



# Peru Strategy document

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approved identification report (Nov 2014)

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# Foreword

## Country Strategy Process

The process of country strategy identification was rolled out by VLIR-UOS in the context of the implementation of the Political Agreement signed in 2010. In this agreement, VLIR-UOS committed itself to formulate a strategy for each of its 20 VLIR-UOS partner countries.

A country strategy is in fact a road map for cooperation. It is the result of numerous inputs and consultations with a wide spectrum of actors in Flanders and the country in question. The basis of the country strategy paper is a desk study comprising a context analysis of higher education and development priorities in the country. Each country engagement results in a country strategy paper. It is a policy document that will be used by VLIR-UOS to guide its funding decisions.

The country strategy represents the **strategic niche** for future VLIR-UOS cooperation in a specific country. A strategy can contain a geographical and/or thematic focus. It should be multi-disciplinary and include an optimal balance between the different levels and types of intervention of VLIR-UOS.

## Framework for programming and selection

A country strategy reflects the objectives and the choices of instruments for university cooperation for development between the country in question and Belgium/Flanders. A country strategy serves as a reference framework for programming, leading to strategy-based calls for proposals.

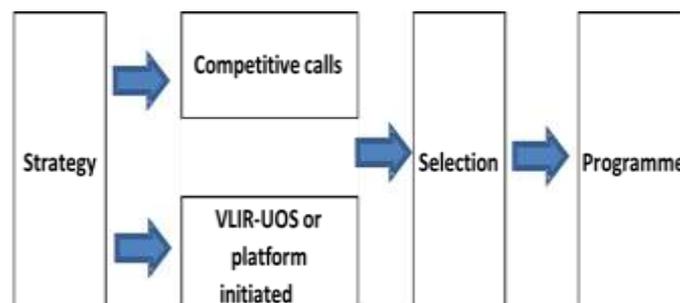
A strategy assures relevance and complementarity. Relevance because it focuses on the needs and priorities of the partner country, and complementarity because it takes into account what other development partners do. As such, a strategy starts from the needs of the partner country, and in particular the national priorities in terms of poverty reduction and national policies for Higher Education. Furthermore it will take into account the ambitions, capacities, expertise, and interest for cooperation among the Flemish academic community.

## Time frame

The development of academic capacity requires a long-term framework that is often precluded by current policy dynamics, which are characterized by constant changes and shifts at the international and country level in both North and South. Therefore, VLIR-UOS has opted for a strategic framework covering, in principle, 12 years.

## From country strategy to country programme

The country strategy paper is the basis for working out a fully-fledged country programme. A country programme consists of a portfolio of specific cooperation projects according to different intervention types. In order to achieve this, both competitive open calls and strategically earmarked partner selection will take place as appropriate.



A country programme will consist of a portfolio of different intervention types – mainly as existing today in VLIR-UOS, complemented by national-level initiatives where required.

LEVEL OF RESULTS AND INTERVENTIONS IN THE CONTEXT OF COUNTRY STRATEGY			LEVEL/NEED/OBJECTIVE
National Network University Cooperation, Research platforms and other national-level projects			More direct contribution to country-level priorities and capacity building
	Institutional University Cooperation (IUC)		Institutional strengthening and capacity building
		TEAM and South Initiatives	Strengthening and capacity building at departmental or faculty level
		Scholars	Re-enforcing the individual

**Country level objectives and results**

VLIR-UOS facilitates academic partnerships and related initiatives within the context of a long-term country strategy with a general objective. Furthermore, VLIR-UOS has defined a range of indicators (Key Result Areas) on the basis of which individual initiatives are expected to report. Apart from tangible key result areas, VLIR-UOS also tracks more qualitative results. In a country programme, results from individual projects are brought together in order to come to a set of clear country-level results.

# Acronyms

ALFA	Latin American Academic Training Programme
ANR	Asociación Nacional de Rectores
APCI	Peruvian International Cooperation Agency
BTC	Belgian Technical Cooperation
CAF	Andean Development Corporation
CONEAU	Consejo de Evaluación, Acreditación y Certificación de la Calidad de la Educación Superior Universitaria
CONCYTEC	National Council for Science and Technology
CTG	Close the Gap (partner in VLIR-UOS ICT programmes)
DAC	Development Assistance Committee (of the OECD)
DGD	Directorate General for Development Cooperation
EU	European Union
FWO	Research Foundation Flanders (Fonds voor Wetenschappelijk Onderzoek)
GIS	Geographic Information System
HDI	Human Development Index (UNDP)
HE	Higher Education
HEI	Higher Education Institute
ICOS	Instellingscoördinator Ontwikkelingssamenwerking (entity within the Flemish universities in charge of the coordination of university development cooperation)
ICT	Information and Communication Technology
ICCA	Interamerican Institute for Cooperation on Agriculture
IIAP	Research Institute for the Peruvian Amazon
IUC	Institutional University Cooperation
JSCM	Joint Steering Committee Meeting
KRA	Key Result Area
LAN	Local Area Network
LFA	Logical Framework Analysis / Approach
M&E	Monitoring and Evaluation
MDG	Millennium Development Goal
MHO	Dutch programme on international university cooperation
MoU	Memorandum of Understanding

