

Approaches to North-South, South-South and North-South-South Collaboration

A policy document

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I. Introduction

The message of this policy paper is twofold and can be summarized as follows:

1. There is insufficient scientific research with regard to North-South Cooperation (NSC), South-South Cooperation (SSC) and North-South-South Cooperation (NSSC).
2. The success of future cooperation depends on the formation of consortia that include institutions in the South and consider them as equal partners.

In twelve chapters and nine appendices the authors have tried to summarize major aspects of NSC, SSC and NSSC cooperation and to highlight that collaboration, innovation, flexibility and a pragmatic approach are key to guarantee sustainable results of VLIR's investments.

Information about North-South Cooperation (NSC), South-South Cooperation (SSC) and North-South-South Cooperation (NSSC) is abundant. However, very little has been written about these topics from a theoretical point of view. Although a lot of cooperation programs and projects have been described, analyzed and commented upon in different media, our literature study shows that there is still a lack of (comparative) research with regard to the different forms of cooperation on the one hand and with regard to the construction of useful models based on theoretical analysis and field research on the other.

In this paper we have attempted to summarize the few theories about NSC, SSC and NSSC that we have found in the literature as well as many field reports and project descriptions on these subject to write a policy report for the VLIR-UOS (the Flemish Interuniversity Council - University Development Cooperation). We have used interviews with management and participants of one VLIR-UOS program and one research project the authors of this policy paper have been involved in, to support and complement the suggestions made in this paper. The program is an ongoing ten-year institutional university cooperation (IUC) between the VLIR and the University of Western Cape (UWC) called "Dynamics of building a better society" that consists of seven projects. The research project was a one-year collaboration between the University of Zambia (UNZA) and the University of Western Cape (UWC).

This paper consists of twelve chapters and nine appendices. In the first two chapters the aim of the policy paper is explained and its approach clarified. Chapter three describes the current mission of the VLIR-UOS. The reason for this is that some of the recommendations we make may require a review of that mission. In chapters five, six and seven we take a closer look at the three main types of development cooperation. The focus of each chapter is the SWOT-analysis. The same division is used for the three chapters. In a short chapter eight we will point out that the North is indispensable in the cooperation but that its role should change from a driver-controller to a facilitator and an agent of change. In chapter nine both general and specific recommendations are made. The general recommendations are applicable for NS, SS or NSS collaboration. The specific recommendations stem from the interviews and questionnaires with members of management and participant of IUC program between VLIR and UWC and the research project between UWC and UNZA. Some of these recommendations are direct suggestions to VLIR, others may be useful for anyone involved in NSC, SSC and NSSC. Some of the recommendations can be implemented short term, others will require more time and will need further research. In chapter ten an action plan is suggested to take this policy paper further. In chapter eleven we raise some important questions which should be considered when defining a policy for NSC, SS and NSS collaboration. In chapter twelve we have chosen for a bibliography by subject rather than the traditional alphabetical ranking because we believe that this division will be more useful for the reader.

II. The aim of the policy paper

The aim of this VLIR-UOS policy paper is to create a qualitative policy about South-South and North-South-South Cooperation that can be used as a directive for the design, management and implementation of programs and projects. VLIR-UOS wants to formulate a well-considered and coherent policy which will have a positive effect on its cooperation program and projects. This policy will hopefully lead to a more efficient use of resources and to the best possible results in the cooperation projects. More specifically, the aim of this paper is to contribute to achieve self-sustainable and reproductive capacity in Southern countries by means of the VLIR-UOS projects. This implies that - in a next stage – the Southern partners themselves will be able to set up similar projects with other Southern (less developed) partners, without the help of the VLIR-UOS.

For the moment the cooperation projects of VLIR-UOS have two phases and there is no follow-up when the two phases are finished. However, to realize self-sustainable and reproductive capacity a follow-up is needed. This policy paper could contribute to a higher awareness concerning this aspect and could eventually lead to a better follow-up, maybe by the creation of a new third phase in the VLIR-UOS projects.

III. The approach of this paper

All the information in this paper is based on three aspects:

- A study of the literature about North-South, South-South and North-South-South Cooperation.
- The input of the people which were involved in one specific North-South-South Cooperation project with the VLIR as Northern partner. More information about this project can be found in Appendix 1.
- Conversations with individual project leaders and project managers from Flanders as well as from South Africa (for example: Erik De Corte, Peter Rosseel, Cheryl Pearce, Nathalie Muyliaert, Jan Blommaert, Derek Keats, etc.).

In this paper two large axes with each three levels of NS, SS and NSS Cooperation will be distinguished. The first axis represents the macro, meso and micro level. In this specific context the macro level means the South in general (Central and Latin America, Southern Africa and Central and South-East Asia). The meso level is in this paper Southern Africa and the micro level refers to the above described North-South-South project with the UWC, UNZA and VLIR as partners.

The second axis makes a distinction between the strategic, tactical and operational level. The strategic level refers (among other things) to the relationship with the sponsors and the capacity-building and institutional strengthening. The tactical level consists for example of collaboration between institutions (for example UNZA and UWC) and collaboration with others e.g. NGO's. The operational level refers for instance to the management of the project, the project administration and the project execution.

When we cross these two axes, a framework arises that is visualized in figure 1. This framework will be used as structure in chapter four (recommendations). The importance

of these axes is to stimulate the thinking about NS, SS and NSS Cooperation at a higher level. From the input we received from Flemish and Southern partners it became clear that they mainly think at operational level, which leads to silo thinking. When creating a policy it is equally or even more important to think at higher levels. The two axes have stimulated us to take a wider perspective.

	Micro level	Meso level	Macro level
Strategic level			
Tactical level			
Operational level			

Figure 1. Framework that arises when the two axes are crossed.

IV. VLIR-UOS and its mission

The Flemish Interuniversity Council (VLIR) was established in 1976 as a consultation body between the Flemish universities and the Belgian government institutions that are responsible for tertiary education and research. In the early 1980's a limited form of university development cooperation already existed, but it was just in 1998 that the VLIR received the responsibility for the management of the federal funds for university development cooperation between the Flemish universities. Therefore, a VLIR secretariat for university development cooperation (VLIR-UOS) was created. This means that the VLIR-UOS is responsible for the policy and management of the international cooperation between the 6 universities and 22 university colleges in Flanders and their partner universities in the South. The VLIR-UOS has a mandate concerning policy and programming, selection, following up and evaluation of the cooperation. The role of the Flemish universities is to formulate proposals of cooperation programs and projects and to implement those programs and projects.

The VLIR Mission Statement on University Development Cooperation dates of September 2000 and is the following:

The Flemish Inter University Council is convinced that the future of both the North and the South are inseparably interconnected, and that closing the current knowledge and information gap will contribute substantially to securing this common future. The Flemish universities believe that knowledge and insight are important instruments which a society uses to define and shape its own development.

On the role of the universities

The university combines three functions in a unique manner. The university generates knowledge through research. The university disseminates knowledge, inter alia via instruction. The university permanently and critically reflects on the society in which it is situated, and with which it continuously interacts in various ways. Through this combination, which is essential to the university, and by the fact that the university makes the knowledge generated available to society, universities play a specific and fundamental social role.

On the objective of university development cooperation

The objective of this cooperation is the sustainable, people oriented development of the countries of the South, through mutual enrichment of knowledge and by a continuous questioning between the two partners of one another and oneself. It aims at the development of expertise in both North and South on topics related to developing countries. With its program for university development cooperation, the Flemish Inter University Council wishes to support universities and research institutions in the South and the North so that they can better fulfill their three assignments as a function of this objective. The collaboration strives to strengthen the capacity of local institutions, inter alia via the training and education of executives. Finally, the cooperation is also oriented towards maintaining and above all enlarging the social basis for international solidarity and cooperation.

On the partners of university development cooperation

To achieve this, the Flemish Inter-University Council firstly wishes to collaborate with universities and research institutions in the South which adopt the three above mentioned missions and which attempt to freely disseminate and make accessible the acquired knowledge. These partners are selected both on the basis of their potential

with respect to university education and research and for the emancipatory role they play within their society. Priority is given to institutions in low-income countries or to institutions which make a specific contribution to the development of these countries. They must pursue an active policy of cultural, ethnic, social and philosophical non-discrimination. Through and with these local institutions, one can also work together with other social actors in these countries.

On the fields of university development cooperation

The object of the co-operation in general, and of the research in particular, is to meet local needs and requirements, and it is set within the context of the international community's efforts with respect to sustainable development, combating poverty, food security, water supply, the development of education, basic health care, essential infrastructure, conflict prevention and respect for human dignity and human rights. By building up capacities, the cooperation wishes to contribute to enlarging the accessibility and improving the quality of local education and research. It is oriented towards a maximum opening up of knowledge, expansion of research facilities, and development and support of the management instruments and means.

On the fundamental principles of university development cooperation

The cooperation is based on international solidarity and mutual involvement. Activities which are undertaken within the framework of this collaboration must be situated within a general effort to promote justice and combat discrimination and inequality on any basis. The collaboration proceeds from a respect for individuality and a recognition of diversity. It is based on respect for the principles of human dignity. The relationship between cooperating partners must be respectful, open, honest and transparent. Mutual collaboration between academics in the North and the South is actively promoted. In all its aspects, the cooperation must strive for quality and aim to achieve sustainable effects. A maximum degree of synergy and complementarity is sought with other donors and actors. Most of the activities within the framework of the cooperation must take place in the South.¹

It is of course desirable that the mission of the VLIR-UOS influences the VLIR-UOS projects at strategic, tactical and operational level. The question is however whether this

¹ http://www.vliruos.be/index.php?navid=366&direct_to=Mission_statement

mission is entirely compatible with this policy paper. It is therefore required to check if adjustments to the mission are necessary based on the policy paper and vice versa.

V. North-South Cooperation

1. Defining North-South Cooperation

The term North–South describes a geographical division whereby the North represents the richer countries of North America, Europe, Japan, Australia and New Zealand, and the South represents the poorer majority of countries in Africa, Asia and Latin America.² North-South Cooperation (NSC) is thus the development cooperation between the North (the developed countries) and the South (the developing countries). When we speak about ‘the North’, this can refer to more than one Northern country or organization. For example, two Northern countries can provide support for one Southern country. Another example is that several Northern countries support one Northern organization financially, and this Northern organization cooperates with a Southern country or organization. However, with ‘the South’ we only mean one Southern country or organization. Otherwise it would concern North-South-South Cooperation – which will be discussed later in this paper.

2. History of North-South Cooperation

The importance of development cooperation was recognized in the late 1940s, after the Second World War when the famous Marshall Plan was launched to assist European countries in the reconstruction of their war-devastated economies. Its successful implementation inspired a belief that foreign aid can be effective, which gave a boost to the idea of development cooperation. The US took the lead in promoting development cooperation in developing countries as well with ‘Point four’ of President Truman's 1949 ‘Bold New Program’. This program is generally acknowledged as the starting point of modern development cooperation. In this declaration, Truman pledged, in the spirit of the Truman Doctrine of the ‘struggle between democracy and dictatorship’, to make the

² Binka, F. (2005) North-South research collaborations: a move towards a true partnership? *Tropical Medicine & International Health*, 10 (3), 207–209.

benefits of US scientific advances and industrial progress available for the improvement and economic growth of underdeveloped areas of the world.³

From the late 1940's to the early 1960's development cooperation was almost exclusively bilateral. This means that there is a cooperation between only two countries (one Northern and one Southern country). From early 1960's to mid 1970's there was a significant growth in multilateral development cooperation. Multilateral cooperation is financed jointly by a large number of states. Four major multilateral institutions were responsible for providing development assistance during this period: International Development Association (IDA) attached to the World Bank (WB); the Fund for Special Operations of the Inter-American Development Bank (IDB); the cooperation fund of the European Economic Community (EEC); and the United Nations Development Programme (UNDP).⁴

Until recently, any kind of relationship between the North and the South was viewed as 'development aid'. The Southern partner was viewed as the 'receiver' and the Northern partner as the 'giver'. This implied an unequal partnership between the North and the South.⁵

3. Current condition

Today, there are still a lot of North-South development cooperation projects. A positive aspect is that there are now signs that Northern partners are willing to transform dubious unequal North-South partnerships into what is now often referred to as 'true partnership'. An example of this is that the Swiss Commission for Research Partnership with Developing Countries recently published guidelines for research in partnership with developing countries.⁶

4. Strengths

Research collaboration between developed and developing countries generates knowledge and strengthens the capacity of both parties. Although the key intention of

³ Oyugi, E. (2004). Rethinking aid: development cooperation in a multilateral crisis. Reality of Aid Report. <http://realityofaid.org/roareport.php?table=roa2004&id=13>

⁴ Briefing paper n° 1/2005. Trilateral development cooperation: an emerging trend. CUTS-CITEE.

⁵ Binka, F. (2005) North-South research collaborations: a move towards a true partnership? *Tropical Medicine & International Health*, 10 (3), 207–209.

⁶ Binka, F. (2005) North-South research collaborations: a move towards a true partnership? *Tropical Medicine & International Health*, 10 (3), 207–209.

most North-South cooperation projects is to benefit the South, the projects often also have advantages for the North. For example, North-South health research has led to significant practical and philosophical influences for health systems in the North.⁷

5. Weaknesses

North-South Cooperation can be problematic because of the power relation between the North and the South. Sometimes North-South cooperation is still considered as development aid. The Northern partner is then viewed as the ‘giver’ and has more power than the South. In this context the North is dominating the South, so there is not an equal partnership.⁸

North-South Cooperation brings local Southern actors and their institutions together with outsiders – from the North – and their understanding of development. The goals, rationales and conditionalities of the North sometimes differ too much from the goals and opinions of the South. These (cultural) conflicts cannot always be resolved and this can jeopardize the success of the project.⁹

A weakness of North-South research cooperation is that the research priorities often are driven by the party from the North. These priorities may not always coincide with the highest priorities of the Southern partner. The interests of the North are thus sometimes dominating the interests of the South. This leads to one-sided research priorities and agendas.¹⁰

Collaborative North-South programs frequently lack a long-term perspective. The North neglects often the important matter of sustainability after the finishing of the project. Not only the continuing of the project is necessary, but also the continued access to relevant infrastructure and staff training.¹¹

6. Opportunities

⁷ Block, M.A. (2006). The state of international collaboration for health systems research: what do publications tell? *Health research policy and systems*, 4 (7).

⁸ Oyugi, E. (2004). Rethinking aid: development cooperation in a multilateral crisis. Reality of Aid Report. <http://realityofaid.org/roareport.php?table=roa2004&id=13>

⁹ Oyugi, E. (2004). Rethinking aid: development cooperation in a multilateral crisis. Reality of Aid Report. <http://realityofaid.org/roareport.php?table=roa2004&id=13>

¹⁰ Saxena, B. (2006). Report of IWGM Workshop on North-South International Collaboration in Microbicide Research. Cape Town, South Africa.

¹¹ Saxena, B. (2006). Report of IWGM Workshop on North-South International Collaboration in Microbicide Research. Cape Town, South Africa.

The new North-South relationships move away from the donor-recipient dynamic into partnerships with shared ownership and decision-making. Especially the non-governmental organizations already have experiences with equal partnerships. In a lot of cases, Northern and Southern NGOs have been able to transform their unequal relationships into authentic partnerships involving mutual respect and trust, mutual accountability, and shared ownership and decision-making. They thus “restructured, reskilled and renewed” to meet the challenges of the changed world. These cases could be an example for all North-South initiatives.¹²

7. Threats

Within North-South Cooperation the danger exists that the South depends entirely on the (financial) support of the North. In this situation the project has to be stopped when the North does not finance the South anymore. One example was Thailand's dependence on U.S. aid. With about \$30 million annually, the US fueled much of Thailand’s research activities in the 1980s. The financial support was cut off after a military coup in 1991, which led to a lack of money for the research activities in Thailand.¹³

Table 1. SWOT-analysis of NSC

Strengths	Weaknesses
<ul style="list-style-type: none"> The North as well the South can benefit from it 	<ul style="list-style-type: none"> Often an unequal power balance Sometimes incompatible goals and opinions Research priorities are too often driven by the North A lack of long-term perspective
Opportunities	Threats
<ul style="list-style-type: none"> New equal partnerships between the North and the South are emerging 	<ul style="list-style-type: none"> The South can depend too much on the (financial) support of the North

8. Types of North-South Cooperation

¹² Jackson, E.T., Draimin, T., & Rosene, C. (1999). Civil society: a window on the future of partnership? Civil Society, 2. http://tcdc.undp.org/CoopSouth/1999_dec/04%20Civil%20Society.cc.pdf

¹³ Mervis, J. & Normile, D. (1998). North-South relations: Lopsided partnerships give way to real collaboration. *Science*, Vol. 279. no. 5356, pp. 1477 – 1479. <http://www.sciencemag.org/cgi/content/full/279/5356/1477?ck=nck>

Waardenburg (1997)¹⁴ developed a typology that explains the different modalities of research cooperation between the North and the South and more specifically explains which roles the North and the South can play within the cooperation. The 5 modalities are:

- The finance comes fully from the North, but agenda setting and implementation is fully left to the South. The Northern researchers have no part unless specifically invited by the South.
- A majority vote for the South in agenda setting, in expenditures of the budget provided by the North, in management and program committees, to counteract the asymmetry.
- Symmetric collaboration with equal vote in agenda setting, in financing within the budget provided largely from the North, and in management.
- Collaboration without operational guarantees for real symmetry or against domination of the Northern partner – expenditures managed mainly by the North.
- Participation of researchers or institutions from the South in research initiated, designed, managed and in majority implemented by the Northern partners.

