Country reference framework

Philippines

November 2022

Content

Country reference framework Philippines

Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

(i)   overview of VLIR-UOS projects in the country;

(ii)   context analysis focused on the Agenda 2030 framework and the higher education sector;

(iii)   overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promotors in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

1 VLIR-UOS in Philippines

1.1 Overview projects & scholarships (2003 – 2021)

Legend

Saint Louis University	🔴
Benguet State University	🔵
University of the Philippines	🟢
Ateneo de Manila University	🟣
University of Southern Mindanao	🟡
Silliman University	🟤
International Rice Research Institute	🟠
Southeast Asian Fisheries Development Center	⚫
Davao Oriental State College of Science and Technology	🔵
Alternate Forum for Research in Mindanao	⚪
Isabela State University	🟢
Central Biccol State Univeristy of Agriculture	🟣
Mindanao State University	🟡

Projects 2003-2021		
Type	**Budget (€)**	**Number**
Total	*5.382.192*	*17*
IUC	3.885.442	1
TEAM	461.791	1
SI	552.497	8
RIP	188.171	2
Crosscutting	294.291	5

Projects in Five-Year Programme 2017-2021		
Type	**Budget (€)**	**Number**
Total	*633.508*	*7*
TEAM	246.281	1
SI	387.227	6

Scholarships 2003-2020		
Type	**Budget (€)**	**Number**
Total	*9.994.767*	*547*
Ph.D.		
Subtotal	*1.036.155*	*9*
ICP Ph.D.	866.578	8
VLADOC	169.577	1
Short term		
Subtotal	*705.409*	*270*
ITP	393.905	69
KOI	75.324	35
REI	156.174	150
Other scholarships	80.006	16
Study		
Subtotal	*8.253.204*	*268*
ICP	8.253.204	268

The Philippines is a **long-standing partner country** where VLIR-UOS cooperation was at a lower level during a number of years and since 2017 cooperation was re-opened aiming at motivating researchers to submit project proposals and strengthening the partnership ties. From 2003 to 2021 VLIR-UOS spent around € 14 million in cooperation with the Philippines, including a long-term Institutional University Cooperation (IUC) programme with **Benguet State** and **Saint Louis university**.

More detailed information can be found on our [Philippines country page](#) on the VLIR-UOS website.

1.2 Ongoing projects and future calls (2022-…)

List of projects 2022-…						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
TEAM	2022-2027	Overcoming soil phosphorus deficiency by novel and cost-efficient phosphate recycling from waste streams in the Philippines	E. Smolders (KUL)	Nicola Louise Timbas	University of the Philippines Los Baños	279.320,80
TEAM	2022-2027	Rights2LIFE: Towards a Responsive Criminal Justice System in the Philippines	C.Vandeviver (UG)	Ariel Nimo Pumecha	University of the Cordilleras	280.000,00
SI	2022-2023	Interventions for Sustainable Development of Aquafeeds (ISDA) in Southern Leyte, the Eastern Visayas, Philippines	P. Bossier (UG)	Gladys Ludevese-Pascual	Southern Leyte State University	70.000,00
ITP	2023-2025	Co-CiPhil: Co-creating environmental citizen sci9enc3e capacity in the Philipines	Thomas Neyesn (UH)			tbc

Abbreviations (type): SI=Short Initiatives; TEAM projects; ITP=International Training Programs. Abbreviations (Flemish institutions): KUL= Katholieke Universiteit Leuven; UG=Ghent University; UH=University of Hasselt.

Table 1 Ongoing VLIR-UOS projects that will continue in FYP II

Competitive calls for new SI, TEAM and ITP projects will be launched and announced on our website. Nationals of Philippines are eligible[1] to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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[1] Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

2 Philippines and the 2030 Agenda for Sustainable Development

2.1 Philippines and the Sustainable Development Goals

In 2015, the Philippines adopted the 2030 Agenda for Sustainable Development. Around the same time, the Duterte Administration developed a long-term vision for the Philippines, named Ambisyon Natin 2040, which focuses on certain aspirations such as work-life balance and a comfortable, secure and peaceful life. In June 2016, the Duterte Administration presented its 10-point socioeconomic agenda, which puts investment in human capital development forward, including education systems. They also emphasise the promotion of science, technology and the creative arts to enhance innovation and creative capacity towards self-sustaining, inclusive development.

