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**REPORT BY THE DIRECTOR-GENERAL ON THE MODALITIES
OF IMPLEMENTING SOUTH-SOUTH COOPERATION AND SOLIDARITY
IN THE FIELD OF EDUCATION AND ON THE FEASIBILITY STUDY
FOR THE CREATION OF A FUND THEREON**

SUMMARY

This document is submitted to the Executive Board in accordance with 167 EX/Decision 3.3.2.

It provides an overview of modalities of cooperation and stresses the importance of UNESCO's existing role in promoting and implementing South-South cooperation in the field of education. It looks at the potential for mobilizing resources and possible modalities for setting up a fund. The studies conclude that 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 is proposed that existing modalities for South-South cooperation and solidarity in the field of education be strengthened and widened taking into account UNESCO's comparative advantages and experience.

Decision proposed: paragraph 7.

INTRODUCTION

1. By decision of the Executive Board (167 EX/Decision 3.3.2) 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 to conduct a feasibility study on the creation of a fund for a programme of South-South solidarity in education, and present its findings to the Executive Board at its 170th session with the possible view of launching pilot projects on South-South solidarity. In pursuance of this decision, the Education Sector has conducted two studies: one on South-South cooperation modalities and the other on the feasibility of a new fund through internal and external consultations. These are presented in Annexes I and II respectively. A brief summary of the findings and recommendations is presented below.

2. The study of the modalities analyses South-South cooperation through regional and subregional organizations and networks, and lists examples of good practice in relation to UNESCO's activities. These include the E-9 Initiative, the Asia Pacific Programme of Educational Innovations for Development (APEID), the UNITWIN/UNESCO Chairs Programme and the Collective Consultation of NGOs on Education for All (CCNGO/EFA). However, the study points out that, although many of UNESCO's activities are broadly related to South-South cooperation and its promotion, these have been mainly ad hoc in nature. This makes it difficult to appreciate the work comprehensively and holistically. The study recommends that UNESCO continue to strengthen its existing networks and expand activities of South-South cooperation in education through existing funding mechanisms as well as establish the institutional anchorage of South-South cooperation within the Education Sector.

3. The study also recommends that, within the context of promoting South-South cooperation in education, UNESCO should: (a) facilitate the harmonization of education systems to meet the needs of a globalizing world; (b) build a broader partnership by working with regional and subregional organizations to focus on commonly shared priority issues in developing countries; and (c) perform the proactive roles of facilitator, innovator and catalyst in the international community to make its interventions more effective.

4. While the cooperation modalities study presents different forms of South-South cooperation supported by UNESCO, the feasibility study of a new fund develops one measurable example of this, by looking at the present practice of some regional bureaux consulted with regard to hiring expertise from southern countries as a percentage of the total amount of funds spent on consultants during 2002 and 2003. The result indicates that UNESCO, at least in these regional bureaux, clearly promotes the use of expertise from the South, which represents over 80% of the contracts given by them.

5. The feasibility study briefly examines the potential for mobilizing additional extrabudgetary resources for a South-South solidarity fund. It notes that international trends for voluntary contributions to similar funds do not provide optimistic projections in this matter. Finally, the study presents an overview of current modalities in UNESCO for setting up a fund. It notes that since 2002 the Education Sector has implemented a programme approach to make extrabudgetary projects more in line with regular programme activities with the aim to create one coherent strategic funding pool for EFA. New funding, often from the same donors, should therefore be channelled through existing mechanisms to continue and strengthen this process. Additional funding for South-South cooperation, in which EFA should be a core element, would be best channelled through the above-mentioned funding mechanisms to maximize impact.

6. In view of the conclusions of the studies, it is difficult to envisage the creation of a 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. UNESCO could also provide technical assistance to bilateral South-South cooperation initiatives.

