

# Country reference framework Peru

## 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.

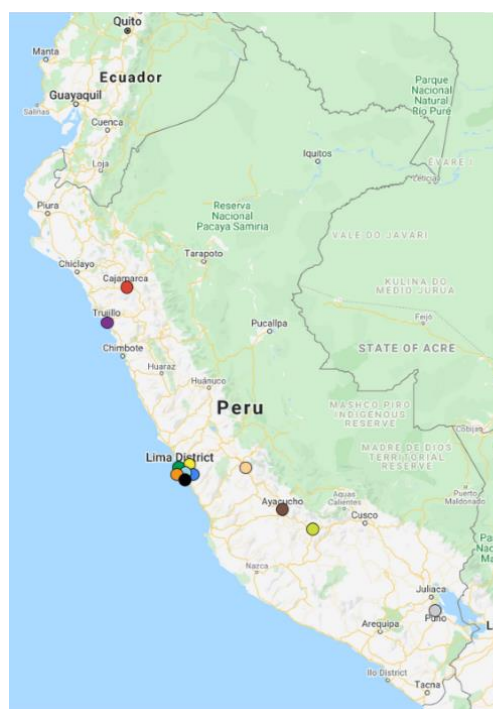
The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent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

## 1.1 Overview projects & scholarships (2003 – 2021)



### Legend

Universidad Nacional Agraria la Molina	<span style="color: yellow;">●</span>
Universidad Peruana Cayetana Heredia	<span style="color: green;">●</span>
Universidad Nacional de Cajamarca	<span style="color: red;">●</span>
Pontificia Universidad Católica del Perú	<span style="color: blue;">●</span>
Universidad Nacional de Trujillo	<span style="color: purple;">●</span>
Universidad Nacional San Cristóbal de Huamanga	<span style="color: brown;">●</span>
Universidad Nacional de Ingeniería	<span style="color: lightblue;">●</span>
Universidad Mayor de San Marcos	<span style="color: orange;">●</span>
Universidad Peruana de Ciencias Aplicadas	<span style="color: black;">●</span>
Universidad Nacional José María Arguedas	<span style="color: lightgreen;">●</span>
Universidad Nacional del Centro del Perú	<span style="color: pink;">●</span>
Universidad Nacional del Altiplano	<span style="color: grey;">●</span>

Projects 2003-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>10.624.420</b>	<b>37</b>
IUC	6.520.000	1
TEAM	2.246.765	8
SI	907.132	14
JOINT	525.317	4
Crosscutting	244.364	9
ICT Infrastructure	180.843	1

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>3.463.372</b>	<b>16</b>
IUC	1.655.000	1
TEAM	760.527	3
SI	554.152	8
JOINT	493.693	4

Scholarships 2003-2020		
Type	Budget (€)	Number
<b>Total</b>	<b>2.793.760</b>	<b>497</b>
<b>Ph.D.</b>		
<b>Subtotal</b>	<b>353.850</b>	<b>2</b>
VLADOC	353.850	2
<b>Short term</b>		
<b>Subtotal</b>	<b>565.945</b>	<b>434</b>
ITP	71.409	13
KOI	58.412	29
REI	405.831	387
Other scholarships	30.294	5
<b>Study</b>		
<b>Subtotal</b>	<b>1.873.965</b>	<b>61</b>
ICP	1.873.965	61

Peru continues to be an important partner country of VLIR-UOS with a lot of potential. From 2003 to 2021 VLIR-UOS spent about € 13 million in cooperation with Peru, including a longterm Institutional University Cooperation (IUC) Programme with **Universidad Nacional Agraria La Molina (UNALM)** which recently celebrated its online closing event (closing session, 4 June 2021).

More detailed information can be found on our [Peru 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	2019-2022	Sustainable rural development through socially innovative and community-based conservation in the Chaparri Reserve Region	C. Parra (KU Leuven)	M. Iberico	Universidad Nacional de Trujillo	79.449

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

Only one ongoing project has a runtime into the FYP 2022-2026, but new competitive project calls (SI and TEAM) will be launched and announced on our website. Nationals of Peru are eligible<sup>1</sup> to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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<sup>1</sup> Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

## 2 Peru and the 2030 Agenda for Sustainable Development

### 2.1 Peru and the Sustainable Development Goals

Peru's [2020 National Voluntary Report](#) on the implementation of the 2030 Agenda for Sustainable Development gives insight into the main issues regarding the formulation of the Strategic National Development Plan (Plan Estratégico de Desarrollo Nacional - PEDN)<sup>2</sup>. The National Development Plan is the tool for the implementation of the 2030 Agenda and includes development plans, provincial and departmental, whose formulation process is severely affected by COVID-19.

