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**MODALITIES OF IMPLEMENTING SOUTH-SOUTH COOPERATION AND  
SOLIDARITY IN THE FIELD OF EDUCATION**  
(Document prepared by UNESCO)

**OFFICE OF THE CHAIRMAN OF THE GROUP OF 77  
NEW YORK**

## MODALITIES OF IMPLEMENTING SOUTH-SOUTH COOPERATION AND SOLIDARITY IN THE FIELD OF EDUCATION

### OBJECTIVE OF THE STUDY

1. By decision of the Executive Board (167 EX/Decision 3.2.2) the Director-General was requested to carry out a study of the modalities of implementing South-South cooperation and solidarity in the field of education, and present its findings to the Executive Board at its 170th session.
2. The objective of this study was to review modalities of implementing South-South cooperation and solidarity in the field of education. The study was conducted by a consultant engaged by the Education Sector. The full report is available on the EFA website: (<http://www.unesco.org/education/efa/index.shtml>).

### BACKGROUND

3. South-South cooperation is a process whereby two or more developing countries pursue their individual or collective development through cooperative exchanges of knowledge, skills, resources and technical know-how. Linked by socio-economic and political commonalities, the countries of the South have important lessons to share. South-South cooperation is built on the principles of fraternity, equality and solidarity. It is a multidimensional process, which can be bilateral or multilateral in scope and subregional, regional or interregional in character.
4. South-South cooperation is sometimes referred to as Technical Cooperation among Developing Countries (TCDC) or Economic Cooperation among Developing Countries (ECDC). According to UNDP, South-South cooperation covers three dimensions of collaboration among developing countries: political, economic and technical. South-South cooperation is an important complement to traditional North-South development cooperation. It constitutes a solidarity mechanism among developing countries in order to achieve common goals.
5. South-South cooperation has its origins in the liberation and anti-colonial movements after the Second World War. It has evolved over time by responding to contemporary social, economic, technical and political challenges. The current phase of South-South cooperation focuses on enabling developing countries to become effective partners with all other actors in achieving internationally agreed goals such as the Millennium Development Goals (MDGs) and the targets set by the G-77 Havana Plan of Action.
6. Most studies on South-South cooperation emphasize the urgent need for countries of the South to learn from each other's experiences and to develop their own capacities so that their basic needs could be met. South-South cooperation constitutes an important dimension of international development cooperation. For example, since 1998 the Association for the Development of Education in Africa (ADEA) has initiated a process that engages ministries of education across Africa to learn from their problems and failures, successes and experiences in order to assess and analyse what could work in their countries. Moreover, South-South cooperation also plays a role in the activities of the Joint United Nations Programme on HIV/AIDS (UNAIDS). The International Partnership against AIDS in Africa is the world's largest South-South network focused on a single issue.

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7. Successive conferences on South-South cooperation for development have urged the United Nations to take a proactive role in promoting South-South cooperation. In 1992 the United Nations Economic and Social Council (ECOSOC) called for the "first consideration" to TCDC by all parts of the United Nations system as well as "all partners in the development effort". In 1995, the United Nations General Assembly adopted a resolution calling for "a more strategic orientation" for TCDC focused "on priority issues, which are likely to have a major development impact on a large number of developing countries", and its priorities include education. The United Nations Conference on Trade and Development (UNCTAD) and UNDP have special responsibility for the promotion of TCDC and ECDC.

8. Lack of resources and information about developing countries is widely perceived to be an obstacle to South-South cooperation. Effective mechanisms and institutions to coordinate and manage South-South cooperation have not been sufficiently developed.

### **SOUTH-SOUTH COOPERATION THROUGH REGIONAL/SUBREGIONAL ORGANIZATIONS AND NETWORKS**

9. The history of South-South cooperation shows the gradual emergence of regional and subregional organizations as the channels of South-South activities. A review of education programmes of UNESCO as well as other organizations reveals that South-South cooperation in education has been implemented even where it is not specifically acknowledged as being a South-South initiative (Tables 1 and 2 of Annex I).

