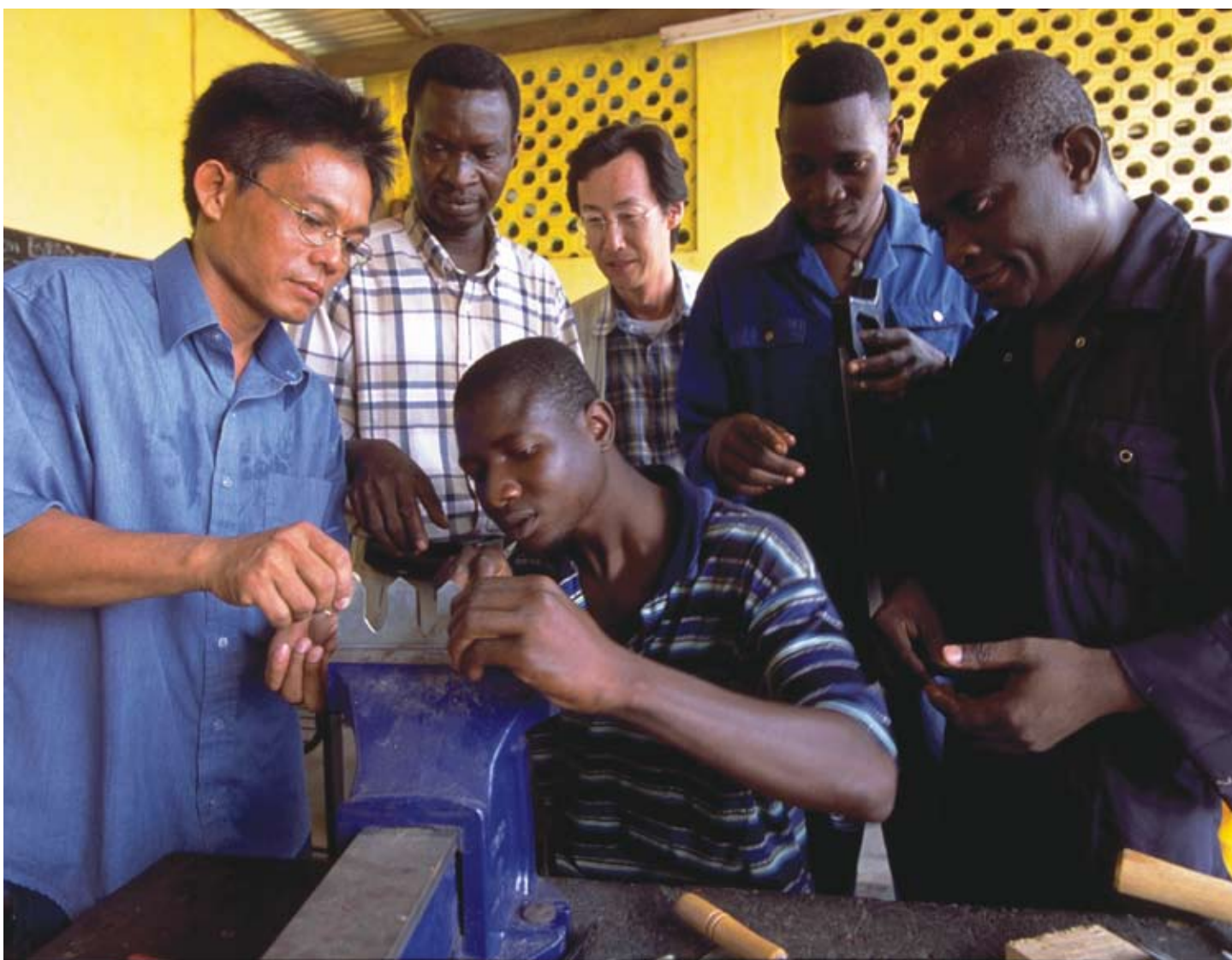


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# SOUTH-SOUTH *in Action* Summer 2009

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**Triangular Cooperation:  
Establishing Peer Learning  
Mechanism towards  
Teacher Education in  
Africa**

*See Story on Page 6*

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# ITEC: A Model of South-South Cooperation

India's economy has been growing for the past two decades with a drastic increase in foreign exchange reserves. Globally, India is recognized for its managerial and entrepreneurial talents as well as technological expertise.