MSc	Master of Sciences
NUFFIC	Dutch counterpart of the VLIR
OECD	Organisation of Economic Cooperation and Development
PCM	Programme/Project Cycle Management
PRONABEC	National Scholarship Programme (Programa Nacional de Becas – Peru)
PRSP	Poverty Reduction Strategy Paper
PUCP	Pontifica Universidad Católica del Peru, Lima
Ughent	University of Ghent (Rijksuniversiteit Gent)
SUNEDU	National Superintendent for Higher Education
ToR	Terms of Reference
UA	University of Antwerp
UNA	Universidad Nacional del Altiplano, Puno
UNALM	Universidad Nacional Agrária La Molina, Lima
UNAP	Universidad Nacional Amazonia Peruana, Iquitos
UNC	Universidad Nacional de Cajamarca
UNCP	Universidad Nacional del Centro del Peru, Huancayo
UNP	Universidad Nacional de Piura
UNI	Universidad Nacional de Ingeniería, Lima
UNMSM	Universidad Nacional Mayor de San Marcos, Lima
UNSA	Universidad Nacional de San Agustín, Arequipa
UNSAAC	Universidad Nacional de San Antonio Abad del Cusco
UNSCH	Universidad Nacional de San Cristóbal de Huamanga
UNSM	Universidad Nacional de San Martín, Tarapoto
UNT	Universidad Nacional de Trujillo
UNTRM	Universidad Nacional Toribio Rodríguez de Mendoza de Amazonas, Chachapoyas
UNDP	United Nations Development Fund
UNESCO	United Nations Educational, Scientific and Cultural Organization
UDEP	Universidad de Piura (private university of Piura)
UPCH	Universidad Peruana Cayetano Heredia
VLIR	Flemish Interuniversity Council (Vlaamse Interuniversitaire Raad)
VVOB	Vereniging voor Opleidingsprogramma's in het Buitenland (Flemish Association for Development Cooperation and Technical Assistance)
WB	World Bank
WTO	World Trade Organization

# 1. Introduction

## 1.1. General Info<sup>1</sup>



Perú, officially the Republic of Peru is a country in western South America. It is bordered in the north by Ecuador and Colombia, in the east by Brazil, in the southeast by Bolivia, in the south by Chile, and in the west by the Pacific Ocean.

Peruvian territory was home to ancient cultures spanning from the Norte Chico civilization, one of the oldest in the world, to the Inca Empire, the largest state in Pre-Columbian America. The Spanish Empire conquered the region in the 16th century and established a Viceroyalty with its capital in Lima, which included most of its South American colonies. After achieving independence in 1821, Peru has undergone periods of political unrest and fiscal crisis as well as periods of stability and economic upswing. Economic cycles have

mostly been based on the extraction of raw materials like guano (1840s-1860s) and rubber (ca. 1900).

Peru is a representative democratic republic divided into 25 regions. Its geography varies from the arid plains of the Pacific coast to the peaks of the Andes Mountains and the tropical forests of the Amazon Basin. It is a developing country with a high Human Development Index score and a poverty level around 25.8 percent. Its main economic activities include mining, manufacturing, agriculture and fishing.

The Peruvian population, estimated at 30.4 million, is multiethnic, including Amerindians, Europeans, Africans and Asians. The main spoken language is Spanish, although a significant number of Peruvians speak Quechua or other native languages. This mixture of cultural traditions has resulted in a wide diversity of expressions in fields such as art, cuisine, literature, and music.

54,6 % of the population lives along the coast, 32% in the sierra and 13,4% in tropical regions. The urban population stands at 75,9 %. 24%,1 of population lives in a rural environment. The main cities are on the coast, as there are Sullana, Piura, Chiclayo, Trujillo, Chimbote, Lima and Ica. In the mountainous areas, the main cities are Arequipa, Cuzco, Huancayo, Cajamarca and Juliaca. Finally,

<sup>1</sup> Wikipedia Peru, Worldbank and CIA factsheet, EU strategy paper and <http://www.lib.utexas.edu/maps/peru.html>

in the tropical forest region, Iquitos is the most important city, followed by Pucallpa, Tarapoto, Moyobamba and Tingo María.

Peru is one of the seventeen megadiverse countries in the world with a large variety of ecosystems and consequently of fauna and flora. In its territory 6 different terrestrial biomass and 3 sweet water biomass exist.

For more information on the country we refer to the **Country Fact Sheet** and **Country Strategy Identification Report**, available on the VLIR-UOS website.

## 1.2. Development priorities

There is no formal PRSP document available.

The Peruvian International Cooperation Agency (APCI) has produced two key documents laying down the Peruvian government's guidelines for international cooperation: the National Policy for International Cooperation and the Annual Plan for International Cooperation. Both documents were approved by APCI in June 2006 and ratified by the new government in September.

These documents establish **four strategic areas** in which Non-reimbursable International Cooperation can complement tasks carried out by the Peruvian state: a) **Human security**, contributing to secure universal access to drinking water and sanitation, as well as eliminating all forms of exclusion and discrimination; b) **governance, contributing to a democratic, transparent and efficient state**, guaranteeing universal access to justice and assisting the decentralisation process.; c) **human development, through universal access to quality education and improved health and nutrition**; d) **sustainable competitiveness**, through the promotion of national competitiveness, appropriate work conditions and abundant work opportunities, **sustainable use of natural resources and the protection of the environment**, scientific and technological development and the integration of Peru in the world economy.

If we look at the priorities of Belgian-Peruvian bilateral cooperation, two priority areas for action were identified in the cooperation programme for 2010-2013, namely **healthcare (health insurance) and sustainable economic development with sound management of natural resources**. This choice builds on positive experiences in the past. The overarching themes of Belgium's work in Peru are gender, children's rights, the environment and social economy.

The 2010-2013 programme has a budget of **€40 million**, part of which is set aside for projects and part of which takes the form of sectoral budgetary support. €20 million has been allocated to the **healthcare sector** (health insurance), while €13 million has been earmarked for activities related to a **sustainable economy**. Finally, €7 million is being used to support **Defensoría del Pueblo** through a delegated cooperation basket fund and through micro-activities, scholarships and the Study and Consultancy Fund.

Synergy opportunities between the bilateral programmes and the area of sustainable economic development, strategic management of natural resources, sustainable management of river basins (and effects of mining on these) and in the application of good agricultural and forestry practices are most obvious, but also in the field of consolidating democracy (post-conflict, empowerment of disadvantaged groups, psychosocial health) and human rights there are possibilities.

Even if it remains uncertain that bilateral cooperation with Peru will continue to the same extent for many more years now that Peru is a MIC country, it is obvious that the role of university cooperation for development could actually increase as capacity building, training and scientific exchange become increasingly important.