Among the advances in the framework of sustainable development we can highlight:

- a) The approval of the universalization of health (2019). Peru faces gaps in services and basic care coverage.
- b) The start of formulation of development plans agreed in the 26 departments (2019) with long-term orientations.
- c) Formal approval and start of implementation of the General Government Policy in 2018, with emphasis on improving national policies focused on national objectives and the Development Plan

The main current challenge of the Peruvian society and state is to avoid deaths and damages due to COVID-19 and to begin to recover productive capacity in priority products focused on the well-being of people in their communities in complex realities with a preventive focus. Taking into account the COVID-19 Emergency situation, however, the following five policy axes are maintained: **1/ Integrity and fight against corruption; 2/ Institutional strengthening for governance; 3/ Equitable, competitive and sustainable economic growth; 4/Social development and well-being of the population; and 5/ Effective decentralization for development**

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021<sup>3</sup> assesses where each country stands with regard to achieving the SDGs. Peru ranks 63<sup>rd</sup> out of 165 countries included in the report. The [Peru Country Profile](#) and [this overview document](#) show that the majority of goals is facing major or significant challenges.

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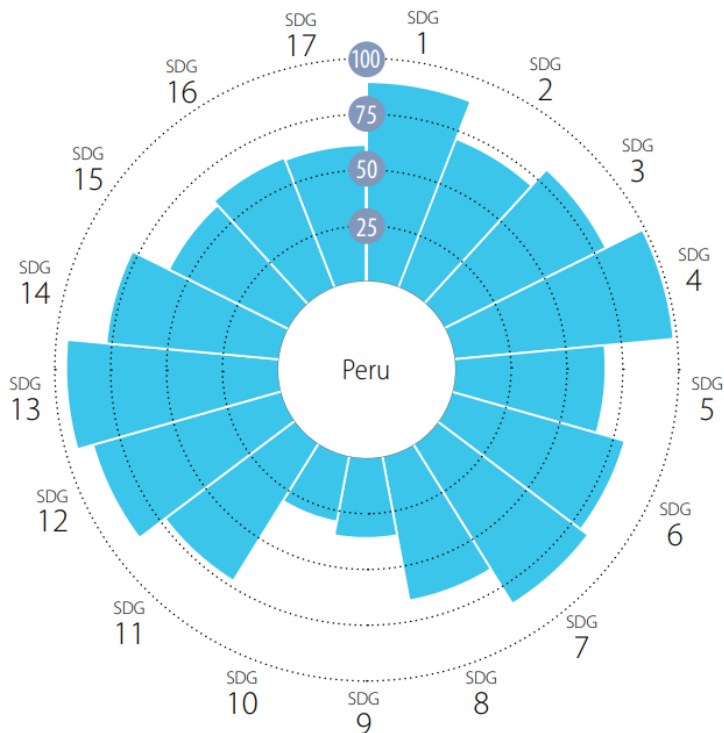
<sup>2</sup> Website CEPIAN: Plan Estratégico de Desarrollo Nacional: <https://www.ceplan.gob.pe/sinaplan/plan-bicentenario-2/>

<sup>3</sup> Sachs, J., Schmidt-Traub, G., Kroll, C., Lafortune, G., Fuller, G., Woelm, F. 2021. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

## ▼ SDG DASHBOARDS AND TRENDS



## ▼ 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 Peru covered mainly, apart from SDG 4 and 9, SDGs 2, 3, 6, 10, 15 and 17. Top sectors for VLIR-UOS in this country for the past decade are health, sustainable agriculture and food security, biodiversity/environment and natural resources and educational innovation.