Though itself a developing country, India has been committed to applying its expertise and development experience to assist other developing countries grow their economies. In particular, Indian Technical and Economic Co-operation (ITEC) program and its corollary, Special Commonwealth Assistance for Africa Program (SCAAP) has supported generations of students from 156 countries in Asia, East Europe, Central Asia, Africa, and Latin America.

ITEC was launched in 1964 by the Indian government as a bilateral program of assistance. ITEC and SCAAP have since expanded to include some 220 courses on topics including journalism, information technology, rural electrification, textile design, commerce, and science.

Most of these courses that students pursue under ITEC/SCAAP are of short duration, lasting between 3 and 12 weeks.

The rationale behind imparting technical training to young men and women from developing countries is based on India's strengths and expertise in different sectors of the knowledge economy.

India is not a rich country and cannot offer grants-in-aid to match those of the developed countries. It does, however, possess manpower and technological skills that are more appropriate for empowering other developing countries. ITEC also provides students from abroad with a sense of India's pluralism and secular ethos, as well as the opportunity to visit renowned monuments and historical sites in Delhi, Agra, and Jaipur.

Each year, India spends about Rs. 500 million (\$10.8 million) on ITEC activities and over 35,000 candidates from across the globe have been trained since its inception.

Since 1964, India has provided nearly \$2.5 billion worth of technical assistance to developing countries, including neighboring countries (assistance to whom is administered separately).

Last year, 80 Ghanaians were given the chance to participate in the ITEC/SCAAP and over the years, the number of slots for Ghana and other eligible countries has increased.

Participants are given furnished, well-equipped, air-conditioned residential facilities as well as a monthly allowance of Rs. 10,000 (about \$250). Participants are also provided with economy class tickets from the Indian Mission of their respective countries.

Today, ITEC is proving training and project support to the Afro-Asian Rural Reconstruction Organization and the Group of 15 developing countries. ITEC is also developing cooperation with the Southern African Development Community.

Project assistance and training accounts for 40 percent of the annual ITEC budget. India has financed a range of infrastructure-related projects across Asia, Africa, Latin America and, in recent years, the Central Asian Republics.

Thanks to ITEC, Cuba and Costa Rica have developed solar energy plants; the Office of the Prime Minister of Senegal has been computerized; the South African education system has been transformed; and artificial limbs have been fitted to aid medical advances in Cambodia and Uzbekistan.

Agriculture, however, remains a major focus of ITEC's project assistance. The programme has provided Ghana, Senegal, Burkina Faso, Mali, and Surinam with equipment and expertise for agricultural use and generated tremendous goodwill among African countries.

Vocational training in small-scale industry and entrepreneurship development are important areas of co-operation with Senegal, Zimbabwe, Vietnam, and Mongolia under ITEC. Such training enables young people to gain useful employment at comparatively low levels of capital.

In addition to the students who benefit from ITEC support, a number of public sector undertakings have acquired a distinctive niche thanks to the program, particularly those in Africa. The National Small Industries Corporation, Hindustan Machine Tools International Limited, Water and Power Consultancy Services Limited, Rail India Technical and Economic Services, and Central Economic Limited are among the organizations that have capitalized on their ITEC association and are now bidding for development projects in these countries on their own.

The ITEC division of the External Affairs Ministry also takes up feasibility studies and consultancy services on request. Results of these studies are handed over to the governments concerned, who are at liberty to use them when considering their economic development policies.

With India emerging as a potential global power, ITEC is a model of South-South cooperation and highlights the country's ethos of creating a more equitable world based on a transfer of technology and skills from the powerful to those who are still struggling to find a voice in the global economy.

Source: *Modern Ghana News*

**COVER PHOTO:** Third Country expert (left) and project staff from Ghana making a manual weeder. JICA expert of agricultural machine is in the centre.

**Youth attending ICT literacy training organized by Taiwanese volunteers and oneVillage Foundation, Ghana. Hands-on training to assemble the computer hardware and components together as part of the 10-day training course last year.**

Photo Courtesy: *oneVillage Initiative*





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# Boosting Cooperation: UNICEF, UNDESA and SU/SSC Joint Studies on Migration

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By Dr Jeronimo Cortina and Bela Hovy for UNDESA

**M**ore than 200 million people – 3 percent of the world’s population – are today living outside their country of birth<sup>1</sup>. Men, women, children, adolescents, and families are compelled to cross borders to improve their living conditions – and sometimes to ensure their survival. Advances in communication and transportation facilitate international mobility, both bringing families closer and enabling their

separation. Economic disparities, demographic change, civil wars, and natural disasters have caused the number of international migrants to double between 1980 and 2010.

