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sharing minds, changing lives

Philippines

Country Reference Framework

(Updated version of March 2026)

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Country reference framework Philippines

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 Philippines

1.1. Overview projects & scholarships (1999 – 2025)



Legend

- Saint Louis University
- Benguet State University
- University of the Philippines
- Ateneo de Manila University
- University of Southern Mindanao
- Silliman University
- International Rice Research Institute
- Southeast Asian Fisheries Development Center
- Davao Oriental State College of Science and Technology
- Alternate Forum for Research in Mindanao
- Isabela State University
- Central Biccol State Univeristy of Agriculture
- Mindanao State University

Projects 1999-2025				Scholarship Type	Finished	Ongoing	Total
Type	**Budget (€)**	**Number**		**ICP**	342	41	383
Total	***9.966.339***	***30***		**ICPPHD**	8		8
IUC	6.614.192	1		**ITP/KOI**	104		104
TEAM	1.661.621	6		**SRS**	16		16
SI	960.338	16		**Total**	470	41	511
Crosscutting/RIP	432.776	5					
ITP	297.411	2					

The Philippines is a **long-standing partner country** where VLIRUOS cooperation was at a lower level during a number of years and since 2017 cooperation was re-opened aiming at motivating researchers to submit project proposals and strengthening the partnership ties. From 1999 to 2025 VLIRUOS spent nearly € 10 million in project cooperation with the Philippines, including a long-term Institutional University Cooperation (IUC) programme with **Benguet State** and **Saint Louis university**. Currently TEAM/SI and ITP projects are the core of the activities in the Philippines. Including the scholars, investment in the Philippines goes up to € 20 million.

More detailed information can be found on our VLIRUOS website vliruostats (statistics).

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

List of projects FYP 2022-2027						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Total budget (FYP 2) (€)**
TEAM	2022-2027	Overcoming soil phosphorus deficiency by novel and cost-efficient phosphate recycling from waste streams in the Philippines	E. Smolders (KUL)	Nicola Louise Timbas	University of the Philippines Los Baños	279.320,80
TEAM	2022-2027	Rights2LIFE: Towards a Responsive Criminal Justice System in the Philippines	C.Vandeviver (UG)	Ariel Nimo Pumecha	University of the Cordilleras	280.000,00
TEAM	2024-2029	RISE (Reading Initiatives with Stakeholders Engagement): Breaking the Walls of Learning Poverty	W. Van Petegem	Shelanee Theresa Ruales	Mindanao State University - Iligan Institute of Technology	299.944,5
TEAM	2024-2029	SEABREEZE: South East Asia Biostatistics Research and Education Empowerment for Zonal Excellence	O. Thas (UH)	Ramya Rachmawati , Daisy Lou Polestico , Norberto Milla , Yudhie Andriyana	Universitas Bengkulu , Mindanao State University - Iligan institute of Technology , Visayas State University , Universitas Padjadjaran	296.758
SI	2022-2024	Interventions for Sustainable Development of Aquafeeds (ISDA) in Southern Leyte, the Eastern Visayas, Philippines	P. Bossier (UG)	Gladys Ludevese-Pascual	Southern Leyte State University	70.000,00
SI	2023-2025	From Trash to Treasure: Paving pathways for food upcycling to curb post-harvest losses in the vegetable supply chain of the	H. De Steur (UG)	Richel Lamadrid	Saint Louis University	69.314,30

