in November 2016. Different educational levels and functions were represented at the workshop.</p> <p>44 - Organized a training seminar for ministries of Education of Burkina Faso, Côte d'Ivoire, the Gambia, Mali, Niger and Senegal in Dakar in November 2016.</p> <p>45 - Training of 40 young African leaders during the celebration of the tenth anniversary of the African Youth Charter in the Gambia.</p> <p>46 - Supporting the country in the development of skills training programmes for illiterate young people. It is also supporting the preparation and the effective implementation of a qualified LNFE teacher and facilitators training policy.</p> <p>47 - Provided the country with tools for the qualification and certification of the professional facilitators in literacy.</p> <p>48 - Guinea-Bissau was supported to integrate LNFE policy into the education sector plan 2018-2019.</p> <p>49 - A module on RAMAA, a participatory action research for teacher training institutes was developed.</p> <p>50 - Provided technical support to the REESAO regarding the signature of the legal text on the creation and status of the regional university digital library of the WAEMU..</p> <p>51 - Supported countries engaged in strengthening their CSE curriculum (Benin, Côte d'Ivoire, Senegal and Togo) (...) and 10 organizations who are actively involved in integrating reproductive health education in revised curricula benefitted from UNESCO technical support.</p> <p>52 - In Côte d'Ivoire, strengthening capacities of MoE, civil society and UN staff in CSE, and planning for the development of a national strategy plan on CSE for the country.</p>
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<p><i>dissemination of key messages.</i></p> <p>54 - <i>Eight large information panels</i> on the importance of girls' education and sexual and reproductive health in French and national languages <i>were installed</i> on the main roads of the regional capitals.</p> <p>55 - <i>An awareness-raising caravan</i> entitled «My daughter goes to school» for International Girls' Day for 100,000 listeners <i>was organized</i>.</p> <p>56 - <i>Advocacy for the ratification of conventions and standard-setting frameworks</i> in favour of youth and adult mobility in the ECOWAS region and in Africa.</p> <p>57 - "Learning to Live Together Sustainably" <i>online platform was launched</i> (...) <i>allowing knowledge, resources and experiences</i> concerning target 4.7 of the SDG and its implementation <i>to be widely exchanged and shared</i>.</p> <p>58 - <i>Development of a visibility strategy</i> to further promote the "Learning to Live Together Sustainably" <i>online platform</i> throughout the region in 2020.</p> <p>59 - SESSTIM, and ANCS <i>offered a digital service</i> to adolescents and youth in (...) <i>to access to needed information and services</i> and are becoming equipped with healthier and more respectful attitudes and behaviors.</p> <p>60 - Young people <i>were sensitized, through twenty-eight WhatsApp pages and two Facebook groups</i>.</p> <p>61 - <i>A virtual parade</i> entitled "Masks on Display" <i>was organized</i>.</p> <p>62 - The Network of Traditional Storytellers for Development (RECOTRADE) was put to good use, <i>leading a large awareness campaign across the country</i> for preventive measures through traditional methods and means of communication.</p> <p>63 - <i>Publication of "La continuité éducative au temps du Covid-19 et après" in 2021.</i></p> <p>64 - The ImagineSchool Initiative <i>formed a regional platform and ten national platforms</i> with 600 digital educational resources in universal subjects</p> <p>65 - <i>Two international webinars</i> on scenarization and distance learning practices were held.</p> <p>66 - <i>An awareness seminar was held</i> for 40</p>	<p><i>for a culture of peace, citizenship, civics, gender and illicit trafficking.</i></p> <p>53 - <i>The Gambia and Senegal have ratified the Addis Ababa Convention on the Recognition of Studies, Certificates, Diplomas, Degrees and Other Academic Qualifications in Higher Education in the African States.</i></p> <p>54 - <i>A standard framework integrating national language and vocational training skills was developed.</i></p> <p>55 - <i>Developed indicators</i> related to SRH in the EMIS <i>and supported their integration into databases.</i></p> <p>56 - The <i>report reviewing Senegal's legal and regulatory framework</i> relating to the right to education from targets 4.1, 4.2 and 4.5 of SDG4 <i>was finalized and shared.</i></p> <p>57 - <i>Recommendations were formulated</i> to improve the EMIS and harmonize the monitoring and evaluation of SDG4 and CESA.</p> <p>58 - <i>Organization of Regional Workshop on National Qualification Frameworks in the ECOWAS.</i></p> <p>59 - <i>Conceptualisation and development of the continental framework for certification began.</i></p> <p>60 - <i>A guide to reopening schools during COVID-19 was made available</i> to the Ministry of National Education.</p> <p>61 - <i>Development of a continental report</i> on the state of TVET digital transformation for Africa <i>that serves as a baseline</i> for assessing country progress in the coming years.</p> <p>62 - <i>Launch of the written reminder presenting the recommendations resulting from the July 2021 joint sector review.</i></p> <p>63 - <i>Coordinating the publication of the first continental report</i> on the CESA 2016-2025, the African continental strategy on education, and the Sustainable Development Goal on Education by 2030.</p> <p>64 - <i>Guidance for countries to check monitoring and evaluation activities</i> of SDG4 and the CESA 2016-2025 at national level <i>through preparation of national reports.</i></p> <p>65 - <i>Supported the development of a roadmap</i> for SDG4 integration into Mali's next ESP.</p> <p>66 - <i>Technical support for the update</i> of Senegal's PAQUET-EF <i>has been updated to</i></p>				<p>53 - In Mali, <i>supported the plan for strengthening CSE</i> with the MoE and other partners and preparation for the implementation of activities in 2017.</p> <p>54 - <i>Provided technical support for</i> implementation of a GBV project in DR Congo.</p> <p>55 - <i>Provided technical support</i> to Guinea-Bissau for the strengthening of national education planning capacities, facilitating dialogue on policy trade-offs and supporting the preparation of the education sector strategic plan and its costed triennial action plan.</p> <p>56 - In Senegal, the updating of the ESP <i>accompanied by support to the development of an education policy simulation model, establishment of a national platform on education statistics, support to the updating of National Education Accounts.</i></p> <p>57 - In Senegal and Mali, <i>assisted in the enhancement of the information and data capacities</i> and systematizing the process of identifying relevant indicators for SDG4.</p> <p>58 - <i>Training module</i> for teacher assistants in reading, writing and mathematics <i>was designed</i> in the national language of Mali, Bambara.</p> <p>59 - <i>Organization of a training workshop</i> in Gabon on "Peace sustainable development and global citizenship" for 200 young people.</p> <p>60 - In Senegal, <i>supported the approval of a mechanism</i> for the validation of prior learning (VPL) of "facilitators".</p> <p>61 - <i>Facilitated the translation of carpentry training materials</i> for young people in the national languages of Senegal, Wolof, and the production of video animated lessons.</p> <p>62 - <i>Support for the harmonization</i> of two national languages (Manjaco and Serere) in the Gambia and Senegal, for the purpose of their use in formal and non-formal education programmes.</p> <p>63 - <i>Support for the implementation, or strengthening of the capacities</i> of national quality assurance mechanisms in The Gambia, Mali, Niger and Senegal.</p> <p>64 - <i>Strengthen the capacities</i> of the Cheikh Anta Diop University and the Gaston Berger University in Saint-Louis in university pedagogy.</p> <p>65 - <i>Support the training</i> in heritage management, occupations, citizenship and peace and functional skills in Italian language in Senegal.</p> <p>66 - <i>Support for the development of</i> a consolidated curriculum for comprehensive sexual education (CSE) in Senegal and Gabon.</p>
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	<p>executives from the ministries in charge of TVET in ALG.</p> <p>67 - Follow-up to the continental report on the CESA 2016-2025 <i>with an advocacy and awareness-raising campaign</i>.</p> <p>68 - <i>Evidence-based communication and advocacy strategies on SDG4 were developed.</i></p> <p>69 - An <i>action plan</i> for follow-up and a maintenance plan for ICT and Sankoré kits <i>has been finalized.</i></p> <p>70 - <i>Analyses</i> of young people's calls to, and SMS sent to, support services in sexual and reproductive health from seven countries in the region</p> <p>71 - <i>Conducted a mapping of difficulties and constraints faced by the beneficiary universities.</i></p> <p>72 - <i>Support to the organization of 2016 Global Education Monitoring Report (GEMR) launches</i> in Senegal and in the Gambia.</p> <p>73 - <i>Launched the Education 2030 Brief series</i> to provide education policy makers and practitioners with <i>relevant background information</i> on education and learning in Sub-Saharan Africa.</p> <p>74 - <i>Launch of research/study</i> on Education and Culture ('Harnessing cultures to advance education in Sub Saharan Africa: <i>Review of education policies and practices</i>').</p> <p>75 - <i>Elaboration of concrete action plans</i> in relation to curricula, teacher training, regulation and sector planning for SRGBV.</p>	<p><i>take into account new national, subregional and international frameworks</i>, including the SDG4-Education 2030 agenda.</p> <p>67 - <i>Strengthened the capacities</i> of participants from 27 African countries to undertake monitoring and single reporting on the implementation of SDG4 and the CESA16-25.</p> <p>68 - <i>Technical support</i> for the ratification of conventions and standard-setting frameworks in favour of youth and adult mobility in the ECOWAS region and in Africa.</p> <p>69 - In Burkina Faso, The Gambia, Mali, and Senegal, the <i>SDG-4 national report analysis framework is additionally matched with workshops.</i></p>			<p>67 - <i>Supported the development of</i> teacher training tools in Côte d'Ivoire and Ghana.</p> <p>68 - <i>Kickstarted the development</i>, in partnership RAES, <i>of a mobile app</i> so that teenagers most at risk of contracting HIV can access CSE.</p> <p>69 - <i>Support through training</i> of trainers and teachers in their response to school-related gender-based violence (SRGBV).</p> <p>70 - <i>National Education Accounts were developed</i> to identify gaps, overlaps or misuses in educational financing and to explore strategies for improvement.</p> <p>71 - In Mali, <i>supported the country in the preparation of its education sector plan</i> (PRODEC II, 2019-2023).</p> <p>72 - <i>Strengthened national capacities</i> to improve national learning assessment systems <i>through a series of training workshops</i> for sub-Saharan African countries.</p> <p>73 - <i>Educational planners and evaluators</i> from 10 countries <i>were trained</i> on the effective reporting, dissemination and use of large scale learning assessments to improve educational policies and practices.</p> <p>74 - In Niger, <i>computerized human resource management database</i> (allocation, use, redeployment) <i>has been finalized</i> and users and administrators <i>were trained</i> in its use.</p> <p>75 - Also in Niger, <i>data collection tools</i> for formal and non-formal primary education <i>have been harmonized</i> and regional statistical officers <i>were trained</i> to produce a single statistical yearbook in 2019.</p> <p>76 - <i>The capacities</i> of primary and secondary school supervisors <i>have been strengthened</i> on pedagogical approaches and techniques.</p> <p>77 - In Mali, <i>launched the process of developing a national teacher policy.</i></p> <p>78 - In 2018, <i>the capacities</i> of curriculum developers and teacher trainers from the seven cluster countries <i>were strengthened</i> on the integration of the PV into education systems.</p> <p>79 - <i>An online platform</i> Learning to Live Together Sustainably (http://www.vivons-ensemble.net/) <i>developed</i> by UNESCO Dakar and the OIF.</p> <p>80 - <i>Training of</i> young people on education for sustainable development, culture of peace, citizenship, civics, gender and anti-trafficking.</p> <p>81 - Twenty members of the ERARs in the Mopti and Segou regions <i>completed a training</i> in PV.</p>
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					<p>different themes.</p> <p>82 - In Senegal, experts and external evaluators <i>trained</i> and are strengthening the national expert of the ANAQ-SUP and managers of internal Quality Assurance Units <i>have been trained</i>.</p> <p>83 - <i>Certification of</i> literacy class teachers, commonly referred to as “facilitators”. Indeed, the Regional Training Centres for Education Personnel <i>have been equipped with a system</i> for the initial training of literacy facilitators and for Validating the Recognition of Prior Learning (RPL).</p> <p>84 - A <i>pedagogical model</i> combining literacy in national language (Wolof) with vocational training with the use of information and communication technologies, <i>has been put in place</i> in Senegal.</p> <p>85 - In Senegal, <i>trainers were trained in the national language</i>.</p> <p>86 - <i>Strengthened the capacities of</i> non formal facilitators and educators on life skills, reading, writing and mathematics didactics in five national languages.</p> <p>87 - <i>Develop a functional database</i> on girls’ education and health in schools.</p> <p>88 - <i>Build the capacity</i> of peer educators in sexual reproductive health and 60 nurses on user friendly services.</p> <p>89 - Members of school management committees in Bamako, Mopti, Ségou and Timbuktu <i>received training</i> on gender issues and on the roles and responsibilities of the committees.</p> <p>90 - <i>Teachers were trained</i> on pedagogical aspects of teaching large groups and on the gender module.</p> <p>91 - School nurses and peer educators <i>have been trained</i> on reproductive health.</p> <p>92 - <i>Helped</i> Senegal <i>finalize the list of 20 sectoral dialogue indicators and to organize the 2019 annual sectoral review</i> of the PAQUET.</p> <p>93 - <i>Helped</i> the Ministries for basic and secondary Education <i>to build the capacity</i> of teachers and national principals.</p> <p>94 - <i>Trained</i> national focal points (Burkina Faso, Gambia, Guinea-Bissau, Mali, Niger and Senegal) on the use of the “Learning to Live Together Sustainable online platform.</p> <p>95 - Teachers in Mali <i>were trained</i> on the prevention of violent extremism through the safeguarding of material heritage.</p> <p>96 - Supported Senegal in the <i>development of training</i></p>
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					<p><i>of instructors</i> in electronic pedagogy.</p> <p>97 - Leaders, policy makers and practitioners from seven African countries, <i>received high-level specialist courses</i>.</p> <p>98 - Countries were supported in the creation of <i>modules</i> corresponding to their teaching curriculum.</p> <p>99 - <i>Training workshops</i> for teachers in pedagogy, scripting and techno-pedagogy <i>were held</i> with the aim of guaranteeing quality for national productions, using digital platforms and ownership of the system deployed by different countries.</p> <p>100 - ImaginEcole webinars will be followed up by <i>practical workshops</i> and allowed to have 200 training schemes and a core of 102 digital educational training materials was obtained <i>through 72 virtual classes</i>.</p> <p>101 - Teachers from various academies, educational and training inspectorates, and regional educational centres <i>have been trained</i> in techno-pedagogy.</p> <p>102 - Teachers <i>were trained</i> in the use of video-editing software (Camtasia and Adobe) for the production of learning and training video materials.</p> <p>103 - <i>UNESCO has helped The Gambia to adopt a national TVET Policy</i>.</p> <p>104 - Contributed to the empowerment of vulnerable communities of Liptako-Gourma, particular women and young people, <i>through vocational training</i> for employment. Women and young people <i>were trained</i> in the localities of Koudougou, Ouahigouya, Fada N'gourma in Burkina Faso..</p> <p>105 - Young people aged 18 to 24 <i>received short-term training</i> in sewing, plumbing, poultry farming, electrical engineering, as well as construction and solar energy.</p> <p>106 - In Burkina Faso and Niger, teachers <i>were trained</i> using the revised materials. UNESCO <i>supported teacher training</i> in Mali and Niger as well.</p>
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Table 10. Recorded Interventions of UNESCO Field Office in Dakar identified in UNESCO Dakar Activities Reports of 2015, 2016, 2017, 2018, 2019, 2020 and 2021.

3.10 UNESCO Field Office in Dar es Salaam

The UNESCO Field Office in Dar es Salaam recorded 127 interventions over the course of the analyzed period.

We see a predominance of diffusion of meanings, with 35 interventions. There was a predominance of 38% in the demonstration of procedural knowledge and cognitive influence, with a fair equilibrium between other forms of influence and expertise. The neutrality and initiative spectrum had peaks and slumps, but was stronger in the mid-high, mid-low and low sections.

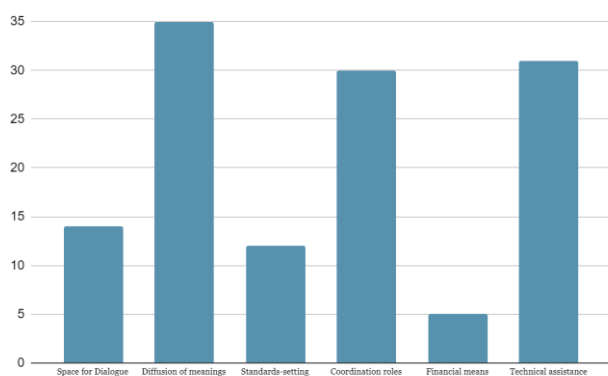


Chart 33. Interventions by UNESCO Field Office in Dar es Salaam split by activity.

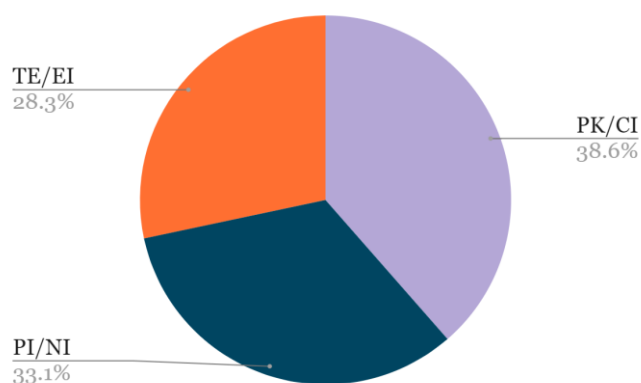


Chart 34. Interventions by UNESCO Field Office in Dar es Salaam split by influence and expertise.

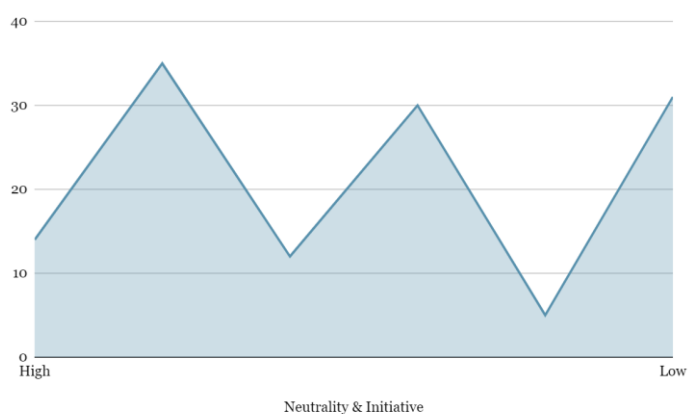


Chart 35. Interventions by UNESCO Field Office in Dar es Salaam under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Organization of national consultation in preparation for the Sub-Saharan Africa Regional Conference on the Post-2015 Education Agenda.</p> <p>2 - A 5-members delegation of the United Republic of Tanzania participated in the Sub Saharan Africa Regional Ministerial Conference on Education Post-2015 in Kigali, Rwanda from 9 to 11 February 2015.</p> <p>3 - Learners have established groups that are in the process of being registered by the district authorities to qualify for small loans to increase and sustain their businesses.</p> <p>4 - The Education Sector Analysis incorporated inputs emanating from stakeholders consultative meetings on the key sub-sectors preliminary findings from previous undertakings.</p> <p>5 - Organized 2 workshops which engaged 120 key community members from 18 shehias (wards).</p> <p>6 - UNESCO was instrumental in <i>facilitating a large technical consultation</i> for alignment of the Education Sector Development Plan (ESDP).</p> <p>7 - Facilitated community engagement to support girls' education in Micheweni and Korogwe (...) aimed to mobilize community members to support girls' education in their respective communities.</p> <p>8 - Gathering to discuss the organizational structure of the UNESCO – Global Learning XPRIZE Project, in which district officials had an <i>opportunity to further present their inputs</i> in improving the project organization structure.</p> <p>9 - In September 2016, organized the first national consultation workshop on Sustainable Development Goal – 4 (SDG).</p> <p>10 - Establishment of 112 Safe Space youth clubs and provision of guidance and counseling at school level.</p> <p>11 - National dialogue on CSE and SRH as well as a timed theme-oriented national campaign on EUP.</p> <p>12 - Community members attended workshops on “Crowd</p>	<p>1 - The Post Graduate Diploma Course in Curriculum Design and Development in Africa core training material Resource Pack complemented by <i>international case studies and thematic modules</i> available to the trainees in soft and hard copies.</p> <p>2 - Community members were introduced to the concepts of culture, gender, education, law and regulations, the role of parents and community members in education to support girl's retention in schools.</p> <p>3 - Micheweni community radio capitalized the issues to come up with a message matrix for social behaviour change.</p> <p>4 - Community engagement to support girls' education resulted in the community coming up with specific plans to be implemented over the next year.</p> <p>5 - Under the XPRIZE, specific community sensitization and mobilization interventions were undertaken in collaboration with the district, wards and village authorities and representatives.</p> <p>6 - The clubs focus on sensitising the school community on the importance of education, gender related issues, violence against children, academic excellence, bullying.</p> <p>7 - Implemented several interventions for CSE and SHR ranging from <i>advocacy and awareness creation including through radio programs and social media</i></p> <p>8 - Several advocacy, sensitization, consultation and technical related activities organized reaching 520 people in Zanzibar.</p> <p>9 - Community engagement to increase support and sustained initiatives for promoting safer and inclusive community and school environment undertaken</p>	<p>1 - Support for a new policy in alignment with a policy change advocated under the so-called UNESCO BEAP (Basic Education in Africa Programme).</p> <p>2 - Presentation and handing over of the reviewed ICT Competency Standards for Teachers to the MoEVT.</p> <p>3 - Adaptation of materials from Kenya, Uganda and Namibia systems, collected and submitted to the scrutiny of a team of national experts <i>to ensure that the materials were aligned to international standards.</i></p> <p>4 - Support the generation and dissemination of education reports which cover indicators around sexuality education, integration of HIV-Sensitive Indicators in EMIS.</p> <p>5 - Support mainstreaming of HIV-sensitive indicators into the EMIS.</p> <p>6 - Devised a Model Qualifications Framework, which responds to the labour market needs of the country.</p> <p>7 - Facilitated the development and use of six school monitoring guides on sexuality education and child protection..</p> <p>8 - Development of gender-responsive action plans for Ngorongoro, mainstreamed in 14 district departments and 6 units - <i>making Ngorongoro a potential role model/good practice.</i></p> <p>9 - Development of new indicators to enhance data collection for adolescent girls and young women on these aspects.</p> <p>10 - Review and update of guides on how to fill-in school data in SCQ from different education levels.</p> <p>11 - Support for the elaboration of the Education</p>	<p>1 - Leadership by the Minister of Education at the Dar es Salaam consultation.</p> <p>2 - New policy in alignment with UNESCO BEAP championed by the president of the United Republic of Tanzania in February 2015</p> <p>3 - Attendance by the Minister of Education, in the Sub Saharan Africa Regional Ministerial Conference on Education Post-2015.</p> <p>4 - Facilitated the participation of a high level delegation of Tanzania to the 3rd Education World Forum.</p> <p>5 - Presentation of the GEM Report to the Office of the Prime Minister, and submission of a copy for presentation at the Parliament.</p> <p>6 - The Deputy Minister of Education of Tanzania Mainland and the Deputy Principal Secretary of Zanzibar attended the high level Forum on ICT for Education hosted by the PRC in 2015.</p> <p>7 - Signature of the agreement on teacher education witnessed by the <i>Honorable Ambassador of the People's Republic of China to Tanzania</i></p> <p>8 - Attendance at a workshop for consolidation of the Education Sector Analysis by the Deputy Director of IIEP.</p> <p>9 - Graduation ceremony attended by the Director of Non Formal and Adult Education of the MoEVT and the representative of the Ambassador of Japan.</p> <p>10 - Handing over ceremony of the reviewed ICT Competency Standards for Teachers witnessed by the <i>representative of the Ambassador of the People's Republic of China and other high-level officials.</i></p> <p>11 - UNESCO and the XPRIZE signed an agreement for nearly 2M USD for a partnership for the implementation of a project titled “Xprize</p>	<p>1 - Provision of financial support, alongside Hamdan Award for Distinguished Academic Performance, for the Post Graduate Diploma Course in Curriculum Design and Development in Africa.</p> <p>2 - Mobilizing the support from UNICEF, SIDA, the WB and DFID to ensure a large participation by Tanzania in the 2015 World Education Forum (WEF) held from 19 – 22 May 2015 in Incheon, Republic of Korea.</p> <p>3 - Under the US\$15 Million Global Learning XPRIZE, around 4,000 children across 200 villages will participate in the test, each of whom will <i>receive a tablet donated</i> by Google</p> <p>4 - Equipped 2 Teachers Colleges (Monduli and Tabora) <i>with ICT equipment, powered by solar energy,</i> which will serve as the Centers of Excellence to improve Mathematics and Science teaching in all Tanzanian teacher training institutions.</p> <p>5 - Financial support to the MoEVT Zanzibar provided to assess capacity of in-service teachers to teach life skills based sexual & reproductive health, HIV and gender education.</p>	<p>1 - Review of the Education Sector Plan subsequent <i>elaboration of the new Education Sector Plan</i></p> <p>2 - Organization of the fourth edition of Graduate Diploma Course in Curriculum Design and Development in Africa.</p> <p>3 - Carried out a 5 days training workshop Platform Training to develop and enhance knowledge and skills of participants in Life Skills Learning.</p> <p>4 - Supported adolescent girls and young women who dropped out of school through centers where young mothers were <i>provided with (...</i> which consisted in complementing the basic knowledge and numeracy skills with life skills.</p> <p>5 - Opening of training centers for Distance Learning (ODL) in the region. In the Ministry placed a resident tutor in Shimoni who will assist the young mothers enrolled in the programme.</p> <p>6 - Workshop for consolidation of the Education Sector Analysis. This exercise, initiated in the region, <i>takes a capacity building approach,</i> where experts from three education assigned ministries are working hand in hand with UNESCO experts.</p> <p>7 - Support to the Government of Tanzania in conducting the ESA and draft the ESDP Mainland.</p> <p>8 - Support the elaboration of the teacher training materials for the Higher Diploma in Secondary Education.</p> <p>9 - Tutors from 8 Teachers Colleges across the country <i>acquired new knowledge and skills</i> in integrating ICTs in teaching and learning Mathematics and using Online Learning modalities.</p> <p>10 - VETA was supported to develop an incentive scheme/mechanism for the implementation of the project</p>