But who are they, and what impact does their migration have on them, on us, and on the people they leave behind? Simply stated, no one really knows. Although migration has been a constant in history, information remains elusive on basic issues such as how many children and adolescents are participating in international migration and whether there are any differences in the levels, trends, and age profiles of children and adolescents migrating both within the South

and from the South to the North. Also uncertain are the answers to questions with broader policy implications, such as what impact migration has on sending and receiving communities, beyond the economic effects of remittances, and whether migration promotes or decreases the well-being of migrant families, including, women, men, and children who are left behind.

The paucity of reliable data on international migration hinders policy makers’ ability to develop evidence-based strategies and action plans that maximize the positive effects of migration on migrants, families and communities and minimizes the negative impacts. In order to address the



Adolescent Kichwa girls gather for a lesson on intercultural adaptation at a secondary school in Ecuador.

lack of policy relevant migration information, UNICEF, together with UN/DESA and the Special Unit for South-South Cooperation (SU/SSC), has launched two projects to improve internationally comparable migration data. These two initiatives focus on improving global estimates of the international migration of children and adolescents and on the impact of migration on those left behind.

## Global trends in child and adolescent migration

In 2008, UNICEF, UN/DESA's Population Division, and SU/SSC joined forces in order to develop estimates of the number of international migrant children and adolescents. As a first step, a database was created which includes all publicly available data on international migrant stocks (the number of migrants in a given country in a given year), separated out by sex and age as well as by country of birth and citizenship. The database allows users to select the gender and age profiles of international migrants from either the perspective of the country of destination or from the country of birth or citizenship. It thus facilitates research on levels, trends, and characteristics on all diaspora populations in all countries of the world.

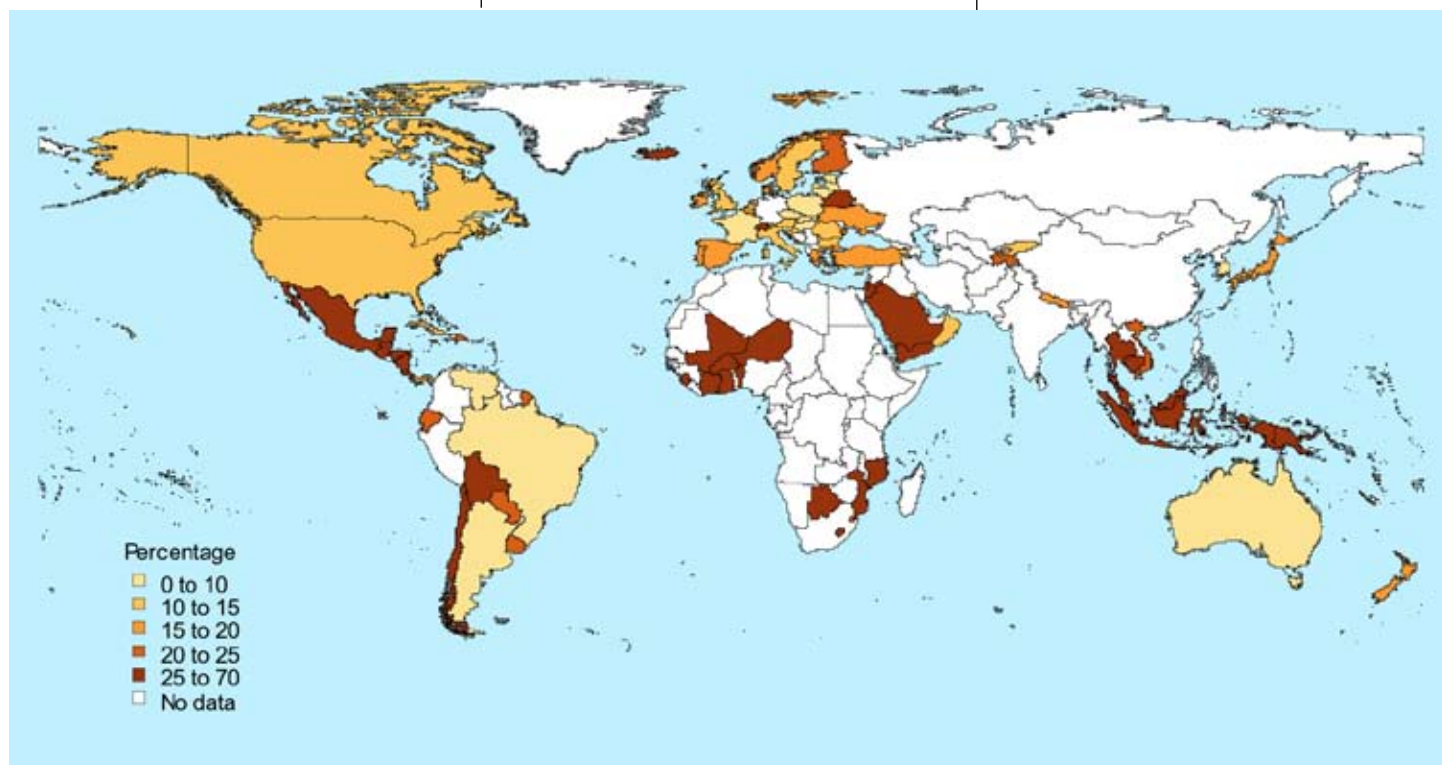
When presented at the Manila Global Forum on Migration and Development in October 2008, the United Nations Global Migration Database was held up as an example of innovative research on international migration. Launched in December 2008, the database now includes more than 4,000 sets of tabulations from 230 countries or areas since the 1970s. Currently more than 800 registered users, including academics, policy makers and UN officials, are accessing the database<sup>2</sup>.