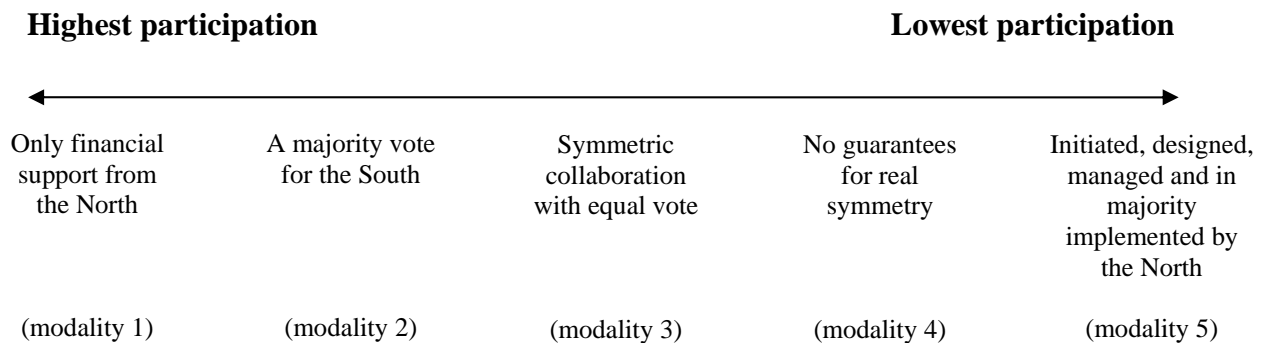


Figure 2. *Modalities of Southern Partnership in research cooperation (Waardenburg, 1997)*

9. An example

An example of North-South development cooperation is the Mwanza - Tampere Local Governance Co-operation Project. The overall objective of this North-South local administration co-operation project is to improve municipal administration in the cities of

¹⁴ Waardenburg, G. (1997), 'Research, Developing Countries (dcs), and eu-dc Research Cooperation', European Conference Research Partnerships for Sustainable Development, March, Leiden.

Mwanza (Tanzania) and Tampere (Finland). The goals of the project are capacity building of the municipal administration in Mwanza, improvement of environmental management in Mwanza and increasing citizen participation in both cities. The implementation methods are training and education, exchange of civil servants and dissemination of good practices. In this cooperation project there is a focus on capacity building through training of city administrators and councilors, exchange of know-how and good practices between colleagues and advancing participatory democracy and citizen participation. All the plans are made in accordance to the strategies of the city of Mwanza and they have been accepted and encouraged by the city directors in both cities.¹⁵

VI. South-South Cooperation

1. Defining South-South Cooperation

South-South Cooperation (SSC) is a broad concept that covers a wide range of collaborations among developing countries. It refers more specifically to cooperative activities between newly industrialized Southern countries and other, less developed nations of the South. Such activities are mainly situated in the areas of politics, economy and technology. The aim of SSC is to promote self-sufficiency among Southern nations and to strengthen economic ties among states whose market power match more equally than in asymmetric North-South relationships.¹⁶

2. History of South-South Cooperation

The idea of South-South Cooperation has its genesis in the Bandung Conference in 1955. The leaders of 29 developing countries joined there to recognize the promotion of collective self-reliance as a political imperative. South-South Cooperation was needed to ensure a more effective participation in global affairs and as a complement to the extensive economic relationships between the developed and developing countries. The Bandung conference ultimately led to the establishment of the Non-Aligned Movement in 1961. In 1972 a working group on Technical Cooperation among Developing Countries

¹⁵ <http://www.tampere.fi/tiedostot/5dneYbhZL/application2006.pdf>

¹⁶ Corbin, G. (2006). South-South Cooperation defies the North. Global envision. <http://www.globalenvision.org/library/8/1371/>

(TCDC) was established by the UN General Assembly.¹⁷ In the late 1970's the UN created a Special Unit for South-South Cooperation (SU/SSC), which promoted South-South trade and investment. Later, in 1989, the Non-Aligned Movement set up the Group for South-South Consultation and Coordination (G-15). This organization promotes South-South Cooperation and influences the policies of other international organizations such as the World Trade Organization and the Group of Seven rich industrialized nations. Since aid from Northern countries was reduced in the 1980's and 1990's, awareness of the need for mutual cooperation rather than dependence on Northern states increased in the Southern countries.

In 2000 the Group of 77, an alliance of developing countries in the UN, was established. This alliance prioritized technology transfer and skill development, literacy, eliminating trade barriers and direct investments. It also highlighted the need for assistance programs to help eradicate hunger and HIV/AIDS and to promote debt relief, environmental-tourism and sustainability. In December 2003, the UN General Assembly declared December 19th the annual UN Day for South-South Cooperation. The aim of this day was to focus attention on SSC and to promote more extensive participation in SSC efforts. Another measure to promote SSC was the setting up of the South-South Cooperation Fund by the UN Development Program (UNDP). This fund supplements unilateral efforts by individual nations such as China, India, Brazil, Egypt and Japan to assist less developed Southern nations.¹⁸

3. Current condition

The importance of South-South Cooperation is growing. Developing countries are increasingly becoming home countries for Foreign Direct Investment (FDI) flows originating from other developing countries. Since the late 1990's, aid from one developing country to another developing country appears even to grow faster than aid from developed to developing countries.¹⁹ This is the consequence of the increasing acknowledgment of Southern countries that they share common goals and that the chances of achieving these goals grow if they act together.²⁰

¹⁷ Briefing paper n° 1/2005. Trilateral development cooperation: an emerging trend. CUTS-CITEE.

¹⁸ Corbin, G. (2006). South-South Cooperation defies the North. Global envision.
<http://www.globalenvision.org/library/8/1371/>

¹⁹ United Nations Conference on Trade and Development: South-South Cooperation in international investment arrangements. UNCTAD Series on International Investment Policies for Development. (2005)

²⁰ <http://www.scidev.net/Editorials/index.cfm?fuseaction=readEditorials&itemid=95&language=1>

South-South trade is growing at an estimated rate of 10% per year. The Southern countries achieve broad-based increases in the volume and value of their trade in manufactures, services and commodities. Over 40% of exports of developing countries are being sent to other developing countries. This also has an impact on the economy. During the past three decades, developing country economies have grown much faster than the developed and transition economies.²¹ Since 2003 developing countries have been the top economic performers in the world.²²

Also in Africa South-South Cooperation has increased. This is among other things the consequence of the higher investment of South Africa into the rest of Africa. Hence, since the beginning of the democracy in South Africa in 1994, South African firms moved very rapidly into the African continent.²³

4. Strengths

Firstly, SSC is an excellent example of the way developing countries can help each other to accomplish much more than they can achieve individually. Achievements and lessons from one country can eliminate the need of trial and error in another, thereby reducing costs and enhancing efficiency.²⁴

Secondly, as stated before, SSC contributes to economic advances in Southern nations, especially in Africa, Southern Asia and South America. For example, South-South investments tend to be labor-intensive and create more jobs than the generally capital-intensive Foreign Development Investment (FDI) from the North. This is certainly the case for Asian investment in Africa.²⁵

SSC leads however not only to economic advances but also to environmental, climatic, cultural and social advances. For instance, regional economic and trade cooperation between developing countries offer possibilities to pool economic, human, institutional, technological and infrastructural resources and networks of the participating countries.²⁶

²¹ Corbin, G. (2006). South-South Cooperation defies the North. Global envision.
<http://www.globalenvision.org/library/8/1371/>

²² United Nations Conference on Trade and Development: South-South Cooperation in international investment arrangements. UNCTAD Series on International Investment Policies for Development. (2005)

²³ Gelb, S. (2005). South-South investment: the case of Africa. In: Africa in the World Economy: The National, Regional and International Challenges.

²⁴ The South-South Book II

²⁵ Keynote address by Supachai Panitchpakdi, Secretary-General of UNCTAD, on United Nations Day for South-South Cooperation. New dynamics of South-South development. (2006)

²⁶ New Geography of International Trade: South-South Cooperation in an Increasingly Interdependent World High-level segment. UNCTAD (2004).

Thirdly, SSC lacks the overtones of cultural, political, and economic hegemony that is sometimes associated with traditional North-South aid. SSC is altering the global balance of power. Rich industrialized nations can no longer count on access to raw materials and consumer markets in Southern countries are increasingly gaining influence. In general, the new dynamism of the South has altered the nature of North-South relations. These relations are no longer based solely on development aid but on reciprocal trade as well. Developing countries are therefore playing active roles and can be seen as economic partners.²⁷

5. Weaknesses

A danger to avoid is that SSC seems to be limited to major developing nations. Hence, the benefits of SSC have not been evenly shared among Southern countries. Many of the most vulnerable countries are worse off today than ever. Income disparities between and within countries are growing. It is therefore essential that the major developing nations share their own knowledge and experience with the less advanced parts of the developing world. Thus, the Least Developed Countries (LDC) need to be more involved in initiatives of SSC.

However, there are already promising signs of movement in this direction. A number of countries (including China, Brazil and Mexico) announced for example new research fellowship programs specifically targeted at young scientists from the least developed nations.²⁸ Moreover, there is also room for optimism because the enormous expansion of developing countries' economic strength is having a snowball effect on other aspects of South-South and North-South relations, creating a wealth of opportunities.²⁹

Another weakness is that, although North-South relations are changing, the primacy of the North in international economic relations will remain. The asymmetries between the economies of developing and developed countries are just too strong and a meaningful convergence of the two will need a very long period of time. The divergences are expressed in a number of ways, such as income levels, size of economic operators, patterns of specialization and other structural and institutional factors. A consequence is

²⁷ Keynote address by Supachai Panitchpakdi, Secretary-General of UNCTAD, on United Nations Day for South-South Cooperation. New dynamics of South-South development. (2006)

²⁸ <http://www.scidev.net/Editorials/index.cfm?fuseaction=readEditorials&itemid=95&language=1>

²⁹ Keynote address by Supachai Panitchpakdi, Secretary-General of UNCTAD, on United Nations Day for South-South Cooperation. New dynamics of South-South development. (2006)

that South-South cooperation cannot be seen as a substitute for North-South cooperation.³⁰

A last obstacle for South-South Cooperation is the lack of resources and information about developing countries. The mechanisms and institutions to coordinate and manage South-South cooperation have not been sufficiently developed, which causes ineffectiveness.³¹

6. Opportunities

There is an economic growth and a strengthening of domestic capabilities in several developing countries. This could have impact on the scope and the effectiveness of South-South Cooperation.³² SSC in all fields will probably continue to increase and the scope and volume of South-South development and humanitarian assistance flows will continue to enlarge. Of course, this will strengthen the economic, environmental, climatic, cultural and social advances.

The new dynamics of globalization fail to produce the desired results at the moment, because the benefits and costs of globalization are unevenly distributed. However, those dynamics can be seen as opportunities. Globalization produces possibilities that need, with some assistance, to be translated into real opportunities. Such opportunities are: access to development capital and financial services, access to global markets, access to appropriate technology and know-how to improve productivity, access to successful development solutions and access to infrastructure support and other basic services. This requires a whole new global and inclusive partnership. It concerns a partnership that represents the interests and commitment of both the public and the private sector, as well as of civil society entities and the general public. A whole new and innovative mechanism will have to be created, namely a mechanism that is supported by pro-poor public policies, driven mainly by the private sector and with the participation of the civil society. This mechanism needs to be open to all, transparent and rule-based. It needs to be able to deliver real benefits to people, especially to the poorest of the poor.³³

³⁰ New Geography of International Trade: South-South Cooperation in an Increasingly Interdependent World High-level segment. UNCTAD (2004).

³¹ United Nations Educational, Scientific and Cultural Organization (2004). 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.

<http://unesdoc.unesco.org/images/0013/001356/135648e.pdf>

³² Marrakech Declaration on South-South Cooperation. <http://www.g77.org/marrakech/Marrakech-Declaration.htm>

³³ "Towards a Global South-South & Triangular Partnerships Compact for Development". Presentation by Yiping Zhou, Director, Special Unit for South-South Cooperation at the 2006 UN Day for South-South Cooperation (2006)

Another opportunity is the awareness of involved parties of the pitfalls of foreign aid. In North-South Cooperation, donor countries often do not recognize the heterogeneity between the recipient states and communities, resulting in poorly prescribed policies. However, this heterogeneity cannot be ignored. One example of the differences between countries is the degree in which the state acts as regulator. This degree of regulating is of importance for determining the strategy of the cooperation. Thus, the same strategy will not work in different countries. With South-South Cooperation, the donors will experience these problems caused by the heterogeneity. In that way there will be an increased awareness of such factors in policy formation and implementation.³⁴

7. Threats

South-South cooperation implies cooperation between two or more countries. There are thus possibilities of complications about ownership or management and even regarding funding in the absence of clear policies with donors regarding cross-border projects. This is a challenge, especially for developing countries, as they possess for example no easy means of collaborating with their neighbors to create joint projects on reproductive health.³⁵

The changing nature of North-South relations has generated fears for the rising Southern nations. Especially China has emerged as the de facto leader of SSC. This raises some problems because China is willing to cooperate and doing business with non-democratic states and China focuses on resource extraction at the expense of environment, namely deforestation and resource depletion. Moreover, China is viewed as a strategic rival of the United States. These factors could have a negative impact on the investment of and development cooperation with the North.³⁶

However, Panitchpakdi, Secretary-General of UNCTAD, is convinced that the fears of Northern nations for the rising South are misplaced. He argues that the North has been much more of a partner than a competitor in the success of the South and that it will share in the dividends of the success of the South. He also believes that consumers worldwide are already benefiting from the low-cost, high-quality products and services from the South.³⁷

³⁴ Hammett, D.P. From Havana with love: a case study of South-South development cooperation operating between Cuba and South Africa in the health care sector. Centre of African Studies, University of Edinburgh. <http://www.era.lib.ed.ac.uk/retrieve/1185/DanHCuba.pdf>

³⁵ The South-South Book II

³⁶ Corbin, G. (2006). South-South Cooperation defies the North. Global envision. <http://www.globalenvision.org/library/8/1371/>

³⁷ Keynote address by Supachai Panitchpakdi, Secretary-General of UNCTAD, on United Nations Day for South-South Cooperation. New dynamics of South-South development. (2006)

A last threat may be that it is not always easy for one developing country to accept assistance from another developing country. Political problems among certain developing countries might be an obstacle for this process.

Table 2. SWOT-analysis of SSC

Strengths	Weaknesses
<ul style="list-style-type: none"> • Learning from each other • Economic, environmental, climatic, cultural and social advances • Changing North-South relations with altering power balance 	<ul style="list-style-type: none"> • Benefits are not evenly shared among developing countries • The gap between North and South will remain for a long time • The lack of resources and ineffective coordination
Opportunities	Threats
<ul style="list-style-type: none"> • SSC will still increase • Opportunities as a result of the globalization • Increased awareness of the heterogeneity between developing countries will have a positive impact on policy 	<ul style="list-style-type: none"> • Complications about ownership or management • Northern fears for the rising South Political problems are an obstacle for cooperation.

8. Types of South-South Cooperation

Numerous variations of South-South Cooperation exist. Depending on the criteria that have been used, several types of SSC can be differentiated. Examples of such criteria are: the way the cooperation is financed, the role of each stakeholder, the domain in which the cooperation takes place, etc.

UNESCO describes one typology which makes a distinction between several types of South-South Cooperation based on the activity of the cooperation. It differentiates the following types of cooperation:

- Sharing experiences and good practices: one or more developing countries with experience and expertise in a certain domain exchange(s) this experience and expertise with one or more other developing countries.
- Strengthening of networks: several institutions from different developing countries form a network and work together within this network.
- Capacity-building: Capacity-building in the context of South-South Cooperation is about increasing the ability of a Southern country to promote development. The Southern countries help each other to build up the necessary capacity. For example, capacity-building can include the training of personnel and the purchase of equipment.
- Partnership development: the developing countries start a partnership and set up a common project to build on development.

In the literature we did not find other models of South-South Cooperation. To determine other typologies based on different criteria – for example on the role each party plays - we suggest that 50 examples of South-South Cooperation will be examined.

