Assessing the Incorporation of Knowledge-Sharing in the Management of South-South Cooperation Projects.

"A Qualitative Research to Review the Experience of Technical Assistance Providers from the Global South in Latin America, the Caribbean, and Africa"

By

RAMOS HENDEZ, Ivonne Andrea

THESIS

Submitted to

KDI School of Public Policy and Management

In Partial Fulfillment of the Requirements

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ABSTRACT

ASSESSING THE INCORPORATION OF KNOWLEDGE-SHARING IN THE

MANAGEMENT OF SOUTH-SOUTH COOPERATION PROJECTS

Knowledge sharing has, throughout the past few decades, is widely recognized as an essential means through which Global South countries foster South-South Cooperation - SSC. This research explores the conceptual and contextual issues to the notion of knowledge sharing within bilateral projects implemented by Colombia with Bolivia, Dominican Republic, Curaçao and Cote D'Ivoire. How is knowledge-sharing included in the legal framework? How is it institutionalized by international cooperation agencies and bureaus? and how is it managed throughout the project cycle? In this sense, a comprehensive literature review reveals that knowledge-sharing incorporation into south-south cooperation has not been attained in Global South's project management at its various stages (planning, implementation, and M&E).

Therefore, a completely qualitative case study methodology was used to get relevant data from technical assistance providers and requesters at the coordination and technical levels about their understanding of knowledge-sharing applied to SSC projects. Given the primary data generated during the fieldwork (virtually conducted due to COVID-19 restrictions), this study concludes that despite there is no conceptual standardization of knowledge-sharing in the global south countries analyzed, it is implicit throughout all stages of the project management. In this scenario, it was found that the international cooperation agencies and bureaus are key actors whose function lies beyond the bilateral coordination, but given its position and performance, they are responsible for enabling the conditions that limit or expand the benefits of knowledge-sharing within a SSC project.

This study recommends that there be a paradigmatic shift about the role of international cooperation agencies and bureaus beyond project coordination towards ensuring knowledge-based environments that contributes to a better incorporation of knowledge-sharing in SSC.

ACKNOWLEDGEMENTS

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LIST OF SYMBOLS OR ABBREVIATIONS

APC-Colombia: Colombia's Presidential Agency for International Cooperation

BAPA+40: Buenos Aires Action Plan 2019

KSP: Korea's Knowledge Sharing Program

LAC: Latin America and The Caribbean

ODA: Official Development Aid

SEGIB: General Ibero-American Secretary

SSC: South- South Cooperation

TrC: Triangular Cooperation

UNDP: United Nations Development Program

UNOSSC: United Nations Office for South-South Cooperation

1. CHAPTER 1: INTRODUCTION

"We encourage developing countries to adopt or strengthen national policies to advance South-South cooperation and triangular cooperation, and to enhance the capacity of national and sub-national coordination mechanisms, as appropriate, in order to improve policy coordination, the sharing of knowledge, lessons learned and good practices, and the adaptation of such practices, including through the voluntary exchange of experience and expertise according to national policies and priorities for development"
(A/RES/73/291, UNOSSC, 2019)

This chapter introduces the link between knowledge sharing and south-south cooperation within the context of the project management in global south regions by discussing its importance, the rationale for undertaking the case study in today's context and the existing gap about the issue as is shown in the problem statement and the research question.

1.1 Why knowledge-sharing in SSC matters?

Global south countries historically have had diverse approaches on south-south cooperation, and it is more evident when comparing among regions. While Latin America and The Caribbean - LAC has gained worldwide recognition because of its 10-year advances in establishing common frameworks to consolidate and report regional flows of SSC, promoting capacity-building among government practitioners, and consolidating technical dialogue scenarios (specially oriented towards strengthening measurement instruments); Africa, on the other hand, has just launched his first report on SSC in 2019 (inspired by LAC) as a first attempt to identify and register the exchanges at a country level. In the case of Southeast Asian countries, recent literature indicates that the focus is fostering the specialization of SSC according to countries prioritized fields such as science, technology, and artificial intelligence.

Although differences may persist regarding political considerations or technical approaches related to SSC management, overall global south countries recognized the relevancy of knowledge-sharing as a core element within south-south cooperation as it enables the exchange of experiences and learnings among countries when facing common challenges of development. In 2019, during the most important forum of SSC worldwide, the Second High-

level United Nations Conference on South-South Cooperation - BAPA+40, 145 countries[1] remarked this fact: *"We acknowledge the voluntary, participative, and demand driven nature of South-South Cooperation, born out of shared experiences and sympathies, based on their common objectives and solidarity (…) South-South technical cooperation is based on knowledge exchange with the ultimate goal of expanding capacities through mobilization of experts, field missions, technical outputs and training"* (United Nations Conference on South-South Cooperation, 15th April 2019). Regardless of the political will, the financial resources, the logistical support, and the technical feasibility, south-south cooperation simply cannot occur without knowledge-sharing.

1.2   Problem statement and justification of the study

Although Global South countries recognize the importance of improving knowledge-sharing as part of their national capacities to implement better South-South Cooperation processes, so far there is not a standardized conceptualization of knowledge sharing and the information related to this matter in SSC literature is often limited, especially regarding the actual incorporation of knowledge sharing within SSC projects.

In general, Governments' reports on SSC performance describe the number of initiatives or projects implemented, costs related to the interventions, and some may include advances in terms of policy development, coordination strategies, financial mechanisms, and technical instruments to enhance project management and measurement. However, but information

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[1] Albania, Algeria, Andorra, Angola, Antigua and Barbuda, Argentina, Armenia, Australia, Austria, Azerbaijan, Bahamas, Bahrain, Bangladesh, Barbados, Belarus, Belgium, Belize, Bolivia (Plurinational State of), Botswana, Brazil, Bulgaria, Burkina Faso, Burundi, Cabo Verde, Cameroon, Canada, Chile, China, Colombia, Congo, Costa Rica, Croatia, Cuba, Cyprus, Czechia, Democratic Republic of Congo, Denmark, Djibouti, Dominican Republic, Ecuador, Egypt, El Salvador, Equatorial Guinea, Eritrea, Estonia, Eswatini, Ethiopia, European Union, Fiji, Finland, France, Gambia, Georgia, Germany, Ghana, Greece, Guatemala, Guinea, Guyana, Haiti, Holy See, Honduras, Hungary, India, Indonesia, Iran (Islamic Republic of), Ireland, Israel, Italy, Jamaica, Japan, Kazakhstan, Kenya, Kiribati, Kuwait, Lao People's Democratic Republic, Lebanon, Lesotho, Liberia, Libya, Lithuania, Luxembourg, Madagascar, Malawi, Malaysia, Maldives, Mexico, Mongolia, Morocco, Mozambique, Myanmar, Namibia, Nepal, Netherlands, New Zealand, Nicaragua, Nigeria, Norway, Oman, Pakistan, Panama, Paraguay, Peru, Philippines, Poland, Portugal, Qatar, Republic of Korea, Romania, Russian Federation, Rwanda, Saint Vincent and the Grenadines, Saudi Arabia, Senegal, Serbia, Sierra Leone, Singapore, Slovakia, Slovenia, Solomon Islands, Somalia, South Africa, Spain, Sri Lanka, State of Palestine, Sudan, Sweden, Switzerland, Syrian Arab Republic, Thailand, Tunisia, Turkey, Turkmenistan, Uganda, Ukraine, United Arab Emirates, United Kingdom of Great Britain and Northern Ireland, United Republic of Tanzania, United States of America, Uruguay, Vanuatu, Venezuela (Bolivarian Republic of), Viet Nam, Yemen, Zambia, and Zimbabwe.

about the knowledge exchange experience in SSC projects remain overall unreported by governments. In despite of the generalized recognition of knowledge-sharing as a core component within SSC, even claiming that the nature of SSC is knowledge-sharing as was seen before, it is particularly interesting that such core part has not been studied sufficiently to identify the level of understanding of this concept by international cooperation agencies and bureaus in charge of the coordination of SSC projects.

If the idea of knowledge sharing is based on enhancing the counterparts' capacities to address development challenges (UNOSSC- BAPA+40, 2019) then a deeper understanding of this process across the project management is needed to improve the SSC operation through better practices of knowledge matching, knowledge acquisition, knowledge applying and knowledge systematization.

1.3   Research rationale

As stated before, knowledge-sharing is widely recognized as a pivot component within SSC to foster capacity building among countries, but it is still unclear how the operationalization of the concept takes place in SSC technical assistance projects. Even though when a group of SSC projects successfully complete 100% of the activities and outcomes, the completion of project indicators does not offer information about the knowledge-sharing experience, a component that optimizes the knowledge transference and learning across the management cycle by improving the supply-demand matching, the knowledge acquisition, the adaptation of lessons learned to new contexts, and the systematization of knowledge.

As a result, different understanding of knowledge-sharing in SSC projects by practitioners may affect the project management since the knowledge-sharing approach becomes subjective (depending on the degree of understanding of the project manager) rather than systematic (obeying to specific targets of knowledge-sharing at each stage of the project cycle).

Given that the evidence about the knowledge-exchange experience in the management of SSC projects remains -overall- unreported by governments and considering the intangible nature and complexity of the knowledge-sharing's concept (due to the multiple interpretations that it may adopt), this research attempted precisely to examine and understand the knowledge-sharing behind the management of SSC projects.

Bearing in mind the role of the international cooperation agencies and bureaus, as the main actors responsible for the coordination of SSC at country level, emphasis was given to explore knowledge-sharing's significance (what represents for the technical assistance providers and requesters and how it is included in the legal framework?), its means of implementation and functionality (how is it applied throughout the SCC project cycle?), and its institutionalization based on the project managers' perspective (how is it embedded by international cooperation agencies within the SSC management and which factors favor and limit the incorporation of knowledge-sharing into SSC projects?).

1.3.1 Aim

The central focus of the qualitative research was exploring the incorporation of the knowledge-sharing within SSC projects by international cooperation agencies and bureaus.

1.3.2 Purpose of the research

The purpose of this qualitative research was to understand how international cooperation agencies and bureaus from Global South countries incorporate knowledge-sharing into the management of SSC projects by analyzing the experience of international cooperation agencies and technical counterparts from Latin America, The Caribbean and Africa.

Firstly, this study aimed to review whether knowledge management or knowledge-sharing are (or are not) institutionalized concepts within the legal framework and public policy instruments of SSC at the country level (including National Development Plan, international cooperation policy, south-south cooperation regulation, or equivalent).

Secondly, this study intended to provide in-depth understanding of the current mechanisms or practices delivered by the global south's international cooperation agencies and bureaus to support knowledge-sharing at 4 stages: Knowledge matching, knowledge acquisition, knowledge applying, and Knowledge systematization. The mechanisms and practices identified to support the four knowledge-sharing stages will be analyzed according to the three project management cycle phases: Project planning and design, project implementation, and project monitoring and evaluation.

Thirdly, as this study highly values practitioners' experience to improve SSC management performance, it was aimed to explore project managers' experience and perception of the organizational factors that favor or limits the incorporation of knowledge-sharing within SSC projects.

Finally, during the study, information on the constraints and potentialities of Knowledge-sharing within SSC projects was intended to be gathered from the side of national coordination entities and technical counterparts as key actors on SSC to identify opportunities for enhancement.

1.3.3   Research hypothesis (claim)

This qualitative study was founded on the hypothesis that the global south's international cooperation agencies and bureaus play a key role to enable the conditions for knowledge-based cooperation environments (characterized by know-how exchange, mutual learning, and capacity building) through the incorporation of knowledge-sharing into the management of SSC projects.

1.3.4   Research question

How do the international cooperation agencies and bureaus from The Global South incorporate knowledge-sharing into South-South Cooperation project management?

1.3.5   Objectives

Four objectives were set for this embedded case study aimed to understand the incorporation of knowledge-sharing into SSC project management:

1. Explore how knowledge sharing is included in the legal framework of the Global South countries analyzed in the study.
2. Identify how the knowledge-sharing is applied throughout the SSC project cycle.
3. Understand which factors favor or limit the incorporation of knowledge-sharing into SSC projects, according to the project managers experience.
4. Provide policy recommendations to international cooperation agencies and bureaus, based on the findings, to enhance the incorporation of knowledge-sharing into the management of SSC projects.

Addressing these objectives, each one studying one study dimension (Legal framework, project management and organizational practices) was critical to identify to what extent the knowledge-sharing is included in the legal framework of the global south countries, the mechanisms and practices that are implemented by the counterparts to incorporate the knowledge-sharing across the management of SSC projects, the challenges and opportunities experienced by SSC practitioners related to the incorporation of the knowledge-sharing in bilateral projects and the key factors that favor or limit the enabling of knowledge-sharing environments in SSC.

1.4   Methodology

This research employed an embedded case study's methodology to generate data for assessing the incorporation of knowledge sharing into the management of SSC projects. Official documents from the countries' legal framework were reviewed, questionnaires were designed for both coordination institutions and technical counterparts, interviews were

conducted according to the level of participation in the project and a self-assessment tool was prepared for international cooperation agencies and bureaus. Data collection instruments and interviews were customized to the native language of the participants (Spanish, French and English) and procedures were conducted online considering the COVID-19 restrictions.

1.5   Thesis roadmap

This thesis is outlined into five chapters. Chapter 1 introduces the research study focusing on the rationale of analyzing knowledge sharing within the management of SSC projects. Chapter 2 describes the literature review on the knowledge-sharing's concept, its application in public and non-public sector, its narrative in international cooperation at both Official Development Aid and SSC, the regional approaches to the concept, and the knowledge gap that originated this research. Chapter 3 describes the methodological design of this qualitative research to obtain the primary and the secondary data. Chapter 4 provides the analysis of the data generated out of the legal framework review, the interviews and the self-assessment tool applied to international cooperation agencies and bureaus, Finally, Chapter 5 presents conclusions and policy recommendations to enhance the incorporation of knowledge sharing within the management of SSC projects

2   CHAPTER 2: LITERATURE REVIEW

"Knowledge is a concept – like gravity. You cannot see it, but can only observe its effects"
Darwin P Hunt, 1993

As seen in the introduction chapter, the rationale behind this study remarked the need of having a deeper understanding of the incorporation of knowledge-sharing in the management of SSC projects, focusing on the observation of three areas through which this incorporation is plausible: legal framework, the SSC project cycle, and the institutionalization of the concept by international cooperation agencies and bureaus. Based on the significant literature review found for this research, the chapter is divided into three parts. Firstly, this chapter provides to the reader a conceptual and theoretical contextualization on knowledge-sharing, as a dimension of a comprehensive knowledge category, to understand its complexity and essential characteristics. Secondly, research studies are presented to discuss three multidimensional approaches of the application to the concept by sector (public versus non-public sector), by modality of international cooperation for development (ODA versus SSC and Triangular Cooperation) and by global south location (LAC, Africa, and Southeast Asia). Thirdly, there is a discussion on the institutionalization of SSC related concepts by the international cooperation agencies and bureaus. At the end of the chapter is shown the existing knowledge gap and how essential to the field is providing evidence-based findings on the incorporation of knowledge-sharing into the management of SSC projects.

2.1 The relativity of the concept of knowledge

Nowadays, knowledge is usually represented as the conjunction of explicit and tacit components that combined emerge as a vital asset for modern organizations (Lee, Shiue, & Chen, 2016), However, it is risky generalizing a single definition to the overall practice of knowledge, since its understanding not only carries timebound considerations, but also demands recognizing the system of though employed, the field of study under it is framed and the dominant attributes and functions that are given to the concept. Multiple definitions of knowledge can be found in literature as its concept is as dynamic as its nature. As Erick Sveiby

explained in 1997, the lack of a generalized definition and measurement makes knowledge intangible. Therefore, considering intangibility as an attribute of the object of study of this research, knowledge-sharing, the definitions, and characteristics of knowledge here discussed are aimed to identify the essential elements that attain significance to understand the practice of knowledge-sharing in SSC.

Theory of knowledge, conceptual clarity and typification

The roots of knowledge, as concept, can be tracked by its etymology as it derives from the Greek word "gnosis" meaning knowing through observation (Porter, 2016), but also refers to Latin concepts such as *"scientia"* the condition of being skilled, *"cognitio"* when knowledge is acquired, and "erudition" describing the knowledge learning (Latinium, 2021). Under a philosophical notion, knowledge has been studied by the field of epistemology, as source of the knowledge theory, since the ancient Greeks were the first to define and explain the tacit and explicit forms that are attributed to this concept, and modern and contemporary contributions made by Descartes, Kant, Hegel, Locke, Hume etc. were developed under the epistemological framework. Ancient Greeks called "episteme" to the highest level of "understanding", todays translated as knowledge (Grimm,2021). Plato distinguished truth from knowledge based on the ability systematically explaining things (Lear, 1998) and Aristotle amplified the concept to three approaches: "Episteme", equivalent to scientific knowledge, "techné", related to craft knowledge or a practical application of an art, and "Phronesis" regarding ethics and acting with wisdom (384, Aristotle).

Based on the semantic foundation stablished by the ancient Greeks, modern and contemporary approaches to knowledge attempted to define and typify the concept from diverse lines of thought and disciplines. For instance, knowledge was also defined as a "faculty" (Trevisa, 1298), as a "perception of the connection and agreement of ideas" (Locke, 1690), an "state of having understanding" (W.S Jevons, 1878), as an "intangible" (O'Dell and Grayson, 1998), as the "elaboration of pure experience by thought" (Macintosh, 1912), as a belief (Hunt, 1993), as a "capacity to act" (Sveiby, 1997), as "justified true belief" (Nonaka and Takeuchi,

1995), as a result of a social interaction (Winterton, 2005) or as a "cognitive success" (British Encyclopedia, 2020). These amalgam of definitions not only denote the influence of disciplines such as psychology, education, and business administration in the study of knowledge, but also has brought a reflection beyond philosophical purposes towards pragmatic applications.

As for the typification, vast number of classifications have emerged from multiple disciplines, not only emphasizing or further elaborating on the sources of knowledge, its nature, its properties, and its function, but relating those attributes to learning, teaching and managerial processes, To mention some of them, a first typification, from a philosophical perspective, focuses on the sources of knowledge as it can be typified as "a posteriori" or "a priori". Empiricists (Locke, Berkeley and Hume) claim that knowledge depends on experience (a posteriori knowledge); by contrast, rationalists (Hobbes, Kant, Descartes) continued Plato's ideas prioritizing reason and logic as source of knowledge (a priori knowledge). A second typification, from a contemporary perspective, focuses on the nature of knowledge, differentiating between explicit knowledge, information, documents or data that can be managed, collected or analyzed; versus tacit knowledge, implicit knowledge from experience, practice, ideas, values (Polanyi, 1967), A third typification, a more pragmatic, studies the way of acquiring knowledge as a quality for its classification into perception, memory, consciousness, and reason. A fourth classification, problem-solving oriented, typifies knowledge as situational, conceptual, procedural, and strategic (Jong and Ferguson, 1996). A fifth classification, from psychology, distinguishes between declarative knowledge, "to know what", and procedural knowledge "to know how" (Bechtel & Abrahamsen, 1991). Finally, from the side of education, Benjamin Bloom's "Taxonomy of educational objectives" is a worldwide recognized contribution made in 1956 to categorize goals in education where knowledge acts as a precondition to put in practice skills and abilities through six categories: Knowledge, comprehension, application, analysis, synthesis, and evaluation. In 2001, a reviewed work on Bloom's taxonomy denotated cognitive processes through six actions: remember, understand, apply, analyze, evaluate, create; and they also included a separate typology for knowledge:

Factual knowledge, conceptual knowledge, procedural knowledge, and meta-cognitive knowledge (Forehand, 2005).

Given the multiplicity of definitions and typification, this research encountered that the study of knowledge from the perspective of management is necessary to complement the essential parameters of knowledge previously presented and to understand the appliance of the concept in project management. Literature reveals that from the decade of the ninety's the research about knowledge within organizations increased, depicting a new feature of knowledge: as a valuable component that results from collaborative action and with the ability of influencing organizations performance, societal dynamics and even country development.

Therefore, the next section is focused on the explanation of knowledge sharing as a dimension of knowledge management to identify its components, stages, and multifunctional approaches.

Understanding knowledge from the knowledge management perspective

Amidst the problem of relativity in the conceptualization of knowledge, "fuzziness" of the term (Wilson,2002) and the abstract perspective offered by epistemology and philosophy, definitions from the management perspective attempt to mitigate the risk of subjectivity in the analysis by allowing us to apply a practical framework to the study. From the knowledge management perspective, literature shows that Karl Erik Sveiby firstly introduce knowledge as an "invisible asset" (1997), but it also is characterized as a competitive resource (Nonaka and Takeuchi, 1995), as a "strategic organizational resource" (Bolisani, and Bratianu, 2018) and as a "factor or growth and progress" (Sánchez and Romero, 2019). From the corporative side, employees represent relevant sources of knowledge that increase competitiveness and innovation at organizational level (Brčić and Mihelic, 2015). In the light of public management, knowledge is considered as a public value (Peluffo and Catalán, 2002) and a relevant component for effective decision making in governance (UK National Archives, 2021).

Knowledge seen under management lenses entails a complementary systematic approach to define the rationale behind its practices, its processes, and its outcomes. An example of this is the 2006's taxonometric study of Richard Baskerville and Alina Dulipovici where the emergence of new knowledge management concepts such as *knowledge culture, knowledge organization, knowledge equity, knowledge infrastructure, knowledge economy, knowledge alliance*, is explained through the influence of eight categories of theoretical foundations: information economics, strategic management, organizational culture, organizational structures, organizational behavior, artificial intelligence, quality performance and organizational performance measurement. This means that under knowledge management, there is a solid theoretical groundwork able to provide a purposive interpretation on knowledge-related phenomena.

However, some authors critically observed knowledge management within organizations. TD Wilson in 2002 published *"The nonsense of Knowledge management"* where knowledge management is labeled as an "utopian ideal that lacks effectiveness" and derived concepts such as "organizational learning", "team building", "customer relationship management", "systems thinking" are considered "management fads and fashions". The author also cites Sveiby indicating that to him Knowledge cannot be managed because knowledge is not an object, it is an activity and therefore knowledge management is a "poor term" (Wilson, 2002).

As the debate continues, this research considers that there is sufficient theoretical evidence that remarks the contribution of knowledge management to a better organizational performance and competitiveness in both public and private sectors (Bennet and Bennet, 2003). Also, agrees with the importance of examining organizational structures and processes, the human resources, the culture, and the technology as key enablers of knowledge management. (Sallleh, 2010). Therefore, this study is aligned to the definition published in 1998 by Davenport and Prusak that considers knowledge as *"a fluid mix of framed experience, values, contextual information, and expert insight that provides a framework for evaluating and*

incorporating new experience and information. In organizations, it often becomes embedded in documents or repositories (explicit knowledge) and in organizational routines, processes, practices and norms (tacit knowledge)"[2]. The stated definition is useful in the analysis of the incorporation of knowledge sharing into SSC project management as it expresses clarity on the dichotomy between tacit and explicit knowledge, denotes flexibility as it fits diverse environments and designates the function of providing a framework for organizational practices.

2.2   Knowledge-sharing taxonomy

Among the knowledge-based studies, two dimensions of knowledge management can be identified: knowledge generation and knowledge application in which knowledge-sharing serve as vehicle for both purposes (Spender, 1992). Another perspective of knowledge-sharing is found in the 2018's study conducted by Bolisani E and Bratianu "The elusive definition of knowledge". As the authors acknowledge the existence of objective and subjective attributes of knowledge (Nonaka and Takeuchi, 1995), they stressed the need of operationalizing the concept of knowledge in a less abstract setting to generate certainty. Within this operationalization, the knowledge-sharing appears as a scenario of transference where the objective and subjective attributes of knowledge are put in place. Although the study concludes that subjective attributes of knowledge are not easily transferable (because they depend on the context), it serves as an opening discussion to analyze the knowledge's transferability (capability of being shared) of both tacit and explicit knowledge within management environments.

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[2] Davenport, T and Prusak, l (1998). Working Knowledge: How Organizations Manage What They Know. Harvard Business School Press, Cambridge, MA.

Knowledge-sharing definition

Research studies has shown the importance of knowledge-transfer as an activity that gives value to the knowledge that resides in individuals (Davenport, 1998), as "a crucial process" within organizations as it is closely related to the contribution of individuals and teams to the firms' competitive advantage (Osterloh and Frey, 2000), as a process of mutual exchanging and generation of new knowledge from individuals to organizations (Hooff and Ridder, 2004) and as a mutual exchange that influence team learning within organizations. In these ideas, the authors make evident the strong interactive relation among the actors within the process and the outcomes that result from it, indistinctively called knowledge- transfer and knowledge-sharing. To sum up, knowledge-sharing is an active knowledge-based interaction process that occurs among actors with the purpose of exchanging individual, collective, or institutional/organizational knowledge expressed in tacit or explicit forms.

Knowledge-sharing principles

Although there are not stablish principles for knowledge-sharing, literature review shows that there are common assumptions when reviewing this practice in organizations. It is motivated and facilitated, not forced (Gibbert and Krause, 2002; Bock et al., 2005). It is accomplished when a knowledge-sharing culture is present and under trustful and motivational environments (Wang and Noe, 2010). As knowledge sharing demands time, effort, and resources (Szulanski, 2000), it occurs upon the willingness from those who are involved (Anand and Walsh, 2020).

Knowledge-sharing stages

Besides providing insights on the influence of knowledge-sharing in organizational practices, knowledge based-theories also have provided systematic approaches to the process by examine it in separate stages. For instance, Grant and Baden-Fullers' stated in 1995 that as knowledge-sharing implies actions of transferring and receiving knowledge, these must be independently under the three stages: acquisition, storage and applying of knowledge. Continuing with the multistage vision to analyze the knowledge flow within knowledge transfer,

Qile He, David Gallear & Abby Ghobadian proposed in 2011 three alternative stages: acquisition (accessing and gaining knowledge), internalization (absorbing knowledge from outside), and utilization (institutionalizing and applying the knowledge into the organization).

2.3   Knowledge-sharing incorporation in organizations

To understand the incorporation of the knowledge-sharing into SSC project management, the present literature review found relevant discussing on the practical application of the concept within organizational environments as a previous stage to understand its relationship with management performance, coordination, and decision-making to trigger solutions. To be rigorous on the historical evolution of the concept within organizations, firstly the studies from the business field are shown as pioneering contribution and secondly, the adaptation of the approach is presented from the lens of public organizations.

Knowledge-sharing within private sector and other non-public organizations

The business field has the earliest studies and development in the implementation of knowledge management systems and knowledge-sharing practices within organizations with the objective of enhancing their performance. Specifically, knowledge-sharing has gained significance as source of benefits for individuals and organizations (Jonsson and Kalling, 2007) and both tacit and explicit knowledge-sharing practices are present in the management of non-public organizations to trigger better organizational outcomes. Firstly, training programs, tech-provision and document exchanges are common explicit knowledge-sharing practices that allow knowledge to be integrated within organizations to improve the services and the products they provide (Wang and Wang,2012); and also, to boost operational performance (Carr and Kaynak, 2007; Lawson, 2009). Secondly, in terms of tacit knowledge, research show that the technical and non-technical know-how from people in engineering, marketing, and managing is considered a "source of value creation" for companies (Du, 2007). Tacit knowledge- sharing practices are the sharing of "experiences, intuitions and cognitions" to solve problems brings numerous advantages to organizations (Down, 2001; Akbar, 2003; Matthew and Sternberg,

2009). Although applied studies on the impact of knowledge-sharing practices in corporations' performance are very limited, they have shown positive trends. Research findings by in the banking sector found that knowledge-*sharing practices "significantly augment the overall performance of banks in terms of better delivery of product knowledge to customers which turns to improve the customer services, operational performance, and financial achievement"*[3].

Besides the benefits of knowledge-sharing for increasing the business performance, knowledge sharing in business environments also carries a social dilemma in terms of property rights and the willingness of sharing what employers know. Research on this field has shown that when knowledge is perceived as an intangible private property, it becomes a competitive advantage for the owners, individuals, while for companies, is collective property that should be promoted within the organization; thus, resulting in knowledge-sharing hostility (Snejina, 2003). The 2017's study titled "*The Governance Mechanism of Knowledge Sharing Hostility within E-business Enterprise*" conducted by Liang Zhao, Shuhui Fan and Ruihua Wang analyzed knowledge governance, knowledge-sharing hostility and knowledge-sharing. In this scenario, they concluded that while multiple factors affect the knowledge-sharing behavior (such as position, educational background, personal interests, and knowledge structure within the organization), is the knowledge distance among the workers what determines the potentiality of acquiring knowledge; at more distance, they are less likely to exchange. Additionally, they found that as workers fear to be punished by the managers when making mistakes, they are less prone to share learnings from unsuccessful experiences. In this sense, literature on organizational structure and cognitive models has shown that to overcome the challenges from knowledge hoarding and knowledge sharing-hostility, organizations use knowledge-governance within their systems to foster "intellectual activity and the management

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[3] Rehman, W; Ilyas, M and Asghar, N (2015). Knowledge sharing, knowledge management strategy and performance. A Knowledge Based View. Pakistan economic and social review. 53. 177-202.
http://pu.edu.pk/images/journal/pesr/PDF-FILES/2%20REHMAN%20Knowledge_V53_NO2_15.pdf

of knowledge exchange" (Grandori, 1997) and to select, exchange and employ both formal and informal knowledge optimally (Ren, 2007).

Knowledge-sharing within public sector organizations

Despite of the differences between public and private sector in terms of ownership, funding, and control (Bozeman 1987), interest, agency, and access (Benn and Gaus, 1983), the role of knowledge in both scenarios is equally relevant, representing "knowledge-intensive organizations" (Willem and Buelens, 2007). This research uses Willem and Bluelesn's classification for public organizations into three types: government institutions (at national and subnational administration level), public sector institutions (provide access to services and facilities such as school, hospitals, etc.) and state enterprises. Additionally, as it was shown previously, knowledge-sharing process depends on organizational factors, where the coordination among departments becomes an important facilitator to this aim (Grant, 1996; Van der Bosh, Volverda and de Boer, 1999; Willem and Buelens, 2007). By employing coordination mechanisms, formal (planning and programming tasks preliminarily) and informal (flexible, non-standardized systems), public institutions enable interaction, cooperation, and exchange of knowledge, but due to the bureaucratic characteristics of public institutions, knowledge-sharing might be limited, especially in government institutions that employ classic administration models (Osborne and Gaebler, 1993). However, to other authors, bureaucratic features can be beneficial in the public sector (Olsen, 2006) and seen inappropriate the incorporation of private sector models into public sector management such as teamworking, decentralization, regulation flexibility and value-driven management, because they not always led to the proposed objectives (Hood and Peters 2004) and instead, they might deviate public sector's original purpose.

Although there is not a conclusive decision, an important contribution to the discussion about the coordination factor in the knowledge-sharing at public sector is that informal coordination tend to be more flexible, spontaneous, and cooperative than in formal systems, thus allowing

more learning and knowledge exchange (Ayas and Zeniuk 2001). Studies reflect that informal coordination suits better tacit knowledge-sharing (Hansen 1999) considering that it offers a more open and trustful atmosphere (Willem and Buelens, 2007). However, in public sector organizations, formal coordination and explicit knowledge transference are more used and promoted than informal coordination and tacit knowledge-sharing. In this regard, a complementary perspective on both approach is needed for studying the phenomenon regarding international cooperation agencies, and bureaus, that are, by definition, government institutions.

2.4 Knowledge sharing in the international cooperation for development

In the global landscape of international cooperation for development, according to bilateral, regional, and multilateral framework, the concept of knowledge-sharing has different approaches depending on the modalities. It is extensively promoted as a fundamental resource within SSC and TC rather than in Official Development Aid - ODA (except for the case of the Korean Knowledge Sharing Program – KSP in which the north-south cooperation involves a mutual learning approach). Additionally, further studies on the concept and its applicability to the field are commonly found in the literature of international cooperation agencies, international organizations, and multilateral actors of the international system.

Knowledge sharing in North-South Cooperation – The Case of South Korea's Knowledge Sharing Program - KSP

Back in 2004 the Korean Government, through the Ministry of Economy and Finance – MOEF along with the Korea Development Institute- KDI, initiated the KSP initiative with the aim of supporting partner countries' capacity-building by providing peer to peer technical assistance, policy research and training. After a systematic reform made in 2008, the KSP transformed its orientation from sharing unilaterally Korea's experience with other countries towards adopting a collaborative and joint knowledge-sharing effort with partners (Wonhyuk, 2016). By 2020,

the KSP has growth incorporating additional supporting institutions such as the Korea Eximbank (KEXIM) and Korea Trade-Investment Promotion Agency (KOTRA, reaching today 87 partners countries in Africa, Europe, Asia, and Latin America and The Caribbean (Ministry of Economy and Finance of South Korea, 2021).