10. **The E-9 initiative:** Following the World Conference on Education for All (Jomtien, Thailand, 1990), the particular educational needs of a group of high population countries were acknowledged. The E-9 initiative (Bangladesh, Brazil, China, Egypt, India, Indonesia, Mexico, Nigeria and Pakistan) was launched in New Delhi, India in 1993 at the EFA Summit of Nine High-Population Countries with a view to providing their citizens with basic education as a fundamental human right and as a way to curbing population explosion. At the E-9 Ministerial Review Meetings in Beijing in August 2001, and Cairo in December 2003, the Director-General of UNESCO pointed out that the E-9 initiative provides a chance to engage in genuine South-South cooperation. UNESCO should provide an umbrella under which better South-South collaboration may thrive among E-9 countries. The E-9 initiative can lead to partnerships at the national level and across borders and mobilize the involvement of players in the international community. The Distance Education for the Nine High-Population Countries (the DE9 Initiative) is a collaborative framework of E-9 countries that emerged from the EFA Summit in 1993. This joint initiative focuses particularly on the need to enhance training of teachers and other personnel, and to better reach neoliterates and marginalized groups through distance education. The initiative was to be tailored to the specific needs and traditions of each country, to enhance existing efforts and to make use of new technologies.

11. **Asia:** UNESCO supports the development of regional and subregional strategies and networks for improved teacher education in the Asia-Pacific region under the Asia Pacific Programme of Educational Innovation for Development (APEID). It focuses on teacher education policy and curricular reforms, continued teacher retraining and creation of new UNESCO Chairs in teacher education. The first preparatory meeting on the "Training for Educational Planning and Management and for Curriculum Development" (organized by UNESCO Bangkok in January 2001) led to the preparation of two subregional training courses on educational planning and curriculum development, aimed at enhancing the planning and implementation capacities of Bangladesh, India, Maldives, Nepal, Pakistan and Sri Lanka.

12. **Latin America and the Caribbean:** The Brazilian Literacy Programme "Alfabetizacao Solidaria" is a government-initiated programme that has created a partnership involving

universities, the private sector and civil society organizations. The programme has been adapted by other countries including Timor-Leste, Mozambique, and Sao Tome and Principe. As another example, the Permanent Forum for Secondary Education in Latin America and the Caribbean was created in 2001 for a better understanding and analysis of information from different countries in the region. Through this Forum, UNESCO facilitates political dialogue between decision-makers and experts in order to help decision-making in secondary education at the national level.

13. **Arab States:** A manual for curriculum reform and development was the outcome of a symposium in which 16 Arab countries participated. Jointly sponsored by UNESCO and the Islamic Educational, Scientific and Cultural Organization (ISESCO), it was attended mainly by the directors of curriculum departments of ministries of education. The Arab League Educational, Scientific and Cultural Organization (ALECSO) is also working closely with UNESCO on training, distribution and translation of the Internationally Developed Data Analysis and Management Software Package (IDAMS) for the Arab region.

14. **Africa:** UNESCO Yaoundé has initiated the "Project for Lifelong Learning for Teachers in the Field of Science and for Capacity Reinforcement of the Centre of Excellence of Micro Science in Cameroon". Main objectives of this initiative are: to introduce and popularize experimentation in the science streams by training the teachers; to improve the quality of science education by using experiment kits; to create an awareness of science-related professions; and to encourage students to take up scientific training. The centre for excellence in Yaoundé shares its expertise with Burundi, Congo and the Central African Republic.

15. **Civil society, NGOs and the private sector:** NGOs, civil society and the private sector have been playing a significant role in cooperation with the United Nations and donor agencies in the field of social and economic development in developing countries, particularly the Least Developed Countries. Since the World Education Forum in Dakar (April 2000), civil society has been active in working with governments and other partners to achieve EFA. The UNITWIN/UNESCO Chairs Programme, launched in 1992, is an intersectoral activity and a mechanism for knowledge-sharing and capacity-building in the spirit of solidarity with and among developing countries. Its main participants are members of universities, NGOs, foundations and companies who are working in the field of higher education.

16. **The Collective Consultation of NGOs on Education for All (CCNGO/EFA)** is a thematic partnership mechanism within the Education Sector to facilitate reflection, continuous dialogue and joint action between non-governmental and non-profit organizations (NGO) and UNESCO in the area of education for all. It is connected to about 600 NGOs around the world – 350 from the South and 250 international – through a listserv for information sharing. The network assembles around 120 NGOs every year for its annual meeting, which rotates from one region to another. On average about 70% of participants are from the South (national and regional organizations and networks) and 30% from international organizations.