More background information and context analysis on Peru can be found in the **geographic Joint Strategic Framework for Peru**, which will be shared with (potential) project promoters when new calls are launched. This document refers to the fact that the JSF Peru is complementary with the national development plan PEDN and with the objectives of Agenda 2030. The document is a good entry point when starting academic cooperation projects in Peru.

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Peru can be found [through this link](#) and also locally on the website of the [Peruvian Ministry of Health](#).

#### **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

## **2.2 Higher education landscape in Peru**

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 papal 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 and 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 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.

The Higher Education policy environment in Peru underwent drastic changes in 2014, a new University Law that was approved in June 2014 aiming to improve the quality of higher education through a reorganisation of the Higher Education landscape which gave the Ministry of Education (MINEDU) the formal responsibility of organizing the HE system in respect of the autonomy of the universities. More in particular in October 2014, the National Rectors' Council was annulled by the ministry of Higher Education (MINEDU) and replaced by the National Superintendent for Higher Education (SUNEDU). 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). The law also reorganized the accreditation of university programmes which was formalized in 2015 by a new policy on Quality Assurance of Higher Education under the responsibility of a national board dealing with Accreditation (SINEACE). Also a stronger focus on research was part of the reform as testified in Peru and its new challenge in higher education: Towards a research university (Carlos Lavallo , Víctor Luis de Nicolas).<sup>4</sup> Based on scopus, the number of publications increased 71% between 2014 and 2020. Peru wants to triplicate by 2030 the number of research professors.

In 2020 a new policy on Higher education and Technical-productivity (PNESTP)<sup>5</sup> was approved, which looks at the broader scope of higher education and technical education in view of achieving the 2030 objectives of sustainable development. In fact 65,8% of education and training is at university level, only 23% is directed towards technological, artistic and pedagogical education, and finally 11% is directed towards productive systems. 6 Objectives are linked to PNESTP: 1/ equal access, 2/ integral education, 3/ quality of teaching, 4/ institutional quality, 5/ governance and 6/ fund raising and resources management. Between 2014 and 2020 the number of universities evolved from 2 private / 1 public to an equal distribution meaning the role of public universities has been strengthened since 2014. In 2020 94 universities of which 46 public, 46 private and 2 postgraduate institutes were licenced/recognised whereas 49 universities of which 45 private ones were no longer recognized.<sup>6</sup>

Finally, an interesting reference in the 2020 SDG Voluntary report for Peru is that through the Program for the improvement of the quality and relevance of university and technological higher education services (PMESUT), approximately 14 million soles will be allocated to support public universities with strengthening plans, technical assistance and financing so that they comply with their training objectives during the COVID-19 health emergency (MINEDU, 2020b). At the level of the Federation of Private

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<sup>4</sup> Towards a research university (Carlos Lavallo , Víctor Luis de Nicolas, 2017) : <https://doi.org/10.1371/journal.pone.0182631>; <https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0182631>

<sup>5</sup> Política Nacional de Educación Superior y Técnico-Productiva (<https://cdn.www.gob.pe/uploads/document/file/1481464/Pol%C3%ADtica%20Nacional%20de%20Educaci%C3%B3n%20Superior%20y%20T%C3%A9cnico-Productiva.pdf>) and 'The future of higher and technical-productive education in Peru. October 14, 2020 Carolina Méndez Vargas ,Maria Fernanda Prada (<https://blogs.iadb.org/educacion/en/futureofhighereducation/>)

<sup>6</sup> Webinar: Educación Superior en el Perú: [Webinar: La educación superior en el Perú. "Aseguramiento de la calidad" - Bing video](#)

Institutions of Higher Education (FIPES) it was on the contrary calculated that due to the effects caused by the pandemic in the country and the sanitary measures imposed by the Government to avoid contagions, about 350 thousand students from private universities and 300 from other HE institutes will leave their studies (Fuentes, 2020).