SI	2023-2025	Promoting health equality: Interprofessional Telerehabilitation for Persons With Disabilities in the Philippines	K. Schraeyen (TM)	Anne Marie Aseron	University of Santo Tomas	69.999,60
SI	2025-2027	Preserving Tradition: A holistIc SustainabiLity Assessment of seafood products in the Philippines (ISLA)	Jo Dewulf (UG)	April Shane Johannes Magpusao	UP Los Baños (UPLB)	69.850
SI	2025-2027	Safety First: Drone-Powered Analysis for Safer School Zones and Active Stakeholder Engagement	W. Ectors (UH)	Sany Mae Gaspay	University of the Philippines	70.000
SI	2025-2027	REEFDREAM: Coral REEF Diversity REsearch And Monitoring in the Philippines	T. Neyens (UH)	Norberto Jr. Milla	Visayas State University	69.990,80
SI	2025-2027	Studying the Molecular Composition of Endemic Heirloom and Unconventional Foods in the Philippines	W. Bittremieux (UA)	Jacus Nacis	Food and Nutrition	69.960
SI	2025-2027	Integrating Extreme Hydrologic Events Analysis and Nature-Based Solutions for Climate-Resilient FloodManagement in the	J. Nossent (VUB)	Maurice Duka	University of the Philippines	69.999,94
ITP	2023-2025	Co-CiPhil: Co-creating environmental citizen sci9enc3e capacity in the Philipines	T. Neyesn (UH)			tbc
ITP	2023-2026	Training in Artistic Research. Training cycle in artistic research to upgrade the quality of arts education at the School of Fine Arts and Design in the Philippine Women's University and to innovate and strengthen the local arts and design field.	A. Laenen (KDG)	Felina Young	Philippine Women's University	148.088,60

Abbreviations (type): SI=Short Initiatives; TEAM projects; ITP=International Training Programs. Abbreviations (Flemish institutions): KUL= Katholieke Universiteit Leuven; UG=Ghent University; UH=University of Hasselt, TM= Thomas More Hogeschool, KdG= Karel De Grote Hogeschool.

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

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

2. Philippines and the 2030 Agenda for Sustainable Development

2.1. Philippines and the Sustainable Development Goals

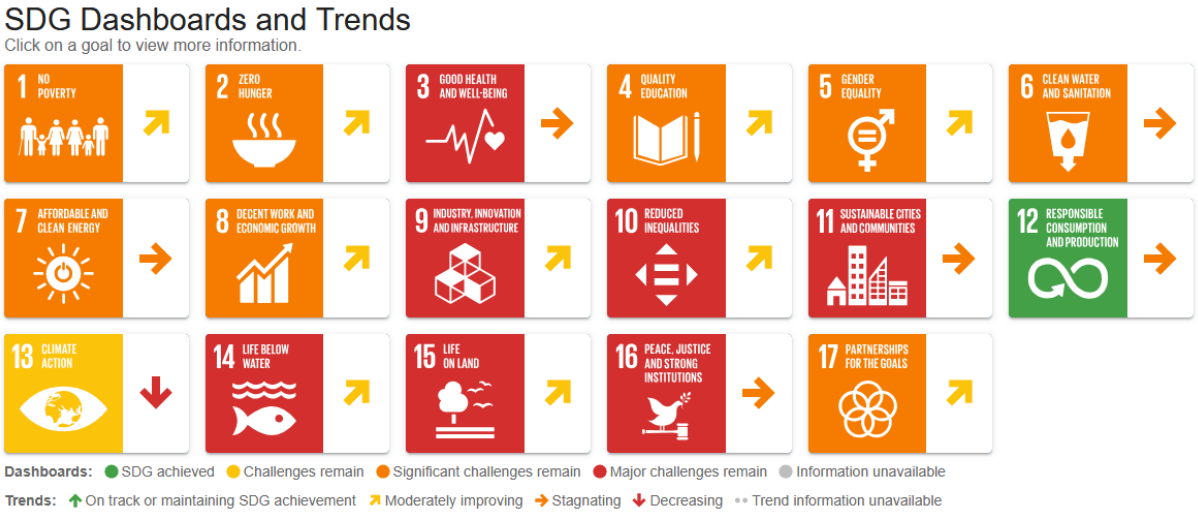
According to the 3rd Voluntary National Review 2025 (VNR 2025) – in follow-up of VNR 2019 and 2022 - the Philippines has made notable progress in the 2030 Agenda and its SDGs, both in terms of accomplishments against the targets and in terms of increasing data collection for the indicators. The significant strides made in SDGs 1, 2, 4, 6, 7, 8, 9, 12, 14, and 15 reflects the Philippines' ability to respond to complex development challenges and reflect its steadfast resolve to leave no one behind. However, challenges remain requiring a more in-depth look at regressing goals, in particular for SDG 3. The deceleration indicates a strong and urgent need to address issues in health service delivery. Meanwhile, progress in some targets, particularly for SDG 5, needs to be accelerated. This is due to insufficient gains in areas concerning the elimination of child marriages, and increasing women's participation in leadership roles. Moreover, the persistent dangers posed by climate change, and vulnerabilities arising out of economic inequalities cannot be overlooked. Aligned with the long-term vision Ambisyon Natin 2040 of a matatag, maginhawa, at panatag na buhay (strongly rooted, comfortable, and secure life) for all Filipinos, and guided by the Philippine Development Plan, the government and all sectors will take strategic and innovative actions that will transform the Philippines into a resilient, prosperous, and sustainable country where no one is left behind. The Key Strategies of this long term vision are:

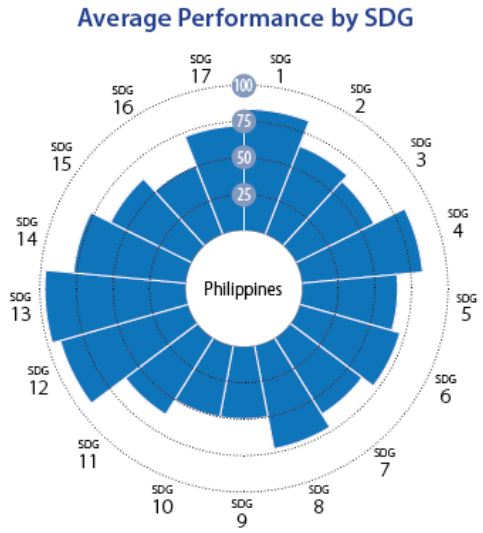
- Green Economy: Investing in renewable energy and sustainable resource management.
- Regional Development: Promoting balanced development across different regions.
- Institutional Strengthening: Ensuring efficient government, anti-corruption measures, and swift, fair justice administration.

The Philippine Development Plan 2023-2028 (PDP) is the country's main blueprint for socioeconomic transformation, aiming to reinvigorate job creation, accelerate poverty reduction, and steer the economy toward a high-growth path. It focuses on fostering an inclusive, resilient society through infrastructure development, digitalization, and human capital improvement. The PDP 2023-2028 aligns with the long-term vision (Ambisyon Natin 2040) of a prosperous, predominantly middle-class society where no one is poor, people live long and healthy lives, and live in a high-trust society. Key aspects of the PDP 2023-2028:

- Economic Transformation: The plan aims to bring the economy back to a high-growth trajectory, targeting single-digit poverty levels by 2028.
- Sectoral Focus: It prioritizes transforming production sectors to generate quality jobs, enhancing agricultural productivity, and promoting technological innovation.
- Social Development: Key strategies include improving education, upgrading health systems (including Universal Health Care), and strengthening social protection.
- Infrastructure & Digitalization: The plan emphasizes "Build-Better-More," focusing on physical and digital connectivity, logistics, and water infrastructure.
- Sustainability & Governance: It incorporates Environmental, Social, and Governance (ESG) principles, aiming for climate-resilient infrastructure and a clean energy transition.

Taking into account the global aspect of the SDGs, the sustainable development report assesses where each country stands with regard to achieving the SDGs. The Philippines country profile shows that challenges remain, the Philippines rank 87th out of 167 countries included in the report.





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 Philippines covered mainly, apart from SDG 4 and 9, SDGs 1, 2, 8, 15 and 16. Top sectors for VLIRUOS in this country for the past decade are sustainable agriculture and food security as well as environment and management of natural resources.

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

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 Philippines

All higher education matters are governed by the Commission on Higher Education (CHED). Its vision is to organize an education system that is equitable and producing locally responsive, innovative, and globally competitive graduates and lifelong learners. Its promotes equitable access and ensures quality and relevance of higher education institutions and their programs.

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

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

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

Quality Assurance (QA) in Philippine higher education is a dynamic, outcomes-based system overseen by the Commission on Higher Education (CHED), designed to align local institutions with international standards. It combines internal QA, external accreditation and institutional assessments to foster a culture of quality, particularly focusing on student learning outcomes and industry relevance.

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

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.