<p><i>Sourcing Girls' Education" in February 2016.</i></p> <p>13 - Workshop for technical consultation aimed to harmonize education priorities under the Five Year Development Plan (FYDPII) and other documents</p> <p>14 - First national consultation workshop on Sustainable Development Goal – 4 (SDG) "the Education 2030 Agenda"</p>	<p>10 - 240 copies of relevant government policy, guidelines and legal framework including the Education Act 253 of 2016 disseminated to all participants.</p> <p>11 - Support was also provided to 25 community radios to design and broadcast program addressing issues of local concern and creating community awareness around child protection.</p> <p>12 - Survey and report on teachers' knowledge, attitude and perception about provision of life skills based sexual & reproductive health, HIV and gender education to learners in Zanzibar.</p> <p>13 - Strides in spearheading the implementation of HWE in Tanzania through integration in school curriculum and teaching methods and inclusion in to government strategies, programming documents and plans</p> <p>14 - Key stakeholders at government and community levels including religious leaders have been sensitized on EUP and GBV.</p> <p>15 - Supported programs on addressing issues non-violently in schools are operational in 50 schools of Tanzania mainland.</p> <p>16 - Development of a policy paper and audio-visual content on comprehensively addressing school-related gender-based violence.</p> <p>17 - Mapping of Partners in Distance Learning Solutions for Basic Education in Tanzania Mainland and Zanzibar was completed and reports are available.</p> <p>18 - Needs Assessment for the establishment of a Learning Management System for Basic Education in Tanzania Mainland and Zanzibar was complete and also available.</p> <p>19 - Support provided for improved access to SRH information through the development of a USSD messaging application model</p> <p>20 - A concept note on advocacy for the development and implementation of a qualifications framework for ANFE was developed in partnership.</p> <p>21 - Work with 4 districts and local government authorities to advocate for accountability in education.</p> <p>22 - Engagement of parents and religious leaders in providing SRH information to young people and community at large.</p> <p>23 - Piloting of two key information toolkits namely religious leaders SRHR tool kits and</p>	<p><i>For All (EFA) National Review.</i></p> <p>12 - Capacity of PORALG has been improved following development and dissemination of self-explanatory guides on how to fill-in school data to the schools in Tanzania Mainland.</p>	<p>Project for Promotion of Early Learning through Innovative Technologies in Tanzania".</p> <p>12 - Closure event officiated by the Commissioner of Education, Professor Eustella Bhalalusesa, alongside several dignitaries including the Ambassador of Japan in Tanzania.</p> <p>14 - The XPRIZE Project workshop of 16th September was graced with the presence and support of the Director of Primary Education from the MoEST.</p> <p>15 - Lead the educational aspects of the field test in collaboration with the MoEST and the President's Office Regional Authority and Local Government.</p> <p>16 - Attendance at the 50th Anniversary Celebration of the ILD by the Acting Commissioner of Education from the Ministry of Education, Science and Technology.</p> <p>17 - The first national consultation workshop on Sustainable Development Goal – 4 was officiated by the Deputy Permanent Secretary of the Ministry of Education.</p> <p>20 - Vocational Education and Training Authority (VETA) in Tanzania Mainland was supported to establish partnerships between local enterprises and TVET providers.</p> <p>21 - The Deputy Minister within the President's Office Regional Administration and Local Government unveiled the plaque with the message to reiterate their commitment to campaign against EUP.</p> <p>22 - Partnership with the President's Office, Regional Administration and Local Government under the "Strengthening Prevention and Management of Gender-Based Violence".</p> <p>23 - Supported the President's Office, Regional Administration and Local Government to undertake joint supervision and monitoring visits.</p> <p>24 - Organized a national coordinators' meeting on CSE and SHR in Moshi in December..</p> <p>25 - UNESCO as the lead for the Education Outcome Group coordinated restructuring of the results framework.</p> <p>26 - Joined the efforts of the UNESCO Regional Office for Eastern Africa, in mobilised partners, including technology companies, to support continuity of learning.</p> <p>27 - 10 partnerships were established between local enterprises and 2 TVET training providers for work-based learning arrangements.</p>	<p>offer more placements and internships to teachers and trainees.</p> <p>11 - Capacity building towards the Labor Information findings to Key TVET stakeholders conducted.</p> <p>12 - Vocational Training Authority developed new programs targeting hand agribusiness (...) and are working on developing curriculum framework towards environmental sustainability, digital skills and entrepreneurship skills in the new program</p> <p>13 - Supported VETA to develop organization and operational model for Vocational Teacher Training College.</p> <p>14 - Support government efforts to improve and reproductive health, gender and outcomes for adolescents and young Tanzania by delivering accurate, rights-based good quality CSE programmes.</p> <p>15 - Supported trainings of in-service dissemination of curriculum support materials provided technical support to government and non-government organizations around education.</p> <p>16 - Implementation of a pilot of Co-Respect, a curriculum-based tool for SRGBV.</p> <p>17 - Capacity building sessions were organized whereby district education officials, school-parent committees and religious & community leaders were oriented.</p> <p>18 - Technical support to the MoEST provided to assess capacity of in-service teachers to teach life skills based sexual & reproductive health and gender education.</p> <p>19 - Provided technical support to the Ministry of Education, Science & Technology to apply GPE COVID-19 Acceleration Funding Window</p> <p>20 - Organized training for stakeholders in centers in Tanzania to better use labor market in their operations.</p> <p>21 - Teachers from Zanzibar were trained delivering life skills and SRH education at primary and basic secondary levels</p> <p>22 - School personnel were trained managing WASH facilities at school and community levels.</p> <p>23 - Out-of-school adolescent girls and young women were given access to pre-vocational and non-</p>
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	<p>parent-child communication on SRHR “Our Talk Manual”.</p> <p>24 - Launching of two projects enabling religious leaders, parents and caregivers to <i>acquire knowledge and develop positive attitudes</i>.</p> <p>25 - <i>Adolescents and young people reached</i> through timed event such as <i>EUP campaign</i> as well as integrated social media and digital platforms.</p> <p>26 - <i>Produced a policy brief paper and develop audiovisual documentary</i> with focus on <i>advocacy and mobilizing partnerships</i> in view of taken this initiative at scale in particular addressing school related gender based violence in Tanzania.</p> <p>27 - <i>Launch and presentation of the GMR 2015</i>.</p> <p>28 - <i>Organized a special event to celebrate the anniversary of International Literacy Day</i>.</p> <p>29 - <i>Survey and report</i> on CSE in Zanzibar to serve as key reference to inform programming around curriculum revision.</p> <p>30 - <i>A roadmap</i> for creating programmatic linkages between Safe Space youth clubs and youth centers <i>was established</i>.</p> <p>31 - <i>Organization of the launch</i> of the Post Graduate Diploma Course in Curriculum Design and Development in Africa.</p> <p>32 - <i>Organization of graduation ceremony</i> for “Empowering out of school young mothers through second chance education”.</p> <p>33 - <i>Meetings have contributed in increased awareness of key stakeholders</i> on the importance of sexuality education in addressing SRH and Gender based violence affecting adolescents and young people in Zanzibar.</p> <p>34 - <i>Review and integrate concepts</i> of sexuality and school-related SRGBV into pre-service teacher education curriculum.</p> <p>35 - <i>Working hand in hand with UNESCO to ensure integration of CSE components</i> in curricula (pre-primary, primary and Teacher Education certificate level).</p>		<p>28 - <i>High political commitment was particularly demonstrated in Ngorongoro through the development of gender-responsive action plans for 2020/21/22</i>.</p> <p>29 - UNESCO’s contribution <i>has led to improved coordination of the country AYAS/ESA Stakeholders Working Group</i>.</p> <p>30 - <i>Representatives</i> from ministries, Development Partners and Youth based groups unanimously <i>endorsed the SADC agenda 2030</i>.</p>		<p><i>education</i>.</p> <p>24 - <i>Supported interventions</i> on access to cultural and age appropriate life skills-t including on HIV and GBV.</p> <p>25 - CBET curricula and training materials of creative industry and agribusiness <i>were</i> and these curriculums will be implemented at Institute of Science and Technology.</p> <p>26 - <i>Establishment of the system</i> that train through the workbased learning through the partnership between local enterprises and TVET providers.</p> <p>27 - <i>Ministry-level officials participated in training provided</i> by the programme for implementation of SRHE.</p> <p>28 - <i>Capacity development</i> for the government to develop a prevocational curriculum framework for secondary schools is in progress.</p> <p>29 - <i>Enhancement of capacity of government officials</i>, of which 37 are newly elected councilors in Ngorongoro District.</p> <p>30 - <i>Institutional and technical capacity strengthened</i> to generate data and evidence for the education and health sectors through <i>the review of existing education collection tools</i> to promote adolescent and young women’s learning.</p> <p>31 - A <i>classroom-based program</i> which school related gender-based violence prevention classroom activities applied , through which benefited from the project by the <i>acquisition of skills</i> for respect and non-violence relationship.</p>
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Table 11. Recorded Interventions of UNESCO Office in Dar es Salaam identified in UNESCO Dar es Salaam Activities Reports of 2018/2019 and 2020, complemented by UNESCO Dar es Salaam Newsletters from 2015 and 2016

3.11 UNESCO Field Office in Harare

The UNESCO Field Office in Harare recorded 251 interventions over the course of the analyzed period. Again, a higher number is likely the result of it being a Regional Bureau.

We see a predominance of diffusion of meanings and standards-setting, with 67 interventions each. There was a predominant demonstration of policy involvement and normative influence, with a weak demonstration of technical expertise and executive influence. The neutrality and initiative spectrum was strong in the mid-high section, where it peaked, with some strength in the low section as well.

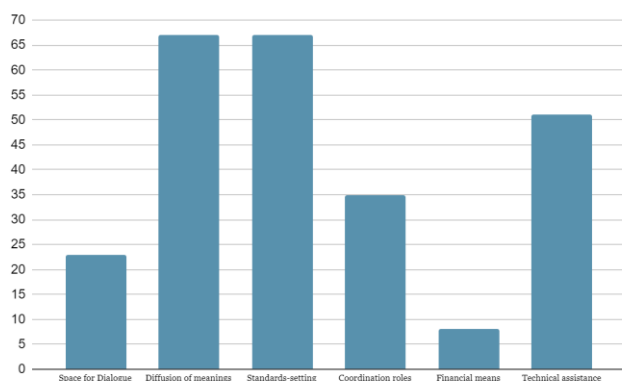


Chart 36. Interventions by UNESCO Field Office in Harare split by activity.

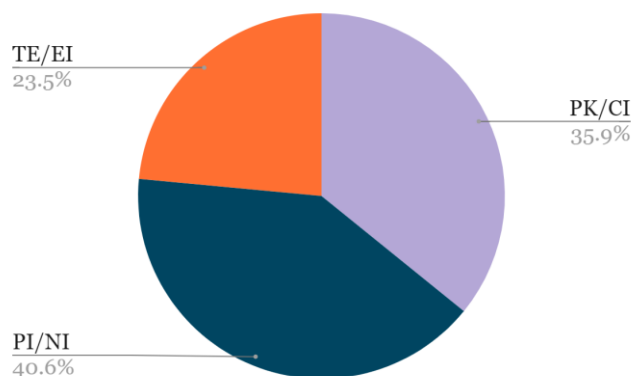


Chart 37. Interventions by UNESCO Field Office in Harare split by influence and expertise.

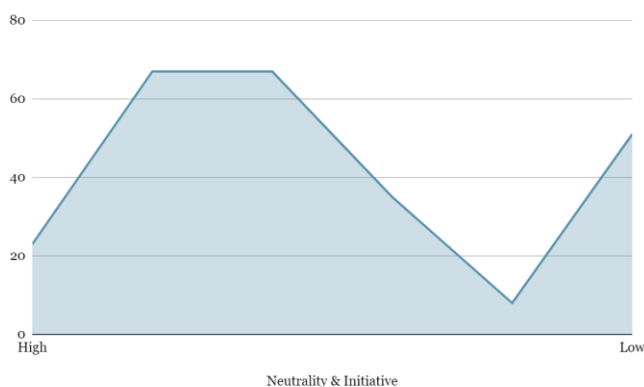


Chart 38. Interventions by UNESCO Field Office in Harare under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Supported national consultations</i> on SDG4 in all the nine countries to discuss, clarify and unpack SDG4 and the Education 2030 agenda.</p> <p>2 - <i>Discussions with</i> the SARUA to examine a practical approach to facilitate knowledge development, sharing and learning in the Southern Africa Region.</p> <p>3 - The <i>TEVET Principals' Forum</i> was also established to improve the organization and management of training centers.</p> <p>4 - The regional Task Team conducted <i>national consultations</i> to further inform the framework will take place in 2018</p> <p>5 - <i>Supported a two-day "Sub-Saharan Africa Conference on ESD: Local sustainable solutions for cities and communities"</i> that took place in Nairobi.</p> <p>6 - <i>Partners of the project</i>, "Play and Resilience: A China-Africa collaboration project for building a peaceful and sustainable future" met in Addis Ababa</p> <p>7 - <i>Supported the running of 5 Youth and Entrepreneurship conferences</i> held at Technical Colleges in Malawi.</p> <p>8 - <i>Regional Consultation Meeting for Anglophone and Lusophone African countries</i> held in Johannesburg.</p> <p>9 - <i>Hosted a Zimbabwean National Consultation meeting</i> on Skills for Sustainable Development from in Harare.</p> <p>10 - In Zambia, <i>brought together for a national consultation</i> on policies and good practices on Skills for Sustainable Development.</p> <p>11 - <i>Conducted a two-day workshop to develop a Masterplan</i> for the country's Draft ICT in Higher Education Policy in Zimbabwe.</p> <p>12 - In Zambia, participants <i>gathered for the first ever National Forum</i> on the integration of ICT in Education.</p> <p>13 - <i>Organised the second Global Citizenship Education</i></p>	<p>1 - <i>Celebrations of the International Literacy Day</i> were held.</p> <p>2 - <i>Supported the roll out of the community engagement toolkit and activities</i> at country level including radio programs on CSE featuring debates on SRH issues.</p> <p>3 - <i>Supported the development of radio programmes</i> reaching an estimated 4 million people</p> <p>4 - Namibia <i>rolled out programs</i> covering relationships, alcohol and drug abuse, teenage pregnancy and violence</p> <p>5 - Lesotho, Namibia, Uganda, Zambia and Zimbabwe <i>incorporated the use of SMS in their community engagement interventions.</i></p> <p>6 - Outcomes from the SADC Parliamentary Forum meeting included a <i>communiqué by parliamentarians committing to advocate</i> for the ESA Commitment.</p> <p>7 - <i>Commemoration of the International Mother Language Day (IMLD)</i> on 21st February 2017.</p> <p>8 - <i>Implemented in Malawi six research studies</i>, including one on the extent of gender-based violence in technical colleges were completed.</p> <p>9 - <i>A music video was produced</i> to break negative gender norms and beliefs by portraying women in traditionally male-dominated technical trades.</p> <p>10 - Malawi <i>launched</i> the Sustainability Starts with Teachers (SST) programme <i>with a two-day workshop.</i></p> <p>11 - Lecturers at two teacher education institutions <i>were sensitized</i> on the integration of ICTs in teaching and learning.</p> <p>12 - In Malawi, <i>two research studies</i> on TVET teachers and instructors <i>were conducted.</i></p>	<p>1 - <i>Developed thematic policy briefs shared with all the countries in the region (...)</i> presenting key issues, relevant data, main challenges, <i>good practices</i> in the region and <i>priority recommendations.</i></p> <p>2 - Organized a <i>Southern Africa Regional Consultation</i> on SDG4 that explored and examined key priorities of SDG4 in the regional context.</p> <p>2 - <i>A Regional Conference</i> on "Ensuring Quality Early Childhood Care and Education" was organized in Swaziland (...) as a platform <i>to share country policies, good practices, experiences</i> and research results on ECCE.</p> <p>3 - During the International Literacy Day in Zimbabwe, <i>'best functional literacy centres' were presented</i> with prizes.</p> <p>4 - The STEP being implemented in Malawi <i>became a sharing platform</i> on TVET programmes and practices for member states in the region.</p> <p>5 - <i>Commissioned a study on teacher policy, towards the development of a SADC regional comprehensive teacher policy framework.</i></p> <p>6 - <i>Commissioned a study on the status of the development of teacher professional standards and competencies</i>, calling for <i>harmonization and standardization.</i></p> <p>7 - <i>Organized a Southern Africa Regional Meeting</i> on Teacher Policies and Standards.</p> <p>8 - <i>Regional meeting on GCED held</i> in Johannesburg.</p> <p>9 - <i>Conducted an environmental scan on the practice of ESD</i> in the nine SADC countries, to see how they have integrated ESD in their education.</p>	<p>1 - <i>Needs assessment missions and site visits were undertaken</i> by colleagues from Headquarters to explain the project to the national authorities in Mozambique and Namibia.</p> <p>2 - <i>A joint mission</i> of representatives of Ministries of Education of Mozambique and Zimbabwe undertook a <i>study mission</i> to Korea and visited KERIS and KNOU sites.</p> <p>3 - <i>The outcomes of the regional consultation were shared with the Global SDG4-Education 2030 Steering Committee.</i></p> <p>4 - <i>Supported the implementation of the ESA Ministerial Commitment</i>, an important platform for advocating for positive health outcomes for young people.</p> <p>5 - <i>UNESCO, UNFPA and the World Bank supported the EAC secretariat to draft</i> the EAC Regional Sexual and Reproductive Health Bill.</p> <p>6 - <i>SADC Task Team was endorsed by the SADC ministers</i> to work on the SADC framework for teacher standards and competencies.</p> <p>7 - In Zimbabwe, <i>UNESCO acted as lead agency in the UN Inter-Agency Task Force on TVET supported a dialogue</i> working closely with the Department of Psychomotor Activities in the <i>Office of the President and Cabinet.</i></p> <p>8 - In Swaziland, the <i>Prime Minister used the occasion of the IMLD celebrations to make a policy pronouncement</i> on use of the local language, Siswati, in teaching and learning in the early grades of the primary school.</p> <p>9 - <i>Coordinated and followed up</i> on the recommendations on the implementation of the GCED Network for Africa.</p> <p>10 - <i>Attendance by Zambia's Ambassador to UNESCO, representing the General Education Minister for Zambia</i> at the O3 official launch in</p>	<p>1 - <i>3,000 copies of the teacher resource pack have been printed for distribution.</i></p> <p>2 - <i>A bursary programme was launched</i> to support women and vulnerable populations to enter and complete training.</p> <p>3 - Initiated the process of establishing two ICT Teacher Education Centres of Excellence in Zambia. <i>The required ICT infrastructure and equipment to be procured was identified.</i></p> <p>4 - <i>Run bursary programs</i> to encourage increased numbers of women and vulnerable persons in the TEVET. In total, <i>447 bursaries were offered</i> through these training institutes.</p> <p>5 - UNESCO and the Republic of Korea <i>handed over Information Communication Technology (ICT) equipment worth US\$300,000</i> to Zimbabwe's Minister of Primary and Secondary Education to benefit 20 schools in the country.</p> <p>6 - <i>Ran a bursary programme</i> in non-formal training for vulnerable students in Malawi.</p> <p>7 - UNESCO <i>provided financial support</i> to the Eswatini Government review of its TVET policy and law on industrial and vocational training (IVT)</p> <p>8 - <i>Handed over ICT equipment and software</i> procured under CFIT to Zambia.</p>	<p>1 - <i>Support Zimbabwe as a Member State TVET policy reviews and policy development</i> the Ministry of Higher and Tertiary Science and Technology Development.</p> <p>2 - <i>A workshop</i> was organized with the N of Zimbabwe <i>to discuss and guide drafting of the project document</i> in Mar</p> <p>3 - <i>Regional workshop</i> held in Harare from Korea experts and UNESCO to help deepen their understanding on how to the project document</p> <p>4 - <i>Conducted a two-day national workshop</i> which lecturers in teachers' colleges and <i>were capacitated</i> to utilize diverse methods lifelong learning through ODL and e-sch</p> <p>5 - <i>Supported the translation</i> of the online CSE for teachers into French, Portuguese to make the course accessible to more co</p> <p>6 - <i>A teacher resource pack was developed</i> to complement the delivery of the online providing an offline version of the course</p> <p>7 - <i>Supporting the roll out of a comprehensive CSE course</i> for first year students (...) c by an interactive SMS-based platform for students with targeted SRH information for services..</p> <p>8 - <i>Technical assistance provided to support development of an ICT in Higher Education</i> in Zimbabwe.</p> <p>9 - <i>Initiated the revision of the ICT Policy and Implementation plan</i> in Nam</p> <p>10 - <i>Supported governments in the development of TVET policy situation analysis.</i></p> <p>11 - Education staff at national and subnational levels <i>were trained</i> on the Family Learning A</p>