Knowledge, from individuals, institutions, and policies, is at the heart of Korea's economic model as a key asset of human capital to sustain economic growth. In this sense, the KSP has been recognized globally since 1990 (Choi & Kang, 2015) and by international development partners (OECD, 2021) as an international cooperation model that brings a broader concept of ODA. Beyond the traditional and unilateral north-south resource flows, commonly seen from developed to developing countries, the KSP introduced a collaborative approach between ODA recipients and non-recipients through the sharing of evidence-based knowledge and experiences for development purposes. As the international development cooperation promoted by South Korea's 2020 White Paper reflects the aim to foster the reduction of inequalities between and within develop and developing countries (MOEF, 2021), the knowledge-sharing essence of the KSP, not only keeps it as an innovative program, but an alternative to overcome the top-down approach historically established by ODA donors (Choi & Kang, 2015).

The KSP program is structured as a bilateral knowledge-based cooperation program directed to partner countries under the category of ODA recipients and non-ODA recipients; it is also implemented through three different types of cooperation modalities such as policy consultation, joint consulting with international organizations and case of study. Additionally, the KSP provides capacity-building in thirteen different fields and the financing depends on the typification of the partner country: for ODA recipients, the Korean Government assumes all the cost related to the cooperation, whereas with the non-ODA recipients the KSP applies a cost-sharing approach.

Figure 1. KSP components

Candidates

- ODA recipients countries
- Non-ODA recipients countries

Type of cooperation

- **Policy Consultation:** Comprenhensive governance and policy advisory based on joint research.
- **Joint consulting with International organizations:** Technical assistance projects with multiple stakeholders expertise..
- **Case of Study :** Systematic documentation of Korea's development experience for effective knowledge sharing.

Costs

- **For ODA Recipients:** The cost o the entire project is covered by the Korean Government.
- **For _Non_ ODA Recipients** The project's cost will be shared between the Korean government and partner country based on mutual agreement.

Fields of cooperation

1. Economic development planning
2. Macro-finance
3. Public finance
4. Public administration
5. Industry and trade
6. Science and technology
7. Territorial development
8. Rural development
9. Culture, sports and tourism
10. Human resources development
11. Health and welfare
12. Labor market
13. Environment

Source: Self-elaboration with data from KSP Brochure (MOEF 2021)

According to the 2012's peer review conducted by the OECD on South Korea's international cooperation; the DAC established that the added value as a donor relies on its own development experience that is shared through a knowledge-based approach (MOEF, 2019). Aligned with the spirit of the ODA's knowledge sharing, the KSP incorporates five features that distinguished this program from other international cooperation initiatives:

Figure 2. KSP Characteristics

Knowledge creation

- Creation of evidence-based knowledge according to the content needed by the partner country

Knowledge Sharing

- Integration and dissemination of knowledge among practitioners and policy decision-makers

Capacity Development

- Capacity-building and developing of problem-solving skills of partner countries

Policy Change

- Governance improving through policy making, law enforcement and institutional building

Stronger cooperation

- Establishment of cooperation networks with partener, countries, international organizations and stakeholders

Source: Self-elaboration with data from KSP Brochure (MOEF 2021)

According to the KSP Program these five key areas assures that the knowledge sharing program incorporates the principles of the inclusive socio-economic cooperation for development and is and the knowledge evidence-based approach (MOEF, 2021).

Despite of the critics about its effectiveness form some partners, the 2015 study conducted by KDI found that the KSP certainly responds to its principal purpose of sharing the Korean development experience while successfully strengthen the cooperation, the diplomatic relations with its partner countries and the spread of Korean soft power in the international system (Choi & Kang, 2015). However, it was also found that the KSP program faced challenges in enhancing the evaluation of the three aspects mentioned (cooperation, public diplomacy, and soft power) and reflecting the knowledge-sharing in the implementation of both project types, policy consultation and joint consultation with international organizations. As for the evaluation, the authors proposed the incorporation of assessment criteria to measure five aspects: 1). The building of a trust-based communication channel with the partners countries; 2). The strengthening of cooperation and diplomatic relations with the partner countries through high-level dialogue; 3). The contribution of the experience-sharing to innovation and cost-reduction because of the bilateral public policy assessment; and 4) The institutionalization of network systems to support, promote and sustain the economic cooperation between the partners countries (Choi & Kang, 2015). Specifically, under the knowledge-sharing approach the recommendations proposed by the authors were oriented in assessing three aspects: 1) The level of consensus on KSP effects during the demand identification process; 2) The contribution to sustainable growth reached by the policy alternatives through sharing systems; and 3) The level of participation of both countries in designing policy instruments and capacity building programs derived from the KSP project (Choi & Kang, 2015).

As observed, the experience of the Korean KSP accurately illustrates the incorporation of knowledge sharing within a north-south cooperation scheme where the demand-driven approach, the level of participation of experts from partners countries, and the results of

capacity building within institutions are key assessment categories to review when implementing development projects. Moreover, the two-way communication and knowledge exchange under a demand-centered process become core knowledge-sharing features to assure a "mid and long term-vision", a "sense of ownership", a "collaborative business management", a "self-reliant growth", and a "sustainable economic development" in the project. (Choi & Kang, 2015).

Knowledge sharing in South-South Cooperation

As the present study focuses in the SSC as a scenario for the analysis of knowledge-sharing, the present section offers a preliminary framework that amplifies the characteristics of this modality of cooperation from a theoretical view of geopolitical theories, the position of the Global South in the international arena, the current debates around the practice of SSC and a regional approach to Ibero-America, Southeast Asia and Africa's technical cooperation. Lastly, the perspectives of knowledge sharing from the Global South are briefly introduced, considering that specific studies on knowledge sharing in SSC are very limited nowadays.

- ### The Global South and its positioning in the world system.

The SSC emerged in the international architecture as a practice, rather than as theoretical approach. Precisely, as an oxymoron, the identity behind the Global South is its heterogeneity, which means that what distinguishes the SSC is the vast diversity found behind its empiricism. Hence, according to literature form scholars and practitioners, the advances and evolution of SSC across the time have been determined by notorious efforts to gain the incidence, expansion, improvement, and qualification, while the debate about definitions and conceptualization is still ongoing (Mabera, 2019).

The SSC, as the international cooperation among and between global south countries or developing countries (World Bank, 2010) implies at first sight three strong conditions regarding global positioning: 1) The first one based on the countries' geo-location – territory-,

a fixed feature only alterable by international borders treaties; 2) The second one, related to their political relevance – power- in the international arena, a much more dynamic feature of the States, and; 3). The role of Governments as dominant actors-even in today's multi-stakeholder world. The tensions derived from the interaction of these three elements and the historical global positioning's struggle have been subject of analysis in multiple areas of knowledge, being predominantly relevant for this research those related to development, considering the SSC ultimate goal: To mutually collaborate, as global south countries, towards sustainable development (UNDP, 2021). In this sense, two theoretical approaches need to be considered: Immanuel Wallerstein's world systems theory and Prebisch's dependency theory.

Wallerstein's theory stated the existence of a world order where interdependence relations among the hegemonic powers (core) and semi-periphery, periphery and external regions typified by their geographic conditions, cultural environments, and economic vocations. According to Wallerstein, *""a world-system is a social system, one that has boundaries, structures, member groups, rules of legitimation, and coherence. Its life is made up of the conflicting forces which hold it together by tension and tear it apart as each group seeks eternally to remold it to its advantage. It has the characteristics of an organism, in that is has a lifespan over which its characteristics change in some respects and remain stable in others… Life within it is largely self-contained, and the dynamics of its development are largely internal"* (Wallerstein, p. 347). Therefore, it is pertinent to analyze from the World-System approach how are currently positioning the Global south countries from the perspective of the SSC exchanges that took place in the last decade.

Raul Prebisch, recognized as an influential academic from Latin-American region, presented his theory of dependency as a paradigm of development through a structuralist approach. Thus, to accurately interpret the causes of underdevelopment the analysis must include: the interpretation of the economy from the center-periphery relation, countries' structural obstacles to development, the unequal exchange terms and the industrialization based on

imports (Ramírez Cendrero, 2008). Prebisch's theories contribution to development were highly criticized when published due to his clear opposition to the trending modernization theory launched by Talcott Parsons. According to Parsons, development is considered a model able to be progressively reached by underdeveloped or third world countries given the fact that this path was already transited by industrialized countries (Parsons,1966). In this sense, development is conditioned to the patterns of the previously developed countries, so the "traditional countries" (the left behind) must adopt modern countries' practices to advance, a vision that is also shared by scholars form the path dependency theory that states that processes are "sensitive dependent on initial conditions" (Liebowitz and Margolis, 1995). Given the ongoing debate, this SSC study contemplates the structuralist approach to analyze the emerging challenges that global south countries are facing in terms of his development paths in the Latin-American context, considering that Prebisch also provides critical thinking underpinning to overcome the development constraints.

- South-South Cooperation: A pluralist political platform for Global South countries.

In the discussion of knowledge-sharing within SSC, the geopolitical nature of this cooperation modality must be acknowledged as a it is the Global South countries' framework of action within the international relations discipline. The SSC has its own place in geopolitics and in the global economy, and despite of the changes experienced from the seventies to nowadays, global south countries hold a political willingness towards development and a strong pledge to demand the fulfillment of developed countries' commitments (Ayllon and Surasky, 2018). SSC actors insist on keeping diversity and flexibility in the approach towards SSC (UNCTAD, 2019), including developing own concepts and parameters of measurement instead of pursuing northern standardizations under OECD-DAC criteria (Bathia, 2014). The generation of comparisons and rankings among SSC providers is still a sensitive discussion among policymakers and technical practitioners (Mabera, 2019; UNCTAD, 2019; UNDP, 2021). For instance, the choice of adopting AOD instruments to assess and measuring SSC implies tracking the monetization flows between SSC providers, which is easily measurable. However,

the main critic of the adoption of this approach, as a global standard, is that the focus on financial resources may also carry ODA narratives, non-horizontal discourses, which leave behind the essential goal of knowledge-sharing and joint capacity-building, thus leading to geopolitical disadvantages for those countries with less volume of cooperation (Lopes, 2013).

Literature on the SSC field and the institutional frameworks of the SSC providers not only show how foreign policy considerations shape each country's vision, interpretation and understanding of SSC, but also that despite of the differences on the SSC conceptualization, the SSC principles of horizontality, sovereignty and mutual benefit remain as drivers of technical cooperation in the Global South (UN General Assembly, 2019; UNDP, UNSSC, 2021; SEGIB, 2021). Hence, the most recent research conducted by the South- South Global thinkers, a community of SSC global think tanks supported by the UNOSSC, found that regardless the absence of uniform definitions and the multiplicity of SSC modalities, Global South countries in general adhere to the SSC's guiding principles (UNDP and UNSSC, 2021).

According to the UNOSSC 2021's study "*Methodological Pluralities in Impact Assessment of South-South Cooperation: A Synthesis from Efficiency Perspective*", the Ibero-America region, India, China, Brazil, México and South Africa share the same principles under different concepts. Also, as pluralism is seen as SSC's most important strength, it admits the development of a non-standardized framework as an assessment tool (UNDP and UNSSC, 2021). On the other hand, in the same countries, another research showed that the conceptual challenge of SSC and the ambiguity of the principles strongly impacts further attempts to assess, monitor, and evaluate technical cooperation; therefore, it is recommended reaching consensus around common parameters and standardizing data to measure this cooperation (UNCTAD, 2019).

Whether applying standardization or diversification, the previous examples has shown that the lack of consensus around conceptualization, means of implementation or assessment of SSC has not impede its practice or continuation as modality of international cooperation, by contrary it has expanded in all regions.

PIFCSS' review of SSC from 1945 (year of the Bandung Conference) to 2017 the Ibero-America region evidenced a significant expansion of projects, initiatives, and forums to enhance the technical cooperation procedures among global south countries. According to the 2018's report *"A decade of South-south Cooperation",* 78% of events related to SSC (from a total of 800) occurred in the XXI century and a total of 7370 exchanges (technical cooperation projects, programs and activities) occurred in the decade between 2006 and 2016, mainly under bilateral schemes (6071) followed by triangular (6071) and regional (333) ones (SEGIB, 2018). In the last decade (2007-2017), the SSC's top providers have been Brazil (683), Mexico (569), Argentina (532), Cuba (454), Chile (366), and Colombia (262), and the top recipients have been El Salvador (342), Bolivia (318), Costa Rica (250), Ecuador (229) and Guatemala (325). Additionally, the role of established development agencies has been reinforced over the years, particularly in the case of Brazil's ABC and Mexico's AMEXCID where beyond the coordination, there is sustain effort to promote practices of (UNCTAD, 2019). An important distinction about the SSC in the Ibero-America region is that its focus on capacity building allows a much broader thematic scope for practitioners and policy makers, rather than the SSC that is conducted in Africa and Southeast Asia, whose emphasis are economic cooperation and trade (UNCTAD, 2019).

In Africa, according to the first SSC report of the region, this modality of cooperation is also growing, but at a lower scale compared to Ibero America. The number of initiatives registered for the year 2017 was 300, including technical and economical exchanges where South Africa, Uganda, Kenya, Zimbawe and Rwanda were the most active countries, as opposed to Ghana,

Dijibuti, DR Congo, Comoros, and Algeria with single initiatives each. Additionally, the number of partnerships to promote SSC through NEPAD's platform has increased, as well as the creation of institutions to coordinate SSC at country level in Egypt (EAPD), Morocco (AMCI) and Tunisia (ATCT) (UNDP, 2019).

Southeast Asia is recognized as the region where SSC was born as a political recognition from the non-aligned states in the middle of the Cold Wall. Although, most documents and scholars agree on 1945's Bandung conference as the starting point with country representatives from Southeast Asia and Africa (Ayllon and Surasky, 2018, Nivia, 2019, SEGIB, 2018, UN and UNOSSC, 2019; UNDP, 2019; UNCTAD, 2019), alternative sources situate SSC's beginning as early as 1927 (Prashad, 2012; Huitron, 2019). That year, during the first conference of the League against Imperialism and Colonial Oppression held in Brussels (Belgium), the dialogue among representatives from 37 countries anchored the foundations of solidarity and cooperation as a political project from the Global South (Prashad, 2014) and became precedent of Bandung's agenda and SSC (Prashad, 2012; Huitron, 2019). In the region, not all the countries sustain the initial efforts in promoting SSC. Indonesia's role as organizer of Bandung's Conference, followed by its active contribution during the seventies to develop a SSC's political framework (Engel. 2017), gave to this country a prominent position in SSC's history. The constitution of the ASEAN in 1963, the provision of aid from Thailand to neighbor countries and the launch of the Malaysian Technical cooperation Program in 1980 and the Singapore SSC program were additional efforts undertaken by Southeast Asian countries (Engel, 2019). However, during the eighties, after the First UN conference on South-South Cooperation held in Buenos Aires, Argentina in 1978, the outcomes of the SSC, cemented in Southeast Asia, were developed consistently and faster in the Latin American region, rather than at its partners SSC regions.

- Perspectives of knowledge sharing from the Global South

Specific studies on knowledge-sharing in SSC are scarce. In general, the references on knowledge sharing or knowledge exchange (as interchangeable terms) are often mentioned

in SSC related documents as attributes of SSC, technical cooperation, or the cooperation for development among developing countries. Since the very beginning of the SSC discussion at global scale in the seventies, the UN BAPA with representatives from 138 countries recognized the knowledge as a natural process within SSC, where countries can *"create, acquire, adapt, transfer and pool knowledge and experience for their mutual benefit and for achieving national and collective self-reliance, which are essential for their social and economic development"* (UN, 1978).

To some scholars, knowledge exchange is considered as the base of SSC and acts as a mean for capacity building (Rhee, 2011; UNCTAD, 2019); as one of the pillars for major cooperation engagement, along with technical cooperation (Engel, 2019); as an imperative for southern countries to complement north-south cooperation (Sofjan D, Carola K and Thomas B, 2014), as institutional and policy capacity of partner countries (UNDP, 2018), as a human resource development (UN, 2019), as core element of SSC's mission (SEGIB, 2021); as a vehicle within the SSC for achieving the 2030 Agenda of Sustainable Development (IFAD, 2017; UN, 2019); as a crucial condition to understand policies and practices from the South (Wanjiku, 2019) and even featuring SSC in function of knowledge sharing as a superior category where SSC is founded on knowledge-exchange (Lopes, 2017).

The previous collection of knowledge-sharing approaches evidences the diverse interpretation that can be found in the study of this concept within SSC and the importance of providing a deeper understanding though comprehensive studies. During the present research, multiple official documents with methodologies, reports and guidelines were found regarding SSC practices from the global south countries, but only one research paper was found specifically related to the study of knowledge-management and knowledge-sharing within SSC.

According to the findings of the 2019's research conducted by the Instituto Mora in Brazil, China, Indonesia, México, Singapore, and South Africa (sponsored by The World Bank in 2019) found that knowledge management and knowledge sharing are strategic components

within the SSC (Sánchez and Romero, 2019).). However, it was shown that there is an absence of a standardized knowledge exchange conceptualization in the institutional narrative of global south countries due to the differences presents in national frameworks (Sánchez and Romero, 2019).

Although the research mentions the Instituto Mora's research in five countries, the only published document found was the cited paper related to the Mexican experience. After reviewing five suggested factors to facilitate the implementation of knowledge management and knowledge sharing in SSC (political framework, institutional coordination, national and international networks, proper methodological approaches for M&E, and financing), the authors of the study stated 12 recommendations: 1. a clearer conceptualization for both knowledge management and knowledge sharing, 2. the definition of specific strategies, 3. the recognition of civil society's contributions, 4. a visible budget, 5. updated capacities catalogs, 6. capacity development for knowledge supply and demand, 7. clearer criteria for partnerships, 8. joint efforts for exchange implementation, 9. instruments for experience systematization, 10. Monitoring and evaluation mechanisms , 11. Delivering results instruments, 12. formation on knowledge management (Sánchez and Romero, 2019).

Sanchez and Romero's invitation towards a clearer conceptualization is also suggested in the UNOSSC/UNDP's research on Institutional frameworks in Argentina, Brazil, and Mexico, as the authors found that one of the factors that allowed the continuity of technical cooperation SSC initiatives in despite of political barriers was *"adopting flexible vocabulary and exploring alternative conceptual and theoretical frameworks"* (UNDP, 2021). Therefore, according to the literature appraisal on knowledge sharing in SSC, the present research aimed to better understand the concept of knowledge sharing in particular bilateral projects not only is justified but needed.

2.5. The gap: Knowledge sharing in SSC project management, an ongoing debate

Considering that the present research analyzes knowledge-sharing within implementation of bilateral SSC projects, reviewing the advances in the study of knowledge management and project management together was pertinent. In this perspective, a more recent approach defined as project knowledge management combines the principles from both fields (Hanish, 2009). There are few researched publications related to project knowledge management cases studies. For instance, the study titled *"Knowledge Sharing Strategies for Project Knowledge Management in the Automotive Sector"* (Johansson, Moehlerb and Vahidi, 2012, focused in analyzing the roles of knowledge contributors and receivers and their interaction with key success factors in knowledge sharing strategies. Another study *"Knowledge sharing mechanisms and techniques in project teams: Literature review, classification and current trends"* (Navimipour and Charband, 2015) explores knowledge-sharing mechanisms within project teams toward enhancing performance and efficiency. Studies related to knowledge-sharing within project cycle management are scarcer. For instance, the study "Challenges and solutions across project life cycle: a knowledge sharing perspective" (Hass and Azizi, 2020) consisted in developing a conceptual framework to tackle knowledge-sharing's obstacles. However, no studies on the incorporation of knowledge-sharing within SSC project management were found as it was shown previously. A better understanding on the conceptualization of knowledge-sharing by the agencies of international cooperation and technical partners in SSC initiatives between Colombia and Bolivia, Dominican Republic, Côte d'Ivoire and Curaçao provides additional inputs to the ongoing discussion.

2.6. Chapter conclusion

Literature review shows that knowledge has been comprehensively explored from epistemological and organizational perspectives and multiple distinctions about its definition, typification and management are analyzed accordingly. To the effect of the present research, knowledge management literature from public and non-public sector is considered an applicable framework to understand the incorporation of knowledge-sharing as a process that

occurs across organizations, including project management cycle. This process goes beyond knowledge transference and acquisition, its implies that knowledge can be transformed, adapted, and applied in other scenarios. Thus, the organizational environment, the knowledge-management culture, and the knowledge-related practices on handling tacit knowledge and explicit knowledge are crucial not only to identify enabling and hindering factors for knowledge-sharing, but also to identify workers' incentives and constraints to performing it, both influencing organizations' performance.

As for international cooperation, from the experience of South Korea, it was identified the concept of knowledge as a driver of sustainable economic development and knowledge sharing as a valuable mechanism that allows a two-way communication that increases the trust among the parts. Under SSC, as a geopolitical platform for global south countries, knowledge-sharing is a core element in the exchanging of technical assistance. Although consensus and standardization to uniformly define, measure and evaluate the SSC practice has not been reached, including the conceptualization of knowledge-sharing and the SSC itself, countries do agree in the SSC's principles, that remain as the compass that guide the implementation among partners. Nowadays, researchers have encountered that while global south countries face multiple challenges regarding coordination, assessment, implementation procedures and financial constraints, it was demonstrated that theoretical and conceptual discussions are still ongoing. In this sense, as studies exploring the interpretation of SSC can be easily found, on the other hand, knowledge-sharing within SSC project management has not been a specific object of study and it is recognized as a knowledge gap in the field. Thus, the present study not only is justified but is required to improve the understanding of the SSC practice at country level, in different regions and under the lens of southern international cooperation agencies and technical partners from bilateral projects.

2   CHAPTER 3: RESEARCH DESIGN AND METHODOLOGY

"Without data, you're just another person with an opinion."

W. Edwards Deming

The literature review on knowledge, project management and south-south cooperation in the preceding chapter provided conceptual and theoretical clarity to systematically address the study of the incorporation of knowledge sharing within SSC project management with sufficient assertiveness. Thus, this chapter describes the research design and methodological roadmap that guided this study. It begins with the presentation of the methodological design that explains the data management mechanisms employed to capture and collect relevant information for the study. The case study embedded model is explained subsequently, as well as the purposive sampling and participant's profile. Additionally, this chapter includes the three measurement instruments used for the qualitative study and the procedures followed to analyze and report the data from primary and secondary sources. This last section is explained with enough detailed for potential replicability purposes.

3.1 Methodological design

To understand the incorporation of knowledge-sharing within SSC project management by international cooperation agencies and bureaus, this study adopted a qualitative research design using a case study embedded model with multiple unit analysis cases.

As shown in figure 3, the research methodology was structured in three stages:

a. Stage 1: Definition and design

b. Stage 2: Preparation, data collection, and analysis

c. Stage 3: Policy implications and conclusions.

Figure 3.
Qualitative research methodological design for case study embedded model with multiple unit analysis cases.

Source: Adaptation from COSMOS Corporation's Case of Study Method (Yin, 2017).

a.   Stage 1. Definition and design:

This stage includes two tasks, the multi-unit case selection, and the data collection protocol elaboration and research instruments design. The first one, definition, is about the theory development around the SSC project management and knowledge-sharing concept. As the cases selected are from Global South's providers from Latin American, the Caribbean and Africa, information from the literature review and international cooperation agencies and bureaus' framework was gathered to clarify theoretically and conceptually the research design.

The second one, case selection and research instruments design, refer to the elaboration of the data collection protocol and the three instruments to collect, manage and analyze the data: 1). Legal framework review instrument, 2). In-depth interview guide and 3) Self-assessment tool. Detailed information of these three instruments is provided in the research sampling section.

b.   Stage 2. Preparation, data collection, and multidimensional analysis:

During this stage, primary and secondary sources of information from Latin America, The Caribbean and Africa were identified and selected according to its relevancy, pertinency and availability. Contact information from project managers was gathered and validated with the national coordination entities to assure reliability. Legal framework material was collected using web-based technology, in-depth interviews were conducted online, and the self-

assessment tool was prepared using google forms and launched by email to the international cooperation agencies and bureaus involved in the study. All in-depth interviews and instruments were prepared in English, French and Spanish accordingly. Finally, the multidimensional analysis was conducted to reply to the research question on the incorporation of knowledge sharing in SSC project management from three dimensions: 1.) Legal framework, 2) Project management and 3) Organizational practices. A

c.   Stage 3: Policy recommendations and conclusions:

Policy recommendations were provided according to findings in the three dimensions and oriented towards expanding and enriching the understanding of knowledge-sharing within SSC project management from the experience of project managers who work at international cooperation agencies and bureaus. Legal framework's recommendations were given in terms of the global south countries' ability to promote knowledge-sharing through the coordination role of the international cooperation agencies and bureaus. In addition, the findings regarding project management cycle were presented as opportunities to enhance the SSC practice in terms of knowledge-matching, knowledge acquisition, knowledge-applying, and knowledge systematization, keeping in mind common solutions likely to be implemented regardless the specific institutional environment of each country. The results about organizational practices were delivered as incentives to incorporate knowledge-sharing in the SSC project management considering the analysis of factors that favor and limit this task in the public sector. Finally, the conclusions of the study considered lessons learned across the research, limitations of the study and future research recommendations on the SSC field.

Case study model – Embedded multiple units of analysis design

The study was conducted using qualitative research case study model under the embedded - multiple units of analysis design proposed by COSMOS Corporation's Case of Study Method (Yin, 2017). The model was chosen considering the need of conducting a comparative

(multiple case) analysis (Eckstein, 1975) among SSC bilateral projects implemented by Colombia with Global South partners in Latin America, The Caribbean, Asia, and Africa.

Figure 4. Case Study model

As seen on the figure 4, the case study model featured five different units, each one featuring a Colombian bilateral 's project with a different country: Bolivia and Dominican Republic from Latin American, Curaçao from The Caribbean, Turkey from Asia and Cote d'Ivoire from Africa. The rationale behind the decision on the type of research (qualitative) and case study model (Embedded-multiple units of analysis design) was directly related to the research question. As the qualitative research function is explaining a phenomenon from the experience of those involved and providing further understanding about the way a process happens (Ritchie and Lewis, 2003), in this research, the nature of knowledge -sharing within SSC projects meant to be studied using multiple country perspectives considering the experience of project managers from international cooperation agencies and bureaus. Additionally, the embedded-multiple units of analysis design not only facilitate the comparison to find similar or contrasting results, but also made studies more robust (Herriot & Firestone, 1983), thus improving validity.

3.2 Sampling framework and participants

Country units sampling

The sampling method used was purposive sampling to identify representative bilateral SSC projects from the 2014-2014 APC-Colombia's country list of SSC activities. To choose the sample units within the embedded case of study, eight sample criteria were applied: 1. Bilateral project, 2. Technical Assistance Project, 3. Project executed in the last 5 years 2015-2020, 4. Project is finished (By December 2020), 5. International cooperation agencies and bureaus involved in the project, 6. Complete Project Information is available,7. Project managers are available. As country's selection has the potential to provide new inputs and contrasting results on SSC, eight countries, out of 98, met the requirements: 3 from Latin America, 1 from Africa, 3 from the Caribbean and 0 from Asia (Annex 1). The Table 1. presents the results from the sampling:

Table 1. Purposive sampling results to select SSC sample country units.

Criteria	1.Bilateral Project	2.Technical Assistance Project	3. Project executed in the last 5 years 2015-2020	4.Project is finished (By December 2020)	5.International cooperation agencies and bureaus involved	6. Complete Project Information is available	7. Project managers are available	8. Country's selection has the potential to provide new inputs and contrasting results on SSC	Score
LATIN AMERICA									
Bolivia	1	1	1	1	1	1	1	1	8
Dominican Republic	1	1	1	1	1	1	1	1	8
Peru	1	1	1	1	1	1	1	1	8
Uruguay	1	1	1	1	1	1	1	1	8
AFRICA									
Cote d'Ivoire	1	1	1	1	1	1	1	1	8
THE CARIBBEAN									
Curaçao	1	1	1	1	1	1	1	1	8
Jamaica	1	1	1	1	1	1	1	1	8
Saint Kitts & Nevis	1	1	1	1	1	1	1	1	8
ASIA									
No country met researcher's criteria.									

Source. Self-elaboration based on APC-Colombia's Country list - activities 2014-2018 and consultation with staff.

Out of the 8 countries identified that met all the criteria and that obtained the highest scores: Bolivia, Dominican Republic, Peru, Uruguay, Cote D'Ivoire, Curaçao, Jamaica, Saint Kitts & Nevis; 4 countries were finally selected to assure equal geographic representativeness and

income level diversity: 1) Dominican Republic (Latin America, Upper middle income), 2) Bolivia (Latin America, lover middle income), 3) Cote D'Ivoire (Africa, lower middle income) and 4)Curacao (The Caribbean, high income). Unfortunately, no country from Asia met all the requirements, specially concerning to its completion and information availability. The selection of the specific bilateral project within the country was defined by the ease of access to project information available in 2021.

Participants

The selection of participants was restricted to project managers at national coordination level and technical institutions that provided or received SSC within the selected projects, as follows:

1) At national coordination level the participants were project managers from both countries responsible for the bilateral coordination of SSC, working at national-level institutions responsible for the country's international cooperation.

    National Institutions in the project (P):

    -   P1. Bolivia: Vice ministry of Public Investment and External Financing, VIPFE

    -   P2. Dominican Republic: Ministry of Economy, Planning and Development, MEPyD

    -   P3. Curaçao, Ministry of Economic Development, MED

    -   P4. Cote d'Ivoire, Ministry of Education, MinEd

    For Colombia, APC-Colombia was the national coordinator in all projects. The Ministry of Foreign Affairs of Colombia only participate as diplomatic channel between the countries.

2). At Technical level, the participants were project managers from both countries responsible for the technical implementation (as technical assistance providers or recipients) of SSC projects within public institutions, private organizations, or civil society organizations.

-   **Project 1: *"Active Road".*** Sector: Sports. Execution Date: 2017-2019

    Bolivia (requesting): *Mayor's office in La Paz, Alcaldía de la Paz in Spanish.*

    Colombia (provider): *District's Institute for Recreation and Sports, IDRD in Spanish*

-   **Project 2: *"Patient's safety enhancement at Dominican Republic's public hospitals"***

    Sector: Health. Execution Date: 2017-2019

DR (requesting): *National Health Service, SNS in Spanish*

Colombia (provider): *National Cancerology Institute, INC in Spanish.*

- **Project 3:** ***"Technical assistance to produce vegetables in Curaçao using groundless growing"*** Sector: Agriculture. Execution Date: 2017-2020

  Curaçao (requesting): Ministry of Economic Development, MDE in Papiamento

  Colombia (provider): University of La Guajira, UNIGUAJIRA in Spanish.

- **Project 4. "Transferring a Higher Education Model from Colombia to Côte d'Ivoire"**

  Sector: Education. Execution: 2015-2019

  Côte d'Ivoire (requesting): Congregation of Jesus and Mary, CJM in French

  Colombia (provider): Minuto de Dios University, UNIMINUTO in Spanish

According to each project, projects managers were contacted to apply the in-depth interview, reaching a total of sixteen participants. The Figure 5 illustrates the purposive sampling design.

Figure 5. Purposive sampling design.

<center>Source: Self-elaboration using APC-Colombia's project forms.</center>

3.3   Data generation and measurement instruments

The data generation process was performed using three instruments: 1). Legal framework review instrument, 2). In-depth interview guide and 3) Self-assessment tool, to gather information conducting to better understand the incorporation ok knowledge sharing into SSC project management. Each instrument is aligned with one research objective as is shown:

Figure 6. Data generation process

Research Objectives	Method	Findings & Data Generated
1.1. Explore how knowledge sharing is included in the legal framework of the Global South countries analyzed in the study.	Legal Framework review	Concepts, terminology, exchanged elements and functions of knowledge sharing.
1.2. Identify how the knowledge-sharing is applied throughout the SSC project cycle.	In-depth Interview Bilateral Project Review	Practices, procedures, actions and methodologies used within the SSC project cycle.
1.3. Understand which factors favor or limit the incorporation of knowledge-sharing into SSC projects, according to the project managers experience.	In-depth Interview Institutional Assesment Tool	Factors that favor and limit the incorporation of knowledge-sharing into SSC

Source: Self-elaboration.