Synergies with Belgian NGOs could certainly be deepened as the FABEP meeting of 22 September 2014 showed once more that several NGOs work around small-scale and subsistence agriculture and related value chains, topics which are also addressed in a number of projects of the university cooperation. These elements could certainly be of importance when developing in 2015 a Common Contextual Analysis of Belgian indirect actors as agreed upon in the New Belgian Law on Development Cooperation.

In terms of regional matches, mainly the region of Cajamarca and the Northern Sierra, the Central Sierra around Huancavelica, Ayacucho, Junín and Pasco are obvious locations, but also in the area of the Tarma valley (close to La Merced/San Marcos IRD) some NGOs are active. Also in Arequipa there is a livestock improvement project from ACDA Peru, organisation which participated in the South Seminar of 29 September. Furthermore, the special scholarship agreement Belgium – Peru managed by PRONABEC focuses on young people from poor locations mainly outside Lima.

The main priorities of European cooperation are the **fight against poverty** and the **strengthening of State institutions, democracy and civil society**. The EU Delegation in Lima and the Member States hold periodic coordination meetings and have implemented solid information mechanisms and mutual consultations activities. An important initiative launched in 2003 was the preparation of a donor matrix which facilitates analysis of the cooperation flows of the European countries that are active in Peru. The area that enjoyed the highest degree of consensus and cooperation between the Member States and the EU, and with the other donors, was the support for the "Comisión de la verdad y reconciliación nacional" and the follow-up of its recommendations. This support was given both at the level of political actions and other levels of cooperation.

Peru's National strategic plan '**El Perú hacia el 2021**'<sup>2</sup> does indicate six strategic lines:

1. Fundamental rights and human dignity;
2. Opportunities and access to services;
3. State and governance;
4. Economics, competitiveness and employment;
5. Regional development and infrastructure;
6. Natural resources and the environment.

The plan contains the following general and specific priorities:

General: Foment quality and relevance of research and higher education; focus on science & technology; gender equity, poverty alleviation, economic diversification.

Specific: Mining & hydrocarburates, microelectronics/nanotechnology, biotechnology, climate change, desertification; food security, ecological agriculture, natural resources, water resources, soil, biodiversity, climate change; tourism & gastronomy.

### 1.3. The Peruvian higher education system

University education in Peru started with the creation of the Universidad Nacional Mayor de San Marcos by royal decree of Carlos the fifth on 12 May 1551. In fact the university received the popal approbation in 1571 and in 1574 it got the title of university.

The Census of 2007 showed that there was an improvement of literacy and educational levels since 1993 but that the increase was far stronger in the urban as compared to rural areas. The census showed that 7,4% did not have any educational level 23,2% had finished primary education; 38,2% secondary school. About 31,1% completed some kind of higher education of which 15,1% non university higher education and 16% university higher education. We also note differences between

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<sup>2</sup> Centro Nacional de Planeamiento Estratégico 2011: Plan Bicentenario, El Perú hacia el 2021: [http://www.minedu.gob.pe/DelInteres/xtras/plan\\_bicentenario\\_peru\\_hacia\\_2021.pdf](http://www.minedu.gob.pe/DelInteres/xtras/plan_bicentenario_peru_hacia_2021.pdf)

the urban and rural population whereas 37,9% of the urban population has a degree in higher education and only 6,2 of urban population.

The central government does not intervene directly in the university higher education (HE) system. Peruvian universities have university autonomy, which is the fundamental principal guaranteeing their independence in relation to public authorities and in decision making within the scope of their competences. The state has placed the responsibility for standardisation, coordination and quality demands on the National Assembly of Rectors (ANR – Asociación Nacional de Rectores).

The ANR was up until 2014 an autonomous public body, made up of the Rectors of public and private universities, for study, coordination and orientation of the activities of the country's universities. It has economic, regulatory and administrative autonomy.

Another important institution in the HE system in Peru is the Board of Evaluation, Accreditation and Quality Assurance of University Higher Education (CONEAU – Consejo de Evaluación, Acreditación y Certificación de la Calidad de la Educación Superior Universitaria) that deals with the quality assessment and accreditation of HE institutions and validation of their study programmes.

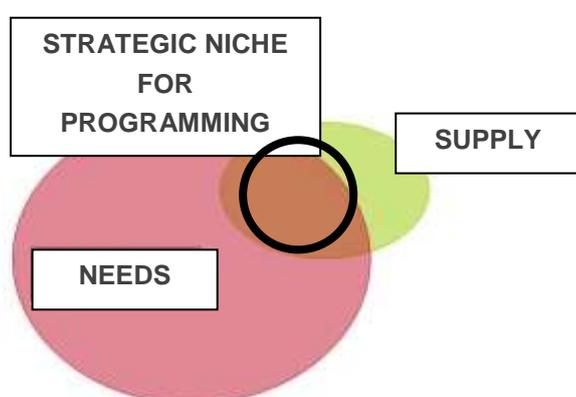
As had been outlined in the pre-mission fact sheet, the Higher Education policy environment in Peru is subject to drastic changes since the beginning of 2014. The new University Law that was approved in June 2014 aims to improve the quality of higher education through a reorganisation of the Higher Education landscape. Although the autonomy of the universities is still respected, the National Rectors' Council was annulled by the ministry and replaced by the National Superintendent for Higher Education (SUNEDU) since October 2014. However, there is still quite some turmoil regarding the new law and the current state of implementation is changing. More than sixty universities that did not count with formal approval are put under supervision and will be reevaluated. The new law has changed the way University authorities are being elected and requires a higher level of preparation for university staff (PhD and MSc degrees). A new law is being prepared in order to organise accreditation of university programmes.

## 2. Country Strategy development

### 2.1. Background

#### 2.1.1. Peru country strategy formulation process

In the second semester of 2014, the Flemish areas of interest in working with Peru have been captured (supply side). The identification mission was meant to identify the needs (demand side) and identify (thematic, regional, institutional) the space and opportunities for both to match. Need identification will be done through visits to pre-selected HE institutions, authorities and other stakeholders. In addition, the hosting of a local seminar will allow for further inputs and discussions.



