



Philippines Strategy document

Based on the strategic framework as approved by the
Bureau UOS of 15 December 2016



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Foreword

Country Strategy Process

The process of country strategy identification was rolled out by VLIR-UOS, the Flemish Interuniversity Council – University Cooperation for Development, 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. During the reform of non-governmental development cooperation in 2016, the Philippines regained its place as a partner country of VLIR-UOS.

A country strategy is 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 works as a reference framework for programming, leading to strategy-based calls for proposals.

A strategy assures relevance and complementarity and promotes synergy. 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. The country strategies of VLIR-UOS are as such a major asset as to how VLIR-UOS will engage in this process of seeking synergies and complementarities. Specifically for Belgian actors, this is guaranteed by including the Joint Strategic Framework (JSF) as an important contributor in the process. The JSF provides opportunities for promoting synergy with other Belgian actors. 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 takes into account the ambitions, capacities, expertise, and interest for cooperation among the Flemish academic community.

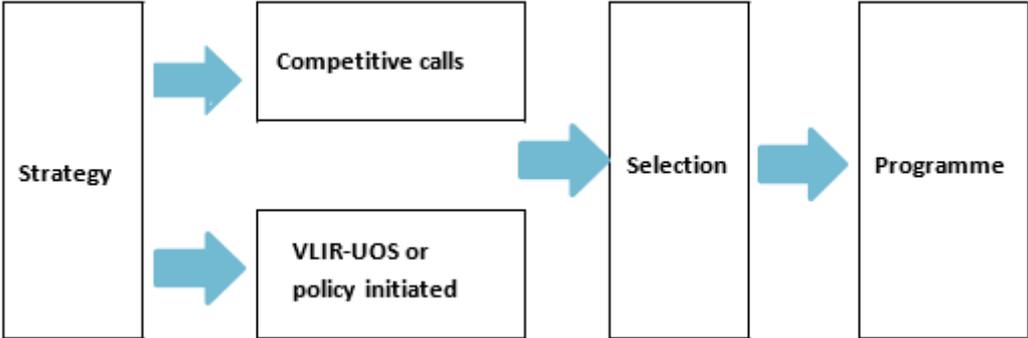
Time frame

The development of academic capacity requires a long-term framework. In the context of new five year multi-annual programmes funded by Belgian Development Cooperation the objective is to have strategies for a longer period of 10 years – two five year programmes and permitting inclusion of long term institutional partnerships where relevant – and updated if needed after five years. In the case of the Philippines, VLIR-UOS has opted for a strategic framework covering, in principle, 5 years with the intention to update by the end of the first five-year programme.

From country strategy to country programme

The country strategy paper is the basis for elaborating 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:

INTERVENTION TYPE		LEVEL
NATIONAL (NETWORK and other national-level projects (JOINT))		COUNTRY
	IUC	INSTITUTION
	TEAM, SOUTH INITIATIVES & JOINT	DEPARTMENT/ FACULTY
	(Individual) SCHOLARS	INDIVIDUAL

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.

1. Introduction

1.1. General Info

The Philippines is an Asian archipelago (7,641 islands) situated in the western Pacific Ocean with a total land area of approximately 300,000 km². Bounded by the South China Sea on the west, the Philippine Sea on the east and the Celebes Sea on the southwest, the Philippines shares maritime border with Taiwan to the north, and Malaysia and Indonesia to the south. The Philippines experiences frequent seismic and volcanic activity, as it has many active volcanoes. Sitting astride the typhoon belt, most of the islands experience annual torrential rains and thunderstorms.

Davao City mayor Rodrigo Duterte won the 2016 presidential election and focused his domestic policy on combating illegal drug trade by initiating the Philippine Drug War. Criticism from United Nations human rights experts points out that extrajudicial killings has increased in the framework of the Philippine Drug War.

The Philippines is currently one of the most dynamic economies in the East Asia region, with sound economic fundamentals and a globally recognized competitive workforce. Consumer spending is on the rise, despite the stagnant wages and high underemployment rate (18-19% of the employed) and unemployment rate (around 6.5%). Growing remittances from 12 million overseas Filipino workers and migrants are a key factor for this rise in consumer spending. Challenges to achieving more inclusive growth however remain. At least 40% of the employed work in the informal sector. Poverty afflicts about a quarter of the population. More than 60% of the poor reside in rural areas, a challenge to raising rural farm and non-farm incomes. Wealth and growth is much concentrated in the hands of a few families.

For more information on the country we refer to the [Country Fact Sheet](#).

1.2. Development priorities

The Duterte Administration is finalizing a long-term vision for the Philippines in the next 25 years, [Ambisyon Natin 2040](#). The plan is two-folded:

- Aspirations for the Filipino people
 - o **Filipinos are strongly rooted:** family is together, time with friends, work-time balance, volunteering;
 - o **Filipinos are comfortable:** free from hunger and poverty, secure home ownership, good transport facilities, travel and vacation;
 - o **Filipinos are secure:** enough resources for day-to-day needs, unexpected expenses and savings, peace and security, long and healthy life, comfortable retirement.
- Aspirations for the country
 - o **Predominantly middle class society:** housing and urban development, manufacturing, connectivity, education services, tourism and allied services, agriculture, health and wellness services, financial services
 - o **Long and healthy lives:** work-life balance, affordable and good quality health care
 - o **Filipinos are smart and innovative:** formal education is the structured method of facilitating the acquisition of a select set of such knowledge, skills, values, beliefs and habits. Government, therefore, must be proactive in setting the agenda for education.

The current [Philippine Development Plan 2011-2016 Results Matrices](#) adopts a framework of inclusive growth, which generates mass employment, and reduces poverty. Good governance and anticorruption are the overarching theme of each intervention. Together with physical investment, investment in the country's human resources is key to sustained and broad-based growth.

In June 2016, the Duterte Administration presented its [10-point socioeconomic agenda](#), which also 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.

1.3. The Filipino higher education system

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 2015-2016, there were 1,934 higher education institutions (HEI) in the country of whom 228 or 12% were public. There were 4,104,841 students enrolled in Philippine HEI, of which 46% in public HEI. Female enrolment and graduation are remarkably higher than their male counterparts, 55% and 58%, respectively.