Legal Framework Review

A legal framework review tool (Annex 2) was designed to identify whether knowledge-exchange or knowledge-sharing are (or are not) institutionalized concepts by reviewing in the official documents if the concepts were found, how are they defined, the elements that are objects of sharing and the functions of knowledge sharing within the instruments. Additionally, the tool's scope captured information regarding the national policies, bilateral agreements with Colombia, regional agreements, and multilateral agreements according to 8 qualitative indicators to identify in which instruments the concept of knowledge sharing or knowledge exchange was mentioned including: national development plan, country's foreign policy, international cooperation guidelines of the coordination agency/bureau, south-south cooperation guidelines, bilateral agreement with Colombia on technical cooperation, project's approval or official Act subscribed with Colombia, regional instruments on technical cooperation acknowledged by the country; international instruments on technical cooperation acknowledged by the country.

In-depth interviews

The in-depth interview's purpose was to deepen in the understanding of the incorporation of knowledge-sharing across the SSC project cycle according to the project managers experience from both national coordination and technical institutions. Moreover, the in-depth

interviews also were conducted to identify key factors that favor or limit the knowledge-sharing in SSC projects. Prompts and follow-up questions were asked to find out the reasons behind the challenges experienced at each stage of the project management cycle and knowledge-sharing phases, accordingly.

For each participant, an *"Interviewee Profile"* (See Annex 3) and an *"Interviewee Guide"* (See Annex 4) were elaborated by this researcher based on the in-depth interview's methodology by Ritchie and Lewis (2003). The interviewee profile was designed to prepare the interview with preliminary information about each participant (project manager), including his relevance for the research and some assumptions from the researcher that needed to be clarified with interview questions. On the other hand, the interviewee guide included the interview design and orientation guidelines for this researcher. It describes the interview contents within each of the six stages: STAGE 1. Arrival and introductions. Refers to the starting phase with the icebreaking greetings; STAGE 2. Introducing the research. This stage's primary goal was setting up the scenario for a comfortable and properly oriented interview, by giving clear orientations on the research purpose and obtaining participant's consent to conduct the online interview; STAGE 3. Beginning the interview. The questions are intended to validate info about interviewee's professional background and SSC experience; STAGE 4. During the interview. The questions were aimed at capturing impressions from project manager's experience whether they participated as representative of the international cooperation agency/bureau or a technical level institution; STAGE 5. Ending the interview. Closing remarks to thank and request final comments before closing; STAGE 6. After the interview. The interviewee was informed about future steps, leaving the door open for the future.

In total, sixteen in-depth interviews were conducted, 7 with project managers from national coordinating institutions and 9 with project managers form technical counterparts.

Two different questionnaires were elaborated according to project manager's institutional roles within SSC bilateral projects. The *"Questionnaire for national coordination institutions"* (see Annex 5) included questions about country's instruments for developing SSC,

institutionalization of knowledge-sharing concept, SSC coordination with other countries, and knowledge-sharing issues at organizational level during the project cycle based on the project managers experience. As opposed, the *"Questionnaire for technical institutions"* (Annex 6) included questions regarding the institutional enrollment in the project, the interaction between the technical institution and the coordination institution, knowledge management within the organization and across the project cycle However, this questionnaire omits those parts related to country-level instruments, and national level coordination given that technical partners have a different role within SSC projects.

Self-assessment tool

The *"Self-assessment tool for international cooperation agencies and bureaus*" (Annex 7) was designed as a survey to collect data on institutional features out of the international cooperation agencies and bureaus from the perspective of the project managers in charge of the bilateral coordination of the project.

The tool asked project managers from international cooperation agencies and bureaus to assess their institutions in five criteria. The tool included a score criteria according to the answer submission.

Secondary literature review

A comprehensive secondary literature review was conducted for each country to provide a better understanding of the particular SSC processes at political and technical level, their historical evolution, and the framework under which the bilateral project was executed. The policy instruments reviewed were key component of the data generation and analysis processes as they included bilateral agreements, national development plans, foreign policy frameworks, international cooperation documents, SSC guidelines and reports and SSC project related official documentation.

3.4   Data analysis and presentation

This qualitative study used both content analysis and thematic analysis as approaches oriented to respond the research's question and objectives. Firstly, Content analysis was employed during the legal framework review to identify the concepts, definitions and terminology referred to knowledge-sharing found in global, regional, and national sources. Additionally, this approach also helped to analyze the time and context of the documents, providing a complementary assessment of the setting where the bilateral SSC projects were implemented. Secondly, the thematic analysis was applied to the data generated from the in-depth interviews and complemented with the self-assessment tool findings, focusing on the identification of mechanisms and practices that facilitated knowledge sharing across project cycle and, also key factors that favor and limit the incorporation of knowledge-sharing in SSC projects.

Validity, reliability, and ethical considerations

This study was conducted solely by this researcher in less than 6 months. The research-made instruments were previously presented to the POS Committee during an online session to get feedback. A great part of the time was spent not only in the designing of the instruments, but in the elaboration of procedural guidelines to ensure that the measurement criteria were valid, and the administration of each instrument standardized. The three instruments were applied based on recognized qualitative methods, as was explained previously. Moreover, a significant effort was made to assure the participation of the original project managers in every country to get more accurate information about their experience and perception. However, Cote d'Ivoire's delegate appointed by the Prime Minister to coordinate the bilateral project passed away and the information regarding his role was indirectly gathered through the interviews with other participants. This researcher directly contacted the participants and explained thoroughly the purpose of the study to each one. All participants voluntary accepted to be part of the study and to be recorded. No financial or other kind of reward was provided by this researcher. The researcher conducted the study from the city of Sejong, South Korea

using ICT technologies. Although there was not direct contact with the participants, digital devices were sufficient to coordinate and conduct the qualitative study. One limitation in the study was related to the collection of information in three languages given that online sources had to be confronted with official documents provided by the sources, most of the times information available online was not as updated as the information owned by the institutions or participants (not published). Additionally, during the data analysis there was no free software available for coding the interviews, so the entire analysis was made manually. On the other hand, coordination for setting up the interviews was demanding given the time zone differences among LAC, Asia, and Africa. Moreover, responses to the self-assessment instrument were delayed, and so the study analysis exceeded research's schedule time.

3.5   Chapter Conclusion

This chapter focused in comprehensively explain the methodological framework of this qualitative research that used an embedded cases study model with multiple units of analysis. After the rationale of the qualitative method chosen, the purposive sample design was introduced along with the description of participants for each of the four bilateral projects selected. Three measurement instruments and their procedures sustain the generation data to answer the research's objectives: Literature review tool, In-depth interview and self-assessment tool for international cooperation agencies and bureaus. The analysis was conducted using two types of analysis: content analysis and thematic analysis that were particularly useful to assess the institutionalization of the knowledge-sharing concept in the countries, the characteristics of its operational incorporation across the project cycle and the factors that favor and limit its incorporation into the management of SSC projects.

4 CHAPTER 4: DATA PRESENTATION AND COMPARATIVE ANALYSIS

"It's not only about knowledge-sharing *per-se,* but knowledge sharing as a function of its ultimate philosophical objective…to contribute to other countries' development"

Fernando Nivia-Ruiz (Research interview's excerpt, 2021)

As explained in the preceding chapter, this study followed a qualitative research methodological design for case study embedded model with multiple unit analysis cases to understand the incorporation of knowledge sharing into the management of SSC projects. This section evidences the study's key findings arranged around the research question and the analysis is provided in three sections according to the research's objectives. The first section, resulting from the legal framework content analysis, provides the most frequent terminology used in Global South's to describe knowledge sharing, what kind of elements are meant to be objects of sharing and the functions of knowledge sharing. The second section, from the in-depth interviews' thematic analysis, presents the most common actions, mechanisms, tools, and behaviors found to operationalize the knowledge sharing across the SSC project cycle stages: planning and design, implementation and monitoring and evaluation. These results were analyzed according to four knowledge sharing phases: knowledge matching, knowledge acquisition, knowledge applying, and Knowledge systematization. Finally, considering the findings from the in-depth interviews and the institutional self-assessment tool for international cooperation agencies and bureaus, this study analyzed the factors that favor and limit the incorporation of knowledge into SSC projects and provided evidence of the incorporation of knowledge sharing within international cooperation agencies, according to the project manager's experiences and perceptions.

4.1 Institutionalization of knowledge sharing within Global South countries' legal framework

A total of fifty strategic legal framework documents from 5 countries: Dominican Republic, Bolivia, Curaçao, Cote D'Ivoire, and Colombia, were systematically analyzed to trace evidence

of knowledge sharing incorporation within SSC projects. The documents were selected according to regulations, policies, and guidelines valid by the time of project's execution.

Summary of Legal Framework's key findings:

The research objective was to explore how knowledge sharing is included in the legal framework of the Global South countries that were analyzed in the study. The most relevant instruments that influence international cooperation and SSC management were considered for each country including its national development plan, foreign policy, international cooperation guidelines, SSC documents and international agreements of domestic, regional, and global interest. The analysis covered type of instruments, frequency, object of knowledge sharing and functions of knowledge sharing.

Key findings:

a. **How was knowledge sharing incorporated in the legal frameworks?** *It was incorporated though national policies and international instruments, being most frequent in bilateral, regional, and multilateral agreements.*

Table 2. Legal Framework Review Tool – SUMMARY OF FINDINGS

Incorporation of knowledge sharing terminology in policy instruments at national, bilateral, regional, and global level										
Embedded Unit of Analysis	Overall Country's Score	Intensity (Count at national level)	National Policies				International Agreements			
			National Development Plan	Foreign Policy	International Cooperation Guidelines	SSC Guidelines	Bilateral Framework Agreement	Bilateral Project Approval	Regional	Multi-lateral
Colombia	8/8	86	1	1	1	1	1	1	1	1
Bolivia	8/8	30	1	1	1	1	1	1	1	1
Cote D'Ivore	5/8	11	1	0	0	0	1	1	1	1
Curaçao	7/8	9	1	1	1	0	1	1	1	1
Dominican Republic	8/8	6	1	1	1	1	1	1	1	1
Total by Legal Framework Instrument			5	4	4	3	5	5	5	5

Source: Field research data, 2021

As seen in the Table 2. the study showed that all five countries incorporated knowledge sharing related terminology in their legal frameworks, but only three countries, Colombia, Bolivia, and Dominican Republic, obtained the highest scores (8/8) in the assessment of the availability of instruments where the knowledge sharing was incorporated. On the other hand,

it was found that Cote D'Ivoire lacked instruments on foreign policy, international cooperation, and SSC available for public consultation. Further verification with Government delegates and secondary review from international sources, 2019's report on African SSC from UNDP, evidenced that SSC and knowledge sharing are part of Cote D'Ivoire's foreign policy. Curaçao's situation as part of the Kingdom of Netherlands implies that the Dutch Ministry of Foreign Affairs is rules Curaçao's foreign policy and the only able to subscribe international agreements. Therefore, despite the country can conduct the negotiation, implementation and compliance processes of international instruments, the only subject of law in the Dutch Ministry, which explains why the foreign policy and international cooperation driven is towards ODA instead of SSC.

b. **What type of instruments are most common sources of knowledge sharing related contents in legal frameworks and who produce them?** *International agreements endorsed by the Governments and in custody of the Ministries of Foreign Affairs were the type of instrument and most common source of knowledge sharing related contents.*

Figure 7. Type of Legal Instrument
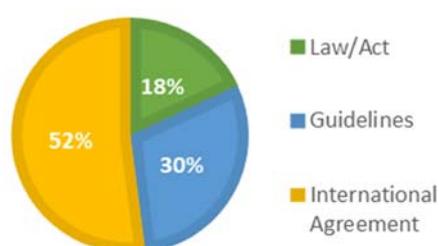
Source: Field research data, 2021

As observed in the Figure 7, out of the fifty documents reviewed, knowledge sharing was included in three diverse types of legal instruments according to their legal scope: International Agreements, guidelines, and law/act. Firstly, international agreements (some of them still valid after 70 years such as the 1945's treaty of the Organization of American States) covered 52% of the sample in the form of technical cooperation agreements (Colombia, Bolivia, Dominican Republic, Cote D'Ivoire), bilateral Memorandums of Understanding – MoUs (Curaçao and Colombia), regional treaties (Andean Community - CAN, Organization of American States - OAS, African Union - AU, the Association of Caribbean States – ACS and SEGIB) and international conventions (BAPA

and BAPA+40, 2030 UN Agenda for Sustainability and UNDRR Sendai Framework of Action).

Secondly, national instruments such as guidelines (30%) included international cooperation policies (in Dominican Republic and Colombia), country's portfolios of technical cooperation (Bolivia and Dominican Republic) and SSC specific guidelines (Colombia) that were produced by international cooperation agencies (APC-Colombia) or bureaus inside Ministries of Planning with coordination functions on international cooperation (VIPFE in Bolivia, MEPyD in Dominican Republic). Thirdly, law or acts (18%) appeared in the five countries' national development plans.

Figure 8. Legal framework sources

Source. Field research data, 2021

As an additional feature, Figure 8 showed that ministries of foreign affairs (32%), international organizations (28%) and international cooperation agencies and bureaus (26%) were the main sources of legal frameworks with knowledge sharing contents. In less proportion, national planning ministries (10%) and other entities (4%). In summary, the SSC legal frameworks are a clear expression of the differentiated and yet complementary functions between Foreign Affairs Ministries and International Cooperation Agencies and Bureaus in the coordination of SSC, where the Ministries evidenced their States' diplomacy management role as signatories of international agreements while the Agencies and bureaus remained as technical (sometimes also financial) coordinators through the production of international cooperation guidelines.

c. **How is defined knowledge sharing in legal frameworks?** *"Exchange" and "Transfer" were the most common terminologies found in legal frameworks to describe knowledge sharing related actions; their use was interchangeable at both national policies and international agreements.*

Taking the strategic documentation revised in English, Spanish and French and considering possible imprecise translations from Papiamento and Dutch languages when using online services for Curaçao's literature review, the most used terminology equivalent to knowledge sharing were active verbs: "exchange" (38%), "transfer" (38%) and "share" (24%).

Figure 9. Terminology

The first two obtained the same value, and the last one at the same level. "Share" (24%) appeared behind in the counting. Although their used was interchangeable when standing alone, as there was no difference in meaning, the most common combinations were found when refereeing the object of exchange:
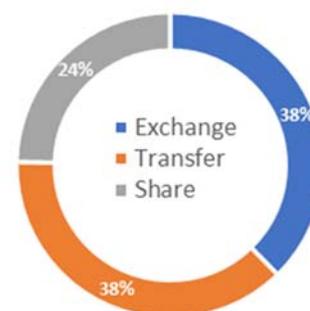
Source. Field research data, 2021

- 1. When referring to **material resources** the most common concept was "transfer" as in *"transfer of technology",* but it was also found in documents when referring to both tacit and explicit knowledge as in *"transferring of good practices", "transfer of knowledge", "transferring of experiences"* and *"knowledge transfer".* No mentions on transferring or sharing of financial resources were found.

- 2. When referring to the **people as technical cooperation providers or recipients**, the most common concept was "exchange" as in "exchange of experts", but also were found expressions such as *"share with peers"* and *"peer learning".* As opposed, no examples were found related to expert mobilization using "transfer" as in "transfer of experts."

- 3. When referring to **data**, the most common concept was "share" as in *"sharing data"* and *"exchange"* as in *"exchange of information"*, instead of "transferring data" or "transferring information", not common expressions in the context of cooperation.

- 4. When referring to **experiences and practices**, the most common used were both *"exchange of experiences"* and "sharing good practices", being much less common in the new millennium literature, but still used, the expression *"transfer of good practices".*

- 5. When referring to **knowledge** in its most general conception; a broader use and combination of possibilities were found as in *"knowledge transference"*, *"knowledge exchange"* and *"knowledge sharing"*. The most recent literature (after 2010) showed a more frequent use of "knowledge sharing". This could be as result of an evolution of the concept in the field of international cooperation (coming from knowledge management), where knowledge sharing, as opposed to knowledge transfer, implies a process of knowledge adaptation (of what is learned) and not automatic acquisition.

d. **What is shared/exchanged when Global South countries refers to knowledge sharing? Shared objects in legal frameworks were diverse and *varied between two classes: knowledge and resources. Mentions about knowledge exchanges were superior (63%) than those related to resource exchanges (37%).***

As shown in Table 3, within the first class, knowledge, explicit knowledge (42%) had a biggest share than tacit knowledge (21%). As for the second class, resources, mentions related to transfer of technology and scientific developments (32%) were particularly representative compared to the exchange of experts (12%) and in general to the rest types. This was an interesting finding given that according to historical reports on SSC flows among Global South countries in the Ibero American Region (SEGIB's report on a decade of SSC, published in 2017) and Africa (UNDP first SSC report in Africa, published in 2019), the mobilization of personnel is significantly higher than technology transfers.

More mentions on technology transfers in instruments does not mean necessarily more technology flows. Instead, this evidenced that Global South countries maintained broader scopes in the legal frameworks for potential collaborations in science and technology fields, rather than being an indicator of actual transference of technology.

Table 3. Sharing/Exchanging Typology – SUMMARY OF FINDINGS

Sharing/Exchanging Typology			Count	Total Percentages		
Class	Category	Type		by Type	by Category	by Class
Knowledge	Tacit	Experiences	24	9%	21%	63%
		Skills/ abilities	17	6%		
		Practices/ lessons learned	16	6%		
	Explicit	Knowledge (Academic, Technical, Scientific)	83	31%	42%	
		Information	22	8%		
		Data	7	3%		
Resources	Material	Technology and Scientific developments	85	32%	37%	37%
	Personnel	Experts/ peers	12	3%		

Source: Field findings, 2021.

By looking closely at the results of the categories, within explicit knowledge, the results were skewed towards academic, technical, and scientific knowledge (31%) compared to information (8%) and data (3%). On the other hand, within tacit knowledge, although there was a more uniform distribution, sharing experiences (9%) appeared more frequently than sharing skills/abilities (6%) and exchanging practices and lessons learned (6%). The results from the legal framework review where explicit knowledge dominated the mentions are aligned with the results from the *Institutional Self-Assessment Tool for International Cooperation Agencies and Bureaus (*also applied in this research), where most bilateral SSC projects executed (83,3%) were reported as explicit knowledge based as opposed to tacit based (16.7%).

In addition, considering the present study's theoretical framework, key analytical concepts from knowledge and management fields were used to classify the findings into one SSC Object-Sharing Explanatory Schema, Figure 10. It shows what Global South Countries share within SSC ordered into two classes, four categories, and eight types:

Figure 10. Object-Sharing Explanatory Schema
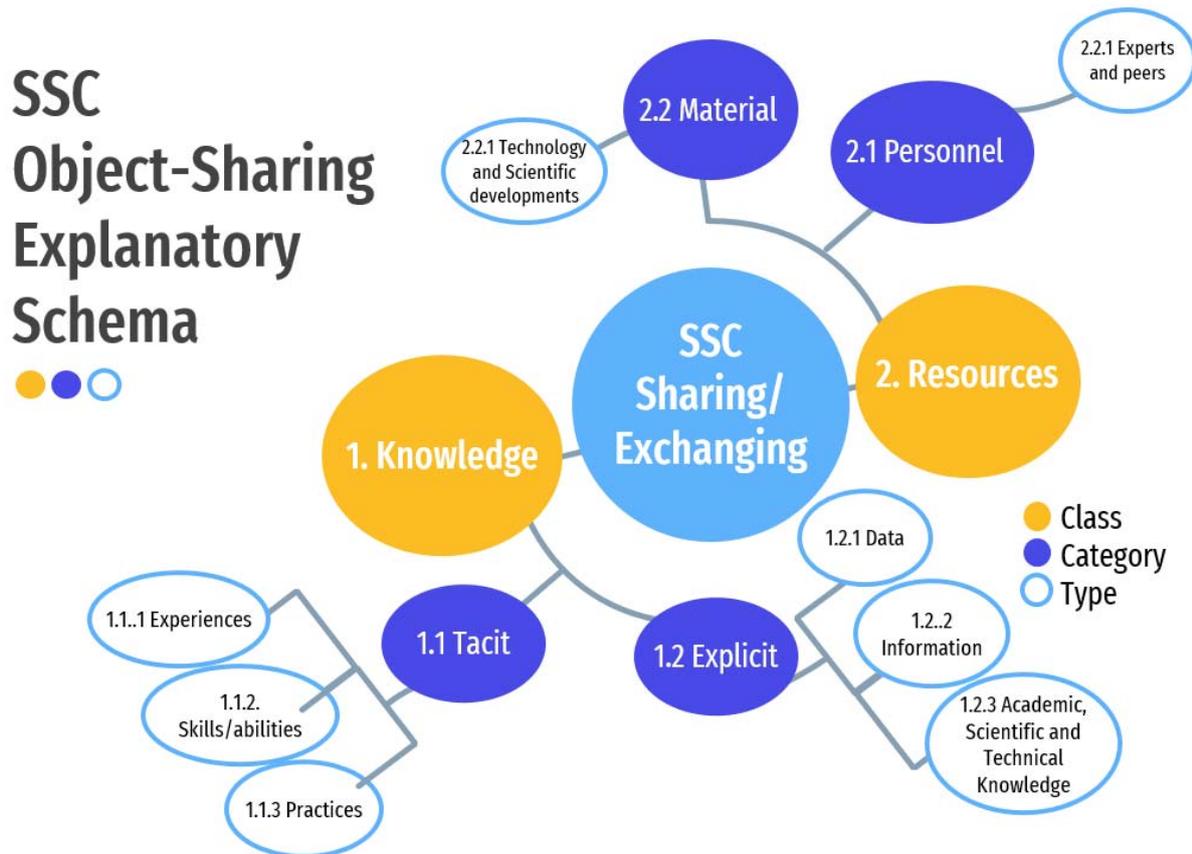
Source: Self elaboration based on field research data, 2021.

e. **What is the main function of knowledge sharing within SSC? It was found that knowledge sharing was associated to multiple functions within two fields: SSC management (53%) and knowledge management (47%). In general, the most frequent function types were to manage/facilitate SSC (22%), to share experiences (13%) and to build capacity (13%); all three as part of SSC management. In terms of knowledge management, the most frequent functions were to acquire knowledge (11%), to provide knowledge (11%), to access knowledge (8%) and to use/apply knowledge (8%).**

As shown in the Table 4, during the legal framework analysis eleven types of functions were found. managing/facilitating processes, sharing practices and experiences, capacity building, recognizing new or traditional knowledge, accessing knowledge, acquiring knowledge, providing knowledge, applying knowledge, systematizing knowledge, others: establishing new relationships, diversification of fields of cooperation).

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Table 4. Functions of knowledge sharing – SUMMARY OF FINDINGS

Typology of Functions			Count	Total Percentages		
Class	Category	Type		by Type	by Category	by Class
At SSC Management	Networking	Others: establishing new relationships, diversification	66	5%	5%	53%
	Coordination	Managing/Facilitating processes	113	22%	22%	
	Cooperation	Sharing practices and experiences	70	13%	13%	
	Collaboration	Capacity building	66	13%	13%	
At Knowledge Management	Identification	Recognizing new or traditional knowledges	25	5%	5%	47%
	Access	Accessing knowledge	44	8%	8%	
	Exchange	Acquiring knowledge	56	11%	22%	
		Providing knowledge	60	11%		
	Use	Applying knowledge	42	8%	8%	
	Systematization	Systematizing knowledge	22	4%	4%	

Source: Field findings, 2021.

Out of the 11, 4 represented mainly functions for enhancing coordination (22%), for establishing collaboration among the countries (14%) and promoting cooperation (13%), that were present mostly in international cooperation agreements, rather than national policies. The other categories found were related to networking (5%) which included stablishing relations with new actors and expanding the fields of cooperation that were present in the legal instruments reviewed as complementary tasks instead of core components of the legal instruments. Additionally, Global South countries included specific references for exchanging (22%), accessing (8), identifying (8), and using knowledge (8%), particularly in international cooperation agreements.

When observing the results by countries, Figure 11 shows the participation of the countries at each function by their number of mentions. A greater number of mentions was observed in Colombia (40%), followed by Cote D'Ivoire (24%), Bolivia (15.2%), Dominican Republic (11.5%) and Curaçao (8.2%). Although all the countries included all functions related to SSC management, only two countries, Colombia, and Cote D'Ivoire, mentioned in their legal frameworks' functions related to knowledge exchange. Curacao did not include functions on

systematizing knowledge nor recognizing new or traditional knowledge, Dominican Republic

did not register functions for recognizing and Bolivia did not include functions on systematizing.

Figure 11. Functions of knowledge sharing – SUMMARY OF FINDINGS
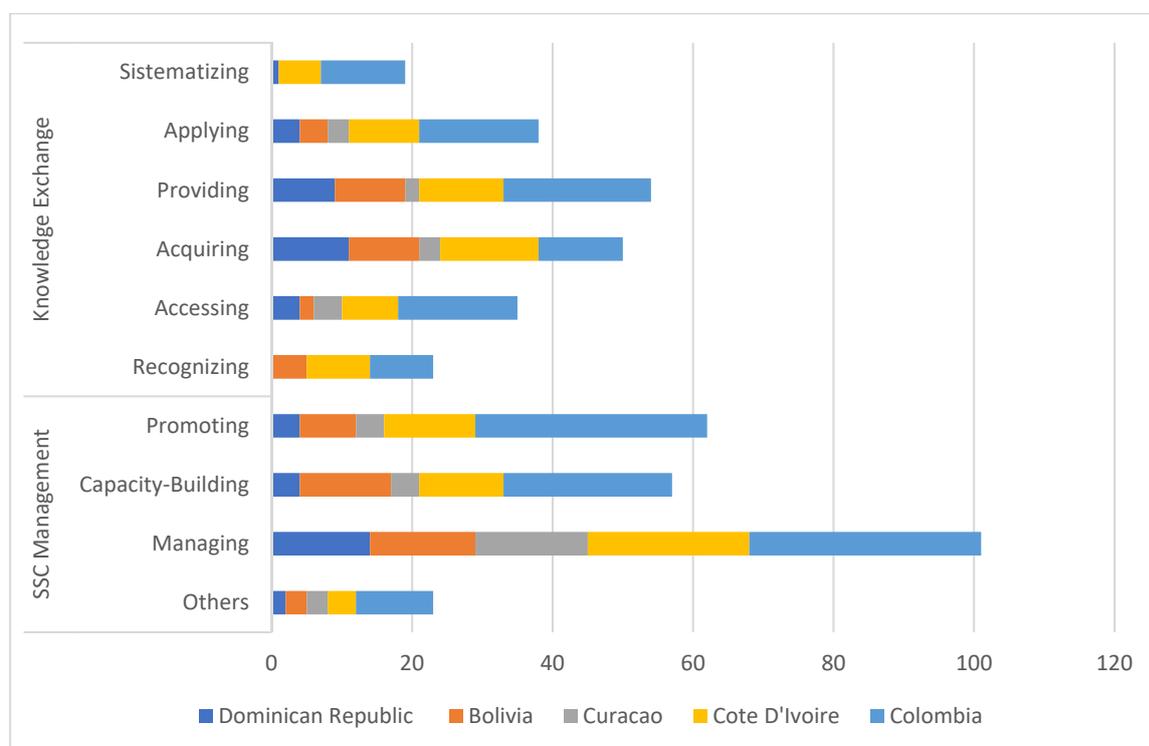
Source: Field findings, 2021.

Finally, having reviewed the legal framework in each country (see Annex 8) and according to the nature and principles of SSC, and the functions of knowledge sharing found in this modality of cooperation, it was observed a complementary relationship between SSC management process and the Knowledge management processes. As is shown in Figure 12, at earlier stages of the SSC, simpler ways of knowledge management appear and at more consolidated relationships among the countries, the knowledge sharing became more elaborated. In this sense, another finding, from the in-deep interviews conducted (questions 3, 4, 5, and 12 from the questionnaire of international cooperation agencies), indicated that in both scenarios, trust was a critical factor to advance towards strengthened and closer relations of SSC and knowledge sharing.

Figure 12. Functions of knowledge sharing in SSC
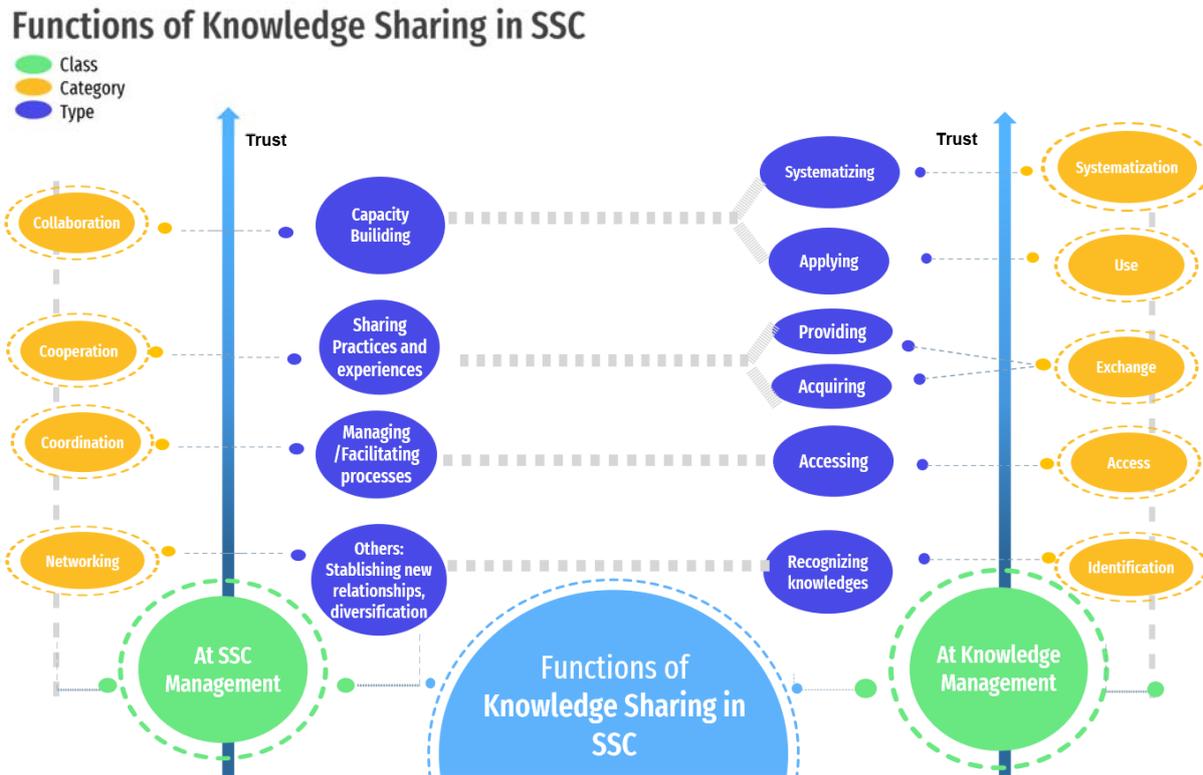
4.2   Knowledge Sharing across SSC project cycle

Considering the research design, a total of 16 In-depth interviews were conducted to original project managers in charge of the bilateral projects between Colombia and Dominican Republic, Bolivia, Curaçao and Cote D'Ivoire, Table 5. As an exception, Cote D'Ivoire's delegate from the Office of the Prime Minister passed away, and the interview was made with a government official from the Ministry of Education who participated in the project from the beginning.

7 project managers represented international cooperation agencies and bureaus and 9 represented technical institutions as providers or recipient countries. In the case of Dominican Republic and Cote D'Ivoire, two complementary interviews were conducted with additional project managers. All of them were contacted by this researcher and the in-depth interviews were made via google meet during 2021.