9. An example

An example of South-South Cooperation is IBSA (India, Brazil and South Africa) Facility for Poverty and Hunger Alleviation. It received the award in the category South-South Alliance on the 2006 United Nations Day for South-South Cooperation. The Southern countries India, Brazil and South Africa were involved in this South-South Cooperation project. The project identifies replicable, scalable and sustainable projects that can be disseminated to interested developing countries as examples of best practices in the fight against poverty and hunger. An example of the work of the IBSA trust fund can be seen in Haiti. In Haiti, the IBSA Facility is supporting a successful pilot project designed to strengthen peace in the violence-prone Carrefour Feuilles zone through the collection of solid waste. This project involves approximately 220 people in the installation of a system of perennial effluent collection and treatment while consolidating the peace process in the zone.³⁸

³⁸ 2006 United Nations Day for South-South Cooperation. South-South Partnership Awards. <http://tedc1.undp.org/Documents.aspx?docId=21>

VII. North-South-South Cooperation

1. Defining North-South-South Cooperation

North-South-South Cooperation (NSSC) (also called trilateral or triangular development cooperation) is a new route of development cooperation where aid is channeled through institutions in third-world countries in order to support development projects in poor countries. It is relatively new and different because most of the development aid goes through the bilateral route (North-South) with a large amount being channeled through inter-governmental organizations (IGO).³⁹

A North-South-South Cooperation activity can be the initiative of one or more Southern countries that wish to cooperate with one another. Such countries can ask for the support of a Northern donor as a third partner in order to maximize their financial, logistical and technical resources. Alternatively, a donor can partner with a developing country willing to provide technical support to other Southern partners whose initiatives match the Northern donor's priorities and interests. The Northern donor would then offer to support South-South cooperation through a triangular approach by providing financial and/or technical support.⁴⁰

In general, donor countries have continued to support South-South cooperation through triangular arrangements. In this form of North-South-South Cooperation, developed countries can use UN agencies as a support channel. Another type is the pulling together of resources by different organizations to address one common issue affecting various developing countries.

In other cases, developed countries provide their support directly to groups of developing countries or entities serving these countries. This can mean that a group of developed countries gives support to a group of developing countries or a sub-regional organization.

³⁹ Briefing paper. Trilateral Development Cooperation: An Emerging Trend. CUTS Centre for International Trade, Economics & Environment. No. 1/2005

⁴⁰ UNDP/Japan Partnership Supporting South-South Cooperation. *Innovative Triangular Cooperation towards the Millennium Development Goals* (1999-2004).

Another type of direct support in North-South-South Cooperation is the use of direct trade agreements or arrangements between groups of developed and developing countries.⁴¹

2. History of North-South-South Cooperation

In the late 1940's, the importance of development cooperation was recognized. From then to early 1960's, development assistance was almost exclusively bilateral which meant that a developing country received development aid from a developed Northern country. The period from the early 1960's to mid 1970's saw a significant growth in multilateral development assistance. This kind of assistance was financed jointly by a large number of states. Meanwhile, the idea of South-South Cooperation had its genesis.

In 1999, the High-level Committee on the Review of TCDC (Technical Cooperation among Developing Countries) resolved that South-South Cooperation should be regarded as complementary and not as a substitute for North-South Cooperation. This meant that the committee thought that a North-South-South Cooperation was needed.

North-South-South Cooperation received a boost in 1993 at the Tokyo International Conference on African Development (TICAD), in which Japanese resources were used to promote exchanges between Asian and African countries. In 2004, China adopted the Shanghai Consensus. This consensus resolved that stronger cooperation between all development partners could facilitate scaling up (of poverty reduction efforts) through the exchange of ideas, the transfer of resources and the strengthening of capacity. It also reinforced the issue of partnership between all stakeholders to leverage and scale up a country's development efforts.⁴²

3. Current condition

The support of developed countries for South-South cooperation is mainly situated in the area of human resource development, research and institutional capacity building. Increasingly the aid has been given to groups of countries or institutions that address overarching thematic issues. Donor countries have in general facilitated South-South Cooperation by supporting centers of excellence and knowledge networks. For instance,

⁴¹ Current and emerging trends in South-South Cooperation. Eleventh meeting of the intergovernmental follow-up and coordination committee on economic cooperation among developing countries. (2005) G-77

⁴² Briefing paper. Trilateral Development Cooperation: An Emerging Trend. CUTS Centre for International Trade, Economics & Environment. No. 1/2005

in research and development there have been some significant success stories of the alliances between Southern and Northern institutions. One of such success stories is described below, in the example of North-South-South Cooperation.⁴³

4. Strengths

Firstly, North-South-South Cooperation is cheaper than North-South Cooperation. An expert working from the North in an assistance program in a developing country costs on average one-third of a developed country expert. Triangular development cooperation makes it possible to involve developing country experts. It can thus be a cost-effective way of promoting development cooperation.

Secondly, learnings from one developing country to another are more relevant than from a rich country to a poor one. Some elements (like technologies and policies) from developed countries are less appropriate for developing countries. Therefore, it may be better for developing countries to import these elements from other developing countries which are more advanced. By means of trilateral development cooperation ‘intermediate technology’ and ‘intermediate policy’ can be introduced in developing countries while developed countries are partially responsible for financial resources. The help from developed countries is often necessary because developing countries sometimes have significant expertise and experience in certain areas, while lacking the capabilities to transfer these with their own resources.

Thirdly, the support of developed countries has already played a substantial role in the implementation of certain projects. Developed countries have provided complementary funds and expertise to collaboration programs launched by developing countries. This support has played an important role in the success of such programs. The involvement of Northern countries in the cooperation between developing countries can thus be an asset and can be beneficial for the developing countries.⁴⁴

5. Weaknesses

In North-South-South Cooperation there is not always an equal partnership and ownership. Many research projects are still managed from outside the developing countries. Often such cooperation projects are still based on inappropriate attempts to

⁴³ Forging a global South. 2004 United Nations Day for South-South Cooperation.

⁴⁴ Report on the implementation of the second cooperation framework for technical cooperation among developing countries. Annual session 2003. UNDP.

transfer Northern knowledge, skills, technology or policies to the South. However, the most successful projects are those which are initiated in the South and find interest in the North. Only in that way the real needs of stakeholders will be represented. Gibson, Andersson, Ostrom and Shivakumar (2005) have specified the concept 'ownership' and have set out 4 criteria for beneficiary ownership. According to them "beneficiary owners need to (1) enunciate a demand for aid, (2) allocate at least some of their own assets to the project or program so that they have a real stake in the way their own and other actors' assets are used, (3) obtain real net benefits, and (4) have clear-cut responsibilities and be able to participate in decisions regarding continuance or ending of a project". (p. 228)⁴⁵

Another weakness in the context of North-South-South development research is that research topics are often determined by the researchers' interests and expertise. The better alternative is to choose a topic starting from a careful analysis of the local Southern context resulting in defining an authentic and relevant problem that needs research to help solving it. This requires looking across disciplines and working together with local communities. There is thus a need for multi- and interdisciplinary approaches in research for development.⁴⁶

Research for development is often isolated from global research and science. However, a lot of research results from Northern countries have high relevance for developing countries. Yet there are not many incentives to make those results user-friendly for and transferable to developing countries. This leads to a fragmented range of research projects. More integrated collaboration within the academic community is necessary to realize more efficiency and effectiveness.⁴⁷

Finally, when it comes to research development cooperation there can be problems with joint publications because of the difference in research culture between the North and the South in certain domains of the human sciences. In the North academics have a more theoretical-quantitative focus, while the research of their colleagues in the South is rather practical-qualitative.

⁴⁵ Gibson, C., Andersson, K., Ostrom, E., & Shivakumar, S. (2005). The Samaritan's Dilemma. The political economy of development aid.

⁴⁶ North-South Cooperation. International Conference, December, 2001. Koninklijke Nederlandse Akademie van Wetenschappen.

⁴⁷ Develtere, P. (2005). De Belgische ontwikkelingssamenwerking. Leuven: Davidsfonds.

6. Opportunities

The strengthening of North-South-South Cooperation could bring a lot of advantages in many ways and in many areas. In developing countries a huge investment is required to enhance human, business and knowledge capital as well as physical infrastructure. However, such investment is not possible in most of the poor countries due to the lack of resources. Hence, the current level of income of a large section of their population is so low that it is entirely used for consumption only. These countries need financial support and technical assistance to initiate self-sustaining economic growth and to develop social capital and public institutions. The support of Northern countries is necessary to help to achieve this.⁴⁸

For example, the increase of NSSC in the area of Technical Cooperation among Developing Countries (TCDC) could have a positive impact. TCDC is a process whereby two or more developing countries exchange knowledge, skills, resources and technical know-how. For the moment, there still is a technology gap between North and South. This also influences other domains such as economy and R&D. Technological advances are thus of great importance for development. However, limited human resource capacity and financial resources constitute the main constraints for the expansion of TCDC. For instance, some countries do not have sufficient know-how or training for successful application of TCDC. The involvement of Northern countries could avoid such obstacles. Summarizing, much more could be achieved in the area of technology and in other areas with increased support for TCDC.⁴⁹

Bilateral cooperation (North-South cooperation) involves sometimes tied aid. This is foreign aid that must be spent in the country providing the aid (the donor country). Thus, the developed country provides a loan or grant to the developing country only on the condition that the money will be spent on goods or services produced in the donor country. Aid is usually tied to the benefit of the donor at the expense of the recipient. By limiting competition, tied aid raises the cost of many goods and services. Moreover, tied aid tends to favor projects that require capital intensive imports or donor-based expertise over smaller and more poverty-focused programs.⁵⁰ Within North-South-South Cooperation the aid is mostly not tied. This removes the disadvantages for the developing countries that are associated with tied aid. Moreover, untying the aid increases

⁴⁸ Briefing paper. Trilateral Development Cooperation: An Emerging Trend. CUTS Centre for International Trade, Economics & Environment. No. 1/2005

⁴⁹ <http://tcdc.undp.org/faq.asp>

⁵⁰ http://www.connect-world.net/Global_Themes/Aid/Overview.html#tied

significantly the efficiency and effectiveness of aid. Bilateral cooperation (with tied aid) led in the past to a set of incoherent policies because a number of donors experimented with their own perspectives and views on various policies in developing countries. These problems can be prevented because in NSSC the aid is mostly untied. Concluding, in comparison with bilateral cooperation, NSSC could lead to more efficient, effective and accountable development programs and a better policy framework in recipient countries.⁵¹

7. Threats

In comparison with bilateral cooperation (North-South Cooperation), it is possible that North-South-South Cooperation receives less political support in the North which leads to reduced commitment in development cooperation. Bilateral cooperation gets more support and commitment in the donor countries because of the tied nature of the aid. Tied aid means that the recipient country is tied to the donor country's provision of goods and services. NSSC does not consist of tied aid, and that makes it more difficult to receive political support and commitment from donor countries. Another reason for the reduced support is the question of the accountability in the aid administration when the stakeholders from the donor country are not involved. The latter can be resolved by involving developing countries with high credibility in developed countries in apprising the stakeholders about the utility of the aid that they provide to the developing countries.

Another threat may be that it is not always easy for one developing country to accept assistance from another developing country. Political problems among certain developing countries might be an obstacle for this process.

A last threat is that it is not always attractive for the stakeholders of one developing country to visit another developing country for training or experience sharing. Reason for this is that they are more excited about a trip to rich countries. This, of course, sabotages the process of experience sharing between developing countries.⁵²

⁵¹ Briefing paper. Trilateral Development Cooperation: An Emerging Trend. CUTS Centre for International Trade, Economics & Environment. No. 1/2005

⁵² Briefing paper. Trilateral Development Cooperation: An Emerging Trend. CUTS Centre for International Trade, Economics & Environment. No. 1/2005

Table 3. SWOT-analysis of NSSC

Strengths	Weaknesses
<ul style="list-style-type: none"> • Cost-effective • Experiences are more relevant for the recipient country than in North-South Cooperation • Northern aid makes cooperation between developing countries possible 	<ul style="list-style-type: none"> • There is not always an equal partnership and ownership • The research topic is not always determined by a real need but rather by the researchers' interests • Research for development is isolated from other research projects. • Differences in research culture cause difficulties with joint publication.
Opportunities	Threats
<ul style="list-style-type: none"> • More NSSC could initiate self-sustaining economic growth and the development of social capital and public institutions in developing countries • NSSC can involve the untying of aid • Promotion of NSSC could increase the efficiency and effectiveness of aid significantly (because of the untying of aid) 	<ul style="list-style-type: none"> • It might receive less political support than bilateral cooperation • Developing countries do not always want to accept assistance from each other. • Because of the trips to rich countries bilateral cooperation can be more attractive for stakeholders of developing countries •

8. Types of North-South-South Cooperation

We did not find a description of the different models of NSSC in the literature. Often was mentioned that different 'forms' or 'types' of NSSC existed, but an overview of these forms or types was not given.

What we found, was the typology of Waardenburg (1997)⁵³ which is already described above as a typology of North-South cooperation. The 5 modalities are:

⁵³ Waardenburg, G. (1997), 'Research, Developing Countries (dcs), and eu-dc Research Cooperation', European Conference Research Partnerships for Sustainable Development, March, Leiden.

- The finance comes fully from the North, but agenda setting and implementation is fully left to the South. The Northern researchers have no part unless specifically invited by the South.
- A majority vote for the South in agenda setting, in expenditures of the budget provided by the North, in management and program committees, to counteract the asymmetry.
- Symmetric collaboration with equal vote in agenda setting, in financing within the budget provided largely from the North, and in management.
- Collaboration without operational guarantees for real symmetry or against domination of the Northern partner – expenditures managed mainly by the North.
- Participation of researchers or institutes from the South in research initiated, designed, managed and in majority implemented by the Northern partners.

The main focus of this typology is North-South research cooperation. However, it can be extrapolated from research cooperation to cooperation in general and from North-South Cooperation to North-South-South Cooperation. Thus, with regard to the role of the stakeholders a continuum from domination of the North to domination of the South can be identified in NSSC.

Because we did not find a typology specifically concerning NSSC, we suggest to carry out a study focusing on the analysis of 50 examples of NSSC projects and aiming at the identification and description of different types of North-South-South cooperation.

9. An example

The West Africa Rice Development Association (WARDA) received the South-South Triangular Partnership Award on the 2006 United Nations Day for South-South Cooperation. WARDA addressed the issue of food security and poverty reduction in sub-Saharan Africa. Rice farmers were facing the unenviable choice between species that were high-yielding but constrained by African conditions (the Asian rice) and a well-adapted but low-yielding species (the African rice). WARDA developed 12 years ago within a collaboration among African, Asian, European and North American scientists the ‘New Rice for Africa’ (NERICA). NERICA are rice varieties with the best traits of both Asian and African rice. In developing and disseminating new varieties, indigenous knowledge of farmers has been fully utilized. In March 2002, the African Rice Initiative (ARI) was launched by WARDA. ARI aims to disseminate NERICA to all countries of sub-Saharan Africa. ARI is initially in seven pilot countries focusing on the upland

ecology and is also promoting complementary technologies to improve soil fertility and alleviate other problems associated with rice production.⁵⁴

VIII. The role of the North in North-South, North-South-South and South-South Cooperation

As stated before, South-South Cooperation has increased significantly and the economies of some developing countries have improved. However, the asymmetry between the economies of developing and developed countries is still large and it will still take a long time to bridge this gap. So according to the High-level Committee on the Review of TCDC (Technical Cooperation among Developing Countries), South-South cooperation cannot be seen as a substitute for North-South Cooperation. South-South Cooperation is rather complementary to North-South Cooperation and this means that North-South-South Cooperation is necessary.⁵⁵

The theme of the 2006 United Nations Day for South-South Cooperation, namely ‘New Dynamics of South-South and Triangular Partnerships for Development’⁵⁶, proves that SSC and NSSC are not competitors. On the contrary, these forms of cooperation are mentioned in one breath and can be seen to complement each other. Another illustration of SSC and NSSC being complementary is the fact that SSC is often used as a synonym of NSSC. Hence, often projects are organized and implemented by Southern organizations and the North is only involved for financial support. This is also sometimes called triangular South-South Cooperation. The distinction between SSC and NSSC is often unclear.

Especially with regard to science, research and technology, South-South Cooperation cannot be a complete replacement for cooperation with the more scientifically advanced countries of the North. Hence, it is in the North where most of the world's advanced science is still carried out. But it would be naive to believe that North-South Cooperation is sufficient for building the necessary capacity to handle certain issues in the South. Many of the challenges currently facing the South — from malaria to infant mortality — are of little interest to countries in the North. In such areas, as Rangunath Mashelkar

⁵⁴ <http://tcdc1.undp.org/Documents.aspx?docId=21>

⁵⁵ Briefing paper. Trilateral Development Cooperation: An Emerging Trend. CUTS Centre for International Trade, Economics & Environment. No. 1/2005

⁵⁶ Triangular partnership is in this context the equivalent of North-South-South Cooperation.

pointed out, "there is a need for developing countries to be self-sufficient", not only at a scientific level, but also in the capacity to put the science to the appropriate social and economic use. In this context South-South Cooperation is preferable.⁵⁷

The question is whether South-South Cooperation really is desirable for the South. It seems that some Southern parties do not want to let disappear the Northern support. Especially the removal of the financial support would not be appreciated, because a large amount of projects cannot survive without this help. Therefore, it seems that North-South-South Cooperation is probably more preferable.

IX. Recommendations

In this section we give some recommendations concerning NSC, SSC and NSSC. These recommendations are based on the few existing theories about NSC, SSC and NSSC as well as on the experiences of people who are involved in development cooperation projects. Some of the recommendations are based on the SWOT-analysis in chapters five, six and seven, others on interviews with people involved in a interuniversity cooperation (IUC) program between the VLIR and UWC and a research project between UNZA and UWC and on questionnaires they have filled in for the purpose of writing this policy paper (see Appendices 1 and 7).