The CSI process started with the development of a desk study in which the Flemish areas of interest in working with Peru have been captured (supply side) and initial input from the South (Peruvian Embassy, ministry of Higher Education in Peru and a selected number of local actors) has been analysed. A Country Fact Sheet was made available on the [Peru Country Page](#) on our website. The needs from the Peruvian side were mapped but were to be confirmed and developed during the process. The document also included an overview of current themes/projects as compared to other donor interventions included (see annex 1 of the fact sheet). The desk study was used as input for the organisation of the North Seminar, organised on 4 July 2014 in Brussels to listen to the experiences and interest in future cooperation with Peru of the Flemish partners. The seminar welcomed about 40 participants from Flemish universities and university colleges and representatives of DGD and other institutions, as well as the Minister Councillor from the Peruvian Embassy in Belgium.

#### 2.1.2. Higher education and research: policy environment

##### ***Higher Education and research: Status and policy environment***

As indicated in the introduction the new University Law approved in June 2014 aims to improve the quality of higher education through a reorganisation of the Higher Education landscape. The autonomy of the universities is still put forward but the National Rectors' Council was annulled by the ministry and replaced by the National Superintendent for Higher Education (SUNEDU) last October 2014.

The true impact of the new law is still to be assessed but for future cooperation with Peruvian universities the new law is important to be taken into account. For purposes of cooperation it might bring about at least a number of opportunities as the Ministry has announced to provide funds to foment quality and 12 public universities have been selected to act as role models. In addition, university staff who dedicate their time to research, will receive a salary increment. Furthermore, there will be a high increase in the demand for staff upgrading at MSc and PhD levels.

Although the new university law provides a momentum for quality change in the Peruvian higher education whereby VLIR support could be helpful/relevant it is important to stress, that the ministry does not (yet?) provide guidelines on HOW to improve the quality of higher education nor criteria WHICH subjects are priority for Peru.

The National Council for Science and Technology CONCYTEC<sup>3</sup> provides a framework for VLIR priority setting. After his election, president Ollanta Humala declared Science & Technology as a priority and in three years CONCYTEC programme funding tripled.

#### Four national priorities:

- Biotechnology ( Human Health Biodiversity , Food Security)
- ICT (Robotics, Telecommunication)
- Materials Technological innovation ((Natural) polymers (cotton, alpaca, wood fibers), Nanomaterials, Minerals, rare metals, adding value to raw materials)
- Environment (Climate change and natural disasters (glaciers, water, crop adaptation, climate phenomena); Environmental quality: pollution (water, soil and air) and remediation and prevention.

For the future, social sciences are foreseen as a fifth priority sector. Until then social sciences should be cross-cutting in all programmes,.

#### CONCYTEC developed four programmes to foster Science, Technology and Innovation:

1. Promoting development of human resources: Full scholarships for PhD studies abroad in top 150 THE universities, in STEM fields: (Science, Technology, Engineering and Mathematics).
2. Sponsoring National PhD and MSc programmes: Four PhD programmes have been selected up until now (100% public universities: San Marcos, UNALM, UNI); For MSc programmes this is inverse: 90% private U's and 10% public. Of 20 MSc programmes, 16 in STEM fields and 4 in Management & Information.
3. Research circles: Competitive research funds, compulsory to work with partners from different Peruvian regions.
4. Centres of Excellence: Tripartite cooperation between National universities/research centres; private companies and universities abroad. Topics are open (not limited to STEM) because priorities must be set by the private sector.

The selection processes for the various CONCYTEC programmes give an indication of the strengths of Peruvian universities in certain research areas which might be used as an input for VLIR partner selection for national/institutional interventions.

Finally, a huge national scholarship programme (PRONABEC) is developed providing scholarships (master, PHD) to young people from disadvantaged regions from the country and aligning with other scholarship programmes from abroad. Also the scholarships offered until today through the Belgian – Peruvian ICP are channeled through this office. Agreements from foreign university councils with the Peruvian scholarships system are also to be organized through the PRONABEC office.

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<sup>3</sup> <http://portal.concytec.gob.pe/>

### ***Strategic focus on national development priorities***

As indicated in the introduction the Peru's National strategic plan 'El Perú hacia el 2021'<sup>4</sup> mentions the importance of fomenting quality and relevance of research and higher education and strengthening of science & technology. Specific topics where scientific development is welcomed are extensive but the following come out clearly: mining & hydrocarburates, microelectronics/nanotechnology, biotechnology, climate change, desertification; food security, ecological agriculture, natural resources, water resources, soil, biodiversity, climate change; tourism & gastronomy.

### ***Significant observations resulting from the interaction with local stakeholders***

The mission visited twelve universities all over the country. The visited universities included public (8) and private universities (4) and were located in various regions (4 Lima, 2 other parts of the coastal area, 4 Andes region and 2 Amazon region). Two universities could not be visited but interviews were held with their representatives. All these universities were asked to fill in the institutional fact sheet in order to have systematic information of all potential partner organisations.

There are considerable differences in quality between Peruvian universities. Since 1996, through the Decreto Legislativo N° 882 enacted by the Fujimori government, Peruvian law permitted universities to gain profit which led to a mushrooming of private universities where university education is offered on a commercial basis. These universities received provisional approval, often programme based, which was often never formalised. With the new law, these universities (60%) will be re-evaluated in order to eliminate the universities that do not represent minimum quality. Based on international rankings, the five best ranking universities in Peru are to be found in Lima. These represent private and public universities (refer to annex 1 Overview of retained partner universities).