To build the resilience and adaptive capacity of the population, the government aims to provide a universal and integrated SP (Social Protection) system, which can manage various present and future risks and shocks confronting Filipinos and re-engineered to link and enhance existing SP systems. Part of the rationalized SP system are specific strategies that will protect vulnerable groups from covariate and idiosyncratic risks. Additional detailed plans responding to economic risks, natural, health, climate- and human-induced hazards, and governance and political risks are also laid out. According to the Philippine Development Plan 2023-2028 (PDP), the government envisions a universal, modern and integrated social protection system with 1/ rationalized programs for the social protection, 2/ adequate financing for social protection programs in emergencies, 3/ implementation of a social protection communication plan, 4/ the establishment of social registries, 5/ the creation of synergies among stakeholders in designing programs, 6/ the promotion of social insurance products for a wide coverage of all Filipinos, 7/ strengthened services for digital payments of cash transfers, 8/ the enhancement of social protection statistics and 9/ the integration of nutritional needs of vulnerable groups.

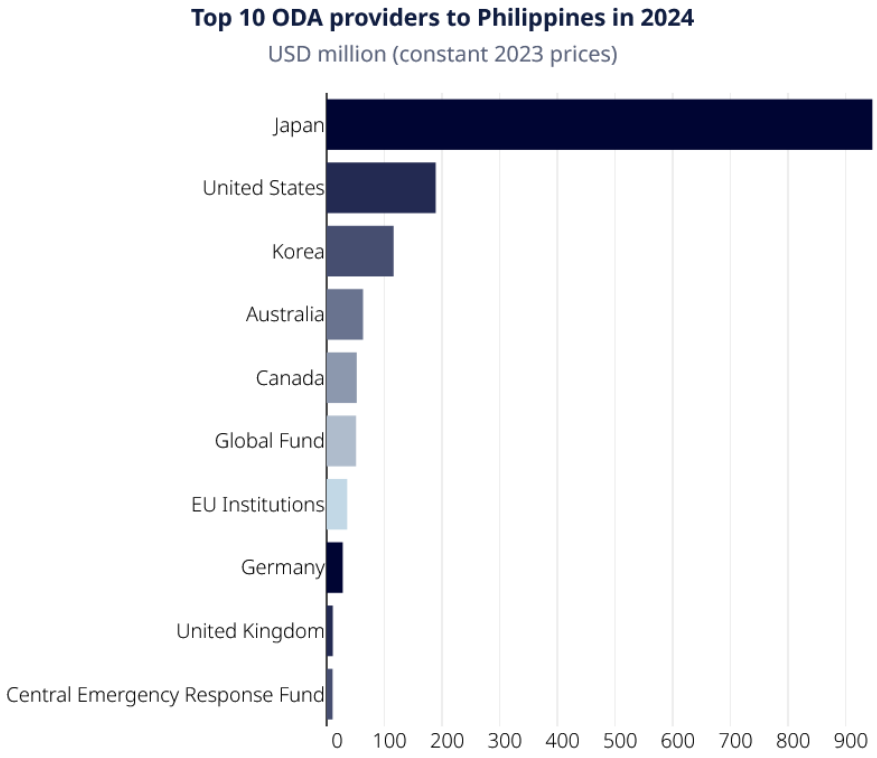
According to the VNR 2025, the country has made significant progress in advancing most SDGs within the social sector. In 2022, SDGs 1 (No Poverty), 3 (Good Health and Well-being), and 4 (Quality Education) required further acceleration. Meanwhile, SDGs 2 (Zero Hunger) and 5 (Gender Equality) needed a reversal of trends. In 2024, almost all social sector-related SDGs either maintained or graduated to the "needs acceleration" status. However, the performance of SDG 3 declined to "regressing" status.