Looking at censuses from the period 1995-2004, evidence collected to date from more than 100 million international migrants in 116 countries brings to light several important characteristics of migrating children and adolescents:

- **There are relatively few young international migrants.**  
While some 36 percent of the global population is younger than 20 years, only 16 percent of all international migrants are under the age of 20.
- **Developing countries host a higher proportion of young migrants.**  
The percentage of young migrants is considerably higher in the less developed regions<sup>3</sup>, where 26 percent of international migrants are under the age of 20. This is double the

percentage found in the more developed regions<sup>3</sup>. Young migrants constitute the largest group in Africa, making up more than half of all migrants in the region. Numbers are much lower in other regions – 20 percent in Asia; 18 percent in Latin America and the Caribbean; and even less in more developed regions.

- **Nearly half of all young migrants are aged between 15 and 19 years.**  
Among the migrants under 20 years of age, the group of 15 to 19 years is by far the largest group, accounting for some 40 percent of all young migrants. However, 29 percent of young migrants are aged 10 to 14 and nearly one quarter are between the ages of 5 and 9. Six percent are under the age of 5.
- **Boy migrants outnumber girl migrants.**  
Globally, there are 95 female migrants for every 100 male migrants under the age of 20. Among international migrants of all ages, the imbalance is slightly smaller: for every 98 female migrants, there are 100 male migrants regardless of age.
- **Migrant girls are the least numerous in the age group 15 to 19.**  
For every 100 male migrants aged between 15 and 19, there are only 92 female migrants.



**Percentage of international migrants under the age of 20, 1995-2004**

1 United Nations, Department of Economic and Social Affairs, Population Division (2009). Trends in International Migrant Stock: The 2008 Revision (United Nations database, POP/DB/MIG/Stock/Rev.2008). Available from [www.unmigration.org](http://www.unmigration.org).

2 The United Nations Global Migration Database is accessible to registered users on [www.unmigration.org](http://www.unmigration.org).

3 Africa, Asia (with the exception of Japan), and Latin America and the Caribbean, as well as Melanesia, Micronesia and Polynesia.

4 Europe, North America, Australia, New Zealand and Japan.

5 Jeronimo Cortina, "Pilot Research on International Migration and Those Left-Behind in Ecuador and Albania: A Methodological Evaluation", UNICEF, October 2008.



The number of female migrants per 100 male migrants fluctuates between 95 and 97 for the other three young age groups.

UNICEF, UN/DESA, and SU/SSC are continuing to improve the global evidence base on child and adolescent migration. Global estimates are expected in early 2010, with the possibility to carry on with further analysis of the gender and age profiles, in particular for major South-to-South and South-to-North corridors.