<p>(GCED) <i>networking meeting</i>, for GCED experts and stakeholders from Sub-Saharan Africa in Johannesburg.</p> <p>14 - Convened a side meeting during the 6th Africa Regional Forum on Sustainable Development Goals (ARFSD) held in Victoria Falls to review progress and challenges in the implementation of SDG4.</p> <p>15 - Organized an online consultation meeting to deliberate on the draft declaration document of the 2020 GEM on Education Post-COVID19.</p> <p>16 - A Media Breakfast Forum was held at the UNESCO ROSA Offices in 2020.</p> <p>17 - Supported a social dialogue workshop held in Lilongwe.</p> <p>18 - Collaborated with governments and partners across ESA Commitment member states <i>to convene national consultations</i> to review country progress.</p> <p>19 - Held a conference to mark the end of the Skills and Technical Education Programme (STEP) in 2021.</p> <p>20 - Teacher conference held in June in Lilongwe, under theme: "Teachers, Education policy and practice in the time of COVID 19: opportunities and dilemmas".</p> <p>21 - Participation in the Africa Regional Meeting on ESD for 2030 held on 26 May 2021.</p> <p>22 - Second regional meeting "ICT Transforming Education in Africa" <i>held</i> in Rwanda and supported peer learning among Mozambique, Rwanda and Zimbabwe.</p> <p>23 - Mozambique hosted a national workshop on developing its <i>ICT in Education Policy</i> (...) to produce the second draft of the country's national ICT in Education Policy.</p>	<p>13 - In South Africa, a needs assessment was conducted and revealed several challenges among them, gross shortage of ECCE teachers.</p> <p>14 - The CFIT project also sensitized staff at the TELs on the integration of ICTs in teaching and learning in 2017.</p> <p>15 - Communities were reached with CSE content using <i>short message services (SMS), television and radio platforms</i> across the 17 project countries.</p> <p>16 - In Mozambique, a report of the holistic study on teachers' situation in the country was <i>launched</i> on 8th March 2018.</p> <p>17 - Ngwazi Zazikazi (female champion/hero), a music video produced by UNESCO won the European Union DEVCO/EUROPEAID Communication Award.</p> <p>18 - Supported an assessment of the sexual and reproductive health (SRH) needs of students and the extent of gender based violence (GBV).</p> <p>19 - A Gender and Inclusion study was conducted in twelve training institutions within the three regions of Malawi.</p> <p>20 - Support for the establishment of communication materials on prevention of sexual violence. (...) and distribution of orientation toolkits to different TVET training institutions and trade test centres.</p> <p>21 - Research on training TEVET institution governance and management was <i>finalized</i>.</p> <p>22 - A study on monitoring by the private sector of TEVET in Malawi was <i>finalized</i>.</p> <p>23 - A study on the TEVET Training Fund was completed and UNEVOC with local partners <i>developed</i>.</p> <p>24 - A campaign to reduce EUP in Eastern and Southern Africa was launched on 20th June 2018 in Durban.</p> <p>26 - Countries in the region celebrated World Teachers Day on 5 October 2019 under the theme, "Young Teachers: The future of the Profession".</p> <p>27 - Zimbabwe's TVET Policy Review Report was finalized in 2019 after taking one and a half years to compile, validate and finalize.</p> <p>28 - Developed a TEVET Policy Review Report for Malawi.</p>	<p>10 - The Ministerial call to action on ESA, and the 'Roadmap 2020', have been shared with all ESA countries for implementation</p> <p>11 - Draft a focused Programme of Action that will catalyze an <i>accelerated implementation of the CSW resolution 60/2</i> at the national and regional levels within SADC Member States.</p> <p>12 - Development of a SADC regional framework for teacher standards and competencies.</p> <p>13 - Supported the SADC Secretariat in the development of the Second Strategic Framework for the development of TVET in SADC (2018-2027).</p> <p>14 - South Africa's FunDza Literacy Trust awarded UNESCO Confucius Literacy Prize.</p> <p>15 - Commissioned research studies such as a study on the situation of NQFs in the region and a review of TVET Policies.</p> <p>17 - Organization of the Southern Africa Regional Forum on TVET Teachers and Greening TVET in April 2017.</p> <p>18 - Participated in the SADC Technical Committee meeting on Higher Education and Training, Research and Development.</p> <p>19 - The regional Task Team developed a draft framework and national consultations to further inform the framework will take place in 2018.</p> <p>20 - Organized a Southern Africa Regional Meeting on Integrating ICTs in Teaching and Learning in Harare.</p> <p>21 - Commission an evaluation of the ESA Commitment (...) to assess progress and achievements, and inform the extension of the ESA Commitment to 2030 to align with Agenda 2030.</p> <p>22 - Convened a SADC Member States Consultation webinar on Open and Distance Learning in Southern Africa.</p> <p>23 - Regional webinar for Southern Africa was held to facilitate collective reflection on education-related responses to the pandemic, challenges and practices of governments in the region.</p> <p>24 - Zimbabwe's Sihlengeni Primary School, Namibia's Namib Desert Environmental Education Trust (NaDEET) and Botswana's Camphill Community Trust amongst recipients of the UNESCO Japan Prizes on ESD.</p>	<p>Paris.</p> <p>11 - Presentation of the draft framework to the SADC meeting of Ministers responsible for Education and Training, Science, Technology and Innovation in 2018.</p> <p>12 - UNESCO and Sweden signed a new Funding Agreement to the value of 21.5 million Swedish Kronor to support Education for Sustainable Development (ESD) in Southern Africa.</p> <p>13 - TVET Policy Review Report was validated by various stakeholders in 2018 in Harare.</p> <p>14 - Participation at the Botswana regional workshop on WBL by Botswana's Assistant Minister for Tertiary Education, Research, Science and Technology.</p> <p>15 - The Codes of Conduct have had wide consultation with students and faculty and were <i>approved by the MoLYSMD</i>.</p> <p>16 - Republic of South Korea Ambassador to Zimbabwe and UNESCO Regional Director for Southern Africa handed over the Draft ICT in Higher and Tertiary Education Policy to the <i>Permanent Secretary in the Ministry of Higher and Tertiary Education, Science and Technology Development</i>.</p> <p>17 - Namibia's Minister of Education, Arts and Culture officially launched the 2017/2018 GEMR at national level.</p> <p>18 - Sweden's Minister of Education joined representatives from UNESCO and the Zambian Departments of General Education and Higher Education to launch the "Our Rights, Our Lives, Our Future" (O3).</p> <p>19 - UNESCO ROSA Regional Director, handed over the Report to the Permanent Secretary in the Ministry of Higher and Tertiary Education, Science and Technology Development.</p> <p>20 - The launch of the model school institution on the use of ICTs in education <i>had the participation of the Ambassador of South Korea to Zimbabwe and UNESCO Regional Director and Representative</i>.</p> <p>21 - Signature of agreement between the Government of Norway and UNESCO to accelerate the O3 program.</p> <p>22 - UNESCO, SIDA and Zambia's Ministries of Higher and General Education signed a cooperation agreement to launch the O3 project.</p> <p>23 - UNESCO and partners launched the "Let's Talk" campaign with the one for Zimbabwe <i>presided over</i></p>	<p>learners <i>were enrolled</i> in the far programmes.</p> <p>12 - BEAR project in Botswana, Malawi, Zambia, and the Democratic Republic of Congo in its first phase with 744 <i>teachers that received</i></p> <p>13 - BEAR project in Botswana, Malawi, Zambia, and the Democratic Republic of Congo in its first phase, 12 <i>new curricula were developed</i></p> <p>14 - TVET leaders were equipped with skills to transform the TVET sector.</p> <p>15 - Supported the capacity development of TVET training colleges and four universities utilizing methodologies for lifelong learning through trainings on ODL...</p> <p>16 - A Zimbabwe ICT Essentials for Teachers course was developed in 2017 and <i>master trainers were trained</i> to deliver the course, and <i>school teachers were trained in the course</i>.</p> <p>17 - An ESD training course with five activities was titled "Sustainability Starts with Teachers" <i>was launched</i> in 2017.</p> <p>18 - Training of preschool and nursery school teachers and caregivers in ECCE in Zimbabwe.</p> <p>19 - With the technical support of UN Women, the Zimbabwe Ministry of Primary and Secondary Education (MoPSE) developed a guideline for the required equipment and the process of eSchool.</p> <p>20 - Capacity building for southern African school teacher educators on the SDGs (...) <i>with courses</i> to secondary teacher training and mainstreaming ESD.</p> <p>21 - Reached over 100.000 in-service teachers and <i>23.000 pre-service teachers with CSE training</i></p> <p>22 - Supported the Ministry of Labour and Manpower Development (MoLYSMD) in training TVET instructors in gender responsive teaching.</p> <p>23 - Learners successfully completed their TVETA certificate in area of solar panel maintenance and repair, <i>graduated</i> in tailoring, or carpentry, and <i>graduated</i> in Driven Solutions in entrepreneurship</p> <p>24 - Supported the review of draft Malawi TVET Policy</p> <p>25 - Capacity development was provided through <i>workshops</i> including DACUM facilitator training and TVET course development procedures</p>
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	<p>29 - Worked with technical colleges across Malawi to raise awareness about Gender Based Violence (GBV) at colleges.</p> <p>30 - UNESCO and partners launched the “Let’s Talk” campaign in various countries participating in the O3 programme.</p> <p>31 - Facilitated collection of evidence on the impact of school closures on education in SADC Member States and on measures undertaken by governments.</p> <p>32 - Partnered with higher education institutions to undertake several studies on how education and training systems in SADC were affected by and could respond to COVID 19.</p> <p>33 - Commemorated the International Day of Education (IDE) on 24th January 2020 under the theme, “Learning for People, Planet, Prosperity and Peace”.</p> <p>34 - On the occasion of the World Environment Day (5th June).</p> <p>35 - Launch of a website for the project (https://sustainabilityteachers.org) (...) to provide course materials, news, stories of change, policy briefs and an interactive learning space..</p> <p>36 - A series of videos and posters with key messages and actions for COVID-19 prevention and control were developed and disseminated widely across the region.</p> <p>37 - Content was developed for francophone adolescents and young people and disseminated using the HelloAdo application that was actively promoted in several WCA French speaking countries.</p> <p>38 - Digital channels and low tech solutions such as radio programmes were also used to ensure continuous learning.</p> <p>39 - Studies addressed the differentiated gender impact of COVID-19 on boys and girls, or on gender-based violence, in Nigeria and Côte d’Ivoire.</p> <p>40 - The Technical Working Group completed data collection from each country involved in the WCA Commitment process and developed 24 country fact sheets, infographics on health, education and gender issues.</p> <p>41 - Adaptation of the Let’s Talk! Campaign on EUP to Lets’ Talk at Home (...) through development and dissemination of a radio drama and key messages around the concept Let’s Talk at</p>	<p>25 - Hosted a SADC Higher Education Webinar to share outcomes of the case studies conducted in 4 SADC countries on the impact of COVID-19 on Higher Education.</p> <p>26 - Met virtually to review past achievements and plan for the future in a Tripartite Consultation webinar on Southern Africa.</p> <p>27 - Representatives from SADC countries converged for a consultation webinar on Data Gaps for Sustainable Development Goal 4 (SGD 4) targets and EMIS.</p> <p>28 - The Southern Africa Regional Experts group meeting on Capacity Professional Development for Teachers was held in Mozambique.</p> <p>29 - Teacher educator action learning workshop held in South Africa (...) offered delegates the opportunity to network and share with their peers from nine Southern African countries.</p> <p>30 - Botswana hosted a regional workshop on Work Based Learning (WBL) supported by UNESCO and SADC.</p> <p>31 - Hosted a regional meeting on TVET governance and financing in South Africa (...) in which SADC approved Strategic Framework Implementation Plan was disseminated.</p> <p>32 - Support for the establishment of standard Codes of Conduct for instructors and for trainees in Malawi.</p> <p>33 - Support the development of a draft National Qualifications Framework (NQF) Manual in Malawi.</p> <p>34 - Two-day regional workshop on Continuous Professional Development (CPD) for teachers was conducted in Malawi with delegates from SADC countries..</p> <p>35 - Supported Zambia in developing professional standards for its teaching force.</p> <p>34 - During the World Teachers Day 2019, outstanding teachers and head teachers from both primary and secondary schools across Malawi were awarded for the outstanding work that they do.</p> <p>35 - An Advanced Regional Training Programme (ARTP) targeting teacher and TVET educators was held in South Africa (...) to develop a shared understanding of the context for ESD in the three countries.</p> <p>36 - Hosted the Southern Africa Regional Workshop with Ministries from Tourism and</p>	<p>by the country’s First Lady.</p> <p>24 - UNESCO/SADC Joint Statement and Action Plan on ensuring learning never stops signed by the Executive Secretary of SADC and the Regional Director of UNESCO ROSA.</p> <p>25 - The Malawi Qualifications Authority (MAQA) Bill was finalized through stakeholder participation and submitted to the Ministry of Justice for tabling in Parliament.</p> <p>26 - Malawi’s TEVET Policy was also finalized and submitted to Ministry of Labour for final approval.</p> <p>27 - Monitoring and Evaluation Framework for the TEVET sector was developed and approved by the Ministry of Labour.</p> <p>28 - Attendance of Under Secretary in the Ministry of Education and Training at Eswatini’s TVET Policy Review Report launch.</p> <p>29 - Attendance at the SADC Meeting of Ministers responsible for Education and Training, Science, Technology and Innovation by the Assistant Director General for Education of UNESCO.</p> <p>30 - Attendance and opening by Botswana’s Minister of Education, Research, Science and Technology of the Southern Africa regional policy dialogue on ESD.</p> <p>31 - The Inaugural Meeting of the 7th NATCOM for UNESCO took place in Pretoria, attended by the Basic Education Minister of South Africa.</p> <p>32 - Attendance at the launch of the “Our Rights, Our Lives, Our Future (O3) Plus” project by the Acting Minister of Higher and Tertiary Education, Science, Innovation and Technology Development of Zimbabwe.</p> <p>33 - Organized a two-day face-to-face workshop to review and validate the Curriculum Development and Technical Services Department materials.</p> <p>34 - South African President Cyril Ramaphosa congratulated the Puku Children’s Literature Foundation for winning the UNESCO/King Sejong Literacy Prize 2021.</p> <p>35 - A high-level Ministerial Meeting held virtually, as part of the ICASA 2021, reaffirmed and expanded the commitment to scale-up sexuality education and youth-friendly SRH services in the region.</p>		<p>26 - Ran a management training programme for TVET institution management personnel and associated community leaders.</p> <p>27 - Drafts of the new TEVET institution handbooks were developed with assistance.</p> <p>28 - Supported to host training workshop ‘Digitization of Instructional Material in Education’.</p> <p>29 - Co-hosted the ‘21st Century workshop’ (...) a 5 day training workshop for capacities of librarians in Zimbabwean colleges in applying ICT tools.</p> <p>30 - Teacher educators from TVTC Lwanga College of Education were trained on pedagogical use of ICT.</p> <p>31 - Co-hosted a four-day Master training workshop for leaders and teachers on implementing “Connect with Respect”, addressing structural gender-based violence.</p> <p>32 - Supported a Capacity Building Programme for teachers on ESD through national workshops in Botswana, Namibia and Zimbabwe.</p> <p>33 - Provided core life skills to enable trainees their own businesses.</p> <p>34 - A capacity building workshop for stakeholders to understand, analyze and discuss policy options for the TVET sector was conducted in Malawi.</p> <p>35 - Provided technical support to Government review of its TVET policy for industrial and vocational training (IVT).</p> <p>36 - Provided technical assistance for conducting the model school institution on the use of ICT in Zimbabwe..</p> <p>37 - Capacity building workshops on electronic resources and OERs in tertiary learning were conducted in Zimbabwe.</p> <p>38 - Hosted a capacity workshop on quality assurance in higher education from 3 - 4 April 2021.</p> <p>39 - Provided inputs on Zimbabwe’s progress towards achieving the SDG4 targets particularly towards higher and tertiary education.</p> <p>40 - Organized a regional training workshop for religious leaders on CSE in Southern Africa.</p> <p>41 - Journalists in participating countries were trained on how to report on EUP.</p>
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	<p>Home.</p> <p>42 - Six webinars were convened in order to reach a broader number of young people and ignite conversations on different approaches on SRHR and EUP.</p> <p>43 - Organized two webinars on the theme, "Literacy Teaching and Learning: The Role of Educators and Pedagogical changes".</p> <p>45 - Hosted a webinar to launch the Education for Sustainable Development (ESD) for 2030 Roadmap in Africa.</p> <p>46 - Implementation and finalization of a pilot on Connect with Respect (CwR), a curriculum-based tool for addressing School Related Gender Based Violence</p> <p>47 - Implemented a needs assessment on CSE for learners with disabilities in five countries.</p> <p>48 - Finalized and successfully launched the CSE Learning Platform, a web-based platform to facilitate knowledge exchange across programme countries.</p> <p>49 - Launched a WhatsApp-based educational application, Dzidzo Paden\Imfundwe'ndlini, on 23 November 2020 in Harare.</p> <p>50 - Undertook a Rapid Impact Assessment on COVID-19 on Persons with Disabilities in Malawi.</p> <p>51 - Eswatini's Technical and Vocational Education Training (TVET) Policy Review Report was launched.</p> <p>52 - Held a webinar on Resilient Schools and Disaster Risk Reduction Education on 10 February 2021.</p> <p>53 - Participated in a radio discussion on learning platforms on the occasion of the launch of UNICEF's Zimbabwe Learning Passport.</p> <p>58 - Hosted a webinar on 5 July 2021 to launch the Massive Open Online Course (MOOC) on Resilient Schools and Disaster Risk Reduction Education.</p> <p>59 - Unveiled country reports on the literacy situation as regards policies and practice in the region.</p> <p>60 - Held a virtual workshop on CSE for learners with disabilities in Eastern and Southern Africa (...) to share knowledge and build consensus on provision of CSE and SRH services for young people with disabilities.</p>	<p>Environment, Labour and TVET sectors from the SADC region.</p> <p>37 - Guidelines for addressing misconduct, particularly forms of gender based violence in TEVET colleges were also developed and adopted in Malawi.</p> <p>38 - Representatives from Zimbabwean schools piloting the e-schools model converged to share experiences and best practices regarding the use of ICT tools in teaching and learning.</p> <p>39 - A model school institution on the use of ICTs in education was launched at Masvingo Teachers' College in Zimbabwe.</p> <p>40 - Hosted the inaugural SADC High-level Regional Conference of Vice Chancellors and Deans of Education, Science, Engineering and Technology in Victoria Falls.</p> <p>41 - Workshop in Lusaka gathered a compendium of good practices and lessons learnt in quality assurance from Southern Africa countries.</p> <p>42 - Supported Malawi's efforts to develop its NQF to align with the Southern African Development Community (SADC) Regional Qualifications Framework (RQF).</p> <p>43 - University Vice Chancellors from Southern Africa met in Zimbabwe to deliberate on the role of higher and tertiary education institutions in achieving the SDGs.</p> <p>44 - Nine countries from Southern Africa met in South Africa to review implementation of Sustainable Development Goal 4 (SDG 4).</p> <p>45 - A regional meeting on continuous professional development (CPD) for teachers in Southern Africa was held in Zambia.</p> <p>46 - The SADC Secretariat and UNESCO commissioned research into the state of ODL in SADC Member States, resulting in a baseline report for the region.</p> <p>50 - Conducted a desk based study to ascertain the level of integration of Global Citizenship Education (GCED) and Southern African Liberation History (SALH) integrated in countries' syllabi and curricula.</p> <p>51 - Support to ministries of education towards development of National Guidelines for re-opening of schools after lockdowns.</p> <p>52 - Consultations on ESA Ministerial Commitment produced a set of</p>			<p>42 - Teachers and TVET educators from South Africa and Zambia participated in a course on ESD.</p> <p>43 - Supported Namibia to develop National Environmental Education and Education for Sustainable Development</p> <p>44 - Organized a regional training programme on CSS, held in Mozambique in 2020.</p> <p>45 - TEVET teachers received assessments which was offered by Malawi National Board (MANEB).</p> <p>46 - Soft copies of construction trades curriculum finalized and submitted to the TEVET Ministry of Labour in Malawi.</p> <p>47 - Offered a course on how to manage institutions under Covid-19 environment for deputies and bursars for all public TEVET</p> <p>48 - Rolling out training of teachers through Teacher Training Programme on Open, Online Learning.</p> <p>49 - Developed a professional programme for teachers to support the of teaching and learning during – and Covid-19 pandemic.</p> <p>50 - Preparation of MOOC on Resilient Disaster Risk Reduction Education.</p> <p>51 - Series of training sessions on research development to boost the skills and capacity of research officers in the Ministry.</p>
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	<p>61 - Organization of a webinar to present the findings of the VISUS for School Safety Assessment that was conducted in Zimbabwe from 4 to 8 October 2021.</p> <p>62 - GEM Report on “Migration, displacement and education: Building bridges, not walls” was launched.</p> <p>63 - Commissioned a qualitative study on attitudes, perceptions and experiences of learners and teachers on CSE across six countries namely Botswana, Eswatini, Ghana, Malawi, Uganda and Zambia.</p> <p>64 - Convened the “Strengthening Quality Assurance in Higher Education in Africa” national Project Inception Meeting in Zambia.</p> <p>65 - Ceremony for signature of agreement between the Government of Norway and UNESCO to accelerate the O3 programme in the country.</p> <p>66 - Eswatini became the ninth country to join the SST programme with a virtual workshop attended by ESD experts and stakeholders.</p> <p>67 - Launch session of the VISUS Initiative which helps to assess the safety of schools in Zimbabwe.</p>	<p>recommendations on CSE and SRGBV prevention and protection for adolescents and young people.</p> <p>53 - Launched the Handbook for Interactive Audio Instruction: Planning and implementing radio lessons in sub-Saharan Africa. T</p> <p>54 - SADC Ministers responsible for Education and Training, Science, Technology and Innovation convened a virtual meeting in 2021.</p> <p>55 - SADC Ministers approved the Roadmap for the integration of Southern African Liberation History (SALH) and Global Citizenship Education (GCED) in Member States curriculum.</p> <p>56 - Organization of the Southern Africa regional policy dialogue on education for sustainable development (ESD)....</p> <p>57 - Experts met on 8 April 2021 to review the Draft Roadmap for integrating Global Citizenship and Liberation History in teaching and learning in Southern Africa.</p> <p>58 - Puku Children's Literature Foundation in South Africa has been awarded the UNESCO King Sejong Literacy Prize 2021.</p> <p>59 - Organized an Inception Meeting to inform the content of the Proposed SADC ODL Strategic Plan and its accompanying Monitoring and Evaluation Framework (2021-2030).</p> <p>60 - Facilitated a two-day strategic workshop in South Africa under the theme: ‘Futures of Education for Higher Education and TVET.’ attended by education expert delegates from up to SADC member states.</p> <p>61 - End of project evaluation was commissioned to ascertain the extent to which the SIDA Funded project on scaling up CSE met the original objectives.</p> <p>62 - Organized a SADC High Level meeting in Botswana to discuss the contents of the Convention and the processes involved with its ratification.</p> <p>63 - Provided technical support to the SADC Parliamentary Forum to hold a consultative meeting on gender, education and health from eight SADC countries.</p> <p>64 - Supported Member States in the development and finalization of national frameworks for teacher standards and competencies.</p> <p>65 - TEVET instructor and new trainee</p>			
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		<p><i>orientation manuals and training modules on bricklaying, carpentry, plumbing, house wiring and painting were drafted.</i></p> <p><i>66 - Zambia's Ministry of General Education was supported in the revision of the Draft National Framework on Teacher Standards.</i></p> <p><i>67 - Organized the Methodology Workshop on Capacity Building for Monitoring and Evaluation in Education: National Indicators Framework (NIF) Development Aligned with SDG4 and CESA.</i></p>			
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Table 12. Recorded Interventions of UNESCO Field Office in Harare identified in UNESCO Harare Activities Reports of 2016, 2017, 2018, 2019 and 2020, complemented by UNESCO Harare Newsletters from 2021.

3.12 UNESCO Field Office in Juba

The UNESCO Field Office in Juba recorded 104 interventions over the course of the analyzed period.

There was a majority of technical assistance, with 44 interventions. As a result, we see a 49% predominance of technical expertise and executive influence, with a fair equilibrium between other forms of expertise and influence. The neutrality and initiative spectrum was weak in nearly all sections, with a strength verified only in the lower end.

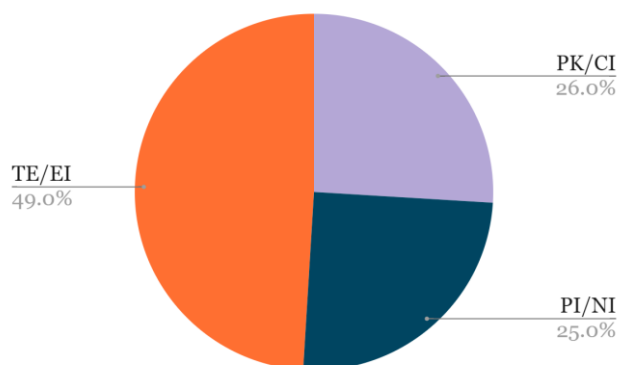
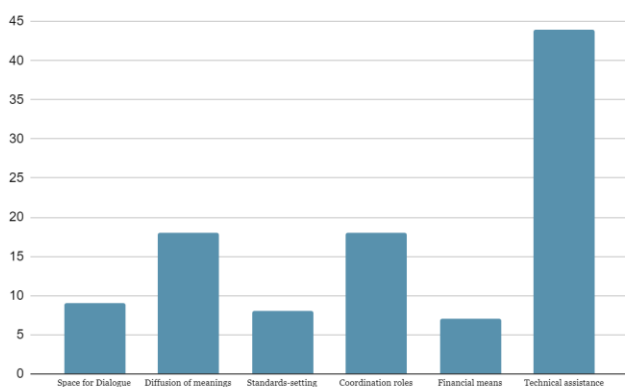


Chart 39. Interventions by UNESCO Field Office in Juba split by activity.

Chart 40. Interventions by UNESCO Field Office in Juba split by influence and expertise.

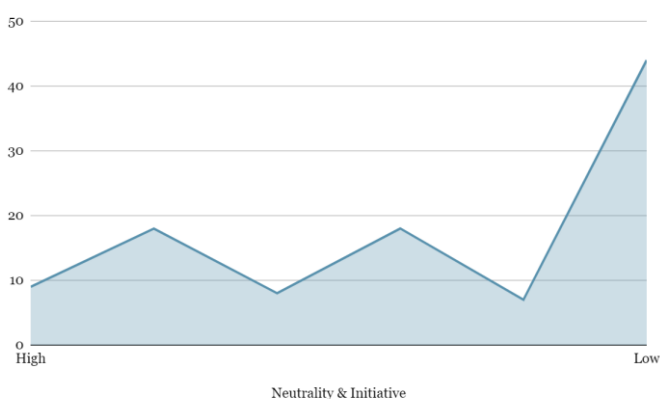


Chart 41. Interventions by UNESCO Field Office in Juba under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Supported the launch of the South Sudan National Consultations in preparation for the UN- Secretary General (SG) Transforming Education Summit (TES) in September 2022.</p> <p>2 - Convening of a National Literacy Conference, 6-7 September 2012, during which the National Literacy Campaign was launched with important targets set for the coming five years.</p> <p>3 - Under the Literacy Trust Fund, provision of a forum for implementing organizations to exchange information.</p> <p>4 - Catalysed the formation of the National Education Forum (NEF), the structure of which is articulated in the GESP under goal 6.</p> <p>5 - Launched a network of youth who are engaged and skilled in conflict mediation and peace-building.</p> <p>6 - Consultations were held with the aim to understand stakeholders' perspectives on risk and crisis related education data in South-Sudan.</p> <p>7 - In South Sudan, ESA virtual meetings were convened by UNESCO for civil society, faith-based groups, and youth organizations.</p> <p>8 - Innovation Lab provided a space for UN Agencies, NGOs, religious institutions, government and other stakeholders to come together to develop creative solutions.</p> <p>9 - Virtual meetings convened by UNESCO for civil society, faith-based groups, and youth organizations.</p>	<p>1 - Prof. Hubert Gijzen, delivered a public lecture on "Transforming Africa: The Role of Higher Education, Science, Technology and Innovation in Accelerating SDG Implementation"</p> <p>2 - A needs assessment of literacy and continuing education programming and requirements in South Sudan was undertaken</p> <p>3 - Made a documentary film on literacy in South Sudan to be used for advocacy and awareness-raising.</p> <p>4 - Informed research to identify the literacy learning needs as well as the literacy practices in the pastoral communities and help inform the material writing process.</p> <p>5 - Introduction of mobile libraries that include awareness raising on literacy through complementary activities such as theater and the introduction or strengthening of inter-generational reading activities.</p> <p>6 - A needs assessments in both rural and urban areas of South Sudan was conducted</p> <p>7 - Celebrated International Literacy Day in 2012 and 2013.</p> <p>8 - A 'flip book' containing information on prevention, stigma and other topics which correlated with the Ministry of Health strategy on HIV and AIDS was developed.</p> <p>9 - Conduct the impact assessment and related activities as well as the inclusion of research on sexual and reproductive health needs and approaches for youth in South Sudan.</p> <p>10 - Launch of a youth-driven awareness campaign with the formation of peer groups from TVET programmes and the development of comic books, posters and training on leadership and peer education for group facilitators.</p>	<p>1 - Working on a comprehensive guide which, with frameworks and indicators, to culminate in the <i>development of a set of South Sudan Literacy Standards</i>.</p> <p>2 - Writing team was convened with representatives from MoGEI for the <i>development of a curriculum framework</i>.</p> <p>3 - Diagnostic Report was developed to provide a <i>regional assessment</i> of ESA Commitment and the current status of HIV and sexuality Education and SRH Services for adolescents and young people.</p> <p>4 - Two regional meetings were held in Southern and Eastern Africa respectively with representatives from the regions to engage with the ESA Commitment process and review the 2nd draft of the diagnostic report.</p> <p>5 - UNESCO-supported policies for TVET in South Sudan <i>include TVET NQF and QA Guidelines</i>, in line with the UNESCO's TVET Strategy 2015-2021 and the East Africa TVET Qualification Framework.</p> <p>6 - Contributing to the alignment of South Sudan's TVET policy, curriculum, and occupational standards with the East Africa Community TVET Qualifications Framework and Harmonized Occupational Standards.</p> <p>7 - Development of a framework of Occupational Standards in three priority sectors (Automobile, Carpentry, and Agriculture/ livestock).</p> <p>8 - Provided technical support for development of four strategic national policies policy frameworks in South Sudan.</p>	<p>1 - High-level attendance at the South Sudan National Consultations <i>by the Minister of General Education and Instruction UN Resident Coordinator in South Sudan</i></p> <p>2 - Attendance at the public lecture by the Minister of Labor.</p> <p>3 - Finalized the development of training materials and obtained the endorsement by line ministries.</p> <p>4 - Informal working group on HIV and AIDS for TVET was formed, under the leadership of the MoLPSHRD.</p> <p>5 - Leading by UNESCO to validate the country reports with UNFPA, UNICEF and UNAIDS.</p> <p>6 - The South Sudan GESP has been fully appraised by MoEST in South Sudan's 10 States and endorsed by development partners.</p> <p>7 - Promotion of a national high-level policy and strategy workshop in Juba with IIEP.</p> <p>8 - Ensured the political buy-in and engagement of South Sudan's Minister of Education.</p> <p>9 - Nominated as Deputy Co-Chair of the NEF, and participation in the Education Donor Group, the Education Recovery and Development Forum and the Education Cluster.</p> <p>10 - Teacher Education Working Group has also been established of which UNESCO is a member.</p> <p>11 - UNESCO to act as the coordinating agency for the GPE programme, liaising with other international partners.</p> <p>12 - The NEF prepared key priority proposals which were presented to donors in Washington, DC in April 2012. UNESCO participated in the meetings and has since been working to mobilize additional resources for education in South Sudan.</p>	<p>1 - UNESCO in South Sudan has provided financial support for the review of the Higher Education Policy and STI Policy framework.</p> <p>2 - As part of its ongoing support to the national and state level Directorates of AES of the MOGEI, the UNESCO Juba Office <i>has refurbished the Aweil Women Multi-Purpose Learning Centre (AWMLC) at a cost of close to \$76,000</i>.</p> <p>3 - The development of the GESP has also served to mobilize donor support to education in South Sudan. On 20 January 2012, the GGEP Secretariat informed of an indicative allocation of \$36.1 million to support the country's efforts to provide quality basic education for all.</p> <p>4 - The provision of material support, including ICT hardware, infrastructure and micro-finance schemes.</p> <p>5 - Ericsson, to provide the youth involved with ICT training, <i>donated laptops, phones and solar chargers</i>, and Zain, to assist in the <i>establishment of the communication network</i> developed by WPD.</p> <p>6 - UNESCO extended financial support to the MoGEI under its Capacity Development for Education (CapED) programme.</p> <p>7 - UNESCO provided financial support to MoGEI's TVET COVID 19 Response Plan 2020 and Education/ Labour Management Information System (E/L-MIS) report.</p>	<p>1 - Provided technical support for the review of Higher Education Policy and STI Policy framework.</p> <p>2 - Literacy work in Aweil, where adults <i>attended literacy classes</i> with support from the office <i>and some were trained</i> as adult literacy facilitators.</p> <p>3 - Facilitated the training of police personnel AES teachers in the delivery of functional literacy lessons to members of the police force..</p> <p>4 - Four capacity-building workshops were held related to curriculum development and collection and use.</p> <p>5 - Pilot projects on functional literacy economic empowerment have been implemented with BRAC South Sudan, targeting farmers empowering adolescent girls and women.</p> <p>6 - Rapid, quality recruitment and training of literacy and non-formal education (NFE) facilitators, with a focus on providing females vulnerable groups with quality instructors quickly.</p> <p>7 - Creation of Teacher Empowerment Clusters either face-to-face or online – <i>which allow teaching in specific areas to receive short yet quick impact training</i>.</p> <p>8 - Development and piloting of innovative literacy programmes that focus on identification and integration of functional "embedded" literacies.</p> <p>9 - Piloting, revision, roll-out and further materials development around the newly developed Functional Adult Literacy Core Modules.</p> <p>10 - Development of a digital library to be housed in a civil society organization.</p> <p>11 - A collaboration with the National Bureau of Statistics for the <i>collection of richer, more relevant data on literacy and NFE</i> to feed into a plan NFE-EMIS</p>

	<p>11 - Publication of the country report on the current status of HIV and sexuality Education and SRH Services for adolescents in South Sudan.</p> <p>12 - Designed the “Cooperation Programme for the Initial Action for the Development of South Sudanese Education Sector”.</p> <p>13 - Organized three state-level policy seminars in Juba, Wau and Malakal on post-conflict educational policy and planning.</p> <p>14 - Publication of the IIEP-ECHO-study aimed at exploring how humanitarian actors can effectively engage the Ministry of Education.</p> <p>15 - Two-year project to support the MoGEI’s EMIS, which completed an ecosystem data mapping, education risks analysis and updating of a case study on EMIS in the context of education in emergencies.</p> <p>16 - The EUP campaign gained momentum with the leadership of the MOGEL, which continued to convene weekly meetings and awareness about the campaign.</p> <p>17 - UNESCO handed over visibility materials to support state level launches.</p> <p>18 - Parents were sensitized on how to communicate with young people.</p>		<p>13 - The Youth Peacemaker Network project is developed and implemented in cooperation with the MoCYs (...) with private partnerships established with such companies as Ericsson.</p> <p>14 - UNESCO-supported policies were validated jointly by the Ministry of General Education and Instruction, Ministry of Higher Education, and Ministry of Labour.</p> <p>15 - Embassy of Sweden collaborated with the UNESCO Office in Juba to kick-off a four-year project amounting to 100 million Swedish Krona that seeks to strengthen TVET in South Sudan.</p> <p>16 - UNESCO Juba office provided coordination support for the implementation of IIEP-ECHO research study on “Ministry of education engagement and leadership in rapid humanitarian interventions” in South Sudan.</p> <p>17 - Joint identification of specific areas of intervention and the development of an implementation road map with participation of MoGEI, Education Donors Group and Education Cluster.</p> <p>18 - Virtual meetings culminated with the Minister of Youth and Sports renewing commitment to support the ESA Commitment (2021-2030).</p>		<p>12 - Together with Vivacell, the creation of a pilot of a literacy through mobile phone project.</p> <p>13 - UNESCO together with MoEST stakeholders is working towards a Literacy Training Fund.</p> <p>14 - Capacity building for civil society organizations on proposal development in the area of GESP.</p> <p>15 - Support for the development and dissemination of low literacy readers, especially in rural areas.</p> <p>16 - Organized three sub-national workshops generate literacy policy ideas and strengthen capacities of literacy personnel on the National Literacy Campaign.</p> <p>17 - UNESCO, together with MoEST and stakeholders, is working on the national functional literacy policy.</p> <p>18 - Develop a set of functional literacy modules that could be used by a broad array of stakeholders.</p> <p>19 - A set of three modules were developed: Foundational Module; a Business Module; and a Rural Module. A Training of Trainers (TOT) manual was also developed.</p> <p>20 - Contributing to the life skills, psychosocial adult literacy and vocational skills training components of the initial reinsertion phase of wider DDR Programme, with life skills training that includes civic and peace education.</p> <p>21 - Support the MoLPSHRD to develop curriculum module on HIV and AIDS to supplement the recently introduced TVET curriculum for South Sudan.</p> <p>22 - A TOT for 20 instructors in MoLPSHRD, MoEST and NGO TVET centres was held.</p> <p>23 - Supported the MoEST to embark on an extensive sector planning process (...) work closely with the MoEST to formulate a comprehensive five-year strategic plan for the education sector.</p> <p>24 - Organized three state-level technical workshops addressing the technical side of enacting the policy and a final technical workshop to develop state action plans.</p> <p>25 - Organized practical skills development in working groups at state level.</p>
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					<p>26 - <i>Organized distance training</i> through IIEP Virtual Platform <i>and an intensive training course</i> on educational planning at IIEP during the spring 2013.</p> <p>27 - <i>Organized the training of one Master candidate at IIEP.</i></p> <p>28 - <i>State-level ministry officials have begun drafting state-level education sector diagnosis</i> using IT equipment, and supported by a core of MoEST central-level Resource Persons.</p> <p>29 - <i>Developed and piloted a set of comprehensive emergency education teacher training materials</i> on contextually-specific issues concerning skills.</p> <p>30 - <i>Training of master trainers from each of 10 states have been held.</i></p> <p>31 - Extended technical support to the MoGEI to <i>develop capacity</i> of the National TVET Ad-Hoc Coordination Committee, <i>and develop tools</i> to support implementation of the Unified TVET Policy.</p> <p>32 - <i>Seconded a technical expert</i> to the TVET Directorate of the MoGEI to strengthen the directorate's capacity.</p> <p>33 - TVET programmes undertaken <i>to directly train</i> young learners in technical and vocational skills in 2021.</p> <p>34 - <i>Community facilitators gained teaching and facilitation skills and knowledge</i> based on the newly integrated PLEFS curriculum.</p> <p>35 - Adolescent girls from cattle camps <i>completed a three-day skills-based health education training</i> in health and sanitation.</p> <p>36 - <i>Supported MOGEI to continue implementation of the "Education on Aids" programme.</i></p> <p>37 - <i>Provided technical support</i> to MoGEI's TVET COVID 19 Response Plan 2020 and Educational Labour Management Information System (ELMIS) report.</p> <p>38 - Supported the MoGEI officials and partners in <i>building capacity</i> in establishing sustainable mechanisms and structures for reporting on attendance on education facilities/institutions across Sudan.</p> <p>39 - <i>Launched the technical support on crisis response and risk sensitive education data for MoGEI and its education partners.</i></p>
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					<p>40 - UNESCO trained teachers and facilitators age appropriate CSE.</p> <p>41 - Community-based rehabilitation workers were trained to engage with community members on CSE as well as integrate CSE into school programmes such as school clubs.</p> <p>42 - Translated CSE materials to braille and sign language.</p> <p>43 - Jointly draft a curriculum and training manuals for mobile TVET targeting pastoralist community youth.</p> <p>44 - Mobilized school chaplains and religious leaders to be trained on how to use the CSE tool kit and handbook through a one-day orientation meeting and a four-day training workshop.</p>
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Table 13. Recorded Interventions of UNESCO Field Office in Juba identified in UNESCO Juba Activities Report of 2021, complemented by UNESCO Juba Country Programming Document 2014-2016

3.13 UNESCO Field Office in Khartoum

The UNESCO Field Office in Khartoum recorded 20 interventions over the course of the analyzed period.