Table 5. In-depth interview schedule

Criteria	Project 1 *"Active Road"*		Project 2 ""Patient's safety enhancement at Dominican Republic's public hospitals		Project 3 "Technical assistance to produce vegetables in Curaçao using groundless growing		Project 4 - Project 4. "Transferring a Higher Education Model from Colombia to Côte d'Ivoire"		COLOMBIA	
National Coordination Level	VIPFE Bolivia	27 JUL	MEPyD Dominican Republic	29 JUL	Ministry of Economic Development Curaçao	29 JUL	Ministry of Education Cote d'Ivoire	26 AUG	APC-Colombia	31 JUL
Technical Level	La Paz, BOL	16 AGO	SNS, DR	30 AUG	MED, CUR	29 JUL	IUTEA, CDI	20 AUG	APC-Colombia	13 OCT
	IDRD, COL	8 OCT	INC, COL	8 OCT	UNIGUAJIRA, COL	27 JUL	UNIMINUTO, COL	27 JUL		
Interviewees	3		4		3		4		2	

Source: Field findings, 2021

Summary of Knowledge Sharing across SSC project cycle's findings**.**

The research objective was to identify how the knowledge-sharing is applied throughout the SSC project cycle based on the experience of the SSC project manager's and the review of the project forms and reports.

Project manager's responses regarding practices, procedures, actions, and methodologies used at each stage of the project cycle were grouped according to patterns of similarity and then analyzed against the knowledge sharing stages considering the theoretical framework. Therefore, the analysis is divided into project cycle stages according to each knowledge management phase:

- SSC Planning and Design: Knowledge Matching

- SSC Implementation: Knowledge Acquisition and Knowledge Applying

- SSC Monitoring and Evaluation: Knowledge Systematization.

Key findings:

a. **SSC Planning and Design. How was the incorporation of Knowledge Sharing within the Planning and Design stage at bilateral SSC projects? This stage was characterized by 5 practices around the matching of SSC requests and the formulation of project proposals. Practices included direct consultations with both national and foreign institutions to identify technical providers, verify demands and adjust the project forms. Other practices were consultation of SSC Portfolios, rely**

on previous contacts or SSC experiences and calling for SSC proposals. The role of international cooperation agencies is critical.

As show in table 6, data obtained from the interviewees (questions 16 to 21 at the questionnaire for international cooperation agencies, and questions 15 to 17 at the questionnaire for technical institutions) revealed that during the planning and design stage the role of international cooperation institutions was critical to establish contact between the countries, backing technical counterparts to generate trust before foreign counterparts, and guiding the technical institutions along the SSC process, a new one in the case of Curaçao and Cote D'Ivoire.

Table 6. Knowledge Matching practices. SSC Planning & Design-SUMMARY OF FINDINGS

Role	Providing Country		Requesting Country	Both Countries		
Knowledge Matching Practices	1. Direct consultation with national institutions to identify technical providers of SSC.	2. Direct consultation with entities to validate demands and adjust project formulation.	3. Consultation of SSC /Technical Assistance / Good Practices Portfolios.	4.Rely on previous contacts or SSC experiences	5. Call for SSC proposals	**To tal**
International Cooperation Agencies	1	1	0	1	1	**4**
Technical Institutions	0	1	1	1	0	**3**
Total	**3**		**1**	**3**		**7**
What needs to be done	- Feasibility study to verify demand in situ and identify counterparts' implementation capacities		- Better project formulation - Better alignment with national development plans - Establish baselines to verify changes in the future.	- Dissemination of SSC procedures - Provide sufficient information to counterparts about the partner country and potential barriers (language, cultural, politic, logistic)		
How to improve the Agencies' Role	- Consultations beyond public institutions. Diversify providers with private, civil society and non-government partners		- Check formulation before submitting to partner countries.	- Inform extensively the counterparts about roles, responsibilities and procedures involved in SSC.		
Factors of Success	- Trust - Political backing - Clear demands in project proposals - Effective coordination					

Source: Field findings, 2021

Additionally, it was found that the burden of responsibility is higher for the provider country and response time are longer for the side of provider technical institutions, considering that they must consult internally on potential technical assistance providers, which means considering the time of sharing the formulation proposal, explaining the purpose of SSC and wait for response. In case of affirmative response, then, a process of articulation among the

actors begins along with the validation of demands and further consultation with counterparts to adjust the project proposal.

b. **SSC Implementation. How was the incorporation of Knowledge Sharing within the Implementation stage at bilateral SSC projects? This stage includes 2 phases of knowledge sharing: acquiring knowledge (learning process), and applying knowledge (using, transforming, generating or and replicating processes)**

b.1 For the first one, knowledge acquisition, the countries employed 10 different practices, most of them instruments of knowledge sharing, where the most frequent were offline activities: Expert Visits (11), Workshops (7) and Exploratory visits (4). The biggest responsibility lied in technical providers and the international cooperation agencies limits their role to logistically of financially support the execution, and to conduct follow up activities.

The Global South countries executed 30 knowledge exchange activities within 5 SSC bilateral projects in a 2-year period (average). Based on the project forms, Figure 13 shows this execution by bilateral project between Colombia and its partners: 12 activities with Curaçao, 7 with Dominican Republic, 6 with Bolivia and 5 with Cote D'Ivoire.

Figure 13 Knowledge sharing instruments – SUMMARY OF FINDINGS
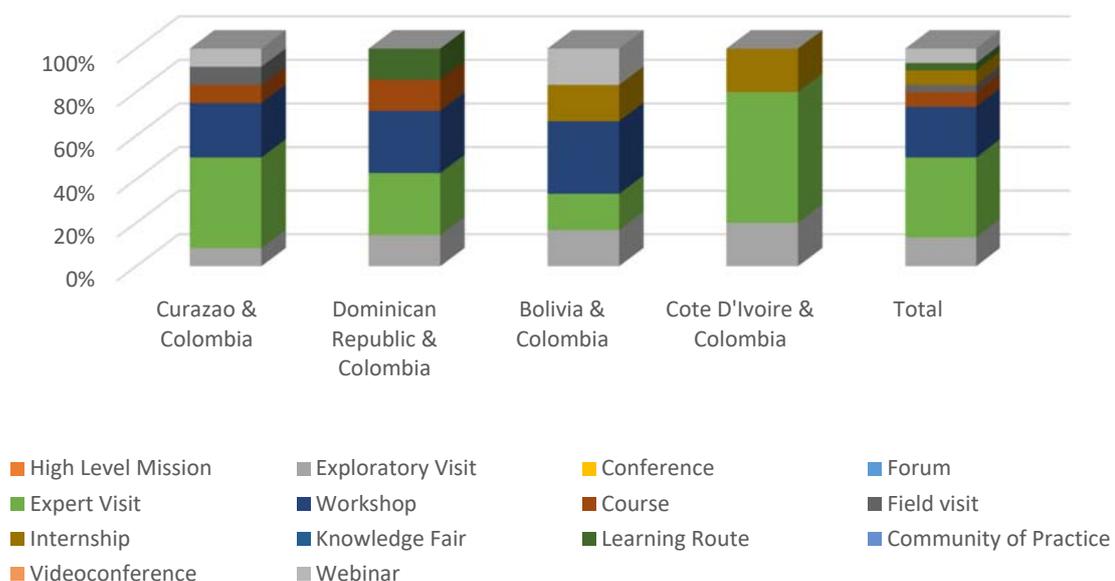
Source: Field findings, 2021

Additionally, Table 7 presents the results from the analyzed data obtained by interviews on this stage (questions 22 to 26 at the questionnaire for international cooperation agencies, and questions 18 to 21 at the questionnaire for technical institutions).

Table 7. Knowledge Acquisition practices. SSC Implementation-SUMMARY OF FINDINGS

Knowledge Acquisition Practices	Providing Country	Requesting Country	Both		Total
	1. Use of knowledge exchange instruments		2. Support execution	3. Follow - up	Total
International Cooperation Agencies	0		1	1	2
Technical Institutions	8		0	0	10
Total	**8**		**2**		**10**
What needs to be done	-Train technical institutions in sharing know-how - Improve abilities to adapt knowledge to different environments, cultures, and languages. - Conduct evaluation before and after the learning process	- Comprehensive diagnosis before starting the project - Engage local communities or decision makers and local authorities in the process to support the project.	- Systematization of Learning processes - Be aware of institutional barriers. - Adapt to changing environments - Enculturation		
How to improve the Agencies' Role	- Foster incentives for the personnel collaborating in the project. - Follow up the processes of knowledge delivery.	- Promote resource mobilization to support project activities. - Follow up the processes of knowledge acquisition	- Communicate the project's progresses to strategic actors. - Engage in project activities. - M&E and systematization. - Support diplomatic and logistical procedures for technical parts.		
Factors of Success	- Commitment (institutional and personal) - Face to face learning added value in critical aspects such as trust building and commitment. - Select the right experts based on knowledge and not in political affiliations. - Choose the right participants able to spread the learnings and influence future decision making. - Promote local leaderships to dynamize the process and generate sustainability.				

Source: Field findings, 2021

In addition, the data showed that the practices associated to the acquisition of knowledge were mainly in charge of the technical counterparts as they were solely responsible for the transference of contents, methodologies, lessons, and other forms of knowledge mainly through peer-to peer instruction. Within this sample of 5 SSC, 100% of experts (or knowledge providers) were specialized staff from the implementing institutions (government officials, Professors, doctors and professional). However, the beneficiaries of the knowledge varied among government officials, institution employees, health care staff, university professor, local community members, students, and general population, which represented an additional challenge for the providers in the adaptability of the contents by using multiple tools according to the population.

b2. For the second one, knowledge applying, the countries employed 7 practices and most of them within the execution period of the projects and not after finalizing, considering the availability of the provider institution. The evidence showed that project managers from providers countries understood the use, transformation, generation, and replication of know-how as a core function of the partner's country, specifically on the side of the requesting institution.

Based on the project manager's answers during the in-depth interview (questions 27 to 31 at the international cooperation agencies form, and questions 22 to 25 at the technical institutions form), the results are summarized in the following Table 8.

Table 8. Knowledge Applying practices. SSC Implementation - SUMMARY OF FINDINGS

Role	Providing Country	Requesting Country				Both Countries	Total
Knowledge Applying Practices	1.Facilitate online advisory	2.Use Know-how	3.Transformation Know-how	4.Adaptation Know-how	5.Collect Info	6.Follow-up	**Total**
International Cooperation Agencies	0	0	0	0	1	1	**2**
Technical Institutions	1	1	1	1	1	1	**5**
Total	**1**	**4**				**2**	**7**
What needs to be done	- Definition of schedules to follow up specific task	- Measure the effectiveness of the process - Promote learning communities - Conduct evaluation before and after the learning process				- Systematization of the process	
How to improve the Agencies' Role	- Ask for information to the counterpart.	- Mobilize resources to support domestic activities.				- Dissemination of activities with strategic partners.	
Factors of Success	- Maintain communication between countries. - Sustained support and advisory to requesting institution. - Share information						

Source: Field findings, 2021

As seen on the Table 8, at all bilateral projects reviewed the requesting technical institutions applied the know-how acquired. In Bolivia's project, the manuals and management forms from Colombia's IDRD were adapted to the sport program implemented in La Paz. Likewise, personnel from the cancer hospital in Dominican Republic adjusted the security patient's protocols based on the instruction from the INC. In Africa, Cote D'Ivoire, adopted the model from UNIMINUTO and also the management system to operationalize the administrative tasks

within the IUTEA. Finally, in the Caribbean, Curaçao assessed the agricultural techniques transferred by UNIGUAJIRA to install the most convenient systems.

According to the data, use, adaptation, and replication of the know-how occurred during the implementation stage of the project, not at the end. Therefore, the data showed that the greatest execution, and main challenges occurred at this stage on the side of the requesting technical institutions.

As for the role of the international agencies, its function focused on following up the processes and communicate the activities using social media.

c. **SSC Monitoring and evaluation. How was the incorporation of Knowledge Sharing within the monitoring and evaluation stage at bilateral SSC projects? When project managers were asked about systematization, the vast majority mentioned that the experience was not systematized, but they generated (eat least every three months) project reports, learning products and information pieces that were shared at various stages of the project. In order of frequency, 6 practices were mentioned: Delivering project reports, monitoring activities and follow up meetings, sharing information about beneficiaries, sharing information about providers, evaluation sessions and systematization. The practices were conducted across the project cycle (not at the end of the implementation) by both international agencies and technical institutions. The provider country was distinguished by performing systematization and evaluation practices.**

The Table 9 presents the results of the data analysis from the questionnaires (questions 32 to 38 at the international cooperation agencies form, and questions 25 to 30 at the technical institutions form) showing 6 practices where the participation of international agencies and technical institutions was even, 50% each one.

Table 9. Knowledge Systematization practices. SSC Monitoring and evaluation -SUMMARY OF FINDINGS

Role	Providing Country			Requesting Country	Both Countries		Total
Knowledge Applying Practices	1.Sharing Knowledge providers information by request	2.Systematizing the experience (once)	3.Evaluating (once)	4.Sharing Beneficiaries Information by request	5.Delivering Project Reports periodically	6.Monitoring activities and follow up meetings periodically	Total
International Cooperation Agencies	0	1	1	0	0	1	**3**
Technical Institutions	1	0	0	1	1	0	**3**
Total	**3**			**1**	**2**		**6**
What needs to be done	- Use systematization and evaluation for prospective planning and decision making. - Taking corrective action based on evaluation findings. - Update SSC portfolios based on the implementation experience.			- Share information of requesting country. - Update institutional memory.	- Disseminate project results with strategic partners - Assure the systematization of the process - Enhance monitoring - Conduct evaluation. When resources are limited, evaluate the projects that contain the most demanded initiatives.		
How to improve the Agencies' Role	- Capture added value of SSC providers. - Strengthening institutional capacities as knowledge brokers			- Empower learners. - Promote communities of practice.	- Strengthen SSC offices with staff specialized in systematization and evaluation - Allocation of budget or resource mobilization to conduct systematization of SSC projects - Capacity building - Measure the contribution of SSC to development		
Factors of Success	- Firsthand information must be collected and shared at every stage of the project. - Systematization starts form the first day - Allocation of resources (human, technical and financial) for evaluation and systematization from the beginning - Positive and Negative lessons learned, early achievements, mistakes, failures, and action taken to overcome challenges must be documented.						

Source: Field findings, 2021

However, the frequency of the practices varied as 100% of the ones implemented simultaneously by both countries were performed repeatedly at multiple stages of the project cycle, whereas the systematization and evaluation were conducted only once by the providing country. Hence, the bilateral project with Cote D'Ivoire was systematized by APC-Colombia under its study case methodology called *Saber Hacer Colombia* and was included in the second volume of the SSC Good Practices publication by UNOSSC in 2018. Moreover, Bolivia-Colombia's project was evaluated in 2019 after presenting the proposal to SEGIB to receive financial support. The most relevant barrier to performed systematization and evaluation were the cost related to hire independent consultants and finance the logistical fees related to field visits in the partner country and publications.

In summary, as shown in the Figure 13. across the project cycle, the SSC partners conducted 20 types of practices of knowledge sharing (5 for knowledge matching, 3 for knowledge acquisition, 6 for knowledge applying, and 6 for knowledge systematizing). Although most practices were conducted by technical institutions, the role of international agencies was particularly critical during the knowledge matching stage and the systematization. At first place to establish the first bonds among the countries' partners, assure coordinated actions, guide methodologically the SSC process and build trust between the counterparts; and at second place, to guaranteed monitoring, and in some cases to evaluate and systematize the projects.

Figure 14. Knowledge Sharing Practices-SUMMARY OF FINDINGS.

Knowledge Sharing Practices

across SSC Project cycle and Knowledge management phases
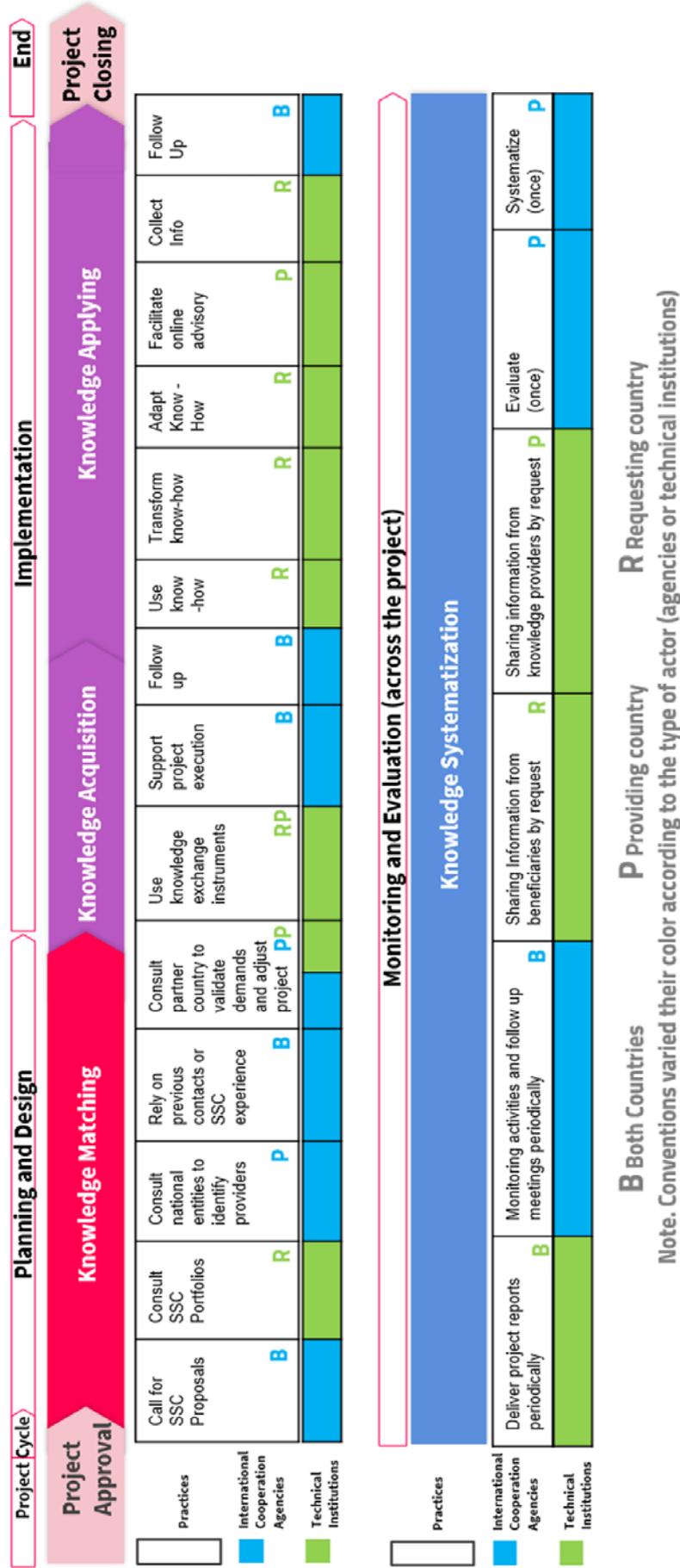
Source: Self elaboration from field findings, 2021

4.3 Factors that favor and limit the incorporation of knowledge into SSC projects

According to the project manager's experiences and perceptions captured through the in-depth interviews and the Self-Assessment for international cooperation agencies, the data evidenced factors that favored and limited the incorporation of knowledge sharing within SSC and current state of incorporation of knowledge sharing at international cooperation agencies and bureaus.

Summary of factors' findings:

This section presents the results of the analysis considering two frameworks:

- Factors that favor or limit knowledge sharing within bilateral SSC projects

- Current state of incorporation of knowledge sharing at international cooperation agencies and bureaus.

Key Findings

a. **Which factors within bilateral SSC projects favored or limited the incorporation of knowledge-sharing within SSC projects? All 5 countries identified more limiting factors that favoring factors within SSC projects. Unanimously, the greatest limiting factors in SSC knowledge sharing came from political barriers and technical proficiency on SSC. As oppose, trust, commitment and assertive communication were identified as main factors than favor bilateral exchanges.**

As seen at the Table 10, considering the project manager's experiences captured through the interviews (questions 19, 24, 29, 35, 38, 39 and 40 from the questionnaires for international cooperation agencies; and questions 20, 24, 29, 31 and 32 from the technical institutions), the factors that limited and favored knowledge sharing were clearly identified into each project cycle's stages: Planning and design, implementation and monitoring and evaluation.

The project managers reported more frequently political barriers as the main factor that affects the dynamic of knowledge sharing by mentioning political influence in project selection during bilateral program negotiations (at the planning stage), project delays due to bureaucratic procedures (mainly, but not exclusively at the implementation stage), and lack of willingness or interest in conducting evaluation and systematization (at M&E).

Table 10. Factors that favor and limit knowledge sharing within SSC bilateral projects – SUMMARY OF FINDINGS

Factors	Limit			Favor
Planning	**Political / Societal** - Political barriers for approvals. - Bureaucratic delays procedures in public institutions. - Political influence in project selection.	**Technical** - Project formulation issues. - SSC advisory from agencies is not even. Depends on project manager's experience. - Lack of formal training in SSC - The matching is not systematic.	**Administrative** - Lack of financial resources to support exploratory missions to assess needs.	- Trust - Effective Coordination - Assertive Communication - Effective and permanent support from agencies' personnel towards counterparts. - Leadership of technical institutions - Objective and professional selection of participants.
Implementation	- Bureaucracy makes project implementation slower. - Delayed responses from institutions.	- Biased (non -technical) selection of experts or participants. - Poor reports - Incomplete information - Lack of bilateral agreed standardized procedures and tools for evaluation and systematization.	- Complex requirements and logistical procedures - Visa or migration procedures. - Lack of incentives for knowledge providers engaged in the project.	Mutual Commitment Performance of the experts Maintaining communication during non-missions' periods. Effective coordination
Monitoring and evaluation	- Lack of willingness or interest in conducting evaluation and systematization.	- Knowledge barriers: Project manager do not know how to conduct systematization or evaluation.	- Delayed reports - Insufficient resources (human and material) to conduct systematization or evaluation.	Measurement instruments Collect data at every stage of the project. Information quality and management. On time delivery of data Share information

Source: Field findings, 2021

Technical factors that limited the knowledge sharing were more frequently associated to project formulation issues (poor formulation) that implied longer reviews and additional coordination meetings to adjust the project; lack of bilateral agreed standardized SSC procedures and tools for evaluation and systematization that constrained performance measurement; insufficient formal training in SSC causing additional delays in consulting experts; and differences in the delivery of SSC advisory function from international cooperation agencies to technical institutions, thus, affecting the overall performance in terms of communication, project engagement, and monitoring. In this last aspect, as all the providers were from Colombia, the countries reported differences in the coordination experience with different delegates from APC-Colombia (findings from the technical institutions questionnaire's question 5), some expressed that the delegates "fully engaged in the project", "explained the SSC procedures clearly", "participated actively from the activities" and "work closely"; in other

cases, the guidance was less comprehensive and limited to the strictly needed, when follow-up meetings, reports or logistical coordination were needed.

As for administrative factors, the most recurrent mentions were on insufficient financial resources for exploratory missions, considering that entities must adhere the SSC's "cost-sharing" principle and therefore guarantee the resources. When entities do not have sufficient budget, it causes significant delays in the execution. Additionally, project managers experienced the existence of complex requirements and logistical procedures for mobilizing experts, which represent a burden for the technical institutions that must deal with administrative challenges and bureaucratic structures to obtain approvals. Another relevant point was raised by both international cooperation agencies and technical entities: knowledge providers lack of enough incentives to participate in SSC projects. They do not receive any kind of compensation but must assume institutional commitment and additional responsibilities aside from their functions, factor that eventually might affect their performance due to the multiple tasks to conduct for the current job and the SSC project simultaneously. Finally, the study evidenced that global south countries still lack standardized tools and resources for evaluation and systematization. Few cases in the study did conduct these practices but exhorted by the country provider and not as a common objective within the project cycle. Then, the lack of systematization and evaluation prevented the counterparts in documenting lessons learned and early achievements.

On the other hand, data showed that the factors that favored the incorporation of knowledge sharing at planning and implementation stages were connected to personal features that strengthened bilateral relations through trust, mutual commitment, and assertive communication among the counterparts. Furthermore, leadership from technical institutions was identified as a key factor to effectively guide the knowledge sharing towards the achievement of common goals. Again, it was mentioned the importance of permanent and effective support from international cooperation agencies to the technical institutions in this

purpose and the information management as critical factor to keep project's record and nurture the institutional memory.

b.   Which are international cooperation agencies/bureaus' strongest and weakest areas that support SSC knowledge sharing at organizational level? To identify the strongest and weakest areas, a self-assessment tool was applied to the agencies of international cooperation considering 6 key organizational criteria: I. Planning, II. Institutionalization of knowledge sharing, III. Leadership, IV. Participation and Communication, V. Management, and VI. Performance. The country's agency that obtained the highest score in the self-assessment was Colombia (300/345). Bolivia (295), Curaçao (295) and Dominica Republic (265) followed it. Cote d'Ivoire did not participate. The strongest areas were planning, participation and communication and institutionalization of knowledge sharing, and the weakest areas were leadership, performance, and management.

Findings by organizational criteria:

Table 11 presents the consolidated the findings by criteria in which each international cooperation agency was assessed by its own staff, project managers responsible for SSC and with distinct levels of permanence in the organization, 50% between 2 and 3 years, 33% more than 6 years and 16% between 4 and 5 years. After the assessment's completion, the instrument allowed this researcher to measure the organization at different levels were the SSC and knowledge sharing can be incorporated based on a score guideline for each criteria (ANNEX 7)

For this instrument, the maximum score possible for a country was set in 345 points. Colombia obtained 300, followed by Bolivia 295, Curaçao 295 and Dominica Republic 265. The average score among the four different agencies was 286/345.

Table 11. Self-assessment tool on incorporation of knowledge sharing within international cooperation agencies – SUMMARY OF FINDINGS

Criteria /Country		Questions	DR	COL	BOL	CUR	CDI [4]	MEAN
I. Planning Score ranges: MAX: 90 MED:45 LOW: 0	1.	Is your country's SSC aligned with the Agenda 2030 / SDGs?	15	10	15	15	-	**13.75**
	2	Is your country's SSC aligned with your country's National Development Plan	15	10	15	10	-	**12.5**
	3	Is your country's SSC aligned with your organization's institutional plan	15	10	15	10	-	**12.5**
	4	To what extent do you know about knowledge sharing in SSC projects?	15	15	15	15	-	**15**
	5	What do you understand by knowledge sharing?	15	15	15	15	-	**15**
	6	What type of knowledge is exchanged the most in bilateral SSC projects?	15	15	15	15	-	**15**
		Subtotal Planning:	90	75	90	80	-	**83.75**
II. Institutionalization of Knowledge sharing Score ranges: MAX: 75 MED: 30 LOW: 0	7	Is knowledge sharing/ knowledge exchange a clearly defined concept in the international cooperation policy of your country?	0	15	15	15	-	**11.25**
	8	Is knowledge sharing/knowledge exchange an essential part of SSC projects in your organization?	10	15	15	15	-	**13.75**
	9	Does your organization have specific guidelines/instruments/mechanisms to promote and implement knowledge sharing/knowledge exchange in SSC projects?	15	15	15	15	-	**15**
	10	Select in which stages of the SSC project cycle (Planning, implementation, Monitoring and evaluation)? is Knowledge sharing/Knowledge exchange incorporated:	15	15	5	15	-	**12.5**
	11	Do you consider that knowledge sharing/knowledge exchange contributes to reach development objectives among countries	15	15	15	15	-	**15**
		Subtotal Institutionalization:	**55**	**75**	**65**	**75**	**-**	**67.5**
III Leadership Score ranges: MAX: 60 MED: 30 LOW	12	To what extent is your organization recognized as coordinator of bilateral SSC projects by the rest of Global South partner countries	10	10	10	10	-	**10**
	13	To what extent is your organization recognized as coordinator of SSC projects by your country's national public institutions	10	10	15	10	-	**11.25**
	14	To what extent is your organization recognized as coordinator of SSC projects by your country's local governments (subnational entities)	5	5	10	15	-	**8.75**
	15	Select at which level (political, technical, and financial) your organization has autonomy to coordinate bilateral SSC projects directly with other countries.	5	10	5	10	-	**7.5**
		Subtotal Leadership:	**30**	**35**	**40**	**45**	**-**	**37.5**
IV. Participation & Communication Score ranges: MAX: 45 MED: 20 LOW:0	16	Has your organization participated in international scenarios to discuss about SSC and knowledge sharing?	15	15	15	15	-	**15**
	17	Has your organization participated in national scenarios to discuss about SSC and knowledge sharing?	15	15	15	15	-	**15**
	18	Does your organization have internal scenarios to discuss about SSC and knowledge sharing?	15	15	15	15	-	**15**
		Subtotal Participation and Communication:	45	45	45	45	-	**45**
V. Management	19	Is the Management of SSC projects clearly structured in your organization?	15	15	15	10	-	**13.75**

Score ranges: MAX:30 MED:15 LOW:0	20	Does your organization manage efficiently financial resources in in SSC project management?	0	15	10	10	-	**8.75**
		Subtotal Management:	15	30	25	20	-	**22.5**
VI. Performance Score ranges: MAX: 45 MED:20 LOW:0	21	Is the management of SSC projects frequently considered to measure the SSC performance in your organization?	15	15	15	15	-	**15**
	22	In the last 5 years, has your organization successfully accomplished 100% of the outcomes within SSC projects?	10	10	10	10	-	**10**
	23	Select which role (coordinator, technical facilitator, or financial support) should have international cooperation agencies and bureaus to improve knowledge sharing within SSC projects.	5	15	5	5	-	**7.5**
		Subtotal Performance:	**30**	**40**	**30**	**30**	**-**	**32.5**
		TOTAL	**269**	**300**	**295**	**295**	**-**	**55**

Source: Field findings, 2021

International cooperation agencies in 4 countries obtained the highest scores at 3 criteria: Planning (84/90), where the project managers consider that SSC is aligned to key development frameworks; at Participation and Communication (45/45), where all agencies reported participation in scenarios of discussion on SSC and knowledge sharing at both national and international level; and at Institutionalization of knowledge sharing (68/75), all participants indicated that the agencies have guidelines to promote and implement knowledge sharing in SSC projects and also ratified that knowledge sharing is incorporated at all stages of SSC project cycle, as was demonstrated in the research. Regarding these criteria, all agencies remarked that knowledge sharing does contribute to reach development objectives among the countries, thus, evidencing that today's debates on knowledge sharing focus more on determining to what extend it contributes to development and how can it be measured (topic out of the scope of the present study but worth to be explored in further research), rather than confirming its contribution to development.

On the lowest scores, it was found that Leadership (37.5/60); Performance (33/45) and Management (23/30) are areas to be improved. As for Leadership, international cooperation agencies claimed to be recognized as focal points by most global south countries, but still need wider recognition among national and subnational entities, especially before the last ones. On regards of Performance, SSC project execution is currently used as measurement

indicator within all the organizations and the level of accomplishments of outcomes within SSC projects is higher than 70%, but still lower than 90%. The perception of the project managers on the roles of the international cooperation agencies to improve the knowledge management in SSC was different. Colombia claimed that international cooperation role must include functions as general coordinator, technical facilitator, and financial supporter, as opposed to Bolivia, Curaçao and Dominican Republic that the role should be exclusively technical. Finally, in the management, results suggested that agencies still struggle to be efficient in budget administration of SSC projects, particularly in Dominican Republic. However, procedures for the management of SSC are clear in all the countries, but insufficient in the case of Curaçao. As previously observed in the legal framework review, Curaçao foreign policy and so, international cooperation (including SSC) is driven by The Dutch Ministry of Foreign Affairs and therefore they are not fully autonomous in the subject.

4.5   Chapter conclusion

This chapter detailed the most significant findings from the application of data triangulation through the three measurement instruments to the research question and its objectives. The data analysis provided a better understanding of the incorporation of knowledge sharing within SSC projects through the legal frameworks contents and the SSC practices conducted by international cooperation agencies and technical institutions across the project cycle. Additionally, based on the experience of project managers, the key factors that favor and limited the incorporation were identified along with the self-assessment conducted by the international cooperation agencies to measure the incorporation of knowledge sharing at organizational level. The following section delivers conclusions and recommendations for policy makers and practitioners to improve the incorporation of knowledge sharing within SSC by focusing on what needs to be done to strengthening its institutionalization, to optimize the SSC project management and to enhance the role of international cooperation agencies and bureaus.

5. CHAPTER 5: CONCLUSIONS AND POLICY RECOMMENDATIONS

The preceding chapter showed the data and analysis generated during the research and provided an in-depth analysis of the incorporation of knowledge sharing into SSC project management though Global south's legal frameworks, the SSC project cycle, and the organizational features of international cooperation agencies, given their coordination role. In this section, a summary of findings is presented, and the conclusions are drowned from the qualitative study. From the onset of this researcher, the engagement of global south countries into the execution of SSC projects evidenced that knowledge sharing is not just an element within SSC, but a systematic process fully aligned with SSC management where both share equivalent structures, practices, and values; thus, making the SSC a knowledge-sharing based modality of international cooperation by default. However, the comparative study also demonstrated the presence of factors that shaped positively and negatively the environment in which the knowledge sharing take place, some related to the project execution and other related to organizational aspects of the coordinating institutions. Consequently, at the end of the study conclusions and policy recommendations are proposed to international cooperation agencies to enable conditions for knowledge-sharing based environments within SSC project management.