The 2010 round of population censuses is a unique opportunity to improve gender and age disaggregated international migration data. Through its country offices, UNICEF will raise the importance of the population census, as well as other data sources, for collecting relevant migration information to improve policy initiatives that benefit children and adolescents.

## The wellbeing of those left behind

From 2006 to 2007, UNICEF piloted one of the first survey programs ever designed to collect data on migration's impact on the wellbeing of children left behind in their home country. The survey instrument is an adaptation of UNICEF's Multiple Indicator Cluster Survey (MICS) with new modules that pay specific attention to health-related quality of life, life satisfaction, migratory information, and remittances. The initiative seeks to expand our knowledge on the true impacts, positive and negative, material and psycho-social, of families left behind. With the support of UNICEF country offices, SU/SSC, and the International Labour Organization, pilot research was carried out in Albania and Ecuador, surveying more than 550 households and interviewing more than 60 focus group participants. Initial results from these surveys indicate that those left behind are impacted not only materially but in psycho-social and other non-material ways.<sup>4</sup>

By focusing on the non-economic impact of migration in countries of origin, this work will help policy makers in migrant-sending countries and other SU/SSC stakeholders develop informed strategies to address the plight of children left behind at the local and national levels.

UNICEF and SU/SSC will continue to support further surveys in other countries. In Morocco preparatory work has started to implement UNICEF's survey program to gauge not only the impact of migration on children left behind but also the impact of migration on the current economic crisis.

## Lessons learned

The pilot surveys have highlighted several lessons to carry forward as the research continues, most importantly:

- *The need to design flexible research programs and to incorporate control groups*  
Understanding the difference in wellbeing issues of migrant and non-migrant families is critical to creating an accurate picture of the impacts of migration.
- *The importance of involving national statistical offices, other UN agencies and civil society*  
These partnerships were vital to the successful implementation of the pilot surveys. In both Ecuador and Albania, the local partners, the Observatorio de los Derechos de la Niñez y Adolescencia and the Urban Research Institute, proved to be skilled and knowledgeable collaborators in designing, implementing, and monitoring the field work. These partnerships not only encouraged collaboration between stakeholders, but also increased and solidified the capacity of all partners in a creative and constructive way.

## Moving forward: Building capacity and continuing the dialogue

The lessons learned from these research initiatives have been widely shared at United Nations meetings and seminars, academic conferences and regional capacity building workshops. In collaboration with its partners, UNICEF will continue to organize capacity-building activities to provide policy makers with the necessary tools to design and implement evidence-based policies. This includes workshops to train government officials in collecting and using migration data from censuses, surveys, and administrative sources for policy-making purposes.

UNICEF is also working with the Global Migration Group (GMG) in order to address the gaps in policy relevant migration information, in particular regarding children, youth, and international migration. In collaboration with its GMG partners, UNICEF is preparing a fact sheet for the 2009 Global Forum on Migration and Development on the impact of the economic and financial crisis for child migration and for children left behind and is looking ahead to the second High-level Dialogue on International Migration and Development to be held by the United Nations General Assembly in the fall of 2013.



A migrant boy attends school in the city of Ibarra in the northern border region of Ecuador.

# Triangular Cooperation: Establishing peer learning mechanism towards Teacher Education in Africa

## The Role of JICA

By Lynette Kisaka, Deputy Director, Centre for Mathematics, Science and Technology Education in Africa, Ministry of Education, The Republic of Kenya and Matachi Atsushi, Senior Advisor for Education Sector, Japan International Cooperation Agency

Japan International Cooperation Agency (JICA) has supported the initiatives of strengthening teacher education in Africa focusing on mathematics and science education in the last decade. JICA started its first project in Africa to assist in establishing an institutionalized in-service training for mathematics and science teachers in Kenya in 1998, under the "Strengthening of Mathematics and Science in Secondary Education (SMASSE)."

Since many African countries face common problems in mathematics and science education, namely, the poor performance of students in those subjects and the necessity of transforming lessons from teacher-centered to learner-centered, it was recognized that the Kenyan experiences should be shared with other African countries in strengthening the capacity of teachers to teach mathematics and science more effectively. In view of the situation above, the SMASE-WECSA<sup>1</sup> Association was established in 2001 with 11 countries in Africa as a network to share experiences among member countries. The number of member countries has increased to 33 by July 2009.