Public HEI are divided into state universities and colleges (SUC's), local colleges and universities (LUC's), special HEI, and government schools. SUC's (5.8%) are administered and financed by the government. LUC's (5.2%) are established by the local government units that govern the area of the LUC. Special HEI are institutions that offer courses and programs that are related to public service (e.g. the Philippine Military Academy, Philippine National Police Academy, Development Academy of the Philippines, etc.). Finally, government schools are public secondary and post-secondary technical-vocational education institutions that offer higher education programs.

Private HEI are divided into sectarian (18.6% of total HEI) and non-sectarian (69.7% of total HEI). Non-sectarian 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.

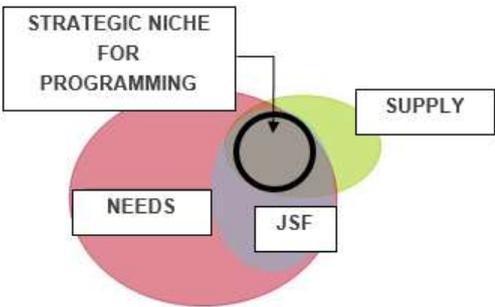
In 2011, the country transformed its old 10-year basic educational system into a K-to-12 educational system. The compulsory educational ladder structure is now 1 year of kindergarten, 6 years of elementary education, 4 years of junior high school and a newly introduced 2 years of senior high school. Filipino HEIs have been significantly impacted by the K-to-12 system. Even though various government supports have been put in place, the HEIs are grappling with low enrolment and personnel arrangement.

2. Country Strategy development

2.1. Background

2.1.1. Philippines country strategy formulation process

The Country Strategy Identification process started with the development of a desk study in which the Flemish areas of interest in working with the Philippines have been captured (supply side), the Joint Strategic Framework (JSF) for Belgian non-governmental development cooperation in the Philippines has been taken into account (see also 2.1.3.) and Filipino higher education and development priorities have been analysed (needs).



The results of the desk study were presented in the Country Fact Sheet, that was made available on the [Philippines Country Page](#) on the VLIR-UOS website. This document provides a general introduction to the country, presenting statistics, a country profile, an overview of the education system, analysis of development aid in the country, and a review of university development cooperation. The desk study was used as input for the organisation of the Northern seminar, organised on the 30th of November 2016 in Brussels. Experiences and interest in future cooperation with the Philippines and the Flemish partners were exchanged and discussed.

2.1.2. Higher education and research: policy environment

The Philippine Development Plan wants to improve access to higher education, within the sector outcome to improve human development status. Following indicators are put forward:

Indicators/Unit	Baseline Year	Baseline Value	End-of-plan target (2016)
Higher education enrollees increased	2009	2.770.965	3.220.987
Higher education graduates increased	2009	481.026	581.425
Higher education faculty with Master's degree increased	2009	35.04%	65%
Higher education institutions with accredited programs increased	2009	20%	35%
Graduates of Expanded Tertiary Accreditation and Equivalency Program increased	2009	200	800
Beneficiaries of Student Financial Assistance Programs increased	2009	42.000	44.000
Higher education institutions with Ladderized Education Program increased	2008	34%	40%
National passing percentage in licensure exams increased	2009	36.26%	52.53%

According to the Worldbank, the Philippines has achieved impressive gains in expanding access to higher education among Filipinos but there remains a need for suitable skills that will enable the nation's

workforce to become more competitive and help bolster economic growth. The Philippine higher education system has to meet major challenges, finding a good balance between demand and quality (of offer) and achieving a strengthening of research as the research output is low compared to ASEAN peer countries. 11 Philippine universities made it to the top 5.000 ranking of universities (of [Webometrics](#)), another 15 reached the top 10.000.

The [CHED Strategic Plan 2011-2016](#) presents following goal for the higher education subsector: the formation of high-level human resource, and generation, adaptation, and transfer of knowledge and technology for national development and global competitiveness. Five objectives are put forward:

- (1) improve the relevance of HEI (e.g. job-skills matching project; relevant and responsive research, development and extension; gender and development programs),
- (2) upgrade the quality of HEI (e.g. quality assurance projects; centres of excellence & development centres),
- (3) broaden access (e.g. student financial assistance programs; alternative learning systems),
- (4) efficiently and effectively manage the higher education system (e.g. frontline services through IT systems)
- (5) strengthen CHED and other major stakeholders (e.g. human resource development).

CHED has published a [list](#) with Centres of Excellence (COEs) and Centres of Development (CODs) (see also [annex 1](#)). COE refers to a department within a higher education institution, which continuously demonstrates excellent performance in the areas of instruction, research and publication, extension and linkages and institutional qualifications. COD refers to a department within a higher education institution, which demonstrates the potential to become a COE in the future. The designated COEs and CODs may avail themselves of financial assistance on a project proposal basis geared toward the development or improvement of the programs, particularly cutting-edge technology in different disciplines.

2.1.3. Joint Context Analysis and Joint Strategic Framework

In 2015, the Belgian government started a reform process of the sector of non-governmental development cooperation. All actors active in a given country were asked to elaborate a [Joint Context Analysis](#) (JCA). This analysis was translated into a [Joint Strategic Framework](#) (JSF) for 31 countries in 2016. So the JCA and JSF Philippines were an important source of information for elaborating the country strategy. In the JCA, 13 actors made an in-depth analysis of civil society, the administrations and public institutions and the conditions which enable their strengthening. The actors applied this exercise for the sectors of agriculture, health, education, governance & CSOs, human rights, trade and social enterprising and environmental protection. In 2016, the JSF was elaborated with 12 actors that want to be active (with DGD funding) in the Philippines from 2017 to 2021.