5.1. Discussion of findings

Through the analysis of data generated by the three instruments (legal framework review tool, in-depth interviews, and self-assessment tool), applied to the embedded case study with four bilateral SSC projects between Colombia and Dominican Republic, Bolivia, Curaçao and Cote D'Ivoire, this researcher presents the summary of results according to each research objective:

Incorporation of knowledge sharing within legal framework

1. Knowledge sharing was incorporated at country's legal frameworks through international instruments rather than national policies. The most common sources of knowledge sharing

contents were bilateral, regional, and multilateral agreements, endorsed by Governments and in custody of the Ministries of Foreign Affairs. Other sources included foreign policy documents and guidelines on international cooperation and SSC, the last two mainly produced by international cooperation agencies and bureaus from planning ministries in charge of the coordination of SSC.

2. Global south countries referenced two main classes of exchanges in the legal frameworks: exchange of resources and exchange of knowledge. Mentions on knowledge exchanges were more frequent and within this class the exchange of explicit knowledge was the most common category rather than tacit knowledge. From the side of the resources, the technology transference was more significant than the mobilization of experts. However, this is not an indicator of more flows of technology among countries, but an expression of countries' willingness to maintain broader scopes of SSC in the international agreements.

Knowledge sharing practices within SSC

3. The knowledge sharing was incorporated within the project cycle through twenty knowledge-based practices conducted by international cooperation agencies and technical institutions across the planning, implementation and monitoring and evaluation stages. In this sense, it was found that the SSC project management cycle followed the same knowledge management's logical structure where each SSC practice corresponded to a particular phase among knowledge matching, knowledge acquisition, knowledge applying and knowledge systematization.

  - The planning and design stage, equivalent to the knowledge matching phase, included five practices 5 practices around the verification of SSC demands and formulation of project proposals. At this stage, the role of international cooperation agencies was critical to establish contact between the countries, backing technical counterparts to generate trust before foreign counterparts, and guiding the technical institutions along the SSC process. The highest burden was on the providing country's institutions to

effectively find a pertinent technical counterpart and to meet requesting countries expectations.

- At the implementation stage, equivalent to the knowledge acquisition and knowledge applying phases, the greatest number of knowledge sharing practices were identified and also it was identified that the international cooperation agencies' role was limited to activities' logistical or financial support and monitoring. At the knowledge acquisition phase, the biggest responsibility lied in technical providers who delivered know how. At the knowledge applying phase, the protagonist were the requesting institutions as they had to use, transform, adapt, and replicate the learnings. An important finding from this stage was that know how's adaptation occurred during the execution of the project, as providers counterparts were available to assist their peers in the process.

- At the monitoring and evaluation stage, equivalent to the systematization phase, the countries monitored the activities across the project cycle and not only at the end. However, not all the countries managed to evaluate or systematized the experience due to multiple reasons including lack of resources, institutional capacities, and willingness. International cooperation agencies from providers countries had more incentives to conduct evaluation and systematization since it helps to promote country's strengths in the international arena. At this stage were found most technical challenges.

- SSC projects concentrated more flow of explicit knowledge than tacit knowledge, but no difference was found in the process of knowledge sharing delivering. They only differed in the sources of knowledge, where the tacit one was empirical and provided the participants who owned the know-how. In the other hand, the explicit knowledge varied among academic, technical, and scientific knowledge delivered by specialized personnel with formal studies on each project's particular field. In both cases, a peer-to-peer methodology was provider's preferred way to accomplish the requesting's counterpart learning goals behind SSC knowledge exchanges.

Factors that favor and limit the incorporation of knowledge sharing

4. All five countries identified more limiting factors than favoring factors within SSC projects. The project managers reported more frequently political barriers and limited technical proficiency on SSC as the main factors that affected the dynamic of knowledge sharing. In the first case, by mentioning political influence in project selection during bilateral program negotiations (at the planning stage), project delays due to bureaucratic procedures (mainly, but not exclusively at the implementation stage), and lack of willingness or interest in conducting evaluation and systematization (at M&E). Additionally, technical limitations came from poor project formulation issues, lack of formal training in SSC and differences in the advisory function from international cooperation agencies' staff, as it depends on each delegate experience.

5. The factors that favored the most the implementation of bilateral exchanges were trust, mutual commitment, and assertive communication. Moreover, permanent, and effective support from international cooperation agencies to the technical institutions was identified as relevant to achieve the common goals and the information management was considered critical to keep project's record and nurture the institutional memory.

6. The self-assessment of international cooperation agencies revealed the strongest and weakest organizational areas for SSC knowledge sharing. The strongest areas were planning, participation and communication and institutionalization of knowledge sharing, and the weakest areas were leadership, performance, and management. The country's agency that obtained the highest score in the self-assessment was Colombia, followed by Bolivia, Curaçao and Dominican Republic. Cote d'Ivoire did not participate.

7. It was clear for this researcher that the international cooperation agencies and bureaus, from the sampling of global south countries, enjoyed a significant share of technical autonomy (83%) to coordinate SSC, rather than financial (50%) or political autonomy (33%). This was also clear during the legal framework review where their largest contribution was the production of international cooperation or SSC technical guidelines; and the analysis of

their role within the execution of SSC projects, where the technical coordination among the counterparts and the methodological advisory on SSC management was critical.

5.2 Study conclusions and policy recommendations

Five major conclusions are drawn based on the results of this study and policy recommendations are provided as practical courses of action to enable conditions for knowledge-sharing based environments within SSC project management.

- **First, political barriers remained as the greater limiting factor at SSC knowledge sharing.** Understanding technical deficits as potential enablers of political inherence may be a more effective strategy to overcome these challenges for middle-level decision makers and SSC practitioners. Therefore, political influence in project selection during bilateral program negotiations (at the planning stage) is more likely in absence of systematic selection. It is recommended to introduce more objective procedures of demand-supply matching beyond direct consultations. Likewise, project delays due to bureaucratic procedures (mainly, but not exclusively at the implementation stage) can be tackle by generating better engagement of higher authorities and administrative staff to the project and comprehensive socialization of SSC procedures since the beginning. Finally, ahead of the lack of willingness or interest in conducting evaluation and systematization (at monitoring and evaluation) by politicians or decision-makers, disseminating project's results and early achievements and their effects into institutional image and country recognition might serve as a positive incentive.

- **Second, trust building, mutual commitment and assertive communication emerged as the main factors that favored knowledge sharing withing SSC projects.** The fact that the trop three factors were relationship-related qualities, over SSC technical features or methodological specifications of the exchanges, indicates that human relations are crucial. By recognizing trust as the core condition to advance towards both tighter collaboration and

higher levels of knowledge sharing, the coordinating institutions may facilitate and increase presential trust building scenarios. Besides, by recognizing the relevance of the personal and institutional commitment, from knowledge brokers (facilitators), knowledge providers (know-how owners) and learners, countries will be able to provide incentives to the personnel and participants who voluntary engaged in the processes (knowledge management and SSC management). Moreover, by enhancing assertive communication across the SSC project cycle, more effective channels will be available within project coordination to foster knowledge sharing, to build partnerships and to sustain cooperation after finalizing the projects.

- **Third, a harmonized conceptualization of knowledge sharing among partner countries was not *a sine qua non* condition for sharing knowledge under SSC contexts.** This conclusion opposes the one brought by Sanchez & Romero (2019) related to the knowledge management and knowledge sharing in the Mexican experience, who stated that the lack of knowledge sharing conceptualization makes those exchanges lose potential. On the contrary, the present research evidenced that the lack of standardization in the terminology and the multiplicity of definitions related to knowledge sharing was not a technical barrier to conduct knowledge-based SSC projects, given that knowledge sharing is inherent to the SSC's practice. Instead, low proficiency on SSC, insufficient skills at project formulation and technical constraints for monitoring, evaluating, and systematizing were identified as limiting factors. International cooperation agencies and bureaus may consider reinforcing the understanding of SSC among the counterparts, focusing firstly on their staff's formal training on SSC to guide properly and extensively all actors involved in SSC projects, and secondly, facilitating open spaces to advance in the knowledge appropriation through learning environments and communities of practice.

- **Fourth, the institutionalization of knowledge sharing within SSC legal frameworks was incorporated mainly through international agreements and international**

cooperation guidelines. It was a shared responsibility between the Ministries of Foreign Affairs, at diplomatic level, and the international cooperation agencies (or ministries of planning with coordinating functions of international cooperation) at technical level. The agencies, under their coordinating function, should be aware of the contributions made in the past to enable knowledge sharing legal conditions among States. Thus, they may consider having a more active role at nowadays legal framework generation to assure that technical inputs resulting from the evolution and qualification of the SSC practices across recent project implementations' experiences are effectively incorporated into international instruments and national policies.

- **Fifth, the levels of responsibility from the counterparts varied at each stage of the project depending on their roles as providing or requesting actors.** At planning, since international cooperation agencies' role was more critical to coordinate the overall SSC process, to connect the counterparts and to establish the first bonds of trust, they are exhorted to enhance their strategic management skills in terms of effective leadership (guidance on SSC and facilitation of processes among the counterparts), assertive communication (delivering clear messages, maintaining reciprocal attention and enabling effective communication channels) , and close collaboration (within the organization and among counterparts). At implementation, technical providing institutions and requesting institutions experienced the highest burden when involved in knowledge acquisition and knowledge applying, respectively. The greater implication of this finding is that while technical institutions are focused and committed to the knowledge sharing process, they lack capacities (human, technical and financial) to simultaneously capture and document the whole experience. Therefore, in addition to the logistical and administrative support from the international cooperation agencies to the activities, technical counterparts would also benefit from systematization solutions provided by the agencies or outsourcing services that guarantee objective observations, real time data and reliable information across the implementation. At the monitoring and evaluation stage, international cooperation agencies

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also played a significant role in assuring permanent monitoring and conducting evaluation, but those areas are the least developed at bilateral projects. Therefore, systematic tools to measure counterparts' performance, evaluate the project and systematize the experiences are needed. On this regard, providing country's institutions might have additional incentives to evaluate and systematize, considering that those practices would bring additional visibility for technical institutions at national level and State's recognition and positioning among Global South countries.

- **Sixth, the study led to conclude that knowledge management and SSC management are equivalent structures within SSC projects.** Therefore, it is inexact to talk about incorporation of knowledge sharing within SSC projects since the SSC practices within bilateral projects demonstrated being inherent expressions of knowledge sharing. This equivalence is possible when SSC practices met key conditions: 1. They are implemented by global south counterparts; 2. They are motivated by a sense of collaboration, 2. They are ruled by the principle of horizontal cooperation; 3. They are aimed at voluntarily sharing lessons learned, exchanging experiences, providing technical assistance or generate capacity building in other country, and 4. They are managed under a SSC project framework. In this sense, and under the previous conditions, the SSC can be understood as the knowledge-based modality of international cooperation by excellence.

5.3 Limitations of the study

- Although the sample selection was intended to include a SSC bilateral project with an Asian country, none of the projects found meet the research criteria regarding the completion of the project and the availability of information. Therefore, the characteristics of SSC from Asian southern countries might affect the general results obtained at this study.
- The absence of the delegate from Cote D'Ivoire as Prime Minister's representative in charge of the bilateral project prevented the research to have a more accurate understanding of the current state of knowledge sharing within African international cooperation institutions.

- Finally, the biggest limitation was the time, 6 months, thus restricting the scope and sample size.
- In future

5.4   Further recommendations for research

Based on the findings, perhaps the most significant continuation of this study will be towards analyzing the contribution of knowledge sharing practices to development, as the goal of SSC is providing solutions to common development challenges through knowledge sharing. Additionally, the analysis of SSC projects including the Asian perspectives is highly advised to complement the regional comparison.

5.5   Chapter conclusion

The essence of this section was to deliver a cohesive link between the data analysis and the interpretations and conclusions of the findings. Several policy recommendations were given to enable knowledge-based environmental conditions and to strengthen the role of international cooperation agencies and bureaus as coordinators of SSC projects. In addition, the limitation of the research and further recommendations for research were provided, considering that current studies on this matter were very limited and further theoretical and empirical contributions are highly encouraged. Finally, while this study may challenge some assumptions or perceptions from decision makers and practitioners in the field, it provides a general understanding of the knowledge sharing in SSC management and an update picture of international cooperation agencies' organizational reality. By analyzing the issue from a legal framework perspective, a project cycle approach and from the experience of project managers, all three combined, this study suggested that trust is the catalyzer of tighter collaboration and higher levels ok knowledge sharing and main factor to accomplish scaled processes of knowledge management and SSC management, simultaneously.

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APPENDICES

ANNEX 1. Purposive sampling results to select SSC sample country units.

Criteria	1.Bilateral Project	2.Technical Assistance Project	3. Project executed in the last 5 years 2015-2020	4.Project is finished (By December 2020)	5.International cooperation agencies and bureaus involved	6. Complete Project Information is available	7. Project managers are available	Country's selection has the potential to provide new inputs and contrasting results on SSC	Score
LATIN AMERICA									
Argentina	1	1	1	1	1	1	1	0	7
Bolivia	1	1	1	1	1	1	1	1	8
Brazil	1	1	1	1	1	1	1	0	7
Chile	1	1	1	1	1	1	1	0	7
Costa Rica	1	1	1	1	1	0	0	1	6
Cuba	1	1	1	1	1	1	0	1	6
Dominican Republic	1	1	1	1	1	1	1	1	8
Ecuador	1	1	1	1	1	1	0	1	7
El Salvador	1	1	1	1	1	0	1	1	7
Guatemala	1	1	1	1	1	0	1	1	7
Honduras	1	1	1	1	1	0	1	1	7
Mexico	1	1	1	1	1	1	1	0	7
Nicaragua	0	1	1	1	1	1	0	1	6
Panama	1	1	1	0	1	0	0	1	5
Paraguay	1	1	1	1	1	1	0	1	7
Peru	1	1	1	1	1	1	1	1	8
Uruguay	1	1	1	1	1	1	1	1	8
Venezuela	0	1	1	1	1	1	0	1	6
AFRICA									
Argelia	0	1	1	1	1	1	1	1	7
Benin	0	1	1	1	1	1	1	1	7
Burkina Faso	1	1	1	0	1	0	0	1	5
Botswana	0	1	1	1	1	1	1	1	7
Cameroon	0	1	1	1	1	1	1	1	7
Cape Verde	0	1	1	1	1	1	1	1	7
Cote d'Ivoire	1	1	1	1	1	1	1	1	8
DR Congo	0	1	1	1	1	1	1	1	7
Gabon	0	1	1	1	1	1	1	1	7
Ghana	1	1	1	1	1	0	0	1	6
Guinea Bissau	0	1	1	1	1	1	1	1	7
Egypt	0	1	1	1	1	1	1	1	7
Equatorial Guinea	0	1	1	1	1	1	1	1	7
Ethiopia	0	1	1	1	1	1	1	1	7
Kenya	0	1	1	1	1	1	1	1	7
Liberia	0	1	1	1	1	1	1	1	7
Mali	0	1	1	1	1	1	1	1	7
Morocco	1	1	1	0	1	1	1	1	7
Mozambique	0	1	1	1	1	1	1	1	7
Namibia	0	1	1	1	1	1	1	1	7

Niger	0	1	1	1	1	1	1	1	7
Nigeria	0	1	1	1	1	1	1	1	7
Sao Tome & Prince	0	1	1	1	1	1	1	1	7
Senegal	0	1	1	1	1	1	1	1	7
Sierra Leone	0	1	1	1	1	1	1	1	7
Somalia	0	1	1	1	1	1	1	1	7
South Africa	0	1	1	1	1	1	1	1	7
Tanzania	0	1	1	1	1	1	1	1	7
Togo	0	1	1	1	1	1	1	1	7
Zambia	0	1	1	1	1	1	1	1	7
THE CARIBBEAN									
Antigua & Barbuda	1	1	1	1	1	1	0	1	7
Aruba	0	1	1	1	1	1	1	1	7
Bahamas	0	1	1	1	1	1	1	1	7
Barbados	0	1	1	1	1	1	1	1	7
Belize	0	1	1	1	1	1	1	1	7
Cuba	1	1	1	1	1	1	1	0	7
Curaçao	1	1	1	1	1	1	1	1	8
Dominica	0	1	1	1	1	1	1	1	7
Grenada	0	1	1	1	1	1	1	1	7
Guyana	0	1	1	1	1	1	1	1	7
Haiti	1	1	1	1	1	0	0	1	7
Jamaica	1	1	1	1	1	1	1	1	8
Saint Kitts & Nevis	1	1	1	1	1	1	1	1	8
Saint Lucia	0	1	1	1	1	1	1	1	7
Saint Vincent & Grenadines	1	1	1	1	1	1	0	1	7
Suriname	0	1	1	1	1	1	1	1	7
Trinidad & Tobago	0	1	1	1	1	1	1	1	7
ASIA									
Azerbaijan	0	1	1	1	1	1	0	1	6
Afghanistan	0	1	1	1	1	1	0	1	6
Bangladesh	0	1	1	1	1	1	1	1	7
Belarus	0	1	1	1	1	1	1	1	7
Bhutan	0	1	1	1	1	1	1	1	7
Brunei	0	1	1	1	1	1	1	1	7
Cambodia	0	1	1	1	1	1	1	1	7
China	1	1	1	1	1	1	1	0	7
The Philippines	0	1	1	1	1	1	1	1	7
Fiji	0	1	1	1	1	1	1	1	7
Georgia	0	1	1	1	1	1	1	1	7
India	0	1	1	1	1	1	1	0	6
Indonesia	0	1	1	1	1	1	1	0	6
Kazakhstan	0	1	1	1	1	1	1	0	6
Laos	0	1	1	1	1	1	1	1	7
Lebanon	0	1	1	1	1	1	1	1	7
Malaysia	0	1	1	1	1	1	1	0	6
Maldives	0	1	1	1	1	1	1	1	7
Mongolia	0	1	1	1	1	1	1	1	7

Myanmar	1	1	1	1	1	0	0	1	6
Nepal	0	1	1	1	1	1	1	1	7
Palestine	0	1	1	1	1	1	1	1	7
Russia*	0	1	1	0	1	1	1	1	6
Singapore*	1	1	1	0	1	1	1	1	7
Solomon Islands	0	1	1	1	1	1	1	1	7
Sri Lanka	0	1	1	1	1	1	1	1	7
Tajikistan	0	1	1	1	1	1	1	1	7
Thailand	1	1	1	0	1	0	0	1	5
Turkey	1	1	1	0	1	1	1	1	7
Turkmenistan	0	1	1	1	1	1	1	1	7
Tuvalu	1	1	1	1	1	0	0	1	7
Uzbekistan	0	1	1	1	1	1	1	1	7
Vietnam	1	1	1	0	1	0	1	1	6

*Non-Global South Countries.

Source: Self-elaborations based on APC-Colombia's SSC country list 2014-2018 and staff consultations.

ANNEX 2.Legal Framework Review Tool

1. Legal framework review tool to assess the level of institutionalization of knowledge-sharing in country cases						
Assessment Criteria	**Qualitative indicator**	**Country Case**		**Type of instrument**	**Name of instrument**	**Description of definitions and terminology found**
		YES	**NO**			
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **the national development plan**					
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the foreign policy**					
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the international cooperation guidelines of the coordination agency/bureau**					
	The concept of knowledge sharing, or knowledge exchange is mentioned in **south-south cooperation guidelines**					
Bilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **the bilateral agreement with Colombia that enables technical cooperation**					
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the project approval document or official Act subscribed with Colombia.**					
Regional agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **regional instruments acknowledged by the country.**					
Multilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**.					
Additional Observations						

Source: Self elaboration.

ANNEX 3.Interviewee profile sample

(Personal info is confidential to protect the identity of the participants)

Photo	INTERVIEWEE PROFILE No.1
Name:	XXXXX XXXXXX XXXXX
Country	Bolivia
Type of Actor/ Sample Criteria:	Government Official. Plurinational State of Bolivia - National Coordination Level
Entity:	Ministry of Planning for Development
Current Position:	XXXXXXX XXXXXXX
Level:	XXXXXX XXXXXX
Unit:	Finance Negotiation Unit Vie-Ministry of Public Investment and External Finance
Immediate superior:	XXXXX XXXXX XXXXXXX
Position's duties and responsibilities:	To support the Financing Negotiation Unit in the management of technical cooperation among developing countries (CTPD in Spanish). To analyze sources and financial cooperation mechanisms with international finance institutions, banks, regional organisms, official cooperation agencies, private institutions, among others.
SSC related duties:	To manage and analyze technical and economical international cooperation in the framework of south-south and triangular cooperation.
Interviewee's relevance for research:	XXXX XXXX was the Government official in charge of the management of the V Joint Commission between Colombia and Bolivia during the period 2017-2019.
Researcher Assumptions:	- The interviewee has SSC's project management experience. - The interviewee is aware of the knowledge sharing approach in SSC.

Source. Self-elaboration based on VIPFEE and APC-Colombia's reports.

ANNEX 4. Research guide example – National cooperation agencies and bureaus

Research guide sample

Researcher: Ivonne Ramos, KDI School	Interviewee: XXXXX XXXXX, Bolivia	Date: DD / MM/ YYYY	Initial Time: 00:00 Final Time: 00:00
STAGE 1. ARRIVAL AND INTRODUCTIONS	Good morning /afternoon/evening. I really appreciate your time to meet me today. As written in my email, it will not take us more than 1 hour online. My name is Ivonne Ramos, and I am conducting research as part of my master's studies at KDI School of Public Policy and Management, a Korean think thank specialized in international development.		
STAGE 2. INTRODUCING THE RESEARCH	My main interest today is having an open and sincere conversation about your experiences participating as (participant's role in the project) between (Country) and Colombia during the project (name.) Specifically, regarding your understanding about knowledge-sharing and how this concept is incorporated in SSC projects. As a researcher, I am assessing the incorporation of knowledge sharing within the SSC project cycle and also within the institutional legal framework and the organizational practices from the institutions that participate in the projects. The main purpose is to provide practical recommendations to enhance the project management and contribute to the understanding of the knowledge sharing in Latin America, The Caribbean and Africa. Thus, your inputs on this are highly relevant to identify limitations, potentialities, enhancement opportunities, and so on. If do you agree, I will be recording the session because I do not want to miss any of your comments. Although I will be taking some notes during the session, all responses will be kept confidential. I will be compiling a report which will contain other participants' comments without any personal reference. This means that your interview responses will be kept safely, and they will only be shared with your permission. Do you have any questions so far? Remember, you do not have to talk about anything you do not want to. You may ask for clarifications on the questions or ask to end the interview at any time. If you agree to this interview and the recording, please sign this consent form (A consent form will be handed to the interviewee.)		
STAGE 3. BEGINNING THE INTERVIEW	To begin, let us talk about yourself as a government official and your experience working in south-south and triangular cooperation for the VIPFE within the Finance Negotiation Unit. **How has been your experience working in SSC projects?** **Potential follow-up questions:** - Why did you consider that experience (adjective)?		
STAGE 4. DURING THE INTERVIEW	**Prompt Questions:** Application of Prompt Questions from the questionnaire for International Cooperation Agencies and bureaus. **Potential follow-up questions:** Additional questions are asked to elaborate more in the answer or asking for clarifications.		
STAGE 5. ENDING THE INTERVIEW	Thank you very much for your valuable feedback. You have mentioned several aspects that helped me to understand your personal experience regarding knowledge-sharing in your project. Do you have any final recommendations or comments?		
STAGE 6. AFTER THE INTERVIEW	So (name), I will be analyzing the information you and the other project managers gave me and I will let you know about the findings. I will be happy to send you a copy of the research report if you are interested. Please, if you have any future observations or remarks, do not hesitate to contact me (Researcher hand out her business card).		

Source. Self -elaboration based on In-depth interview methodology (Ritchie & Lewis, 2003)

ANNEX 5. Questionnaire for International cooperation agencies and bureaus

Questionnaire for International cooperation agencies and bureaus			
Definition	1. What the main legal instrument that your country uses as international cooperation policy? 2. How relevant is the SSC in the international cooperation policy of your country? 3. In your opinion, what is the added value of the south-south cooperation in comparison with other modalities of international cooperation? 4. Does your country have special regulation or guidelines for South-South cooperation? 5. In those instruments that you have mentioned, how is the concept of knowledge-sharing or knowledge management included? Is it explicit (very detail, no room for doubts) or is it implicit (open to interpretation) How is it defined? 6. How important is having a clear definition of knowledge-sharing for south-south cooperation? 7. How do you think that the absence of a clear definition of knowledge-sharing impacts the management of SSC projects? 8. Are you aware of alternative definitions of knowledge sharing from other sources, personal experience, other countries, multilateral organizations, etc.?	1. ¿Cuál es el principal instrumento que su país utiliza como política de CI? 2. ¿Qué tan relevante es la CSS en la política de cooperación internacional del país? 3. En su opinión, ¿cuál es el principal valor agregado de la CSS en comparación con otras modalidades de cooperación internacional? 4. ¿Su país tiene normativas o lineamientos específicos sobre CSS? 5. En dichos instrumentos: ¿Cómo aparece el concepto de intercambio de conocimiento? Está explícito (detallado, sin lugar a duda) o implícito (¿abierto a interpretación? ¿Cómo se define el intercambio de conocimiento? 6. ¿Qué tan importante es para los procesos de CSS tener claridad sobre la definición del intercambio de conocimiento? 7. ¿Cómo cree que la ausencia de una clara definición impacta el manejo de proyectos de CSS? 8. ¿Conoce otras definiciones sobre intercambio de conocimiento de otras fuentes, experiencia personal, otros países u organizaciones?	1. Quel est le principal instrument juridique en vue d'une bonne institutionnalisation d'une politique de coopération internationale? 2. Quelle est l'importance de la Coopération sud-sud pour la politique de coopération internationale de votre pays? 3. ¿A votre avis, quelle est la valeur ajoutée de la coopération sud-sud par rapport aux autres modalités de coopération internationale? 4. Votre pays dispose-t-il d'une réglementation ou de directives spéciales pour la coopération Sud-Sud? 5. Dans ces instruments: ¿Comment apparaît le concept d'échange de connaissances? Est-il explicite (détaillé, sans aucun doute) ou implicite (¿susceptible d'interprétation? Comment l'échange de connaissances est-il défini? 6. Dans quelle mesure est-il important que les processus CSS soient clairs sur la définition de l'échange de connaissances? 7. Comment pensez-vous que l'absence d'une définition claire impacte la gestion de projet CSS? 8. Connaissez-vous d'autres définitions de l'échange de connaissances provenant d'autres sources, d'expériences personnelles, d'autres pays ou organisations?
Institutionalization	9. Do you remember is the knowledge sharing approach was include as part of your training in south-south cooperation in your organization? If yes, how was it. If no, how did you find out about the concept? 10. How your organization incorporates the knowledge-sharing approach? ¿How your organization promotes knowledge sharing? 11. Was the knowledge sharing approach present during the implementation of the SSC	9. ¿Recuerda si el enfoque de intercambio de conocimiento fue incluido como parte de su entrenamiento en CSS al interior de su organización? En caso afirmativo, cómo fue. En caso contrario, ¿cómo conoció el concepto? 10. ¿Cómo incorpora su organización el enfoque de intercambio de conocimiento? ¿Cómo lo promueve? 11. En su opinión, ¿estuvo presente el intercambio de conocimiento en los proyectos de CSS con	9. Vous rappelez-vous si l'approche d'échange des connaissances a été incluse durant votre formation à la coopération international au sein de votre organisation ? ¿Si oui, comment était-ce? ¿Si non, comment avez-vous découvert ce concept? 10. Comment votre organisation intègre-t-elle l'approche d'échange des connaissances? Comment votre organisation promeut-elle cet échange des connaissances?

	projects with Colombia during the V Joint Commission 2017-2019?	Colombia de la Comisión Mixta 2017-2019?	11. Est-ce que l'approche d'échange des connaissances a été considérée lores de l'implémentation du projet UNIMINUTO en Côte d'Ivoire?
Coordination with other countries	12. How would you describe the coordination with other agencies and bureaus of international cooperation regarding SSC? Did your organization or your counterpart experience any changes in policies, personal or financial arrangements of SSC during the execution of the project? How did those changes affect the project cycle management? 13. In your experience, has the knowledge sharing/knowledge exchange approach been considered as integral part of bilateral south-south cooperation agreements? How has it been included? 14. In your experience, what are the key scenarios of coordination and decision-making to promote the incorporation of knowledge-sharing in SSC projects at the highest level? Is the incorporation more likely at bilateral or regional scenarios? 15. In your experience, what are the key mechanism and practices that the international cooperation agencies and bureaus use to incorporate the knowledge sharing approach in SSC Projects? What barriers exist to succeed?	2. ¿Cómo describiría la coordinación con otras agencias y oficinas de cooperación internacional en materia de CSS? Su organización o su contraparte experimentaron cambios en políticas, personal, ¿or arreglos financieros asociados a CSS durante la ejecución el proyecto? ¿Cómo afectaron esos cambios el ciclo de proyecto de CSS? 13. En su experiencia, ¿el enfoque intercambio de conocimiento ha sido considerado parte integral de los acuerdos bilaterales de CSS? ¿Cómo ha sido incluido? 14. En su experiencia, ¿cuáles son los escenarios de coordinación y toma de decisiones más claves para promover la incorporación del intercambio de conocimiento al más alto nivel? ¿Es más probable su inclusión en escenarios bilaterales o regionales? 15. En su experiencia, ¿cuáles son los mecanismos y prácticas que las agencias y oficinas de cooperación internacional utilizan para incorporar el enfoque de intercambio de conocimiento en proyectos de CSS? ¿Qué barreras existen?	12. Comment décririez-vous la coordination avec d'autres agences et bureaux de coopération internationale lors de l'implémentation du projet UNIMINUTO ? Votre organisation ou votre homologue ont-ils expérimenté des changements que ça soit dans la politique, dispositions personnelles ou financières de la coopération sud-sud lors de l'exécution du projet ? Comment ces changements ont-ils affecté le cycle gestionnaire du projet ? 13. D'après votre expérience, est-ce que l'approche d'échange des connaissances a été considérée comme partie intégrante des accords bilatéraux de coopération sud-sud ? Quel a été le niveau d'inclusion ? 14. D'après votre expérience, quels sont les principaux scénarios de coordination et de prise de décision en vue d'une promotion de l'approche d'échange des connaissances dans les projets de coopération Sud-Sud au plus haut niveau ? Est-ce qu'une telle incorporation est possible au niveau bilatéral ou régional ? 15. D'après votre expérience, quels sont les principaux mécanismes et pratiques utilisés par les agences et bureaux de coopération internationale pour intégrer l'approche d'échange des connaissances dans les projets de coopération Sud-Sud ? Quels sont les obstacles ?
Practices at organizational level **Knowledge matching**	16. In your organization, what kind of mechanisms or practices are implemented to support an effective matching between SSC's demand and supply (actions that effectively help to match development challenges and solutions)?	16. En su organización, ¿qué tipo de mecanismos o prácticas son implementadas para apoyar un match (convergencia) efectivo entre oferta y demanda de CSS (¿acciones que efectivamente ayudan a converger desafíos y soluciones de desarrollo?	16. Au sein de votre organisation, quels sont les mécanismes ou pratiques mis en œuvre pour soutenir une efficacité adéquate entre l'offre et la demande d'une coopération sud-sud (actions qui promeuvent l'équilibre entre défis et solutions au développement) ?