The recommendations are categorized according to the two axes which have been explained in chapter three (approach of the paper). As mentioned above, the first axis represents the macro, meso and micro level. In this specific context the macro level means the South in general (Central and Latin America, Southern Africa and Central and South-East Asia). The meso level is in this paper Southern Africa and the micro level refers to the above described North-South-South project with the UWC, UNZA and VLIR as partners. The second axis makes a distinction between the strategic, tactical and operational level. The strategic level refers (among other things) to the relationship with the sponsors and the capacity-building and institutional strengthening. The tactical level consists for example of collaboration between institutions (for example UNZA and UWC) and collaboration with others e.g. NGO's. The operational level refers for instance to the management of the project, the project administration and the project execution.

⁵⁷ <http://www.scidev.net/Editorials/index.cfm?fuseaction=readEditorials&itemid=95&language=1>

Below recommendations are given at the micro level and macro level, but not on the meso level. In order to come up with recommendations for this level an in-depth study of the answers given by the UNZA and UWC partners in the research project described in Appendix 1 needs to be undertaken. This has not been possible in view of the deadline for this policy paper.

Macro level – Strategic level

- The smallest and least developed countries need to be involved in SSC so that they also benefit of such cooperation.

As stated before, SSC is often limited to major developing nations. Because of that, the situation of the major developing countries improves, but the poorest and most vulnerable countries are worse off today. Thus, income disparities between developing countries are growing. Special attention is needed for this problem and the major developing countries have to be stimulated to cooperate with the poorest developing countries.

- We must be aware of the heterogeneity of developing countries.

As described before, donor countries often fail to recognize the heterogeneity within recipient states and communities. However, because of this heterogeneity the same strategies and policies will not work in all countries. Thus, the individual character of each country must be taken into account within North-South-South Cooperation. This is particularly relevant when it comes to assessing the role of the state as a regulator in those countries.

- We must strive for an equal partnership and a symmetric collaboration with equal vote. This means that the third modality formulated by Waardenburg (1997) is preferable in North-South-South Cooperation.

As described as a weakness of North-South-South Cooperation, the Northern partners often dominate the Southern partners. This means that the initiative, management and/or implementation are driven by the North. However, cooperation programs with an equal partnership seem to be more successful. According to Waardenburg (1997), at least the third modality of the typology is preferable. This modality implies a “symmetric collaboration with equal vote in agenda setting, in financing within the budget provided largely from the North, and in management”.

The people who were involved in the NSS project between UWC, UNZA and VLIR-UOS - which is described in Appendix 1 - mentioned also the power relations as an important issue. They proposed in a questionnaire to promote equal partnership, namely: determining principles that underpin equal partnership which are foregrounded in all aspects of NSS programs (policies and procedures) and using 'equal partnership' as a criterion to evaluate cooperation projects and to channel funding through mutually agreed systems. Figure 3 shows the ideal model of North-South-South Cooperation according to a group of respondents who were involved in the project between UWC, UNZA and VLIR-UOS and who filled in some questionnaires about NSSC and SSC.

Micro level- Strategic level

- More attention needs to be paid to capacity building.

More attention needs to be paid to the sustainability of the project after the Northern partner has left. Indeed, the Southern partners must be able to continue the project successfully. Thus, the local people must benefit from the knowledge and training. The role of the North is to assist with delivering capacity and transferring expertise.

Macro level – Tactical level

- The involved Northern and Southern institutions need to have knowledge and skills in the areas of the creation of powerful learning environments, change management, leadership, coaching and project management.

The management and implementation of cooperation projects involves, as all other projects, working with people. These people are an important factor in the successfulness of the project. Thus, it is essential that the involved people are well prepared before and supported during the project. This implies that the organizing institutions need to have the right knowledge and skills.

An important required skill in the context of development cooperation is the creation of a powerful learning environment, because all cooperation projects will involve learning. According to De Corte (2000) learning is “a constructive, cumulative, self-regulated, goal-oriented, situated, collaborative and individually different process of knowledge

building and meaning construction". (p. 254)⁵⁸ This means that these elements need to be integrated in a learning environment to achieve optimal learning results. Thus, a powerful learning environment is characterized by a good balance between discovery learning and personal exploration on the one hand, and systematic instruction and guidance on the other (De Corte, Verschaffel & Masui, 2004).⁵⁹ Creating a powerful learning environment is not only necessary in pure educational contexts, but also in the context of change management and coaching. After all, change management and coaching also involve learning. Being able to create a powerful learning environment is thus a global necessary skill for people involved in cooperation projects.

Another important skill related to development cooperation is change management, because cooperation projects will definitely cause changes. Often people show resistance to change. If they are not well prepared and guided, they will not accept the change and the project will fail.

Change management implies learning to behave differently in a changed environment. It is about changing the state of mind of the involved people, because that is more difficult than changing procedures. One way of changing people's state of mind is to involve them already early in the process. This causes a better understanding of the strategy which will lead to a higher motivation of those people and a more efficient and effective implementation of the change. Change management requires emotional intelligence of the persons who try to introduce the change. More specifically, they need to understand the necessity of considering the employees point of view.⁶⁰

Everyone who leads people in cooperation projects has to know how to coach the participants. Coaching contains ideally: conversations between leaders and the participants (1) which are meant for everyone involved of the project, (2) which stimulate people to give the best of themselves, (3) which offer new perspectives and challenges, (4) which are based on learning from each other, trust, openness and daringness and (5) which improve the results of the project. The most important skills of coaching are: listening, giving feedback, asking questions and sharing experiences. Thus, the leaders in cooperation projects need to acquire these skills to get the best results from the participants.⁶¹

⁵⁸ De Corte, E., Verschaffel, L., & Masui (2004). The CLIA-model: A framework for designing powerful learning environments for thinking and problem solving. *European Journal of Psychology of Education*, 19, 365-384.

⁵⁹ De Corte, E., & Verschaffel, L. (1987). Cognitieve effecten van leren programmeren. *Nederlands tijdschrift voor de Psychologie*, 42, 364-372.

⁶⁰ Peter Rosseel (2006). Gestion du changement: excellence is all about change... In: Focus, October 2006.

⁶¹ Peter Rosseel (2007). BAT-OTP top organiseert tweedaagse rond coaching. In: Voka – Kamer van Koophandel arr. Leuven, Jaargang 75, januari /februari 2007.

Finally, people involved in development cooperation projects need to be competent in project management in order to achieve efficiency and effectiveness. Project management is the planning, control and co-ordination of all aspects of a project, and the motivation of all those involved in it, in order to achieve the project objectives. There are of course different approaches for project management, but one good approach for project management is the PRINCE2 methodology. In Appendix 4, more information is given about the PRINCE2 methodology.

It is not obvious that the involved institutions have already acquired the necessary competences, so the VLIR-UOS should be aware of this possible deficit and take measures to build up these competences.

- Within NSSC a link between the strategic plan and the institutional operational budget is required.

For the moment, there is not always financial sustainability. To reach the planned goals, institutions should ensure that the budgets support or sustain the NSS plans and activities beyond the donor-funding. Therefore, a better link between the strategic plan and the institutional operational budget is required.

- There is a need for rigorous selection of NSS team members based on mutually agreed criteria.

Sometimes the people selected for projects do not have the necessary expertise and experience to achieve project goals, because they were selected based on the wrong criteria. For example, it occurs that someone is selected because he is a friend of someone who is involved in the project. This can be prevented by determining mutually agreed selection criteria.

- A formal agreement consensus between the partners is required that clearly defines the responsibilities and activities.

Absence of a formal agreement consensus results in operational difficulties, because the roles and responsibilities of each partner are then unclear. This can be avoided by determining the roles and responsibilities in advance and by writing this down in a formal agreement consensus.

- Stoke's quadrant needs to be used to solve the difficulties of the different research cultures between the South and the North.

As already explained, the North has a theoretical-quantitative culture and the South has a practical-qualitative culture. This can cause problems for joint publications. However, Stoke has suggested a model which would help marrying the two research cultures and overcome the seeming contradictions. This model is explained in Appendix 8.

- VLIR-UOS needs to trust its Flemish and partners from the South.

More trust should lead to faster decision making with regard to the approval of projects and the assignment to the appropriate level of financial/budgetary control.

Micro level – Tactical level

- The projects should be located in the appropriate operational context or in the appropriate line management.

In the particular project between VLIR-UOS, UWC and UNZA some responsibilities were not always assigned to the right person(s). A best practice concerning this aspect that can be found in the same project is the following: at UNZA, the Directorate of Research and Graduate Studies is responsible for research and therefore it took the responsibility for the VLIR funded post graduate research time to degree study.

Macro level – Operational level

- Late decision of projects by VLIR so that project durations is reduced by one, two or three months but with same deliverables.

Projects are hardly ever awarded by VLIR within the timeframe mentioned in the tenders. The delay can be as long as three months. The date for the final report of the awarded project however remains the same. This means that the real duration of - for instance for a one-year project – is not twelve months but nine, ten or eleven months while the deliverables remain the same. It is recommended that the decision-making for awarded projects happened faster or should that be impossible the project is lengthened by the same time as the delay in awarding projects.

- A simplification of procedures is necessary.

Procedures refer to – among other things – procedures for writing tenders, collaboration with partners, executing and extending the projects and report writing. Are these procedures a functional help or do they dissipate creativity and innovation? It seems that within the VLIR-UOS the latter is sometimes true. The procedures sometimes prevent an efficient use of the resources. One such example is that in VLIR-UOS projects finances are sometimes spent within one year – in stead of being spread out over 5 years – because otherwise the money would be lost.

- Systems and people should be in place to ensure efficient and effective financial management.

In some projects there is an inadequate financial management system and insufficient human resource capacity for the financial management, which results in inefficient use of finances and a high workload for the people involved. Within NSSC, the right systems and people must be guaranteed to ensure a good financial management.

- The building in of funding for administrative and research capacity at all operational levels is required.

There is sometimes a limited capacity for certain aspects of research, for example for the coordinating administrative aspect of research and the researching itself. However, these are very important elements for the success of the project. Therefore, one needs to foresee sufficient budget for every aspect of the research projects.

- The cultural differences between the North and the South needs to be taken into account.

The cultural differences can be problematic at the operational level. Some examples of such differences are working culture and the speed of work. Sometimes the culture of the North is imposed to the South and the North does not pay attention to the culture and habits of the Southern countries. In collaboration a mutual respect for each other's culture is very important.

Three basic elements:

1. *South partners identify their own needs.*
2. *Equal partners*
3. *Transparency*

Role of North:

- a) **Funding** - procure funding (as much as possible – billions even better) – however the ‘in kind’ contributions of the Southern partners need to be acknowledged and credited.
- b) **Funding** allocated to the north should be transparent, negotiated with the southern partners and in relation to the contribution made by the north
- c) **Content of proposal** – should be decided in consultation with the South and based on real needs of the all partners
- d) **Delivery and project management:** agreed upon goals and deliverables to be met – eg funding made available on time, reporting timelines are adhered to.
- e) **Ownership of data** – ensure that data is co-owned and that there is transparency and joint decision-making regarding use of data.
- f) **Ethical principals** – need to be adhered to – eg do not harm environment, community, individual etc - relates to joint decision-making.

Role of Southern partners

- a) Ensure that project is managed and delivered according to agreed objectives and outcomes
- b) Need to be equal partners in all aspects of project – decisions regarding focus, objectives, outcomes
- c) Optimally make use of the opportunity of research and collaboration.

Relationship between Southern partners

- a) Should strive to create equal partnerships
- b) Each partner can identify their own needs within an overarching focus area – key result areas can differ according to regional needs/local needs
- c) Each partner can set up own management structure for project according to their local needs
- d) Knowledge and research results should be equally shared between partners

Figure 3. Ideal model of NSSC according to Southern respondents.

- The starting point for choosing and defining the research topics of development research cooperation must be the existing contextualized problem. Since most of those problems include divergent factors, inter- or multidisciplinary approaches will be required.

It sometimes occurs that research topics for development are being determined only on the basis of the researchers' own disciplinary interest and agenda. This is not the right starting point for research for development. Since the aim of research for development is partially improving the situation in developing countries, the starting point should be the existing problem. Such a research problem is mostly multidimensional involving several aspects and factors from different domains; therefore an inter- or multidisciplinary approach is required. Thus, an inter- or multidisciplinary team of researchers will need to be composed. Thanks to the funding of the VLIR, the cooperation between different Flemish universities has already increased, but the VLIR projects are not yet genuine inter- or multidisciplinary. One suggestion to reach such inter- or multidisciplinary is to create a research fund to achieve synergy. An example of this is the setting up of 5 centers in a VLIR-UOS project (figure 4).

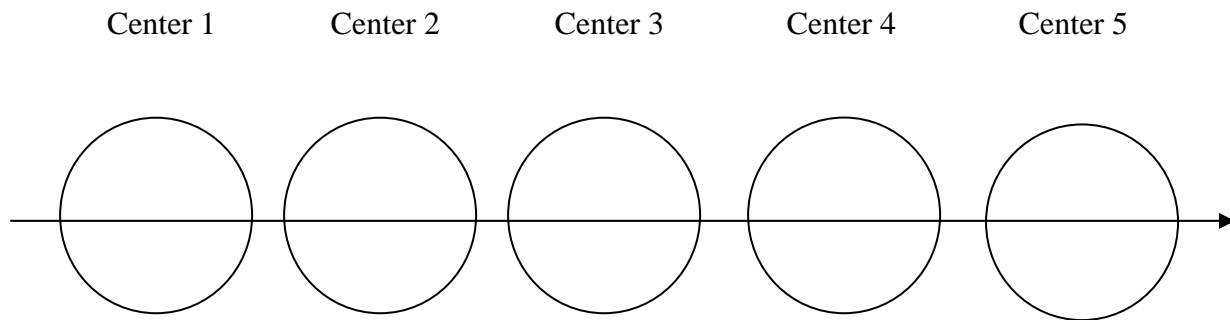


Figure 4. An example inter- or multidisciplinary research: 5 centers with different disciplines work together at one research project.

It may be difficult to achieve North-South-South or South-South Cooperation and inter- or multidisciplinary all at once. Therefore, it is recommended to work in small steps and for instance to establish first a good (North-)South-South Cooperation and work towards inter- or multidisciplinary. Thus, the piecemeal engineering approach of Popper (1945)⁶² can be used in this context. This approach recommends that one should attempt to correct generally accepted social ills in an ad hoc or piecemeal manner and not to seek for utopian 'good' or 'optimum' solutions. First one element has to be proved to be successful and only then other elements - which will make it more complex - can be added.⁶³

With regard to (North)-South-South Cooperation there are different possibilities to reach the optimal method; thus the North as well as the South need to get enough time to

⁶² Popper, K. (1945). *The Open Society and its Enemies*. London: Routledge.

⁶³ Hall, J. K. & Martin, M.J. (2005). Disruptive technologies, stakeholders and the innovation value-added chain: a framework for evaluating radical technology development. *R&D Management* 35 (3), 273–284.

discover the best possibility among the available possibilities. It would not be wise to try to combine all new elements in one research project. Interdisciplinary cooperation could for instance first be established within one institution before interdisciplinarity between institutions is being set up.

Of course, the whole picture must not be forgotten. In development cooperation a long term vision is required to reach certain goals. Thus, there needs to be a balance between a holistic (strategic) long term vision (cf. the leadership legacy) and a piecemeal engineering approach to create a gradual change process. This whole process must be clearly determined in advance.

- Focus not only on capacity building but also on capability building.

With regard to development cooperation often only capacity building and strengthening is mentioned. However, sufficient capacity is not enough to guarantee that the involved institutions and people possess the right capabilities. Thus, not only the quantity (to possess enough capacity) but also the quality (to have the right capabilities to use the capacity effectively and efficiently) is important in cooperation projects. Therefore, investment in training and development is needed to create the necessary capabilities. Examples of such trainings can be trainings for project managers to lead a team, to write tenders, to conduct research etc.

- Research for development should not be isolated from other research and science projects that are not focused on development. Thus, there should be a better collaboration within the academic community.

In the Northern countries a distinction is made between research for development and different types of research and science. However, sometimes these different types of research share subjects with research for development. Thus, there could be reciprocal benefits when working together. More integrated collaboration within the academic community is necessary to realize more efficiency and effectiveness.

- A compelling, aspirational vision and strategy of the VLIR-UOS concerning SSC and NSSC must be created. Moreover, this strategy needs to be translated into SMART (**S**pecific, **M** measurable, **A**chievable, **R**Realistic, **T**ime bound) tactical and operational action plans.

A strategy needs to be developed to prevent that the VLIR-UOS policy about SSC and NSSC just remains words and will not be converted into actions. To be feasible and concrete, the strategy is preferably formulated in a SMART way.

- There must be coherence between the mission statement of the VLIR-UOS and this policy paper.

It is obvious that two documents of the same organization cannot contain inconsistencies. This is nevertheless possible because the mission statement was created before the policy paper. Thus, it is advisable to analyze both documents and to find possible inconsistencies.

- More research, especially about South-South and North-South-South Cooperation is needed.