The JSF comprises 6 joint strategic goals on which the actors want to work as of 2017:

- **Agriculture** becomes a driving force in providing a sustainable livelihood to rural poor and building rural economies while addressing the impact of **climate change**;
- A strong and vibrant public **health** system addressing the health needs of the poor giving due attention to the social determinants of health;
- A sustainable management of **natural resources**, guided by the respect for HR, local needs, and of the needs of future generations;

- Promote inclusive growth through strengthening of **social enterprises**, enhance access to effective **government programs**, and advocate and assert adequate transparency and accountability mechanisms on trade, fiscal and public spending policies;
- Respect for **human, children's and women rights**, and promotion of gender equality;
- Ensure and improve access to **knowledge**, improve **research** and stimulate **innovation** in order to contribute to development.

The JSF mentions possible synergies and complementarities between Belgian and international actors, as it is a priority for the Belgian government. The thematic JSF “Decent Work” also covers activities in the Philippines of two organisations. They want to promote decent work in the Philippines by creating jobs and sustainable livelihoods for all, guaranteeing labour rights for all and extending social protection for all.

The JCA/JSF-process was taken into account when elaborating the programme of the northern seminar, as to inform the different stakeholders on its content and to facilitate future synergy with other Belgian actors. These were invited to the seminar and asked to present their programmes for the Philippines by means of a theme-market.

2.2. Views and themes expressed

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

During the presentations at the northern seminar that took place on 30 November 2016 in Brussels, the following findings were raised:

1. The Philippines was an important partner country for VLIR-UOS in the past, with an institutional cooperation programme with two universities running from 1998 to 2008. There is clear interest of Flemish Higher Education Institutes to work again with the Philippines. This is reflected in the large variety of cooperation initiatives that exist outside the VLIR-UOS framework, currently. The high number of Filipino students participating in the northern seminar illustrates the interest of the Philippine academics in VLIR-UOS cooperation;
2. The changing context of Belgian non-governmental cooperation was explained. There is a strong focus on more synergy with other Belgian actors through the elaboration of a Joint Context Analysis and a Joint Strategic Framework. There are 12 Belgian actors active in the Philippines in a variety of sectors, so there should be possibilities for synergy during the five year programme 2017-2021;
3. Past experiences of cooperation with the Philippines have shown that for Philippine higher education institutions the focus lies on teaching activities rather than research activities. This is mainly due to the fact that university graduates are allowed to start an academic career only if they pass a national level examination (organised by CHED). Likewise, the salary composition of academic staff is fully determined by the teaching hours. In order to stimulate any research activities, it is therefore strongly recommended to work on aspects related to research strengthening, stimulating processes of critical thinking and problem based research. . Very often, incentives (rewards, topping-up, scholarships...) play an decisive role.
4. The importance of culture and group dynamics was stressed Getting to know each other better, understanding the cultural context in a given country and achieving intercultural dialogue

through group dynamics is very important. These moments of exchange and group dynamics are very much stimulated by the Filipinos and are an important driver for successful and good partnerships. Together with respect for traditions, the group as an acting entity is very important in the Philippines.

5. Other observations were related to the eagerness of young people to learn, the lack of incentives for research, the female majority within the academic world (related to the numbers of male Filipino migrant workers abroad), the logistical challenges when working in a vast archipelago (transport, logistics...), the need of stimulating networks within the region (e.g. Indonesia, Vietnam, Cambodia).
6. A country strategy does stimulate developmental change. When aligned with national development and higher education priorities, it supports the individual project interventions which often focus on research and education. Extension of research results can also be reinforced through creation of stakeholders platforms ensuring strong links with real problems of society.
7. The University of the Philippines is the top university and has different campuses throughout the country, including remote areas. The fact that the campuses have decentralised administrations, makes cooperation with these campuses not too complex and headquarters do not need to be involved at all levels.
8. Migration is an important factor in the Philippine economy and revenues. Personal remittances of Filipino migrant workers overrule official development aid. Since it is men that go working abroad, huge opportunities occur for women in Philippine labour market, including the academic world. Meanwhile, assistance for higher education institutions in building up academic career plans for returning Filipino students should be taken into account. Furthermore, stimulating local economies and inclusive growth (see also Joint Strategic Framework) is also an important development challenge.
9. Higher education is always in English, which is a considerable advantage in undertaking academic cooperation with the Philippines.
10. There was a lot of interest for cooperation in the domain of humanities, which was reflected in the high number of Filipino students from that sector present.

The following key issues were discussed:

1. **Thematic areas and crosscutting elements:**

Bringing together the different domains of interest of current academic cooperation, considering built up expertise within the VLIR-UOS framework and taking into account the Joint Strategic Framework (see [annex 1](#)), following areas were identified during the group discussions:

- **HEALTH:** Linking up health with relevant topics in today's Philippine society would be important: infectious diseases, drug rehabilitation, community health (incl. remote areas)
- **SOCIAL DEVELOPMENT:** Human trafficking, good governance and decentralisation, anthropology, cultural studies, ethics, social development & justice, interreligious dialogue & religion-based conflicts (link with critical thinking), migration, human rights, conflict dynamics, urban planning, entrepreneurship/small businesses in link with inclusive growth and economies

- **FOOD SECURITY:** Food safety, agriculture, aquaculture, link with water resources management and environment, smallholders farmers (cacao farmers, ..), bee-keeping, link with rural and inclusive economies
- **ENVIRONMENT:** Sustainable management of natural resources (incl. environmental impact of mining), climate change, disaster prevention and management (typhoons, early warning system), marine ecosystem, biodiversity
- **CROSSCUTTING FOR HIGHER EDUCATION, RESEARCH and INNOVATION POLICIES:** critical thinking, scientific thinking, analytical thinking, problem based research, improving educational quality, curricula development, research dissemination, access to digital resources, sharing output, ICT (applications and infrastructure) for research, statistics, distance learning, MOOCs, libraries: e-sources & e-books

2. Partner institutions

Different points of view were expressed regarding partner institutions:

- Partnerships with institutions with strong societal embedding and/or a wide extramural network can stimulate potential developmental impact, in particular when linking up academic actions more easily with civil society.
- There was a question whether there is a space for critical and free thinking and free research in Philippine HEIs. In the top universities, there is space for free thought, but the opportunities to do good research are still limited due to limited resources and outdated equipment on some instances. In this respect, the emphasis on 'critical thinking' (cf. infra) is highly relevant.
- When building partnerships, prior contacts with Filipino graduates or researchers at Flemish universities can trigger potential future project ideas. As such alumni can be valuable ambassadors for VLIR-UOS cooperation at Filipino institutions.
- In the Philippines, most universities are not comprehensive universities, they often offer a more limited range of programmes or expertise areas. This might make an institutional focus more difficult.
- An existing [classification](#) splits up Filipino universities in 'centers of excellence' and 'centers of development'. The focus of the VLIR-UOS country strategy should go to the 'centers of development'. In these institutions, VLIR-UOS can have an added value, even with relatively small interventions (as compared to the top end universities).
- There are good experiences with the 'University of the Philippines', which has various satellites all over the country and is seen as the top university. When working with this institution, the attention for satellites out of the capital, or more remote areas could be advisable.
- In general, state universities have a stronger focus on research as compared to private universities, whereas the latter focus more on education (which could be a reason to opt for state universities as priority partners). Sectarian universities, however, are considered to be more stable. As the Philippines is predominantly Christian, churches can be an important stakeholder at civil society level.

To conclude, most groups were in favour of focusing on exploring cooperation possibilities, which asks openness to different kinds of institutions. In view of development relevance, partnerships with institutions which have growing potential ('centres of development') are preferred.

3. Geographical focus

A specific geographical focus was not put forward during the seminar. More experience and further information is needed for example on the distribution of higher education institutions throughout the country, the presence of thematic expertise within different regions, the priority regions of other Belgian actors. An option that seems interesting is to look at cooperation opportunities in regions (within an island) away from the capital, more remote areas (cordillera region) and also consider possible linkages with activities of other Belgian actors in the Mindanao island (however considering also the difficulties in terms of travel and safety).

4. Modalities/tools of intervention

In countries new to VLIR-UOS, mainly projects on departmental level (TEAM and South Initiatives) should be supported. They create opportunities to build out new cooperation and also link up with other initiatives abroad (JOINT). This gives the chance to get to know each other before expanding to larger, long-term cooperation engagements. Given budgetary constraints related to the reform of non-governmental cooperation, national or institutional modalities were not put forward. The reformed North-south-south cooperation into what is now called JOINT was found very interesting to link up project activities in for instance Vietnam, Cambodia and Indonesia (although these last two countries are also in an exploratory phase).

The conclusions of this seminar were put together in a strategic niche framework (see [annex 2](#)) and presented at the Bureau of VLIR-UOS for approval, to serve as a base for elaborating the country strategy.

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

For the Philippines, the decision has been made by the Bureau of VLIR-UOS to develop a "light" country strategy. Taking into account (i) the time needed for the implementation of the reform of Belgian non-governmental development cooperation and (ii) the time pressure to develop a country strategy for the new call for proposals 2018, the focus was put on an elaborated desk study (taking into account national strategic documents in terms of poverty reduction, development and higher education priorities) and a thorough North consultation round (including a northern seminar). This would result in listing the main development priorities and exploring initial interest from the Flemish stakeholders for cooperation in a first phase. In a second phase, this would evolve in a more complete country strategy after (re)acquiring more experience in the Philippines during the 2017-2021 programme and by organising a full south consultation during that period. So far, input from several Filipino students which participated at the consultation moment, enriched the country strategy elaboration process.

The country strategy identification process resulted in a selection of overarching themes for Flemish higher education cooperation supporting the main development priorities of the Philippines and pointed out the crosscutting support needs and opportunities in engaging in cooperation with the Philippines. Hereby, the link with the Joint Strategic Framework was put forward as an important new level of alignment next to the Flemish expertise/interest and of course primarily the local needs and priorities. This country strategy will, possibly, be reviewed at the end of the 2017-2021 programme through the acquired new experience thanks to hopefully many new and successful projects in the Philippines. Through the organisation of country platform meetings, it should by then also be possible to extend the level of consultation with the different stakeholders involved.

3. Country Strategy framework – conclusions

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

3.1.1. Themes

Matching the priorities in the South and at the Flemish level, and linking up with the Joint Strategic Frameworks of Belgian indirect cooperation, the following thematic areas are identified as strategic themes for future cooperation with the Philippines:

MAIN THEMES	Non exhaustive subthemes and links:
HEALTH	Linking up health with relevant topics in today’s Philippine society would be important: infectious diseases, drug rehabilitation, community health (incl. remote areas)
SOCIAL DEVELOPMENT	Human trafficking, good governance and decentralisation, anthropology, cultural studies, ethics, social development & justice, interreligious dialogue & religion-based conflicts (link with critical thinking), migration, human rights, conflict dynamics, urban planning, entrepreneurship/small businesses in link with inclusive growth and economies
FOOD SECURITY	Food safety, agriculture, aquaculture, link with water resources management and environment, smallholders farmers (cacao farmers, ..), bee-keeping, link with rural and inclusive economies
ENVIRONMENT	Sustainable management of natural resources (incl. environmental impact of mining), climate change, disaster prevention and management (typhoons, early warning system), marine ecosystem, biodiversity

Crosscutting elements for higher education, research and innovation policies

Research and education should stimulate processes of **critical** and **scientific thinking**. Therefore addressing crosscutting support domains in terms of research strengthening and methodology (analytical thinking, problem based, research based) and improving educational quality (curricula, room for critical thought, ..) is important. Other subthemes mentioned:

- multidisciplinary research
- research dissemination,
- access to digital resources,
- sharing output,
- ICT (applications and infrastructure) for research,
- statistics,
- distance learning,
- MOOCs,
- libraries: e-sources & e-books
- support for regional publications
- career opportunities for young academics

Transversal and priority themes of the Belgian government

- Gender,
- environmental sustainability,
- digitalisation for development (D4D),
- human rights approach,
- links with private sector.

The above transversal and priority themes of the Belgian government were also brought up and are taken into account within the clusters. This means that next to the fact that the transversal and priority themes will be addressed horizontally (so within all the projects), the participants of the seminar put forward to also address them vertically (projects focussing on these specific topics).

3.1.2. Geographical and institutional focus

Regional focus

A geographical focus was not put forward during the seminar, but attention for remote areas and islands should be encouraged.