	17. How are those mechanisms and practices applied in SSC projects?	17. ¿Cómo se aplican estos mecanismos y prácticas en proyectos de CSS?	17. Comment ces mécanismes et pratiques sont-ils appliqués dans les projets de CSS?
	18. How would you describe the effectiveness of the SSC demand-supply matching in your organization? Any challenges?	18. ¿Cómo describiría la efectividad del match entre demanda-oferta de CSS en su organización? ¿Algún desafío?	18. Comment décririez-vous l'efficacité de l'adéquation entre l'offre et la demande CSS dans votre organisation ? Un défi ?
	19. In your opinion, which factors affect the effectiveness in the SSC demand-supply matching?	19. ¿En su opinión, qué factores afectan la efectividad de ese match?	19. À votre avis, quels facteurs affectent l'efficacité de ce jumelage ?
	20. How would you describe the SSC demand and supply matching between Colombia and (the country) during the (joint commission or project negotiation)?	20. ¿Cómo describiría el matching entre oferta y demandas durante (la Comisión Mixta o la negociación del proyecto)	20. Comment décririez-vous l'adéquation entre l'offre et la demande dans (la Commission mixte ou le projet) ?
	21. What needs to be done to improve the SSC's Demand-Supply matching? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	21. ¿Que se requiere para mejorar el matching entre demanda y oferta de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	21. Qu'est-ce qui doit être fait afin d'améliorer l'appariement de l'offre et de la demande de la CSS? Y a-t-il de recommandations spécifiques que ça soit pour les agences de coopération internationale ou les entités techniques dans les deux pays?
Practices at organizational level **Knowledge acquisition**	22. In your organization what kind of mechanisms or practices are implemented to facilitate the mutual learning among the participants of SSC projects.	22. ¿En su organización, que tipo de mecanismos o practicas son implementadas para facilitar el aprendizaje mutuo entre participantes de proyectos de CSS?	22. Dans votre organisation, quels types de mécanismes ou pratiques mis en œuvre pour faciliter l'apprentissage mutuel entre les participants aux projets de coopération sud-sud ?
	23. How would you describe the effectiveness of those mechanisms and practices? Any challenges?	23. ¿Cómo describiría la efectividad de dichos mecanismos? ¿Algún desafío?	23. Comment décririez-vous l'efficacité de ces mécanismes et pratiques ? Des défis ?
	24. In your opinion, which factors affect the effectiveness in the facilitation of mutual learning through SSC?	24. ¿En su opinión, qué factores afectan la efectividad de los mecanismos?	24. À votre avis, quels facteurs affectent l'efficacité de la facilitation de l'apprentissage mutuel à travers la CSS.
	25. How would you describe the facilitation of mutual learning between Colombia and (the country) during the 2017-2019 joint commission?	25. ¿Cómo se facilitó el aprendizaje mutuo entre participantes durante la comisión mixta 2017-20019?	25. Comment décririez-vous la facilitation de l'apprentissage mutuel entre la Colombie et la Cote D'Ivoire lors du projet UNIMINUTO ?
	26. What needs to be done to improve the facilitation of mutual learning through SSC projects? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	26. ¿Que se requiere para mejorar la facilitación del aprendizaje mutuo a través de proyectos de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	26. Que faut-il faire pour améliorer la facilitation de l'apprentissage mutuel par le biais des projets de coopération sud-sud ? Y a-t-il de recommandations spécifiques que ça soit pour les agences de coopération internationale, ou les entités techniques dans les deux pays ?
Practices at organizational level **Knowledge Applying**	27. In your organization what kind of mechanisms or practices are implemented to stimulate that the learnings from SSC projects are adapted and applied	27. En su organización ¿qué tipo de mecanismos o prácticas fueron implementadas para estimular la aplicación de aprendizajes, una vez	27. Dans votre organisation, quels types de mécanismes ou pratiques mis en œuvre pour faciliter l'apprentissage mutuel entre les participants aux projets de coopération sud-sud ?

	once they are acquired by the participants?	estos fueron adquiridos por los participantes?	
	28. How would you describe the effectiveness of those mechanisms and practices? Any challenges?	28. ¿Cómo describiría la efectividad de estos mecanismos y prácticas? ¿Algún desafío?	28. Comment décririez-vous l'efficacité de ces mécanismes et pratiques ? Un défi ?
	29. In your opinion, which factors affect the effectiveness in the application of those mechanisms and practices?	29. En su opinión, ¿qué factores afectan la efectividad en la aplicación de estos mecanismos y prácticas?	29. À votre avis, quels facteurs affectent l'efficacité de la facilitation de l'apprentissage mutuel à travers la CSS.
	30. How would you describe the implementation of these mechanisms and practices between Colombia and (the country) during the 2017-2019 joint commission?	30. ¿Cómo describiría la implementación de estos mecanismos y prácticas entre Colombia y tu país durante la comisión mixta 2017-2019?	30. Comment décririez-vous la mise en œuvre de ces mécanismes et pratiques entre la Colombie et votre pays au cours du projet.
	31. What needs to be done to enhance the adaptation and appliance of the knowledge acquired out of SSC projects? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	31. ¿Qué se requiere para mejorar la adaptación y aplicación de conocimientos derivados de proyectos de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	31. Que faut-il faire pour améliorer la facilitation de l'apprentissage mutuel par le biais des projets de coopération sud-sud ? Y a-t-il de recommandations spécifiques que ça soit pour les agences de coopération internationale, ou les entités techniques dans les deux pays ?
Practices in SSC project Management **Knowledge systematization**	32. In your organization what kind of mechanisms or practices are implemented to collect, analyze, and store know-how data, information, lessons learned, etc.)?	32. ¿En su organización, que tipo de mecanismos o prácticas son implementadas para capturar, analizar y almacenar datos sobre el know-how y lecciones aprendidas?	32. Quels types de mécanismes ou pratiques mis en place pour collecter, analyser et conserver les données du savoir-faire, les informations, les leçons apprises, etc.
	33. How are those mechanisms and practices applied in SSC projects?	33. ¿Cómo estos mecanismos y prácticas se aplican en proyectos de CSS?	33. Comment ces mécanismes et pratiques sont-ils appliqués dans les projets de CSS ?
	34. How would you describe the effectiveness of those mechanisms and practices? Any challenges?	34. ¿Cómo describiría la efectividad de estos mecanismos y prácticas? ¿Algún desafío?	34. Comment décririez-vous l'efficacité de ces mécanismes ou pratiques? Quels sont les défis à relever?
	35. In your opinion, which factors affect the effectiveness in the application of those mechanisms and practices?	35. ¿En su opinión, qué factores afectan la efectividad en la aplicación de estos mecanismos y prácticas?	35. À votre avis, quels facteurs affectent l'efficacité de la facilitation de l'apprentissage mutuel à travers la CSS.
	36. How would you describe the implementation of these mechanisms and practices between Colombia and (the country) during the 2017-2019 joint commission?	36. ¿Cómo describiría la implementación de estos mecanismos y prácticas en la comisión Mixta entre Colombia y su país 2017-2019?	36. Comment décririez-vous la mise en œuvre de ces mécanismes et pratiques entre la Colombie et votre pays au cours du projet.
	37. What can be done to improve the knowledge systematization in SSC projects? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	37. ¿Qué se requiere para mejorar la sistematización de conocimiento en proyectos de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	37. Que peut-on faire pour améliorer la systématisation des connaissances dans les projets de la coopération sud ? Avez-vous ds recommandations spécifiques pour les agences de coopération internationale ou les entités techniques dans les deux pays ?

Experience and Perception	38. Finally, in your opinion, considering the role of international cooperation agencies, which factors favor the incorporation of knowledge-sharing within SSC projects? 39. Which factors limit the incorporation of knowledge sharing 40. Have you perceived changes in the management of south-south cooperation in the last 5 years? ¿Any specific change regarding knowledge-sharing approach?	38. Finalmente, en su opinión y considerando el rol de las agencias de cooperación internacional: ¿Qué factores favorecen la incorporación del intercambio de conocimiento en proyectos de CSS? (internos, externos, humanos, tecnológicos, organizacionales)? 39. ¿Qué factores limitan la incorporación del intercambio de conocimiento en proyectos de CSS? 40. ¿Ha experimentado cambios en el manejo de la CSS en los últimos 5 años? ¿Algún cambio en específico en cuanto al enfoque sobre intercambio de conocimiento?	38. Enfin, à votre avis et compte tenu du rôle des agences de coopération internationale, quels sont les facteurs qui favorisent l'incorporation de l'échange des connaissances dans les projets de coopération sud-sud ? 39. Quels sont les facteurs qui limitent l'inclusion de l'approche d'échange des connaissances ? 40. Avez-vous perçu des changements dans la gestion de la coopération sud-sud au cours des 5 dernières années ? ¿Un changement spécifique concernant l'approche de partage des connaissances ?

ANNEX 6. Questionnaire for technical institutions

Questionnaire for International cooperation agencies and bureaus			
Project Enrollment	1. How did you organization participated in the SSC project? 2. How was that participation of your organization at every stage of the SSC project cycle (negotiation, Planning & design, implementation and monitoring and evaluation)? 3. What were the main challenges that appear in the project and how were they overcame? 4. What were the key scenarios of bilateral coordination and decision-making (between Colombia and (country) during the SSC project?	1. ¿Como participó su organización en el proyecto de CSS? 2. ¿Como fue esa participación en cada etapa del ciclo de proyecto (Negociación, planeación y diseño, implementación y monitoreo y evaluación)? 3. ¿Cuáles fueron los principales desafíos que aparecieron en el proyecto y cómo fueron superados? 4. ¿Cuáles fueron los escenarios clave en la coordinación bilateral y la toma de decisiones (entre Colombia y (país) durante el proyecto?	1. Comment votre organisation a-t-elle participé au projet SSC? 2. Comment était cette participation de votre organisation à chaque étape du cycle du projet SSC (négociation, planification et conception, mise en œuvre et suivi et évaluation) 3. Quels ont été les principaux défis qui sont apparus dans le projet et comment ont-ils été surmontés? 4. Quels étaient les principaux scénarios de coordination bilatérale et de prise de décision (entre la Colombie et (le pays) pendant le projet SSC?
Interaction with international cooperation agency or bureau	5. How did you relate with your country's international cooperation agency or bureau? Was the role of the international cooperation agency or bureau regarding the SSC project clear to you? Who was your main contact at the international cooperation agency regarding SSC? What role did this person play in the SSC project? Did the same contact person remain throughout the SSC project or change at any instance? If there was a change, how did that change affected the project's dynamic? 6. Did you experience any challenges engaging with your country's international cooperation agency or bureau during the SSC project? If so, please specify. 7. What is your perception on the role of the international cooperation agency in the coordination of SSC projects? 8. What kind of recommendations did you receive as an organization from your country's international cooperation agency or bureau regarding SSC? 9. How would you assess the orientation received on SSC by your country's international cooperation agency or bureau?	5. ¿Cómo se relacionó su organización con la agencia u oficina de cooperación internacional de su país? ¿El rol de dicha agencia u oficina en el proyecto de CSS era claro para su organización? ¿Quién fue su principal contacto en la agencia u oficina de cooperación internacional de su país? ¿Qué rol tenía esa persona en el proyecto? ¿Esa persona se mantuvo en el transcurso del proyecto o sufrió cambios? En el caso de un cambio, ¿cómo ese cambio afectó la dinámica del proyecto de CSS? 6. ¿Experimentó algún desafío en la interacción con la agencia u oficina de cooperación internacional de su país? 7. ¿Cuál es su percepción sobre rol de las agencias u oficinas de cooperación en la coordinación de proyectos de CSS? 8. ¿Qué tipo de recomendaciones recibió como organización por parte de la agencia u oficina de cooperación internacional de su país? 9. ¿Cómo evaluaría la orientación recibida en materia de CSS por parte la agencia u oficina de cooperación internacional de su país? 10. ¿Qué se requiere para mejorar la relación entre las entidades técnicas de cooperación y las agencias u	5. Quelles étaient vos relations avec l'agence ou le bureau de coopération internationale de votre pays? Le rôle de l'agence ou du bureau de coopération internationale concernant le projet SSC était-il clair pour vous? Qui était votre contact principal au sein de l'agence de coopération internationale concernant la CSS? Quel rôle cette personne a-t-elle joué dans le projet SSC? La même personne de contact est-elle restée tout au long du projet SSC ou a-t-elle changé à tout moment? S'il y a eu un changement, comment ce changement a-t-il affecté la dynamique du projet? 6. Avez-vous rencontré des difficultés pour vous engager avec l'agence ou le bureau de coopération internationale de votre pays au cours du projet CSS? Si oui, merci de le préciser . 7. Quelle est votre perception du rôle de l'agence de coopération internationale dans la coordination des projets de CSS? 8. Quel type de recommandations avez-vous reçu en tant qu'organisation de l'agence ou du bureau de coopération internationale

	10. What needs to be done to improve the relationship between technical assistance institutions and the international cooperation agency?	oficinas de cooperación internacional?	de votre pays concernant la CSS? 9. Comment évalueriez-vous l'orientation reçue sur la CSS par l'agence ou le bureau de coopération internationale de votre pays? 10. Que faut-il faire pour améliorer les relations entre les institutions d'assistance technique et l'agence de coopération internationale?
Knowledge sharing appoach	11. ¿Does your organization practice knowledge management? If so, how? How does your organization incorporate the knowledge-sharing approach? ¿How your organization promotes knowledge sharing? 12. Did your organization receive any orientation from your country's international cooperation agency regarding knowledge-sharing approach in SSC projects? If so, what kind? 13. Do you consider that the knowledge sharing approach was present during the implementation of the SSC project between Colombia and (country)? 14. How did your organization contribute to the knowledge exchange within the SSC project?	11. ¿Su organización practica la gestión del conocimiento? ¿Cómo lo hace? ¿Cómo su organización incorpora el enfoque de intercambio de conocimiento? ¿Cómo su organización promueve el intercambio de conocimiento? 12. ¿Su organización recibió alguna orientación por parte de la agencia u oficina de cooperación internacional en materia de intercambio de conocimiento en proyectos de CSS? Qué tipo? 13. ¿Considera que el enfoque de intercambio de conocimiento estuvo presente durante la implementación del proyecto de CSS entre Colombia y el país? 14. ¿Cómo contribuyó su organización al intercambio de conocimiento en el proyecto de CSS?	11. ¿Votre organisation pratique-t-elle la gestion des connaissances? Si c'est le cas, comment? Comment votre organisation intègre-t-elle l'approche de partage des connaissances? ¿Comment votre organisation favorise-t-elle le partage des connaissances? 12. Votre organisation a-t-elle reçu une orientation de l'agence de coopération internationale de votre pays concernant l'approche de partage des connaissances dans les projets de CSS? Si oui, quel genre? 13. Considérez-vous que l'approche de partage des connaissances était présente lors de la mise en œuvre du projet CSS entre la Colombie et (pays)? 14. Comment votre organisation a-t-elle contribué à l'échange de connaissances au sein du projet SSC?
Practices at organizational level **Knowledge matching**	15. How did your organization participate in matching demand-supply of international cooperation among the countries? 16. In your opinion, which factors affect the effectiveness in the SSC demand-supply matching? 17. What needs to be done to improve the SSC's Demand-Supply matching? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	15. ¿Cómo participó su organización en el matching de oferta y demanda de CSS entre los páises? 16. ¿En su opinión, qué factores afectan la efectividad de ese match? 17. ¿Que se requiere para mejorar el matching entre demanda y oferta de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	15. Comment votre organisation a-t-elle participé à l'adéquation entre l'offre et la demandé de coopération internationale entre les pays? 16. À votre avis, quels facteurs affectent l'efficacité de ce jumelage ? 17. Qu'est-ce qui doit être fait afin d'améliorer l'appariement de l'offre et de la demande de la CSS? Y a-t-il de recommandations spécifiques que ça soit pour les agences de coopération internationale

			ou les entités techniques dans les deux pays?
Practices at organizational level **Knowledge acquisition**	8. In your organization what kind of mechanisms or practices are implemented to facilitate the mutual learning among the participants of SSC projects. 19. How would you describe the effectiveness of those mechanisms and practices? Any challenges? 20. In your opinion, which factors affect the effectiveness in the facilitation of mutual learning through SSC? 21. What needs to be done to improve the facilitation of mutual learning through SSC projects? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	18. ¿En su organización, que tipo de mecanismos o practicas son implementadas para facilitar el aprendizaje mutuo entre participantes de proyectos de CSS? 19. ¿Cómo describiría la efectividad de dichos mecanismos? ¿Algún desafío? 20. ¿En su opinión, qué factores afectan la efectividad de los mecanismos? 21. ¿Que se requiere para mejorar la facilitación del aprendizaje mutuo a través de proyectos de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	18. Dans votre organisation, quels types de mécanismes ou pratiques mis en œuvre pour faciliter l'apprentissage mutuel entre les participants aux projets de coopération sud-sud ? 19. Comment décririez-vous l'efficacité de ces mécanismes et pratiques ? Des défis ? 20. À votre avis, quels facteurs affectent l'efficacité de la facilitation de l'apprentissage mutuel à travers la CSS. 21. Que faut-il faire pour améliorer la facilitation de l'apprentissage mutuel par le biais des projets de coopération sud-sud ? Y a-t-il de recommandations spécifiques que ça soit pour les agences de coopération internationale, ou les entités techniques dans les deux pays ?
Practices at organizational level **Knowledge Applying**	22. In your organization what kind of mechanisms or practices are implemented to stimulate that the learnings from SSC projects are adapted and applied once they are acquired by the participants? 23. How would you describe the effectiveness of those mechanisms and practices? Any challenges? 24. In your opinion, which factors affect the effectiveness in the application of those mechanisms and practices? 25. What needs to be done to enhance the adaptation and appliance of the knowledge acquired out of SSC projects? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	22. En su organización ¿qué tipo de mecanismos o prácticas son implementadas para estimular la aplicación de aprendizajes, una vez estos fueron adquiridos por los participantes? 23. ¿Cómo describiría la efectividad de estos mecanismos y prácticas? ¿Algún desafío? 24. En su opinión, ¿qué factores afectan la efectividad en la aplicación de estos mecanismos y prácticas? 25. ¿Qué se requiere para mejorar la adaptación y aplicación de conocimientos derivados de proyectos de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	22. Dans votre organisation, quels types de mécanismes ou pratiques mis en œuvre pour faciliter l'apprentissage mutuel entre les participants aux projets de coopération sud-sud ? 23. Comment décririez-vous l'efficacité de ces mécanismes et pratiques ? Un défi ? 24. À votre avis, quels facteurs affectent l'efficacité de la facilitation de l'apprentissage mutuel à travers la CSS. 25. Que faut-il faire pour améliorer la facilitation de l'apprentissage mutuel par le biais des projets de coopération sud-sud ? Y a-t-il de recommandations spécifiques que ça soit pour les agences de coopération internationale, ou les entités techniques dans les deux pays ?
Practices in SSC project Management	26. In your organization what kind of mechanisms or practices are implemented	26. ¿En su organización, que tipo de mecanismos o prácticas son implementadas para	26. Quels types de mécanismes ou pratiques mis en place

Knowledge systematization	to collect, analyze, and store know-how data, information, lessons learned, etc.)?	capturar, analizar y almacenar datos sobre el know-how y lecciones aprendidas?	pour collecter, analyser et conserver les données du savoir-faire, les informations, les leçons apprises, etc.
	27. How are those mechanisms and practices applied in SSC projects?	27. ¿Cómo estos mecanismos y prácticas se aplican en proyectos de CSS?	27. Comment ces mécanismes et pratiques sont-ils appliqués dans les projets de CSS ?
	28. How would you describe the effectiveness of those mechanisms and practices? Any challenges?	28. ¿Cómo describiría la efectividad de estos mecanismos y prácticas? ¿Algún desafío?	28. Comment décririez-vous l'efficacité de ces mécanismes ou pratiques? Quels sont les défis à relever?
	29. In your opinion, which factors affect the effectiveness in the application of those mechanisms and practices?	29. ¿En su opinión, qué factores afectan la efectividad en la aplicación de estos mecanismos y prácticas?	29. À votre avis, quels facteurs affectent l'efficacité de la facilitation de l'apprentissage mutuel à travers la CSS.
	30. What can be done to improve the knowledge systematization in SSC projects? Any specific recommendation for international cooperation agencies in both countries? Any specific recommendation for technical entities in both countries?	30. ¿Qué se requiere para mejorar la sistematización de conocimiento en proyectos de CSS? ¿Alguna recomendación específica para agencias u oficinas de cooperación internacional del país? ¿Alguna recomendación específica para entidades técnicas en ambos países?	30. Que peut-on faire pour améliorer la systématisation des connaissances dans les projets de la coopération sud ? Avez-vous ds recommandations spécifiques pour les agences de coopération internationale ou les entités techniques dans les deux pays ?
Experience and Perception	31. Finally, in your opinion, which factors favor the incorporation of knowledge-sharing within SSC projects?	31. Finalmente, en su opinión ¿Qué factores favorecen la incorporación del intercambio de conocimiento en proyectos de CSS? (internos, externos, humanos, tecnológicos, organizacionales)?	31. Enfin, à votre avis, quels sont les facteurs qui favorisent l'incorporation de l'échange des connaissances dans les projets de coopération sud-sud ?
	32. Which factors limit the incorporation of knowledge sharing	32. ¿Qué factores limitan la incorporación del intercambio de conocimiento en proyectos de CSS?	32. Quels sont les facteurs qui limitent l'inclusion de l'approche d'échange des connaissances ?
	33. Have you perceived changes in the management of south-south cooperation in the last 5 years? ¿Any specific change regarding knowledge-sharing approach?	33. ¿Ha experimentado cambios en el manejo de la CSS en los últimos 5 años? ¿Algún cambio en específico en cuanto al enfoque sobre intercambio de conocimiento?	33. Avez-vous perçu des changements dans la gestion de la coopération sud-sud au cours des 5 dernières années ? ¿Un changement spécifique concernant l'approche de partage des connaissances ?

Source : Self-elaboration

ANNEX 7. Self-assessment tool for international cooperation agencies and bureaus

Self-assessment tool for international cooperation agencies and bureaus				
This instrument is designed as a self-assessment tool for international cooperation agencies and bureaus to measure organizational aspects of South-South Cooperation – SSC project management and the incorporation of knowledge-sharing within SSC projects. Please note that all responses are kept completely confidential under the law of South Korea and will not be used for any other purposes than of this research. Thank you very much for your time in answering these questions. Act on the Obligation and Protection of Respondents: 1. Confidential information belonging to an individual, organization, etc., recognized through the survey will not be used for any other purposes of the present research. Researcher: Ivonne Ramos Héndez, MPM Student. KDI School of Public Policy and Management. Contact: ivonneramos@kdis.ac.kr 2021				
I confirm that I thoroughly understood the content of this consent of data collection, use and management for research purposes. - Yes - No				
Name of International cooperation office or bureau: _____ Please select your international cooperation agency's country: ☐Bolivia ☐Colombia ☐Cote D'Ivoire ☐Curaçao ☐Dominican Republic Please select the number of years you have worked for the international cooperation agency/bureau: ☐Less than 1 year ☐Between 2 and 3 years ☐Between 4 and 5 years ☒More than 6 years				

Criteria	Questions	Max. Score	Answer and score	Criteria for Answers
SSC perception				
1.Planning	1. Is your country's SSC aligned with the Agenda 2030 / SDGs?	15	Y (15) R (5) N (0)	**Yes.** -SSC is fully aligned **Reasonably.** SSC is aligned, but just partially **No.** -SSC is not aligned
	2. Is your country's SSC aligned with your country's National Development Plan	15	Y (15) R (5) N (0)	**Yes.** -SSC is fully aligned **Reasonably.** SSC is aligned, but just partially **No.** -SSC is not aligned
	3. Is your country's SSC aligned with your organization's institutional plan	15	Y (15) R (5) N (0)	**Yes.** -SSC is fully aligned **Reasonably.** SSC is aligned, but just partially **No.** -SSC is not aligned
Knowledge sharing perception				
	4. To what extent do you know about knowledge sharing in SSC projects?	15	VG (15) GE (10) LE (5) VL (0)	**Very great extent** It is very clear **Great extent** I understand what it is about, but its relationship with SSC projects is not clear. **Little extent** I have heard about it, but I do not know what it is. **Very little extent** I do not have idea
	5. What do you understand by knowledge sharing?	15	Y (15) N (0)	**Yes** Participant provides a definition.

				No Participant does not provide a definition.
	6. What type ok knowledge is exchanged the most in bilateral SSC projects?	15	Y (15) N (0)	**Yes** **Tacit** (Non-formal knowledge, experiences, learnings, personal skills) **Explicit** (Formal knowledge, academic, technical, systematic) **No** Neither
2.Institutional ization	7. Is knowledge sharing/ knowledge exchange a clearly defined concept in the international cooperation policy of your country?	15	Y (15) R (5) N (0)	**Yes.** -KS is clearly defined **Reasonably.** KS is not mentioned, but it is implicit in the policy **No.** -Neither mentioned nor implicit.
	8. Is knowledge sharing/knowledge exchange an essential part of SSC projects in your organization?	15	Y (15) S (10) R (5) N (0)	**Yes.** -KS is an essential part of the SSC **Significantly.** KS is a relevant part of the SSC, but not essential **Reasonably.** KS is part of the SSC, but not a relevant one. **No.** -KS is not part of the SSC.
	9. Does your organization have specific guidelines/instruments/mechanisms to promote and implement knowledge sharing/knowledge exchange in SSC projects?	15	Y (15) R (5) N (0)	**Yes.** To promote and implement **Reasonably** - Just to promote, but not to implement. -Just to implement, but not to promote **No.** -Neither to promote nor to implement
	10. Select in which stages of the SSC project cycle (Planning, implementation, Monitoring and evaluation)? is Knowledge sharing/Knowledge exchange incorporated:	15	VG (15) GE (10) LE (5) NE (0)	**Very great extent** -The KS is incorporated at all 3 stages of the project cycle management. **Great extent** - The KS is incorporated at two out of three stages of the project cycle management. **Little extent** -The KS is incorporated only at one stage of the project cycle management. **Very little extent** -The KS is not incorporated at any stage of project cycle management.
	11. Do you consider that knowledge sharing/knowledge exchange contributes to reach development objectives among countries	15	Y (15) R (5) N (0)	**Yes.** Totally **Reasonably** - Just partially **No.** -It does not contribute
Perception on organizational features as coordinating institution of international cooperation				
3. Leadership	12. To what extent is your organization recognized as coordinator of bilateral SSC	15	VG (15) GE (10)	**Very great extent** Is recognized by all of the country's Global South partners

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	projects by the rest of Global South partner countries		LE (5)	**Great extent** Is recognized by most the country's Global South partners,
			NE (0)	**Little extent** The organization is recognized only by few Global South partners. **No extent** Is not recognized by any of the country's Global South partners.
	13. To what extent is your organization recognized as coordinator of SSC projects by your country's national public institutions	15	VG (15) GE (10) LE (5) NE (0)	**Very great extent** Is recognized by all the country's national public institutions **Great extent.** Is recognized by the majority of the country's national public institutions **Little extent** Is recognized by few of the country's national public institutions. **No extent** Is not recognized by any of the country's national public institutions
	14. To what extent is your organization recognized as coordinator of SSC projects by your country's local governments (subnational entities)	15	VG (15) GE (10) LE (5) NE (0)	**Very great extent** Is recognized by all country's local governments **Great extent** Is recognized by the majority of the country's local governments **Little extent** Is recognized by some of the country's local governments **No extent** Is not recognized by any of the country's local governments
	15. Select at which level (political, technical, and financial) your organization has autonomy to coordinate bilateral SSC projects directly with other countries.	15	VG (15) GE (10) LE (5) NE (0)	**Very great extent.** The organization is completely autonomous at the three levels **Great extent** The organization is autonomous only at two out of three levels **Little extent** The organization is only autonomous at one level. **No extent** The organization is not autonomous at any level.
Participation/ Communication	16. Has your organization participated in international scenarios to discuss about SSC and knowledge sharing?	15	Y (15) R (5) N (0)	**Yes.** It has participated to discuss both **Reasonably.** Only to discuss on SSC, not in knowledge sharing **No** It has not participated
	17. Has your organization participated in national scenarios to discuss about SSC and knowledge sharing?	15	Y (15) R (5) N (0)	**Yes.** It has participated to discuss both **Reasonably.** Only to discuss on SSC, not in knowledge sharing **No** It has not participated
	18. Does your organization have internal scenarios to discuss about SSC and knowledge sharing?	15	Y (15) R (5) N (0)	**Yes.** It does have scenarios to discuss both. **Reasonably.** Only to discuss on SSC, not in knowledge sharing **No** It does not have scenarios
4.Management	19. Is the Management of SSC projects clearly structured in your organization?	15	Y (15) R (5)	**Yes.** It is clearly structured **Reasonably.**

				N (0)	It is structured, but not sufficiently clear **No** It is not clearly structured
		20. Does your organization manage efficiently financial resources in in SSC project management?	15	Y (15) S (10) R (5) N (0)	**Yes.** Costs are saved through improving project management and the results are reflected in next year's budget allocation. **Significantly.** Efforts to improve efficiency are made and significant improvement is observed. **Reasonably.** Efforts to improve efficiency are made but little improvement is observed. **No** Some costs are saved but not explicit effort is made to improve. No public budget is allocated specifically to SSC projects.
5. **Performa nce**		21. Is the management of SSC projects frequently considered to measure the SSC performance in your organization?	15	Y (15) R (5) N (0)	**Yes.** Always **Reasonably.** Sometimes **No** Never
		22. In the last 5 years, has your organization successfully accomplished 100% of the outcomes within SSC projects?	15	Y (15) S (10) R (5) N (0)	**Yes.** More than 90% of the SSC projects finalize with 100% of outcomes accomplished. **Significantly.** Among 70-89% of the SSC projects finalize with 100% of outcomes accomplished. **Reasonably.** Among 50-69% of the SSC projects finalized with 100% of outcomes accomplished. **No** Less than 49% of the SSC projects finalized with 100% of outcomes accomplished.
		23. Select which role (coordinator, technical facilitator, or financial support) should have international cooperation agencies and bureaus to improve knowledge sharing within SSC projects.	15	VG (15) GE (10) LE (5) NE (0)	**Very great extent** All three roles **Great extent** Two out of three roles **Little extent** One role **Very little extent** Neither

ANNEX 8. Legal framework review by country

1. Legal framework review tool to assess the level of institutionalization of knowledge-sharing in country cases

		DOMINICAN REPUBLIC				

Assessment Criteria	Qualitative indicator	Country Case		Type of instrument	Name of the instrument	Description of definitions and terminology found
		YES	NO			
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **the national development plan**	1	0	Law/Act	Ley No. 1-12. National Strategy for Development 2030 (MEPYD, 2012)	"To manage efficiently the international cooperation in favor of the national development, including the exchange of capabilities to cooperate with other countries. " "Exchange of national capacities for cooperation with other countries" (Objective 1.4.2, Ley No. 1-12)
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the foreign policy**	1	0	Guidelines	Legal foundations of the Ministry of Foreign Affairs (MRE, 2019)	To promote and facilitate the **exchange of experiences and good practices** to be provided to other institutions overseas. (12.14)
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the international cooperation guidelines of the coordination agency/bureau**	1	0	Guidelines	Policy on International cooperation for (PCID, 2016)	Leading entities of the National System of International cooperation for Development - SINACID have consultive functions of coordination and **exchange of information** among national counterparts and international organizations. (5.4.1)
	The concept of knowledge sharing, or knowledge exchange is mentioned in **south-south cooperation guidelines**	1	0	Guidelines	Portfolio for good practices of Dominican Republic, (MEPYD, 2020)	With the "Portfolio for Good Practices of Dominican Republic" the country offers to its peers the transference of good practices and institutional experiences" (I)
Bilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **the bilateral agreement with Colombia that enables technical cooperation**	1	0	International Agreement	Technical and scientific cooperation agreement between the Republic of Colombia and Dominican Republic (2004, MRE Colombia)	"Shared costs"; "training and exchange of professionals, researchers, university professors"; "technical, statistical and technological information exchange for project development"; "organization of seminars, workshops, courses, conferences and other mechanisms of academic and scientific exchange" (Article V)
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the project approval document or official Act subscribed with Colombia.**	1	0	International Agreement	V Joint Commission Act 2017-2019 between Colombia and Dominican Republic (MRE, 2017).	" (the Director) Remarked the importance of the capacity building thematic to be developed through projects from 2017 to 2019 within the SSC framework. SSC is the new diplomacy of the region that allows a comprehensive development for participant countries through mechanisms that included **the exchange of experiences** under the basic principles of solidarity, complementarity, equity, non-conditionality, and respect for the people's sovereignty " APC-Colombia's SSC Director highlighted the execution of **37 knowledge exchange**s during the period 2015-2017 and the mobilization of 75 experts