There was a majority of diffusion of meanings, with 9 interventions; no standards-setting and financial means interventions were verified. We see a 52% predominance of procedural knowledge and cognitive influence, followed by normative influence and policy involvement, and finally by executive influence and technical expertise. We see irregularity in the neutrality and initiative spectrum, which peaked in the mid-high section, followed by a strong mid-low and a strong low section.

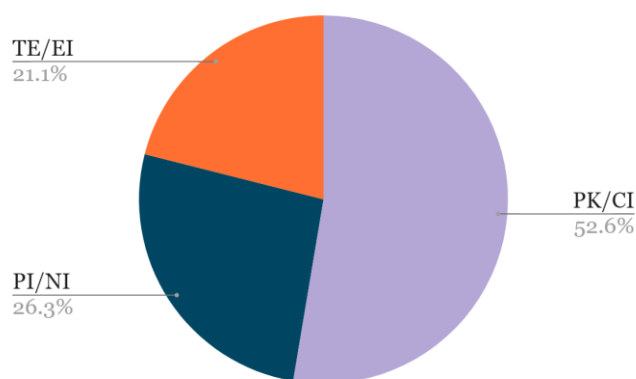
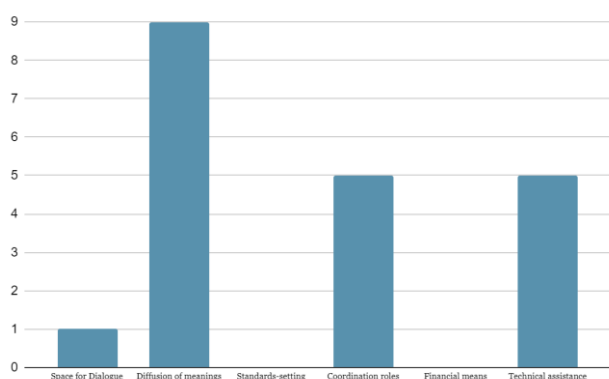


Chart 42. Interventions by UNESCO Field Office in Khartoum split by activity.

Chart 43. Interventions by UNESCO Field Office in Khartoum split by influence and expertise.

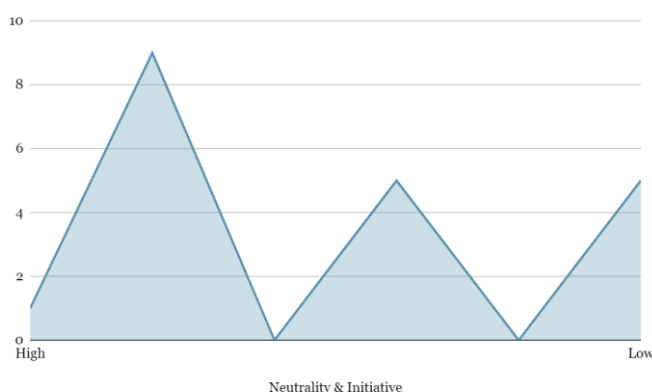


Chart 44. Interventions by UNESCO Field Office in Khartoum under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Organized the closing ceremony</i> of the project “Promotion of Vocational Education among Sudanese Youth in Eastern Sudan” with a large number of youth, their families, local authorities, leaders, school directors and teachers.</p>	<p>1 - UNESCO Representative to Sudan was <i>invited to the S24 TV Channel to talk</i> about UNESCO TVET programs.</p> <p>2 - Used the <i>main channels for delivering messages and points of exposure</i> over Gedaref and Kassala to address the importance of TVET.</p> <p>3 - <i>Launching event</i> of “Promoting Girls Employability and Strengthening Inclusiveness of TVET Institutions in Eastern Sudan”.</p> <p>4 - <i>Celebrated the International Literacy Day (ILD)</i>, which in 2019 is marked by a slogan “Literacy and Multilingualism”.</p> <p>5 - The <i>Gedaref Radio started broadcasting</i> developed radio messages in 3 forms each as flash (1-2 min), drama (5-6 min), and expert interview (5-6 min).</p> <p>6 - <i>Developed 8 promotional videos started being broadcasted by the Gedaref’s and Kassala’s TVs</i>.</p> <p>7 - <i>Designed posters, leaflets and copies were exposed and distributed</i> over different locations explaining possible girls’ career opportunities via TVET.</p> <p>8 - <i>Signature ceremony</i> for the project “Strengthening ILO TREE with Sheep & Goat Breeding Skills and Community Learning Centers”</p> <p>9 - <i>Signature ceremony</i> for the project “Making Schools Inclusive”.</p>		<p>1 - <i>Attendance by the Director General of the Ministry of Education and Guidance</i>, who also represented the Gedaref state’s governor.</p> <p>2 - <i>Attendance by the Undersecretary of the Ministry of Education</i>, at the ILD 2019.</p> <p>3 - Signature ceremony <i>honored by the General Secretary of the NCLAE</i> and other distinguished people.</p> <p>4 - Signature ceremony <i>honored by the Undersecretary in the MoE, the Ambassador of Italy to Sudan, the Deputy Head of Spanish Mission to Sudan</i> and other distinguished people.</p> <p>5 - <i>Conducted 22 meetings and 1 workshop with 16 companies</i> to convince them to come to a win-win partnership with Gedaref’s TVET institutions.</p>		<p>1 - <i>Establish 20 Community Learning Centers</i> and women associations to manage these CLCs.</p> <p>2 - <i>Audio-visual content developed for strengthening skills</i> of rural women in sheep and goat breeding, <i>and a set of capacity building sessions</i> for rural women and girls.</p> <p>3 - <i>Developing and piloting of training materials</i> for making teachers ready to accept in their classes students with disabilities</p> <p>4 - <i>Organization of 2-day ToT</i> in Khartoum in TVET.</p> <p>5 - <i>Organized two training sessions</i> for TVET teachers on the TVET inclusiveness (...) <i>supported by distributing relevant books and other training materials</i> among trainees.</p>

Table 14. Recorded Interventions of UNESCO Field Office in Khartoum identified in UNESCO Khartoum News sections of 2019, 2020 and 2021.

3.14 UNESCO Field Office in Kinshasa

The UNESCO Field Office in Kinshasa recorded 151 interventions over the course of the analyzed period.

There was a majority of technical assistance, with 43 interventions. We see a 39% predominance of technical expertise and executive influence, shortly followed by policy involvement and normative influence, and only then by procedural knowledge and cognitive influence. The neutrality and initiative spectrum had strengths in the mid-high and mid-low sections, intercalated with weak points, but peaked only in the lower end.

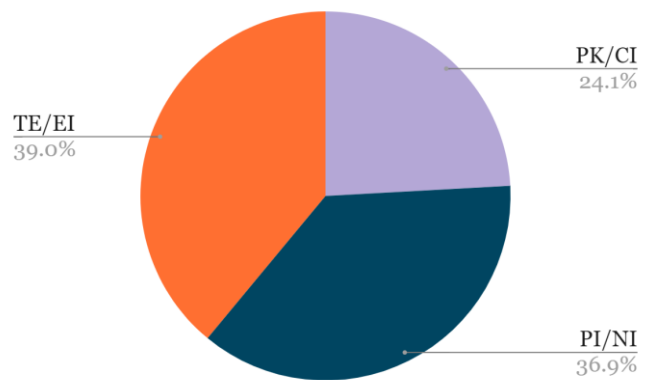
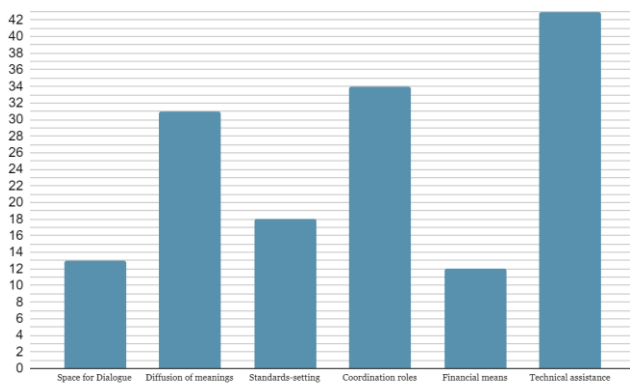


Chart 45. Interventions by UNESCO Field Office in Kinshasa split by activity.

Chart 46. Interventions by UNESCO Field Office in Kinshasa split by influence and expertise.

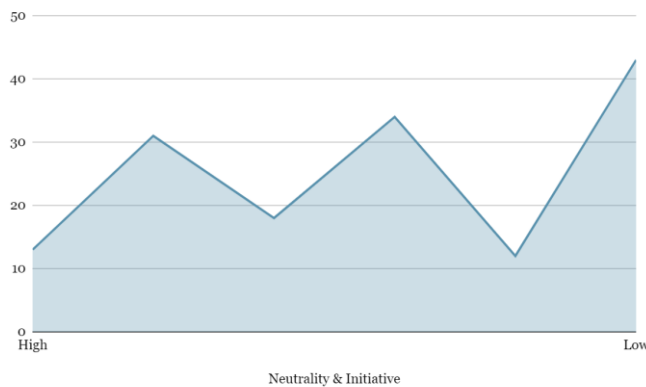


Chart 47. Interventions by UNESCO Field Office in Kinshasa under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - Les femmes <i>participent plus activement aux débats publics</i> et aux décisions autour des AGR collectif et groupements d'intérêts économiques.</p> <p>2 - Le FONAFOP regroupait deux grandes activités qui se sont déroulées en deux temps : <i>Le Forum</i> – avec les commissions thématiques - et <i>la Foire</i> des métiers pendant 3 jours et qui a drainé plus d'un millier de participants (exposants, visiteurs, partenaires, etc.).</p> <p>3 - <i>Cérémonie s'est articulée</i> autour d'un stand multimédia présentant des documents de ses différents secteurs en lien avec la promotion des droits humains et sur les droits de l'enfant en particulier, animée par un panel d'experts de l'UNESCO.</p> <p>4 - Le rôle des éducateurs et l'évolution des pédagogies – », <i>a été marquée par la tenue d'une Table Ronde</i> de réflexion sur divers thématiques liés au sous-secteur de l'alphabétisation et éducation non formelle (AENF).</p> <p>5 - La journée a donné l'objet <i>d'une table ronde de réflexion</i> sur la thématique principale et sur les sous thèmes ci-après: la question enseignante et les réformes dans la Stratégie Sectorielle de l'Éducation et de la Formation.</p> <p>6 - Lancement officiel du <i>Réseau des femmes du secteur de l'éducation</i> qui se chargera de l'élaboration de la feuille de route et de l'organisation des formations ultérieures en faveur des femmes</p> <p>7 - <i>La cérémonie de clôture</i> du Projet TUSIKILIZANE "Entendons-nous". 'activité a vu la participation des autorités provinciales, des représentants des agences, des partenaires locaux et des jeunes</p> <p>8 - Dans le cadre de ce soutien à la réforme relative à la gratuité de l'enseignement primaire de base, <i>l'UNESCO organise une table ronde</i> des bailleurs de fonds qu'elle compte organiser.</p> <p>9 - <i>Une journée de réflexion scientifique a été organisée</i> à Kinshasa en collaboration avec l'ONUSIDA à l'intention des acteurs du secteur de l'éducation et des étudiants.</p> <p>10 - <i>Organisations d'une journée de réflexion scientifique</i> avec les trois sous-thèmes ci-après et ses</p>	<p>1 - Appui à la Société civile à travers la CONEPT <i>par un exercice d'élaboration d'un rapport alternatif sur l'ODD 4.</i></p> <p>2 - <i>Célébration de la Journée Mondiale de la femme</i> consacrant le mois dédié à la Femme en RDC.</p> <p>3 - <i>Élaboré des outils de sensibilisation</i> des jeunes sous les formats d'une application mobile, d'une bande dessinée « Mwinda » et d'un chat bot</p> <p>4 - Environ 15.000 personnes touchées lors <i>des sensibilisations des masses à travers les radios communautaires.</i></p> <p>5 - <i>Sensibilisation communautaire réalisée avec les outils et visuels produits.</i> Cette sensibilisation a été organisée avec l'appui des directions techniques du ministère.</p> <p>6 - <i>Mené une étude sur la rationalisation des humanités pédagogiques en RDC.</i></p> <p>7 - <i>Communication pour le changement de comportement</i>, notamment par l'éducation préventive, contribuant ainsi à l'atteinte de l'ODD 3</p> <p>9 - <i>Mené une réflexion dans l'optique de réaliser une étude diagnostique</i> ainsi que la planification pour une gratuité progressive</p> <p>10 - <i>Produit et disséminé un document</i> qui capitalise son intervention en appui au secteur de l'Éducation durant la période de COVID 19.</p> <p>11 - <i>Doté les écoles des provinces ciblées ainsi que de 3 000 Copies du Guide pour la Sensibilisation</i> contre la COVID-19 en milieu scolaire Produit par le Ministère de l'Enseignement Primaire, Secondaire et Technique (EPST).</p> <p>12 - <i>Diffusion</i> dans les provinces de Kinshasa, du Kongo Central, du Nord Kivu et du Haut Katanga, par 126 Radios locales <i>des mesures de</i></p>	<p>1 - <i>L'élaboration du Plan d'action 2019-2021</i> de la SSEF, un outil de coordination des sous-secteurs, de <i>planification et d'harmonisation des actions.</i></p> <p>2 - <i>Des recommandations ont été formulées</i> à l'issue de l'atelier et parmi celles-ci, le vœu de renouveler les exercices de cette nature et de les étendre aux autres provinces de la RDC.</p> <p>3 - Au mois de juillet 2019, un <i>plan d'action</i> de renforcement des capacités des femmes fixant les axes d'intervention sur la base des éléments du diagnostic approfondi.</p> <p>4 - <i>Appui à la mise en œuvre de son plan d'action</i>, y compris la mise en œuvre des outils TREE et STED de l'OIT et <i>l'élaboration des référentiels de compétences et de certification des nouveaux programmes.</i></p> <p>5 - <i>Appui à l'alignement de la Stratégie sectorielle à l'ODD.</i></p> <p>6 - Partenariat avec les prestataires des médias sur la réponse à l'épidémie de la maladie à virus Ebola en RDC <i>ainsi que les orientations du Cluster Mondial de l'Éducation.</i></p> <p>7 - <i>Recommandations</i> concernant la valorisation et la promotion du sous-secteur de l'Alphabétisation et de l'Éducation Non formelle.</p> <p>8 - <i>Atelier</i> sur "Renforcement des capacités des femmes du secteur de l'éducation", <i>quelques recommandations ont été formulées</i> concernant le plan d'action.</p> <p>9 - <i>Appuyé l'intégration</i> dans les outils de collecte des données du SIGE <i>quatre indicateurs internationalement reconnus</i> pour évaluer la mise en œuvre d'une éducation pour la santé et le bien-être.</p> <p>10 - <i>CONFINTEA VII pour l'Afrique centrale</i> s'est tenue en ligne le 23 juin 2021.</p>	<p>1 - <i>Validation</i> de l'addendum de la Stratégie Sectorielle en 2018.</p> <p>2 - <i>Soutenu le lancement</i> dans le Kongo central par le SPACE, <i>de la décentralisation du processus d'alignement à l'ODD4</i></p> <p>3 - <i>Présentation à la Revue du Secteur, pour les autorités</i> et les acteurs de réaffirmer le rôle clé de l'UNESCO dans l'alignement de la Stratégie sectorielle à l'ODD4.</p> <p>4 - <i>Coordination du projet CFIT</i>, qui a maintenu une bonne collaboration avec les autres projets de formation continue des enseignants en partenariat avec le ministère de l'EPST.</p> <p>5 - <i>Établi un partenariat stratégique</i>, pour mutualiser leurs ressources et adresser ces requêtes émanant simultanées des deux Ministères.</p> <p>6 - L'INPP demandait aussi un <i>appui pour la validation d'une politique sous-sectorielle</i> de préparation professionnelle.</p> <p>7 - <i>Mission conjointe UNESCO-OIT</i> effectuée avec deux collègues des bureaux de Kinshasa.</p> <p>8 - <i>Une deuxième mission a été tenue</i> pour assurer le suivi et l'approfondissement de la mission de cadrage.</p> <p>9 - <i>Résultats</i> des travaux des commissions du FONAFOP <i>ont été présentés à la plénière, pour validation</i>, avant d'être versés dans le Pacte national de la formation professionnelle, PANAFOP.</p> <p>10 - <i>Mobilisation des partenaires techniques et financiers</i> en faveur de cette stratégie de la politique de gratuité décrétée en 2019 par le Président de la République.</p> <p>11 - <i>La Directrice Générale de l'UNESCO a effectué une visite officielle</i> à Kinshasa, et le <i>Président de la République</i> réaffirme le besoin de l'accompagnement de l'UNESCO.</p>	<p>1 - <i>Appuyé financièrement</i> l'atelier de renforcement des capacités des journalistes dans le traitement des ODD.</p> <p>2 - <i>L'implication de l'UNESCO pour la mobilisation de ressources supplémentaires pour la FCE.</i></p> <p>3 - <i>Couvert l'acquisition des kits d'hygiène</i> pour les universités et écoles de la province.</p> <p>4 - <i>Mobilisé un financement de la Banque mondiale</i> d'un montant de 3,5 millions au profit du Gouvernement pour apporter le TIC.</p> <p>5 - <i>Doté les écoles des provinces ciblées, du dispositif de prévention du COVID 19</i>, constitué de masques et de gels hydro alcoolique.</p> <p>6 - <i>Une partie du budget (environ 100 000 USD) a été destinée à accompagner le Gouvernement</i> dans la réouverture des écoles dans les provinces de Kinshasa et Haut Katanga et le retour des élèves congolais dans les classes.</p> <p>7 - <i>Doté</i> la Radio RCK-TV Nyunzu <i>des équipements ci-après</i> : un générateur Pérkins de 25 KVA, un stabilisateur KEBO de 5000 VA, un inverseur Maxima, 5 panneaux solaires JKM, un Onduleur APC 1500 VA et 6 batteries Maxima.</p> <p>8 - <i>La remise officielle des équipements informatiques</i> aux ministères en charge de l'éducation.</p> <p>9 - <i>Financements de la Banque mondiale et de l'UNESCO</i> à travers du CapED permettent aujourd'hui, au pays d'élaborer son troisième rapport national sur l'état du système éducatif (RESEN III) qui sera disponible en juin 2022.</p> <p>10 - <i>Construction de la Case de la Femme et son ameublement, et équipement avec un financement additionnel de l'UNESCO</i> (extra projet).</p>	<p>1 - <i>Accompagné la finalisation d'un plan de suivi – évaluation de la Stratégie Sectorielle</i>, qui complète l'addendum à la Stratégie et le Plan d'action déjà validés.</p> <p>2 - <i>Dispensé une série des formations</i> à l'intention des femmes du secteur de l'éducatives.</p> <p>4 - <i>Apporte à la RDC, un appui technique</i> dans le développement du SIGE et sa modernisation avec l'utilisation des TIC.</p> <p>5 - <i>Accompagné la RDC dans l'élaboration</i> de sa Stratégie Nationale de Développement des Statistiques de l'Éducation (SNDSE) 2020-2024.</p> <p>6 - <i>Formation des enseignants</i> dans le but de les rendre capables de stimuler la réflexion et l'action des apprenants et d'aider ces derniers à acquérir des compétences notionnelles sur ECS.</p> <p>7 - <i>Organisées activités de formation</i> pour les élèves, enseignants et prestataires de radios communautaires formés sur les VSBG et d'autres enjeux.</p> <p>8 - Enseignants, les élèves et les chefs d'établissements <i>ont été formés</i> comme des vecteurs de changement de comportement en faveur de la prévention des VSBG en milieu scolaire.</p> <p>9 - <i>Un dispositif de formation continue</i> des enseignants <i>a été optimisé</i>: la plateforme en ligne http://foad-epsp.org créée et logée sur le site web du ministère de l'EPST et la plateforme locale en offline installée.</p> <p>10 - <i>Supports de formation</i> (résumés des modules) ont été produits sur base des 5 modules CFIT.</p> <p>11 - <i>Un suivi rapproché</i> visant l'amélioration des pratiques pédagogiques des enseignants <i>a été conduit</i> par des encadreurs pédagogiques à travers <i>des formations et séminaires.</i></p> <p>12 - <i>Formation</i> des Inspecteurs, Techniciens-informaticiens; Gestionnaires des Centre des ressources Éducatives et des Enseignants primaire</p>