Partners

A specific type of institution was not put forward, as to explore cooperation possibilities in a first phase. Recognised higher education institutes and national research centres are eligible. Working with 'centres of development' of the national classification is stimulated (see [annex 3](#)). 'Centres of excellence' can play a supporting role, as to promote internal linkages and strengthen career opportunities for young academics.

3.2. Partnership modalities (portfolio of intervention types)

Taking into account the built up experience with academic cooperation in the Philippines and the budgetary constraints related to the reform of non-governmental cooperation, following modalities are defined:

Level	Remarks
National	Given the limited interventions of Flemish academic institutions currently, this is not a preferred modality in this framework. This can be considered after building up experience again with academic cooperation in the Philippines.
Institutional	Given the limited interventions of Flemish academic institutions currently, this is not a preferred modality in this framework. This can be considered after building up experience again with academic cooperation in the Philippines.
Departmental	In the short term, preference should be given to small seeding projects, type South Initiatives and TEAMS. This gives the chance to get to know each other before expanding to larger, long-term cooperation engagements. The reformed North-south-south cooperation into what is now called JOINT was found very interesting to link up project activities in for instance Vietnam, Cambodia and Indonesia.
Individual (scholarships)	Scholarships continue to be a keystone tool in HEI development. Any university cooperation between Flemish and Filipino universities should maximally sign in into the existing Filipino programmes that support scholarships both nationally and internationally.

In relation to the above, synergy will be sought not only by linking up thematically with the JSF and its goals, but also by encouraging the implication of other Belgian (governmental and non-governmental) actors in the project proposals for the Philippines.

3.3. Possible synergies with the activities of Belgian actors in the Philippines

Synergy with non-governmental Belgian actors in line with the JSF and with other international donors that are highly present in academic cooperation will be looked for in all interventions. The theme market during the event made it possible to meet with other non-governmental actors and trigger first ideas for cooperation with other Belgian actors in the domains of human rights, environment, cooperatives and entrepreneurship. The themes that have been put forward can be linked up with the joint strategic goals (JSG) of the JSF: health and JSG 2, social development and JSG 4 & 5, food security and JSG 1, environment and JSG 3, higher education/research/innovation and JSG 6 (more details in [annex 4](#)).

ANNEXES

Annex 1 – Matrix matching Philippine priorities, international donors & Belgian actors

THEMES	National development priorities (PDP + 10 point socio-economic agenda)	Belgian actors (JSF)	Other international donors	Previous VLIR-UOS interventions
Health	<ul style="list-style-type: none"> - Access to social goods and services improved - Human development status improved - Invest in human capital development, including health and education systems, and match skills and training - Strengthen implementation of the Responsible Parenthood and Reproductive Health Law 	<ul style="list-style-type: none"> - A strong and vibrant public health system addressing the health needs of the poor giving due attention to the social determinants of health. 	<ul style="list-style-type: none"> - JICA - USAID - KOICA - GIZ 	<ul style="list-style-type: none"> - 1 ICP PhD - Travel grants
Economy	<ul style="list-style-type: none"> - Stable macro economy achieved - Globally competitive and innovative industry and services sector achieved - Performance of tourism, agriculture and industries improved - Financial system made resilient and inclusive - Continue and maintain current macroeconomic policies, including fiscal, monetary, and trade policies - Institute progressive tax reform and more effective tax collection, indexing taxes to inflation - Increase competitiveness and the ease of doing business - Accelerate annual infrastructure spending to account for 5% of GDP, with Public-Private Partnerships playing a key role 	<ul style="list-style-type: none"> - Decent work: creating jobs and sustainable livelihoods for all, guaranteeing labour rights for all and extending social protection for all. 	<ul style="list-style-type: none"> - JICA - USAID - AUSAID - DFID - Canada - EU - GIZ 	<ul style="list-style-type: none"> - Crosscutting
Government and Civil Society	<ul style="list-style-type: none"> - Financial system made resilient and inclusive - Effective and transparent governance practiced - Access to social goods and services improved - Financial system made resilient and inclusive - Enhanced access to justice - Stable national security environment achieved - Institute progressive tax reform and more effective tax collection, indexing taxes to inflation - Improve social protection programs, including the government's Conditional Cash Transfer program 	<ul style="list-style-type: none"> - Promote inclusive growth through strengthening of social enterprises, enhance access to effective government programs, and advocate and assert adequate transparency and accountability mechanisms on trade, fiscal and public spending policies - Respect for human, children's and women rights, and promotion of gender equality 	<ul style="list-style-type: none"> - JICA - USAID - AUSAID - EU - GIZ 	<ul style="list-style-type: none"> - ICP PhD - VLADOC

THEMES	National development priorities (PDP)	Belgian actors (JSF)	Other international donors	Previous VLIR-UOS interventions
Food security and agriculture	<ul style="list-style-type: none"> - Income in agriculture and fishery sector increased - Growth in agriculture and fishery sector increased - Food security improved - Performance of tourism, agriculture and industries improved - Human development status improved - Promote rural and value chain development toward increasing agricultural and rural enterprise productivity and rural tourism - Ensure security of land tenure to encourage investments, and address bottlenecks in land management and titling agencies 	<ul style="list-style-type: none"> - Agriculture becomes a driving force in providing a sustainable livelihood to rural poor and building rural economies while addressing the impact of climate change 	<ul style="list-style-type: none"> - JICA - GIZ 	<ul style="list-style-type: none"> - TEAM - SI - 2 RIP - 4 ICP PhD - Scholarships
Environment	<ul style="list-style-type: none"> - Sector resilience to climate change increased - Environmental quality improved - Resilience to climate change and natural disasters increased - Natural resources conserved, protected and rehabilitated - Environmental quality for a cleaner and healthier environment improved - Resilience of natural systems enhanced with improved adaptive capacities of human communities 	<ul style="list-style-type: none"> - A sustainable management of natural resources, guided by the respect for HR, local needs, and of the needs of future generations. 	<ul style="list-style-type: none"> - USAID - AFD - DFID - Canada - EU - GIZ 	<ul style="list-style-type: none"> - SI - Crosscutting - Scholarships - Travel grants
CROSSCUTTING/SUPPORT DOMAINS				
Education, Research and Innovation	<ul style="list-style-type: none"> - Access to social goods and services improved - Human development status improved - Invest in human capital development, including health and education systems, and match skills and training - Promote science, technology, and the creative arts to enhance innovation and creative capacity towards self-sustaining, inclusive development 	<ul style="list-style-type: none"> - Ensure and improve access to knowledge, improve the quality of scientific research and stimulate innovation in order to contribute to sustainable development 	<ul style="list-style-type: none"> - JICA (scholarships) - USAID (STRIDE) - AUSAID - DFID - EU (SHARE, Erasmus+) - KOICA (training & scholarships) - DAAD 	<ul style="list-style-type: none"> - All previous VLIR-UOS interventions