Anchored on the Ambisyon Natin 2040 and guided by the 10-point socioeconomic agenda, the Philippine Development Plan (PDP) 2017-2022 was created. It wants to '*lay down the foundation for inclusive growth, a high-trust and resilient society, and a globally-competitive knowledge economy*' by focusing on three major pillars: (1) enhancing the social fabric, strengthening trust in public institutions and fellow Filipinos, (2) reducing inequality and (3) increasing (economic) growth potential.

The Philippines' second Voluntary National Review (VNR) of the SDGs was presented in 2019. The report reviews progress on 6 focus goals: quality education (SDG 4), decent work (SDG 8), reducing inequality (SDG 10), climate action (SDG 13), peace, justice and strong institutions (SDG 16) and effectiveness of partnerships (SDG 17).

There are two government-initiated online sources of SDG information in the Philippines: the SDG Website of NEDA and the SDG Watch of PSA. The SDG Website aims to provide an online platform to engage different stakeholders on the SDGs and aims to serve as a tool for policy coordination. The Philippine Statistics Authority monitors the indicators through their SDG Watch, which provides statistical information on the SDGs in the Philippines

Taking into account the global aspect of the SDGs, the Sustainable Development Report of 2021[2] assesses where each country stands with regard to achieving the SDGs. The Philippines ranks 103th out of 165 countries included in the report. The Philippines Country Profile shows that the majority of goals is facing major or significant challenges.

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[2] Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

▼ SDG DASHBOARDS AND TRENDS

1 NO POVERTY ↗	2 ZERO HUNGER ↗	3 GOOD HEALTH AND WELL-BEING ↗
4 QUALITY EDUCATION ↓	5 GENDER EQUALITY →	6 CLEAN WATER AND SANITATION ↗
7 AFFORDABLE AND CLEAN ENERGY →	8 DECENT WORK AND ECONOMIC GROWTH ↗	9 INDUSTRY, INNOVATION AND INFRASTRUCTURE ↗
10 REDUCED INEQUALITIES ●	11 SUSTAINABLE CITIES AND COMMUNITIES →	12 RESPONSIBLE CONSUMPTION AND PRODUCTION ●
13 CLIMATE ACTION ↑	14 LIFE BELOW WATER →	15 LIFE ON LAND ↓
16 PEACE, JUSTICE AND STRONG INSTITUTIONS →	17 PARTNERSHIPS FOR THE GOALS →	

■ Major challenges   ■ Significant challenges   ■ Challenges remain   ■ SDG achieved   ■ Information unavailable

↓ Decreasing   → Stagnating   ↗ Moderately improving   ↑ On track or maintaining SDG achievement   ● Information unavailable

Notes: The full title of Goal 2 "Zero Hunger" is "End hunger, achieve food security and improved nutrition and promote sustainable agriculture".
The full title of each SDG is available here: https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals

▼ AVERAGE PERFORMANCE BY SDG
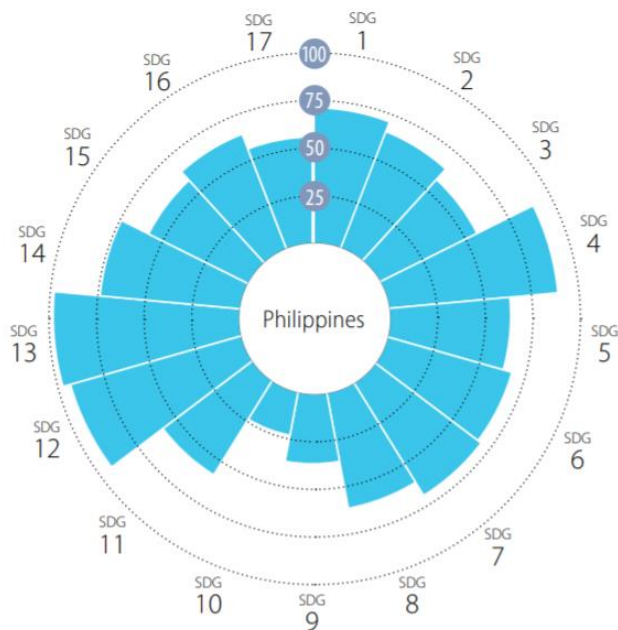
As an umbrella organisation that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in Philippines covered mainly, apart from SDG 4 and 9,