Based on Kenya's experience, other African countries also launched similar projects to deal with their challenges in mathematics and science education. As of July 2009, 12 projects have been launched with the aim of improving mathematics and science education.

As many of them have accumulated a variety of experiences and know-how that is worth sharing with other countries, the Association members felt that it would be effective to present and discuss in-depth experiences by focusing on a specific theme in the area of teaching mathematics and science, which has led to holding the first SMASE-WECSA Technical Workshop in 25-29 May 2009 in Swaziland.



The participants of the SMASE-WECSA Technical Workshop have a discussion to prepare a demo-lesson plan for Secondary Physics.

The important feature of this workshop is that it was wholly organized and facilitated by African (Kenyan and Zambian) experts based on their own ground-level experiences in their respective countries. Below is the gist of the workshop summarized by Mr. C. B. Chesire, Academic Head (Physics Department), Centre for Mathematics, Science and Technology Education in Africa (CEMASTEA<sup>2</sup>), Kenya.

### Purpose/Background of SMASE-WECSA Technical Workshop

The collaborative efforts towards improving quality in mathematics and science education among African countries have been on-going for the last eight years under the auspices of the SMASE-WECSA Association. Through Japan's capacity development for mathematics and science education in Africa initiative, the Association's activities have gone on quite smoothly with tremendous growth in membership. Through the Annual Regional Conferences, Third Country Training Programmes<sup>3</sup> and Third Country Expert Dispatch<sup>4</sup>, the member countries have experienced growth in institutional and human resource capacity for continuous teacher development and in-service training (INSET) programmes. In some member countries, programmes existing before the inception of the Association have been strengthened. A number of member countries have started new programmes while several others are at different stages of project formulation and commencement.

Based on this background, SMASSE-WECSA Secretariat at CEMASTEAS felt that a Technical

Workshop be organized to consolidate the gains made thus far and focus specifically on the quality of a lesson.

There is a general agreement that what may constitute a good or a bad lesson is judged based on how a lesson is introduced, developed, and concluded. It implies that a quality lesson is arrived at by meeting a set criteria or standard, namely, that the learners are the main actors and the teacher is a facilitator and reflective practitioner.

Taking cognizance of the fact that the teacher as a facilitator is a key to the pupils' learning achievements, the first Technical Workshop was held under the

theme of *Enhancing Classroom Activities for Quality Teaching and Learning through Lesson Study*<sup>5</sup>. Through the lesson study approach the teacher is able to develop, and is expected to demonstrate, competences that will lead to a quality lesson. The objectives of the first Technical Workshop were as follows:

- To have a common understanding of the necessary skills for teachers to conduct a good lesson;
- To share experiences and concerns related to the implementation of lesson study;
- To understand the concept of and procedure for lesson study;
- To realize/develop a framework of lesson study; and
- To discuss how to introduce the lesson study approach into their INSET trainings or schools and how to improve it.

### Participating Countries

Over 93 participants came from 15 countries including Swaziland as the host country, and Kenya and Zambia as the facilitating countries on account of their experiences in ASEI/PDSI<sup>6</sup> and lesson study respectively. The participating countries from Africa and Asia were: Botswana, Burkina Faso, Ethiopia, Ghana, Kenya, Malaysia, Mozambique, Nigeria, Rwanda, Senegal, Swaziland, Tanzania, Uganda, Zambia, Malaysia, the Philippines, and Japan.



## Programme Activities

The workshop took the participants through the process of: 1) Knowing about the lesson study approach as perceived by different countries through case studies; 2) Experiencing the stages of the lesson study cycle as a framework to enhance School-Based Continuing Professional Development (SBCPD) based on Zambian experience; 3) Studying the instruments used to assess a lesson; and 4) Considering the necessary skills and competences for effective classroom practices.

The Technical Workshop had two main components, namely paper presentations on lesson study and demonstrations of lessons. The participants promoted better understanding about lesson study through the presentations and discussions. The participants were divided into eight groups, each of which was tasked to try the lesson study.

The groups went through the lesson study cycle consisting of the following: 1) Identifying the

problem/challenge to be addressed in the topic; 2) Preparing the lesson plan together; 3) Identifying one of the group members to teach the lesson; 4) Teaching and observing the first demonstration lesson; 5) Discussing the first lesson to improve it for the second demonstration lesson; 6) Teaching and observing the second demonstration lesson; and 7) Discussing the second lesson to improve it further.