In general the good quality private universities (PUCP, Cayetano Heredia, Piura) attract students from well-to-do classes which could be considered less opportune in view of relevance and developmental pertinence. Public universities on the other hand, struggle with bureaucratic procedures which impede their smooth functioning. There are two positive factors that could contribute to strengthening selected public universities. 1) The selection of twelve public universities in the new law that, if the law is implemented as it is foreseen, could benefit from extra support and improvement programmes and 2) the contribution of tax revenues from mining, gas or oil exploitation for public universities in the regions where the exploitation takes place<sup>5</sup>. However, these positive factors are threatened by respectively lack of government funds to finance the improvement programmes and changed regulations since 2011, that do not anymore allow public universities to handle public funds through their private foundations. These foundations were established to avoid bureaucratic hurdles in financial management caused by public auditing rules. The new regulations make it almost impossible to spend the considerable amounts of money that come available for public universities through the tax revenues. In addition there are fears that the new university law will diminish university autonomy to create new programmes. Staff over 70 years old must be retired and all staff should be contracted on a full time basis. The first is likely to affect public universities whereas the second private universities. Finally the new law calls for university elections within six months, which means that all authorities of public universities will be replaced in the coming months.

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<sup>4</sup> Centro Nacional de Planeamiento Estratégico 2011: Plan Bicentenario, El Perú hacia el 2021: [http://www.minedu.gob.pe/DeInteres/xtras/plan\\_bicentenario\\_peru\\_hacia\\_2021.pdf](http://www.minedu.gob.pe/DeInteres/xtras/plan_bicentenario_peru_hacia_2021.pdf)

<sup>5</sup> *Canon minero/petrolero/gasífero*: allocation of 20 per cent of the income tax paid by mining companies to the locality and province where natural resources are extracted, 5% of that amount goes to public universities in that region.

Priority regions that have been mentioned frequently by stakeholders are 1) the central Andes region: Ayacucho, Cuzco, Cajamarca and Ancash, which is characterised by high poverty, environmental and social problems caused by mine exploitation and on the positive side considerable available funds (*canon minero*); 2) the Amazon region for its environmental, bio-diverse, economic and multi-ethnic challenges.

### ***Collaboration and networking in HE and research***

Taking into consideration the importance and place of the IUC in the country level context and the opportunities for networking in the agricultural and environmental sector, further synergies with smaller departmental level projects (SI) might be investigated. As part of the strategy at country level it could be interesting to consider organising a number of SI projects in a network constellation whereby cooperation is organised around strategic research lines and linked with supporting activities fomenting the quality of research and related training/education. This could lead to more interaction between the capital and institutes situated in the more remote and disadvantaged areas of the country.

Next to this regional cooperation opportunities within Peru, also transnational regional integration can be sought, for instance around Amazonian topics (UNAMAZ network of Amazonian universities in Ecuador, Brazil, Peru, Colombia, Bolivia).

Finally, it also come forward that the topic of education could be addressed through national networking. For instance, the Red Peruana de Universidades (coordinated by PUCP) is a network that could be further investigated. Towards the end of the second phase of IUC UNALM, also a post-IUC network (cfr. ESPOL-Ecuador on biodiversity, CTU-Vietnam on bioscience for food) is a possibility to investigate further and could build around the above mentioned networking opportunities.

## 2.2. Views and themes expressed (based on survey, interviews and seminar, and mission and seminar)

### 2.2.1. Expressions of interest by the Flemish (academic) stakeholders

In general the **broad themes for cooperation** of the past prevailed during the North Consultation rounds and are very much in line with the country's priorities and with the Belgian-Peru bilateral cooperation.

The following themes are confirmed, but somehow reorganised in view of fitting with the general VLIR-UOS approach:

<b>Strategy in development - summary matrix of current strategic opportunities from the North versus National priorities, Belgian ICP &amp; other donors (draft version to be discussed further in Sept 2014)</b>						
<b>Themes/actors</b>	<b>Links with other sectors</b>	<b>Peru dev. Priorities</b>	<b>ICP</b>	<b>EU</b>	<b>ARES-CCD /ITG</b>	<b>Belgian NGOS</b>
<b>Food Security and Agriculture (Farming systems, rural development, value chains, nutrition)</b>	Relation with Environment, Nutrition and Health	xx		X	X	x
<b>ENVIRONMENT (water resources, sustainable use of natural resources, impact of mining, climate change, biodiversity)</b>	Relation with food security, sustainable development, Nutrition and Health	x	xx		X	x
<b>HEALTH (public health/mental health and care, virology, nutrition)</b>	Link with society, social development, post-conflict. Link with environmental issues, pollution. Link with nutrition/ food security.	x	xx		X	
<b>GOVERNMENT &amp; SOCIETY (civil society, social development, social conflict)</b>	Link with health, environment	x	x	X		x

prevention, migration, indigenous populations, social inclusion)						
<b>ECONOMY (SME &amp; private sector development, regional and sustainable development, financial inclusion)</b>	Link research with private sector, value chains, regional trade, transport (urban, regional)	x	x	X		x
	<b>Crosscutting support/transversal</b>					
<b>EDUCATION&amp; RESEARCH POLICY</b>	Links between HE, research and education policies. Need for academic English, educational innovation and related research innovation	x			X	
<b>ICT DEVELOPMENT</b>	More partners specific in eventual departmental or institutional projects					

It was also mentioned that it would be important to limit the number of subthemes and make sure there is an integrated approach linking up for instance environmental, societal problems with health, or agricultural approaches with value chains and economic development, rather than to address these as separate development problems.

In view of the recommendation to link up with national priorities, the Plan Bicentenario 2011-2021 probably would be the best point of reference, as both the CONCYTEC strategic plan and the new University Law indicate merely organisational and legal changes but do not give points of reference for prioritising themes.

It is also obvious that a number of issues are **crosscutting and instrumental** for all activities in Peru:

- 'education' as a 'crosscutting' theme to be addressed possibly through a more national approach/project whereby the link is made with research policy and practices (research based education, scientific writing, academic English). Also teacher training was mentioned but there it needs to be investigated how university cooperation could play a role in absence of VVOB as is the case in Ecuador;
- Implementation of the new higher education law and Peruvian approach to research (importance of publications, scientific English, valorisation of research, remuneration of professors);
- Importance of regional embedding. Possibilities of cooperation over the borders, in particular with the other Andean countries (migration could be a crosscutting topic resorting under the general cooperation themes linked with government and society).