## GOOD PRACTICE IN SOUTH-SOUTH COOPERATION

17. The exchange of good practice and the lessons learned has been advocated in most South-South cooperation-related meetings. Common activities include exchange of experiences, strengthening of networks, development of partnerships and capacity-building.

18. **Exchange of experiences:** UNESCO, in cooperation with UNAIDS, has designed a project to develop new HIV/AIDS prevention education strategies adapted to children living in difficult circumstances and to address issues related to the stigma of the disease. Exchanging expertise

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between Asia and Africa was the key concept of the project. In 2003, UNESCO organized two subregional workshops in Bamako (Mali) for African countries and in Chiang Mai (Thailand) for Asian countries following which partnerships among the participating countries were strengthened. Close networking among participating countries on themes related to street children and HIV/AIDS identified by the participants was recommended.

19. **Strengthening of networks:** ANTRIEP (the Asian Network of Training and Research Institutions in Educational Planning) was created as a network of 13 institutions in 1995 assisted by UNESCO-IIEP. The number has now grown to 18 institutions from 10 developing countries. The participating countries are Bangladesh, China, India, Indonesia, the Republic of Korea, Malaysia, Nepal, Pakistan, Sri Lanka and the Philippines. Five of these are E-9 countries. The value added of the network is threefold: (1) the participating institutions of the South have addressed issues on planning and management of education in Asian countries; (2) bilateral collaboration has been initiated; and (3) the network has jointly designed a proposal for research activities over four years, developed training materials and organized training programmes in school management for school heads. IIEP is gradually withdrawing and the network is fast becoming self-reliant.

20. **Capacity-building:** In 1994, the African Ministers of Education initiated the "Guidance, Counselling and Youth Development Programme". The programme now targets 28 countries in sub-Saharan Africa and also cooperates with Asian countries. UNESCO has supported it by providing capacity development activities. The programme, which was developed essentially for sub-Saharan Africa, has included South-South cooperation between the African and Asian continents.

21. **Partnership development:** Technical and vocational education is an important component of EFA. Taking advantage of the workshop "Learning for Life, Work and the Future: Stimulating Reform in Southern Africa through Subregional Cooperation" (Gaborone, Botswana, 2000), the Ministry of Education in Botswana and the International Centre for Technical and Vocational Education and Training (UNESCO-UNEVOC Centre) in Bonn initiated a joint project. Seventy participants from 12 Southern African countries addressed challenges common to those countries and developed project proposals which were subsequently discussed with representatives of donor agencies and countries.

## RECOMMENDATIONS AND CONCLUSIONS

22. Enabling developing countries to benefit from the potential of other developing countries, more advanced in education, is the foundation of South-South cooperation. It is felt that this is best done through capacity development that may include regular exchange of teachers and educational administrators. Currently, exchanges of education experts among countries of the South are negotiated and managed bilaterally. UNESCO should continue to advocate for this kind of South-South cooperation and such exchange.

23. **Institutional anchorage and guidelines:** UNESCO should continue to facilitate, advocate and strengthen countries' and regions' own efforts in the context of South-South cooperation in education. Detailed guidelines for Headquarters and field offices would be useful in guiding activities. Although a sizeable share of UNESCO's activities are broadly related to South-South cooperation and its promotion, some activities have been ad hoc in nature, thus making it difficult to appreciate the work comprehensively and holistically. In this context, the institutional anchorage of the issue within the Education Sector is strongly recommended. Enhancing UNESCO's own competencies and capacity in understanding and drawing lessons about South-South cooperation

would be necessary. UNESCO is already an umbrella under which better South-South collaboration may thrive among E-9 countries. Other countries should find a place under this umbrella.