HE system/sector (organisms and links):

- [Ministerio de Educación – MINEDU](#) (Role: The Ministry is in charge of the definition, management, implementation, and evaluation of education policies according to overall national policies and strategic plans)
- [Superintendencia Nacional de Educación Superior Universitaria – SUNEDU](#) (Role: An independent body that issues licenses to institutions in order to maintain and guarantee quality)
- [Programa Nacional de Becas y Crédito Educativo \(PRONABEC\) – MINEDU](#) (Role: Grants, loans)
- [Asociación de Universidades del Perú – ASUP](#) (Role: The main role of the Association is to promote inter-university coordination based on autonomy, research, innovation, quality and internationalization principles by integrating the academy with social actors from the national and the international communities in its commitment to sustainable development goals. Its main goals are to encourage university linkages and analysis of national, regional and international problems; to represent the institutional, academic and administrative interests of its members before the executive, legislative and judicial branches of the Peruvian state; to represent, coordinate and provide ongoing support to partners for institutional development; and to evaluate, propose and coordinate public policies for the planning, promotion, quality assurance and development of the Peruvian university education)
- [La Federación de Instituciones Privadas de Educación Superior - FIPES](#)
- [Asociación Nacional de Universidades Públicas del Perú - ANUPP](#)
- Publication on HE reforms in Ecuador and Peru: Market- and government based higher education reforms in Latin America: the cases of Peru and Ecuador (2008-2016), October 2018. [Springer Nature](#), 2018.

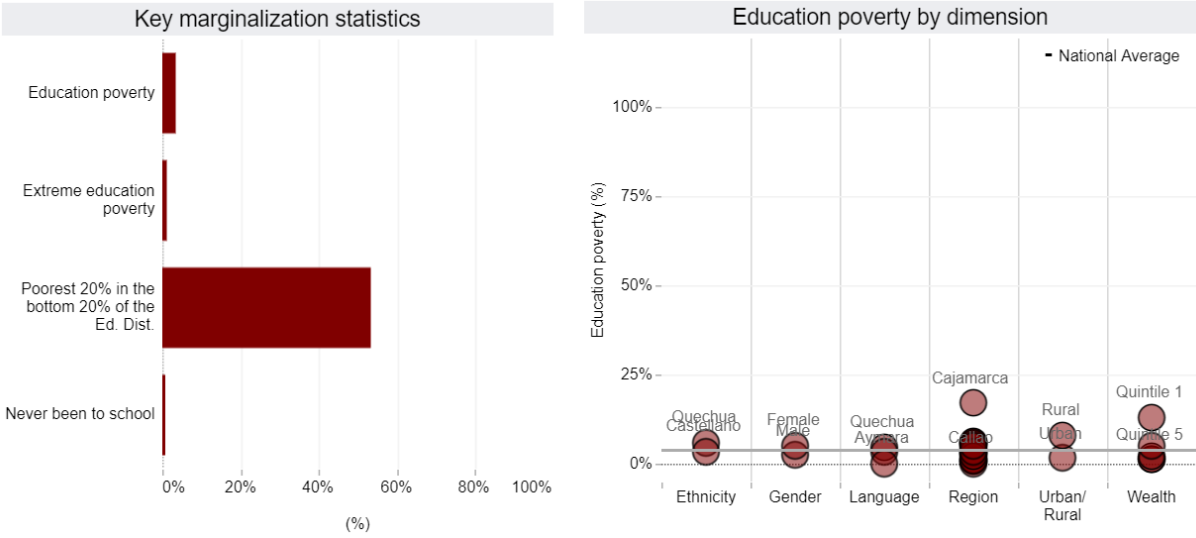
According to the [Webometrics Ranking of World Universities](#), two Peruvian universities fall within the 2000 ranking worldwide: Universidad Nacional Mayor de San Marcos and Pontificia Universidad Católica del Perú. The objective of Peru is to have by 2030 10 universities in the top 1000.

## 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 UNESCO data on [Deprivation and Marginalization in Education \(DME\)](#)<sup>7</sup> presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.