7. In light of the results of two studies and in view of the foregoing, the Executive Board may wish to adopt a draft decision along the following lines:

The Executive Board,

1. Recalling 167 EX/Decision 3.3.2,
2. Having examined document 170 EX/7 Rev.,
3. Takes note of UNESCO's ongoing and past activities in the field of education contributing to South-South cooperation;
4. Encourages Member States to explore possibilities for bilateral South-South cooperation initiatives;
5. Requests the Director-General to:
 - (a) strengthen and widen UNESCO's existing modalities for South-South initiatives;
 - (b) continue to perform the role of facilitator, innovator and catalyst for South-South cooperation in education;
 - (c) promote, facilitate, advocate and strengthen Member States' own efforts in the context of South-South cooperation in education;
 - (d) emphasize South-South cooperation in education when preparing and implementing document 33 C/5;
 - (e) broaden and strengthen the cooperation with NGOs and civil society in order to take South-South cooperation beyond the traditional government-to-government alliances.

ANNEX I

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.

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

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.

TABLE 1

Regional/subregional organizations for South-South cooperation in education

Name of Organization	Year of establishment	Objectives
South-East Asian Ministers of Education Organization (SEAMEO)	1965	To enhance regional cooperation and unity of purpose among member countries and to achieve a better quality of life. Quality and equity in education are among its seven priority areas.
Subregional Forum of EFA for the South Asian Countries	2001	To attain the Dakar Goals, it stresses that quality improvement, gender parity and resource mobilization remain the most serious challenges to achieving EFA by 2015.
Ministers of Education of African Member States (MINEDAF)	1960	To establish cooperation among the African countries in education by means of regional and subregional agreements with the support of UNESCO.
Association for the Development of Education in Africa (ADEA)	1988	To promote effective education policies based on African leadership and ownership focusing on developing partnerships between ministers of education and funding agencies.
Arab League Educational, Cultural and Scientific Organization (ALECSO)	1970	To coordinate Arab endeavours in education, culture and science.
Islamic Educational, Scientific and Cultural Organization (ISESCO)	1982	To strengthen and promote cooperation among Member States in education, science, culture and communication.
Intergovernmental Committee of the Major Project in the Field of Education (PROMEDLAC)/Regional Education Project for Latin America and the Caribbean (PRELAC)	1981 and 2000 respectively	To enhance 8-10 years of schooling for all children, eradication of adult illiteracy, improving the quality of education.

TABLE 2

UNESCO and South-South cooperation initiatives

Name of initiatives	Contents
Twinning of Universities (UNITWIN)	UNESCO launched the UNITWIN/UNESCO Chairs Programme in 1991 as an international action plan for academic solidarity to strengthen inter-university cooperation with particular emphasis on support to higher education in the developing countries. The programme works towards establishing and reinforcing strong and durable linkages among higher education and scientific institutions worldwide and at facilitating the transfer of knowledge while combating the brain drain.
Permanent Forum for Secondary Education in Latin American and the Caribbean	Created in 2001. Within the framework of this Forum, an observatory on secondary education reform in Latin America and the Caribbean was put in place in February 2004, allowing a better understanding and analysis of information coming in from different countries in the region related to the secondary education challenges that their respective systems encounter. UNESCO facilitates political dialogue between decision-makers and experts on the subject of secondary education reform and expansion, which helps the decisions taken at the national level.
Breaking the Poverty Cycle of Women: Empowering adolescent girls to become agents of social transformation in South Asia	A cross-cutting project in South Asia. The focus of the project is on developing, through pilot projects in Bangladesh, India, Nepal and Pakistan, an interdisciplinary and rights-based framework for empowering marginalized adolescent girls in South Asia. “Education and Training” is one of the components of this framework.
Education for Human Rights and Democracy in the Central American Isthmus	A regional project for Costa Rica, El Salvador, Guatemala, Nicaragua and Honduras. It aims to incorporate and strengthen human rights and democracy education in formal and non-formal education programmes through the training of educators and other key personnel, the production of educational materials for human rights and democracy, the development of innovative and diversified learning methodologies and the establishment of subregional networks.
UNESCO International Research and Training Centre for Rural Education, Baoding, China	The Centre (in Baoding, China) seeks to achieve socio-economic development in the rural areas by bringing about positive changes in the thinking and behaviour of rural people and to achieve the goals of EFA. It provides fellowships for Joint Research Programmes, annual fellowships for Advanced Training Workshops on Rural Education for African educators and various other training workshops related to rural education and rural development.

