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Peru

Country Reference Framework

(Updated version of March 2026)

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Country reference framework Peru

Background

In FYP1 the VLIRUOS country strategies presented the strategic niche for future VLIRUOS cooperation in a specific country, leading to strategy-based calls for proposals.

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 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 VLIRUOS projects in the country;
(ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
(iii) overview of Belgian 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 and through consultations with both Flemish and local project promotors, 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 VLIRUOS 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 VLIRUOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and international actors active in the country/region/sector.

1. VLIRUOS in Peru

1.1. Overview projects & scholarships (2003 – 2025)



Source: MINEDU, Peru. Apart from Universidad Cayetano Heredia (private status), located in Lima, all current partner universities are listed in the above overview.

Projects 2003-2025				Scholarship Type	Finished	Ongoing	Total
Type	**Budget (€)**	**Number**		**ICP**	102	17	119
Total	***11.753.235***	***40***		**ITP/KOI**	50		50
IUC	6.585.000	2		**REI**	1		1
TEAM	3.279.621	11		**SRS**	5		5
SI	1.083.182	18		**Total**	158	17	175
JOINT	493.693	4					
Crosscutting / ICT infra	311.739	5					

Peru continues to be an important partner country of VLIRUOS with a lot of potential. From 2003 to 2025 VLIRUOS spent about € 11,7 million in project cooperation with Peru, including a long-term Institutional University Cooperation (IUC) Programme with **Universidad Nacional Agraria La Molina (UNALM)**. Currently 8 projects are ongoing in Peru. More detailed information can be found on our VLIRUOS website vliruostats (statistics).

1.2. Ongoing projects and future calls (2022-...)

List of ongoing projects as of activity year 2025-2026						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Total budget**
IUC	2026	Empowering the Universidad Nacional de la Amazonía Peruana as a driver of change for sustained re-source management and inclusive development by promoting environmental sustainability and fostering the well-being of vulnerable Amazonian communities	Christopher Delgado Ratto (UA)	Viviana Vanessa Pinedo Cancino	Universidad Nacional de la Amazonía Peruana	140.000
TEAM	2022-2027	Strengthening national efforts to eliminate malaria in Peru (CeroMalariaPeru)	Christopher Delgado Ratto (UA)	Viviana Pinedo	Universidad Nacional de la Amazonía Peruana	299.999
TEAM	2022-2027	Laura project 2.0: Improving women's health in Peru with the support of higher education institutions, women and local authorities	Sarah Lebeer (UA)	Viviana Pinedo	Universidad Nacional de la Amazonía Peruana	299.991
TEAM	2024-2029	BIOMONITOR: Biosensor-mediated environmental monitoring of heavy metal pollution in Peruvian mining areas	Eveline Peeters (VUB)	Daniel Guerra	Universidad Peruana Cayetano Heredia	299998
TEAM	2024-2029	Application of precision dairy management practices to improve efficiency of small-holder dairy farms in Peru	Ben Aernouts (KUL)	Carlos Gómez	Universidad Nacional Agraria La Molina	299719
SI	2025-2027	Local and sustainable strategies for malaria elimination: Empowering indigenous health workers to enhance diagnosis and treatment in remote Peruvian Amazonian communities	Christopher Delgado Ratto (UA)	Stella Maris Chenet Carrasco	Universidad Nacional Toribio Rodríguez de Mendoza	69999
SI	2025-2027	Improving bioremediation strategies for environmental mining liabilities in the high Andes: shedding light on the role of metal sequestering bacterial consortia	Benjamin Horemans (KUL)	Raul Loayza-Muro	Universidad Peruana Cayetano Heredia	69982
SI	2025-2027	MicroAndes: Harnessing Microbes to Empower Andean Communities Micro-Producers of Fermented Foods	Jeroen Raes (KUL)	Emilio Yabar Villanueva	Universidad Nacional del Centro del Perú	69979

Abbreviations (type): TEAM=TEAM Projects. Abbreviations (Flemish institutions): KUL= KU Leuven; UA=University of Antwerp. VUB=Vrije Universiteit Brussel.