24. **Setting standards in education systems:** In a globalizing world, the drive and voluntary pressure for regional cooperation, trade and mobility of labour require countries to harmonize their standards and certification systems. South-South cooperation constitutes an important tool to facilitate that process. UNESCO can assist regional bodies dealing with exchanges among countries of the South in curriculum development, textbook publication and distribution, and common examination systems.
25. **Working with regional and subregional organizations, NGOs and civil society:** These linkages should be further explored and strengthened, taking South-South cooperation beyond the traditional government-to-government alliances. Broader partnership will enable UNESCO to focus on priority issues that command common agreement and have an impact on a large number of developing countries.
26. **Role as facilitator, innovator and catalyst:** UNESCO should continue to perform the role of facilitator, innovator and catalyst for South-South cooperation in education. UNESCO's several educational websites can be strengthened to serve as clearing-houses for the demand and supply of education services and for facilitating the documenting of best practices in South-South cooperation.
27. Peer reviews among countries have already been adopted by the New Partnership for Africa's Development (NEPAD) as an instrument for policy dialogue and learning. Peer review relies heavily on mutual trust among the involved states, and a system of mutual accountability among developing countries involved in a particular peer review exercise. Their potential needs to be explored further.
28. The evidence in this study confirms the strategic role that South-South cooperation can play as an important complement to the traditional North-South cooperation. Several organizations and donors' agencies are actively promoting it from a variety of perspectives.
29. Several initiatives are in place. A large proportion of UNESCO's activities aim at promoting South-South cooperation. This study recommends a number of areas where UNESCO can further enhance its competence and role. Rather than launching pilot projects, it would be more relevant and useful to strengthen existing networks and expand project coverage and activities.
30. In view of the conclusions of this study it is difficult to envisage the creation of a new fund for a programme of South-South solidarity in education or to launch pilot projects. It would be highly desirable that existing institutions and infrastructure for South-South initiatives be strengthened and widened taking into account UNESCO's comparative advantages.

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ORGANISATION DES NATIONS UNIES  
POUR L'ÉDUCATION, LA SCIENCE ET LA CULTURE

Discours  
de  
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pour l'éducation, la science et la culture  
(UNESCO)

à l'occasion de la célébration du 40<sup>e</sup> anniversaire  
du Groupe des 77

UNESCO, le 17 novembre 2004

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Monsieur le Président du Groupe des 77 du Chapitre de Paris,  
Distingués Présidents et Représentants des Chapitres du Groupe des 77,  
Messieurs les anciens Secrétaires généraux des Nations Unies,  
Monsieur le Président du Conseil exécutif,  
Excellences, Mesdames et Messieurs,

C'est un grand plaisir pour moi de me joindre à vous aujourd'hui pour participer à la célébration du 40<sup>e</sup> anniversaire du Groupe des 77.

Qu'il me soit permis de saluer les Présidents des Chapitres de New York, de Genève, de Rome, de Vienne et de Nairobi, ainsi que les éminentes personnalités venues du monde entier pour rehausser cette manifestation de leur présence. Leurs témoignages ne manqueront pas d'enrichir les débats et de témoigner de la vitalité du Groupe dans le système multilatéral international.

Je vous suis très reconnaissant Monsieur le Président du Groupe des 77 du Chapitre de Paris d'avoir pris l'initiative d'organiser cette manifestation ici à Paris.

Il y a quarante ans, 77 Etats du monde en développement, partageant une perception commune des problèmes auxquels ils devaient faire face et des défis posés à leur développement, ont décidé de s'unir en se constituant en un Groupe, le Groupe des 77. Aujourd'hui, vous êtes plus de 130 à partager ces objectifs et à poursuivre une action déterminée pour faire avancer le développement économique et social.

Le Groupe des 77 n'a eu de cesse, depuis ces quatre décennies, de lutter pour l'équité et la justice dans les relations internationales afin d'établir les fondements de la paix dans le monde et de contribuer à un ordre international plus juste, équitable, stable et prospère.

C'est un objectif cher à l'UNESCO, qui oeuvre à contribuer au maintien de la paix en resserrant, par l'éducation, la science et la culture, la collaboration entre nations, afin d'assurer le respect universel de l'homme et des libertés fondamentales pour tous que la Charte des Nations Unies reconnaît à tous les peuples.

Les thèmes de réflexion que vous avez choisi pour vos deux tables rondes - « La coopération Sud-Sud en matière d'éducation » et « Les industries créatives et le développement durable » - sont à nos yeux des leviers majeurs dans la problématique du développement. Je ne peux que me féliciter que le Groupe des 77 partage cette même conviction, et qu'elle mène un combat inlassable pour que l'éducation et la culture soient davantage pris en compte dans les problématiques du développement, y compris quand il s'agit des questions économiques et financières.