Annex 2 – Strategic niche framework – summarized overview strategic conclusions (confirmed by the Bureau UOS of 15/12/2016)

Strategic Niche Framework for the Philippines	
Geographical focus	No limitations, however attention for remote areas and islands should be encouraged.
Partner institutions	Recognised higher education institutes and national research centers are eligible. Working with 'centers of development' of the national classification is stimulated.
Main (multidisciplinary) THEMES for cooperation	<p>Bringing together the different domains of interest of current academic cooperation, considering built up expertise within the VLIR-UOS framework and taking into the Joint Strategic Framework, following clusters were identified during the group discussions:</p> <ul style="list-style-type: none"> • HEALTH (link with JSG2): Linking up health with relevant topics in today's Philippine society would be important: infectious diseases, drug rehabilitation, community health (incl. remote areas) • SOCIAL DEVELOPMENT (link with JSG4/5): Human trafficking, good governance and decentralisation, anthropology, cultural studies, ethics, social development & justice, interreligious dialogue & religion-based conflicts (link with critical thinking), migration, human rights, conflict dynamics, urban planning, entrepreneurship/small businesses in link with inclusive growth and economies • FOOD SECURITY (link with JSG1): Food safety, agriculture, aquaculture, link with water resources management and environment, smallholders farmers (cacao farmers, ..), bee-keeping, link with rural and inclusive economies • ENVIRONMENT(link with JSG3): Sustainable management of natural resources (incl. environmental impact of mining), climate change, disaster prevention and management (typhoons, early warning system), marine ecosystem, biodiversity
Crosscutting support (themes) for higher education, research and innovation	Research and education should stimulate processes of critical and scientific thinking. Therefore addressing crosscutting support domains in terms of research strengthening and methodology (analytical thinking, problem based, research based) and improving educational quality (curricula, room for critical thought, ..) is important. Other subthemes mentioned: research dissemination, access to digital resources, sharing output, ICT (applications and infrastructure) for

	<p>research, statistics, distance learning, MOOCs, libraries: e-sources & e-books</p> <p>These themes are in direct link with JSG 6.</p>
Transversal and priority themes of the Belgian development cooperation	Gender, environmental sustainability, digitalisation for development (D4D), private sector approaches and human rights approach
Instruments/partnership modalities:	<p>As indicated in the five year programme submitted for the Philippines, a focus is put on departmental level cooperation (TEAM/SI/JOINT). Individual scholarships remain crucial and should be continued while linking up with national scholarship schemes.</p> <p>Synergy will be sought not only by linking up thematically with the JSF and its goals, but also by encouraging the implication of other Belgian non-governmental actors in the project proposals for the Philippines.</p>

Annex 3 – Centres of Development and Centres of Excellence in the Philippines (CHED)

Centers of Development

HEI	City	Sector	Area
National Capital Region			
Adamson University	Manila	Private	Computer Engineering Industrial Engineering Electronics Engineering Electrical Engineering Civil Engineering
Asia Pacific College	Makati City	Private	Computer Engineering
Ateneo de Manila University	Quezon City	Private	Literature (Filipino) Biology Environmental Science Electronics Engineering
Centro Escolar University	Manila	Private	Business Administration
De La Salle University	Manila	Private	Chemical Engineering Civil Engineering Computer Engineering Electronics & Communication Engineering Industrial Engineering Mechanical Engineering Political Sciences
Jose Rizal University	Mandaluyong City	Private	Business Administration
Technological Institute of the Philippines	Manila	Private	Mechanical Engineering Civil Engineering
Technological Institute of the Philippines	Quezon city	Private	Mechanical Engineering Industrial Engineering Civil Engineering
University of Santo Tomas	Manila	Private	Mechanical Engineering Industrial Engineering Electronics Engineering Electrical Engineering Civil Engineering
Mapua Institute of Technology	Manila		Industrial Engineering
Cordillera Administrative Region			
Benguet State University	La Trinidad, Benguet	Public	Agriculture
Saint Louis University	Baguio City	Private	Accountancy Education Entrepreneurship Education Chemical Engineering Civil Engineering Electronics & Communication Engineering Mechanical Engineering Nursing Electrical Engineering
University of the Philippines – Baguio	Baguio City	Public	Mathematics Physics
Region I (Ilocos Region)			
Colegio de Dagupan	Dagupan City	Private	Information Technology Teacher Education
Don Mariano Marcos Mem. State University	San Fernando City	Public	Information Technology
Lorma Colleges	San Fernando City, La Union	Private	Information Technology
Lyceum Northwestern University	Dagupan City	Private	Pharmacy Education
Mariano Marco State University	Batac, Ilocos Norte	Public	Agriculture Ceramic Engineering Biology
Pangasinan State University	Bayambang Pangasinan	Public	Teacher Education
Panpacific University	North Philippines, Urdaneta City	Private	Criminology
Region II (Cagayan Valley)			
Isabela State University	Echague, Isabela	Public	Agricultural Engineering Agriculture