<p>relations avec éducation : VIH, Pandémie e Société Civile ».</p> <p>11 - Participé à l'<i>atelier de planification des activités</i> d'un projet pilote en faveur de l'insertion des jeunes affectés par les déplacements.</p> <p>12 - Durant la mise en œuvre du Projet, l'identification des femmes minières artisanales a été effectuée par l'OIM et s'en est suivie la mise en place de 2 <i>Coopératives Minières</i> de femmes à Kigulube et Nzovu.</p> <p>13 - Présente en amont, lors des préparatifs desdits états généraux, des "Etats généraux de l'Enseignement Supérieur, 25 ans après"</p>	<p><i>prévention et de lutte contre le COVID 19.</i></p> <p>13 - Publication du document de capitalisation, pour l'ensemble des acteurs et partenaires: "Document de capitalisation Appui UNESCO COVID RDC".</p> <p>16 - Soutenu une formation sur le <i>renforcement des capacités</i> des femmes dans le but d'accroître leur participation <i>aux actions de sensibilisation.</i></p> <p>17 - Été réalisé un travail de cartographie des clubs de solidarité et de paix des trois territoires ciblés que sont Kalemie, Kabalo et Nyunzu.</p> <p>20 - Souhaite mettre en place un mécanisme de suivi-évaluation de la gratuité qui reposera sur <i>la réalisation d'études périodiques.</i></p> <p>21 - Élaboré un document intitulé « Statistiques scolaires et académiques de poche 2019-2020 » à partir des annuaires statistiques des différents sous-secteurs de l'éducation.</p> <p>22 - Journée internationale de l'alphabétisation 2021 sous le thème "L'alphabétisation pour une reprise axée sur l'humain: réduire la fracture numérique".</p> <p>23 - Environ 2 millions de personnes à Goma et Bukavu <i>ont reçu des messages</i> de soutien psychosocial diffusés par les stations de radio communautaires.</p> <p>24 - Les jeunes des associations de la société civile <i>ont été mobilisés</i> autour de l'utilisation de l'application mobile « Hello Ado » doublée d'une fonction Tchat</p> <p>25 - L'atelier de mobilisation des jeunes organisé autour de ces deux applications avait pour objectif d'informer sur une meilleure appropriation de ces applications comme outils de travail.</p> <p>26 - Célébré la Journée mondiale des enseignants.</p> <p>27 - Mis en œuvre le projet « Etude sur la Réforme de la Formation Initiale en RDC »</p> <p>28 - Une étude diagnostique préalable à une <i>analyse plus approfondie</i> du contexte social et économique de la zone de Kalemie sur a question de l'éducation des jeunes déplacés</p> <p>29 - Célébré les 70 ans d'existence de l'Organisation.</p> <p>30 - Organisé le lancement du Rapport mondial de suivi sur l'éducation (GEM) 2020, le mardi 15 décembre 2020.</p>	<p>11 - Atelier sur l'évaluation de la mise en œuvre des recommandations de l'année précédente et la réflexion autour de la thématique de l'année.</p> <p>12 - Dans "Etats généraux de l'Enseignement Supérieur, 25 ans après" a l'issue de ces assises, 327 résolutions ont été prises.</p> <p>13 - Suivi des recommandations de 2019 à la prise en compte effective des sous-secteurs comme la formation professionnelle, l'alphabétisation, l'éducation non formelle, etc.</p> <p>16 - Atelier de renforcement des capacités a été tenu sur l'élaboration et stratégiques provinciaux de l'éducation et de la formation alignés à l'ODD4.</p> <p>17 - Permis RDC de devenir le premier pays d'Afrique à publier un rapport, à travers de son pilotage, pour <i>suivre les progrès accomplis dans la réalisation du ODD4.</i></p> <p>18 - Manuels de formation élaborés en adéquation aux curricula des filières construction métallique et électricité bâtiment.</p>	<p>15 - Validation, lors d'une réunion organisée conjointement par le Ministère de l'EPST du rapport suit les progrès accomplis dans la réalisation ODD4.</p> <p>16 - Validation de la note de cadrage et planification des enquêtes sont pour la collecte des données pour mieux prendre en compte les différentes réalités nationales.</p> <p>17 - Journée internationale de l'alphabétisation avec le Ministre et Représentant Spécial du Président de la République et le Ministre des Affaires Sociales.</p> <p>18 - Journée mondiale des enseignants au cours d'une cérémonie de haute portée politique placée <i>sous le patronage du Ministre d'Etat et Ministre de l'EPST.</i></p> <p>19 - Lancement du GEM 2020 <i>avec présence du Ministre de la formation professionnelle qui a présidé la cérémonie.</i></p> <p>20 - Atelier pour valider la version finale du draft du plan d'action élaboré par les femmes du secteur de l'éducation avec le concours des points focaux genres des différents ministères.</p> <p>21 - Réalisé d'une mission conjointe en RDC, dont l'un des objectifs majeurs était de définir les contours d'un appui technique conjoint à l'élaboration d'une stratégie nationale et d'un plan d'action.</p> <p>22 - Présidence de la CONFITEA VII par le Ministre des Affaires Sociales, Actions Humanitaires et Solidarité Nationale de la RDC.</p> <p>23 - Conduits sous la présidence du Ministre de tutelle, les assises des états Généraux de l'enseignement supérieur et universitaire (ESU) se sont tenus.</p> <p>24 - Dans le cadre du RESEN III-RDC, le travail de rédaction organisé en phases successives a été lancé par le Ministre de l'EPST en compagnie d'autres ministres du secteur de l'éducation.</p> <p>25 - Réalisation de la première mission de l'assistance internationale et le lancement des travaux de groupe pour le RESEN III-RDC.</p> <p>26 - Participer à la validation du rapport de l'étude de base.</p> <p>27 - Effectué une mission de soutien aux autorités congolaises ainsi que ses partenaires dans la préparation du pacte de partenariat visant à atténuer les risques identifiés.</p>	<p>11 - Organisé au sein de la Cellule de Gestion de communication du ministère de l'EPS-INC, la remise officielle des équipements du projet CFIT.</p> <p>12 - Les différents bénéficiaires territoire de Béni qui <i>ont été dotées des kits d'hygiène</i> ont également été briefés sur l'utilisation de ce matériel.</p>	<p>et secondaire.</p> <p>13 - Appui concernant l'élaboration d'une stratégie sous-sectorielle de l'enseignement et de la formation techniques et professionnels (EFTP).</p> <p>14 - Mis à la disposition du MFPMA un Consultant International concernant l'élaboration d'un cadre national de certification</p> <p>15 - Rattaché au MTEPS, a adressé des requêtes au BIT, ayant trait à un appui à la révision de la politique nationale de l'emploi et de la formation professionnelle.</p> <p>16 - Appui pour l'élaboration d'une politique sous-sectorielle de préparation professionnelle.</p> <p>17 - Recruté deux experts pour appuyer le processus de la mise en place d'une équipe technique nationale chargée de l'élaboration de la Stratégie nationale de la Formation professionnelle et développement des compétences.</p> <p>18 - Accompagné la mise en œuvre d'un projet de prévention de la Maladie à Virus Ebola (MVE) dans les écoles des zones affectées par l'épidémie d'Ebola à Butembo, dans la province du Nord-Kivu (O-EERC).</p> <p>19 - Formation des enseignants: des inspecteurs de la province éducationnelle du Nord-Kivu <i>ont été formés.</i></p> <p>20 - Apporté un appui pour assurer la continuité pédagogique à travers la production et la diffusion de cours par la Radio, sur 4 provinces.</p> <p>21 - Enseignants ont été formés sur la prévention et la gestion des Maladies épidémiques en milieu scolaire.</p> <p>22 - Journalistes et experts des médias ont été aussi formés sur les Genres Majeures en Radio en période de COVID-19</p> <p>23 - Élaboré un plan de réponse dont l'objectif essentiel était d'assurer la continuité des apprentissages en vue du COVID 19.</p> <p>24 - Traduction des programmes pédagogiques des classes primaires et de la dernière année du secondaire en 100 leçons pour Radio.</p> <p>25 - Soutenu la mise en place d'un groupe de travail pour le sous-secteur de l'AENF, chargé de piloter la réflexion autour des questions soulevées par les différentes recommandations.</p> <p>26 - Renforcement des capacités des femmes vectrices de paix sur le genre, la culture de la paix et la résolution pacifique et la transformation de</p>
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	<p>31 - <i>Organisé une cérémonie officielle de remise</i> au Ministère de l'Enseignement Technique et Professionnel (ETP) des manuels de formation élaborés.</p>		<p>28 - <i>Revue sectorielle</i> conjointe avec les différentes parties prenantes du secteur de l'éducation et provenant des structures suivantes : <i>la Présidence de la République et des Ministères liés à l'Éducation.</i></p> <p>29 - <i>Production d'un pacte de partenariat satisfaisant</i> avait été planifiée pour le mois de mars 2022.</p> <p>30 - <i>Dernière réunion de Comité de Pilotage du Projet WoSH sous la présidence du Directeur de Cabinet de la Ministre du genre</i>, avec la présence des chefs de Bureau des 3 agences..</p> <p>31 - <i>Cérémonie officielle</i> de remise au Ministère de l'ETP <i>présidée par le Directeur de Cabinet du Ministre de l'ETP.</i></p> <p>32 - Célébré les 70 ans d'existence de l'Organisation <i>en présence du Ministre de l'Enseignement Primaire, Secondaire et Initiation.</i></p> <p>33 - Presence, dans la cérémonie de la remise officielle des équipements du projet CFIT, <i>du Ministre de l'EPS-INC et de l'Ambassadeur de Chine en République Démocratique en RDC.</i></p> <p>34 - <i>La Directrice générale de l'UNESCO, Audrey Azoulay effectué une visite officielle</i> à Brazzaville et à Kinshasa.</p>		<p>conflits.</p> <p>27 - Jeunes filles et garçons membres de Clubs de solidarité et de paix issus des deux communautés, <i>ont été formés</i> comme formateurs sur l'éducation à la paix et la cohabitation pacifique.</p> <p>28 - <i>Ateliers de renforcement de capacités</i> en communication et information pour la paix ont été organisés à Nyunzu, Kalemie et Kabalo.</p> <p>29 - <i>Un manuel de formation et une boîte à images ont été conçus</i> par l'UNESCO et cette dernière <i>a été traduite</i> en trois langues locales Le Kiswahili, Le Kitwa et le Kiluba.</p> <p>30 - <i>Apporter une assistance technique</i> aux Ministères clés en charge de l'éducation à travers de ses Directions des statistiques, à la production des annuaires scolaires 2018/2019 et 2019/2020.</p> <p>31 - <i>Formation</i> des points focaux, qui ont été déployés dans leurs provinces respectives pour apporter l'appui technique et assurer le suivi des opérations de collecte des données scolaires.</p> <p>32 - <i>Apporté une assistance technique</i> en collaboration avec d'autres partenaires techniques et financiers (PTF) pour l'élaboration d'une étude sur la gratuité scolaire.</p> <p>33 - Souhaite mettre en place un mécanisme de suivi-évaluation de la gratuité qui reposera sur: <i>le renforcement du système d'information pour la gestion de l'éducation (SIGE).</i></p> <p>34 - Souhaite mettre en place un mécanisme de suivi-évaluation de la gratuité qui reposera sur <i>la mise en place d'un système de redevabilité (reddition des comptes).</i></p> <p>35 - <i>Appui au renforcement de la formation</i> des enseignants, consolidé par la réforme du programme des humanités pédagogiques.</p> <p>37 - <i>Formation des enseignants</i> sur l'accompagnement psychosocial et la pédagogie transformationnelle.</p> <p>38 - <i>Appuyé le Ministère</i> par son engagement à soutenir les élèves des classes terminales ayant manqué les cours lors de l'éruption volcanique: <i>539 leçons ont été diffusées</i> aux candidats à Goma.</p> <p>39 - <i>Renforcement des capacités</i> des concepteurs des programmes scolaires sur l'intégration effective des thématiques transversales telles que le genre, les droits humains, le VIH, le handicap, la ESSR.</p> <p>40 - <i>Les organes d'appui ont été mis en place</i> pour une participation inclusive, un renforcement des capacités des experts.</p>
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Table 15. Recorded Interventions of UNESCO Field Office in Kinshasa identified in UNESCO Kinshasa Activities Reports of 2019, 2020 and 2021, complemented by UNESCO Kinshasa News sections from 2015, 2016 and 2017.

3.15 UNESCO Field Office in Libreville

The UNESCO Field Office in Libreville recorded 83 interventions over the course of the analyzed period.

There was a majority of technical assistance, with 28 interventions. There was a 38% majority of policy involvement and normative influence, followed by technical expertise and executive influence, and only then by cognitive influence and procedural knowledge. The neutrality and initiative spectrum had strengths in the mid-high and middle sections, with a peak in the lower end.

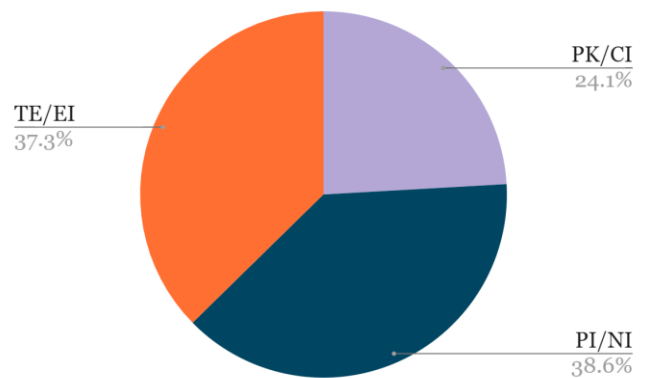
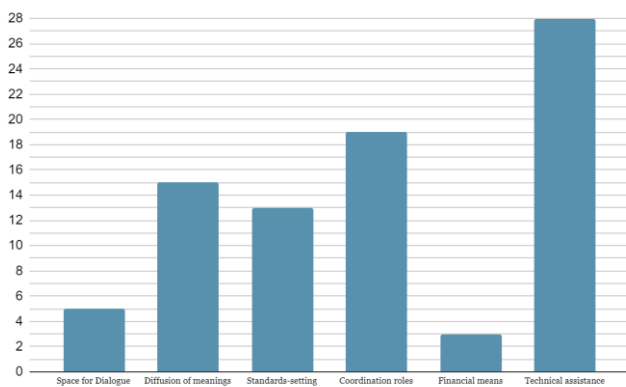


Chart 48. Interventions by UNESCO Field Office in Libreville split by activity.

Chart 49. Interventions by UNESCO Field Office in Libreville split by influence and expertise.

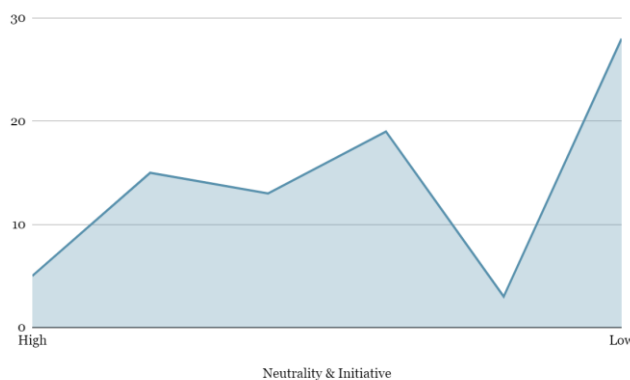


Chart 50. Interventions by UNESCO Field Office in Libreville under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Les associations de parents d'élèves seront formées</i> afin que ECS se poursuive au sein des cellules familiales.</p> <p>2 - <i>Le réseau des écoles associées de l'UNESCO (réSEAU) rassemble des institutions éducatives partout dans le monde.</i></p> <p>3 - <i>Bénéficié de la restitution de la Biennale de Luanda, forum panafricain pour la culture de la paix</i> (...) ou le Gabon a pris part à cette rencontre à travers une délégation de 4 personnes.</p> <p>5 - <i>Cérémonie de lancement de la Consultation nationale</i> des parties prenantes pour l'Éducation à la Santé Sexuelle et de la Reproduction.</p>	<p>1 - <i>Cérémonies de remise des attestations et certificats</i> aux derniers lauréats TMG Libreville.</p> <p>2 - <i>La Journée de sensibilisation au Partenariat Mondial de l'Éducation</i> (10 mars)</p> <p>2 - <i>Organisation de l'atelier d'élaboration et de production d'outils de sensibilisation</i> contre le VIH et les violences pendant lesdits examens, le 29 juin 2017.</p> <p>3 - <i>Réalisation du diagnostic</i> des curricula et d'éducation sur la santé sexuelle de l'enseignement primaire.</p> <p>4 - <i>Étude commandée</i> sur le fort potentiel d'emploi au Gabon, les métiers pour lesquels il existe une forte offre sur le marché mais dont les profils étaient recherchés.</p> <p>5 - <i>Festival « Elat Meyong »</i> / BITAM SANS SIDA et <i>sensibilisation</i> de personnes sur le VIH-SIDA.</p> <p>6 - <i>A lancé un concept innovant</i> dénommé « Laboratoires du Nouveau Monde ».</p> <p>7 - Ledit concept a été expérimenté par 30 jeunes gabonais et une allemande, <i>au cours d'un atelier d'initiation</i> à la prospective.</p> <p>8 - <i>Formation d'un Réseau de jeunes leaders de la promotion de l'ECS</i> sera créé (...) comme véritables prescripteurs auprès de leurs pairs à travers des activités de <i>sensibilisation</i> et/ou des clubs scolaires.</p> <p>9 - <i>Créer des clubs d'Éducation</i> à la citoyenneté mondiale (ECM) et au développement durable (EDD).</p> <p>10 - <i>Édition 2019 de la Journée internationale de la Science au service de la paix et du développement.</i></p> <p>11 - <i>Guide de communication parent-enfant d'Éducation complète à la sexualité</i> finalisé et multiplié, avec une vaste campagne de</p>	<p>1- Soutenir le Gabon pour avoir une stratégie sectorielle de l'éducation <i>dans le cadre du processus du Partenariat Mondial de l'Éducation (PME)</i> et sur la <i>nouvelle vision de l'éducation prônée par la Déclaration d'Incheon.</i></p> <p>2 - <i>Participation du Bureau à la consultation régionale des pays de la CEEAC</i> pour évaluer l'état des progrès réalisés vers l'atteinte des objectifs de l'Éducation Pour Tous (EPT) et contribution à l'agenda post 2015.</p> <p>3 - Pris part à <i>l'atelier</i> sur l'amélioration de la qualité de l'éducation par l'élaboration et <i>l'adoption d'un cadre curriculaire harmonisé à CEEAC.</i></p> <p>4 - <i>Une feuille de route du Cadre d'action Éducation 2030 au Gabon a été produite</i> ainsi que la matrice budgétaire de sa mise en œuvre</p> <p>5 - A appuyé le projet de promotion d'une alphabétisation de qualité <i>à travers d'élaboration des référentiels de formation en alphabétisation.</i></p> <p>6 - <i>Elaboration des Référentiels de formation des enseignants et l'élaboration des curricula ESSR respectifs</i>, et l'évaluation du <i>guide ESSR</i> pour les enseignants puis la suggestion de complément pour celui-ci.</p> <p>7 - <i>Elaboration d'un Guide de communication parent-enfant d'Éducation complète à la sexualité.</i></p> <p>8 - <i>Proposé cinq outils</i> devant permettre d'améliorer rapidement le système éducatif gabonais et <i>d'atteindre l'Objectif de Développement Durable 4 (ODD 4).</i></p> <p>9 - <i>Atelier de révision des curricula d'ESSR</i> au secondaire et <i>présentation des cinq principes directeurs</i> pour la mise en œuvre d'un programme d'ESSR</p> <p>10 - <i>Recommandation d'experts pour une</i></p>	<p>1 - Sensibilisation des décideurs au Partenariat Mondial de l'Éducation : <i>Ministre de l'Éducation Nationale et de l'Enseignement Technique, Ministre de l'Enseignement Supérieur, et Ministre de la Culture.</i></p> <p>2 - Participation dans la « Journée de sensibilisation » <i>du Ministre de l'éducation nationale et de l'enseignement technique.</i></p> <p>3 - <i>L'atelier de validation des modules de formation des pairs éducateurs et de leurs encadreurs.</i></p> <p>4 - <i>Dans le cadre de la « Task force de l'éducation », le Président Ali Bongo Ondimba</i> a instruit l'organisation urgente d'une réflexion profonde avec tous les acteurs de la profession.</p> <p>5 - <i>Signature du document de programmation conjointe</i> entre le Coordonnateur du Système des Nations Unies et la Ministre déléguée auprès du Ministre de l'éducation nationale</p> <p>6 - <i>Mobilisé d'autres partenaires dont l'UNICEF, FNUAP, BM et AfD pour appuyer</i> le gouvernement gabonais à travers le projet d'« Appui à la production des données statistiques basiques et à l'élaboration du Plan Sectoriel de l'Éducation ».</p> <p>7 - <i>Participation</i> aux cérémonies de remise des attestations et certificats <i>par la Directrice générale de l'UNESCO et le Président gabonais.</i></p> <p>8 - <i>Atelier de restitution</i> des outils pédagogiques de l'ESSR <i>pour la validation</i> outils pédagogiques pour le préscolaire et le primaire.</p> <p>9 - Monsieur Stephen Jackson et Monsieur Michel Auguste BUSAMBA, Chargé d'études au Cabinet du Ministre, <i>signant l'accord</i> pour la production des statistiques.</p> <p>10 - Grâce à une <i>mission d'experts</i> du SIGE, une incompatibilité a été vite décelée entre le système de ladite application et les résultats attendus.</p>	<p>1 - Répondu favorable à la demande d'appui en faveur des enfants de l'ENEDA, <i>consisté à doter l'ENEDA en matériel artistique.</i></p> <p>2 - <i>Créé 13 centres de formation professionnelle dans les Technologies de l'information et de la communication (TIC) à travers tout le pays.</i></p> <p>3 - Toujours dans le cadre du programme « Train My Generation – Gabon 5000 », <i>20 jeunes ont reçu des bourses d'études.</i></p>	<p>1 - <i>Soutenir</i> le Gabon dans la consolidation de système éducatif <i>par l'élaboration d'une stratégie sectorielle de l'éducation.</i></p> <p>2 - <i>Organisé un atelier de renforcement capacités</i> des formateurs des centres d'alphabétisation privés et publics de Libreville d'Owendo.</p> <p>3 - Pairs éducateurs et encadreurs de centres de santé/Sida <i>ont reçu un enseignement</i> sur les modules ayant traités à sur les principes généraux de la promotion de la santé, la pair éducation, la sexualité et la santé.</p> <p>4 - <i>Appuyé</i> l'association MEDZOE SANTE PL dans le cadre d'un atelier de formation des Jeunes Personnes Vivants avec le VIH (JPVVH).</p> <p>5 - <i>L'atelier technique</i> de restitution des conclusions des conférences sur l'éducation organisées par l'UNESCO.</p> <p>6 - <i>Organisé cet atelier technique</i> avec personnes techniques des ministères en charge de l'éducation sur l'ODD 4.</p> <p>7 - Appuyé le projet de promotion d'alphabétisation de qualité <i>à travers d'évaluation des « curricula »</i> des centres d'alphabétisation.</p> <p>8 - Appuyé le projet de promotion d'alphabétisation <i>à travers de la formation de formateurs</i> à l'utilisation des référentiels produits</p> <p>9 - Initié en 2017, avec les 5 ministères en charge de l'éducation au Gabon, <i>le processus d'élaboration d'un plan Sectoriel de l'éducation (PSE)</i> inclus</p> <p>10 - Dans le cadre du <i>renforcement des capacités nationales des enseignants et personnel d'encadrement, un atelier d'appropriation nationale a été organisé.</i></p> <p>11 - Dans le cadre du renforcement de capacités nationales en matière d'alphabétisation et de formation tout le long de la vie, le bureau a poursuivi la <i>formation</i> de formateurs et</p>

	<p>promotion.</p> <p>12 - Organisation de la cérémonie de remise des certificats de ces jeunes a également servi de clôture du projet « Train My Generation – Gabon 5000 ».</p> <p>13 - La célébration de la Semaine mondiale de l'Education aux médias et à l'information (EMI), au Gabon</p> <p>14 - Sensibilisation des jeunes à l'utilisation responsable des informations des réseaux sociaux</p> <p>15 - Finalisation et publication de l'Annuaire Statistique.</p>	<p>application développée par l'ISU qui permet de générer un ensemble d'indicateurs et ratios indispensables à la production d'un annuaire statistique.</p> <p>13 - Les Représentants ont convenu d'une feuille de route pour l'engagement de l'AOC pour l'ESSR.</p>	<p>11 - L'équipe technique a pu proposer et faire valider un projet de l'annuaire statistique.</p> <p>12 - Signé un Accord de partenariat en vue de développer des activités d'information, éducation et communication sur les IST, le VIH-SIDA et la santé reproductrice dans l'ETPT au Gabon.</p> <p>13 - Création de la Coordination nationale gabonaise du Réseau panafricain des jeunes pour la culture de la paix (PAYNCOP-Gabon).</p> <p>14 - Présentation du nouvel Annuaire statistique du secteur de l'éducation et de la formation au Premier Ministre, Chef de Gouvernement.</p> <p>15 - Signature d'un nouvel accord entre la Directrice générale de l'UNESCO et le Vice-Ministre de l'Éducation de la République populaire de Chine dont les bénéficiaires directs sont USTM et UOB du Gabon.</p> <p>16 - Appuyé le gouvernement dans la mobilisation, de l'OMS, l'UNFPA, l'ONUSIDA, la CEEAC, des réseaux de jeunes et des organisations de la société civile pour recueillir leurs recommandations de sur SSR.</p> <p>17 - Participations dans la cérémonie de consultation national de ECS du Ministre de l'Éducation nationale et du Ministre des Affaires sociales et des droits de la femme.</p> <p>18 - La consultation de Libreville a permis d'examiner et valider les données et les conclusions du pays sur le VIH, les VBG et l'éducation.</p> <p>19 -Les plans d'action 2021-2023 des deux universités élaborées avec l'appui de l'Organisation ont été validés de la requête du Gabon.</p>		<p>encadreurs de ces centres d'alphabétisation</p> <p>12 - Accompagné le Gouvernement gabonais dans le renforcement de sa politique en la matière EFPT.</p> <p>13 - Formation de vingt-deux personnes inspecteurs pédagogiques, conseillers pédagogiques et enseignants, constituant l'équipe technique.</p> <p>14 - Session de formation des responsables de écoles associées sur l'utilisation de l'outil l'UNESCO, réseau Gabon..</p> <p>15 - Les centres de formation de Libreville comptabilisaient 1042 lauréats mais seuls les 3 meilleurs ont été conviés à la cérémonie du Présidentiel gabonais.</p> <p>16 - Toujours dans le cadre du programme « Train My Generation – Gabon 5000 », des jeunes ont bénéficié d'une formation dans des métiers à fort potentiel d'emploi du Gabon.</p> <p>17 - Transfert de compétence à travers la formation des personnels en vue de l'appropriation nationale pour la pérennisation du Système d'information de gestion de l'Éducation (SIGE).</p> <p>19 - Poursuivi et finalisé, en 2019, la collecte de données au sein des établissements scolaires dans toute l'étendue du territoire.</p> <p>20 - Par la suite, ils ont offert plusieurs formations aux équipes locales pour une bonne prise en main de StatEduc.</p> <p>21 - Un atelier de formation d'une cinquantaine d'inspecteurs et conseillers pédagogiques de Libreville portant essentiellement sur les opportunités pédagogiques qu'offrent les TIC.</p> <p>22 - Puis, il va falloir renforcer ses capacités afin qu'il soit apte à mener à bien le projet avec les ateliers de formations des personnes d'encadrements et des enseignants des disciplines.</p> <p>23 - Atelier de formation d'enseignants préscolaire, primaire et du secondaire, points focaux des écoles associées de l'UNESCO.</p> <p>24 - A travers le Projet « Train My Generation Gabon 5000 », l'UNESCO a accompagné de jeunes porteurs de projets dans le domaine du numérique et l'entrepreneuriat.</p> <p>25 - Formés des enseignants des mathématiques, sciences physiques et des sciences de la vie et de la terre (SVT) sur la production et la mise en ligne de cours des niveaux Troisième et Terminale.</p> <p>26 - Train My Generation a permis aux jeunes de</p>
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					<p><i>familiariser avec l'outil informatique</i> indispensable à tout emploi au XXIème siècle pourvoyeur de revenus.</p> <p>27 - Organisé une session de renforcement capacités au profit des bureaux directeurs de Coordination nationale et de la section nationale « Réseau panafricain des femmes pour une culture de la paix ».</p> <p>28 - Les plans d'action 2021-2023 des universités <i>élaborés avec l'appui l'Organisation</i> en tenant compte du contexte gabonais et de leurs spécificités, ont été présentés pour permettre la validation de la requête du Gabon.</p>
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Table 16. Recorded Interventions of UNESCO Field Office in Libreville identified in UNESCO Libreville Activities Reports of 2014/2015, 2016, 2017, 2018, 2019 and 2021.

3.16 UNESCO Field Office in Maputo

The UNESCO Field Office in Maputo recorded 71 interventions over the course of the analyzed period.

There was a majority of diffusion of meanings, with 20 interventions. There is a 38% predominance of procedural knowledge and normative influence, with a relative balance between other forms of influence and expertise. The neutrality and initiative spectrum was very unique, with a peak at the mid-high section, followed by a slope at the middle and mid-low sections, and another peak at the low section.

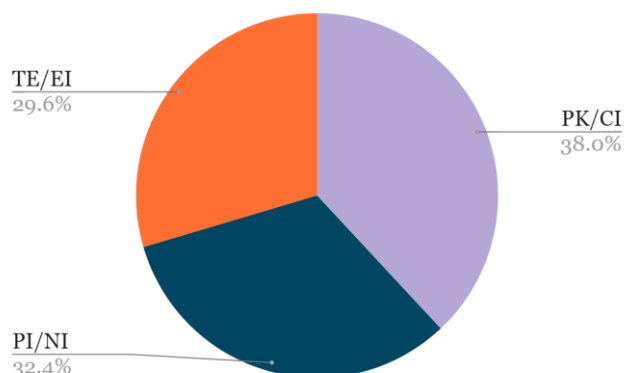
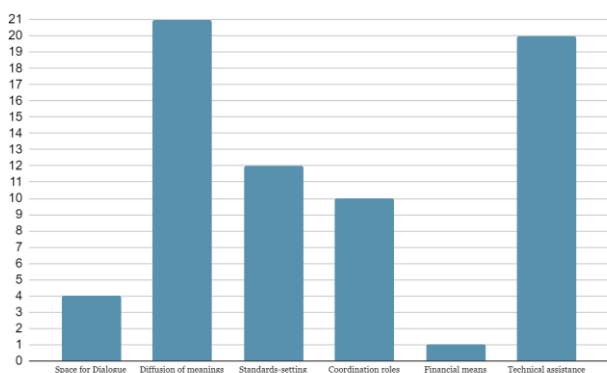


Chart 51. Interventions by UNESCO Field Office in Maputo split by activity.

Chart 52. Interventions by UNESCO Field Office in Maputo split by influence and expertise.