While the Philippines has demonstrated progress in certain areas of SDG 5 regarding gender, significant challenges persist. Gender equality is not only a fundamental human right but also a crucial foundation for a peaceful, prosperous, and sustainable world. Achieving full gender equality requires continued commitment, collaboration, and accelerated action. One of the key achievements under SDG 5 is the Implementation of the Anti-Violence Against Women and their Children Act of 2004. In 2024, the Philippines witnessed a significant stride in its efforts to combat violence against women and children (VAWC) through the widespread establishment of multiple initiatives. One of them concerned early marriage. This requires a multipronged approach, including improved coverage, targeting, and gender integration within social protection programs and other human capital development programs. Emphasis on protection and prevention, and the inclusion of comprehensive sexuality education in youth and family development sessions in the basic education curriculum, are necessary to promote social behavior change and address adolescent vulnerabilities. Strengthening social protection with a focus on gender and expanded coverage is vital to protect girls.

2.4. Multistakeholderpartnership - Stakeholder analysis

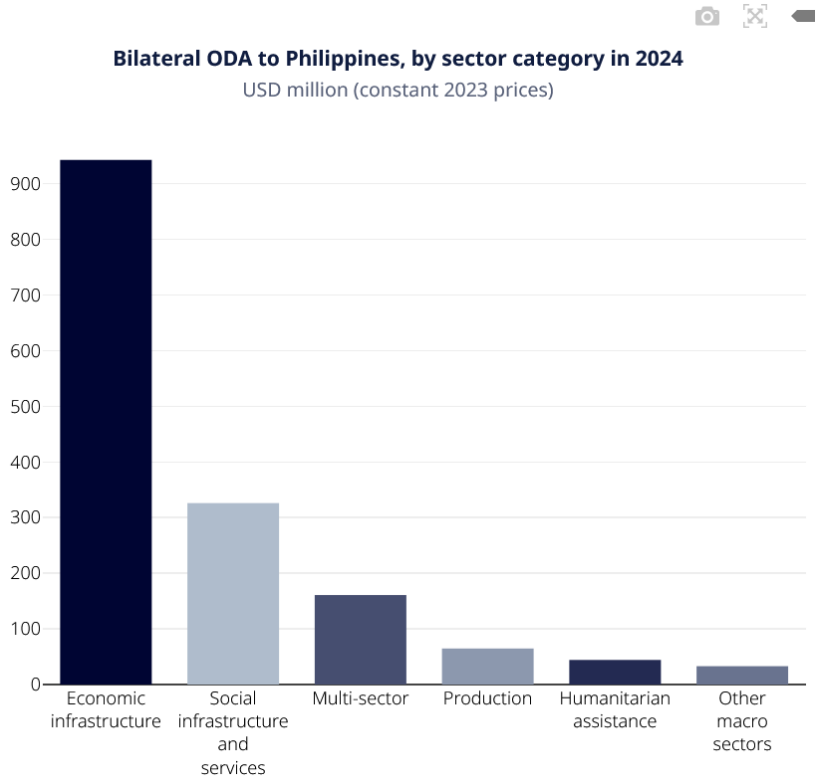
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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 the Philippines, Japan is the main donor of gross official development aid (ODA) in the Philippines. With the withdrawal of USAID funds since the Trump administration took over in 2025, this situation is expected to change in the following years.