Competitive calls for new projects will be launched and announced on our website. Nationals of Peru are eligible to apply for scholarships for the International Master Programmes (ICP). Admission requirements, application procedures and selection procedures for ICP 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 Voluntary National Review 2024 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 2021). The updated Strategic Plan for National Development to 2050 (PEDN al 2050), constitutes Peru's principal long-term strategic planning instrument and articulates a national vision and establishes four overarching National Objectives designed to guide public policy formulation across all levels of government. Central to this framework is the explicit integration of climate change and environmental sustainability. Specifically, it is designed to enhance Peru's adaptive capacity and address systemic environmental challenges, including deforestation and waste management, thereby aligning national development with principles of climate resilience and environmental stewardship.

Key strategies and priorities are :

- Climate Change & Environment: Reaching carbon neutrality by 2050, with a target to not exceed 179 million tons of by 2035.
- Economic Modernization: Promoting an energy transition (e.g., electric vehicles) and sustainable resource use.
- Governance: Strengthening institutional capacity, reducing corruption, and implementing decentralization to improve service delivery at regional and local levels.

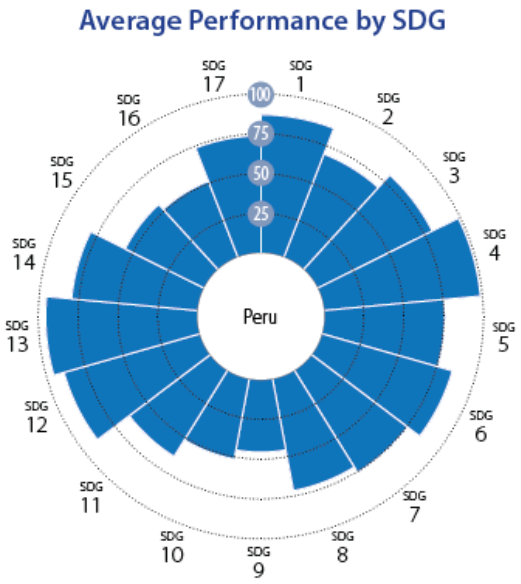
Through 4 strategic objectives:

- Human Capacities: Enhancing education and health to improve quality of life.
- Territorial Sustainability: Managing territory sustainably to reduce vulnerability, manage disaster risks, and adapt to climate change.
- Competitiveness and Productivity: Fostering economic growth through innovation, science, technology, and digitalization.
- Social Justice and Democracy: Guaranteeing a secure, equitable, and democratic society.

Taking into account the global aspect of the SDGs, the Sustainable Development Report of 2025[1] assesses where each country stands with regard to achieving the SDGs. Peru Country Profile dashboard ranks the country 65th out of 167 countries included in the report, showing that challenges remain.



[1] Sachs, J., Schmidt-Traub, G., Kroll, C., Lafortune, G., Fuller, G., Woelm, F. 2021. Sustainable Development Report 2021. Cambridge: Cambridge University Press.



As an umbrella organisation that works with calls for proposals, VLIRUOS 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 VLIRUOS can be found in a large variety of sectors. In line with its major intervention area, VLIRUOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIRUOS intervenes in different sectors as well. VLIRUOS 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 VLIRUOS in Peru covered mainly, apart from SDG 4 and 9, SDGs 2, 3, 6, 10, 15 and 17. Top sectors for VLIRUOS 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 promotors when new calls are launched.

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

2.2. Higher education landscape in Peru

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).

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 through several reorganisations like the accreditation of university programmes through a new policy on Quality Assurance of Higher Education, a stronger focus on research with an increasing number of publications and research professors.