While writing this paper, we discovered that there is a lack of scientific literature about SSC or NSS. Most of the papers we found, were documents from organizations (for example from the UNDP) in which the history, current conditions, weaknesses, benefits etc. were explained. Finding literature based on research was more difficult. The VLIR-UOS could take this as an opportunity to do some research about SSC and NSSC. Suggestions in this context are:

- To design clear definitions of North-South Cooperation, South-South Cooperation and North-South-South Cooperation. For the moment it is sometimes unclear what the meanings of the concepts are. Sometimes people use for example different words when they mean the same.
- To discover the different modalities of SSC and NSSC by analyzing, as suggested above, for example 50 examples of each kind of cooperation. The next step is to validate these modalities.
- To investigate which criteria are used by the North to choose a Southern partner. Does the North take into account whether the Southern partner possess sufficient capacity, institutional support, the necessary capabilities and expertise to run a NS/NSS/SS project?
- To discover the criteria which are used by funders to allocate money. Another research question could be whether the criteria of one funder are supporting the conditions of other funders or are they contradicting one another.
- To do a stakeholder mapping. The contribution of stakeholders is of course essential for the success of projects. Therefore, it could be useful to do a

- stakeholder analysis or stakeholder mapping. In that way a sharp view arises of the function, importance, attitude towards the project etc. of the stakeholders. The problems and weak points – where intervention might be necessary - become more visible. Appendix 5 gives an example of how stakeholder mapping can be done.
- To investigate how funding coming from different sources is managed at the level of the Southern partner.
 - To investigate what programmes and project – based on their niche expertise – could be run by the South to help the North. Cooperation does not imply that the North is helping the South. The South can also support the North in certain areas. This could still be sponsored by the North.
 - To make an overview of all the sponsors of the South. There are so many different sponsors – even different sponsors for one project – and it would be useful to make of list of all these sponsors. Some of these sponsors are: the Rockefeller Foundation, the Ford Foundation, the VLIR, the University of Washington, the Soros Foundation, UNAID etc.
- Not only the VLIR-UOS but also the collaborating partners should have a policy or there should be a common policy paper.

To work efficiently, it is not only necessary that VLIR-UOS possess a policy paper but also that the collaborating partners have a policy on which their cooperation projects are based. It would even be better if the VLIR-UOS and the partners share one common policy paper. In that way it is for all parties clear what the goals are. To prevent that the creation of one common policy will be a top-down domination, it is important that donor funding supports the local strategic needs rather than impose their agenda.

- There is a need for a correct selection of NSS partners.

Sometimes institutional partners are chosen on the basis of wrong criteria. This can of course jeopardize the effectiveness of the project. The right criteria have to be used to select the right partners. It would be useful to detect the right selection criteria and to consider them as the general criteria which will be used for all the next selections of partners. Some respondents who filled in the framework for discussion, mentioned the following criteria as important: the need of the project, the expertise of the partner and the collegiality.

- Donors should cooperate with each other.

In general, there is a lack of donor cooperation. More donor cooperation could promote regional collaboration and development. Moreover, more donor cooperation could also enhance the efficiency. A different approach can thus be considered, namely ‘consortium thinking’. VLIR-UOS could cooperate with other donors and form a consortium that supports one common project.

A good alternative might be the ‘tender approach’. In this approach the VLIR-UOS would write a tender with a few conditions but with a large amount of freedom for the implementation. The tender approach is descriptive and differs from the current approach which is more prescriptive. In the tender approach the role of the North is more restricted to financing and the South has more responsibility to develop and implement the project. Thus, the North writes tenders, finances and evaluates the project with clear criteria and conditions but without (1) a negative impact on the strategy of the Southern institutions, (2) bringing the Southern partner in a position in which he has to choose between contradicting interests of donors and in which the Southern partner is just a receiver and not a driver and (3) restricting the Southern partners by rules and procedures. Of course, guidelines are still needed, but the relationship between the partners cannot be based on the controlling of each other but on trust and autonomy. More autonomy for the Southern partners is needed, but also for the Flemish partners because they are sometimes restricted by the VLIR.

For the moment the North is in the VLIR-UOS projects still responsible for funding, planning, organizing and executing the projects. An alternative and ideal model is that of the Rockefeller Foundation. This organization has a tender approach: it writes tenders and evaluates proposals for projects. The South has the entire responsibility for the executive function, so it has a large amount of freedom.

- A leadership legacy needs to be defined to ensure that the project maintains an impact after the collaboration is finished.

The results of the project and its impact are also important after the collaboration. A leadership legacy can guarantee the sustainability of the project so that it does not stop at the end of the collaboration. This legacy needs to be discussed and determined with all partners. Evaluations of the projects should then also be based on the leadership legacy. For the moment, the VLIR-UOS projects have two phases which each last 5 years. It is possible that this is not sufficient and that a third phase is necessary to consolidate the results of the project.

- Our own academic authority needs to show more interest in the VLIR-UOS projects.

The academic authorities of Southern countries are aware of the importance of development cooperation projects. They are also strongly involved in the projects. The academic authority of the Northern countries is on the other hand much less involved. This gives the impression that the work of the VLIR-UOS, and development cooperation in general, is not important. More attention of the Northern academic authority for the development cooperation projects could not only provide moral support, but could perhaps also provide other support (for example more resources, more visibility of the projects...).

- Regular evaluations of the SS and NSS projects need to be organized.

The VLIR-UOS needs to organize regular evaluations to have an overview of the state of the different cooperation projects. Our suggestion is to do one official audit per a defined number of years and have an evaluation per trimester. This evaluation – of the strategic, tactical and operational level - can be done by questionnaires that need to be filled in anonymously and individually by participants of the projects. Social desirability - which means that people do not give their own opinion but say what is desirable according others - must be avoided. Finally, it needs to be emphasized that the aim of the questionnaire is to collect useful and detailed information which means that motherhood statements should be avoided. Appendix 7 gives some examples of questionnaires for the evaluation of cooperation projects.

- More collaboration among programs and among projects within programs is needed.

This point can best be illustrated by the following telling example. In the VLIR/UWC-UOS program mentioned above one of the seven projects deals with HIV/AIDS, another with sports. At first glance, these projects have little in common. That is why these projects are executed in isolation. The following example though shows that they may be more related than we think, especially in view of the World Cup in South-Africa in 2010. Research has shown that during the World Cup in 2006 thousands of additional prostitutes were attracted to be able to answer the demand. It is obvious that the issue of HIV/AIDS is central in this matter. In view of the very high incidence of HIV/AIDS in

South Africa, it would be good to investigate the consequences of this for the World Cup in 2010. From that perspective, the projects of HIV/AIDS and sports are interrelated.

- Investigate the possibility to involve other partners than universities in the VLIR-UOS projects, such as the Tropical Institute in Antwerp.
- Investigate the possibility for a VLIR hub in South Africa beyond 2010.

It is likely that South Africa will no longer be considered a developing, third world country after 2010. Although it will remain a country of two speeds for many more years to come, it is rapidly building the capacity and capability to play a leading role in the design, distribution, management and execution of development programs. It is important that the partners from the North value, validate and build on the expertise South Africa has developed over the years. This can be done through – among other things – creating a (VLIR) hub in the country. South Africa could design and manage development programs for (Southern) Africa and even for Latin America and Central and South Asia. Through a tender process the best institutions to take up this role in South Africa could be selected. In order for this to succeed, trust and top-down and bottom up involvement are critical. Involving the selected institution(s) in the development of a VLIR policy beyond 2010 is an example of this.

Micro level – Operational level

- The financial management of the project between UWC, UNZA and VLIR-UOS needs to be more efficient and effective.

The respondents who filled in the questionnaires and the framework for discussion (Appendix 6 and 7) are not satisfied with the current financial management of the project. The finances from the funders come for example too late, which give of course operational problems. Another issue is that the VLIR-UOS is not transparent on financial matters.

X. Action plan

As already mentioned, an action plan intends to stimulate to take action and prevent that the recommendations and the policy in general just remain words. Further actions can be:

- A round table debate with the members of the VLIR-UOS.

The policy paper is not the end of the process. Before any action can be taken, all members of the VLIR-UOS have to agree with the policy paper, have to understand fully what this implies and have to commit to implement the policy. In this context a round table debate could be useful. During this debate disagreements can be discussed, clarifications can be asked, changes to the policy paper can be made, concrete actions can be determined etc.

- A debate among the VLIR-UOS members about the impact of the policy paper on the vision of the VLIR-UOS.

As stated before, it is possible that there is incoherence between the vision of the VLIR-UOS and this policy paper. The VLIR-UOS members need to analyze what the impact of the policy paper on the vision is and whether the vision has to be revised.

- A larger scientific conference concerning SSC and NSSC.

The VLIR-UOS received a large amount of new and useful information by means of this policy paper. Based on this input, the VLIR-UOS can organize a larger conference to discuss several SSC and NSSC issues. During this conference, researchers could present their investigations and findings and interdisciplinary development research could be set up. To manage this conference a process-oriented approach would be required. The conference is preferably problem-based, interactive, and situated i.e. starts from the context of every individual participant. In Appendix 3, such an approach is explained in more detail.

- A more thorough analysis of the questionnaires which were filled in by the Flemish and Southern Partners.

Based on a thorough analysis a roundtable debate could be organized. Questions should be asked such as: with which concrete obstacles were the VLIR-UOS, UWC and UNZA confronted during the process of the cooperation project? Which recommendations follow from these experiences? Which role did the Southern countries play in the project of the cooperation between the VLIR-UOS, UWC and UNZA? In other words, in which modality of the typology of Waardenburg (1997) can the cooperation project be situated? And is there a need for other roles and thus for another modality?

- Get further recommendations from the partners involved in the VLIR-UOS program and UNZA-UWN project.

It has proven very valuable to interview participants from both the North and the South in the program and project during formal and informal gatherings. The many examples they gave based on their field experience helped us to find trends and give feedback with regard to areas that go well and that need to be improved. They form the basis of many recommendations above. It would be good to continue these ‘ad hoc’ interviews to obtain more information and recommendations from the partners at the macro level (NSS/SS collaboration), meso level (Southern Africa) and micro level (country level) and at the strategic level ((cross-)institutional/policy), tactical level (cross-departmental/cross-project) and operational level (project/ execution).

XI. Further questions

To fill in the blanks of this policy paper, some further questions need to be asked and answered:

- What is the degree of collaboration between VLIR-UOS researchers and other researchers and institutions that are not focused on research for development?

As already mentioned above, research for development is often isolated from other research project without a focus on development, even though both types of research sometimes examine the same topics. Is the VLIR-UOS also working in isolation? Are there options for collaboration with other Northern researchers and institutions to enhance the effectiveness of research for development?

- Does the VLIR-UOS already take the heterogeneity of developing countries into account?

Donor countries often neglect the heterogeneity of developing countries and implement the same strategies and policies in different countries. This can lead to the failure of a cooperation project. The question is whether the VLIR-UOS is aware of the heterogeneity while cooperating with different countries. This question can be answered by analyzing the cooperation between the VLIR-UOS, UWC and UNZA. Was the heterogeneity between South Africa and Zambia visible? If so, how did the partners

handle this? Was the applied approach effective? Which lessons can be learned from previous cooperation projects in the context of heterogeneity?

- In what ways are research cooperation projects inter- or multidisciplinary?

As stated before, many research topics are multidimensional. Therefore, inter- or multidisciplinary is needed in research for development. The question is whether research cooperation projects currently are operating inter- or multidisciplinary? Are we then talking about real interdisciplinarity or about the cooperation of departments at different universities contributing to the research project each from their own subjective perspective?

- Which party is most powerful in cooperation projects? Is this desirable?

When we take the structure into account that is visualized in figure 5, which element of this structure is then most powerful? Who really determines the policy? And is the current power structure desirable?

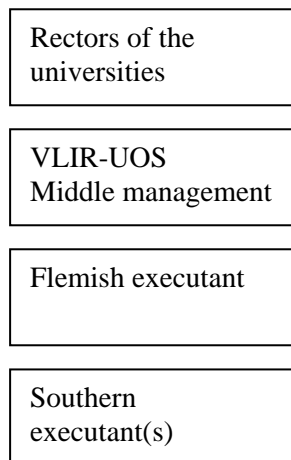


Figure 5. The structure of the parties in a North-South(-South) Cooperation project of the VLIR-UOS.

XII. Literature

This section contains all the referred literature and also some extra literature. However, it is not an ordinary bibliography, because the literature is not ranked alphabetically but classified by subject.

North-South Cooperation

- ***Introducing information***

Some articles and papers are presented that give an overview of what South-South Cooperation is, how it originated, what the benefits, weaknesses and challenges are, etc.

Binka, F. (2005) North-South research collaborations: a move towards a true partnership? *Tropical Medicine & International Health*, 10 (3), 207–209.

Block, M.A. (2006). The state of international collaboration for health systems research: what do publications tell? *Health research policy and systems*, 4 (7).

Jackson, E.T., Drainin, T., & Rosene, C. (1999). Civil society: a window on the future of partnership? *Civil Society*, 2.

http://tedc.undp.org/CoopSouth/1999_dec/04%20Civil%20Society.cc.pdf

Mervis, J. & Normile, D. (1998). North-South relations: Lopsided partnerships give way to real collaboration. *Science*, Vol. 279. no. 5356, pp. 1477 – 1479. <http://www.sciencemag.org/cgi/content/full/279/5356/1477?ck=nck>

North-South Cooperation. International Conference, December, 2001. Koninklijke Nederlandse Akademie van Wetenschappen.

Saxena, B. (2006). Report of IWGM Workshop on North-South International Collaboration in Microbicide Research. Cape Town, South Africa.

Waardenburg, G. (1997), ‘Research, Developing Countries (dcs), and eu-dc Research Cooperation’, European Conference Research Partnerships for Sustainable Development, March, Leiden.

- ***Project***

Mwanza Tampere Local Governance Cooperation Project.

<http://www.tampere.fi/tiedostot/5dneYbhZL/application2006.pdf>

South-South Cooperation

- ***Introducing information***

Some articles and papers are presented that give an overview of what South-South Cooperation is, how it originated, what the benefits, weaknesses and challenges are, etc.

Corbin, G. (2006). South-South Cooperation defies the North.

<http://www.globalenvision.org/library/8/1371/>

Current and emerging trends in South-South Cooperation. (2005) Eleventh meeting of the intergovernmental follow-up and coordination committee on economic cooperation among developing countries. G-77.

<http://www.g77.org/ifcc11/docs/doc-10-ifcc11.pdf>

Forging a global South (2004). United Nations Day for South-South Cooperation.

<http://tcdc.undp.org/doc/Forging%20a%20Global%20South.pdf>

Keynote address by Supachai Panitchpakdi, Secretary-General of UNCTAD, on United Nations Day for South-South Cooperation. New dynamics of South-South development. (2006)

Marrakech Declaration on South-South Cooperation.

<http://www.g77.org/marrakech/Marrakech-Declaration.htm>

New Geography of International Trade: South-South Cooperation in an Increasingly Interdependent World High-level segment (2004). UNCTAD.

http://www.unctad.org/en/docs/td404_en.pdf

Panitchpakdi, S. (2006). *New dynamics of South-South development*. Keynote address on United Nations Day for South-South Cooperation.

<http://www.unctad.org/Templates/webflyer.asp?docid=7991&intItemID=3549&lang=1>

“Towards a Global South-South & Triangular Partnerships Compact for Development”. Presentation by Yiping Zhou, Director, Special Unit for South-South Cooperation at the 2006 UN Day for South-South Cooperation (2006).

United Nations Educational, Scientific and Cultural Organization (2004). 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.

<http://unesdoc.unesco.org/images/0013/001356/135648e.pdf>

Zhou, Y. (2006). *Towards a Global South-South & Triangular Partnerships Compact for Development*. Presentation at the 2006 UN Day for South-South Cooperation.

tcdc1.undp.org/Documents.aspx?docId=37

- ***Projects and programs***

This literature refers to a few South-South Cooperation projects and programs.

2006 United Nations Day for South-South Cooperation. South-South Partnership Awards.

<http://tcdc1.undp.org/Documents.aspx?docId=21>

Hammett, D.P. *From Havana with love: a case study of South-South development cooperation operating between Cuba and South Africa in the health care sector*. Centre of African Studies, University of Edinburgh.

<http://www.era.lib.ed.ac.uk/retrieve/1185/DanHCuba.pdf>

Hickling-Hudson, A. (2004). South-South collaboration: Cuban teachers in Jamaica and Namibia. *Comparative Education*, Vol. 40, No. 2.

- ***Research cooperation***

This paper examines research cooperation between Southern countries, namely Brazil, South Africa and India. It explains benefits but also future challenges.

Dickson, D. (2003). South-South collaboration picks up steam.

<http://www.scidev.net/Editorials/index.cfm?fuseaction=readEditorials&itemid=95&language=1>

- ***Cooperation in investment***

Both papers focus on South-South Cooperation in investment as one dimension of a broader South-South Cooperation. The second paper is restricted to South-South investment in Africa.

United Nations Conference on Trade and Development: South-South Cooperation in international investment arrangements. (2005) UNCTAD Series on International Investment Policies for Development.

http://www.unctad.org/en/docs/iteit20053_en.pdf

Gelb, S. (2005). South-South investment: the case of Africa. In: Africa in the World Economy: The National, Regional and International Challenges.