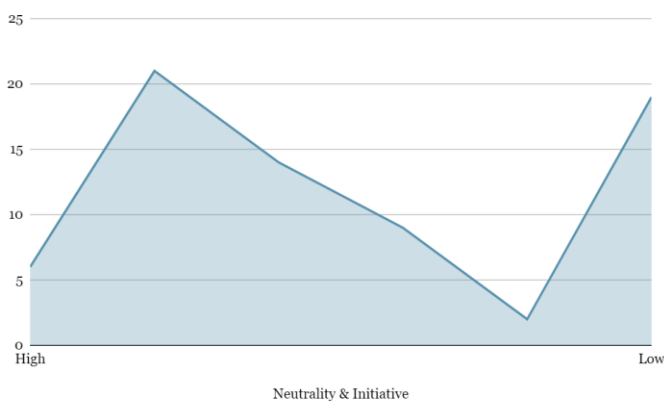


Chart 53. Interventions by UNESCO Field Office in Maputo under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical Assistance
<p>1 - <i>Co-organized a national consultation on ESD in Mozambique.</i></p> <p>2 - Provided support to the National Teachers Organization to <i>organize consultation meetings</i> gathering teachers on ECS.</p> <p>3 - <i>Various national fora and consultations were organized</i> to promote the SDG-4 with national stakeholders in Mozambique.</p> <p>4 - The Report on Education Policies produced including a Policy Gap analysis vs SDG-4 targets was used to inform the <i>policy dialogue</i> with key stakeholders.</p> <p>5 - <i>Consultations</i> allowed an assessment of the degree in which the “Code of Conduct for Teachers” is applied.</p> <p>6 - <i>The ESA Commitment meeting was organized during the 2016 International AIDS Conference in South Africa.</i></p>	<p>1 - In Mozambique, the <i>International Street Children Day was celebrated.</i></p> <p>2 - <i>The rights of the child were disseminated in a radio programme during the week.</i></p> <p>3 - <i>Drawing contest</i> for 1000 children from 3 schools (including street children) <i>was organized.</i></p> <p>4 - Mozambique <i>celebrated the World Teachers’ Day.</i></p> <p>5 - <i>Launch ceremony</i> of the project “Integrated Approach to Literacy and Adult Education to empower young women and their families through learning in rural and peri-urban communities in Mozambique”</p> <p>6 - <i>Celebration of International Literacy Day.</i></p> <p>7 - <i>Awareness raising activities, workshops with NGOs and civil society,</i> on linkage between literacy and sustainable development carried-out.</p> <p>8 - <i>Baseline study and needs assessment</i> in the communities from selected districts was conducted by a team from Eduardo Mondlane University.</p> <p>9 - <i>Awareness raised on the importance of the Code of Conduct for Teacher.</i></p> <p>10 - <i>A draft Country Report on Education Policies was produced</i> to provide information on the current state of the education system in Mozambique.</p> <p>11 - The <i>Action Plan for the Movement for Advocacy, Sensitization and Resource Mobilization for Literacy (MASMA) for 2016-2019, was developed.</i></p> <p>12 - <i>Workshops were organized</i> in three provinces as part of the support in scaling up CSE and promoting girls and young mothers’ rights.</p> <p>13 - <i>The ESA Commitment meeting was also an opportunity to advocate and disseminate key</i></p>	<p>1 - <i>Organized its first Southern African Regional Conference on Teachers</i> with the theme “Improving Quality of Education through Quality Teachers: Sharing effective practices towards the Post 2015 Agenda”.</p> <p>2 - <i>The evaluation of the Literacy and Adult Education Strategy 2010-2015 was completed with recommendations</i> to promote decentralization and monitoring/evaluation.</p> <p>3 - <i>Organized a Regional Workshop</i> in Maputo to review the second year progress of a project seeking to strengthen sexual and reproductive health and HIV prevention.</p> <p>5 - The National Institute for Education Development (INDE) led the <i>development and harmonization of CSE contents</i> that comprised the teachers’ manual for the 1st and 2nd cycle of Primary School.</p> <p>6 - <i>Teaching and Learning programme</i> for the Primary Education for Adults (equivalent to grade six) <i>was developed and approved.</i></p> <p>7 - Within the development of the Literacy and Adult Education Assessment framework, <i>a set of 600 assessment items were developed.</i></p> <p>8 - Launching the <i>2015 Monitoring Report</i>, a document prepared to track progress <i>towards the achievement of the ESA Commitment Targets.</i></p> <p>9 - <i>National indicator framework formulated - which responds to national policies aligned with SDG 4 targets.</i></p> <p>10 - <i>Recommendations for improvement identified,</i> to be used as the basis for formulating the NSDES - a sector wide vision of education statistics development.</p> <p>12 - <i>Development and testing of tools, consisting of guidelines for training adult educators in Mozambique.</i></p> <p>13 - <i>The E-school model was designed and</i></p>	<p>1 - <i>The GMR was launched by UNESCO and the Minister of Education and Human Development</i> in an event attended by many education partners.</p> <p>2 - <i>Attendance at launch ceremony by the Minister of Education and Human Development and the UNESCO Representative to Mozambique,</i> in a ceremony carried out on April 2015 in Boane.</p> <p>3 - As a result of the <i>UNESCO inception mission,</i> the Ministry of Education and Human Development and its partners have identified four key priority areas for the Education Policy Review.</p> <p>4 - Supported the MASMA, created in 2006, <i>and led by the First Lady of Mozambique.</i></p> <p>5 - <i>The Minister of Education and Human Development led the launch of the International Literacy Day throughout the country.</i></p> <p>6 - <i>The Deputy-Director General of UNESCO</i> officially launched the 2017/8 GEM Report with the <i>Deputy Prime Minister of Ethiopia and the Minister of Education and Human Development of Mozambique.</i></p> <p>8 - The Primary Education Curriculum for Youth and Adults <i>was approved by the MINEDH.</i></p> <p>9 - <i>Validation of the Family Learning Manual.</i></p>	<p>1 - 22 public schools from eleven provinces were selected as pilot E-schools, <i>to be supported with equipment</i> and pedagogy on the use of ICTs, becoming Digital Content Production Centers.</p> <p>2 - <i>UNESCO equipped the Institute for Open and Distance Education (IEDA), in order to develop and deliver multi-media content.</i></p>	<p>1 - <i>Trainers Teacher Training Institutes (ITIs) were trained</i> on the use of the manual for literacy teachers to enable the subsequent training of literacy teachers.</p> <p>2 - <i>Capacities</i> of technicians from MINEDH central, provincial and district level on pedagogical aspects of the Family Literacy Approach <i>enhanced.</i></p> <p>3 - <i>Capacity building courses were conducted inservice teachers</i> at the IFPs on scaling up CSE at the country level.</p> <p>4 - <i>Support that enabled MINEDH to provide capacity building training program</i> for IFPs Sexual Reproductive Health and also provide 1 prevention content.</p> <p>5 - Supported the MINEDH in the evaluation of implementation of a capacity building on “Skills Education Program” at the Institutes Teacher Trainers in select provinces.</p> <p>6 - <i>Provided support to the simultaneous evaluations</i> carried out by the MINEDH in several provinces as well.</p> <p>7 - <i>Supported</i> the National Directorate of Literacy and Adult Education <i>to update the national strategy.</i></p> <p>8 - Education technicians responsible for planning budgeting and human resource issues <i>were trained.</i></p> <p>9 - Technicians <i>enhanced their capacities</i> on gender mainstreaming and gender-responsive approach literacy programmes during a workshop in Germany.</p> <p>10 - In Mozambique, members of the NTT and MINEDH provincial staff, <i>were trained</i> through a “learning by doing” approach to assess and recommend required improvements for quality education data.</p> <p>11 - <i>Supported the elaboration of the primary education curriculum</i> for the education of young and adult learners based on a bilingual approach</p>

	<p><i>messages</i> addressed to policy makers, civil society, and local communities.</p> <p>14 - A diagnosis of the education sector in Mozambique – a Country Background Report – was produced.</p> <p>15 - Data mapping and quality assessment conducted - identified through the UIS data mapping tools and the SDG 4 indicators framework.</p> <p>16 - The Holistic Study on the status and issues concerning teachers in Mozambique was published.</p> <p>18 - The UNESCO Malala Fund for Girls' Right to Education, in complement to CapED, enhanced awareness and competencies related to gender equality.</p> <p>19 - Civil Society organizations organized trainings to boost community engagement to advocate for the implementation of comprehensive sexuality education.</p> <p>20 - The World Youth Skills Day was celebrated at the Maputo Industrial Institute.</p> <p>21 - Global Education Monitoring Report (GMR) launched in Mozambique and country achievements disseminated.</p>	<p><i>adopted</i> during a workshop organized with UNESCO experts and the Ministry of Education and Human Development technical staff.</p> <p>14 - Technical support for a Family Learning Programme and <i>for the development of a new curriculum based on a pedagogical model</i> for Mozambique.</p>			<p>13 - Supported the development of assessment tools to measure literacy and numeracy competencies achieved by adult learners enrolled in nation-wide adult literacy programmes.</p> <p>14 - Capacity-building workshop was organized for literacy managers to disseminate the Operational Plan for Adult Literacy and Education for 2019-2020.</p> <p>15 - The UNESCO Malala Fund for Girls' Right to Education improved the literacy and numeracy skills of selected communities and <i>provided vocational skills development</i> to vulnerable groups across Mozambique.</p> <p>16 - A training for education staff <i>was conducted</i> to promote the family learning approach.</p> <p>17 - Technical courses on CSE were provided to teacher trainers at the Teacher Training Institutes (ITPs) in Nampula and Zambezia.</p> <p>18 - A technical training prepared policy-makers to develop national ICT Policy in education and updating the National Technological Plan for education.</p> <p>19 - Capacities for Open Distance Learning reinforced to establish an environment for Open Distance Learning, with technicians from IEPs <i>trained</i> to develop teacher institutions' capacities by combining the paper-based learning model with a computer based model.</p>
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Table 17. Recorded Interventions of UNESCO Field Office in Maputo identified in UNESCO Maputo Activities Reports of 2015, 2016 and 2017.

3.17 UNESCO Field Office in Nairobi

The UNESCO Field Office in Nairobi recorded 147 interventions over the course of the analyzed period. This higher number, once again, we believe is due to it being a Regional Office.

We see a majority of coordination roles, with 35 interventions. There is a 41% predominance of policy involvement and normative influence, also with a relative balance between other forms of expertise and influence. The neutrality and initiative spectrum was stronger in the middle section, with other strong points in the mid-high section and low section as well.

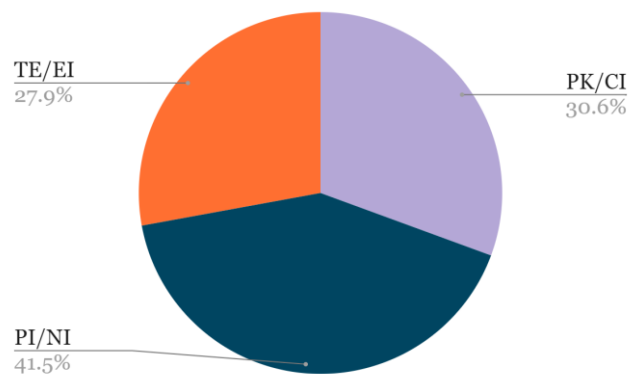
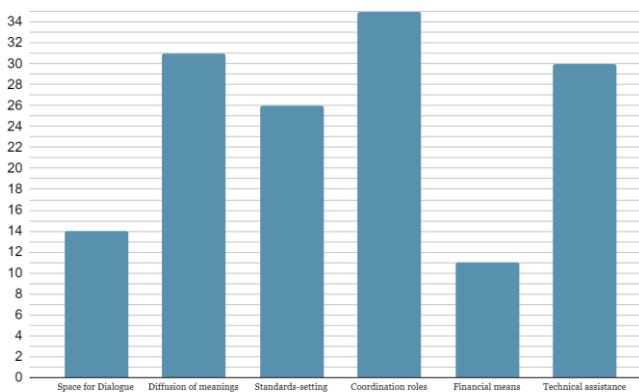


Chart 54. Interventions by UNESCO Field Office in Nairobi split by activity.

Chart 55. Interventions by UNESCO Field Office in Nairobi split by influence and expertise.

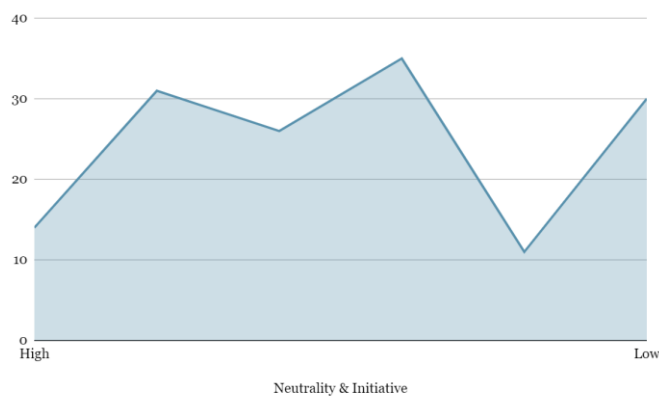


Chart 56. Interventions by UNESCO Field Office in Nairobi under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Sub-Saharan Africa Regional Conference</i> in February 2015 in Kigali.</p> <p>2 - <i>Organized the SDG-4 consultations</i> in Ethiopia, on 27 October 2016.</p> <p>3 - <i>Organized the national consultation</i> from 28 to 29 September 2016 in Djibouti.</p> <p>4 - <i>Supported a policy dialogue forum</i> for key MoE SAGAs to provide a platform to engage on the ongoing national curriculum reform.</p> <p>5 - <i>Support for county consultations</i> and report for development of the ESD policy framework.</p> <p>6 - <i>Organized an interactive panel discussion</i> on PEV-E, hosted by the Government of Kenya.</p> <p>7 - <i>Organisé une conférence à Madagascar</i> à l'attention des décideurs, pour partager auprès des directeurs interministériels, centraux et régionaux.</p> <p>8 - <i>Conduct a national symposium</i> on digitalization and Technology in Uganda.</p> <p>9 - Supported the MoES of Uganda to hold its <i>3rd National Teacher Education Symposium</i>.</p> <p>10 - <i>Country-level engagement</i> in Uganda in 2020, bringing together participants for education continuity under COVID-19.</p> <p>11 - <i>Coordination of consultation meetings</i> to discuss the need for a reformed and revitalized global education cooperation mechanism (GECM) to accelerate progress to 2030</p> <p>12 - <i>Organized an Online IT Partners meeting</i>, drawing on the membership of the UNESCO COVID-19 Global Education Coalition and Non-Coalition members.</p> <p>13 - In the United Nations Africa Regional High Level Conference on Countering Terrorism and Preventing Violent Extremism, <i>organized an interactive panel discussion on PVE-E</i>.</p> <p>14 - The <i>Global Partners' Meeting of the</i></p>	<p>1 - <i>Supported the involvement of Young People Living with HIV and AIDS to access ASRH services and information.</i></p> <p>2 - <i>Supported the MoES to communicate</i> HIV prevention messages through sports and games.</p> <p>3 - <i>A desk review</i> of ESD interventions at the global, regional and national level</p> <p>4 - <i>Sensitize</i> South Sudanese youth through "Peacebuilding and Literacy through Tech Innovation <i>Bootcamp</i>" for students from the University of Juba.</p> <p>5 - <i>Bootcamp participants developed a Mobile Application: A PeaceApp</i> that explains different terms relating to conflict, violence and its impact.</p> <p>6 - <i>A gender assessment and audit was undertaken</i> to assess gender equality and gender responsiveness and gender mainstreaming in teacher education in Uganda.</p> <p>7 - <i>Create an enabling environment</i> for the use of quality ADTs and <i>promote policy development and advocacy</i> for inclusive education.</p> <p>8 - <i>Labour Market Analyses (LMA) were conducted.</i></p> <p>9 - <i>Designed and successfully conducted Training Needs Assessments</i> both for TVET teachers and leaders in all beneficiary countries</p> <p>10 - <i>Design and development of skills gateways</i>, which are <i>online platforms</i> that serve as TVET resource centers and <i>facilitate access to and awareness.</i></p> <p>11 - Professionals from museums and educational institutions <i>participated in a webinar/online meeting in celebration of International Museum Day.</i></p> <p>13 - <i>Launch the first-ever Kenya national study report on Out-of-School Children (OOSC).</i></p>	<p>1 - <i>Organization of a regional Multisectorial forum</i> to endorse the way forward.</p> <p>2 - <i>Organized a regional forum</i> for 13 countries to adopt the Mahe Process to strengthen TVET in Eastern Africa.</p> <p>3 - <i>New UNESCO TVET Strategy (2016-2021) and tools to monitor TVET related targets under SDG4 were shared.</i></p> <p>4 - <i>Supported the MoES to develop a National Framework</i> on Sexuality Education in Uganda.</p> <p>5 - <i>Support to develop new training packages</i>, resulting in the development reference documents covering thirteen trades identified.</p> <p>6 - <i>Support the elaboration of teaching and learning materials through regional experiences</i> for the new Higher Diploma in Science Secondary Education in Tanzania.</p> <p>7 - <i>Supported</i> Uganda to <i>harmonize teacher training programmes and develop a Continuous Professional Development framework</i> to address issues concerning teacher status and welfare.</p> <p>8 - <i>Hosted a validation and training webinar</i> on LMA with focus on Studies on Labour Market and <i>Curriculum Harmonization.</i></p> <p>9 - <i>Monitoring the Marrakesh Treaty ratification and domestication.</i></p> <p>10 - <i>Developing guidelines for the development of teacher training resources.</i></p> <p>11 - <i>Developing ICT equipment procurement guidelines for OPDs and key government stakeholders.</i></p> <p>12 - <i>LMAs contributed to the harmonization of the curriculum and occupational standards in Ethiopia, Uganda and Madagascar.</i></p> <p>13 - Promoting career guidance and counseling materials, like guidelines and handbooks in</p>	<p>1 - <i>Partnership engagement for monitoring and coordination of SDG-4 at national level.</i></p> <p>2 - <i>Two-day workshop on revision</i> of the KICT-CFT was held from 15 to 16 June 2016 in Nairobi, Kenya.</p> <p>3 - <i>Stakeholders Consultation meeting was presided over by the Director General for Education.</i></p> <p>4 - <i>Validation workshop was organized</i>, with technical support carried out by the Department of Quality Assurance and Curricula of the Ministry.</p> <p>5 - <i>Engagement of steering committees comprising key partners</i> for Accessible Digital Textbooks (ADT) at country level.</p> <p>6 - <i>Validation of country guidelines and counseling materials in beneficiary countries.</i></p> <p>7 - <i>Series of virtual meetings of development partners</i> to support African countries in the provision of education through distance and online modes.</p> <p>8 - <i>The Transitional National Legislative Assembly (TNLA) organized a meeting to establish a National Ad-Hoc Technical and Vocational Education and Training (TVET) Coordination Committee.</i></p> <p>10 - United Nations Africa Regional High Level Conference on Countering Terrorism and Preventing Violent Extremism <i>attended by Kenyan President, Uhuru Kenyatta.</i></p> <p>12 - <i>Director-General Audrey Azoulay today carried out a historic visit to Somalia</i> and held talks with the Prime Minister, Minister of Education, Culture and Higher Education, and Minister of Women and Human Rights.</p> <p>13 - <i>In Mogadishu, the Director-General also signed a Memorandum of Understanding</i> with the government of Somalia, paving the way to strengthen multilateral cooperation through education and culture and support the country's peacebuilding and reconstruction efforts.</p> <p>14 - <i>Dans la conférence nationale à Antananarivo,</i></p>	<p>1 - <i>Provided with essential training and learning materials and office equipment, stationery and materials</i> to facilitate literacy and life skills learning programmes.</p> <p>2 - <i>Supply and installation of 272 ICT and Studio Equipment to the 3 key TTIs.</i></p> <p>3 - In Ethiopia, piloting, testing and scaling up by Technology-enabled Open School Systems (TOESS) to connect school-based and home-based learning <i>through better connectivity.</i></p> <p>4 - <i>Supporting the establishment of an Offline Intranet Resource Centre (OIRC) (...)</i> a <i>warehouse of high quality offline educational resources</i> for both formal and informal learning.</p> <p>5 - To ensure the feasibility of the digital component, the project <i>provided ICT and solar equipment to the OIRC.</i></p> <p>6 - <i>Providing extra support to build a rainwater-harvesting model at Nyankole primary school.</i></p> <p>7 - <i>Handover of ICT Equipment to TVET Institutions in Uganda.</i></p> <p>8 - Kenyan TVET Institutions <i>received ICT Equipment</i> from BEAR II Project.</p> <p>9 - Secondary Schools in Uganda <i>received</i> Digital Library Device RACHEL.</p> <p>10 - <i>Equipped</i> 3 Pilot Teacher Training Institutions (TTIs) in Uganda <i>with an assortment of ICT equipment.</i></p> <p>11 - Community Learning Centers (CLC) <i>received essential equipment and supplies</i> for technical training..</p>	<p>1 - <i>Capacitating</i> primary school teachers, <i>workshop</i> within the national roll-out of the Literacy Programme.</p> <p>2 - <i>Provided technical support</i> to the Ministry of Education of Kenya through the provision of appropriate technical advice on educational implications.</p> <p>3 - <i>Supported the Government of Uganda to consolidate the various teacher policies</i> for teacher management and delivery of educational services.</p> <p>4 - <i>Technical support aimed at strengthening the capacity</i> of teacher trainers, curriculum developers, subject specialists, publishers.</p> <p>5 - <i>Trained teachers and parents</i> on how to communicate with adolescents and young people at schools and at home.</p> <p>6 - <i>Support</i> the Ministry of Education, <i>the drafting committee, for the development of a comprehensive ESD policy for the education sector.</i></p> <p>7 - <i>Support for the development of a National Strategy on Employment and Vocational Training (PVE-E) in Madagascar</i></p> <p>8 - Training posts were created to <i>strengthen the capacity</i> of the facilitators of the new centres for young rural school leavers <i>were certified on</i> trades.</p> <p>9 - <i>Conducted a training exercise</i> on education for Master Trainers in Rwanda.</p> <p>10 - <i>Development and translation of teaching learning materials for adult literacy and life skills programmes</i> to be used in Community Learning Centers (CLC).</p> <p>11 - Women and youth <i>took a 10-months training</i> based on the national NFE curriculum in Somalia.</p> <p>12 - Capacity of Teacher Educators from the</p>

<p><i>Teachers/Teaching and Learning Cluster of the Education Response to COVID-19 was held in April 2020.</i></p>	<p>14 - Support the setting up of a Youth As Researchers Team to conduct a study examining the impact of COVID-19 on learning in Africa.</p> <p>15 - Organized a global virtual knowledge sharing session gathering together Youth As Researchers Teams to allow showcasing and discussion on the findings..</p> <p>16 - Commemoration of World Teachers Day 2021 in Uganda.</p> <p>17 - Series of live television dialogues to discuss topical issues affecting teachers in and the need to support them for the recovery of the education system.</p> <p>18 - Organized a week's initiative called "Teacher Appreciation Week" (...) mobilizing people to send messages, gifts, offers, discounts, and other tokens of appreciation to teachers.</p> <p>19 - Hosted a Hybrid Public Lecture by UNESCO Regional Director for Eastern Africa, streamed on YouTube and Zoom.</p> <p>20 - Commissioned a national assessment of TTIs in Uganda on leadership, management and governance.</p> <p>22 - Produced videos to highlight the project impact and increase visibility of the Joint Programme in Tanzania.</p> <p>23 - Use of the available online and media platform to keep the students connected to STEM and STEM role models in the face of COVID-19.</p> <p>24 - Virtual launch of the New STEM Mentorship programme in 2020 by UNESCO and GoK.</p> <p>25 - 3-day project launch workshop organized in cooperation with the Korean Ministry of Education at the Agro-Fisheries & Food Trade Center in the Republic of Korea.</p> <p>26 - Lancement du projet « Une meilleure éducation pour l'essor de l'Afrique (BEAR II) » a Antananarivo.</p> <p>27 - Launch ceremony of a health and wellbeing project for young people in Kenyan universities and tertiary institutions. " Our Lives, Our Rights, Our Future" (03 Plus).</p> <p>28 - UNESCO Digital Library Initiative, Remote Area Community Hotspot for Education and Learning (RACHEL) launch ceremony in Uganda.</p> <p>29 - UNESCO Digital Library Initiative focusing on "Building a culture of reading and research</p>	<p>Ethiopia and Uganda.</p> <p>14 - In Tanzania the project team <i>elaborated a National Career Guidance and Counseling System</i></p> <p>15 - In Madagascar, <i>supported the development of the National Policy on School and Vocational Guidance.</i></p> <p>16 - Supported the development of the National Skills Competition in Ethiopia.</p> <p>17 - A 3-day technical workshop was organized in Nairobi/Kenya <i>to institutionalize effective and timely monitoring and reporting against CESA and SDG4 targets.</i></p> <p>18 - Held a workshop in Kenya <i>to draw a roadmap towards the development of a national monitoring, evaluation and reporting framework</i> of the achievements of SDG 4 & CESA 2016-2025.</p> <p>19 - SADC and EAC Secretariats, together with the Technical Coordination Group convened a Regional Consultation on the ESA Ministerial Commitment.</p> <p>20 - The YAL study on COVID-19 impacts in education in Africa <i>provided a series of recommendations to different stakeholders for remedial actions.</i></p> <p>21 - Organization of a workshop to review and finalize matrices <i>for mainstreaming the UNESCO General History of Africa</i> into the Upper Primary School and Junior Secondary School Curriculum.</p> <p>22 - Assessment culminated in <i>the development of a national guideline</i> for the TTIs to improve leadership, management and governance practices.</p> <p>23 - Virtual GECM consultation meeting with ten countries from Eastern Africa.</p> <p>24 - Co-hosted a virtual workshop to develop matrices for <i>mainstreaming the UNESCO General History of Africa (GHA) into the diploma teacher curriculum in Kenya.</i></p> <p>25 - National EFA Reviews undertaken in 2014-15.</p> <p>26 - Convened a 3-day training workshop for principals of TTIs and MoE officials in Uganda <i>to orient participants on the guidelines, and encourage them to adapt the guidelines</i> to better lead, manage and govern their respective institutions.</p>	<p><i>la Ministre de l'Éducation nationale et de l'enseignement technique et professionnel.</i></p> <p>15 - The Global Partners' Meeting of April 2020 brought together <i>was opened by the remarks of the UNESCO Assistant Director General for Education.</i></p> <p>16 - Attendance by the President and First Lady of Uganda in the commemoration of World Teachers Day 2021 in the country.</p> <p>17 - UNESCO Regional Director for Eastern Africa and Representative to Kenya paid a courtesy call to Kenya Cabinet Secretary for ICT, Innovation and Youth Affairs.</p> <p>18 - Attendance by the Director of Education Standards (DES) in Uganda at the handover ceremony of ICT equipment in Uganda.</p> <p>19 - O3 Plus launch attended by Chief Administrative Secretary from the Kenya Ministry of Education, representing the Cabinet Secretary.</p> <p>20 - UNESCO Regional Director for Eastern Africa meets the Kenya Cabinet Secretary for Education.</p> <p>21 - UNESCO Regional Director and Representative to Kenya presents his Credentials to the Kenya Cabinet Secretary for Foreign Affairs.</p> <p>22 - UNESCO Regional Director met with the Secretaries-General of the National Commissions for UNESCO and their team in the Eastern Africa Region.</p> <p>23 - UNESCO Regional Director and Representative to Kenya, paid a courtesy visit to Cabinet Secretary for Foreign Affairs.</p> <p>24 - During the handover, the <i>UNESCO Regional Director was accompanied by the Ambassador of the Republic of Korea to Kenya.</i></p> <p>25 - Huawei invited UNESCO for the opening ceremony of its upgraded and expanded Training Center in Nairobi (...) attended by Principal Secretaries on behalf of Cabinet Secretaries of several ministries</p> <p>26 - Attendance at 3-day retreat hosted by Director of the Teacher Education and Training (TET) in Uganda.</p> <p>27 - UNESCO Regional Director pays a visit to the University of Nairobi, meeting with the Vice Chancellor.</p> <p>28 - Attendance at TTIs workshop by, the Commissioner Teacher/Tutor Education and Training (TIET) of the Ministry of Education and</p>	<p>has been enhanced in Uganda; (ii) a</p> <p>13 - Learner management system (LMS) developed and populated with Online courses and other materials developed by the Educators in Uganda.</p> <p>14 - Supported the MoES to strengthen the of teacher educators and education officers Primary Teacher Training Colleges to gender sensitive pedagogy in primary education</p> <p>15 - Supported the Government of Uganda to <i>a teacher management information system</i></p> <p>16 - Capacity building for teachers on applied assistive technologies and use of accessible textbooks and piloting of developed ADTs in Kenya, Rwanda and Uganda.</p> <p>17 - Design and finalization of curricula, materials and training tools in the target sectors in Ethiopia, Kenya, Uganda, Madagascar and Tanzania.</p> <p>18 - Digital component in training modules, programmes on digitalized materials, teaching tools, among others, and offered to national TVET institutions.</p> <p>19 - Supported the MOES in Uganda to <i>capacity through training workshops</i> of educators in using ICT in teaching and learning during school lockdown.</p> <p>20 - Capacity building activity for the training centres was held from in 2021 in the and Androy Regions for the "basket-making</p> <p>21 - A capacity building of school personnel management and maintenance of WASH facilities as well as resource mobilization at school and community level.</p> <p>22 - Offering cutting edge ICT training programmes in areas of AI and cloud computing for lecturers in Nairobi, Kenya.</p> <p>23 - Support for the MoE in the development of a five-year operational plan and an 18-month plan to strengthen the governance and coordination of TVET in South Sudan.</p> <p>24 - A 5-day training was carried-out for mentors at schools in Mogadishu and G to how to utilize the guide to effectively facilitate and art-based activities for children.</p> <p>25 - Supported the MoES and convened a retreat of the national taskforce to develop strategic documents for the establishment and governance of UNITE in Uganda.</p>
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	<p>through digital media” <i>launch ceremony</i> in South Sudan.</p> <p>30 - Launch ceremony of the UNESCO and Huawei, in collaboration with the Government of Kenya, pilot project to provide free internet connectivity to 13 schools.</p> <p>31 - Organized a virtual closing ceremony to conclude a series of AI Technology training between UNESCO and Huawei.</p>		<p><i>Sports.</i></p> <p>29 - Attendance at Uganda’s teacher and policy dialogue workshop by the Commissioner Teacher/Tutor Instructor Education and Training (TIET) in the MoES.</p> <p>30 - RACHEL launch in Ariwa Secondary School presided over by the Director of Basic and Secondary Education of the Ministry of Education and Sports, representing the Permanent Secretary.</p> <p>31 - Attendance at Uganda’s 3rd National Teacher Education Symposium by the First Lady and Minister of Education of Uganda.</p> <p>32 - The Online IT Partners meeting graced by the UNRC for the Seychelles and the Minister of Education and Human Resource Development of Seychelles.</p> <p>34 - Attendance at the pilot project launch by the Cabinet Secretary, Ministry of ICT, Innovation and Youth Affairs and by the CEO Huawei Kenya.</p> <p>35 - National Ad-Hoc TVET Coordination Committee agreed on a five-year operational plan for TVET, as well as an 18-month work plan during a workshop held in October 2019</p>		<p>26 - Organized a 5-day training for teacher effective social and policy dialogue in Education.</p> <p>27 - Training teachers at all levels in the use of the usage of a Digital Library Device RACHEL.</p> <p>28 - Supported a 2-days capacity building on STEM mentorship programme for science teachers in Uganda.</p> <p>29 - Young women from six regions participated in the virtual CodeHack to create their digital response to the pandemic challenges.</p> <p>30 - Organization of the UNESCO digital mentorship programme to provide students with information and career opportunities in the STEM fields.</p>
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Table 18. Recorded Interventions of UNESCO Field Office in Nairobi identified in UNESCO Nairobi Activities Reports of 2016 and 2021, complemented by UNESCO Nairobi News sections of 2019 and 2020.