In 2020 a new policy on Higher education and Technical-productivity PNESTP (full report in Spanish)/ PNESTP (summary in English) was approved, which looks at the broader scope of higher education and technical education in view of achieving the 2030 objectives of sustainable development. Six 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. Currently an update on the number of universities and higher education institutions can be found here: TUNI.PE . A list of 50 Public universities and 49 Private universities, and another 2 private postgraduate institutes are listed.

Moreover, through the Program for the improvement of the quality and relevance of university and technical higher education services (PMESUT), an increased number of HE students have access to institutions that offer adequate educational services, pertinent and of high quality. The specific objectives are: (i) to improve knowledge and information to guide policy decisions aimed at ensuring the quality and relevance of HE; (ii) strengthen the institutionality of the public Higher Education Institutions (HEIs) to provide relevant and quality educational services; and (iii) ensure adequate infrastructure and equipment for priority public HEIs.

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: Mainly to promote inter-university coordination based on autonomy, research, innovation, quality and internationalization principles).
- La Federación de Instituciones Privadas de Educación Superior - FIPES
- Asociación Nacional de Universidades Públicas del Perú - ANUPP

According to the Webometrics ranking and Top Universities in Peru – UNIRANKS® 2025, two Peruvian universities fall within the 2000 ranking worldwide: Universidad Nacional Mayor de San Marcos (1250th

place) and Pontificia Universidad Católica del Perú (1030th place). 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.

"Leave No One Behind" (LNOB) in Peru is a UN-supported initiative aimed at tackling deep-seated inequalities, particularly in rural areas, by focusing on marginalized groups like Indigenous peoples, women, and Afro-descendants. It prioritizes social inclusion, strengthening care systems, and addressing the 72.9% informal workforce to ensure equitable development by 2030.

Key details of the LNOB framework in Peru include:

Key Vulnerable Groups: The initiative focuses on, but is not limited to, women, children, adolescents, the elderly, Indigenous populations, Afro-descendant populations, people with disabilities, LGTBIQ+ individuals, and human rights defenders.

Targeted Areas: Efforts are heavily focused on rural areas, where social and economic inequalities are most pronounced.

Key Challenges: High levels of informality (72.9% of the workforce) act as a significant barrier to accessing social protections and labor rights.

Implementation Strategy: Peru works to identify those furthest behind, to address root causes of inequality, and to ensure the active participation of these groups in development planning.

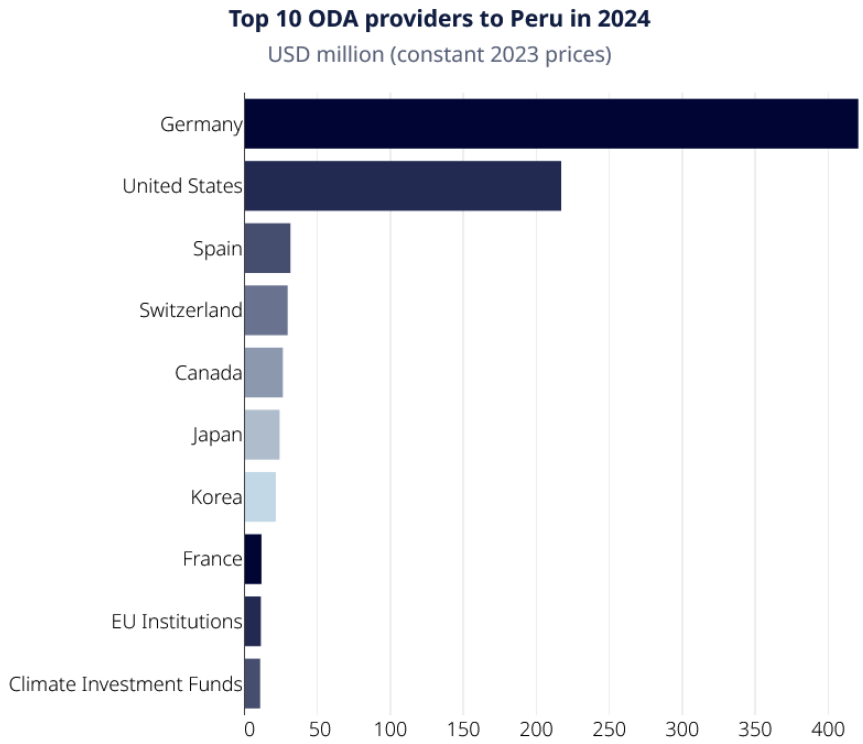
Goals: By 2026, the framework aims to implement a comprehensive care system and ensure sustainable development that reaches the most marginalized communities first.