## 2.2.2. Expressions of interest by the South (government and academic stakeholders)

### *Input and themes from national documents and government stakeholders*

From Peru's National strategic plan 'El Perú hacia el 2021' a number of general and specific priorities can be taken into account whereby there is an increased attention towards fomenting quality and relevance of research and higher education; focus on science & technology; gender equity, poverty alleviation, economic diversification.

Specific topics as Mining & hydrocarburates, microelectronics/nanotechnology, biotechnology, climate change, desertification; food security, ecological agriculture, natural resources, water resources, soil, biodiversity, climate change; tourism & gastronomy are included in the policy document.

For a selection of priorities for VLIR cooperation these priorities could be taken into account.

The increased attention for higher education and research and technology are also obvious from the growing funds made available through CONCYTEC (Four national priorities: Biotechnology related to Human Health, Biodiversity and Food Security; ICT related to robotics and telecommunication; Materials Technological innovation, Minerals, rare metals, adding value to raw materials and finally environment (climate change and natural disasters (glaciers, water, crop adaptation, climate phenomena). For the future, social sciences are foreseen as a fifth priority sector. Until then social sciences should be cross-cutting in all programmes,.

Also the implementation of a new university law aiming to increase the quality of education and identifying 12 reference universities show the increased attention for HE from the government. This topped by the national PRONABEC scholarship programme which aims at developing opportunities for disadvantaged youth from outside the capital to enter national and international higher education programmes.

### *South Seminar*

The **South seminar** showed the diversity and richness of possibilities for university cooperation between Flemish and Peruvian universities. In spite of various identified limitations there was a strong call to search for strengths and potentialities and to search for complementarities and work together in networks.

Despite the variety there was consensus on many issues, such as the importance of strengthening research capacity and infrastructure, to increase interdisciplinary collaboration, also between different institutions (however difficult), to strengthen English capacity among staff and students. There was consensus on the most important topics (biodiversity/natural resource management and food security). The South seminar did not really contribute to a regional focus (one group indicated the three regions North, Central and South and the other indicated the three regions Coast, Andes and Amazon, thus covering the complete country). But there was also a call for achieving balance and decentralisation (reducing inequalities). This is very much in line with the statements of the Flemish stakeholders, who recommended to avoid strengthening existing inequalities and avoiding strengthening the already well-established institutions in the capital. Also the call for inter-institutional cooperation matches the Flemish recommendation for involving stronger, established universities in 'triangular'-cooperation towards weaker institutions.

Finally, the topics that have been mentioned most frequently on both sides are environment/biodiversity and food security/agriculture. But also the other topics match with the priorities mentioned by the Flemish stakeholders (water, health, social conflicts, etc.).

#### *General conclusions from the mission*

The South consultations from interviews and South Seminar show that the higher education landscape in Peru is diverse. There are extreme inequalities between universities in the capital and in the regions. The identification mission supports the recommendation by Flemish stakeholders to avoid broadening this gap and aim at the weaker, **public universities outside Lima**.

However, these universities, without exception, show severe limitations for international cooperation for various reasons, such as lack of academic quality and their lack of knowledge of English as well as institutional weaknesses such as severe bureaucracy and hierarchy.

A strategy could be to support these weaker institutions in a construction together with a stronger Peruvian institution (triangle). There are, however, limitations to this type of constructions. In general, there is no culture of academic cooperation in Peru. Universities see each other more as competitors than as allies. Especially the cooperation between private and public universities can be cumbersome as private universities can act much more agile while public universities are bent by bureaucratic regulations of internal control.

There is also a risk when a network or a triangle is induced by external factors (such as the possibility of VLIR funding) and there is no internal, intrinsic commitment to this cooperation scheme. VLIR support will be much more effective if it aligns with already existing cooperation structures. In this regard two interesting cooperation schemes can be mentioned: The Red Peruana de Universidades, patronised by PUCP in which cooperate 11 public universities in the country and Universidad Cayetano Heredia. PUCP already plays a central role in this network, as staff and students of these public universities are invited to PUCP to study a semester or to participate in degree training or ad hoc events. Another interesting network is the cooperation between Amazon universities, who even took the initiative to organise themselves to receive the VLIR identification mission jointly and who participate in various regional networks (national and international). The IIAP (Research Institute for the Peruvian Amazon) plays a central role in this cooperation and various capital-based universities cooperate on an individual basis with these universities (PUCP, UNALM). Both networks are located in relevant regions (RPU works with universities all over Peru while the Amazon universities work in a challenging region with many social, economic and environmental risks). But in addition to these networks, there do exist several other alliances between various Peruvian universities which could be used in a North-South-South triangular cooperation.

## 3. Country Strategy framework – conclusions

### 3.1. Areas of focus (regional, partners)

#### 3.1.1. Regional focus

No exclusion is foreseen based on geographical elements, however, the idea is to increase activities outside Lima. Synergies between partners in the Northern and Amazonian region can be sought, but also the Central Andes (Mantaro valley and down to Huancavelica, Ayacucho) and South (Arequipa region) are obvious focus areas including also for complementarity with Belgian bilateral and NGO cooperation.

#### 3.1.2. Strategic themes

The identified strategic (interdisciplinary) themes for cooperation are the following:

- ENVIRONMENT (mining impact, climate change, natural resources, biodiversity)
- FOOD SECURITY AND AGRICULTURE (farming systems, rural development, value chains, agribusiness, nutrition)
- HEALTH (nutrition, virology, public health/mental health and care)
- ECONOMY (SME & private sector development, financial inclusion, regional and sustainable development)
- GOVERNMENT & SOCIETY (good governance/civil society, social development, conflict prevention, indigenous communities, multi-ethnicity)

The following crosscutting theme is relevant for all activities in Peru:

- Institutional Strengthening: (university management, improving quality of research and education (incl. statistics), academic English)

#### 3.1.3. Partners

There are extreme inequalities between universities in the capital and in the regions. The identification mission supports the recommendation by Flemish stakeholders to avoid broadening this gap and aim at the weaker, **public universities outside Lima**.