SDGs 1, 2, 8, 15 and 16. Top sectors for VLIR-UOS in this country for the past decade are sustainable agriculture and food security as well as environment and management of natural resources.

More background information and context analysis on Philippines can be found in the **geographic Joint Strategic Framework** for the Philippines, which will be shared with (potential) project promotors when new calls are launched.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Philippines can be found here. Official government information about COVID-19 issued by the Department of Health can be found here.

Additional sources on progress related to higher education & science (SDG 4)

- UNESCO-UIS: overview data resources indicators related to SDG4
- Our World in data:
    - Indicators related to educational mobility and inequality
    - Indicators related to tertiary education
    - Indicators related to projections of future education (demand)
    - Indicators related to science and research
- Student mobility: UIS-data showing shifting demand for higher education caused by COVID-19
- COVID-19 and education: UNESCO data on (duration of) school closures

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2.2 Higher education landscape in Philippines

All higher education matters are governed by the Commission on Higher Education (CHED), which is attached to the Office of the President for administrative purposes. During the academic year 2019-2020, there were 1.975 higher education institutions (HEI) in the country of whom 246 or 12,5% were public. There were 3.408.425 students enrolled in Philippine HEI, of which 46% in public HEI. Female enrolment and graduation are remarkably higher than their male counterparts, 55% and 60%, respectively.

Public HEI are divided into state universities and colleges (SUCs) and local colleges and universities (LUCs). SUCs (5.7%) are financed and maintained by the national government. LUCs (6,1%) are established by the local government units that govern the area of the LUC. Private HEI are divided into sectarian (19.6% of total HEI) and non-sectarian (68.4% of total HEI). Non-sectarian HEI are characterized by being owned and operated by private entities that have no affiliation with religious organizations; while sectarian HEI are non-profit institutions that are owned and operated by a religious organization.

In 2017, the 'Universal Access to Quality Tertiary Education Act' was implemented, providing free access to state-run universities and colleges. Its goal is to promote universal access to quality tertiary education by providing free tuition and other school fees in SUCs, LUCs, and State-Run Technical-Vocational Institutions. Moreover, it also includes a Tertiary Education Subsidy and Student Loan Program.

In the Philippines, a Bachelor's degree is generally conferred after four years' study, with some exceptions, e.g. a bachelor in Architecture which requires five years of studying or a bachelor in Dentistry which takes six years. A Master's degree normally requires a further two years' study and to be admitted, students must have achieved certain grades in their undergraduate courses. Students which are not admitted can get certificates and diplomas upon completion of one or two years of study beyond the

Bachelor's degree. Finally, a PhD requires certain admission criteria as well as a minimum of three years' study.

According to the Webometrics Ranking of Universities, three universities in the Philippines fall into the top 2000 of their World Ranking: University of the Philippines, University of the Philippines Diliman, and De La Salle University Manila.

2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

The Philippines Voluntary National Review 2019 (VNR2019) mentions the importance of this principle several times, e.g. "Pursuing the SDGs requires an ambitious approach that gets everyone behind the goal of leaving no one behind." However, the challenge of being able to measure the extent to which the country is able to leave no one behind is discussed as well. Insufficient data granularity now limits the country's ability to monitor the progress in this regard.