Name of initiatives	Contents
<p>Asia Pacific Programme of Educational Innovation for Development (APEID), UNESCO, Bangkok</p>	<p>Under APEID, UNESCO supports the development of regional and subregional strategies and networks for improved teacher education in the Asia-Pacific region. It has focused on teacher education policy and curricular reforms, teacher training in the use of ICTs, continued teacher retraining and the creation of new UNESCO Chairs in teacher education in four subregions for a regional network of centres of excellence to promote quality education at all levels.</p>
<p>Project for Lifelong Learning for Teachers in the field of Science and for Capacity Reinforcement of the Centre of Excellence of Micro Science in Yaoundé, Cameroon</p>	<p>Launched in 2004. A project set up by UNESCO Yaoundé. The main objectives are to introduce and popularize experimentation in the science streams by training teachers; to improve the quality of science education by using experiment kits; to create an awareness of science-related professions to encourage students to take up scientific training. The Centre of Excellence in Yaoundé shares its expertise with Burundi, Congo and the Central African Republic.</p>

ANNEX II

FEASIBILITY STUDY ON THE CREATION OF A FUND FOR A PROGRAMME OF SOUTH-SOUTH SOLIDARITY IN EDUCATION

INTRODUCTION

1. This Annex presents the Director-General's observations concerning subparagraph 3(b) of 167 EX/Decision 3.3.2, the Executive Board's request to conduct a feasibility study on the creation of a fund for a programme of South-South solidarity in education. The study was conducted by a working group in the Education Sector in consultation with concerned central services at Headquarters and representative regional bureaux. The results of the study are presented below.

RATIONALE

2. The undeniable importance of South-South cooperation as an instrument for development was reiterated in the Marrakech Declaration on South-South cooperation in December 2003. South-South cooperation was referred to there not as an option, but "an imperative to complement North-South cooperation in order to contribute to the achievement of the internationally agreed development goals, including the Millennium Development Goals. South-South cooperation is about the tremendous force of solidarity, with which we can overcome even the biggest challenges. While we continue to recognize North-South cooperation as fundamental for our development and expect solidarity, understanding, cooperation and real partnership from the North, [we] express the conviction that development remains our primary responsibility". This is also the approach that UNESCO wants to promote through its EFA-related activities.

3. If a new fund for South-South solidarity in Education were to be established in UNESCO, its primary purpose would be to encourage a policy of solidarity among developing countries, enabling the countries most in need, that lack both teaching staff and educational equipment, to benefit from the potential of the most advanced developing countries in this field and to create a network for sharing knowledge and best practices on similar challenges to make progress towards achieving the six Dakar goals. The fund would support and encourage regional and subregional cooperation, and strengthen capacity by promoting the hiring of local or regional educational experts and specialists, teachers and trainers.

The objectives of the South-South Solidarity Programme would consist mainly of:

- enabling developing countries to benefit from the potential of the developing countries that are most advanced in the field of education;
- transferring potential from areas with a consultant/teacher surplus to areas that are short of consultants/teachers and thus improving access to education for all;
- contributing to the achievement of the six Dakar goals by reinforcing knowledge sharing and best practices among countries in the South.

These objectives are already embedded in UNESCO's Constitution, and in the World Declaration on Education for All and the Dakar Framework for Action – Education for All: Meeting our Collective Commitments.

THE CURRENT SITUATION AND THE FEASIBILITY OF THE ESTABLISHMENT OF A FUND

4. The study of modalities of South-South cooperation, presented in Annex I, clearly demonstrates the wide variety of existing UNESCO practices with regard to promoting and implementing South-South cooperation in the field of education. To illustrate one measurable aspect of this practice for the feasibility study, different regional bureaux were requested to provide information about the amounts of regular programme and extrabudgetary funds devoted to hiring expertise from their region, and thus from southern countries, as a percentage of the total amount of funds spent on consultants during 2002 and 2003. The feedback received clearly demonstrates that UNESCO is already actively engaging in South-South cooperation as regards its provision of technical assistance at country level, where a significant proportion of experts recruited come from the South.