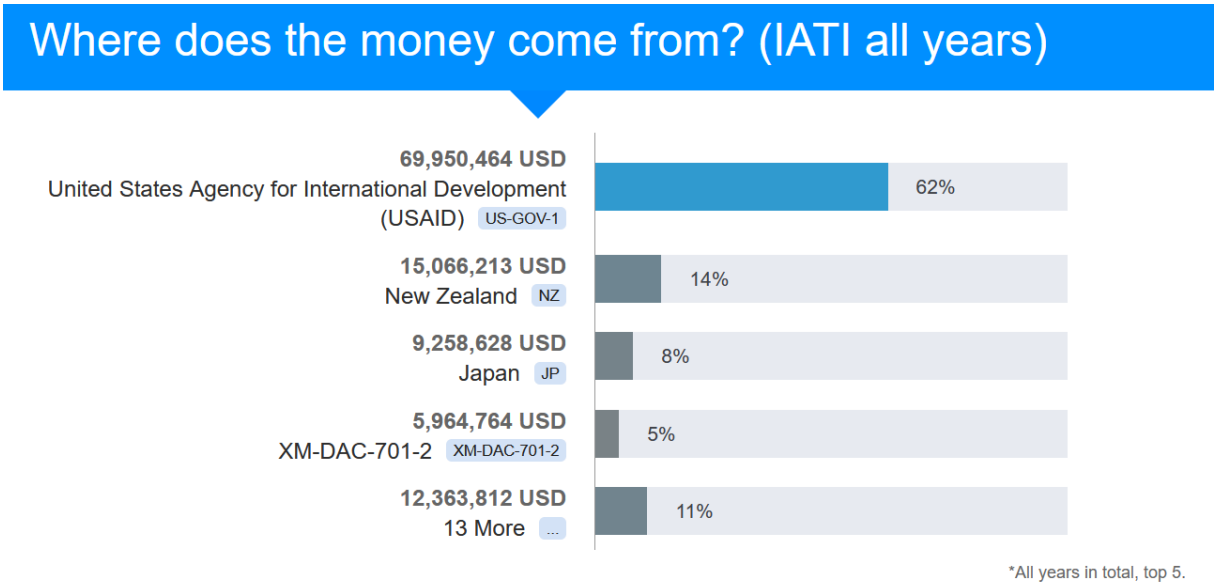


Sources: OECD (2025) , Aid (ODA) disbursements to countries and regions [DAC2a]

The sector receiving the biggest funding is economic infrastructure.



Based on data from the International Aid Transparency Initiative (IATI), USAID (which does not exist anymore at the time of writing the present document), was the main donor in the higher education sector.



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 the Philippines	HEIs in the Philippines 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 Embassy in Manilla can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative

	didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIRUOS-projects in the Philippines 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. VLIRUOS and ARES are present in the Philippines, but ITM is not.
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)	The Philippines is not a partner country of Belgian bilateral cooperation. However, in case opportunities of Belgian foreign affairs or via BIO should appear, synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform) will be looked into.
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission…)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks.

Public sector: Local or central government and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.
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 labour 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 Philippines

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 Philippines will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

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

3.2. Bilateral cooperation (Enabel) in Philippines

The Philippines are not included as one of the partner countries of the direct bilateral cooperation of Belgium through 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 Philippines

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

However, ITM has no project activities in the Philippines.

More info specifically about ARES in the Philippines can be found on Moove ARES

Collaboration with the geographic JSF of the Philippines 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).

3.3.2. Philippines Joint Strategic Framework

	Description of the strategic goal	ANGCs (active members)
SG1	SOCIO-ECONOMIC JUSTICE • ANGCs contribute to a comprehensive agenda of socio-economic justice towards promoting equality and equity in society	11.11.11., Collectif Stratégies Alimentaires, Entraide et Fraternité, Enfance Tiers Monde, Solidagro, Trias, Viva Salud
SG2	ECOLOGICAL JUSTICE • ANGCs contribute to a comprehensive agenda of ecological justice, which aims to improve inclusive environmental management, strengthen climate justice action, and protect biodiversity	11.11.11., Collectif Stratégies Alimentaires, Entraide et Fraternité, Enfance Tiers Monde, Solidagro, Trias, Viva Salud
SG3	ACCESS TO RIGHTS • ANGCs are working for the realization of social justice and access to rights by a more unified and a strengthened civil society's ability to influence change on the local, national, and international level, through a rights-based agenda	11.11.11., Collectif Stratégies Alimentaires, Entraide et Fraternité, Enfance Tiers Monde, Solidagro, Trias, Viva Salud

3.3.3. Other Thematic Joint Strategic Frameworks

Besides collaboration with the thematic JSF on Higher Education and Science, there is also collaboration with the thematic JSF of Decent Work through ANGCs in the Philippines that work on 'Decent work' related topics. The ANGCs active in this field are WSM and ACV-CSC International.

The Decent Work Joint Strategic Framework (JSF DW) contributes to the four strategic targets, which correspond to the four pillars of the ILO's Decent Work Agenda: creating sustainable jobs and livelihoods, guaranteeing rights at work, extending social protection, and strengthening social dialogue. It is important to emphasize that these four pillars are inseparable, interdependent, and mutually reinforcing. In a complementary and synergistic manner, the JSF DW will contribute to all the targets, which in turn contribute to social and climate justice and the UN's 2030 Agenda.