## Outcomes/Way forward

Through the workshop, participants have learned the following:

- Lesson study is a viable means to improve the quality of a lesson and can contribute to the sustainability of INSET system at the school level;
- Presented countries recommended the adaptation of the lesson study in their INSET systems;

- More networking is crucial in order to enhance lesson study based on the experiences of various countries and to examine the possibility to introduce them in their own INSET system;
- CEMASTEIA can act as the focal point to facilitate the sharing of experiences and strengthen the networking; and
- The Technical Workshop becomes an annual event targeting a specific area of implementation of INSET.

As JICA attaches considerable importance to developing the capacity of partner countries to deal with their problems on their own, JICA will continue to support such occasions as partner countries can learn from each other. JICA believes that this kind of support will enable African countries to develop the capacity to learn from peers in Africa and to develop new ways of solving their own problems.

- 1 SMASE-WECSA is an abbreviation of "Strengthening of Mathematics and Science Education – Western, Eastern, Central and Southern Africa".
- 2 CEMASTEIA stands for Center for Mathematics, Science and Technology Education in Africa, which was established by the Education Act of the Republic of Kenya in 2004 with an mandate of providing In-Service Education and Training for science and mathematics teachers in Kenya and SMASE-WECSA member countries.
- 3 Third Country Training Programme (TCTP) began in 1975. With assistance from donor countries and aid organizations, a developing country accepts trainees from other developing countries with shared characteristics in order to transfer development expertise and skills. JICA generally implements this scheme through an organization in a developing country to which it provided assistance in the past, thus transferring Japanese skills and expertise to trainees in other developing countries in a manner that has been adapted to meet local conditions (p.6, Thematic Guidelines on South-South Cooperation, JICA, January 2005).
- 4 Third Country Expert Dispatch program began in 1995. With support from donor nations and aid organizations, experts from developing countries are dispatched to other developing countries in order to transfer their expertise and skills (p.6, Thematic Guidelines on South-South Cooperation, JICA, January 2005).
- 5 Lesson study is a methodology denoting collaborative actions by teachers to improve the quality of lessons... it is made up of three stages, namely the study of teaching materials, lesson implementation and reflection on the lesson, and can be implemented in various forms, for example, as part of school based training or within a framework organized by an academic society (p.226, The History of Japan's Educational Development, JICA, March 2004)
- 6 ASEI is an abbreviation of Activities, Student, Experiments and Improvisation. "ASEI" indicates the points to which attention must be paid in order to conduct student-centered lessons. The points are: Activity (creation of lessons in which knowledge is gained through activities); Student (shift from teacher-centered lessons to the student-centered lessons); Experiment (introduction of experiments and practicum rather than just lecturing); and Improvisation (introduction of simple experiments using readily available teaching materials). "PDSI" is an abbreviation for "Plan", "Do", "See" and "Improve" which indicates a daily improvement cycle for lessons.

## EVENT HIGHLIGHT

# South-South Cooperation and the Green Frontier

By Denis Nkala and Ricardo Bisso

In March 2009 we took part in a learning exchange undertaken by a Mexican delegation to China, Malaysia and the Republic of Korea. The primary interest of the delegation was economic competitiveness with a focus on human capital development and industrialization in the three countries.

The delegation consisted of congressmen from the Mexico Congress Competitiveness Committee, the National Council for Science and Technology, universities, as well as United Nations staff. They visited a number of institutions involved in national planning, higher education, and the private sector.

Topics of discussion ranged from how China has reduced absolute poverty from 250 million in 1978 to 14 million in 2008 to how in just over 40 years Korea became a leader in the technology industry. Delegation participants also learned about the Smart Schools project in Malaysia, which transformed the early stages of the country's education system.

The delegation was impressed with the sense of purpose within the framework of each of these countries' development planning. Sectorial and national targets and indicators of achievement were very clear in all cases.

However, the world is changing very quickly. Given World Trade Organization rules and new regulations on global economic governance, for example, it is debatable how well Korea's development experiences could be replicated by another developing country. Similarly, the massive foreign direct

*Continued on page 8*



A delegation poses for photograph after presentation of the Multimedia Development Corporation (MDEC), a Malaysian Company under the Malaysia Super Corridor (MSC) located at Cyberjaya City. The delegation also visited the Multimedia University.