The VNR 2019 seems to mostly focus on an **economic dimension** of leaving no one behind. It mentions that concrete actions have been taken to deliver services and provide economic opportunities to the sectors that would otherwise be left behind under a "business as usual" growth process. President Duterte's 10 Point Socioeconomic Agenda, which gives emphasis to regional or subnational equality and the improvement of the access to services in rural areas, aligns with the SDG's core tenet of leaving no one behind. The "business as usual" growth process has led to unequal growth in certain regions, leading to very unequal development outcomes. In the pursuit of the 0+10 Point Socioeconomic Agenda and the SDGs, particular focus is given to address regional disparities to reach the last mile. **Persons with disabilities are referred to as well, in terms of improving their employment.**

Moreover, the report focuses on a **legal dimension** as well. The country has passed legislation to ensure that the rights of vulnerable groups are upheld. These include Magna Carta for Persons with Disabilities (RA 7277), Magna Carta on Women (RA 9710), Indigenous Peoples' Rights Act (RA 8371), Expanded Senior Citizens Act (RA 9994), and The Child and Youth Welfare Code (Presidential Decree No. 603). In addition to the recognition of these groups' rights, these laws also highlight the mechanisms to empower and ensure their wellbeing.

Reducing **poverty** and in-work poverty by involving the private sector and setting minimum wages is discussed in the VNR 2019 as well. Regarding poverty and inequality, the geographic Joint Strategic Framework (JSF) for the Philippines adds that the Philippines rank among the top 20 of the least equal countries in the world with a GINI index of 47.9% in 2018. The rise in economic growth has been attended by greater wealth accumulation and concentration in the hands of some 50 families. While the poverty incidence decreased in recent years, the figure still translated to 17.7 million Filipinos living below the poverty threshold in 2018. With COVID, this is feared to balloon further.

Regarding **gender inequality**, the JSF Philippines says that, despite the gains in education, political participation and legislation, women remain marginalized and experience discrimination in work and in other areas of public and private life. Filipino women further face major challenges of sexual violence and abuse, the burden of unpaid care and domestic work and the invisibility of their contribution to the

economy. Moreover, LGBTQIA+ people throughout the country experience discrimination, bullying and violence. Despite this situation, gender or LGBTQIA+ inequality is not a main focus in the VNR 2019 report.

Regarding leaving no one behind in the field of **education**, the VNR 2019 mentions progress in providing access to education for vulnerable groups, such as persons with disabilities, indigenous peoples, out-of-school youth, and overseas Filipinos. The UNESCO data on Deprivation and Marginalization in Education (DME)[3] presents the following scheme, showing that challenges remain between groups with different ethnicities, genders, languages, regions and from rural or urban areas. Education poverty is the highest in the Autonomous Region in Muslim Mindanao, among people speaking the Aklanon language, as well as among people from the Maguindanaon and other ethnicities. Education poverty is higher among males and among people in rural areas as well.

Key marginalization statistics

Education poverty by dimension

<div style="border: 2px solid #4a90a4; padding: 10px;">
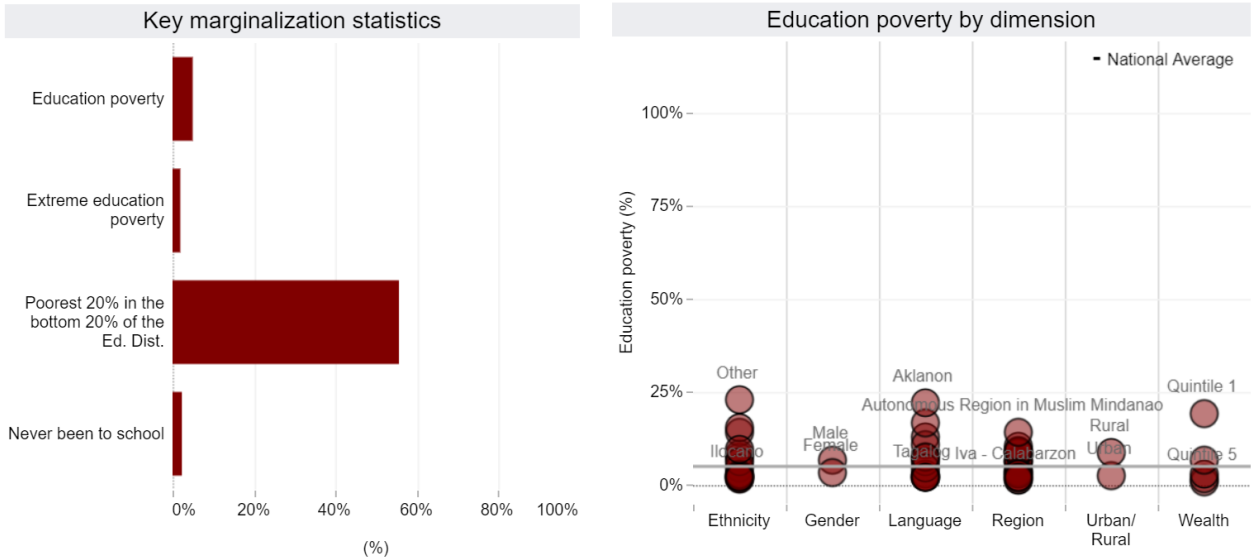
Additional sources on Leaving No One Behind