Priority is given to public institutions, but not exclusively. A strategy could be to support these weaker institutions in a construction together with a stronger Peruvian institution (triangle).

UNALM continues as an institutional partner university for the coming years.

**Annex 1 provides an overview of universities that can participate in project calls, referring also to awarded priority and possible roles.** Hereby the new university law which lists 12 universities and also historical and regional (Amazon and Sierra networking) opportunities were taken into account.

## 3.2. Partnership modalities (portfolio of intervention types)

Level	Remarks
National	<p>Both North and South stakeholders emphasized the importance of academic networks within Peru through which the benefits of international cooperation are shared between HEIs and national collaboration in research is encouraged. It is clear that a network strategy for VLIR-UOS support and Flemish cooperation with Peruvian HEIs can be diverse and around several topics.</p> <p>Taking into consideration the importance and place of the IUC in the country level context and the opportunities for networking in the agricultural and environmental sector, further synergies with smaller departmental level projects (SI) might be investigated. Organising a number of SI projects in network constellations can be investigated. Regional integration can be sought, for instance around Amazonian topics (UNAMAZ network of Amazonian universities in Ecuador, Brazil, Peru, Colombia, Bolivia). Also the topic of education could be addressed through national networking. Also the Red Peruana de Universidades (coordinated by PUCP) is a network that could be further investigated. For Post-IUC network constellations (cfr. ESPOL-Ecuador on biodiversity) it is still too early as UNALM is only now starting a second phase.</p>
Transversal	<p>Research policy and structures are weak. In the new university law more attention will be given to research as the Cice-rectorate for Research will now be installed at all public universities. The urgent need to upgrade the staff will lead to more attention towards PhD training, Academic English and Research based Education. ICT was less prominently mentioned, however the needs in public universities are high.</p> <p>Generic needs in research based education, research standards and training (scientific writing, statistics), academic English could maybe be addressed through a crosscutting national projects -also complementary maybe with Ecuador approach of VLIR-UOS on education- or through a number of complementary SI projects.</p>
Inter-institutional, hub-based post-IUC networks	<p>UNALM is still in Phase 2 of cooperation, but post IUC network opportunities are neither to be confirmed nor included. This needs to be evaluated later on in the process.</p>
Institutional	<p>The IUC with UNALM continues and remains important. Good potential for IUC detected in a number of public regional universities (Cajamarca and to a lesser extent Arequipa), but whether or not to engage in a full ore more focussed IUC will depend on the outcome of further selection process and policy decisions. In any case</p>

	previous experience with TEAM projects would be advisable.
Departmental (sub-institutional)	A lot of opportunities for TEAM projects in different ecosystems (Amazon, Sierra) and partner institutions. Triangular cooperation with stronger universities (PUCP and UNALM) might be an option here. The possibility of organising a number of SI around certain themes (or regions (Amazonian universities, Central Sierra network)
Individual (scholarships)	Scholarships: the ICP Belgian-Peru scholarship programme is phasing out but the opportunities of the PRONABEC programme are complementary with project scholarship approaches. Peru is a great country for Flemish travel scholarship opportunities due to the reasonable conditions for exchange, the diverse ecosystems and the wide range of NGO activity.

### 3.3. Possible synergies with the activities of the Belgian cooperation in Peru

DGD and BTC stressed that the next Mixed Commission - if there will be one - will probably be more focused on capacity building because of the improved economic condition of the Peruvian state and the current needs being primarily in capacity building and equal partner cooperation rather than budget support. The new MIC-strategy approach from DGD is certainly a reference document here and it could be envisaged that the role of university cooperation in Peru becomes more important even in case of a Belgian (gradual) exit. In addition, the Belgian Ambassador Michel Dewez and Attaché for Development Cooperation Ewout stressed that the next Mixed Commission - if it will not just be a Phasing Out ICP - will certainly be more focused on capacity building because of the new status of Peru as MIC country which does not permit extensive budget support. Therefore synergies might be stronger in the future between the direct cooperation and university cooperation in Peru. It is obvious that activity of VLIR-UOS in Peru, Ecuador and Bolivia would stimulate such synergies.

### 3.4. Other non-academic partners and stakeholders

There is considerable potential to collaborate with several non-academic partners in research projects that would directly impact on the lives of communities and enterprises.

### 3.5. Contribution and opportunities for Flemish non-university HE institutions

There is a clear potential for Flemish non-university Higher education Institutions within the areas of teacher education and also in the support of universities focussing on extension through professional and technical training (e.g. Amazonian extension centers).

### 3.6. SWOT analysis of a VLIR-UOS strategy with Peru

Strengths	Weaknesses
<p>National vision on Science and Technology and the importance of good higher education for the development of the country.</p> <p>Built capacity at some universities in terms of research groups in relevant topics for Peruvian development.</p>	<p>Relatively low academic level at many Peruvian universities; absence of research culture and quality.</p> <p>Few academic staff holding PhD or MSc titles.</p> <p>Institutional weaknesses at many Peruvian universities: severe bureaucracy and hierarchy,</p>
Opportunities	Threats
<p>Momentum: government policy aiming at improving quality of higher education, with focus on Science &amp; Technology.</p> <p>Government and universities express need for support for research capacity and staff upgrading at PhD and MSc levels.</p> <p>Available funds for research and infrastructure form tax revenues from mine, oil and gas exploitation (canon).</p> <p>Stable national economic growth.</p> <p>Match between expressed need in thematic areas and Flemish potential offer.</p> <p>Potential for coherence with priorities of bilateral cooperation (environment, health) and support by Belgian Embassy.</p> <p>Availability of PRONABEC scholarships for PhD and MSC study at Flemish universities.</p> <p>Previous and on-going positive experiences with IUC and OI/TEAM on which can be capitalised.</p> <p>Potential for regional cooperation with Ecuador and Bolivia (Amazon region, thematic: academic education, biodiversity, multi-ethnicity, etc.).</p> <p>Existing regional networks and alliances in higher education.</p>	<p>Ambitious national objectives must be accompanied with realistic measures and funds for improvement programmes.</p> <p>Bureaucratic regulations for public universities prevent swift operation of available funds (canon, CONCYTEC and foreign cooperation).</p> <p>Disappearance of BTC scholarships may damage the positive image of Belgian university cooperation.</p> <p>New university law may cause unrest (protest from public and private universities, law suits, but also mandatory elections at all public universities within six months).</p> <p>On the Belgian side: interest in cooperation with Peru remains to be seen. Up until now not so widespread but increasing</p>