## Green Frontier

### Continued from page 7

investment into China may not be sustained at the levels seen before the global financial and economic crisis. What may be more important for other developing countries is what China and Korea are doing today in the face of challenges.

The learning exchange took place in the backdrop of a major global economic crisis. Discussions between the delegation and the hosts inevitably gravitated towards this subject. The crisis has reminded the leaders of all three countries visited not to put all their eggs in one basket. In the past, there has been an overemphasis on export-led growth, particularly focused on a few large markets in North America, Europe and Japan. A sound strategy also requires domestic-driven growth and the development of new markets to diversify risk. While it is observed that this strategy will be

advantageous to large economies with increasing purchasing power, it remains to be seen whether or not the strategy will leave smaller countries at a disadvantage.

Another extremely interesting development is that the three countries have immersed themselves in green growth research, particularly in technology and energy. Since most of the countries (developed or developing) are only now deepening their research in green growth, China, Malaysia and the Republic of Korea are positioned to potentially be among the leading group of countries in this area. Instead of waiting to observe the success of these strategies and to try and replicate afterwards, other developing countries would do best to understand what is going on here. The countries that do not possess green technology today may remain on the wrong side of the digital divide over the next few decades.

The learning exchange itself was well organized to meet the expectations of the Mexican government delegations through cooperation between the UNDP Regional Centre South-South Unit in Asia and Pacific, the country offices and national institutions. The arrangement offers an effective mechanism for the United Nations to play a facilitating role in South-South Cooperation in the realm of interregional knowledge exchanges. Furthermore, the UN could identify and document the development support by the UN family that is acknowledged by the successful countries as cutting edge and share this knowledge with other developing countries.

*Denis Nkala is Chief of the Regional South-South Unit (Asia and Pacific) and can be contacted on email [denis.nkala@undp.org](mailto:denis.nkala@undp.org). Ricardo Bisso is Principal Advisor of the Competitiveness and Productive Sector in UNDP-Mexico and can be contacted on email [Ricardo.bisso@undp.org](mailto:Ricardo.bisso@undp.org)*

## UPCOMING EVENT

# South-South-GATE Convention 2009

## 2-5 September 2009, Shanghai, China

**South-South-GATE Convention 2009** will bring together a wide range of stakeholders, including government institutions, companies, research institutions and United Nations agencies to discuss the South-South-Global Assets and Technology Exchange (SS-GATE) platforms to facilitate exchanges as well as joint venture opportunities among developing countries.

SS-GATE is a platform supported by the Special Unit for South-South Cooperation to provide a global and sustainable South-South transaction platform that facilitates market-driven, transparent yet regulated exchanges of technology, assets, services, and financial resources among the private and public sectors and civil society for inclusive growth of countries in the South.

The Convention will consist of a set of forums and meetings—three forums on a) Assets & Technology Exchange, b) New Energy & Energy-saving Technology and Finance and, c) Innovation & Creative Economy Exchange, and two meetings for the SS-GATE Stakeholders Council

and Creative Economy Advisers.

Facilitating access to appropriate technology, technology exchange, and joint venture opportunities among developing countries is vital for promoting economic and social development. It is also a key component in building new partnerships for development and advancing Millennium Development Goal 8.

### Organizers and Partners:

- Special Unit for South-South Cooperation, UNDP
- Shanghai United Assets and Equity Exchange
- South-South Global Assets and Technology Exchange
- Shanghai Environment Energy Exchange
- Shanghai Yangpu District Government
- China International Centre for Economic and Technical Exchanges



Yiping Zhou, Director, SU/SSC (left), H.E. Mr. Ambassador Abdalmahmood Abdalhaleem Mohamad, Chairman of the Group of 77 (second from left), Ai Baojun, Vice Mayor of Shanghai Government (Second from right) and H.E. Mr. Nassir Abdulaziz Al-Nasser, President of High-Level Committee to SSC launches SS-GATE at KIC Plaza in Yangpu District, Shanghai on 9 Dec 2008.



# MediaGlobal

**Voice of the Global South**  
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**MEDIAGLOBAL** is an independent news service, based in the United Nations Secretariat, designed to create awareness in the global media for the countries of the global South, with a strong focus on South-South Cooperation.

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Telephone: 609.529.6129  
Email: [media@mediaglobal.org](mailto:media@mediaglobal.org)  
Website: [www.mediaglobal.org](http://www.mediaglobal.org)

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