- *Gender parity index: school enrolment*
- *Global Gender Gap Report 2020, including country profiles*
- *ODI leaving no one behind index: summary report index 2019; annex index 2019*
- *World Inequality Database on Education: Disparities in higher education attendance*
- *Danish institute for human rights: Human rights data explorer*
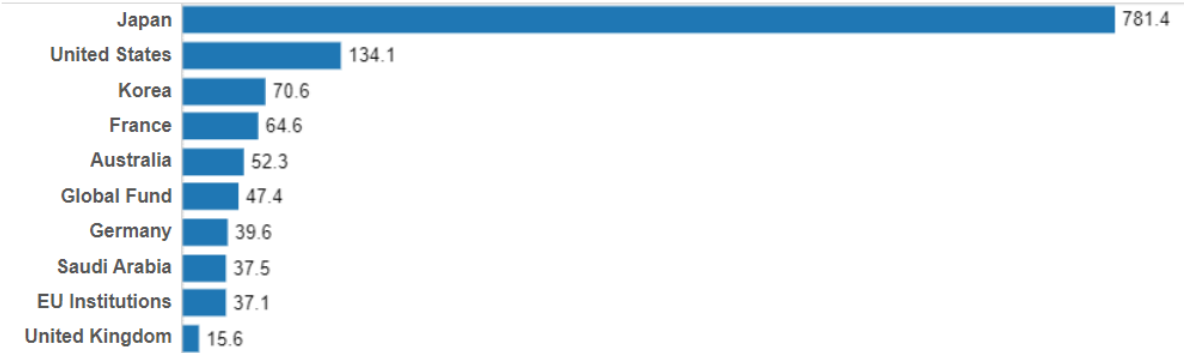
</div>

3
- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school

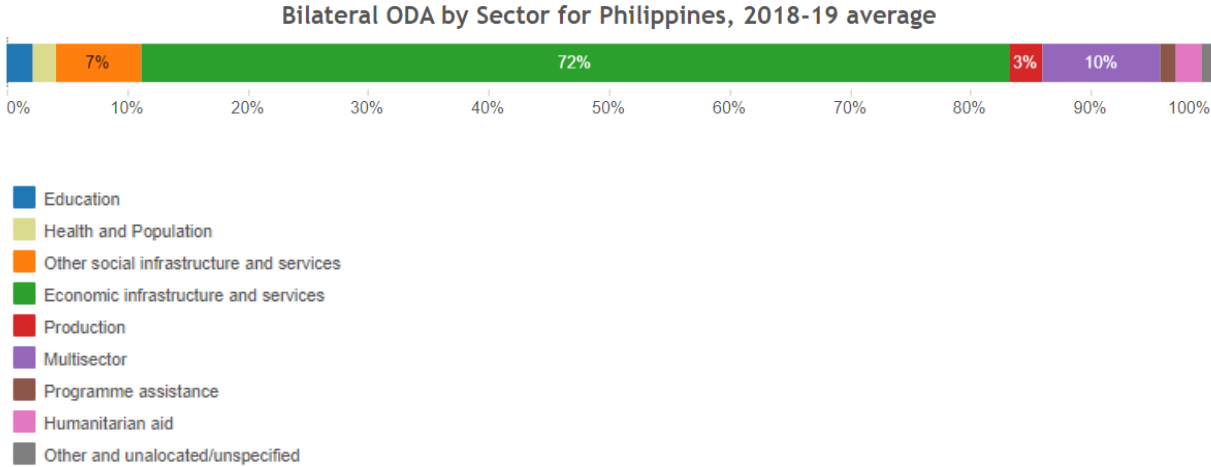## 2.4 Multistakeholderpartnership - Stakeholder analysis