Efforts are also being made in the extractive sector to ensure that development does not cause further environmental or social harm, by focusing on local job creation and safer working conditions.

2.4. Multistakeholderpartnership - Stakeholder analysis

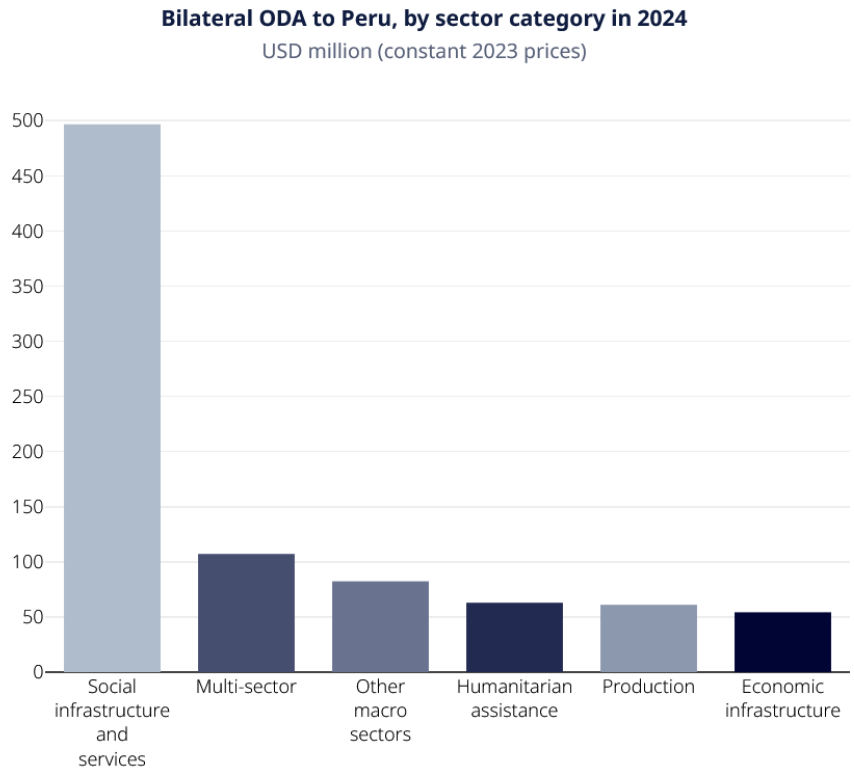
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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.

Looking at the international partners of Peru**,** Germany represents the main donor of gross official development aid (ODA) in Peru. With the withdrawal of USAID funds since the Trump administration took over in 2025, this situation is expected to change in the following years.