- In Latin America, the UNESCO Santiago Office recruited some 75% of their consultants from southern countries during 2002 and 2003.
- In the Arab States, the UNESCO Beirut Office reported that 67% of their consultants come from southern countries.
- In Africa, the UNESCO Dakar Office reported that over 90% of the contracts were with consultants from southern countries.
- Similarly UNESCO's Bangkok Office reported that close to 97% of their contractors were from the countries of the South.

UNESCO clearly promotes the use of expertise from the South, which represents over 80% of the contracts established.

5. UNESCO organizes several workshops and seminars for regional projects as part of its capacity-building programmes. Such programmes and projects provide the platform for a wide range of exchange of experiences from countries in the South from the same subregion. This approach has been widely used for the capacity-building in the area of EFA planning and policy dialogue, and is another concrete example of how UNESCO actually promotes South-South cooperation.

6. When considering the establishment of a fund, one needs to examine the likelihood of donors' contributing to a general fund to promote South-South cooperation. Similar South-South cooperation funds in the United Nations system are receiving less funding now than in the past. The Voluntary Trust Fund for South-South Cooperation, established within UNDP in 1996, only received contributions amounting to US \$750,000 during the period 2001 and 2002. This is in great contrast to the amounts received during its first years of establishment, when Japan contributed US \$2 million in 1997 and US \$4 million in 1998. The potential for mobilizing appropriate funds from the same donor community for a general fund for South-South cooperation within the field of education in UNESCO does not appear promising.

OPERATIONAL PROCEDURES AND MODALITIES OF SETTING UP A FUND

7. Voluntary contributions may be received by UNESCO under three main modalities: "Appropriations to the regular budget" are intended to reinforce an existing budget line in the regular budget. "Funds-in-trust agreements" are directed towards a specific project or programme

identified by the funding source in cooperation with UNESCO. “The Special Account for Voluntary Contributions” is used to receive voluntary contributions from public or private sources, the general purpose for which has been indicated by the donor without reference to a specific activity. Given the fact that a Special Account already exists in UNESCO for Education for All, which in particular stresses capacity-building of southern countries, including knowledge sharing between these countries, the multiplication of different funding mechanisms may lead to confusion among donors and fragmentation of impact and resources. Since 2002 the Education Sector has actively promoted a programme approach to the management of extrabudgetary funds, in order for extrabudgetary projects and regular programme activities to form one coherent strategic funding tool for EFA. In order to continue and strengthen this approach, which has been encouraged and highly appreciated by donor countries, it appears more rational to channel new resources for South-South cooperation in the field of education to existing funding mechanisms, either the special account for EFA capacity-building, or traditional funds-in-trust projects, rather than of establishing new funding mechanisms at this stage and soliciting funds, often from the same donors. The activities selected for financing under this EFA capacity-building programme should continue to strengthen and promote South-South cooperation and this could become an important selection criteria for funding.

CONCLUSION OF THE FEASIBILITY STUDY ON THE ESTABLISHMENT OF A FUND

8. In view of the current situation and the objectives of the study as explained above, UNESCO has demonstrated a strong involvement in efforts to encourage South-South solidarity in all its educational activities by using consultants from the South whenever it has been possible, with a total of over 80%. It would be highly recommended that the selection of southern consultants, trainers, teachers and contractors be encouraged when setting up programmes in Member States and that extrabudgetary project proposals stipulate that that priority be given to hiring southern consultants.

9. In view of the fact that UNESCO is already engaging in South-South cooperation, as demonstrated by the high percentage of consultants hired locally and its wide use of South-South cooperation as an integral part of its capacity-building programme, and given the low potential for mobilizing extrabudgetary resources to a general fund, the establishment of a new fund for a South-South solidarity programme in education does not appear feasible for the time being. Using existing funding channels would be the best choice for any additional funding for South-South cooperation. UNESCO will seek to strengthen existing South-South cooperation initiatives as well as explore new ways of channelling more resources to this essential part of development assistance.