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

Taking a look at the **development partners** of the Philippines, Japan and the United States were the main donors of gross Official Development Aid (ODA) in 2018-2019.

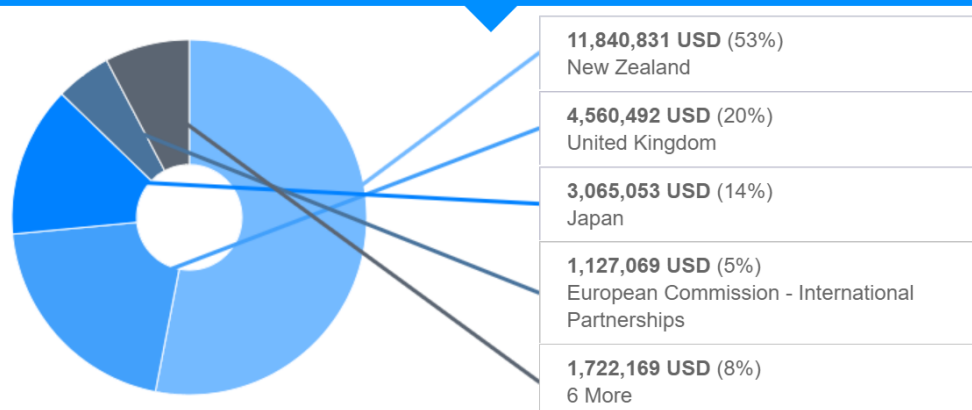### Top Ten Donors of Gross ODA for Philippines, 2018-2019 average, USD million

Donor	USD million
Japan	781.4
United States	134.1
Korea	70.6
France	64.6
Australia	52.3
Global Fund	47.4
Germany	39.6
Saudi Arabia	37.5
EU Institutions	37.1
United Kingdom	15.6

The top sector for bilateral ODA is economic infrastructure and services (72%)

Bilateral ODA by Sector for Philippines, 2018-19 average

- Education
- Health and Population
- Other social infrastructure and services — 7%
- Economic infrastructure and services — 72%
- Production — 3%
- Multisector — 10%
- Programme assistance
- Humanitarian aid
- Other and unalocated/unspecified

Source: http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm

Based on data from the International Aid Transparency Initiative (IATI), New Zealand, the United Kingdom and Japan are the main donors in the higher education sector (full list of projects).

Where does the money come from? (IATI all years)

11,840,831 USD (53%) New Zealand	
4,560,492 USD (20%) United Kingdom	
3,065,053 USD (14%) Japan	
1,127,069 USD (5%) European Commission - International Partnerships	
1,722,169 USD (8%) 6 More	

Source: http://d-portal.org/ctrack.html?country_code=PH&sector_code=11420#view=main

VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions.*

Actor	Role and interest/influence
Higher Education Institutions in the Philippines	HEIs in the Philippines are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassy in Manilla can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in the Philippines will

	be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. VLIR-UOS and ARES are present in the Philippines, but ITM is not.
Belgian Actors of the Non-governmental Cooperation	VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility… these actors play a critical role.
Belgian bilateral cooperation (BIO & Enabel)	The Philippines is not a partner country of Belgian bilateral development cooperation. However, in case opportunities of Belgian foreign affairs or via BIO should appear, synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform) will be looked into.
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission…)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.
Public sector: Local or central government and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.