**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](#)

## 2.4 Multistakeholderpartnership - Stakeholder analysis

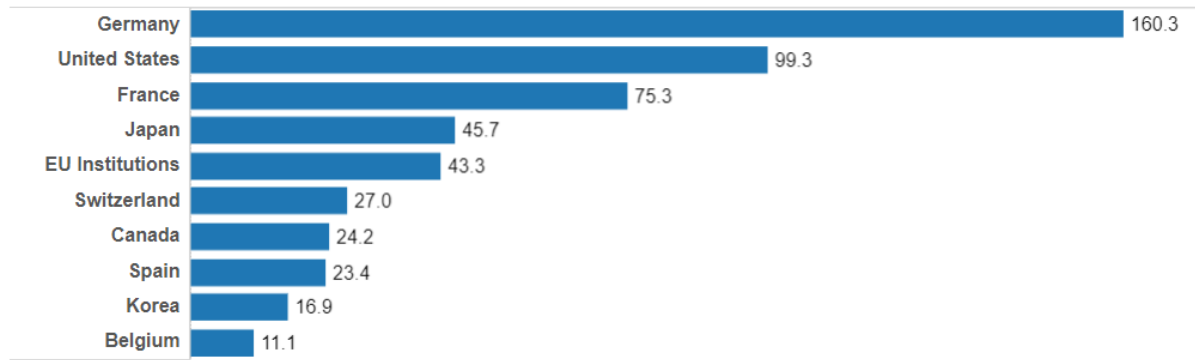
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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 Peru](#), Germany represents the main donor of gross official development aid (ODA) in Peru, followed by the United States. Also Belgium was till ranked high in 2018-29 at 9<sup>th</sup> place. A large part of spending was in the domain of social infrastructure and services.

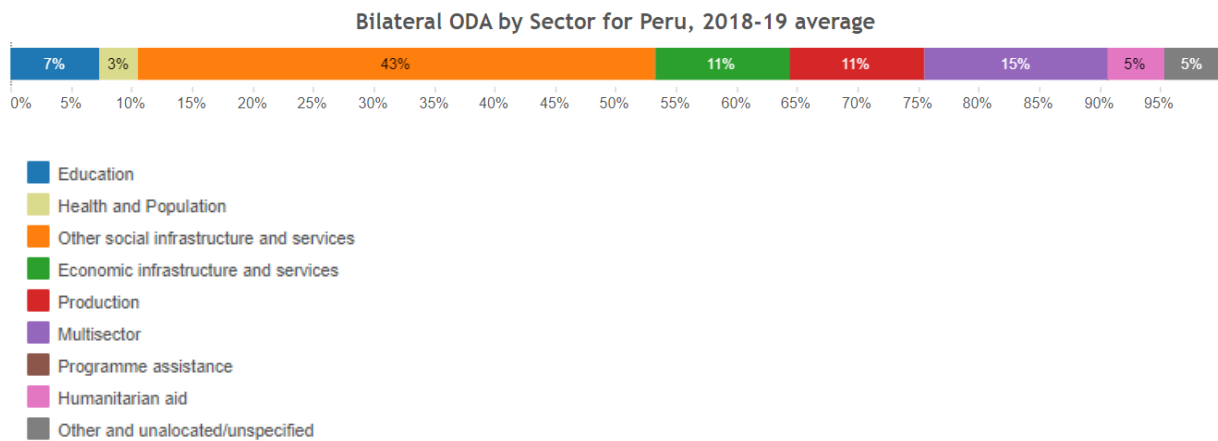
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- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also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

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

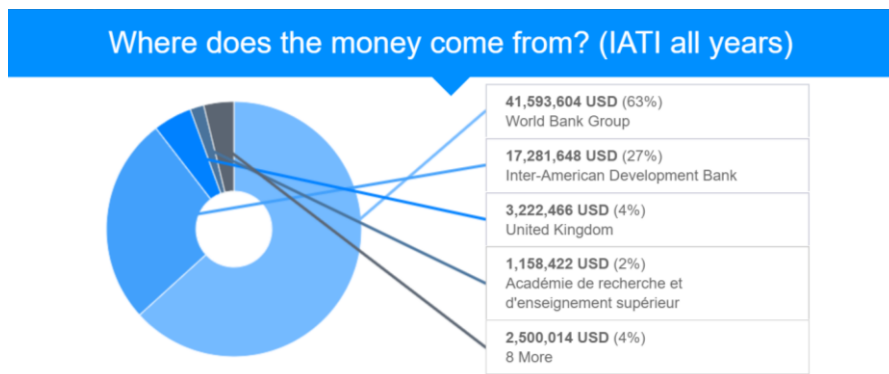


The sector receiving the biggest funding is social infrastructure and services with 43%.



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 \(IATI\)](#), the World Bank Group and the Inter-American Development Bank are the main donors in the higher education sector in Peru.