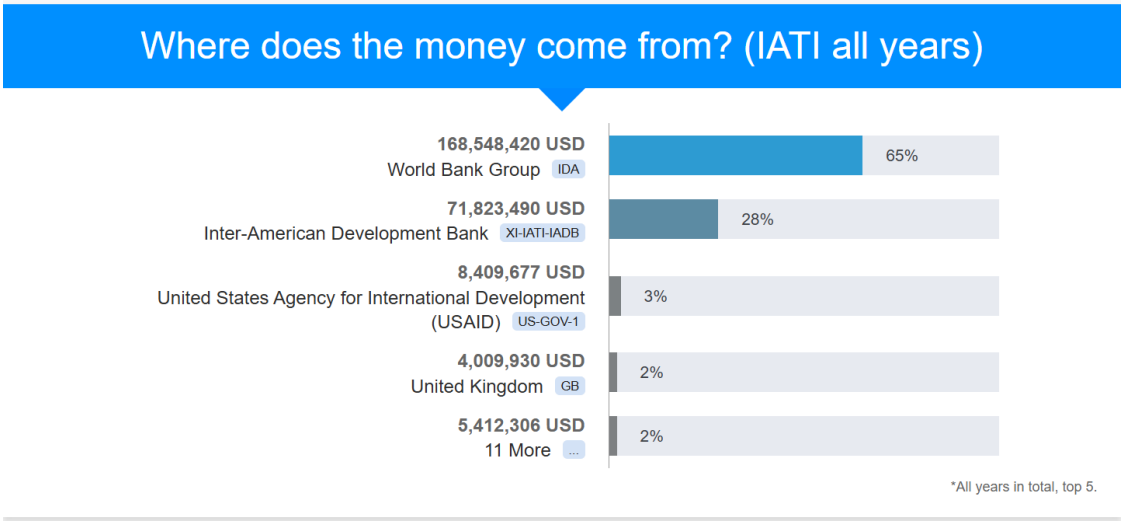


Sources: OECD (2025) , Aid (ODA) disbursements to countries and regions [DAC2a]

The sector receiving the biggest funding is Social infrastructure and services.



Based on data from the International Aid Transparency Initiative (IATI), the World Bank Group is the main donor in the higher education sector in Peru. However, it needs to be said that VLIRUOS is not listed exclusively under the HE sector code, but under the thematic codes the projects focus on.



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

VLIRUOS 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 VLIRUOS envisages to support through *its interventions*.

Actor	Role and interest/influence
Higher Education Institutions in Peru	HEIs in Peru are important boundary partners in the realization of VLIRUOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the VLIRUOS selection commissions and follows-up on the VLIRUOS 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.
Students, professionals, and alumni	**Students** can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative

	didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIRUOS-projects in Peru will be important stakeholders in connecting VLIRUOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIRUOS, 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.
Belgian Actors of the Non-governmental Cooperation	VLIRUOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility… these actors play a critical role.
Belgian bilateral cooperation (BIO & Enabel)	VLIRUOS 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.
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission…)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.

Public sector: Local or central government and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.
State owned/Private sector	To ensure that the resource-led sustainable industrialization process is both sustainable and beneficial, the government will work closely with the **private sector**. This includes developing both the private sector and human capital to build an educated, skillful, and productive labor force to drive industrialization.
Civil society, social movements and local communities	Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of *projects* thereby making a potential contribution to the entire range of SDGs.

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

3.1. VLIRUOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIRUOS, 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[2] 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 cooperation (Enabel) in Peru

Peru is no longer a partner country of the Belgian Development Agency Enabel.

[2] 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

Together with ARES and ITM, VLIRUOS forms a thematic joint strategic framework on higher education and science for sustainable development (JSF HES4SD): hes4sd.be

More info specifically about ARES in Peru can be found on Moove ARES There is 1 institutional cooperation under ARES-funds with Universidad Nacional San Abad de Cusco.

Collaboration with the geographic JSF of Peru will be facilitated by systematically sharing information on projects and grants, by allowing Belgian ANGC to submit their needs in applied research or training, and by encouraging multi-stakeholder partnerships through competitive calls for proposals (VLIRUOS/ARES) and through partnerships for ITM.