St Mary's University	Bayombong, Nueva Vizcaya	Private	Civil Engineering Information Technology
St Paul University Philippines	Tuguegarao	Private	Business Administration Information Technology Teacher Education
University of La Sallette	Santiago, Isabela	Private	Information Technology
Region III (Central Luzon)			
Angeles University Foundation	Angeles City	Private	Computer Engineering Nursing
Central Luzon State University	Muñoz, Nueva Ecija	Public	Chemistry
Holy Angeles University	Angeles City	Private	Business Administration Hotel and Restaurant Management Civil Engineering Electrical Engineering Industrial Engineering Information Technology Teacher Education
Systems Plus College Foundation	Angeles City	Private	Information Technology
Region IVa (Calabarzon)			
Cavite State University	Indang, Cavite	Public	Agriculture Veterinary Medicine
De La Salle University – Dasmariñas	Cavite	Private	Information Technology Electronics Engineering
Lyceum of the Philippines University	Batangas City	Private	Tourism
Manuel S Enverga University Foundation	Lucena City	Private	Criminology Information Technology Teacher Education
University of Batangas	Batangas City	Private	Business Administration
University of the Philippines – Los Baños	Laguna	Public	Science and Mathematics
Batangas State University	Batangas City	Public	Mechanical Engineering Electrical Engineering
Region IVb (Mimaropa)			
Region V (Bicol Region)			
Ateneo de Naga University	Naga City	Private	Business Administration Entrepreneurship Education Information Technology
Bicol University – Tabaco Campus	Albay	Public	Fisheries
Catanduanes State University	Catanduanes City	Public	Teacher Education
Central Bicol State University of Agriculture	Camarines Sur	Public	Agriculture Teacher Education
Region VI (Western Visayas)			
Aklan State University	Banga, Aklan	Public	Agriculture
Central Philippine University	Jaro, Iloilo City	Private	Business Administration Chemical Engineering Electrical Engineering Mechanical Engineering Electronics Engineering
University of Negros Occidental Recoletos	Iloilo City	Private	Electrical Engineering Information Technology
University of San Augustin	Iloilo City	Private	Teacher Education
University of St La Salle	Bacolod City	Private	Accountancy Education Chemical Engineering Computer Engineering
University of the Philippines – Visayas	Iloilo	Public	Biology Marine Science
Region VII (Central Visayas)			
Cebu Normal University	Cebu City	Public	Teacher Education
Silliman University	Dumaguete City	Private	Accountancy Education Information Technology Biology Anthropology
University of San Carlos	Cebu City	Private	Business Administration Chemical Engineering Civil Engineering Computer Engineering

			Electrical Engineering Electronics & Communication Engineering Mechanical Engineering Philosophy Biology Physics Industrial Engineering
University of San Jose Recoletos	Cebu City	Private	Accountancy Education Industrial Engineering
University of the Visayas	Cebu City	Private	Business Administration
Region VIII (Eastern Visayas)			
Asian Development Foundation College	Tacloban City	Private	Information Technology
Visayas State University	Baybay, Leyte	Public	Development Communication
Region IX (Zamboanga Peninsula)			
Ateneo de Zamboanga University	Zamboanga City	Private	English Information Technology
Dipolog Medical Center College Foundation	Dipolog City	Private	Information Technology
St Vincent's College	Dipolog City	Private	Information Technology
Western Mindanao State University	Zamboanga City	Public	Teacher Education
Region X (Northern Mindanao)			
Bukidnon State University	Malaybalay, Bukidnon	Public	English
Cagayan de Oro College, Carmen	Cagayan de Oro City	Private	Criminology
Capitol University	Cagayan de Oro City	Private	Criminology Information Technology
Central Mindanao University	Musuan, Bukidnon	Public	Biology Mathematics
Mindanao State University – Iligan Institute of Technology	Iligan City	Public	Civil Engineering Filipino Information Technology Physics Metallurgical Engineering Electrical Engineering
Mindanao State University	Naawan	Public	Marine Science
Mindanao University of Science and Technology	Cagayan de Oro City	Public	Electrical Engineering Mathematics
Xavier University	Cagayan de Oro City	Private	Agriculture Chemical Engineering Civil Engineering Electrical Engineering Electronics & Communication Engineering Literature Teacher Education Mechanical Engineering
Region XI (Davao Region)			
Ateneo de Davao University	Davao City	Private	Information Technology Teacher Education
University of Immaculate Concepcion	Davao City	Private	Information Technology
University of Mindanao, Bolton	Davao City	Private	Business Administration Mechanical Engineering Electrical Engineering
University of Mindanao, Matina	Davao City	Private	Computer Engineering, Information Technology
University of Southeastern Philippines	Davao City	Public	English
University of Southeastern Philippines	Tagum	Public	Agricultural Engineering Agriculture
University of the Philippines – Mindanao	Davao City	Public	Information Technology
Region XII (SOCCSKSARGEN)			
Notre Dame of Dadiangas University	General Santos City	Private	Civil Engineering
Notre Dame of Marbel University	Koronadal City	Private	Electrical Engineering Information Technology
University of Southern Mindanao	Kabacan, Cotabato	Public	Agriculture
Region XIII (Caraga)			
Caraga State University	Butuan City	Public	Mathematics

Centers of Excellence

HEI	City	Sector	Area
National Capital Region			
Asia Pacific College	Makati City	Private	Information Technology
Ateneo de Manila University	Quezon City	Private	Business Administration Entrepreneurship Education Literature (English) Philosophy Information Technology Chemistry Mathematics Physics Psychology Sociology
Centro Escolar University	Manila	Private	Teacher education
De La Salle University	Manila	Private	Filipino Literature Information Technology Biology Chemistry Mathematics Physics Psychology Teacher Education Mechanical Engineering Industrial Engineering Electronics Engineering Civil Engineering
Philippine Normal University	Manila	Public	Teacher Education
Philippine Women's University	Manila	Private	Music
St Paul University	Manila	Private	Music
St Scholastica's college	Manila	Private	Music
University of Santo Tomas	Manila	Private	Music Philosophy Medicine Nursing Biology Chemistry Teacher Education
University of the East Ramon Magsaysay Mem. Med. Ctr.	Quezon City	Private	Nursing
University of the Philippines – Diliman	Quezon City	Public	Music English Filipino Foreign Language Literature (English) Literature (Filipino) Information Technology Broadcasting Communication Journalism Biology Chemistry Geology Marine Science Mathematics Molecular Biology Physics Statistics Anthropology Political Science Psychology Metallurgical Engineering Electrical Engineering
University of the Philippines – Manila	Manila	Public	Medicine