			110			along the 4 projects with 100% execution". During the program, the knowledge instruments were diversified contributing to the methodologic qualification of the technical assistance given by partner institutions. Thus, communicating the added value of the SSC to the sectorial and institutional objectives of the parties. "The parts agreed the **modality of shared costs** to finance the actions"
Regional agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **regional instruments acknowledged by the country.**	1	0	International Agreement	Charter of the Organization of American States - OAS "(OAS,1948).	"Member states will spread the benefits of science and technology, promoting, according to the treaties and national laws, the knowledge exchange and the use of scientific and technical" knowledge (Article 39) "Member states will foster activities related to science and technology, teaching, research, technological development. They will stimulate activities of technological nature adapted to the needs and integral development of the countries. **They will efficiently arrange cooperation in these areas and will amplify substantially the knowledge exchange** according to the objectives, national laws and current treaties." (Article 51) "Member states agreed the cultural exchange as efficient mean to consolidate the Interamerican understanding and to recognize that the regional integration programs must be enhanced through a close collaboration at education, science and culture fields." (Article 52)
Multilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**.	1	0	International Agreement	Buenos Aires Action Plan, CONF.79/OC/18 (UN, 1978) Res. 33/134 Endorsed by 145 countries including Bolivia, Colombia and Dominican Republic and The Kingdom of Netherlands (on behalf of Curaçao, St. Maarten, Aruba). Côte d'Ivoire did not participate.	"To promote and strengthen collective self-reliance among developing countries **through exchanges of experience, the pooling, sharing and utilization of their technical resources**, and the development of their complementary capacities." (Objectives, b) "Recommendation 8. The formulation, orientation and **sharing of policy experiences** with respect to science and technology (...) developing countries should, wherever possible, exchange among themselves their experiences in the formulation and implementation of their plan and policies for the orientation of science and the transfer and

						development of technology to their own development objectives, needs, and, capabilities" **"Strengthen mutual knowledge by promoting exchange**s and cooperation in the social sciences, education and culture" "Recommendation 24. The **exchange of development experience**. Since a great deal of benefit is to be derived by developing countries from sharing other's experiences, the UN development system should, at the request of interested developing countries, provide assistance in the respective sectors in preparing programs and projects through which the rich experience accumulated in these countries in dealing with the problems connected with improving living conditions of their populations could be shared and extensive applied" (47)
DOMINICAN REPUBLIC'S TOTAL SCORE		8	0			
Additional Observations	KS as s function, mechanism					

1. Legal framework review tool to assess the level of institutionalization of knowledge-sharing in country cases

		BOLIVIA				
Assessment Criteria	**Qualitative indicator**	**Country Case**		**Type of instrument**	**Name of the instrument**	**Description of definitions and terminology found**
		YES	**NO**			
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **the national development plan**	1	0	Law/Act	Patriotic Agenda 2025 - General Economic and Social Plan for wellbeing of Bolivia, PDGES (Ministry of Presidency, 2013)	To build along with global south countries a mechanism for integral development and regional integration among the States and people from the south in areas of knowledge, technology, energy, food production, finance, communication, health, education, among others. To involve entities for **supporting development policies with identity, people and State's sovereignty, solidarity trade, complementary productive integration, training of professionals, technical, scientific, and technological teams through dialogue and twinning with our nations**. Thus, committed to destroy all forms of imperialist domination to build a culture of life and harmony with mother earth" **International exchanges** in the framework of Bolivia's foreign policy as competence. "The diplomatic relations are competence of the Central State through **the shared competence out of international relations and the shared competence out of the international exchange** from the indigenous authorities and all territorial entities."
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the foreign policy**	1	0	Law/Act	Constitutional framework of international relations of Bolivia (MRE, 2016)	"Bolivia is a pacifist State that promotes a culture of peace and the peace right, as well as the cooperation among the people from all regions and all over the world **with the purpose of contributing to mutual knowledge, equal development** and the promotion of interculturality with full respect of States' sovereignty" "Instead of promoting competence among the nations, an equilibrate and cohesive exchange is pursued"
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the international cooperation guidelines of the coordination agency/bureau**	1	0	Law/Act	Strategical Guidelines for the management International Cooperation. Bi-Ministerial Resolution 003. (MPD; MRE, 2012)	The technical cooperation among developing countries is cooperation un**der reciprocity through which technical, and scientific information is shared, as well as experiences and technological knowledge**. To do this, diverse cooperation modalities are applied such as: formation though short courses, internships, seminars, workshops, diagnostics or specialized studies through

			113			mission of experts, joint projects, business cooperation missions, **exchange of experiences through the exchange of information or specialists"** "The **main principle of the international cooperation for development is cost-sharing** (...) The cooperation can be presented as in the form of courses, internships, missions and **information exchange. Also, through cooperation modalities such as technical cooperation, diagnosis and focalized studies and exchange of experiences"**
	The concept of knowledge sharing, or knowledge exchange is mentioned in **south-south cooperation guidelines**	1	0	Guidelines	Bolivia's Portfolio of Technical Cooperation (MPD, 2019)	"This publication is aimed at foster the participation of Bolivia as horizontal technical cooperation provider in in areas of development with positive results, allowing that national entities sp**read their successful experiences to be shared with other countries and thus, benefiting from recipient's feedback and experience ."** "Modalities of technical cooperation (...) **Exchange of technical, scientific and statistical information and data"** "South-South cooperation is an alternative **to support development out of the resources and experiences that each country is able to share with their peers in a process of mutual cooperation** based on the principles of horizontality, reciprocity and alignment" "Currently Bolivia and other countries are facing similar development challenges at locally and globally. which **facilitates the adequation of actions to actual needs and common perspectives, allowing the sharing of management models implemented by global south countries**, considering their lessons learned"
Bilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **the bilateral agreement with Colombia that enables technical cooperation**	1	0	International Agreement	Technical, scientific, and technological cooperation agreement between the Republic of Colombia and the Republic of Bolivia (1998, MRE Colombia)	"Modalities of cooperation (…) **Exchange of relevant technical, scientific, technological and statistical informatio**n. (…) Exchange of technologies for project development and joint commission programs" "Function of the Joint commission: To inform the parties about recommendations aimed **at expanding the exchanges** and the diversification of the cooperation"

	The concept of knowledge sharing, or knowledge exchange is mentioned in **the project approval document or official Act subscribed with Colombia.**	1	0	International Agreement	V Joint Commission 2017-2019 between Colombia and the Plurinational State of Bolivia (MRE, 2017).	"From the Colombia side, the Director highlighted that the SSC is an instrument of foreign policy to tackle development challenges and support interest and realities of the countries involved. She highlighted the importance of having c**ommitment with this modality of cooperation with the purpose of providing efficiency to the knowledge exchange,** to the successful cases and to the lessons learned, so significant goals can be met by both countries" "The vice minister expressed **Bolivia's interest in keeping sharing and transferring knowledges and experiences of mutual benefit, with the aim of boost the development of human, institutional and society capacities simultaneously**" "Scaling SSC relations between the two countries on behalf of **clear developing objectives that contributes to capacity-building and institutional enforcement through the exchange of lessons learned and successful experiences**"
Regional agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **regional instruments acknowledged by the country.**	1	0	International Agreement	Andean Community. Decision 759. Andean Strategy for enhancing international cooperation effectiveness" (Andean Community-CAN, 2011)	"Member countries from the Andean Community project themselves as **active actors in knowledge transference and exchanges of practices and lessons learned,** amid the possibilities, among other countries of similar development and between them. Therefore, they are not just recipients of international cooperation for development, but they perform as active and dynamic providers of technical cooperation based on their own experiences of development" "The Secretary General has been **promoting the knowledge transference, good practices and lessons learned exchanges** among the member countries in different fields of the integration process such as the economic, political, societal and environmental areas." "Activities: 1.1.3 E**xchange of information on international cooperation for development among competent national organizations** and the Secretary General of the Andean Community" "**Identify and strengthening the**

		115			**experience and capabilities exchange among member countries** under the framework of existing mechanisms for program management and communitarian projects for development" "2.3.1 Generation of procedures and mechanism for exchanging information.
Multilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**.	1	0	International Agreement	The Paris Declaration on Aid Effectiveness (OECD, 2005) and the Accra Agenda for Action, (OECD, 2008) Endorsed by more than 100 countries including Bolivia, Colombia, Dominican Republic, Côte d'Ivoire, and The Kingdom of Netherlands (on behalf of Curaçao, St. Maarten, Aruba).	"Partnership commitments. Developed in a spirit of mutual accountability, t**hese Partnership Commitments are based on the lessons of experience**. We recognize that commitments need to be interpreted in the light of the specific situation of each partner country" "Building more effective and inclusive partnerships for development (...) We acknowledge the contributions made by all development actors, and in particular the role of middle-income countries as both providers and recipients of aid. **We recognize the importance and particularities of SSC and acknowledge that we can learn from the experience** of developing countries"
BOLIVIA'S TOTAL SCORE		8	0		
Additional Observations	Ownership of development processes. High orientation towards knowledge generation, knowledge sharing and knowledge management. Relevance of SSC over other forms of international cooperation. The Andean Community fosters the knowledge-exchange among national cooperation agencies.				

1. Legal framework review tool to assess the level of institutionalization of knowledge-sharing in country cases					
Curaçao					
Assessment Criteria	**Qualitative indicator**	**Country Case**		**Type of instrument**	**Name of the instrument**	**Description of definitions and terminology found**
		YES	**NO**			
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **the national development plan**	1	0	Law/Act	National Development Plan Curaçao 2015-2030 (Government of Curaçao, 2015)	"Overall, the short-term will be focused on accomplishment through cooperation – by working together on all aspects of this plan, people will deepen community trust and collaboration." Only reported in the educational reform as a Public-private partnership. " There appears to be **scope for greater cooperation and sharing of resources, facilities and programs between the private sector and government run programs,** particularly those in the industrial services who have common technical and professional skills. "
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the foreign policy**	1	0	Guidelines	"Investing in Global Prospects, For the World, For the Netherlands." Policy Document on Foreign Trade and Development Cooperation (MFA of the Netherlands, 2018)	**"Economic diplomacy will focus more sharply on international cooperation in the field of innovation and knowledge diplomacy in order to tap into new markets,** including those for digital applications and innovative SDG solutions"
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the international cooperation guidelines of the coordination agency/bureau**	1	0	Guidelines	"Investing in Global Prospects, For the World, For the Netherlands." Policy Document on Foreign Trade and Development Cooperation (MFA of the Netherlands, 2018)	"Stepping up **knowledge diplomacy,** international cooperation in the field of innovation and strategic acquisition (---) Innovation cannot be achieved single-handedly: **it involves collecting and sharing knowledge, insights and experiences in the Netherlands and around the world.** The government therefore wants to step up international cooperation in the field of knowledge and innovation in areas in which the Netherlands excels. " "The Netherlands sometimes works with other donors in developing countries, **sharing knowledge and expertise.**" "The Netherlands focuses **on sharing and analyzing data in order to improve decision-making** (at OCHA's Centre for Humanitarian Data in the Netherlands), developing innovative funding solutions in order to streamline delivery (impact bonds) and supporting networks in order to stimulate and scale up new ideas."
	The concept of knowledge sharing, or knowledge exchange is mentioned in **south-**	0	1		Not found	There are no South -South cooperation guidelines neither from the Government of Curaçao

	south cooperation guidelines				nor from the Kingdom of The Netherlands.
Bilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **the bilateral agreement with Colombia that enables technical cooperation**	1	0	International Agreement	Technical cooperation agreement between the Government of Colombia and the Kingdom of the Netherlands (MRE, 1966) Economic and technologic cooperation agreement between the Republic of Colombia and The Kingdom of Netherlands (MRE Colombia, 1982)	"The **technical cooperation will consist in a exchange, at its broadest meaning, of knowledge, acquired experiences**, along with material support (if needed)" (MRE, 1966) "Article III. The cooperation will include, among others: i) **Knowledge and technical documentation exchange; ii) Personnel exchange for technical training (…)**" (MRE, 1982)
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the project approval document or official Act subscribed with Colombia.**	1	0	International Agreement	MoU on Technical cooperation between the Government of Colombia and Curaçao (MRE, 2014).	"The parties will execute MoU's programs and initiatives based on the **cost-sharing principle** as the contribution from both provider and requesting country to assure project execution."
Regional agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **regional instruments acknowledged by the country.**	1	0	International Agreement	Convention establishing the Association of Caribbean States. ACS (ACS, 1994)	Committed to initiating a new era characterized by the strengthening of cooperation and of the c**ultural, economic, political, scientific, social and technological relations among themselves**" "(a)**harness, utilize and develop the collective capabilities of the Caribbean Region** to achieve sustained cultural, economic, social, scientific and technological advancement"
Multilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**.	1	0	International Agreement	Andorra Declaration 2021 "Innovation for sustainable development - 2030. Ibero American region facing Coronavirus challenge" XXVII Ibero American Summit of Chief of States and Prime Ministers. (SEGIB, 2021)	"(The states) Acknowledged that after five years of the adoption of the 2030 sustainable agenda and the Paris Agreement on Climate Change, intensifying the global efforts is needed to reach the SDGs. A coordinated international response, a greater support to the commitment on mitigation actions and to th**e means of implementation such as a substantive increase of concessional financial resources, technologic transference** and fostering competences is needed." "57. (The States) **Acknowledge that scientific and technical knowledge must have a central role in the policies.** The pandemic has demonstrated the need for enhancing the national systems of science, technology and innovation, assuring the Innovation and Development (I&D)**, fostering the cooperation among them and the transference of knowledge and**

							innovative technologies for developing countries). "59. The States thank the realization of the High-Level Extraordinary Meeting on Technology and Innovation against COVID-19, where **was decided to establish a knowledge sharing mechanism about the main actions that countries have implemented to face COVID-19** and its sanitary, economic and societal effects."
CURAÇAO'S TOTAL SCORE		7	1				
Additional Observations	The Dutch Ministry of Foreign Affairs is responsible for Curaçao's foreign policy, as well as defense, nationality issues, admission and expulsion of foreigners, extradition. The country is only responsible for good governance, education, and judicial system. (Article 3, Statue of the Kingdom, Act of October 28, 1954). The Kingdom of Netherlands is the subject of international Law able to subscribe international agreements and instruments. However, the negotiation, implementation and compliance are responsibility of Curaçao. The country can sign Memorandums of Understanding, MoU in autonomous areas without infringing Kingdom's foreign policy.						

1. Legal framework review tool to assess the level of institutionalization of knowledge-sharing in country cases

<div align="center">COTE D'IVOIRE</div>

Assessment Criteria	Qualitative indicator	Country Case		Type of instrument	Name of the instrument	Description of definitions and terminology found
		YES	NO			
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **the national development plan**	1	0	Law/Act	National Development Plan for 2016-2020 (Ministry of Planning and Development of Cote D'Ivoire, 2015)	"Regional and international cooperation is an important stepping-stone for building **strategic partnerships to develop trade, elicit funding and receive technology transfers.** It poses an important challenge when it comes to expediting the development process and expanding key markets for foreign direct investment and economic growth in Côte d'Ivoire. In essence, the challenge consists of forming solid partnerships conducive to the achievement of national development goals. **"The overall strategy 2016-2020) is based on lessons learned** from the 2012-2015 NDP, and it is organized around five pillars: i) enhancing the quality of governance and institutions; ii) accelerating the development of human capital and social welfare; iii) accelerating the structural transformation of the economy through industrialization; iv) developing infrastructure across the economy as a whole, while protecting the environment; and v) strengthening regional integration and international cooperation.
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the foreign policy**	0	1	Guidelines	There is no instrument. Information taken from the official government website. (Ministry of State, Minister of Foreign Affairs, African Integration, and the Diaspora of the Republic of Côte d'Ivoire 2021)	"Introduction to economic diplomacy: Traditionally, diplomacy has been viewed as the science of international relations, in general, and state-to-state relations, in particular. It follows that its specialists or professionals (diplomats) are trained to represent the Prince and the State, with another Prince and another sovereign entity. From now on, we must add an economic component to this conception. In other words, in addition to his classic missions, the Ivorian Diplomat, the Head of Diplomatic Mission in particular, will have to **strive to be a business provider, a captor of investments.** "Ivorian diplomacy must also make itself available to our businesswomen and men, to support them in their offensives in order to offer their know-how in terms of services, or to promote products made in Côte d'Ivoire."

		The concept of knowledge sharing, or knowledge exchange is mentioned in **the international cooperation guidelines of the coordination agency/bureau**	0	1	Guidelines	There is no national instrument on international cooperation. Information taken from Economic Community of African States. Revised Treaty. (ECOWAS, 2010) Treaty ratified by 15 countries including Cote d'Ivoire.	Art.3 Aims and Objectives (...) The encouragement and strengthening of relations and **the promotion of the flow of information particularly among rural populations, women and youth organizations and socio-professional organizations** such as associations of the media, business men and women, workers, and trade unions" "Art.26 Industry (...) **Promote technical co-operation and the exchange of experience in the field of industrial technology and implement technical training programmes among Member States**" "(Art. 27 *Members shall...) harmonize their national technological development plans by placing special emphasis on indigenous and adapted technologies as well as their regulations on industrial property and transfer of technology (...) Carry out a **permanent exchange of information and documentation** and establish Community data networks and data banks (...) **Promote exchanges of researchers and specialists among Member States** in order to make full use of the technical skills available within the Community; "Develop a system of **transfer of expertise and exchange of scientific, technical and economic remote sensing data a**mong Member States. "Art.58. Regional Security (...) **Encourage exchanges and co-operation between communities, townships, and administrative regions**" "Art. 60. Human Resources (...). **Encourage the exchange of skilled manpower between Member States**" "Art. 60. Social Affairs (...) En**courage the exchange of experiences and information on literacy, professional training, and employment**" "Art.62 Cultural Affairs (...) En**courage the promotion, by every means possible, of all forms of cultural exchange**" "Art.63. c. Promote and develop mechanisms to **encourage the exchange of experiences and information between Member States.**" "Art.65. (...) E**ncourage the establishment of program exchange centers** at regional level and strengthen existing program exchange centers;

	The concept of knowledge sharing, or knowledge exchange is mentioned in **south-south cooperation guidelines**	0	1	Guidelines	There is no instrument. Information taken from "First African South-South Cooperation Report" (UNDP, 2019)	"Significant works are under way as part of SSC, including work on structural infrastructure, and this is having a positive and sustainable impact on the populations' well-being. **The most disadvantaged groups–women and young people are gaining confidence in themselves and their futures, on the basis of South-South models and knowledge transfer**" " In the face of the new development challenges reflected in the international 2030 Agenda and the African Union Agenda 2063, **the country is relying on the promotion of good practices in SSC**, which serves as a normative instrument for reforming the institutional, organizational and operational framework that guides its economic diplomacy." "The UNDP Regional Service Centre for Africa (RSCA) is facilitating the establishment of intra-African South-South **cooperation partnerships for knowledge transfer through the organization of South-South Matchmaking for SDGs events**. Due to the success of the first and second matchmaking events, a number of countries have begun establishing South-South Partnerships with their peer countries (Benin, Botswana, Côte d'Ivoire, Kenya, Mauritius, Rwanda, Uganda and South Africa)"
Bilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **the bilateral agreement with Colombia that enables technical cooperation**	1	0	International Agreement	Technical cooperation agreement between the Republic of Colombia and the Republic of Cote D'Ivoire (MRE, 1984)	"Article III. The technical and scientific cooperation in this agreement will be promoted through the following modalities: a. **Exchange of scientists, university professors, researchers and experts** from programs and projects on economic and social development" b). **Exchange of technical and scientific data**" (...) d. Execution of **joint programs and projects to adapt technologies** (...).t) **Stimulate the participation of experts and scientists** in seminars and conferences (...)
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the project approval document or official Act subscribed with Colombia.**	1	0	International Agreement	Cooperation agreement between UNIMINUTO, UNIMINUTO, Congregation of Jesus and Mary – CJM Vice-Province of Africa, and Cote D'Ivoire (UNIMINUTO, 2013)	**"Systematization and transference of UNIMUNUTO's a higher education model** to the Congregation of Jesus and Mary in Cote D'Ivoire for the creation of the Eudhist Technological University Institution of Africa - IUTEA" "**Practical training: a balance between theory, practice, adaptation and use of laboratories and**

						technologies;" **"Relevant and diversified training programs** aligned with the strategic sectors defined by the Government and the productive sector w**ith specializations in various areas of knowledge**."
Regional agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **regional instruments acknowledged by the country.**	1	0	International Agreement	Agenda 2063, The Africa we want. (African Union, 2015)	"Young African men and women will be th**e path breakers of the African knowledge society** and will contribute significantly to innovation and entrepreneurship" "Humanity today has the capacities, technology an**d know-how to ensure a decent standard of living and human security** for all inhabitants of our earth." "Call to action (...) Elevate Africa's role in global research, technology development and **transfer, innovation and knowledge production;"** **"Lessons from global developmental experiences, t**he significant advances by countries of the South to lift huge sections of their populations out of poverty, improve incomes and catalyze economic and social transformation."
Multilateral agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**.	1	0	International Agreement	Ministerial Declaration adopted by the 44th Annual Meeting of Ministers for Foreign Affairs of the Group of 77, New York, 12 November 2020. (G77, 2020)	"228. The Ministers recognized the importance of addressing the specific challenges facing MICs. To ensure that achievements made to date are sustained, efforts to address ongoing challenges should be strengthened through the exchange of experiences, improved coordination, and better and focused support from the UNDS, the international financial institutions, regional organizations, and other stakeholders." "90. The Ministers welcomed the full operationalization of the local communities and indigenous peoples' platform for the acknowledgement of their valuable voice and s**upport of the spreading of their knowledge in the fight of climate change."** "Enhanced financial and technological support coupled with **knowledge and skills transfer from developed countries will allow for effective implementation and enhanced ambition of developing countries**." "The Ministers further recalled that, in this context, targets related to

							means of implementation including target 14.a, related to **increasing scientific knowledge, developing research capacities and transferring marine technology in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries,** in particular SIDS and LDCs, are crucial for the achievement of sustainable development.
							"222. The Ministers welcomed the **operationalization of the International Think Tank for LLDCs.** They emphasized the **need to build a platform which generates knowledge and develops analytical tools** to maximize LLDCs' coordinated efforts and overcome their common challenge – landlockedness"
				123			"206. The Ministers expressed profound concern that the commitment to doubling aid to Africa by 2010, as articulated at the summit of the Group of Eight held in Gleneagles, United Kingdom, had not been entirely reached and in this regard stressed the need to make rapid progress in order to fulfill that and other donors' commitments to increasing aid through a variety of means, including **the provision of new additional resources and the transfer of technology to and the building of capacity in African countries, and to supporting their sustainable development.** They called for continued support for Africa's development initiatives, including Agenda 2063 and its 10-year plan of action, the New Partnership for Africa's Development, and the Program for Infrastructure Development in Africa. On the other hand, they welcomed the support that some developing countries had extended to Africa through South-South and triangular cooperation programs"

COTE D'IVOIRE'S TOTAL SCORE	5	3

Additional Observations	Economic diplomacy since 2009. Country position as recipient of cooperation "receiving transfers." No foreign or international cooperation policy documented and published.

1. Legal framework review tool to assess the level of institutionalization of knowledge-sharing in country cases

COLOMBIA						
Assessment Criteria	Qualitative indicator	Country Case		Type of instrument	Name of the instrument	Description of definitions and terminology found
		YES	NO			
	The concept of knowledge sharing, or knowledge exchange is mentioned in **the national development plan**			Law/Act	Law 1753, 2015 National Development Plan 2014 - 2018. (Congress of the Republic of Colombia, 2015)	**Art.12. Scientific, technologic and innovation parks. To promote the knowledge and technology transfer,** and technology commercialization, and collaboration ties among the National System of Competitiveness, Science, Technology, and Innovation" "Art. 50. Productive transformation program. Scientific, technologic and innovation parks in the Colombian territory as **specific geographic zones to promote the innovation based on scientific and technological knowledge**, and to contribute to the corporate productiveness and regional competitiveness. " "Art.58. National Education Systems (...) The National Qualification Framework - MNC as ins**trument to classify and structure the knowledge and skills under hierarchical criteria levels of acquire learnings. "** "Art. 126. International cooperation agreements and peace operations. The National Ministry of Defense within the Public Force's modernization process will **promote the endorsement of international cooperation agreements to send and receive advisory, experts and technological transfers from all over the world with the aim of exchanging experiences, training, formation and participation in international missions and peace operations."** "Art. 193. Access to ICT and infrastructure deployment. **To guarantee and preserve constitutional rights on communication, emergency situations, education, health, security and access to information, knowledge, science, and culture**, as well as contributing to the massification of E-Government, the nation will assure a continuous, on time and quality public service" 2Art. 254. (...) Generation of sectorial agendas to strengthen competitive and sustainable value chains

						that allow the design of mechanisms and alternatives for an adequate and responsible use of environment and natural resources, **to protect the biodiversity and Amazon's traditional knowledge of ancestral indigenous communities**. "
						Article 277. Mandatory provision of information. For the development of plans, programs and projects included in the National development plan and in general for all public related functions, public entities and civilians with public functions **must provide all the information generated, obtained, collected, controlled, or managed to those who demanded it, according to its missional purposes.**
National Policies		1		Law/Act	Law 1955, 2019 - National Development Plan 2018-2022 (Congress of the Republic of Colombia, 2019)	"Cross-cutting pacts. 5. **Pact for science, technology, and innovation. A system to build the future Colombia's knowledge (…) 7. Pact for Colombia's' digital transformation: Government, enterprises and households connected to the knowledge era,** **"Colombia resilient: Knowledge and prevention** for disaster risk management and climate change adaptation" Art. 15. Intendency of Household Public Services Provision. SUI system will be able to inter-operate with other public and private platforms. Additionally, it will be able to share information, including confidential and protected information, assuring its confidentiality. "Art 126. Ministry of Science, technology, and Innovation. (...) **To stablish strategies to support transference and social appropriation of science, technology, innovation and the consolidation of a society based on knowledge" (...) To strengthen a culture based on generation, appropriation, and spreading of knowledge; as well as the scientific research, technologic development, innovation and permanent learning (...) To strengthen the National System of Science, Technology and Innovation - SNCTI, giving to the Ministry the leadership to effectively articulate public-private organizations, regional,**

		126					**national and international entities towards the development of a knowledge society. " To support the transference capabilities of the technology produced by universities and research centers, as well as the technological development to support the national productive sector throughout the improvement of academic networks of research and education"** "Art. 179. Orange Development Areas. (...) The Orange Development Areas, ADN, based on cultural and creative portfolios are economic and creative centers. (...)**they create a suitable environment, enhance entrepreneurship, promotes employment, tourism, environmental conservation, knowledge transfer,** identity, social inclusion, and citizen access to the cultural and creative supply" **"Art. 194.** Creates the National Qualification Framework to classify and structure **a qualification system based on 8 levels arrange around knowledge and skills, according to sequenced learnings acquired by different qualification ways"** "Art. 209. "*Sacúdete* Strategy". The national Government is aimed at developing, s**trengthening, and boosting talents, capabilities, and skills of the youth through knowledge transference** and methodological tools to facilitate its participation at the productive market and the consolidation of legal and sustainable life projects.
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **the foreign policy**	1		Guidelines	Foreign Policy Colombia. Strategic Documents' website. (MRE, 2012) "Strategic Plan 2018-2022. Diplomacy for legality, entrepreneurship and equity", (MRE, 2018)		"The consolidation of SSC and TrC is a priority for Colombia as it strengthens the relations at bilateral and multilateral level. It allows country's positioning as provider of good practices and enhances its role as regional provider. **Given this recognition, Colombia will continue sharing, promoting, and exchanging its good practices (**from institutions, community-based organizations, and Academia) with other countries to foster innovation, sustainable development and entrepreneurship." (2014-2018) **"Technical Cooperation. Cooperation focused on**

						technical and managerial knowledge-sharing with the aim of increasing the capabilities of institution and people to promote their development." (2014-2018)
						"SSC is aimed at enriching countries' social, economic and environmental development processes through the exchange of experiences to create and enhance technical capabilities, processes and knowledges mainly among countries of similar development in Central America, The Caribbean, South America, Asia, Africa; thus, under equity, trust and collaborative work." (2014-2018)
						"To promote organizational learning through de correct use and transformation of new and existent knowledge for processes improvement" (2018-2022)
						"Promotion of respectful and accountable relations with actors from the international system on human rights, thus prioritizing the dialogue, transparency and the exchange of good practices in its promotion, recognition and protection" (2018-2022)
						"Consolidation of Colombia as strategic SSC provider partner to anchor its positioning at international level" (2018-2022)
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in the international cooperation guidelines of the coordination agency/bureau	1		Guidelines	International cooperation guidelines (MRE, 2012)	"Under the Mesoamerica Project intensification of exchanges with Central American countries" "Colombia's Strategy for Cooperation with the Caribbean Basin promotes the exchange of knowledge, good practices and successful cases aimed at the economic and social development of the region with the purpose of deepening the cooperation and integration relations with the 25 countries of the region." "Colombia's Cooperation Strategy for Africa was designed by identifying acquired capacities and successful experiences from national institutions that can be shared with African countries looking for knowledge sharing and good practices that respond to common development challenges" "Colombia's SSC Strategy

						with Eurasia **is aimed at bringing a greater knowledge about the region to facilitate the communication** among its countries. Therefore, the cooperation opportunities identified are used **to promote future knowledge sharing and exchanges of experiences wi**th other countries from the region."
						"Colombia's Strategy with South-East Asia. The cooperation areas are climate change and disaster risk management, social protection and promotio**n, knowledge promotion,** innovation at the agriculture sector and tourism."
						"Colombia's Cooperation Strategy on Integral Security. Based on join assessment of needs with Central American and Caribbean countries, **Colombia offers to prioritize countries mechanisms and methods of legal cooperation, training, and technical assist**ance.
National Policies	The concept of knowledge sharing, or knowledge exchange is mentioned in **south-south cooperation guidelines**	1		Guidelines	SSC Guidelines in Colombia (MRE of Colombia, 2012)	"Strategic Importance. The SSC for Colombia is a **remarkable foreign policy instrument to promote the generation of positive agendas and the exchanging of knowledge and experiences among developing countries"** "Colombia has given i**mportant steps towards the management of international cooperation, consolidating itself as a provider country to share its own experiences and capabilities** with other countries" "Colombia has the challenge of being a relevant partner to other countries, **where is able to share its experiences and contribute to the capacity-building and development of the most vulnerable"** "An efficient coordination among institutions strengthens States' capacity to support technological modernization, corporate development, preservation of natural resources, **qualification of human resources and knowledge generation"** **"Recipient SSC institutions must use pertinent mechanism to replicate and spread knowledge as well as the acquired experiences to**

				129		**assure a real technological transference and local capacity building"** "(APC-Colombia) participates in international scenarios for technical decision-making on behalf of the country's interests and within the Agency's missional function. **It promotes the development of strategical actions of knowledge management in the cooperation that Colombia provides to other countries."** **"All these initiatives have a vision of a regional cooperation aimed at generating common solutions and strengthening the integration of the parties involved. Besides, it has an added value that generates meaningful results through the exchange of experiences and challenges from a diversified perspective, Thus, it ultimately complements and boost traditional bilateral exchanges"**
Bilateral Agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **the bilateral agreement with Colombia that enables technical cooperation**	1		International Agreement	Statute of the General Ibero American Secretary. 2004.Costa Rica. (SEGIB, 2004) "Cooperation agreement between the Government of the Republic of Colombia, the Ibero American General Secretary (SEGIB)and the Organization of Ibero American States (OEI) to the implementation of the technical unit for the South-South Cooperation Program" (MRE, 2009)	"m. **To encourage and support,** in the context of the program, **activities with Ibero American associations from professional, academic, and institutional backgrounds"** Statute "Functions of the Secretary of Ibero American Cooperation (…) e. Favor the promotion and public broadcasting of the Ibero American cooperation. Statute "That at the XVIII Ibero-American Summit held from October 29 to 31, 2008, in San Salvador, El Salvador, the Strengthening Program of the Horizontal South-South Cooperation in Latin America (PIFCSS), as established in the paragraph 13 of the Program of Action of San Salvador, which seeks to: a) strengthen the national organizations that coordinate cooperation, b) promote the adoption of positions regional commons in various dialogue forums, **c) contribute to the development of systems information, monitoring and evaluation, d) identify, systematize and replicate good practices, lessons learned and successful cases."** Cooperation agreement.
	The concept of knowledge sharing, or knowledge exchange is	1		International Agreement	Project Approval with Bolivia, Dominican	Previously mentioned at each bilateral project and legal framework review

	mentioned in **the project approval document or official Act subscribed with Colombia.**				Republic, Cote D'Ivoire and Curaçao	
Regional agreements	The concept of knowledge sharing, or knowledge exchange is mentioned in **regional instruments acknowledged by the country.**	1		International Agreement	Memorandum of Understanding between the Government of the Republic of Colombia, The Government of the Republic of Chile, The Government of the Republic of United States of Mexico, and The Government of the Republic of Peru, on the Pacific Cooperation Platform, 4 December 2011. (MRE, 2011)	" Article III. The cooperation may adopt the following modalities (…) c. **exchange of information and** current regulations, joint execution of activities of **formation, training, including exchange of specialists and technicians;** e. **assistance and/or technical** visits from government officials, experts, researchers, delegations and practitioners, f. c**onformation of network**s" "Article IV. Actions to be developed within each thematic area must contain at each case the following aspects: (...) g. Confidentiality clauses about scientific and technological information (if needed); h. any other information considered relevant." "Article V. Financing. Each participant must finance the activities under the present MoU for the participation in the activities, projects or actions under the **cost-sharing or using alternative diverse or complementary financial mechanisms such as triangular, multilateral cooperation with international organizations, among others.**
		1		International Agreement	Declaration of San Salvador XIII Ibero American Summit of Chief of States and Prime Ministers, 31 October 2008. (SEGIB, 2008) San Salvador's Program of Action XIII Ibero American Summit of Chief of States and Prime Ministers, 31 October 2008. (SEGIB, 2008) 22 countries of the Ibero American region currently adhere to SEGIB. The Presidents of Colombia, Bolivia and Dominican Republic participated at	"3. Conformation of the Ibero American Musical Space "IBERORQUESTAS" (...) to continue promoting knowledge from different forms of art and culture (...). Declaration. "6. To foster educative and cultural policies to fulfill the right to quality and free education from early childhood (...) to allow youth's integral growth to reach better levels of inclusion and social development in our countries and a**dvancing in the consolidation of the Ibero American Space of Knowledge,** with the Education Goals 2021" Declaration. " We approved the transformation on the Pablo Neruda's Programs. We request to SEGIB, along with the OEI and the CUIB, **to work together towards the elaboration of a proposal to foster the shared use of scientific and technological**

							the 2008's Summit.	**infrastructure** for the next XIX Ibero American Summit in Portugal." Declaration

" 15. **To foster the exchange of good practices and lessons learned, public policies** against traffic, drug awareness; generating intergenerational and intercultural spaces of dialogue and politic participation to construct societies and an international order more equative, cohesive, participative, democratic, and inclusive" Declaration.