3.18 UNESCO Field Office in Rabat

The UNESCO Field Office in Rabat recorded 26 interventions over the course of the analyzed period.

We see a predominance of coordination roles, with 8 interventions. There is also a 45% predominance of policy involvement and normative influence, with a relative balance between other forms of expertise and influence. The neutrality and initiative spectrum is stronger in the middle and mid-low sections, with a moderate standing in the remaining sections.

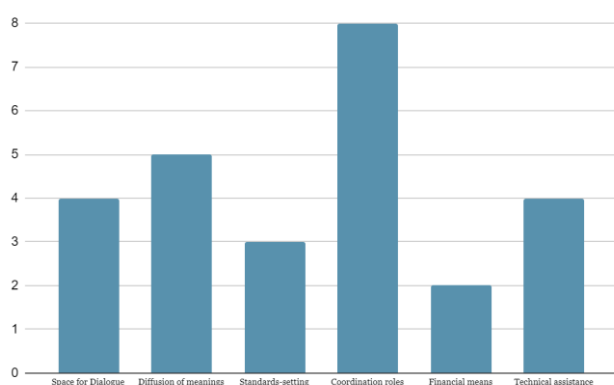


Chart 57. Interventions by UNESCO Field Office in Rabat split by activity.

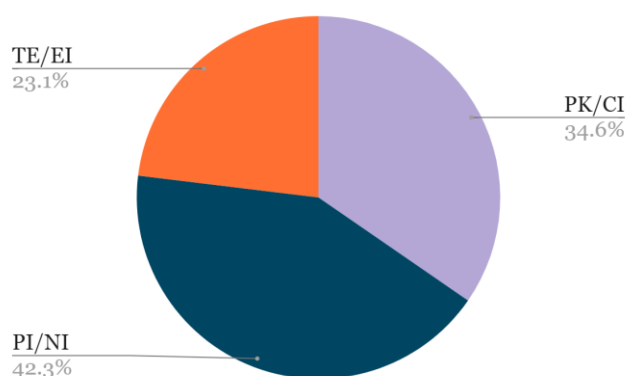


Chart 58. Interventions by UNESCO Field Office in Rabat split by influence and expertise.

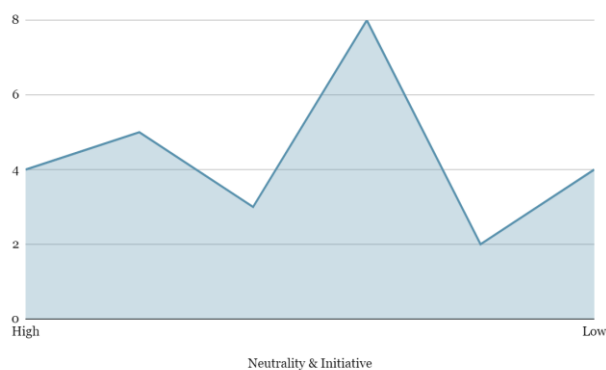


Chart 59. Interventions by UNESCO Field Office in Rabat under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Organisé un atelier virtuel et d'une table ronde</i> (...) avec l'objectif de mener une réflexion sur le thème de l'inadéquation de l'offre et de la demande en compétences.</p> <p>2 - <i>Organisé le forum de la Coalition mondiale pour l'éducation intitulé</i> « Le tournant de l'apprentissage numérique en Afrique : quel rôle pour les écosystèmes locaux ? ».</p> <p>3 - <i>Organisé la première réunion des partenaires de l'Académie mondiale des compétences.</i></p> <p>4 - <i>Organisé un atelier de restitution et d'échanges</i> au profit des jeunes et des représentants des administrations publiques compétentes.</p>	<p>1 - <i>Organisé un séminaire en ligne</i> pour démystifier le concept des villes apprenantes.</p> <p>2 - <i>Le Sous-directeur Général Priorité Afrique et Relations Extérieures de l'UNESCO revient dans une interview</i> sur la réponse globale et multidimensionnelle de l'organisation à la crise COVID-19.</p> <p>3 - <i>Célébration de la Journée internationale de la jeunesse 2021.</i></p> <p>4 - <i>Organisé un webinaire</i> sous le thème : « Innovations et nouvelles technologies en Afrique du Nord dans le contexte de la Covid-19 ».</p> <p>5 - <i>Cérémonie de lancement du projet</i> « Autonomiser le système éducatif et les communautés scolaires par la promotion des droits de l'homme, l'éducation à la citoyenneté mondiale et l'éducation aux médias et à l'information ».</p>	<p>1 - À l'occasion de la JIJ2021, <i>lancement d'un concours d'idées innovantes</i> pour mettre en avant les idées et les initiatives de la jeunesse au Maroc.</p> <p>2 - Dans la première réunion des partenaires de l'Académie mondiale des compétences, <i>identification des indicateurs pour les mécanismes de suivi et de rapport.</i></p> <p>3 - Dans le webinaire, <i>émissions des recommandations</i> pour soumises au Comité intergouvernemental de hauts fonctionnaires et d'experts (ICSOE).</p>	<p>1 - <i>Présence du Ministre Délégué marocain chargé de l'Enseignement Supérieur et de la Recherche Scientifique</i> aux rencontres-débat « COVID-19 et conséquences pour l'enseignement supérieur ».</p> <p>2 - <i>Début d'un groupe de travail</i> dans le but d'approfondir la réflexion sur l'apport de la prospective dans la réponse aux défis que rencontrent les jeunes..</p> <p>3 - <i>L'événement a été ouvert par la Sous-Directrice générale pour l'éducation de l'UNESCO et Sous-Directeur général pour la priorité Afrique et les relations extérieures de l'UNESCO.</i></p> <p>4 - <i>Réalisation d'une table ronde ministérielle avec 6 ministres de l'Éducation africains</i>, du Congo, de la Côte d'Ivoire, du Ghana, du Maroc, de la République démocratique du Congo et de la Tunisie.</p> <p>5 - Participation dans la cérémonie de lancement par la <i>Ministre de l'Enseignement Supérieur et de la Recherche Scientifique</i> de Tunisie.</p> <p>6 - Au Maroc, <i>l'Académie déploie les contributions d'IBM, de Microsoft et de PIX en collaboration étroite avec l'Office de la Formation Professionnelle et de la Promotion du Travail.</i></p> <p>7 - Cérémonie organisée en marge de la Rencontre régionale de coordination avec les acteurs locaux et la fédération en présence du <i>Ministre de l'Éducation Nationale, de la Formation Professionnelle, de l'Enseignement Supérieur et de la Recherche Scientifique.</i></p> <p>8 - <i>Accueilli une délégation de l'Office de la Formation Professionnelle et de la Promotion du Travail (OPFPT).</i></p>	<p>1 - <i>Appui financier</i> à l'élaboration de la nouvelle Stratégie Nationale de la Jeunesse 2020-2024.</p> <p>2 - S'est tenue une cérémonie marquant la <i>remise des ordinateurs en vue de mettre en place 9 salles multimédia.</i></p>	<p>1 - <i>Formation en ligne</i> des enseignants, professeurs universitaires et formateurs des institutions d'éducation des enseignants en Algérie, Maroc et Tunisie.</p> <p>2 - <i>Offre une formation</i> sur les méthodes d'anticipation des compétences dont l'objectif est de permettre une meilleure compréhension des principaux instruments et outils d'identification des besoins actuels et futurs.</p> <p>3 - <i>Organisé une formation en visioconférence</i> sur la démarche de prospective sur la demande d'emploi en 2021.</p> <p>4 - <i>Appui technique à l'élaboration de la nouvelle Stratégie Nationale de la Jeunesse 2020-2024.</i></p>

Table 19. Recorded Interventions of UNESCO Field Office in Rabat identified in UNESCO Rabat News sections of 2019 and 2020.

3.19 UNESCO Field Office in Windhoek

The UNESCO Field Office in Windhoek recorded 142 interventions over the course of the analyzed period. This was outside of the curve, not being a Regional Office, but we believe is likely due to its complete and thorough reporting.

There was a majority of diffusion of meanings, with 40 interventions. We see the predominance of procedural knowledge and cognitive influence at 40%, seconded by policy involvement and normative influence, and with a small proportion of technical expertise and executive influence. The neutrality and initiative spectrum had a succession of bottoms and peaks, with strong mid-high and mid-low sections and an intermediate low section.

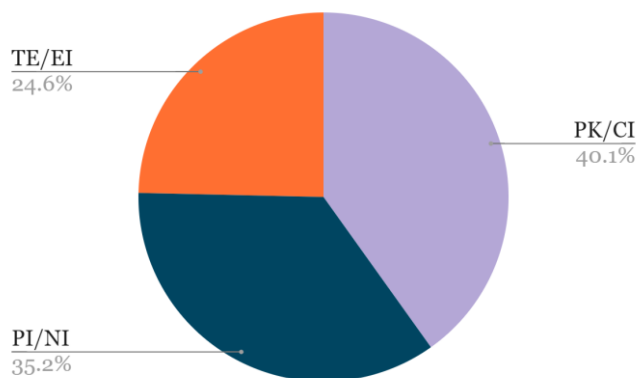
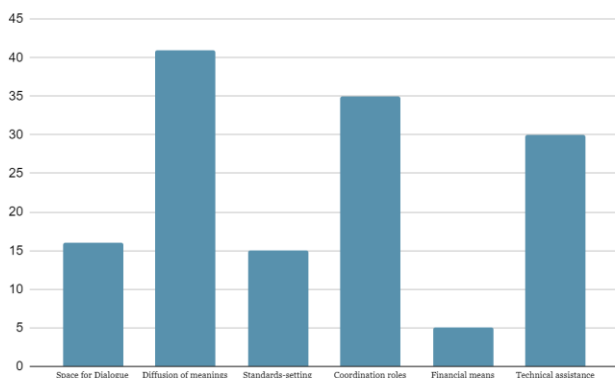


Chart 60. Interventions by UNESCO Field Office in Windhoek split by activity.

Chart 61. Interventions by UNESCO Field Office in Windhoek split by influence and expertise.

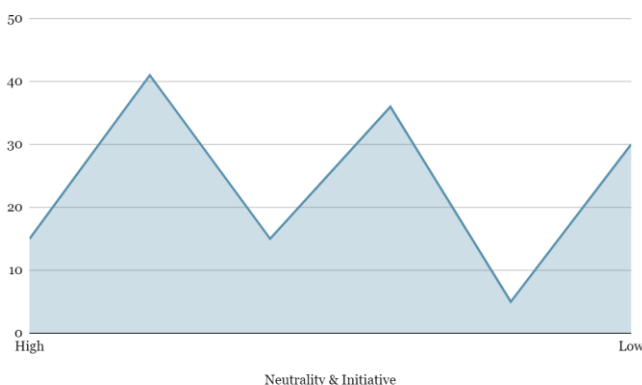


Chart 62. Interventions by UNESCO Field Office in Windhoek under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
<p>1 - <i>Dialogues on ECS and Sexual and Reproductive Health for young people were conducted.</i></p> <p>2 - <i>Organizing the 2015 Quality Education Platform (...)</i> which included the <i>National Quality Education Platform.</i></p> <p>3 - <i>Namibia holds Annual Review of the Education and Training Sector.</i></p> <p>4 - <i>3rd annual teacher conference</i> on the 29th of June 2015 at Uukule Senior Secondary School in Onyaanya.</p> <p>5 - <i>Establishment of Kopano Education Forum</i> in Namibia (...) <i>a virtual learning community of practitioners..</i></p> <p>6 - Namibia <i>held the first ever AIDS Conference</i> in Swakopmund from 27-30 November 2016</p> <p>7 - The Foreign Policy Review Conference included a <i>panel</i> on the state of higher education, training and innovation <i>and a workshop on education.</i></p> <p>8 - <i>Weekly meetings aimed at facilitating extensive consultations</i> in planning and preparations for the School drop out and Out-of-School Conference.</p> <p>9 - <i>Held a stakeholders consultation meeting</i> to support the Human Rights and Documentation Centre of the University of Namibia.</p> <p>10 - Parental Youth <i>Dialogue was hosted</i> under the theme, "Don't Raise Your Voice, Raise Your Arguments"</p> <p>11 - Boys and young men (...) <i>were engaged in discussions</i> about CSE themes.</p> <p>12 - <i>International Conference on Technical, Vocational Education and Training (TVET).</i></p> <p>13 - <i>Support for the International virtual symposium hosted by NQA.</i></p> <p>14 - <i>Country-wide consultations</i> with stakeholders for the Draft SDG 4 Implementation Plan.</p>	<p>1 - ECS dialogues in which key stakeholders <i>were sensitized</i> on the targets of the commitment..</p> <p>2 - <i>Co-presentation of a session</i> on Education for Sustainable Development (ESD)</p> <p>3 - <i>Commenced UNESCO's 70th Anniversary celebrations.</i></p> <p>4 - <i>Adult Learners' Week</i>, the most important celebration of lifelong learning in Namibia, <i>was officially launched.</i></p> <p>5 - <i>Initiative to promote community engagement</i> in adolescents and young people's access to CSE and SRH, <i>utilizing the CSE Community Engagement Toolkit.</i></p> <p>6 - <i>National Report of an Action Research was officially launched (...)</i> <i>By widely disseminating the successful research results.</i></p> <p>7 - <i>Organized a seminar</i> to present the key findings of the 2015 Education for All Global Monitoring Report.</p> <p>8 - <i>Launched the Mobile Learning Project in ESD and Micro-Gardening for Out-of-School Youth.</i></p> <p>9 - The MEAC through the HIV and AIDS Management Unit <i>hosted the Health and Wellness Awareness Week.</i></p> <p>10 - The Bank Windhoek Socratic Forum organized the Namibian celebration of the <i>2016 UNESCO World Philosophy Day.</i></p> <p>11 - <i>Commemoration of the 71st anniversary</i> of the founding of the United Nations.</p> <p>12 - <i>50th anniversary of the international Literacy Day (ILD) was celebrated</i></p> <p>13 - Experts from UNESCO <i>handed over a report</i> on the Situational Assessment of Technical, Vocational Education and Training</p>	<p>1 - In the ECS dialogues culminated in the <i>drafting of a regional operational plan</i> on coordination of young peoples activities.</p> <p>2 - <i>Organization of the 2015 Quality Education Platform</i>, which includes the <i>Southern Africa Regional Workshop on Literacy</i></p> <p>3 - <i>Southern African Regional Conference on Teachers</i> was held in Mozambique.</p> <p>4 - <i>Documented teacher practices</i> in the 28 schools and identified highlights and challenges, <i>a toolkit of strategies</i> intended to elevate practices <i>was developed.</i></p> <p>5 - <i>Hands-on toolkit of strategies developed and piloted through the project</i> was also recognized as a very tangible project result.</p> <p>6 - Participants from the five targeted countries by BEAR in the <i>Southern African Development Community (SADC)</i> attended a workshop.</p> <p>7 - The workshop ran in conjunction with the <i>first Namibian National Skills Competition (NSC).</i></p> <p>8 - <i>Held a successful regional workshop</i> on education statistics.</p> <p>9 - National workshops contributing to the <i>implementation of the 2011 Educational Conference Recommendations.</i></p> <p>11 - <i>Supported the EMIS to compile</i> a report of CSE related <i>indicators</i></p> <p>12 - <i>Awarding of the 2018 UNESCO-Japan Prize</i> on Education for Sustainable Development to NaDEET.</p> <p>13 - A <i>regional delegation</i> representing ten countries traveled into the Namib Desert.</p> <p>14 - UNESCO provided lead <i>support</i> in</p>	<p>1 - <i>Director of Planning and Development in the Ministry of Education, Arts and Culture in Namibia led the Namibian team</i> at the e Regional ESD Consultative workshop.</p> <p>2 - Attendance at the Annual Review of the Education and Training Sector by the <i>Permanent Secretary in the Ministry of Education, Arts and Culture.</i></p> <p>3 - Attendance at UNESCO's 70th Anniversary celebrations by the <i>Deputy Minister of Education, Training and Innovation.</i></p> <p>4 - Adult Learners' Week, (...), was officially <i>launched by the Minister of Education, Arts and Culture.</i></p> <p>5 - The 2015 Quality Education Platform was attended by <i>Speaker of the National Assembly and Ambassador of the People's Republic of China to the Republic of Namibia.</i></p> <p>6 - Namibia' <i>Deputy Minister of Information and Communication Technology was elected to chair the 38th Session of the General Conference of UNESCO</i></p> <p>7 - <i>Education Programme Committee of the Namibia National Commission for UNESCO met</i> to review the progress made and prepare for the 38th Session of UNESCO's General Conference.</p> <p>8 - <i>Attendance by the Namibian delegation and Honorable Minister of Higher Education, Training and Innovation</i> at the World Skills Competition, in Brazil</p> <p>9 - Namibian teams <i>undertook study tours</i> to Côte d'Ivoire and Ethiopia under CFIT in 2015.</p> <p>10 - Speaking <i>on behalf of the Honourable Minister of Education, Arts and Culture</i>, the Director of Programme and Quality Assurance at the <i>Health and Wellness Awareness Week.</i></p> <p>11 - The <i>Deputy Director-General (DGG) of the</i></p>	<p>1 - Participants accessed ESD materials <i>using low-cost tablets that were distributed</i> to the participants and supervisors.</p> <p>2 - UNESCO in Namibia, (...) <i>funded</i> a three day Media Training on ESD for Community Media (...) organized by Omutumwa Community Newspaper.</p> <p>3 - <i>Donated reading books</i> to the Havana Primary School Library and 160 learners.</p> <p>4 - <i>Contribution of 35000 sanitary pads</i> to the "My sister pads" Initiative.</p> <p>5 - <i>Funding for</i> the International virtual symposium was hosted by NQA supported.</p>	<p>1 - National Trainers <i>trained</i> on the utilization of the CSE Community Engagement Toolkit during the <i>upcoming workshop</i> scheduled to take place in Otjiwarongo in September 2015.</p> <p>2 - <i>10-week mLearning project to provide skills development</i> to out-of-school youth in order to empower them <i>through courses with skills</i> in ESD and agricultural techniques.</p> <p>3 - Life skills teachers went through and completed an <i>online course</i> on CSE during a 4 days' <i>workshop</i> facilitated by UNESCO and UNFPA.</p> <p>4 - Media practitioners from various public, commercial and community media houses in Namibia promised to work together in educating and informing the citizens about SDGs and ESD, after a <i>two-day workshop</i></p> <p>5 - <i>Held a four-day training</i> on Media and Information Literacy (MIL).</p> <p>6 - Star for Life in partnership with UNESCO had a three -day <i>training workshop</i> with Peer Educator's from various schools</p> <p>7 - The Ministry of Education, Arts and Culture together with UNESCO Windhoek Office <i>held a successful Training of Trainers refresher workshop</i></p> <p>8 - 53 Life skills teachers <i>completed an on line course</i> on Comprehensive Sexuality Education during a 5 days' workshop in Oshakati.</p> <p>9 - The <i>technical training workshops</i> for Carpentry, Electrical and Process Plant Operators took place in Windhoek</p> <p>10 - The UNESCO BEAR Project (...) <i>hosted a workshop</i> (...) and the objective of the <i>training</i> was to <i>capacitate participants</i> to be able to render technical drawings in AutoCAD.</p> <p>11 - Trainers and center managers or heads of departments (...) attended a <i>one week training session</i> in Pedagogy and Management TVET.</p>

<p>15 - Organization of a panel discussion on the importance of speaking and teaching mother languages at schools.</p> <p>16 - Better Education for Africa's Rise (BEAR) project closure and evaluation workshop was held.</p>	<p>Programmes (TVET), Higher Education and Innovation in Namibia</p> <p>14 - Official opening ceremony of the 2016 National Skills Competition and Expo (NSCE) took place.</p> <p>15 - An awareness raising exercise was conducted in Hardap Region after a successful closure of the Training of Trainers refresher workshop in Mariental.</p> <p>16 - Official opening ceremony of the 2016 National Skills Competition and Expo (NSCE).</p> <p>17 - Presentation on sustainable development goals 4 and 5 as part of the 5,000 girls campaign.</p> <p>18 - Supported the Human Rights and Documentation Centre of the University of Namibia to undertake the HRE study.</p> <p>19 - Marked the International Mother Language Day.</p> <p>20 - Commemoration of the International Youth Day 2018.</p> <p>21 - Advocacy for KOPANO Education Forum and its network of teachers and community of practice.</p> <p>22 - Orientation and engagement sessions of community members on the importance and benefits of CSE.</p> <p>23 - Community awareness through the Ohangwena community radio over a period of four days.</p> <p>24 - Supported the printing of young people/learners magazine for the delivery of CSE at school level.</p> <p>25 - STEPP completed and results published and disseminated.</p> <p>26 - Organized a launch and subsequent roundtable discussion of the GEM Report.</p> <p>27 - Inception for a research on 'skills development and innovation in Namibia'.</p> <p>28 - Capacity building workshop (...) on inclusive education was organized to sensitize participants.</p> <p>29 - Situational analysis on life skills based HIV and health education and services for young people in Tertiary Institutions in Namibia conducted.</p>	<p>formulating a draft SDG4 Implementation Plan.</p> <p>15 - TDS Model developed and launched.</p>	<p>United Nations Educational, Scientific, and Cultural Organisation (UNESCO) visited Windhoek (...) and met Namibia's Minister of Education, Arts and Culture.</p> <p>12 - Received a high level delegation from the Republic of Korea on a three day visit to Namibia (...) and accompanied to pay a courtesy visit to the Minister of Higher Education, Training and Innovation.</p> <p>13 - An external evaluation team with Chinese experts, visited Namibia for a four day mission in 2016.</p> <p>14 - Deputy Minister of Education, Arts and Culture in Namibia delivered the keynote address.</p> <p>15 - Message from Ms Irina Bokova, UNESCO Director General was delivered during the event..</p> <p>15 - Event was officially launched by the Minister of Health and Social Services</p> <p>16 - Scoping exercise was carried out in April 2016 and UNESCO, together with the ministry organized a validation workshop.</p> <p>17 - Reception of the report on TVET by Minister of Higher Education, Training and Innovation.</p> <p>18 - Workshop was opened by the Deputy Minister of Higher Education, Training and Innovation, Dr. Becky Ndjoze-Ojo.</p> <p>19 - The official opening remarks were delivered by the Prime Minister of Namibia.</p> <p>20 - President of WorldSkills International, Mr. Simon Bartley, was in Namibia to catch up and hold a meeting with the Minister of Higher Education, Training and Innovation</p> <p>21 - National Coordinating Committee held a meeting (...) to finalize the UNESCO-China Funds-in-Trust (CFIT) Phase II Country Project Document.</p> <p>22 - United Nations Country Team discussed Harambee Prosperity Plan with President Hage Geingob.</p> <p>23 - UNESCO is also currently supporting an education scoping mission, of which findings will soon be validated, followed by a report to inform implementation, with attendance by the Minister of Higher Education, Training and Innovation.</p> <p>24 - Conference steering committee composed of</p>		<p>12 - Windhoek Office conducted a 10-day Training of Trainers (ToT) in mobile application development.</p> <p>13 - Life Skills teachers completed an online course during a series of workshops on ESC</p> <p>14 - A five month youth training in mobile applications (YouthMobile).</p> <p>15 - Teacher training through the CFIT Phase II.</p> <p>16 - A series of capacity-building training sessions for Quality Assurance practitioners.</p> <p>17 - Organization of a CSE Training of Trainers (TOT) in 2018.</p> <p>18 - Students and life skills teachers were supported to register on the online CSE module.</p> <p>19 - Two-day training workshop in the implementation of the Competency-Based Curriculum in schools.</p> <p>20 - Draft policy and implementation plan was finalized for dissemination for stakeholder input</p> <p>21 - ICT Policy for Education and implementation plan was successfully drafted</p> <p>22 - Capacity building workshop for religious leaders on SRHR was conducted</p> <p>23 - Trainers-of-Trainers were trained on the roll out of the PCC</p> <p>24 - HIV and wellness policy for the education sector reviewed with the support from UNESCO.</p> <p>25 - Pre-service teachers online trained on life skills based on HIV and health education.</p> <p>26 - Capacity building of media personnel on reporting EUP issues</p> <p>27 - MPs capacitated on Sexual and Reproductive Health and Rights and Life Skills-Based HIV and Health Education</p> <p>28 - Junior primary teachers capacitated the delivery of Life Skills-Based Health Education</p> <p>29 - Life skills teachers were capacitated on life skills-based health education and EUP</p> <p>30 - Teachers capacitated on counseling to provide psychosocial support to children amidst COVID-19.</p>
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	<p>30 - Supported the <i>development and distribution</i> of 3000 posters and 25,300 guidelines on COVID-29 in schools.</p> <p>31 - <i>Launch ceremony of the Let's Talk EUP campaign</i></p> <p>32 - <i>Communication materials, videos and electronic messages were disseminated</i> to schools</p> <p>33 - Life skills teachers and hostel staff, cleaners and school board members <i>were reached with COVID-19 sessions</i>.</p> <p>34 - <i>Launch ceremony</i> of the multi-country project to end stigma for people with disabilities in Namibia.</p> <p>35 - A series of <i>radio-based voice clips in various languages were aired</i> on radio to reinforce the IMLD 2021.</p> <p>36 - EUP <i>rolled out at schools</i> through capacitated teachers.</p> <p>37 - <i>Learners reached through extracurricular sessions/discussions</i> by Star for Life coaches.</p> <p>38 - EUP prevention <i>messages/jingles were produced and translated</i>.</p> <p>39 - EUP <i>booklets and magazines were printed and distributed</i> in targeted schools.</p> <p>40 - <i>Launched the Survey</i> of Teachers in Preprimary Education (STEPP).</p> <p>41 - <i>Launch ceremony</i> of the UNESCO-Shenzhen Funds-in-Trust Project in November 2018</p>		<p>staff from UN agencies, the NPC, TIKa and the Ministry of Education Arts and Culture held a series of weekly meetings.</p> <p>25 - The <i>study report</i> on the impact of HRE at primary, secondary and tertiary level on the learner as a rights holder <i>was validated</i> in stakeholders' meeting</p> <p>26 - <i>An inter-institutional Technical Working Group</i> to advance advocacy, effective functioning and innovation of the Kopano Education Forum <i>was established</i>.</p> <p>27 - Two <i>Namibian delegates attended</i> the "Survey of Teachers in Pre-Primary Education" (STEPP) Second Meeting in Addis Ababa</p> <p>28 - Organization of a <i>study tour</i> to China as part of the CFIT.</p> <p>29 - The project hosted a <i>study tour</i> of senior officials from the other nine CFIT benefiting countries.</p> <p>30 - <i>Minister of Higher Education, Training and Innovation launched</i> the UNESCO-Shenzhen Funds-in-Trust Project in November 2018.</p> <p>31 - Hosted a <i>stakeholder's coordination workshop</i> on SDG4.</p> <p>32 - <i>Technical meetings were held</i> with government stakeholders <i>to consolidate</i> the TDS Model</p> <p>33 - <i>Submission of Draft SDG4 Implementation Plan to Ministry of Education</i></p> <p>34 - Launch of the Let's Talk EUP campaign by the <i>Minister of Education, Arts and Culture</i></p> <p>35 - <i>National ESD Task Force established</i>.</p>		
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Table 20. Recorded Interventions of UNESCO Field Office in Windhoek identified in UNESCO Windhoek Activities Report from 2018, 2019, 2020, 2021, complemented by UNESCO Windhoek Newsletters and News sections from 2015, 2016 and 2017.