	In the Philippines Voluntary National Review 2019 (VNR 2019), the Philippine government is put forward as the main actor responsible for implementing the 2030 Agenda. The government is described as both catalyst and mobilizer of the policy framework for the SDGs, with the task to provide the policy framework, relevant legislation, and policy enactments that will enable the achievement of the goals. The geographic Joint Strategic Framework (JSF) for the Philippines however explains that the Philippines is governed through elite democratic rule, dominated by rich and influential individuals and families. Traditional political parties are centered around a few political personalities and generally lack comprehensive societal analysis, strategic political vision, platforms, and electoral programs.
Private sector	Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.
	The VNR 2019 recognizes the importance of non-government stakeholders, including the private sector, in working towards Agenda 2030 and their engagement is called crucial. The private sector is seen as an important partner to involve. An example is the *Adopt-A-School Program* to improve access to and quality of education: the government involved the private sector by giving them tax incentives for donations.
Civil society, social movements and local communities	Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of *projects* thereby making a potential contribution to the entire range of SDGs.
	The VNR 2019 mentions the involvement of Civil Society Organisations (CSOs) and non-government organizations (NGOs). As discussed in the JSF Philippines, civil society in the Philippines has a long history. The most common CSOs are People's Organizations (POs) or Community Based Organizations (CBOs), cooperatives and church based organizations. Relations between the CSOs and the local authorities vary and are most often structured based on provisions of the Local Government Code (LGC) which governs community participation in municipal proceedings. This participatory process is hampered by the current authoritarian style, the threatening and unrelenting war on drugs and the recent Anti Terror Law. Many Local Government Units are eager to be seen as faithful to the president, and grab this moment to scale down these participatory processes and intimidate or report local critical voices. We see the same trend at national level, where the participation of CSOs is heavily reduced in the decision making processes. Worsening human rights situation and shrinking civic space in the country remains a major risk, as mentioned in the JSF Philippines 2022-2026. This worsening situation has become even more challenging not only for human rights defenders but civil society in general.

3 Synergy and Complementarity with other (Belgian) development actors in Philippines

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators[4] aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Philippines will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

    (i)   communicate about the launch and results of competitive calls for projects;
    (ii)   communicate other opportunities for projects or scholarships;
    (iii)   gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
    (iv)   share information about ongoing projects, events and seminars in the country/region.

3.2 Bilateral development cooperation (Enabel) in Philippines

The Philippines are ranked on the 58th position in the list of beneficiaries of Belgian ODA for the period 2018-2020. The most important sector is government and civil society. The Philippines are not included as one of the partner countries of the direct bilateral development cooperation of Belgium through Enabel.

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[4] The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.3 Belgian actors of the non-governmental cooperation in Philippines

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

	Belgian HE&SI	Partner HE&SI	Topic/ thematic focus	Contact person
ARES	Université de Namur (UNamur)	Xavier University (XU) - Ateneo de Cagayan)	Building up an integrated methodology for water resources assessment and management in urban coastal areas (PRD)	Murielle Andersson

3.3.2 Philippines Joint Strategic Framework

	Description of the strategic goal	Approaches		ANGCs
SG1	**Economic justice:** CSOs contribute to a comprehensive agenda of economic justice towards promoting equality and equity in society.	1A	Enhance capacities of CSOs & MBOs to research, lobby, advocate, and influence public policies and programs that decrease inequality.	CSA, E&F, Viva Salud, Solidagro, 11.11.11, Trias, ETM, KIYO
		1B	Support MBOs to strengthen inclusive organizational and governance capacities (membership management, business planning and management, financial sustainability and resilience, agricultural extension and access to inputs) in order to be responsive to the needs of their members and ensure a more sustainable income.	
		1C	Support MBOs in their access to and management of financing opportunities, inclusive collective processing and marketing and contracting with private businesses and government.	
		1D	To increase the advocacy and support for sustainable agriculture and agro-ecology as a food and agriculture system that strengthens the livelihood of its farmers and the food sovereignty of the nation.	
		1E	Provide access to TVET towards economic empowerment of children and youth and their engagement in society as active global citizens .	
SG2	**Ecological justice:** CSOs contribute to a comprehensive agenda of ecological justice, which aims to	2A	Strengthen organizations and their members (such as farmers, fisherfolks, women, children and youth, IPs, SSEs) to protect and sustainably manage their natural resources and ecosystems and adopt climate action strategies that promote alternative development models, including low-carbon development.	CSA, E&F, Viva Salud, Solidagro, 11.11.11, Trias, KIYO