			Nursing
FEU East-Asia College	Manila	Private	Information Technology
Mapua Institute of Technology	Manila		Sanitary Engineering Mechanical Engineering Electronics Engineering Electrical Engineering Civil Engineering
Technological Institute of the Philippines	Manila	Private	Electronics Engineering Electrical Engineering
Technological Institute of the Philippines	Quezon City	Private	Electronics Engineering Electrical Engineering
Cordillera Administrative Region			
Saint Louis University	Baguio City	Private	Teacher Education Information Technology
University of Baguio	Baguio City	Private	Criminology
University of the Cordilleras	Baguio City	Private	Criminology Information Technology Teacher Education
Region I (Ilocos Region)			
Don Mariano Marcos Mem. State University	San Fernando City	Public	Teacher Education
Mariano Marcos State University	Ilocos Norte	Public	Teacher Education
St Louis College San Fernando	La Union	Private	Teacher Education
University of Luzon	Dagupan City	Private	Criminology Teacher Education
Region II (Cagayan Valley)			
Nueva Vizcaya State University	Bayombong	Public	Forestry
Isabela State University	Echague	Private	Teacher Education
St Paul University Philippines	Tuguegarao	Private	Nursing
Region III (Central Luzon)			
Angeles University Foundation	Angeles City	Private	Information Technology Teacher Education
Central Luzon State University – Muñoz	Nueva Ecija	Public	Agricultural Engineering Agriculture Fisheries Veterinary Medicine Biology Teacher Education
Region IVa (Calabarzon)			
De la Salle University – Dasmariñas	Caviite	Private	Teacher Education
Lyceum of the Philippines University	Batangas City	Private	Hotel and Restaurant Management
University of Batangas	Batangas City	Private	Teacher Education
University of the Philippines – Los Baños	Laguna	Public	Agricultural Engineering Agriculture Development Communication Forestry Veterinary Medicine Information Technology Biology Chemistry Mathematics
Batangas State University	Batangas City	Public	Electronics Engineering
Region IVb (Mimaropa)			
Palawan State University	Puerto Princesa City	Public	Teacher Education
Region V (Bicol Region)			
Ateneo de Naga University	Naga City	Private	Teacher Education
Bicol University	Legazpi City	Public	Teacher Education
Universidad de Santa Isabel	Naga City	Private	Teacher Education
Region VI (Western Visayas)			
West Visayas State University	Iloilo City	Public	Teacher Education
Region VII (Central Visayas)			
Cebu Institute of Technology University	Cebu City	Private	Information Technology
Cebu Normal University	Cebu City	Public	Nursing
Silliman University	Dumaguete City	Private	Nursing Teacher Education
University of San Carlos	Cebu City	Private	Chemistry

			Anthropology Teacher Education Mechanical Engineering
University of San Jose Recoletos	Cebu City	Private	Teacher Education Information Technology
University of the Philippines-Cebu	Cebu City	Public	Information Technology
Region VIII (Eastern Visayas)			
Leyte Normal University	Tacloban City	Public	Teacher Education
Visayas State University Baybay	Leyte	Public	Agriculture Agricultural Engineering
Region IX (Zamboanga Peninsula)			
Region X (Northern Mindanao)			
Capitol University	Cagayan de Oro City	Private	Teacher Education
Central Mindanao University	Musuan, Bukidnon	Public	Agriculture Forestry Veterinary Medicine
Mindanao State University-Iligan Institute of Technology	Iligan City	Public	Biology Chemistry Mathematics Teacher Education Mechanical Engineering Electronics Engineering
Region XI (Davao Region)			
University of Mindanao, Matina	Davao City	Private	Teacher Education
University of Southeastern Philippines	Davao City	Public	Teacher Education
University of the Immaculate Conception	Davao City	Private	Teacher Education
Region XII (SOCCSKSARGEN)			
Notre Dame of Marbel University	Koronadal City	Private	Teacher Education
University of Southern Mindanao	Kabacan, Cotabato	Public	Veterinary Medicine
Region XIII (Caraga)			
Father Saturnino Urios University	Butuan City	Private	Teacher Education

Annex 4 – Linking the JSF with the Country Strategy Themes

Thematic area	Joint Strategic Goal	Belgian Actors
HEALTH	(2) A strong and vibrant public health system addressing the health needs of the poor giving due attention to the social determinants of health	<i>Rode Kruis Vlaanderen, Geneeskunde voor de 3de Wereld</i>
SOCIAL DEVELOPMENT	<p>(5) Respect for human, children’s and women rights, and promotion of gender equality</p> <p>(4) Promote inclusive growth through strengthening of social enterprises, enhance access to effective government programs, and advocate and assert adequate transparency and accountability mechanisms on trade, fiscal and public spending policies</p> <p>(Decent Work) Creating jobs and sustainable livelihoods, guaranteeing labour rights and extending social protection</p>	<p><i>KIYO, Geneeskunde voor de 3de Wereld, Solidagro, Entraide et Fraternité, 11.11.11, Collectif Stratégies Alimentaires, Trias, DISOP, TRIAS</i></p> <p><i>World Solidarity, Alliance Nationale des Mutualités Chrétiennes</i></p>
FOOD SECURITY	(1) Agriculture becomes a driving force in providing a sustainable livelihood to rural poor and building rural economies while addressing the impact of climate change	<i>TRIAS, Solidagro, DISOP, Entraide et Fraternité, Enfants du Tière Monde, Collectif Stratégies Alimentaires</i>
ENVIRONMENT	(3) A sustainable management of natural resources , guided by the respect for HR, local needs, and of the needs of future generations.	<i>11.11.11 DISOP, Collectif Stratégies Alimentaires, Solidagro, CSA, Geneeskunde voor de 3de Wereld</i>
HIGHER EDUCATION, RESEARCH and INNOVATION POLICIES	(6) Ensure and improve access to knowledge, improve research and stimulate innovation in order to contribute to development	<i>VLIR-UOS, ARES, Enfants du Tière Monde</i>