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Excellences, Mesdames, Messieurs,

Le thème de la coopération Sud-Sud, qui a également fait l'objet de débats importants lors de la dernière session de notre Conseil exécutif, est d'une importance cruciale dans le contexte actuel, et tout particulièrement dans la perspective de l'éducation pour tous. Il est clair en effet que les objectifs de Dakar ne pourront être atteints sans une mobilisation de l'ensemble des forces de coopération ; les bailleurs de fonds ont bien entendu une responsabilité majeure à cet égard, je ne cesse de le rappeler ; mais les pays du Sud, leurs organisations non gouvernementales, leurs organisations régionales et sous-régionales, sont également des acteurs incontournables pour permettre à ces objectifs de se concrétiser : échange d'expertise, d'expériences, de bonnes pratiques, partage de ressources humaines pour la formation des capacités : ce sont autant d'atouts que le Sud peut apporter au Sud, permettant de construire, dans un environnement de confiance mutuelle et d'intérêts partagés, de vraies alliances pour un développement durable.

J'ajoute que vos objectifs sont aujourd'hui relayés avec force par différents partenariats à visée régionale - je pense notamment au NEPAD pour l'Afrique, mais aussi à d'autres regroupement régionaux ou sous-régionaux. Ce sont des partenaires très importants pour tout le processus de l'éducation dans les pays en développement. Ces projets et regroupements, à l'évidence, par leur volonté de cohésion régionale et de partage solidaire des ressources, s'inspirent des idéaux et ambitions qui animent le Groupe des 77.

Je me réjouis également de votre choix de mettre en avant dans vos débats la question des industries culturelles. Celles-ci, comme vous le savez, sont étroitement liées à la préservation et promotion du développement durable et de la diversité culturelle. Plus encore, elles favorisent l'apparition de nouveaux modes de création ainsi que des possibilités de diversification économique. Créatrices d'emploi, elles occupent aujourd'hui une place essentielle dans la réflexion de fond que nous menons sur notre capacité à promouvoir une offre culturelle plurielle favorable au développement.

A travers son initiative d'une Alliance globale pour la diversité culturelle et son projet de Convention sur la protection de la diversité des contenus culturels et des expressions artistiques, l'UNESCO est donc à l'unisson de vos préoccupations. Je ne doute pas qu'elle saura ainsi être à vos côtés pour promouvoir les industries culturelles des pays du Sud et faciliter la circulation des biens et des services culturels, la mise en commun d'infrastructures et d'équipements de production ou de diffusion, la mobilité des artistes et autres créateurs, ainsi que la mise en œuvre de politiques culturelles concertées.

Monsieur le Président, distingués invités,

Pour conclure, je souhaite exprimer ici toute l'appréciation de l'UNESCO pour le rôle que joue le Groupe des 77 à Paris et dans d'autres instances, pour promouvoir les idéaux de notre Organisation.

Je salue également la contribution apportée par le Groupe des 77 dans son ensemble au bon fonctionnement du système des Nations Unies et le rôle de premier plan qu'il joue dans les débats mondiaux. Que ce soit pour servir de forum de réflexion ou pour faciliter les négociations au sein des instances onusiennes et lors des grandes Conférences et Sommets des Nations Unies, le Groupe des 77 s'est montré un partenaire de poids sur la scène internationale et un interlocuteur incontournable dans les négociations internationales.

C'est grâce aux différentes prises de position du Groupe des 77 que la communauté internationale a accordé une attention plus soutenue aux problèmes et préoccupations spécifiques aux pays en développement. Je pense bien sûr aux questions liées au développement durable, à la lutte pour l'éradication de la pauvreté, l'éducation pour tous, le VIH/SIDA, la santé, l'environnement.

Toutes ces questions figurent aujourd'hui au rang des priorités des Objectifs de développement du Millénaire acceptés par tous les gouvernements du monde comme feuille de route pour la construction d'un monde meilleur pour le XXI<sup>e</sup> siècle.

L'UNESCO, à l'instar des autres organisations du système des Nations Unies, travaillera de concert dans ses domaines de compétence avec la communauté internationale et avec le Groupe des 77 pour que la Déclaration du Millénaire ne reste pas lettre morte mais une réalité pour tous.

A tous les membres du Groupe, je souhaite donc un heureux anniversaire et forme des vœux pour que vos réunions et manifestations culturelles de ce soir, ainsi que la réunion annuelle des Chefs des Chapitres qui se tiendra demain, soient couronnées de succès.

Je vous remercie de votre attention.