# ANNEXES

1. List of universities for future cooperation in the framework of the Country Strategy Peru (differentiation in roles and modalities)
2. Country Strategy grid
3. Country Strategy Identification (mission) report (see VLIR-UOS website)
4. Country Fact Sheet (see VLIR-UOS website – Peru Country info)

**Annex 1 –List of universities for future cooperation in the framework of the Country Strategy Peru (differentiation in roles and modalities)**

University	location	type	L/R/F	ranking international*	ranking national**	BSc/MSc/PhD
Pontificia Universidad Católica del Perú	Lima	private	R+F	30	1	BSc/MSc/PhD
Universidad Nacional Mayor de San Marcos	Lima	public	L	57	2	BSc/MSc/PhD
Universidad Peruana Cayetano Heredia	Lima	private	R	65	3	BSc/MSc/PhD
Universidad Nacional de Ingeniería	Lima	public	L	161-170	4	BSc/MSc/PhD
Universidad Nacional Agraria La Molina	Lima	public	L+F	132	5	BSc/MSc/PhD
Universidad Nacional de Trujillo	Trujillo	public	L+R	191-200	8	BSc/MSc/PhD
Universidad de Piura	Piura	private	F	191-200	10	BSc/MSc/PhD
Universidad Nacional de San Antonio Abad del Cusco	Cusco	public	L+R+F	181-190	12	BSc/MSc/PhD
Universidad Nacional de San Agustín	Arequipa	public	L+R+F	201-250	24	BSc/MSc/PhD
Universidad Nacional del Altiplano	Puno	public	L		27	BSc/MSc/PhD
Universidad Nacional Amazonia Peruana	Iquitos	public	L+R+F		32	BSc/MSc/PhD
Universidad Nacional de Piura	Piura	public	L+R		35	BSc/MSc/PhD
Universidad Nacional de San Cristóbal de Huamanga	Ayacucho	public	L+R		43	BSc/MSc/PhD
Universidad Nacional de Cajamarca	Cajamarca	public	R+F		45	BSc/MSc/PhD
Universidad Nacional del Centro in Huancayo	Huancayo	public	L+R		50	BSc/MSc/PhD
Universidad Nacional de San Martín	Tarapoto	public			53	BSc/MSc/PhD
Universidad Nacional Toribio Rodríguez de Mendoza de Amazonas	Chachapoyas	public	F		64	BSc/MSc

Relatively well-established universities that could be instrumental in triangle (N-S-S) cooperation and broader networking at national and transnational level

Relatively well-established universities that could be instrumental in triangle (N-S-S) cooperation but are less prioritarian for internal capacity development

Prioritised universities for capacity development

\* QS Ranking Latin America

\*\* Webometrics Ranking of World Universities - Consejo Superior de Investigaciones Científicas

R = Red Peruana de Universidades      F = Fact sheet available

L = Universidad Pública modelo Ley Universitaria

### Annex 2 – CSI Peru Strategic grid based on South and North input

Themes	Sub-theme areas	Partners/regions	Domains of Intervention								
			Education			Research		Extension		Management	
			Master	PHD	Short training / recycling	Multidisciplinary research	Research output	Collaborative training	Workshops /societal activity	HR D	Int'l networking and linkages
ENVIRONMENT	Mining impact	Central Andes	X	X	X	X	X	X	X		X
	Climate change	Central Andes/Amazon	X	X	X	X	X	X	X		X
	Natural resources incl. Water resources	Central Andes/Amazon	X	X	X	X	X	X	X		X
	Biodiversity	Central Andes/Amazon	X	X	X	X	X	X	X		X
FOOD SECURITY AND AGRICULTURE	Farming systems, rural development, value chains, agribusiness	Andes/Amazon/Coast	X	X	X	X	X	X	X		X
	nutrition	Central Andes/Amazon	X	X	X	X	X	X	X		X
HEALTH	nutrition	Central Andes/Amazon	X	X	X	X	X	X	X		X

	virology	Central Andes/Amazon	X	X	X	X	X	X	X		X
	public health/mental health and care	Central Andes/Amazon	X	X	X	X	X	X	X		X
ECONOMY	SME & private sector development, financial inclusion	Central Andes/Amazon/Coast	X	X	X	X	X	X	X		X
	regional and sustainable development	Central Andes/Amazon/Coast	X	X	X	X	X	X	X		X
GOVERNMENT & SOCIETY	Good Governance/civil society	Central Andes/Amazon	X		X	X	X	X	X		X
	social development	Central Andes/Amazon	X	X	X	X	X	X	X		X
	Conflict prevention	Central Andes/Amazon	X		X	X	X	X	X		X
	Indigenous communities, multi-ethnicity	Central Andes/Amazon	X	X	X	X	X	X	X		X
	social inclusion	Central Andes/Amazon	X	X	X	X	X	X	X		
INSTITUTIONAL STRENGTHENING	University management		X		X				X		X
	Improving quality of Research and Education		X	X	X	X	X	X	X		X

	Academic English		x		x					x		x
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