Source: [http://d-portal.org/ctrack.html?country\\_code=PE&sector\\_code=11420#view=main](http://d-portal.org/ctrack.html?country_code=PE&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
<b>Higher Education Institutions in Peru</b>	HEIs in Peru 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.
<b>DGD (incl. Belgian embassies in partner countries)</b>	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 Embassies (e.g. in Lima – Peru) 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.
<b>Students, professionals, and alumni</b>	<b>Students</b> 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 Peru will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
<b>Academics/researchers</b>	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.
<b>Members of the thematic JSF on Higher Education and Science for Sustainable Development</b>	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. In Peru all 3 actors are present.
<b>Belgian Actors of the Non-governmental Cooperation</b>	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.
<b>Belgian bilateral cooperation (BIO &amp; Enabel)</b>	VLIR-UOS will regularly exchange with Enabel and BIO to identify and communicate opportunities for synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform). In the case of Peru however bilateral cooperation and Enabel activities are already outphased but quite some important bilateral contacts remain and potential links with BIO can be further investigated.
<b>International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)</b>	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.
<b>Academic/science (inter)national and regional networks</b>	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.
<b>Public sector: Local or central government and political community</b>	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.
<b>Private sector</b>	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.
<b>Civil society, social movements and local communities</b>	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 <i>projects</i> thereby making a potential contribution to the entire range of SDGs.

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

### 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<sup>8</sup> 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 Peru 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 Peru

Belgium ranks 6<sup>th</sup> on the [ODA overview for Peru](#). Since 2020, Peru is no longer a partner country of the Belgian Development Agency Enabel.

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<sup>8</sup> 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 Peru

#### 3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

	Belgian HE&SI	Partner HE&SI	Topic/ thematic focus	Contact person
<b>ARES</b>	Université de Namur (UNamur)	Universidad Nacional de San Antonio Abad del Cusco (UNSAAC)	Développement socio-économique, dynamiques communautaires, et reconnaissance culturelle à Ocongate. Analyse pluridisciplinaire des enjeux de la modernisation économique d'une région des Andes. (PRD, 2019-2024)	Oumou Zé
<b>ITM</b>	ITM	Instituto de Medicina Tropical Alexander von Humboldt (IMTAvH) - Universidad Peruana Cayetano Heredia (UPCH)	Institutional Capacity Strengthening (2022-2026)	Jan Coenen

#### 3.3.2 Peru Joint Strategic Framework

	Description of the strategic goal	Approaches	ANGCs	Local partners
<b>SG1</b>	<b>Human Rights:</b> Contribuir al respeto y promoción de los derechos humanos civiles y políticos, económicos, sociales, culturales y ambientales, individuales y colectivos, en especial de los grupos vulnerables.	<p><b>1A</b> Vigilancia de la democracia y de la vigencia de derechos.</p> <p><b>1B</b> Protección y ejercicio de los derechos económicos, sociales, culturales y ambientales y de los derechos colectivos.</p> <p><b>1C</b> Protección y ejercicio de DDHH de sectores especialmente vulnerables.</p>	11.11.11, Broederlijk Delen, Eclosio/UNI4COOP, Entraide et Fraternité, Louvain Coopération/UNI4COOP, Riskolto y TRIAS	CAP, CPPDH-PERÚ EQUIDAD, CEPES, CNDDHH, IDL, DHSF