<http://www.fondad.org/publications/africaworld/Fondad-AfricaWorld-Chapter16.pdf>

North-South-South Cooperation

- ***Introducing information***

Some articles and papers are presented that give a general overview of what North-South-South Cooperation is, how it originated, what the current condition is, what the benefits and weaknesses are, etc.

Current and emerging trends in South-South Cooperation. Eleventh meeting of the intergovernmental follow-up and coordination committee on economic cooperation among developing countries. (2005) G-77

Forging a global South (2004). United Nations Day for South-South Cooperation.

<http://tcdc.undp.org/doc/Forging%20a%20Global%20South.pdf>

Mehta, P. S & Nanda, N. (2005). *Trilateral development cooperation: an emerging trend*. Briefing paper n° 1/2005 CUTS-CITEE.

www.cuts-international.org/pdf/BP1-2005.pdf

Report on the implementation of the second cooperation framework for technical cooperation among developing countries. Annual session 2003. UNDP.

- ***Projects and programs***

This literature refers to several North-South-South projects and programs.

UNDP/Japan Partnership Supporting South-South Cooperation. Innovative Triangular Cooperation towards the Millennium Development Goals (1999-2004).

<http://tcdc.undp.org/doc/TriangCoop.pdf>

2006 United Nations Day for South-South Cooperation. South-South Partnership Awards.

<http://tcdc1.undp.org/Documents.aspx?docId=21>

Lupala, A. North-South-South cooperation in curricula development: The Case of Dortmund, Kumasi and Dar es Salaam.

http://www.hiceducation.org/Edu_Proceedings/Aldo%20Lupala.pdf

North-South-South programme (CIMO)

<http://www.cimo.fi/dman/Document.phx/~public/Apurahat/northsouth/Haku2007/TiedoteNSS-engl.pdf>

- ***Research cooperation***

This papers focus on research cooperation between the North and the South. The main focus here is on North-South Cooperation. However, North-South-South Cooperation is also mentioned. Moreover, several elements in this paper can be extrapolated to North-South-South Cooperation. For example, the typology of Waardenburg is appropriate for North-South Cooperation as well as for North-South-South Cooperation.

North-South research cooperation (2001). International Conference. Koninklijke Nederlandse Akademie van Wetenschappen.

<http://www.knaw.nl/publicaties/pdf/20021020.pdf>

Brown A., J. Greeno, M., Lampert, H., Mehyan & L. Resnick (1999). National Academy of education. Publ. advisory report to the National Educational Research Policy and Priorities Board.

Powerful learning environment, change management, coaching, project management and piecemeal engineering approach

- ***Change management***

Rosseel, P. (2005). How deconstruction can be constructive: inward- and outward- bound academic entrepreneurship as drivers for change. *Acta Academica* 37(2): 212-264.

Rosseel, P. (2004). Implementing outward-bound academic entrepreneurship in the human sciences. *Acta Academica* 36(3): 111-139.

Rosseel, P. (2006). Gestion du changement: excellence is all about change... In: Focus, October 2006.

- ***Powerful learning environment***

De Corte, E., & Vershaffel, L. (1987). Cognitieve effecten van leren programmeren. *Nederlands tijdschrift voor de Psychologie*, 42, 364-372.

- ***Coaching***

Peter Rosseel (2007). BAT-OTP top organiseert tweedaagse rond coaching. In: Voka – Kamer van Koophandel arr. Leuven, Jaargang 75, januari / februari 2007.

- ***Project management***

http://www.12manage.com/methods_ccta_prince2.html

<http://www.projectsmart.co.uk/prince2.html>

The Stationery Office. *Managing Successful Projects with PRINCE2.*

The Stationery Office. *Tailoring PRINCE2.*

- ***Piecemeal engineering approach***

Hall, J. K. & Martin, M.J. (2005). Disruptive technologies, stakeholders and the innovation value-added chain: a framework for evaluating radical technology development. *R&D Management* 35 (3), 273–284.

Popper, K. (1945). *The Open Society and its Enemies*. London: Routledge.

Appendices

Appendix 1

This appendix contains a short description of a NSS cooperation project, namely between the VLIR-UOS, the UWC and the UNZA. The policy paper is partially based on this project because we received a lot of information about NSSC from several participants of the project.

Cooperation project between UWC, UNZA and VLIR-UOS

In 2006, The University of the Western Cape (UWC) and the University of Zambia (UNZA) undertook jointly, with the support from Flemish partners of the VLIR-UOS, a research project which looked at the time-to-degree and the throughput rate of Masters and Doctoral students at UWC and UNZA. The specific objective was to engage in research that would produce institutional information to further advance a culture of postgraduate academic excellence at UWC and UNZA. Therefore, two comprehensive research reports are being produced, one by UWC and one by UNZA. The research initiative had both a qualitative and quantitative dimension and the UWC and UNZA used the same research instruments so that comparison between the two universities would be possible. The aim of the research was to identify those factors that either constrain or support postgraduate students at UWC and UNZA to graduate within given timeframes.

The research results were presented to each other in March 2007 at UWC. There was decided to publish the results in journals and to continue the cooperation. Out of the research results will probably arise a new research project. There is namely a proposal to conduct research among supervisors of Masters and Doctoral students, Heads of Departments, Assistant Deans, Deans and Central Administration to determine the factors that either promote or constrain the time-to-degree and throughput of Masters and Doctoral students. The aim of the follow up study is to address the gaps/limitations identified in the earlier study. The limitations relate mainly to the fact that the perceptions and experiences of key role players in the postgraduate research process, i.e. those other than students, should also be researched.

Appendix 2

In this section a number of examples of SSC and NSSC in the areas of HIV/AIDS, education, sports and water are explored. It is in these areas in which the VLIR cooperates with other countries for the moment.

HIV/AIDS

- *An example of South-South Cooperation: The Ntwanano Project*

As one of the poorest countries in Africa, Mozambique suffers from severe social, cultural, economical and political consequences of the AIDS epidemic. The prevalence of AIDS is one of the highest in sub-Saharan Africa. The Ntwanano project is established in 2004 to face this serious problem. The project will run until 2009. It is a South-South Cooperation between Brazil and Mozambique and represents a partnership between the Governments of Mozambique and Brazil on HIV/AIDS. This partnership has a Civil Society and NGO involvement component that aims to promote partnerships with a Mozambican AIDS NGO.

The aim of the Ntwanano Project is to undertake actions to provide assistance, planning for and prevention of the AIDS epidemic within a horizontal cooperation between Brazil and Mozambique. This cooperation started in 2000 and is part of the Brazilian strategy to create tighter relations among the members of the Community of Portuguese-Speaking countries.

The objectives of the Ntwanano Project are: (1) the strengthening of the managerial capacity of the several actors involved in the development of the Mozambican national response to AIDS; (2) the expansion of the worldwide access to AIDS treatment, mainly in the African continent; (3) the development of national responses to the AIDS epidemic which will engage governments and non-governmental organizations having as reference the protection of the rights of people living with HIV and AIDS and the inseparability of assistance and prevention. The structure of the Ntwanano Project consists of three basic components: (1) the care and treatment of people living with HIV and AIDS; (2) Civil Society and human rights; (3) the planning, assessment and management of AIDS programs.

The Ntwanano Project introduces several actions to reach its objectives. One action is the training of health professionals to deal with people living with HIV and AIDS, including the use of anti-retrovirals produced in Brazil. Another action is the partnership with Mozambican non-governmental organizations aiming to strengthen the defense actions for the rights of people living with HIV and AIDS. The project has also set up cooperation actions between the Mozambican and Brazilian Ministries of Health aiming at transferring technology in the fields of logistics and production of medication, as well as in management practices and in the assessment of programs for those living with HIV and AIDS.⁶⁴

- ***An example of North-South-South Cooperation: The Africa Regional Programme (ARP)***

Africa is the continent mostly affected by HIV and AIDS. Although sub-Sahara Africa represents just over 10% of the world's population, it is home to almost two thirds of the world's HIV patients. This situation has led to the creation of the Africa Regional Programme (ARP).

The Africa Regional Programme (ARP) is a three-year program (2005-2007), funded by the Dutch, Danish and Swedish governments and organized and implemented by the International HIV/AIDS Alliance. This International HIV/AIDS Alliance is established in 1993 and is a global partnership of national organizations working to support community action against AIDS. The aim of the Africa Regional Programme is to enhance the quality of and to scale up the activities in HIV prevention, care and impact mitigation across national borders in sub-Sahara Africa. The ARP supports developing Alliance partners to work together to identify and address common needs, share experiences and lessons, and contribute to regional decision-making on the response to HIV and AIDS. More specifically, the ARP works with Alliance partners in Burkina Faso, Nigeria, Madagascar, Malawi, Mozambique, Senegal, Zambia and Zimbabwe. Activities have also been conducted with regional and in-country partners in Botswana, Côte d'Ivoire, Ethiopia, Kenya, Uganda and Tanzania.

⁶⁴ http://www.ntwanano.org/ingles/projeto/projeto_index.php

The actions which are implemented in the context of the ARP are: (1) piloting innovative approaches to working with key populations, such as homosexuals, sex workers, and border populations; (2) increasing community access to treatment; (3) sharing and replicating successful community models for HIV prevention; (4) organizing regional stigma training programs; (5) preparing regional policy work focusing on universal access to treatment and comprehensive prevention; (6) supporting regional institutions and networks.

One specific project within ARP is the Regional Youth Programme (RYP). RYP is working with partners in three countries, namely Zambia, Malawi and Zimbabwe. The RYP partners share successful and innovative approaches to youth prevention programs through regional technical exchanges. The areas of collaboration include working with male and female traditional counselors to stop or change harmful practices; experiential learning activities to equip young people with comprehensive and accurate knowledge, positive attitudes and life-skills; sharing and further developing learning materials; and working with younger children on sexual and reproductive health and HIV prevention.⁶⁵

Education

- ***An example of South-South Cooperation: The Working Group on Higher Education***

The Working Group on Higher Education (WGHE) is situated in the Association for the Development of Education in Africa (ADEA). ADEA is a forum for policy dialogue on education in Sub-Saharan Africa. One of its major objectives is to encourage exchanges and reinforce links between ministries of education and development agencies.

The Working Group on Higher Education was created in 1989 to support the revitalization of African tertiary institutions. These institutions (universities, polytechnics, teacher training colleges) are seeking to redefine their roles and update their missions in response to changing circumstances. Strong new demands on tertiary education systems are introduced by the emergence of a global knowledge society, information-driven economic growth, an international market in higher education and political democracies in sub-Saharan Africa. The aim of WGHE is to strengthen collaboration among African governments, development partners and tertiary education

⁶⁵ <http://www.aidsalliance.org/sw7206.asp>

institutions to improve the effectiveness of development assistance and more broadly, to support the revitalization of African universities, polytechnics and teacher training colleges.

The Working Group's long term objective is to help African nations reduce their technological, intellectual and economic dependency by enabling their tertiary institutions to turn out skilled and knowledgeable graduates capable of guiding national development and managing national affairs in the years ahead. Specific objectives are: improving the understanding of the tertiary education crisis in sub-Saharan Africa and identifying effective responses; building a degree of consensus among African governments and development partners regarding priorities for funding tertiary education; promoting innovation and reform; combating the threat posed by HIV/AIDS to tertiary development, and fostering regional capacities for sharing experiences and approaches to common problems.

The Working Group's strategy is to promote awareness and understanding of the problems confronting African universities by supporting analysis of the issues and disseminating findings. In a context of limited resources, the Working Group promotes strategic planning within African universities so as to increase the effectiveness and efficiency of national and international funding.

WGHE periodically organizes meetings in Africa to discuss topical issues in higher education, continues to encourage tertiary institutions to engage in this process and will support South-South technical assistance on strategic planning. It will also encourage institutions to develop AIDS-related institutional policies, management capacities, awareness programs and support services.⁶⁶

- ***Example 1 of North- South-South Cooperation: North-South-South cooperation in curricula development: The Case of Dortmund, Kumasi and Dar es Salaam***

Although most institutions of higher learning, especially in Sub-Saharan Africa, had the aim to become centers of academic excellence, many did not succeed. There was for example a shortage in quality planning professionals for executive positions in the public and private sector in Tanzania and other countries in the region. Thus, in March 2002, the

⁶⁶ http://www.adeanet.org/workgroups/en_wghe.html

Faculty of Spatial Planning at the University of Dortmund in Germany, the Faculty of Architecture and Planning (FAP) at the University College of Lands and Architectural Studies (UCLAS) at the University of Dar es Salaam in Tanzania, Kwame Nkurumah University of Science and Technology in Ghana and the School of Urban and Regional Planning in the Philippines agreed to cooperate in designing and implementing a common curriculum for a postgraduate degree program in Regional Development Planning and Management within the SPRING (Spatial Planning for Growing Economies) International Network.⁶⁷ This project can thus be seen as a North-South-South joint curriculum design and implementation.

This example of North-South-South Cooperation had many objectives, such as:

- to jointly develop a mechanism for linking the existing MSc. Program in Urban Planning and Management and a new MSc. Program in Regional Development Planning and Management at FAP/UCLAS with the SPRING International Network thus allowing students of each member program to transfer credit units and thus continue their studies at another member program;
- to expand the pool of qualified professionals in both government and the private sector in order to increase the impact of planning and to improve the effectiveness of development projects and programs;
- to support efforts on the local, district and national levels towards developing the institutional, organizational and conceptual framework of planning by providing models, expertise and qualified personnel;
- to extend the scope of urban and regional planning by introducing a focus on organization and management of spatial development;
- to link academic training with professional research in order to contribute to increasing the national research capacity and to solving imminent development issues;
- to support staff development by facilitating the access to doctoral programs at the two cooperating faculties;
- to foster exchange and cooperation between planning schools in the South;

⁶⁷ The SPRING International Network is a knowledge pool which allows the exchange of modules, joint research applications, joint marketing through retraining of practitioners, and technological development such as joint internet platform. It also provides additional competence and influence in national and international policy advice and it assists in finding comparative cases in research and consultancy with a view to establishing best practices. The countries constituting SPRING International philosophy and network include Germany, The Philippines, Ghana and since March 2002 the network was expanded to include Tanzania.

- to provide an attractive and stronger base for the joint acquisition of research funding;
- to increase the pool of academic excellence and professional expertise within the SPRING International Network by incorporating an East Africa partner;
- to strengthen the profile of the Faculty of Spatial Planning in development related planning and management;
- to support the development related activities of German government institutions in Tanzania and East Africa.

With the exception of Dar es Salaam, the other institutions have jointly implemented a Planning Program coined as SPRING (Spatial Planning for Growing Economies) at a masters level for about 20 years. In 2003, there were already preliminary lessons visible. These lessons were:

- Joint (Inter-University) curricula development optimizes the exchange and imparting of knowledge and above all, experience generated by partner universities over the years.
- The Least Developed Countries (LDC), and Sub-Sahara Africa in particular, could benefit more if the North-South-South cooperation was advocated with more emphasis on the South-South cooperation but supported by the North.
- In order to make the South-South cooperation (in curricula development) effective and sustainable, there have to be some internal mechanisms of mobilizing resources (especially funds and properly trained manpower). The North support should be called in only to build capacity among partners (particularly the academic staff).
- It is relatively cost effective and easier to exchange academic staff within the South-South region than within the North-South setting.
- The international flavor of the courses offered under joint approaches seem to be more attractive to potential candidates and may lead to easier marketing of the program at all local, national and international levels.⁶⁸

⁶⁸ http://www.hiceducation.org/Edu_Proceedings/Aldo%20Lupala.pdf

- ***Example 2 of North-South-South Cooperation: Strengthening ICT in Schools and SchoolNet Project in the South East Asian Setting***

‘Strengthening ICT in Schools and SchoolNet Project in the South East Asian Setting’ is a UNESCO project that aims at the sharing of information between the information-rich and well equipped ASEAN (Association of Southeast Asian Nations) and the information-poor and ill-equipped countries in the region through an ASEAN SchoolNet. The project attempts to demonstrate that the use of ICT in education will make a difference in improving the teaching/learning process through the systematic integration of the use of ICT into existing educational curricula on science, mathematics and language.

The foundation for the implementation of the project was the South East Asian ICT Advocacy and Planning Workshop for Policy Makers and National ICT Coordinators (15 December 2003). Seven countries (Indonesia, Philippines, Thailand, Cambodia, Myanmar, Lao PDR and Viet Nam) committed to pilot testing the project for three years.

SchoolNets can differ from country to country. At worse, they may involve a simple resource base for students and teachers of one school, perhaps with a simple level of interactivity, such as a question and answer service by e-mail. At best they include nationwide or international networks of schools, teachers, parents and resources; forums; databases; teacher training; interaction among students and teachers; collaborative projects between schools and nations and more.⁶⁹

Sports

We could not find an example of South-South Cooperation with regard to sports. Every sports project between Southern countries we discovered was in one way or another supported by the North and was thus a North-South-South Cooperation. Because of this reason, two extra examples of NSS sport projects are described.