"27. To promote in the Ibero American youth, through programs and initiatives, the sense of belonging, **the recognition and value of cultural diversity, ancestral knowledge and popular knowledge,** respect for the cultural and historical heritage (...). Declaration

"We approved the Horizontal South-South Cooperation Program in Ibero-America, which seeks to: a) to strengthen national bodies that coordinate cooperation, b) promote the adoption of common regional positions in various forums for dialogue, c) **contribute to the development of information, monitoring and evaluation systems, d) identify, systematize and replicate good practices, lessons learned and cases successful.** In this sense, we instruct SEGIB to initiate the necessary actions that allow its start-up." Program of Action

"26. We reiterate the commitment **to promote and protect Human Rights through the exchanging of experiences and good practices on the subject, amplifying the cooperation spaces and the support to the United Nations System."** Program of Action

"38. Approve the transformation of the initiative **Training and Technology Transfer in matter of Integrated Management of Water Resources** in the Ibero-American Program" Program of Action.

"42. (...) Plat**form of action for the experiences exchange and knowledge sharing for Ibero American diplomats** (...)

| Multilateral agreements | The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**. | 1 | | International Agreement | Sendai Declaration, March 2015. (UNDRR, 2015)

Sendai Framework for Disaster Risk Reduction 2015 - 2030 (UNDRR, 2015) | Program of Action

"Having completed the assessment and review of and c**onsidered the experience gained under its implementatio**n, we hereby adopt the Sendai Framework for Disaster Risk Reduction 2015-2030. We are strongly committed to the implementation of the new framework **as the guide to enhance our efforts for the future**. " Declaration

"Disaster risk reduction requires a multi-hazard approach and inclusive **risk-informed decision-making based on the open exchange and dissemination of disaggregated data**, including by sex, age and disability, as well as on e**asily accessible, up-to-date, comprehensible, science-based, non-sensitive risk information, complemented by traditional knowledge**" Sendai Framework

"National and Local Levels. 24. **To build the knowledg**e of government officials at all levels, civil society, communities, and volunteers, as well as the private sector, **through sharing experiences, lessons learned, good practices and training and education on disaster risk reduction, including the use of existing training and education mechanisms and peer learning** (...) i. T**o ensure the use of traditional, indigenous and local knowledge and practices, as appropriate, to complement scientific knowledge in disaster risk assessment a**nd the development and implementation of policies, strategies, plans and programs of specific sectors, with a cross-sectoral approach, which should be tailored to localities and to the context; (j) To strengthen technical and scientific capacity to capitalize on and co**nsolidate existing knowledge** and to develop and apply methodologies and models to assess disaster risks, vulnerabilities and exposure to all hazards; (k) **To promote investments in innovation and technology development** |

| | | | | | | | in long-term, multihazard and solution-driven research in disaster risk management to address gaps, obstacles, interdependencies and social, economic, educational and environmental challenges and disaster risks; (l) To promote the incorporation of disaster risk knowledge, including disaster prevention, mitigation, preparedness, response, recovery and rehabilitation, in formal and non-formal education, as well as in civic education at all levels, as well as in professional education and training" Sendai Framework

Global and Regional Levels. 28. a. To guide action at the regional level through agreed regional and subregional strategies and mechanisms for cooperation for disaster risk reduction, as appropriate, in the light of the present Framework, to foster more efficient planning, create common information systems and exchange good practices and programmes for cooperation and capacity development, in particular to address common and transboundary disaster risks" Sendai Framework. (...) e. To promote mutual learning and exchange of good practices and information through, inter alia, voluntary, and self-initiated peer reviews among interested States; 34. To promote the further development of and investment in effective, nationally compatible, regional multi-hazard early warning mechanisms, where relevant, in line with the Global Framework for Climate Services, and facilitate the sharing and exchange of information across all countries;" (...) d. To enhance international mechanisms, such as the International Recovery Platform, for the sharing of experience and learning among countries and all relevant stakeholders". Sendai Framework |
|---|---|---|---|---|---|---|---|

COLOMBIAS'S TOTAL SCORE	**8**	**0**

Additional Observations	Knowledge leverage, Knowledge-sharing, Knowledge exchange, Knowledge -transfer, Knowledge-building, Extensive SSC material and use of knowledge-sharing related concepts. No knowledge sharing in all modalities of international cooperation, only SSC and TrC.

Knowledge sharing incorporation within the 2030's UN Sustainable Agenda

| Multilateral agreements | The concept of knowledge sharing, or knowledge exchange is mentioned in **international instruments acknowledged by the country**. | 1 | | International Agreement | 2030 Sustainable Agenda. A/RES/70/1 Resolution adopted by the General Assembly on 25 September 2015 (UN, 2015) | "14. a **Increase scientific knowledge, develop research capacity and transfer marine technology,** considering the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries"

15. " The spread of information and communications technology and global interconnectedness has great potential to accelerate human progress, to bridge the digital divide and t**o develop knowledge societies, as does scientific and technological innovation across areas** as diverse as medicine and energy"

"**25. We commit to providing inclusive and equitable quality education at all level**s – early childhood, primary, secondary, tertiary, technical and vocational training. All people, irrespective of sex, age, race or ethnicity, and persons with disabilities, migrants, indigenous peoples, children, and youth, especially those in vulnerable situations, sh**ould have access to life-long learning opportunities that help them to acquire the knowledge and skills needed to exploit opportunities and to participate fully in society."**

"**27. (...) All countries stand to benefit from having a healthy and well-educated workforce with the knowledge and skills needed for productive and fulfilling work and full participation in society"**

"**32. Looking ahead to the twenty-first session of the Conference of the Parties in Paris, we underscore the commitment of all States to work for an ambitious and universal climate agreement. We reaffirm that the protocol, another legal instrument or agreed outcome with legal force under the Convention applicable to all parties** |

				135		**shall address in a balanced manner, inter alia, mitigation, adaptation, finance, technology development and transfer and capacity-building; and transparency of action and support."** **"41. We recognize that each country has primary responsibility for its own economic and social development. The new Agenda deals with the means required for implementation of the Goals and targets. We recognize that these will include the mobilization of financial resources as well as capacity-building and the transfer of environmentally sound technologies to developing countries on favorable terms, including on concessional and preferential terms, as mutually agreed."** "65. We recognize that middle-income countries still face significant challenges to achieve sustainable development. To ensure that achievements made to **date are sustained, efforts to address ongoing challenges should be strengthened through the exchange of experiences, improved coordination, and better and focused s**upport of the United Nations development system, the international financial institutions, regional organizations, and other stakeholders.**"** **"Goal 2. 2.3 By 2030, double the agricultural productivity and incomes of small-scale food producers,** in particular women, indigenous peoples, family farmers, pastoralists and fishers, including **through secure and equal access to land, other productive resources and inputs, knowledge**, financial services, markets and opportunities for value addition and non-farm employment" (...)2.5 (...) and promote access to and fair and e**quitable sharing of benefits arising from the utilization of genetic resources and associated traditional knowledge**, as internationally agreed" "Goal 4. 4.7 By 2030, e**nsure that all learners acquire the knowledge and skills needed to promote sustainable development**, including, among others, through education for sustainable development and sustainable lifestyles, human rights, gender equality, promotion of a culture of peace and non-violence, global citizenship, and appreciation of cultural diversity and of culture's contribution to sustainable development"

				136		"Goal 14. 14.a **Increase scientific knowledge, develop research capacity and transfer marine technology,** considering the Intergovernmental Oceanographic Commission Criteria and Guidelines on the Transfer of Marine Technology, in order to improve ocean health and to enhance the contribution of marine biodiversity to the development of developing countries, in particular small island developing States and least developed countries" **"Goal 17. 17.6 Enhance North-South, South-South and triangular regional and international cooperation on and access to science, technology and innovation and enhance knowledge sharing on mutually agreed terms, including through improved coordination among existing mechanisms, in particular at the United Nations level, and through a global technology facilitation mechanism .17.7 Promote the development, transfer, dissemination and diffusion of environmentally sound technologies to developing countries on favorable terms, including on concessional and preferential terms, as mutually agreed 17.8 Fully operationalize the technology bank and science, technology and innovation capacity-building mechanism for least developed countries by 2017 and enhance the use of enabling technology, in particular information and communications technology"** **"Goal 17.16 Enhance the Global Partnership for Sustainable Development, complemented by multi-stakeholder partnerships that mobilize and share knowledge, expertise, technology and financial resources, to support the achievement of the Sustainable Development Goals in all countries, in particular developing countries 17.17 Encourage and promote effective public, public-private and civil society partnerships, building on the experience and resourcing strategies of partnerships"** **"Means of Implementation. 63. (...) At the same time, national development efforts need to be supported by an enabling international economic environment, including coherent and mutually supporting world trade, monetary and financial systems, and strengthened**

						and enhanced global economic governance. Processes to develop and facilitate the availability of appropriate knowledge and technologies globally, as well as capacity building, are also critical." 70. The online platform will be used to establish a comprehensive mapping of, and serve as a gateway for, information on existing science, technology and innovation initiatives, mechanisms, and programmes, within and beyond the United Nations. The online platform will facilitate access to information, knowledge, and experience, as well as best practices and lessons learned, on science, technology and innovation facilitation initiatives and policies. The online platform will also facilitate the dissemination of relevant open access scientific publications generated worldwide. The online platform will be developed on the basis of an independent technical assessment which will take into account best practices and lessons learned from other initiatives, within and beyond the United Nations, in order to ensure that it will complement, facilitate access to and provide adequate information on existing science, technology and innovation platforms, avoiding duplications and enhancing synergies." 72. The multi-stakeholder forum on science, technology and innovation for the Sustainable Development Goals will be convened once a year, for a period of two days, to discuss science, technology, and innovation cooperation around thematic areas for the implementation of the Sustainable Development Goals, congregating all relevant stakeholders to actively contribute to their area of expertise. The forum will provide a venue for facilitating interaction, matchmaking and the establishment of networks between relevant stakeholders and multi-stakeholder partnerships in order to identify and examine technology needs and gaps, including on scientific cooperation, innovation and capacity-building, and also in order to help to facilitate development, transfer and dissemination of relevant technologies for the Sustainable Development Goals." "Follow up and Review. 80. Follow-up and review **at the regional and subregional**

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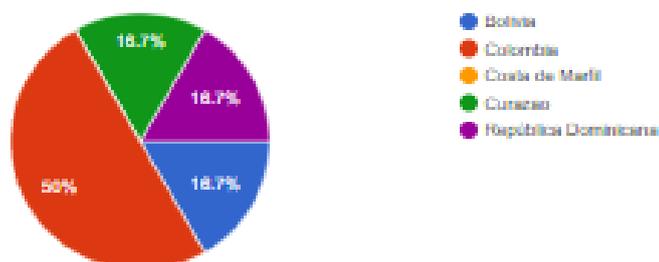|						
				138		**levels can, as appropriate, provide useful opportunities for peer learning, including through voluntary reviews, sharing of best practices and discussion on shared targets.** We welcome in this respect the cooperation of regional and subregional commissions and organizations. Inclusive regional processes will draw on national-level reviews and contribute to follow-up and review at the global level, including at the high-level political forum on sustainable development." Follow up. Global level 82. The high-level political forum will have a central role in overseeing a network of follow-up and review processes at the global level, working coherently with the General Assembly, the Economic and Social Council and other relevant organs and forums, in accordance with existing mandates. **It will facilitate sharing of experiences, including successes, challenges and lessons learned, and provide political leadership, guidance, and recommendations for follow-up.** It will promote system-wide coherence and coordination of sustainable development policies"

ANNEX 9. Institutional Self-assessment tool – SURVEY SUMMARY

6 responses

Accepting responses

| Summary | Question | Individual |

Comprendo y autorizo el almacenamiento, uso y gestión de los datos recolectados en esta encuesta para propósitos de investigación.

6 responses

● Sí
● No

100%

Nombre de la Agencia u Oficina de Cooperación Internacional en la que trabaja (trabajó)

6 responses

Leticia Sánchez Castillo

APC- Colombia

APC - Colombia

VIPFE

APC-Colombia

Curazao . Ministerio desarollo economico

Seleccione el país al que pertenece su agencia u oficina de cooperación internacional.

6 responses

- Bolivia
- Colombia
- Costa de Marfil
- Curazao
- República Dominicana

16.7%
16.7%
50%
16.7%

Por favor seleccione el número de años que ha trabajado en la agencia u oficina de cooperación internacional de su país

6 responses

- Menos de 1 año
- Entre 2 y 3 años
- Entre 4 y 5 años
- Más de 6 años

33.3%
16.7%
50%
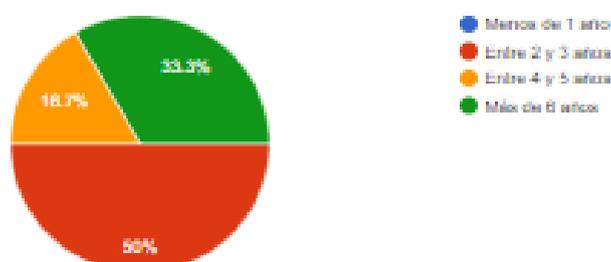
Percepción de la CSS

1. ¿La CSS de su país está alineada con la Agenda 2030 y los ODS?

6 responses

- Sí, completamente
- Sí, pero solo parcialmente
- No, no está alineada

16.7%
83.3%
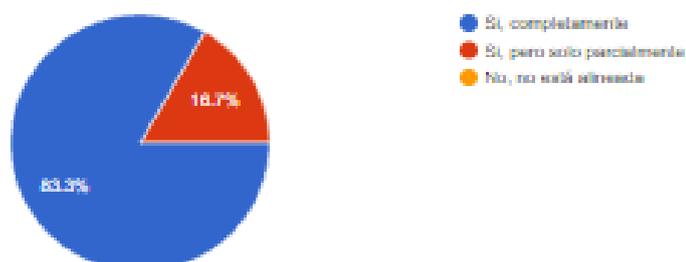
2. ¿La CSS de su país está alineada completamente con el Plan Nacional de Desarrollo de su país?

6 respuestas

- Sí, completamente alineada
- Sí, pero sólo parcialmente
- No, no está alineada

50%
50%
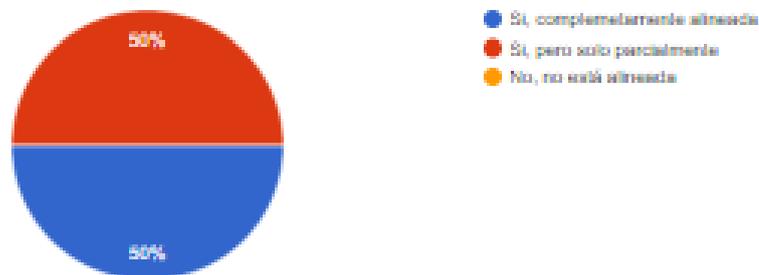
3. ¿La CSS de su país está alineada con el Plan de Acción Institucional?

6 respuestas

- Sí, completamente alineada
- Sí, pero sólo parcialmente
- No, no está alineada

50%
50%
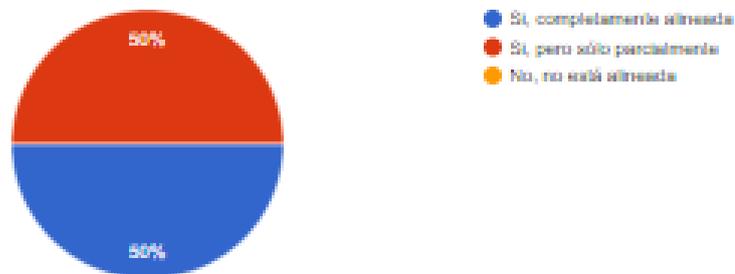
Percepción sobre Intercambio de Conocimiento

4. ¿Qué tanto sabe sobre intercambio de conocimiento en proyectos de CSS?

6 respuestas

- Lo tengo muy claro
- Entiendo de qué se trata, pero no me queda clara su relación con proyectos de CSS
- Lo he escuchado, pero no sé que es
- No tengo idea

100%

5. ¿Qué entiende por intercambio de conocimiento (knowledge sharing) en proyectos de CSS?

6 respuestas

Cuando 2 paises comparten buenas practicas .

Los procesos que se adelantan en marco de los proyectos de CSS con el objetivo de entregar el conocimiento tácito o no tácito sobre una buena práctica y/o política pública local o nacional con el fin último de fortalecer las capacidades de quienes reciben dicho conocimiento

Es la transferencia de conocimiento con base en unos conocimientos adquiridos en el marco de una buena práctica, que son transmitidos a otro país del sur global para que puedan ser adaptados e implementados

Compartir conocimientos y experiencias para el desarrollo y fortalecimiento institucional

Se constituye en la difusión y transferencia de habilidades, técnicas, experiencias, lecciones, aprendizajes (conocimiento) que permite la materialización de iniciativas de cooperación técnica entre países en desarrollo

hacer a otro mas fuertes en diferente areas

6. ¿Qué tipo de conocimiento es intercambiado en mayor proporción en los proyectos bilaterales de CSS de su país?

6 respuestas

- Tácito (Conocimiento no formal, experiencias, aprendizajes, habilidades personales)
- Explícito (Conocimiento formal, académico, técnico, sistemático)
- Ninguno

83.3%

16.7%

7. ¿El intercambio de conocimiento (knowledge-sharing) es un concepto definido en la política o lineamientos de cooperación internacional de su país?

6 respuestas

- Sí, está claramente definido
- No está definido, pero está implícito en la política
- No está definido ni está implícito

33.3%

33.3%

33.3%
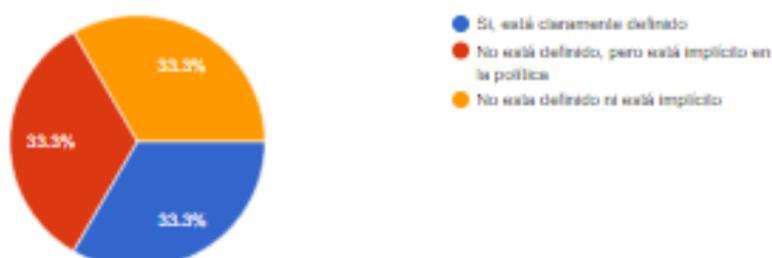
8. ¿El intercambio de conocimiento (knowledge-sharing) es una parte esencial de los proyectos de CSS en su organización?

6 respuestas
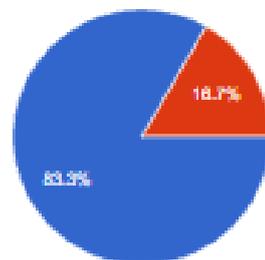
- Sí, es una parte esencial de la CSS
- Es una parte relevante, pero no esencial
- Es una parte de la CSS, pero no es relevante
- No, el intercambio de conocimiento no es parte de la CSS

83.3% 16.7%

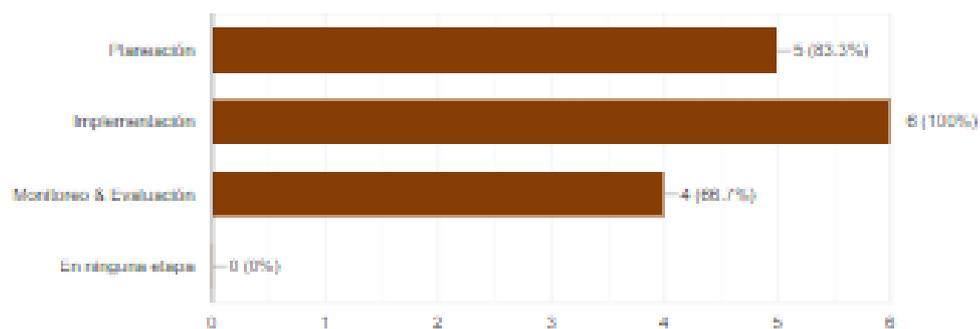## 9. ¿Su organización tiene lineamientos/instrumentos/mecanismos para promover e implementar el intercambio de conocimiento en los proyectos de CSS?

6 respuestas

- Sí, para promover e implementar
- Sí, pero sólo para promover
- Sí, pero sólo para implementar
- No, ni para promover ni para implementar

100%

10. Seleccione las fases del ciclo de proyecto de CSS en las cuales está incorporado el intercambio de conocimiento en su organización:

6 respuestas

- Planeación — 5 (83.3%)
- Implementación — 6 (100%)
- Monitoreo & Evaluación — 4 (66.7%)
- En ninguna etapa — 0 (0%)

11. ¿Considera que el intercambio de conocimiento contribuye a alcanzar objetivos de desarrollo entre los países que lo implementan?

6 respuestas

- Sí, totalmente
- Sí, pero sólo parcialmente
- No, no contribuye

83.3% 16.7%
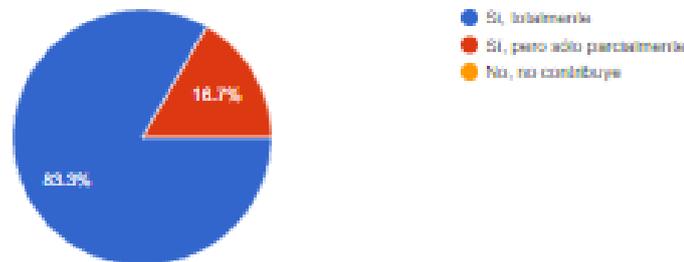
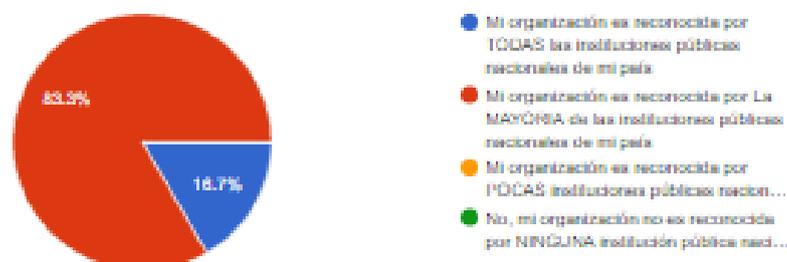## Percepción sobre la organización como institución coordinadora de cooperación internacional

12. ¿Qué tan reconocida es su organización como coordinadora de proyectos de CSS entre los demás países socios del Sur Global con los que su país tiene relaciones bilaterales vigentes (agencias u oficinas de cooperación internacional en otros países del sur Global)?

6 respuestas

- Es reconocida por TODOS los países socios del Sur Global
- Es reconocida por LA MAYORÍA de países socios del Sur Global
- Es reconocida por POCOS países socios del Sur global
- No es reconocida por NINGUNO de los países socios del Sur global

100%

13. ¿Qué tan reconocida es su organización como coordinadora de proyectos de CSS por parte de las instituciones públicas nacionales de su país (Ministerios, entidades nacionales, agencias sectoriales?

6 respuestas

- Mi organización es reconocida por TODAS las instituciones públicas nacionales de mi país
- Mi organización es reconocida por La MAYORÍA de las instituciones públicas nacionales de mi país
- Mi organización es reconocida por POCAS instituciones públicas nacion…
- No, mi organización no es reconocida por NINGUNA institución pública naci…

83.3% 16.7%

144

13. ¿Qué tan reconocida es su organización como coordinadora de proyectos de CSS por parte de las instituciones públicas nacionales de su país (Ministerios, entidades nacionales, agencias sectoriales?

6 respuestas

- Mi organización es reconocida por TODAS las instituciones públicas nacionales de mi país
- Mi organización es reconocida por La MAYORIA de las instituciones públicas nacionales de mi país
- Mi organización es reconocida por POCAS instituciones públicas nacion...
- No, mi organización no es reconocida por NINGUNA institución pública naci...

83.3%

16.7%

14. ¿Qué tan reconocida es su organización como coordinadora de proyectos de CSS por parte de Gobiernos locales (entidades subnacionales)?

6 respuestas
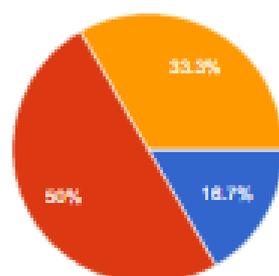
- Es reconocida por TODOS los Gobiernos Locales de mi país
- Es reconocida por la MAYORIA de los Gobiernos Locales de mi país
- Es reconocida por POCOS Gobiernos Locales de mi país
- No, mi organización no es reconocida por NINGÚN Gobierno Local de mi país

33.3%

50%

16.7%

16. Seleccione los niveles en los cuales su organización es autónoma para coordinar directamente con otros países proyectos bilaterales de CSS:
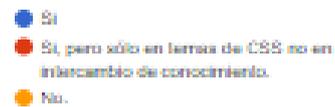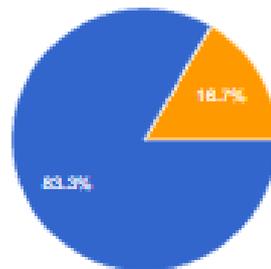
6 respuestas

Autonomía política — 2 (33.3%)

Autonomía técnica — 5 (83.3%)

Autonomía financiera — 3 (50%)

145
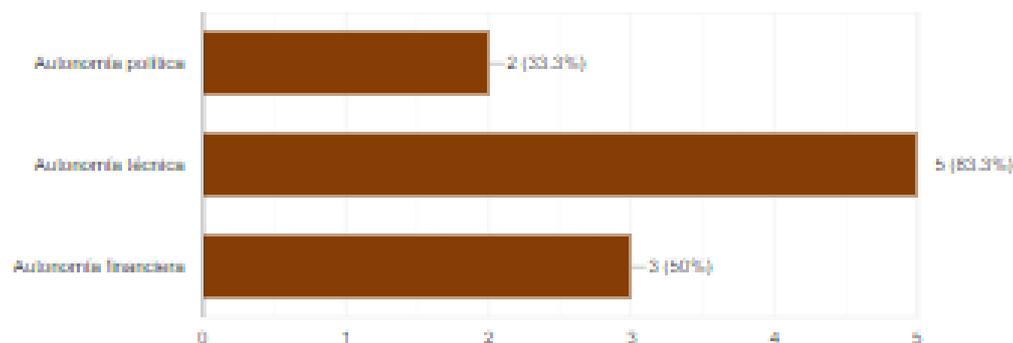
17. ¿Su organización ha participado en escenarios NACIONALES de discusión sobre CSS e intercambio de conocimiento?

6 responses

- Sí
- Sí, pero sólo en temas de CSS no en intercambio de conocimiento.
- No.

33.3%

66.7%
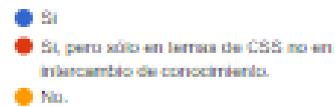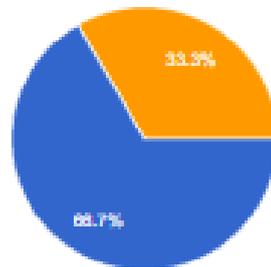
18. ¿Su organización cuenta con escenarios internos de discusión sobre CSS e intercambio de conocimiento?

6 responses

- Sí
- Sí, pero sólo en temas de CSS no en intercambio de conocimiento.
- No.

16.7%

83.3%

19. ¿La gestión de proyectos bilaterales de CSS está claramente estructurada en su organización?

6 responses

- Sí
- Sí, pero no lo suficiente.
- No.

33.3%

66.7%
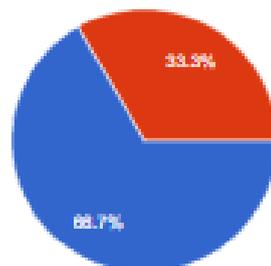
20. ¿Su organización administra eficientemente los recursos financieros (propios o externos) para la ejecución de proyectos bilaterales de CSS ?
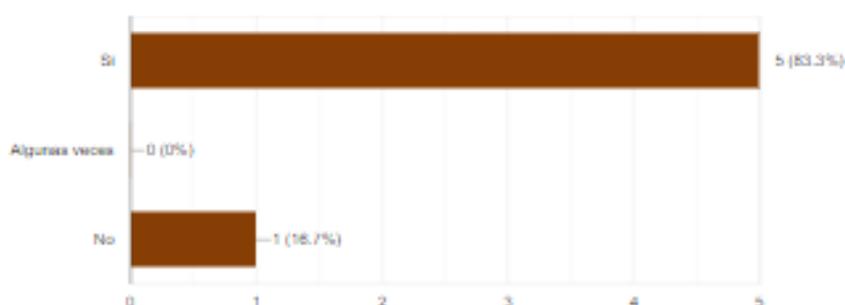
6 respuestas
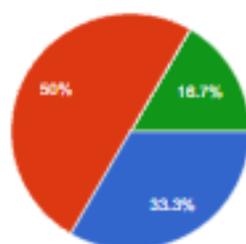
- Si. Lo hace eficientemente y se refleja en la asignación presupuestal del siguiente año.
- Se han realizado esfuerzos para ser más eficientes y se ha mejorado significativamente.
- Se han realizado esfuerzos para ser más eficientes, pero el avance ha sid...
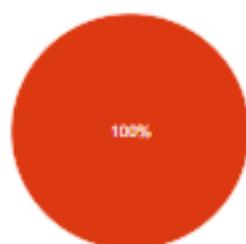- No. Aunque se han ahorrado costos, no se han hecho esfuerzos concretos pa...

21 ¿La gestión de proyectos bilaterales de CSS es utilizada como indicador de desempeño en su organización ?

6 respuestas

22. En su organización, los resultados de los proyectos bilaterales de CSS en los últimos 5 años han sido alcanzados exitosamente?

6 respuestas

- Si. Más del 90% de los proyectos han finalizado con el 100% de resultados alcanzados.
- Entre el 70-89% de los proyectos finalizan con el 100% de resultados alcanzados.
- Entre el 50-69% de los proyectos finalizan con el 100% de resultados al...
- No. Menos del 49% de los proyectos finalizan con el 100% de resultados al...

147

23. ¿Qué rol deberían tener las agencias u oficinas de cooperación para mejorar el intercambio de conocimiento en los proyectos de CSS?

6 responses