		<p><b>1D</b> Protección de defensores/as de derechos.</p> <hr/> <p><b>1E</b> Entorno favorable para las organizaciones de la sociedad civil (OSC).</p>	
<b>SG2</b>	<p><b>Environment, climate change, land and natural resources management:</b> Contribuir a conservar el medioambiente a través de un mayor equilibrio entre las personas y la naturaleza, a las medidas y acciones colectivas que promuevan la resiliencia frente al cambio climático, así como a la gestión territorial y de recursos naturales de forma participativa y sostenible.</p>	<p><b>2A</b> Estrategias frente al cambio climático.</p> <hr/> <p><b>2B</b> Justicia climática.</p> <hr/> <p><b>2C</b> Patrones de consumo responsable y transición a modos de vida más ecológicos.</p> <hr/> <p><b>2D</b> Ordenamiento territorial y la gestión de los recursos naturales.</p> <hr/> <p><b>2E</b> Legislación ambiental.</p> <hr/> <p><b>2F</b> Alternativas al extractivismo.</p>	<p>11.11.11, Autre Terre, Broederlijk Delen, Eclodio/UNI4COOP, Entraide et Fraternité, Iles de Paix, Louvain Coopération/UNI4COOP, Rikolto, SOS Faim, Trias</p> <p>ARARIWA, MO-CICC, DAR, COOPERACION, MUJERES ECOSOLIDARIAS, EL TALLER, REDES, CAP, RED MUQUI, INSTITUTO NATURA, DIACONIA, IDP PERÚ</p>
<b>SG3</b>	<p><b>Family Farming and Sustainable Food Systems:</b> Contribuir al fortalecimiento de la agricultura familiar agroecológica y los sistemas alimentarios sostenibles como un derecho, en contextos de variabilidad climática y de transición a diferentes escalas territoriales y procesos de desarrollo rural, así como al fomento solidario de saberes y emprendimientos inclusivos de consumo saludable.</p>	<p><b>3A</b> Gestión sostenible de recursos naturales para la producción: semillas, agua, suelos, biodiversidad.</p> <hr/> <p><b>3B</b> Migrantes, comunidades campesinas, nativas y nueva ruralidad.</p> <hr/> <p><b>3C</b> Mercados locales-itinerantes para consumidores informados.</p> <hr/> <p><b>3D</b> Políticas y recursos a favor de la agricultura familiar agroecológica y sistemas alimentarios sostenibles.</p> <hr/> <p><b>3E</b> Innovaciones colaborativas.</p> <hr/> <p><b>3F</b> Soberanía y seguridad alimentaria y nutricional.</p>	<p>Autre Terre, Broederlijk Delen, Eclodio/UNI4COOP, Entraide et Fraternité, Iles de Paix, Louvain Coopération/UNI4COOP, Rikolto, SOS Faim, Trias.</p> <p>ARARIWA, CEDER, CONVEAGRO, FRUTO DE LOS ANDES, CBCCUSCO, IDMA, RAE, IDEL, COOP SAN FERNANDO, CEPES, COORD. COMERCIO JUSTO, IDP PERÚ</p>

		<b>3G</b> Organización a nivel de productores y consumidores.		
<b>SG4</b>	<b>Economic justice and social solidarity-based economy:</b> Contribuir a la reducción de la desigualdad y a relaciones comerciales más justas y equitativas, promoviendo la diversificación productiva con actores que fortalecen la economía social solidaria frente al modelo extractivista y las políticas a favor de las élites y grandes grupos económicos.	<b>4A</b> Políticas públicas inclusivas a favor de la justicia económica y economía social solidaria. <b>4B</b> Acuerdos Comerciales (AC) del Perú a favor de regulaciones o salvaguardas laborales, socioambientales y agroalimentarias. <b>4C</b> Emprendimientos y empresas del sector social cooperativo. <b>4D</b> Economía social solidaria frente al modelo hegemónico de desarrollo.	11.11.11, Autre Terre, Broederlijk Delen, Eclasio/UNI4COOP, Iles de Paix, Louvain Coopération/UNI4COOP, Rikolto, SOS Faim, Trias	LATINDAD, IDP PERÚ, CENTRAL AGROANDINA, APP, CPPDH-PERÚ EQUIDAD, FGLAT, REDGE
<b>SG5</b>	<b>Gender approach:</b> Fomentar la incorporación y práctica del enfoque de género en todos los ámbitos y niveles de acción, valorando y respetando el ejercicio pleno de los derechos de las mujeres y grupos vulnerables contra la violencia, así como su mayor empoderamiento e igualdad de oportunidades frente a las brechas y barreras sociales existentes.	<b>5A</b> Incorporación del enfoque y buenas prácticas de género e interculturalidad en las OSC, incluso los ACNG. <b>5B</b> Empoderamiento económico de las mujeres y sus organizaciones en los diferentes contextos donde se desenvuelven. <b>5C</b> Igualdad de oportunidades y reducción de las brechas y barreras de género en contextos rural y urbano. <b>5D</b> Políticas y recursos para la igualdad de género, comunidad LGTBI+. <b>5E</b> Liderazgo de las mujeres rurales, incluidas jóvenes. <b>5F</b> Tecnologías de comunicación, educación y conectividad con enfoque de género. <b>5G</b> Prevención de la violencia de género y fortalecimiento personal de las mujeres (resiliencia).	11.11.11, Autre Terre, Broederlijk Delen, Eclasio/UNI4COOP, Entraide et Fraternité, Iles de Paix, Louvain Coopération/UNI4COOP, Rikolto, SOS Faim, Trias	CEDEP-AYLLU, GGE, DHSF, TARPURISUNCHIS, EL TALLER, IDP PERÚ, REDES, DIACONIA, SLOW FOOD