⁶⁹http://text.unesco.org/tt/portal.unesco.org/ci/en/ev.php-URL_ID=14065&URL_DO=DO_TOPIC&URL_SECTION=201.html

Example 1 of North-South-South Cooperation: The Africa Caring Understanding Partners program

The Africa Caring Understanding Partners (CUP) program was a partnership of sports associations and health organizations that promoted healthy lifestyles through organized sports. Since its inception in 1996, the CUP program worked through sports events to galvanize regional partners and deliver a range of health messages to young men. Because of its mass appeal and ability to reach millions, football (soccer) was and is a useful vehicle for delivering public health messages and promoting positive health behavior, particularly in Africa.

Partnerships among sports teams, health organizations, national ministries, businesses, and international donors provided the support that made CUP sponsored events possible. CUP activities promoted a range of health behaviors including STI (sexually transmitted infections) prevention, family planning, and child survival. Message strategies ranged from helping fans and community leaders decrease the silence and stigma surrounding AIDS to encouraging men to bring their children to clinics for polio vaccinations. This program's "game plan" to encourage young men and their partners to adopt healthy behaviors was endorsed by 175 policy-makers and program managers from 31 African nations.

CUP programs varied from country to country, yet they all relied on a shared passion for sport to reach players and fans in a variety of settings – from international football tournaments to school-based sports events-with high-impact health messages. These messages were delivered through a range of print, broadcast media, and inter-personal communications. Local partners were responsible for managing and implementing CUP activities. CCP provided technical assistance to help organize campaigns and build in-country capacity for future initiatives.

CUP's vision was to build long-term partnerships among health, sport and community organizations, to improve the health of men and their families, and to strengthen men's capacity to be caring, understanding partners and leaders.

The campaign goals were to:

- Increase discussion about AIDS (community and policy makers).
- Provide information and promote access to services for youth.
- Strengthen local organizations' capacity and management skills.

CUP achieved these goals using the following approaches:

- Policy Advocacy: Mobilize national and community leaders
- Communication: Influence social norms through positive images
- Community Mobilization: Mobilize men's participation
- IPC/Spousal Communication: Promote shared decision making
- Quality of Care: Improve access and services for men and youth
- Evaluation and Replication: Assess impact and share the materials and tools

In general, CUP programs conducted the following activities to attract the attention of fans and deliver timely health messages:

- Built partnerships that provided organizational and financial support and strengthened in-country capacity for future programs.
- Trained and oriented players and coaches to serve as spokespersons and role models and helped fans to learn more about how to safeguard their health.
- Disseminated health messages through the media using television and radio and print materials to motivate behavior change.
- Organized health information and referral booths to provide counseling services, refer people to specific health clinics, and distribute campaign materials.
- Held community rallies around bus caravans and mobile video vans that visit communities before and after sports events.
- Empowered national leaders to use sports events as forums to advocate action for specific health issues.
- Managed small grants with local NGOs and sports organizations.

An example of one regional activity of CUP is "Play for Life". This activity was launched during the Africa Cup of Nations (CAN) football tournament in Mali in 2002. This multi-faceted campaign went beyond the CUP program's first regional campaign, "Break the Silence" by using national leaders and prestigious football players to encourage young men and their partners to adopt and put into practice personal and family "game plans." A ceremonial event during the opening CAN ceremony provided leaders and national players with a forum to speak up and motivate viewers throughout Africa to take action to prevent AIDS. While the first campaign worked with and through CECAFA, the second campaign received the support and official endorsement of CAF, the African Football Federation.⁷⁰

⁷⁰ <http://www.jhuccp.org/africa/regional/cup.shtml>

- ***Example 2 of North-South-South Cooperation: Alive & Kicking***

In Africa, many children can not play games. African youngsters love football, but often the only ball they have ever played with is the one they make themselves from plastic bags and string. However, ball games and sports in general can be important to children. They are not only healthy and fun, but they also bring young people together in a relaxed and enjoyable atmosphere providing an ideal context for health education.

Alive & Kicking is an organization supported by UEFA (the Union of European Football Associations) and its African equivalent CAF (Confédération Africaine de Football). It makes cheap, tough repairable footballs, netballs and volleyballs using African skills and African leather. The balls last far longer than other balls and can be easily repaired. They were developed in Kenya by experts from UK, Kenya and Bata, the international shoe making company and are donated to schools, orphanages, youth organizations, sports clubs, street children, slum projects and refugee camps in several African countries. Alive & Kicking balls also carry warnings about HIV/AIDS and malaria. The warnings remind players about the dangers they face and enable teachers, coaches and other adults to use the ball as an entry point for health education.⁷¹

- ***Example 3 of North- South-South Cooperation: Copa America***

The situation of under-3 year old Peruvian children is not particularly encouraging, especially in rural Andes and Amazon areas, where chronic malnutrition impairs the development of children. Peruvian authorities are particularly concerned with this situation since the first three years of life are absolutely critical for the healthy intellectual and physical development of the child.

In 2004 the South American Soccer Federation (CONMEBOL) and UNICEF signed a partnership agreement committing both organizations to use soccer in the promotion of child rights. This cooperation is called Copa America and is dedicated to the children of South America, using the theme "with children, we win!" Through advocacy and fund-raising, sports partners, the private sector and UNICEF collaborate to support early childhood development programs in Peru. The message is that children need to develop their physical and emotional strengths early in order to be strong soccer players later in

⁷¹ www.aliveandkicking.org.uk/index.php

life. The belief is that soccer can improve the lives of millions of children by promoting the objectives of the Convention of the Rights of the Child.

Copa America organized an international soccer tournament in Peru. Together with these soccer games, a series of child-related activities were scheduled. The organizers and UNICEF developed a joint communication strategy that included special participation of children in the stadiums and a high level seminar at the end of the tournament to discuss the power of soccer and sports in general in the promotion of children's rights. Other actions were promotional and other activities to reach millions of soccer fans with messages on the importance of safeguarding children's rights, with special focus on the first three years of life.

Water

- ***An example of South-South Cooperation: exchange technology agreement between Morocco and Mexico***

In 2006 Morocco and Mexico signed an agreement confirming their intention to exchange technology in various areas of water planning and administration. The agreement signed by Conagua and Morocco's Land, Water and Environment Planning ministry covers activities in water planning, the legal and institutional framework of the sector and integral and decentralized management of water by hydrological basins. The cooperation between the two countries is aimed at dealing with common problems, such as the low efficiency of irrigation, high water loss due to leaks in systems, and water rates that do not reflect real costs. Also a cooperation project will be set up between the agency managing the Loukkos basin in Morocco and a Mexican river basin.⁷²

- ***An example of North-South-South Cooperation: the African Water Facility***

Water is abundant in Africa, but access and quality vary throughout the continent. Over 300 million people lack reliable access to water; even more people lack sanitation services, and close to half of the African population suffers from water-borne diseases. In addition, there are over 50 major trans-boundary watersheds, river basins, and lakes in

⁷² <http://www.irc.nl/page/29434>

Africa, mostly without agreements on how to manage them, which constitutes a significant challenge for regional security.

An initiative to contribute to a solution for the problem is the African Water Facility (AWF). AWF was established in 2004 to mobilize resources to finance water resources development activities in Africa. AWF is an initiative led by the African Ministers' Council on Water (AMCOW) and the African Development Bank (AfDB) hosts the Facility on the request of AMCOW. The current AWF non-regional Member countries are: Austria, Canada, Denmark, France, Norway and Sweden. The current AWF Member organizations are: European Commission represented by the ACP- EU Water Facility, AfDB, African Union, AMCOW, NEPAD Secretariat and UN-Water Africa.

The major objectives of the African Water Facility are to attract and make effective use of increased and appropriate investments needed to achieve national and regional water sector targets in Africa. In that regard two broad areas of support have been defined, namely improving the enabling environment to attract more investments and promoting direct capital investments for the purpose of triggering larger investments for sustainable development, focusing on Integrated Water Resources Management (IWRM) at the national level and Transboundary Water Resources Management (TWRM) at the regional level.

One action of AWF is the establishment and enhancement of information and knowledge management capabilities at national and regional levels in coordination with all concerned stakeholders. As a result, reliable information and knowledge will be made available for water resources development planning and implementation at these levels. The expected outcome is to increase quality and sustainability of investments due to the provision of comprehensive information. Activities in this area are: the assessment of the overall situation per country, the establishment of the standards and mechanisms for information management in the water sector, the establishment or strengthening of national water information management systems, the collection and analysis of water data and related information, the promotion of best practices and innovative technologies, the promotion of partnerships with education and research institutions and setting up research programs and compatible research activities.⁷³

⁷³ <http://www.africanwaterfacility.org/>

Appendix 3

The methodology⁷⁴ that will be explained in this appendix can be used for conferences about SSC and NSSC. However, this methodology is applicable to all meetings where involvement is required with stakeholders. The most important element of it is the stimulation of interactivity to avoid a one-way communication and to optimize understanding to help to guarantee buy-in and to create an action-oriented culture.

The approach of the facilitation of conferences and meetings is **inductive**. This entails the following:

- The facilitator will start from the prior knowledge and experience of the participants.
- The reality the participants will be the starting point. The facilitator will use real-life examples in so far as the participants want to share them with the group.
- The beliefs, worries, suggestions, actions and points of view of the participants with regard to the topics/change situation will be taken into account.

The approach is **goal-oriented and outcomes based**. The aim of conferences and meetings is receiving results with regard to the “products” mentioned above. These results can entail:

- The understanding of and consensus on several aspects of SSC and NSSC.
- An action plan with concrete strategies.
- The acquisition of some concepts and best practices that are tailor-made to every individual participant.
- The application of the knowledge and skills acquired during the conference or meeting.

The approach is **process-oriented**. The process during the conference will be well-managed. An example of such a process is the following (and is also visualized in figure 6):

⁷⁴ This methodology has been developed by Peter Rosseel and his team of Management, Consulting and Research (MCR).

- Analysis and discussion of knowledge and experience of the participants. This part consist of three subparts:
 - ◆ Individual deep reflection: a questionnaire will be developed which participants have to fill in individually. This questionnaire is strictly personal and the participants can keep it after the workshop. The goal is to stimulate deep reflection that will be necessary for further discussion. The fact that the participants actually have to write down their thoughts, impressions and feelings with regard to the situation they are in, gives an extra dimension to this part of the process and helps them to formulate their answers in a structured way. The questionnaire also manages the socio-emotional goals of the participants at the moment of the workshop. During this individual deep reflection the issues, challenges etc. of the individual persons are collected, so this could be called the ‘start’ of figure 6.
 - ◆ Subgroup discussion: The second subpart takes advantage of the distributed knowledge and skills of the participants involved. Peer learning and peer influencing are central here (sharing of experience, beliefs, values and knowledge among “equals”). The participants will be asked to work in groups of four or five and to come to a consensus with regard to the individual reflection each of them was involved in (cf. subpart 1). During the discussions, the participants communicate, negotiate, disagree, get upset etc. The facilitator will move from one group to the other and he points out appropriate behaviors and behaviors to be improved and he links this to change management. Qualitative data will be obtained from the subgroups and "quantified". Concretely this means that the consensus about the answers from everyone in the subgroup will be written down on one questionnaire (the subgroup questionnaire) and will be handed over to the facilitator. What happens in the subgroup discussion is the ‘recognition’ and ‘acknowledgment’, visualized in figure 6.
 - ◆ Preparation of the plenum discussion (whole group agreement and alignment): Every subgroup will be asked – on the basis of their discussions – to give the critical issues they would like to discuss in the group. They will be asked to write them down on a flip chart and present them to the other groups. This will be the start for the second part of the workshop. In other words, the participants themselves determine partly the main topics of the afternoon based on their discussions in the subgroups around the questionnaire. This represents the ‘analysis’ and ‘full understanding’ of figure 6.

- Critical issues with regard to SSC and NSSC are introduced (the ‘start’, ‘recognition’ and ‘acknowledgment’ in figure 6), analysed (the ‘analysis’), and discussed (the ‘full understanding’) with the help of the concrete examples of the different participants and - if need be - "cases" experienced by the facilitator in other projects he was involved in. The choice of the critical issues is based on (1) what the two subgroups feel is important and (2) the objectives of the workshop as defined by the project group.



Figure 6. The process-oriented approach.

Appendix 4

This appendix explains the PRINCE2 methodology as an approach for project management.

PRINCE2 methodology

The PRINCE2 (PRojects IN Controlled Environments) method focuses on organization, management and control. It is a process-based method that divides the project in manageable stages to encourage efficient control of resources and regular process monitoring. PRINCE2 is product-based, which means that the project plans are not only focused on planning the activities but also on delivering results.

The methodology of PRINCE2 contains 8 steps (visualized in figure 7):⁷⁵

1. **Directing a project:** The steps the members of the Project Board should take to provide effective support and steering without excessive time commitment.
2. **Starting up a project:** How to qualify initial ideas and appoint a Project Board representing user, supplier and business interests?
3. **Initiating a project:** How to fully qualify a project to ensure it is likely to meet its objectives, ensuring organizational buy-in before major commitment of resources?
4. **Controlling a stage:** The day to day steps a project manager should take to manage work.
5. **Managing project delivery:** The steps the team should take to agree work packages, report on their process and deliver completed work.
6. **Managing stage boundaries:** How to prepare for project board reviews when progress and future plans are discussed, and out of tolerance conditions handled.
7. **Closure:** How to close down a project, how to handle follow on actions, how to handle post project benefit reviews.
8. **Planning:** How to plan, irrespective of when the planning is done.

⁷⁵ http://www.12manage.com/methods_ccta_prince2.html

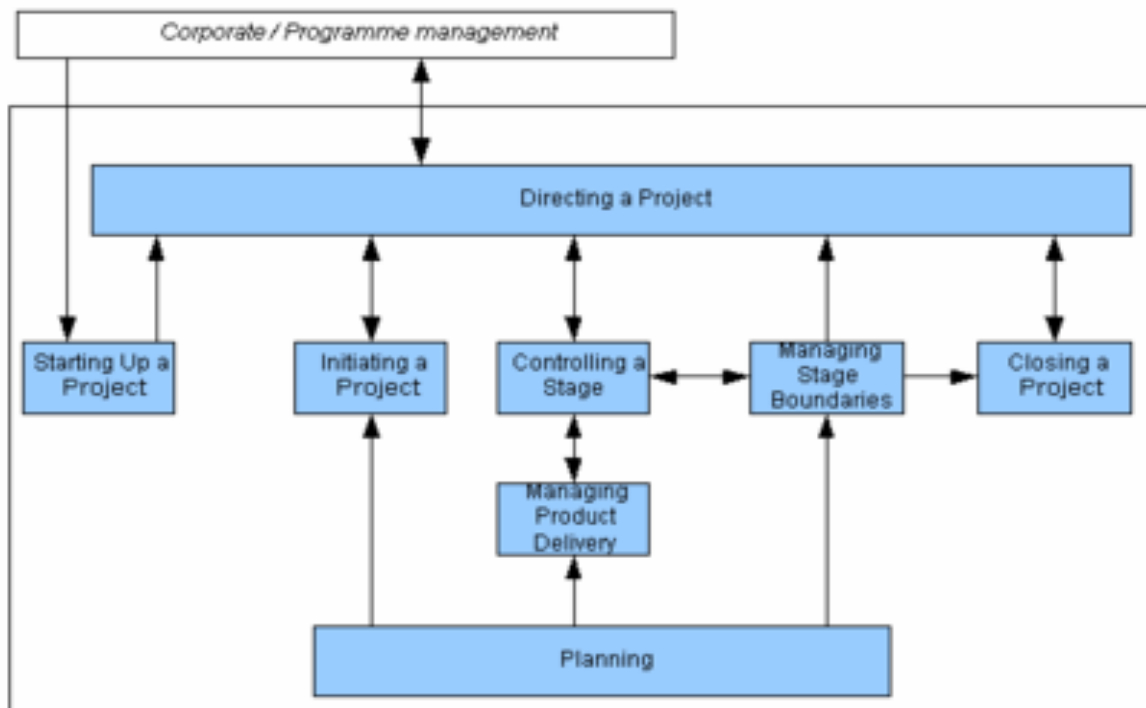


Figure 7. Diagram showing PRINCE2 processes. The arrows represent flows of information.

Some of the benefits obtained from using the PRINCE2 method are⁷⁶:

- Standard approach to managing projects
- Common project language
- Flexible decision points
- Regular reviews of progress against the project plan and business case
- Early visibility of possible problems
- Good communications between the project team and other stakeholders
- Mechanism for managing deviations from the project plan

⁷⁶ <http://www.projectsmart.co.uk/prince2.html>

Appendix 5

This appendix contains a tool that can be used for stakeholder mapping.

Stakeholder		Project relationship				View of the project				Importance			Comment
Organization & Role/title	Contact	Sponsor	Influencer	Customer	Contributor	Positive	Neutral	Negative	Unsure	H	M	L	

Appendix 6

This appendix is a framework which was (and still can be) used during a workshop to discuss NS, NSS and SS at strategic, tactical and operational level. In that way we received a lot of useful information from people who are strongly involved in cooperation projects.

FRAMEWORK FOR DISCUSSION

- **North-South**
- **North-South-South**
- **South-South**

Note: We differentiate 3 levels of North-South, North-South-South and South-South Cooperation.