	Belgian HE&SI	Partner HE&SI	Topic/ thematic focus	Contact person
ITM	ITM	Instituto de Medicina Tropical Alexander von Humboldt (IMTAvH) - Universidad Peruana Cayetano Heredia (UPCH)	Institutional Capacity Strengthening (2022-2026)	Wouter Boesman

3.3.2. Peru Joint Strategic Framework

	Description of the strategic goal	ANGCs (active members)
SG1	Human rights, democracy and public institutions (Democracia, institucionalidad pública y derechos humanos) ➢ Fortalecer la democracia, la institucionalidad pública y la protección integral de los derechos humanos —civiles, políticos, económicos, sociales, culturales, ambientales y territoriales— mediante el impulso a la participación ciudadana, la vigilancia social y la defensa de actores históricamente marginados, contribuyendo a la gobernabilidad democrática en un contexto de crisis política, fragmentación social y debilitamiento institucional.	11.11.11, Autre Terre, BOS+, BD, CATAPA, Eclosio, Entraide&Fraternité, FOS, Humundi, JFW, Louvain Cooperation
SG2	Environment, climate change, land and natural resources management (Medioambiente, cambio climático, gestión territorial y recursos naturales) ➢ Promover la protección ambiental y una relación sociedad–naturaleza más equilibrada mediante el fortalecimiento de capacidades, iniciativas y	11.11.11, Autre Terre, BOS+, BD, CATAPA, Eclosio, Entraide&Fraternité, Humundi, JFW, Louvain Cooperation, Rikolto, TRIAS, Iles de Paix

	acciones colectivas que impulsen la resiliencia socioecológica y la adaptación al cambio climático; la defensa de ecosistemas y biodiversidad; y la gestión participativa, inclusiva y sostenible de los territorios, para enfrentar los impactos del cambio climático, la expansión de economías ilegales y la degradación ambiental especialmente en un escenario de creciente presión extractiva y vulnerabilidad climática.	
SG3	Sustainable food systems, economic transition and economic justice and social and solidarity economy (Sistemas alimentarios sostenibles, transición AE y Justicia económica y economía social y solidaria) ➢ Impulsar sistemas alimentarios sostenibles, la transición agroecológica y modelos económicos solidarios mediante el fortalecimiento de la agricultura familiar, los saberes locales, las cooperativas y las redes comunitarias para mejorar la seguridad y soberanía alimentaria, diversificar oportunidades y promover relaciones económicas justas, en un contexto de creciente inseguridad alimentaria y predominio del modelo agroexportador.	11.11.11, Autre Terre, BOS+, BD, CATAPA, Eclosio, Entraide&Fraternité, Humundi, JFW, Louvain Cooperation, Rikolto, TRIAS, Iles de Paix
SG4	Gender equality, youth and inclusion (Igualdad de género, juventud e inclusión) ➢ Promover la igualdad de género, la autonomía de mujeres y diversidades, y las oportunidades para las juventudes mediante el apoyo a organizaciones, liderazgos y acciones de prevención de violencias y fortalecimiento de capacidades para reducir brechas, ampliar participación y garantizar derechos en un contexto de brechas persistentes que limitan su plena participación y oportunidades.	11.11.11, Autre Terre, BOS+, BD, CATAPA, Eclosio, Entraide&Fraternité, Humundi, JFW, Louvain Cooperation, Rikolto, TRIAS, Iles de Paix, FOS

3.3.3 Other Thematic Joint Strategic Frameworks

Besides collaboration with the thematic JSF on Higher Education and Science, there will also be collaboration with the thematic JSF of Decent Work through different ANGCs in Peru that work on 'Decent work' related topics, like FOS (Solidaridad Socialista) and WSM.

The Decent Work JSF (DW JSF) contributes to the four strategic targets, which correspond to the four pillars of the ILO's Decent Work Agenda. It is important to emphasize that these four pillars are inseparable, interdependent, and mutually reinforcing. In a complementary and synergistic manner, the DW JSF's ANGCs will contribute to all the targets, which in turn contribute to social and climate justice and the UN's 2030 Agenda. The four strategic targets are 1/creation of decent jobs, 2/guarantee rights at work, 3/extend social protection, 4/strengthen social dialogue and other forms of institutionalized dialogue for all.