ANGC	JSF - Strategic goals	Local partners	Geographic region	Contact person
11.11.11	SG1, SG2, SG4, SG5	To be added based on programme 2022-2026 11.11.11		Freya Rondelez
Autre Terre	SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Autre Terre		Constant Piscart
Broederlijk Delen	SG1, SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Broederlijk Delen		Lieven Pype
Eclo-sio/UNI4COOP	SG1, SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Eclasio/Uni4Coop		Pierre Rouschop
Entraide et Fraternité	SG1, SG2, SG3, SG5	To be added based on programme 2022-2026 Entraide et Fraternité		Rocio del Pilar Cortez Sanchez
Iles de Paix	SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Iles de Paix		Gael de Bellefroid
Louvain Coopération/UNI4COOP	SG1, SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Louvain Coopération/Uni4Coop		Daniel Perez Cueto
Rikolto	SG1, SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Rikolto		Mariela Wismann
SOS Faim	SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 SOS Faim		Luis Vargas
Trias	SG1, SG2, SG3, SG4, SG5	To be added based on programme 2022-2026 Trias		Lieve Van Elsen

### 3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Approaches	Local partners	Contact person
Rikolto	Sustainable cities	Ambiente alimentario sostenible	ECOSAD	Mariela Wismann
		Diálogo ciudadano	Lima Como Vamos	
		Gobernanza, fortalecimiento de capacidades y negocios sostenibles	Líder del MEC geográfico	
COTA		Gobernanza, fortalecimiento de capacidades	Gobiernos locales	Emmanuel Gayraud

	Sustainable cities		Organizaciones de la sociedad civil	
<b>BOS+</b>	Resilience	Mejorar el uso justo y sostenible de los recursos forestales, la conservación y restauración de los bosques facilitando el manejo sostenible de los bosques, sistemas de agroforestería y mejorando cadenas de valor	Desarrollo Rural Sustentable – DRIS Asociación para la Investigación y el Desarrollo Integral - AIDER	Véronique Gérard
<b>Join For Water</b>	Resilience	La protección y conservación de los recursos hídricos	Se está llevando a cabo la identificación de los socios	Johan Slimbrouck
<b>VIA Don Bosco</b>	Resilience	La instauración de una cultura verde	Oficinas de planificación y desarrollo y centros de capacitación de salesianos/as	Amélie Janssens
<b>FOS</b>	Decent Work	Garantizar los derechos laborales	FENTTRAHOP (Federación sindical nacional de trabajadoras del hogar)	Félix De Witte
			FTCCP (Federación sindical nacional de construcción civil)	
			Sindicato Backus (Sindicato nacional de obreros de AB Inbev)	
		Promover el acceso a la protección social	Promsex (ONG feminista)	
<b>WSM</b>	Decent work	Crear empleos decentes y productivos; Garantizar los derechos laborales; Promover el acceso a la protección social	Asociación Nacional de Periodistas de Perú (ANP - Movimiento sindical)	Audrey Claeys
			Confederación Sindical de los Trabajadores del Perú (CSP - Movimiento sindical)	
		Promover el acceso a la protección social	Juventud Obrera Cristiana del Perú (JOC - Movimiento de jóvenes)	
		Crear empleos decentes y productivos; Promover el acceso a la protección social	Sinergia Perú (Red de organizaciones peruanas para el Derecho a la Protección Social)	
			Grupo Red de Economía Solidaria de Perú (GRESA - Red de organizaciones peruanas de ESS )	