- Strategic level: this refers to among other things:
 1. the relationship with the sponsors
 2. the capacity-building and institutional strengthening
- Tactical level: this refers to among other things:
 1. collaboration between institutions (for example UNZA and UWC)
 2. collaboration with others e.g. NGO's
- Operational level: this refers to among other things:
 1. management of the project
 2. project administration
 3. project execution

What are the learnings: what are strengths, weaknesses, opportunities and threats?

THE QUESTIONS

1. Can you give - per level described above –
 - A. 3 key issues and add concrete actions for solutions?
 - B. one key positive point based on your experience and which should be continued + why.
2. Can you give 3 recommendations per level?
3. Describe and explain your ideal model of North-South-South Cooperation.

Question 1

Strategic

Issues	Concrete suggestions for action

One positive point + why this should be continued	
Positive point	Why?

Tactical

Issues	Concrete suggestions for action

One positive point + why this should be continued

Positive point

Why?

Operational

Issues

Concrete suggestions for action

One positive point + why this should be continued

Positive point

Why?

Question 2

Strategic

Recommendations

Tactical

Recommendations

Operational

Recommendations

Question 3

The ideal model of North-South-South Cooperation according to your subgroup:

A large, empty rectangular box with a thin black border, intended for the student to write their answer to the question. The box is currently blank.

Appendix 7

This appendix consists of two examples of questionnaires for the evaluation of cooperation projects in which the VLIR-UOS participates. The first questionnaire will be filled in by the Southern partners, in this case more specifically by UWC and UNZA members. The aim of the second questionnaire is to receive the input of the Flemish partners.

INDIVIDUAL QUESTIONNAIRE

NORTH-SOUTH-SOUTH (NSS) AND SOUTH-SOUTH (SS) COLLABORATION

20th of March 2007

THE ANSWERS TO THIS QUESTIONNAIRE WILL BE USED AS INPUT FOR AN INITIAL VERSION OF A POLICY PAPER FOR VLIR/UOS

This questionnaire is strictly individual and the data will be analyzed anonymously.
Thank you for helping us improve future projects through your direct, open and honest feedback.

(please indicate what is appropriate for you)

- I am involved in:
 - ◆ NSS
 - ◆ SSS
 - ◆ NSS and SS projects.

- I am involved as:
 - ◆ a professor
 - ◆ a researcher
 - ◆ in administration
 - ◆ other: (please specify) _____

- I have been involved in approximately
 - ◆NSS projects
 - ◆SS projects.

1. How well did the VLIR/UWC/UNZA NSS research project ***and*** the collaboration among institutions go? Give at least four positive points and four areas for improvement that you experienced during the joint project so far. *Please be as direct, open and honest as possible.*

FOUR POSITIVE POINTS AND AREAS FOR IMPROVEMENT OF THE CURRENT NSS RESEARCH PROJECT AND THE COLLABORATION AMONG INSTITUTIONS	
POSITIVE POINTS	AREAS FOR IMPROVEMENT

2A. Which are, *according to you*, the major roles each partner played during this NSS research project? Please give them in order of priority i.e. the roles you feel they have executed and rate how well this partner fulfilled its roles (1=very good; 4=not good at all).

Examples of roles are:

- *main project leader from the North*
- *main project leader from the South*
- *administrative follow up*
- *writing proposals*
- *execution of project*
- *report writing*
- *equal partner in the project*
- *etc.*

We will be able to improve future projects thanks to your direct, open and honest answers to the questions.

ROLES OF THE PARTNERS							
THE FLEMISH PARTNER In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all	VLIR-UOS In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all	UWC In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all	UNZA In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all
1.		1.		1.		1.	
2.		2.		2.		2.	
3.		3.		3.		3.	
4.		4.		4.		4.	

2B. According to you, what (other) role(s) should/could they have played (which they have not done) to make the project successful.

WHAT OTHER ROLES SHOULD/COULD EVERY PARTNER HAVE PLAYED TO MAKE THE PROJECT SUCCESSFUL?			
FLEMISH PARTNER	VLIR/UOS	UWC	UNZA

2C. Were/are you satisfied with the role your own institution plays/ their involvement in NSS and SS collaboration?

Why (not)? And what are your suggestions?

By institution we mean one or all of the following:

- *The collaborations among yourselves as working on the project (project leader and team members)*
- *The academic authorities of your university*
- *Your department*
-
- *The administration dealing with NSS/SS projects in your institution*
- *Other parties concerned in your institution (please name them) _____*

ARE YOU SATISFIED WITH THE ROLE YOUR INSTITUTION PLAYS/THEIR INVOLVEMENT? WHY/WHY NOT? YOUR SUGGESTIONS.
THE COLLABORATIONS AMONG YOURSELVES AS WORKING ON THE PROJECT (PROJECT LEADER AND TEAM MEMBERS)
ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO
WHY (NOT)?

SUGGESTIONS

THE ACADEMIC AUTHORITIES OF YOUR UNIVERSITY

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

YOUR DEPARTMENT

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

THE ADMINISTRATION DEALING WITH NSS/SS PROJECTS IN YOUR INSTITUTION

ARE YOU WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

OTHER PARTIES CONCERNED IN YOUR INSTITUTION (PLEASE NAME) _____

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

3. Which remarks/comments (positive or areas for improvement) and recommendations do you have with regard to **previous** NSS or SS collaboration **you have been involved in**? Please mark if it was a NSS or a SS collaboration you refer to. **(The recommendations part is especially important for us as input for the policy paper on NSS/SS collaboration).**

REMARKS/COMMENTS (positive or areas for improvement)	WAS IT A SS OR A NSS COLLABORATION?
RECOMMENDATIONS	

4. Based on your experience, what are advantages and disadvantages of both North-South-South (NSS) and South-South collaboration (SS)?

ADVANTAGES AND DISADVANTAGES OF NSS AND SS COLLABORATION			
NORTH SOUT SOUTH COLLABORATION		SOUTH - SOUTH COLLABORATION	
ADVANTAGES	DISADVANTAGES	ADVANTAGES	DISADVANTAGES

5. Based on your experience, what models/types of NSS and SS collaboration could be distinguished? (max. 3 please)

Examples of such models can be (based on waardenburg, 2005):

- *The finance comes fully from the North, but agenda setting and implementation is fully left to the South. The Northern researchers have no part unless specifically invited by the South.*
- *A majority vote for the South in agenda setting, in expenditures of the budget provided by the North, with management and program committees, to counteract the asymmetry.*
- *Symmetric collaboration with equal vote in agenda setting, in financing within the budget provided largely from the North, and in management.*
- *Collaboration without operational guarantees for real symmetry or against domination of the Northern partner – expenditures managed mainly by the North.*
- *Participation of researchers or institutes from the South in research initiated, designed, managed and in majority implemented by the Northern partners.*

MODELS OF NSSC
MODELS OF SSC

THANK YOU VERY MUCH FOR YOUR COLLABORATION

INDIVIDUAL QUESTIONNAIRE

NORTH-SOUTH-SOUTH (NSS) AND SOUTH-SOUTH (SS) COLLABORATION

THE ANSWERS TO THIS QUESTIONNAIRE WILL BE USED AS INPUT FOR AN INITIAL VERSION OF A POLICY PAPER FOR VLIR/UOS

This questionnaire is strictly individual and the data will be analyzed anonymously.

Thank you for helping us improve future projects through your direct, open and honest feedback.

(please indicate what is appropriate for you)

1. I am involved in:

- NSS
- SSS
- NSS and SS projects.

2. I am involved as:

- a professor
- a researcher
- in administration
- other: (please specify)_____

3. I have been involved in approximately

-NSS projects
-SS projects.

1A. Which are, *according to you*, the major roles each partner played during the NSS project you are currently involved in (project leader: Jan Blommaert)? Please give them in order of priority i.e. the roles you feel they have executed and rate how well this partner fulfilled its roles (1= very good; 4 is not good at all).

Examples of roles are:

- *main project leader from the North*
- *main project leader from the South*
- *administrative follow up*
- *writing proposals*
- *execution of project*
- *report writing*
- *equal partner in the project*
- *etc.*

We will be able to improve future projects thanks to your direct, open and honest answers to the questions.

THE FLEMISH PARTNER In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all	VLIR-UOS In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all	UWC In order of priority: 1 = most important	YOUR SCORE 1= very good/4= not good at all
1.		1.		1.	
2.		2.		2.	
3.		3.		3.	
4.		4.		4.	

1B. According to you, what (other) role(s) should/could they have played (which they have not done) to make the project successful.

WHAT OTHER ROLES SHOULD/COULD EVERY PARTNER HAVE PLAYED TO MAKE THE PROJECT SUCCESSFUL?		
FLEMISH PARTNER	VLIR/UOS	UWC

1C. Were/are you satisfied with the role your own institution plays/ their involvement in NSS and SS collaboration? Why (not)? And what are your suggestions?

By institution we mean one or all of the following:

- *The collaborations among yourselves as working on the project (project leader and team members)*
- *The academic authorities of your university*
- *Your department*
- *The administration dealing with NSS/SS projects in your institution*
- *Other parties concerned in your institution (please name them) _____*

ARE YOU SATISFIED WITH THE ROLE YOUR INSTITUTION PLAYS/THEIR INVOLVEMENT? WHY/WHY NOT? YOUR SUGGESTIONS.

THE COLLABORATIONS AMONG YOURSELVES AS WORKING ON THE PROJECT (PROJECT LEADER AND TEAM MEMBERS)

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

THE ACADEMIC AUTHORITIES OF YOUR UNIVERSITY

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

YOUR DEPARTMENT

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

THE ADMINISTRATION DEALING WITH NSS/SS PROJECTS IN YOUR INSTITUTION

ARE YOU WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

OTHER PARTIES CONCERNED IN YOUR INSTITUTION (PLEASE NAME) _____

ARE YOU SATISFIED WITH THE ROLE THEY PLAY/THEIR INVOLVEMENT? : YES/NO

WHY (NOT)?

SUGGESTIONS

2. Which remarks/comments (positive or areas for improvement) and recommendations do you have with regard to previous NSS or SS collaboration you have been involved in? Please mark if it was a NSS or a SS collaboration you refer to. (The recommendations part is especially important for us as input for the policy paper on NSS/SS collaboration).

REMARKS/COMMENTS (positive or areas for improvement)	WAS IT A SS OR A NSS COLLABOARTION?
RECOMMENDATIONS	

3. Based on your experience, what are advantages and disadvantages of both North-South-South (NSS) and South South collaboration (SS)?

ADVANTAGES AND DISADVANTAGES OF NSS AND SS COLLABORATION			
NORTH SOUT SOUTH COLLABORATION		SOUTH - SOUTH COLLABORATION	
ADVANTAGES	DISADVANTAGES	ADVANTAGES	DISADVANTAGES

4. Based on your experience, what models/types of NSS and SS collaboration could be distinguished? (max. 3 please)

Examples of such models can be (based on waardenburg, 2005) :

- *The finance comes fully from the North, but agenda setting and implementation is fully left to the South. The Northern researchers have no part unless specifically invited by the South.*
- *A majority vote for the South in agenda setting, in expenditures of the budget provided by the North, with management and program committees, to counteract the asymmetry.*
- *Symmetric collaboration with equal vote in agenda setting, in financing within the budget provided largely from the North, and in management.*
- *Collaboration without operational guarantees for real symmetry or against domination of the Northern partner – expenditures managed mainly by the North.*
- *Participation of researchers or institutes from the South in research initiated, designed, managed and in majority implemented by the Northern partners.*

MODELS OF NSSC
MODELS OF SSC

THANK YOU VERY MUCH FOR YOUR COLLABORATION

Appendix 8: Stoke's quadrant

Stokes illustrated the four quadrants he created by crossing the two dimensions with prototypes of historically important research programs (see figure 1). His example of the high use/high principles quadrant was Pasteur, whose career was strongly concerned with both changing medical practice, including developing methods of vaccination and sterilization in surgery, and understanding basic biological mechanisms, which included basic research to study how microorganisms transmit disease and cause fermentation and to demonstrate that microorganisms are present in the atmosphere. By contrast, as Stokes noted, Thomas Edison focused on use-oriented invention in his development of commercially profitable electric lighting, with little concern for developing general principles, whereas Niels Bohr focused on principles of physics in his development of a model of atomic structure, leaving questions of use and application to others.

Research is inspired by:

		considerations of use?	
		no	yes
Quest for fundamental understanding?	yes	pure basic research (Bohr)	use-inspired basic research (Pasteur)
	no		pure applied research (Edison)

Figure 1. Quadrant model of scientific research.ⁱ

This new program would be based on a model of research and communication that assumes that much useful knowledge about education practice must be jointly constructed by researchers and practitioners.

This research should be focused explicitly on solving specific current problems of practice and *at the same time* should be accountable for developing and testing general principles of education that advance fundamental understanding and can be expected to apply broadly beyond the particular places in which the research is done. We believe this can be best accomplished through specially organized forms of *Problem-Solving Research and Development* (a version of what Stokes called “use-inspired basic research”), a concept that we elaborate presently. At the end of section II, we discuss ideas for OERI’s appropriate role in sponsoring research in the other quadrants identified in figure 1. We also discuss how our proposals might affect thinking about OERI-sponsored institutions such as research centers and regional laboratories. The bulk of

section II, however, is devoted to explicating the concept of Problem-Solving Research and Development and the ways in which OERI might build the targeted federations of researchers and practitioners that, over a five- to ten-year period, can be expected to build a strong new capacity in the U.S. for education research that will be both useful and principled and that can provide a practical grounding for meeting the high learning goals for all of our children to which the nation is now committing itself.⁷⁷

⁷⁷ Brown A., J. Greeno, M., Lampert, H., Mehyan & L. Resnick (1999). National Academy of education. Publ. advisory report to the National Educational Research Policy and Priorities Board.

Appendix 9: brief description of the ten-year UOS program between the VLIR and UWC

The overall purpose of IUC programmes is to support institutional development of partner universities through inter-university co-operation between Flemish Universities and universities in the South. The partnership comprises four Flemish Universities (the University of Ghent, the Catholic University Leuven, The Free University Brussels and the University of Antwerp) and the University of the Western Cape, Cape Town, South Africa. The partnership is demand-led, and consists of a coherent set of interventions aimed at the development of the institutional management, improved quality of teaching and learning and socially relevant research capacity in the partner institutions.

The VLIR agreement with the (UWC) marked a shift in the traditional focus of VLIR support elsewhere from mainly science and technology research capacity building to a predominantly humanities programme consistent with the wider mission and institutional capacity building needs of the UWC.

The Programme is managed through Joint Steering Committees (JSC) comprising the respective programme co-ordinators, project managers and project leaders. The JSCs are responsible for the design, planning and overall co-ordination of the activity programme, monitoring and evaluation, tracking progress and review. VLIR convenes an annual meeting of all stakeholders.

The local Project Leader is expected to provide academic project leadership and co-ordination at the local level, including issues such as programme coherence and sustainability. In addition to this, the Flemish Project Leader is also required to facilitate relevant networking and linkages, and to find the required Flemish expertise for the partnerships.

South Africa's transition from apartheid to democracy in 1994 involved massive changes to the education system, some of which could be speedily achieved, others of which have yet to take full form.

The South African National Plan for Higher Education (29th May, 2002) designates The University of the Western Cape (UWC) as one of the country's twenty four university level institutions. The mission of the university is to address the social consequences of the past by ensuring that its governance, admission policies, courses and programmes of study, and teaching and learning respond to the wider national needs and the immediate needs of those people who have suffered decades of discrimination and intellectual and material impoverishment.

The UWC context is considerably different in terms of institutional capacity to that of other African higher education situations. At an institutional level UWC's Mission is embodied in ***The Dynamics of Building a Better Society*** (DBBS) framework which was instituted in response to the need for an Institutional Operational Plan required by all institutions affected by mergers or incorporations. These plans were introduced in 2002/3 to complement the financial recovery plan.

The provision of development funding from the Government of Belgium through the VLIR-IUC ten year programme continues to be highly significant to the UWC in both academic and financial terms. Indeed, VLIR funding represents 13% of all external donor funding to the university of (R21,429,495.68) and is only bettered by the Rockefeller

Foundation which contributes 16% The commencement of the VLIR Programme coincided with the arrival of new leadership in the university: it was something which galvanised the new team.

The UWC programme set up three collaborative activity clusters.

Cluster one focuses on research and is faculty based (projects 1 to 5):

- *Project 1:* Policy Management, Governance and Poverty Alleviation in the Western Cape Province
- *Project 2:* Youth Wellness in Community Development
- *Project 3:* Addressing the Direct and Indirect Impact of HIV/Aids on Pre and School-going Children in South Africa
- *Project 4:* Sustainable Utilisation of Subterranean Water Resources for the Improvement of the Quality of Life
- *Project 5:* Culture, Language and Identity

Cluster two focuses on the quality of the campus environment and is university-wide (projects 6a and 6b)

- *Project 6A:* Student Development and Quality of Campus Life
- *Project 6B:* Postgraduate and Information and Communication Technology (ICT) Support

Cluster three encompasses programme support projects and is programme-wide (projects 7a and 7b)

- *Project 7A:* Co-ordination and Management Programme Support Unit
- *Project 7B:* Academic Programme support Unit