3.20 UNESCO Field Office in Yaoundé

The UNESCO Field Office in Yaoundé recorded 24 interventions over the course of the analyzed period. Here we see a low number, despite being a Regional Office; we believe this is due a to a reporting shortage,

We see a predominance of coordination roles, amounting to 10 interventions. There was a majority of 50% predominance of policy involvement and normative influence, with procedural knowledge and cognitive influence a little behind, and very few technical expertise and executive influence. The neutrality and initiative spectrum also had a strength in the mid-high section, intercalated with weak points, but peaked in the mid-low section.

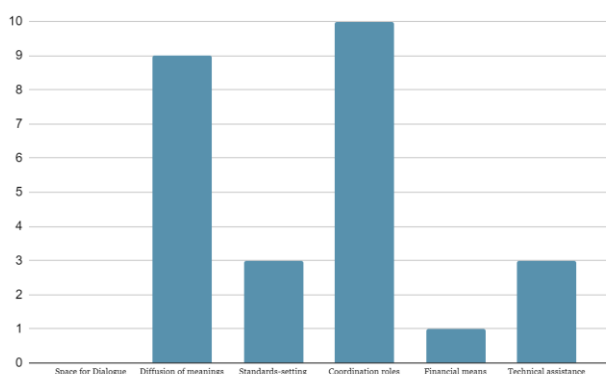


Chart 63. Interventions by UNESCO Field Office in Yaoundé split by activity.

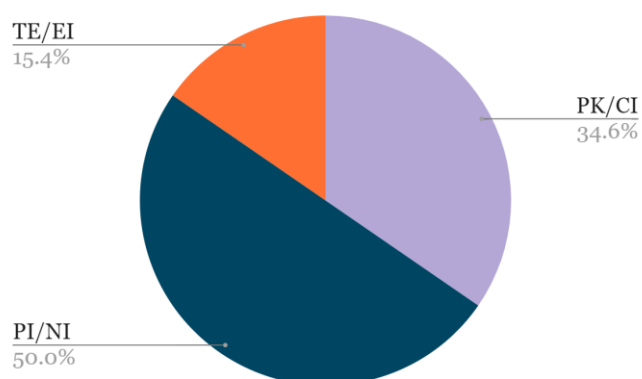


Chart 64. Interventions by UNESCO Field Office in Yaoundé split by influence and expertise.

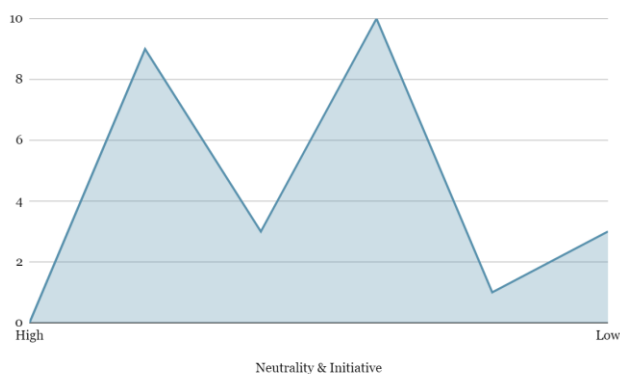


Chart 65. Interventions by UNESCO Field Office in Yaoundé under a spectrum of neutrality and initiative.

Procedural Knowledge		Policy Involvement		Technical Expertise	
Cognitive Influence		Normative Influence		Executive Influence	
Space for dialogue	<p>Diffusion of meanings</p> <p>1 - <i>Célébration de la journée internationale de la femme</i></p> <p>2 - <i>Participé au grand défilé</i> organisé avec les autres agences du système des NU au Cameroun.</p> <p>3 - <i>L'ambassadeur de bonne volonté</i> de l'UNESCO à Brazzaville pour <i>soutenir l'alphabétisation</i> des jeunes</p> <p>4 - L'assistance technique a permis de <i>produire un didacticiel d'autoformation</i> des enseignants</p> <p>5 - <i>Journée mondiale de lutte contre le SIDA</i></p> <p>6 - Conduit <i>l'enquête envisagée</i> en milieu scolaire sur l'éducation au VIH</p> <p>7 - <i>Cérémonie officielle de remise</i> des prix, virtuellement</p> <p>8 - <i>Le lancement régional</i> du rapport GEM</p> <p>9 - <i>Cérémonie officielle de signature</i> de l'accord de partenariat avec ORANGE</p>	<p>Standards-setting</p> <p>1 - <i>Consultation régionale</i> des pays de la CEEAC sur le bilan de l'EPT et Agenda post 2015</p> <p>2 - L'assistance technique a permis de <i>produire un guide pédagogique</i> pour les compétences ECS</p> <p>3 - <i>Organiser un concours d'écriture</i> adressé aux étudiants d'Afrique centrale</p>	<p>Coordination roles</p> <p>1 - <i>A accompagné</i> la « Semaine de la Femme Diamant (SEFEDI) par sa participation effective à la foire exposition</p> <p>2 - <i>Patronage de Madame la Ministre de la Promotion de la Femme et de la Famille</i> à la foire exposition</p> <p>3 - La DG de l'UNESCO a effectué une <i>visite officielle</i> en République centra- fricaine</p> <p>4 - <i>Une mission d'identification</i> des besoins en renforcement du SIGE s'est rendue</p> <p>5 - <i>Reçu en audience par le Ministre de l'Enseignement supérieur</i></p> <p>6 - <i>Atelier national de validation</i> du document de Politique Nationale d'AENF</p> <p>7 - Participation dans l'atelier national de la <i>Ministre de l'Éducation de base</i></p> <p>8 - <i>Séance de consolidation de l'organisation de l'évaluation</i> sur EVF/EMP</p> <p>9 - <i>Délégation de la JICA a rendu visite au Bureau UNESCO</i></p> <p>10 - <i>Signé un accord de partenariat avec ORANGE</i> pour améliorer l'éducation à distance</p>	<p>Financial means</p> <p>1 - <i>Financement</i> d'une équipe du GTR du Centre pour le dépistage du VIH SIDA</p>	<p>Technical assistance</p> <p>1 - Processus de <i>renforcement de capacité</i> des enseignants ciblés</p> <p>2 - <i>Capacités</i> de nombreux enseignants du primaire, du secondaire et du normal, <i>sont renforcées</i></p> <p>3 - L'UNESCO <i>appuie la mise en place</i> du dispositif national intégré d'enseignement à distance</p>

Table 21. Recorded Interventions of UNESCO Field Office in Yaoundé identified in UNESCO Yaoundé Newsletter from 2015 and News sections from 2015, 2020 and 2021.

4. The Choice of Influence Mechanisms: What complements Expertise?

4.1 Rethinking assumptions: out goes Neutrality and Initiative, in comes Control and Impact

While IPA literature provided our conceptual foundations to understand how international bureaucracies behave, our case study of UNESCO showed in practice how such bureaucrats attempt to affect policy outcomes. Now, we shall cross our references to see where categories align, in order to check what may define the IPAs choice for influence mechanisms.

We see that Hypothesis 1 (*IPAs always try to showcase expertise above all other considerations in their engagement with stakeholders*) was never put into question, as expertise was the basic substrate among nearly all of UNESCO's interventions.

It is important to recapture the meaning of expertise, as a broad-based concept that goes beyond production of specialized knowledge. As we mentioned before, when considering IOs, expertise has to do with understanding development issues and having a vision for possible solutions - something that we deem as necessarily going from diagnosis to action. If expertise were only knowledge production, IPAs would be one among many intellectual partners, such as individuals, academia and think tanks, providing information and data for governments to make the final call. We recall that producing pure information, devoid of context or application, is currently insufficient, and acting as a 'clearing house', connecting such information with stakeholders, is what ultimately counts.

We expected that UNESCO would constantly push expertise as a central factor driving its many interventions, as a sort of competitive advantage over other development partners, and even sometimes over national governments themselves. We can see how UNESCO HQ emphasizes this in its very website, where "Our Expertise" is the first element to be presented, and which takes us to the definition of the organization as a

“laboratory of ideas [that] seeks to offer a broad range of expertise in fields of education, science and culture” (UNESCO 2022). For UNESCO Field Offices, the same applies and expertise is a buzzword present all over, from websites to official documents.

In other words, H1 seems to be verified. Of 1992 interventions, 1989 were fit to our proposed cadre, which is expertise-based, and only a minute 3 were *sui generis*⁸.

The balance in UNESCO Field Offices in Africa between categories of expertise and influence helps to show that IPAs value, when engaging with member-states, expertise and influence as multidimensional concepts rather than unidimensional ones. Actually, the procedural knowledge and cognitive influence, which shelter the most knowledge-intensive interventions, were the least verified, with 32% total. Other forms of expertise and influence, policy involvement and normative influence, and technical expertise and executive influence, as we have seen, are verified at 34% and 33% total, respectively.

In the activities level, we see the same logic. While it may seem like some activities are more knowledge-intensive than others, i.e. diffusion of meanings, we argue that all six require (and reflect) international bureaucracies’ expertise vis-a-vis member-countries. Technical assistance, which involves technical expertise and executive influence, was the most used overall, with 29 interventions on average. Space for dialogue, coordination roles and financial means, which seem less knowledge-intensive than others, are equally based on expertise and influence, e.g. setting/adjusting the right agenda, knowing your political allies, allocating resources to efficient initiatives.

Moving on from this debate, our main concern here is understanding why our Hypothesis 2 (*IPAs try to showcase neutrality in their engagement with stakeholders*), 3 (*IPAs try to showcase initiative in their engagement with stakeholders*) and 4 (*IPAs choose the mechanisms that express more neutrality and initiative in their engagement with stakeholders*) were refuted.

In this sense, we recapture our definition of neutrality and initiative. Again, neutrality is seen as distance from domestic politics and/or controversial issues, and initiative is

⁸ The recorded interventions that were unfit to any category were: (I) “Planted indigenous plants/trees and fruit trees to generate income for the future and protect the environment in all pilot schools compounds”; (II) “Water borehole were drilled at Titye Secondary School in Kasulu District (...) to provide access to water in school for students and especially for adolescent girls”; and (III) “Partnered with avid Livingstone School in Harare to plant some trees at the school”.

understood as policy entrepreneurship and creativity to propose new solutions. For IOs, these concepts may still be important for supporting the ideas of power, autonomy and legitimacy, but IPAs may not consider them when defining the mechanisms for influencing member-states public policies. We actually see that, although generally disposed to stay out of domestic politics and usually inclined to follow countries from idealization to realization, some cases demand the opposite behaviors: targeting the sociopolitical structures and focusing on policy implementation.

In terms of neutrality, we imagined that UNESCO would be more inclined to adopt mechanisms that would allow them to influence national policies “from above”, in which they would be protected by a sense of non-interference and not required to deploy boots on the ground; in other words, we figured they would be more predisposed to telling, but not showing. Hence, we figured, UNESCO would be more interested in demonstrating its expertise through spaces for dialogue and diffusion of meanings, which are more distant from local politics and create openings for national ownership, and only provide financial means and technical assistance as a last resort.

In terms of initiative, we imagined that UNESCO would prioritize the mechanisms that affect the policy cycles earlier rather than later, so the organization could mingle its concepts from the get-go and much deeper, accompanying the full development of ideas into actions; again, we figured they would be more willing to prevent issues rather than remedy them. In the same direction, our premise was expecting UNESCO to demonstrate its expertise via spaces for dialogues and diffusion of meanings, which are kickstarters of policy development and serve as the foundations for planning and execution, leaving other mechanisms such as financial means and technical assistance as subsidiary tools.

This was not the case, we believe our data has refuted H2, H3 and H4. The total, average and even individual recorded interventions show that the 1992 interventions were not heavier on the high neutrality and high initiative spectrum; the strength was in the mid-high section, where diffusion of meanings is, in middle sections, where standards-setting and coordination roles stand, and the lower section, where technical assistance is.

Again, UNESCO Field Offices in Africa have actually prioritized categories of expertise and influence that lie in the middle and lower section of the neutrality and initiative spectrum. Procedural knowledge and cognitive influence, which are the most neutral and

most inceptive types of expertise and influence, were used at 32% on average. At the same time, procedural knowledge and normative influence and technical expertise and executive influence, which demand further involvement with national and local dynamics, and are much down the line when it comes to policy development, were the most used, with 37% and 36% on average.

When looking at the activities level, we also see a dissonance from our proposed hypothesis regarding neutrality and initiative, as the activities that are require less engagement with national stakeholders and are at the very beginning of policy development, i.e. space for dialogue and diffusion of meanings, were not the most used. Actually, space for dialogue, the most neutral and most initial activity in our spectrum, tied with financial means as the least used, with only 6 interventions recorded on average. The predominance of technical assistance, at the extreme opposite of the spectrum, and the strengths of diffusion of meanings, standards-setting and coordination roles, in the mid sections, show that there is not necessarily a direct correlation.

There are several possibilities for UNESCO not considering neutrality as a factor for choosing the influencing mechanisms, but we emphasize a single one to illustrate: as a general rule, IOs promote policy change by empowering local experts. As Fang and Stone (2012) state, “policy experts play a crucial role because national governments are suspicious of the advice of international agencies, because they know that their preferences diverge”. In our model, we believe, UNESCO was not concerned with neutrality due to its strategic approximation to national stakeholders through coordination roles and technical assistance, which are seen as instrumental to promote both *de jure* and *de facto* policy change.

At the same time, UNESCO not considering initiative as an element when choosing its influence mechanism is likely due to several reasons, but we select one explanation. Knill, Bauer and Eckhard (2017) show that IPAs may have distinct styles depending on internal factors (such as the policy ambitiousness) and external factors (like political oversight), which “imply more or less active roles during the stages of policy entrepreneurship”, like an entrepreneurial style or a servant style (Knill, Bauer and Eckhard 2017). While UNESCO Headquarters may be very entrepreneurial, our analysis showed that UNESCO Field Offices are mostly responsive, being called upon by national governments when

their basic inclinations have been set, but require specialized support to turn public policies into reality.

Curiously, neutrality and initiative may not walk hand in hand as initially expected; we understand, in some cases, that neutrality and initiative may actually be in conflict. Literature reveals that IPAs must acquire a strategic behavior to achieve influence, and behaving strategically requires a trade off when influence opportunities do not overlap. To avoid political backlash, bureaucracies carefully respond to diplomatic and institutional opportunities. Additionally, entrepreneurship requires a grasp of the openings and momentum to showcase proposals. In certain constellations “this might imply that IPAs refrain from making use of their formal autonomy in order to avoid potential interference with the political interest of their masters” (Knill, Eckhard and Grohs 2016).

In this sense, and in light of empirical evidence, we believe other factors affect the choice for influence mechanisms: control and impact. We understand control as the international bureaucracy’s capacity to directly influence the behavior of national governments. In this sense, space for dialogue and diffusion of meanings may provide policymakers with food for thought, but it is coordination roles and technical assistance that actually steer ministerial officials to specific directions. We understand impact as the international bureaucracy’s capacity to have immediate effects over the behavior of member states. Again, space for dialogue and diffusion of meanings require debate, meditation and internalization between having effects, while coordination roles and technical assistance can render instantaneous effects.

Regarding control, Bauer, Knill and Eckhard (2017), show that, despite IPAs expertise and relevant roles as an information ‘clearing house’, the “limited resource base renders them critically dependent on the willingness of national counterparts to provide and share policy relevant information” (Bauer, Knill and Eckhard 2017). As we move from the upstream to the downstream, interventions seem to depend less on the willingness of national counterparts. That is, international bureaucracies can use diffusion of meanings to express an important concept on comprehensive sexuality education, for instance, but national governments are ultimately responsible for incorporating such concepts in public policies. At the same time, international bureaucrats can use coordination roles to

personally steer ministers and parliamentarians to include gender-sensitive approaches in new legislation.

On impact, Baumann (2022) argues that, “eager to respond to (short-term) funding from donors and (equally ad hoc) demands from host governments”, despite recognizing how knowledge brokering is essential to development work, the day-to-day practice and more urgent concerns for delivering undermines the systematic gathering and utilization of data, and “offices are stretched thin by their broad portfolio of mostly downstream activities” (Baumann 2022). We see, thus, a strong tendency for international bureaucracies to work with local partners through concrete, measurable and reportable interventions. Opening space for dialogue on the teaching profession surely generates a systemic and cross-cutting impact, but the ultimate shift in peoples’ minds is hardly measurable. Providing technical assistance in early childhood learning is easily quantifiable, as we see the number of classes delivered, officers trained, documents produced.

Neutrality and control are relational-based considerations, so we feel they can be switched in our proposed model without any disadvantage. These are dynamic, and change as relationships, credibility, and trust change as well. In other words, for these factors, IPAs choose a mechanism based on how they evaluate a standing relationship with a member-state, and how they can more effectively push for a policy change. Initiative and impact are goal-based considerations, so a substitution here is also seen as harmless. These are more static, based on mutual expectations. While it might depend on which policy effect is the IPA seeking (i.e. full-fledged institutional reform or minor legal or policy adjustment), these factors are usually pre-defined and devoid of local context.

Still, impact and control do not explain the great amount of recorded interventions, both total and average, of diffusion of meanings and standards-setting. We believe these are distortions in the model, caused by the specific case study we chose, involving UNESCO as our focused organization and Africa as our selected region. Diffusion of meaning was likely inflated (as financial means was deflated) due to UNESCO’s distinguished focus on ideational power, as reinforced by its very tenet - “building peace in the minds of men and women”. At the same time, standards-setting was likely inflated by the African inclination for sub-regional dialogue, cooperation and integration, which ends up bulking the occurrence of activities focusing on comparison and harmonization.

Also, based on our empirical observation, we must add a corollary: coordination roles and technical assistance are usually ‘package deals’, and walk hand-in-hand, while space for dialogue, diffusion of meanings, standards-setting and financial means are used as supporting, one-time, measures. It was common to see in the official documents the occurrence of interventions bundled with multiple components, such as the organization of high-level inter-ministerial meetings to validate a national document, and finalized by a training workshop for school leaders at the local level. Other interventions were usually independent, especially financial means, in which grants and donations were used once to improve local capacity for policy implementation.

We have a self-critique, which we found in literature and ended up as a limitation in our proposed model, considering the internal dimension: “self-restraining bureaucratic behavior needs to be added to the potential range of administrative strategies” (Bauer, Knill and Eckhard 2017). The authors argue that mainstream literature is too strongly rooted in the assumption that IPAs make expansive and pro-active roles as their standard behavior, based on budget and office maximization. However, as Knill et al. (2016) showed that international bureaucracies may actually balance between “acting within the range of their often ambitious but vaguely formulated mandate and choosing means that might contradict member state interests”. Even if the IPAs have formal competences, choose the correct mechanisms and have policy tools at their disposal, “they may back down and restrain themselves instead of pushing member states towards certain policy ends”.

Another self-critique is based on our empirical study, and is ultimately linked to the external dimension: the model only took into account *ex-ante* factors, which were internal to the IO, for defining influence mechanisms, as if planning could take place in a closed system protected from external stimuli; we believe that perhaps *ex-post* considerations, external to the IO, are also pondered when choosing influence mechanisms, as they act in response to context and demand. This opens a Pandora box for understanding what other factors may be involved, so we believe that future studies need to cross IPAs choice of influence mechanisms with regional and national realities, such as political stability, institutional development, economy and poverty, security and violence, inequality indicators, etc.

To finish, an important conclusion is also to be considered, as we agree with literature that IPAs will not remain idle, but struggle to find alternative ways to maintain their political relevance - which, in turn, reflect in the mechanisms choice:

“The resilience of IPAs and their adaptiveness to forbidding context conditions challenges traditional accounts of bureaucracy Classical PA accounts tend to describe ‘le phénomène bureaucratique’ (Crozier 1963) as slow, languid, inefficient und unable to effectively respond to shortcomings even if they are recognized. The study of IPAs demonstrates, by contrast, that international bureaucracies may not simply replicate these patterns attributed to their national counterparts. Although national administrative tools—such as the authority to officially demand, forbid, guarantee, or adjudicate (cf. Hood and Margetts 2007)—are frequently unavailable at the international level, IPAs have found alternative ways to turn the opportunities available to them into tools for influencing policy-making in line with their mandates. For example, (...) IPAs strategically respond to budget pressures by aligning organizational structures and procedures towards improved resource mobilization. This is why the main budget of many IPAs is increasingly complemented by supplementary special arrangements covering individual tasks and involving only some of the member states (cf. Laurenti 2007). Furthermore, evidence (...) suggests that IPAs which lack direct influence on policy-making processes instead rely on strategies that target the multi-level nature of policy domains, for instance by linking broader transnational policy discourses to specific negotiation items.” (Knill, Bauer e Eckhard 2017, p.11).

4.2 Reworked cadre: An (improved) attempt to categorize

IPAs mechanisms

Hence, we preserve expertise as the substrate in our reworked cadre. The policy cycle was added to give a backdrop for understanding where international bureaucracies’ influence may be located vis-à-vis national governments, downstream. Additionally, we are discarding neutrality and initiative from our model, and in place adding control and impact as the factors for choosing influence mechanisms.

Based on a posterior reading of the United Nations Development Operations Coordination Office document “MAPS – A Common Approach to the UNDG’s policy support to the SDGs - An update on implementation” (2016), we added another layer to

our proposed cadre: the MAPS. This is a level below influence, as its operational concept, but a level above activities, as their guiding principles.

Another posterior reading, this time of Dalberg's document "Consultancy Report on System-wide Outline of the Functions and Capacities of the UN Development System (2017), we also added another layer to the proposed cadre: the Functions. This is a level below activities, as a more granular definition, but a level above interventions, as their broad categories

Finally, we added the interventions, which as we mentioned before, ends up being the common denominator for empirical studies to take place focusing on different organizations and regions. This is why the proposed model was constituted in the first place, so the selection, categorization and analysis could take place. The blank spaces are left for filling by other researchers.

	Mechanism					
Policy Cycle	Upstream → Downstream					
Control	Low	Low	High	High	Low	High
Impact	Low	Low	Low	High	High	High
Expertise (Ege, Bauer and Wagner 2021)	Procedural Knowledge		Policy Involvement		Technical Expertise	
Influence (Biermann et al 2009)	Cognitive Influence		Normative Influence		Executive Influence	
MAPS (United Nations, 2015)	Mainstreaming		Acceleration		Policy Support	

Activity (Carvalho, Fernandes and Pimenta de Faria 2021)	Space for dialogue	Diffusion of meanings	Standards-setting	Coordination roles	Financial means	Technical assistance
Function (Dalbert 2017)	Convening of stakeholders across constituencies, leveraging of partnerships and facilitating knowledge-sharing & South-South & triangular cooperation	Comprehensive and disaggregated data collection and analysis to inform evidence based, context-specific & inclusive policy choices	Integrated normative support for implementation, monitoring and reporting on global agreements, norms and standards	Integrated, evidence based policy advice and thought leadership, to support the efforts of countries to embed SDGs into national & local plans & budgets	Other functions	Capacity development, technical assistance, direct support and service delivery, particularly in countries in special situations, such as those affected by conflict, displacement and disasters and support functions such as operations or management
Intervention	-	-	-	-	-	-

Table 22. Reworked cadre for selection, categorization and analysis of interventions.

5. Concluding Remarks

The vast literature on IOs has dedicated a relatively small space to the study of IPAs, but the days of total neglect towards international bureaucracies are behind us. This growing field, as we have seen, has helped to explain how a global agenda with its own identity and willpower is formed, and why it attempts to spread its own vision to other actors within the international system.

Our work tried to address what we considered a research gap, which is the lack of a systematic and organized view of IPAs mechanisms to influence member-states, especially in their domestic policies. Some categories were proposed in a diffuse way, but were usually not the focus of specific studies; the origins and consequences of said influence were addressed, but the means remained vague.

We built an analytical framework to organize the concepts that spoke of IPAs mechanisms, and put it to test in a series of document analyses. Our data showed that the “external frame” actually captured the great majority of recorded interventions; the “internal frames”, however, were still blurry in terms of their own definitions, and often shocked with each other.

At the same time, our explanation attempt as to the reason for IPAs choice of one or other mechanism was proven inaccurate. There was no evidence to sustain that, as a general rule, the international bureaucracies preferred mechanisms that showed more neutrality and more initiative when engaging with member-states.

Our model limitations were addressed, and we proposed amendments to make it more accurate. First, we added more layers to its overall structure, to clarify the “internal frames” and avoid conceptual overlapping, confusion and misuse. Then, we proposed a new set of choice explanations to replace neutrality and initiative: control and impact.

Hence, we finalize our work by calling upon other researchers to dedicate time to analyzing the IPAs mechanisms that are used to influence member-states in their public policies, to put our proposed cadre to test with other international organizations, other regional coverages, other thematic areas, to make it a more useful tool for the study of international bureaucracies.

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