	improve inclusive environmental management and strengthen climate justice.	2B	Enforce stricter implementation of the current environmental protection laws and FPIC processes and respect for human rights to stop destructive exploitation of natural resources and land use conversion.	
		2C	Strengthen advocacy and lobby for ecological policies, incl. agroecology, that mitigate climate change, manage natural resources sustainably, increase disaster resilience, and create healthy environments and working conditions, and socially and environmentally just economies.	
SG3	**Access to rights:** CSOs are working for the realisation of social justice and access to rights by a more unified and a strengthened civil society's ability to influence change on the local, national and international level, through a rights based agenda.	3A	Strengthen capacities of CSOs to promote respect for HR, monitor HRVs, and demand accountability. Develop diverse strategies to ensure broadening of civic space, expose HRVs and push to scrap and or amend harmful policies and programs.	CSA, E&F, Viva Salud, Solidagro, KIYO, ETM, 11.11.11, Trias.
		3B	Spread and popularize ESCR and UNCRC among the broad public, duty bearers, POs, local communities and target groups.	
		3C	Initiate preventive actions and a more effective implementation of relevant laws and international conventions concerning vulnerable groups and MBOs to address violations of political, children's, and women rights, and improve their social protection and security.	
		3D	Promoting equality and equity through, among others, the promotion of a gender transformative agenda, recognizing diversity and intersectionality, capacity building in partners' systems and operations.	
		3E	Assert the right to health through the promotion of accessible quality public health care and of a policy that puts health at the center, and the strengthening of a social movement for the right to health.	
		3F	Assert/assure the right to quality education through a comprehensive and inclusive program of educational and vocational activities for vulnerable youth and children towards developing their critical consciousness and engagement in society as active global citizens.	
		3G	Promote agroecology as a food and agriculture system that strengthens the right to food of the population.	

ANGC	JSF - Strategic goals	Local partners	Geographic region	Contact person
11.11.11	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 11.11.11		Kris Vanslambrouck (B) Frances Lo (Ph)

Trias	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 Trias	Tine Vanhee (B) Gudrun Cartuyvels (Ph)
Viva Salud	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 Viva Salud	Pascal Van Driessche (B) Suyin Jamoralin (Ph)
CSA (Collectif Stratégies Alimentaires)	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 CSA	Faniry Emilson Marek Poznanski
KIYO	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 KIYO	Mélodie Arts (B) Roger Camps (Ph)
Entraide et Fraternité (E&F)	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 E&F	Federico Didone (B)
SOLIDAGRO	SG1: Economic justice SG2: Ecological justice SG3: Access to rights	To be added based on programme 2022-2026 SOLIDAGRO	Pascal Van Driessche(B) Suyin Jamoralin (Ph)
ETM-KDW (Enfance Tiers Monde)	SG1: Economic justice SG3: Access to rights	To be added based on programme 2022-2026 ETM-KDW	Lien De Vos Johanna Vandamme

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Target groups	Contact person
WSM	Decent Work	2.Guaranteeing rights at work, 3.Extending social protection, 4.Promoting social dialogue.	- Trade union in the public health sector - Youth movement	Health workers in the public and private health sector and their patients Young workers	Jeroen Roskams

| ACV-CSC International | Decent Work | 2.Guaranteeing rights at work,
3.Extending social protection,
4.Promoting social dialogue. | Trade union confederation and its affiliated federations | Formal and informal workers in different sectors of the economy (agriculture, industries, services), in multinationals and their supply chains, domestic companies, in exportprocessing zones, … | Stijn Sintubin |

Thematic Joint Strategic Frameworks Resilience and Sustainable cities are not present in the Philippines.