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South Africa

Country Reference Framework

(Updated version of February 2026)

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Country reference framework South Africa

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:

1. overview of VLIRUOS projects in the country;
2. context analysis focused on the Agenda 2030 framework and the higher education sector;
3. overview of Belgian actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

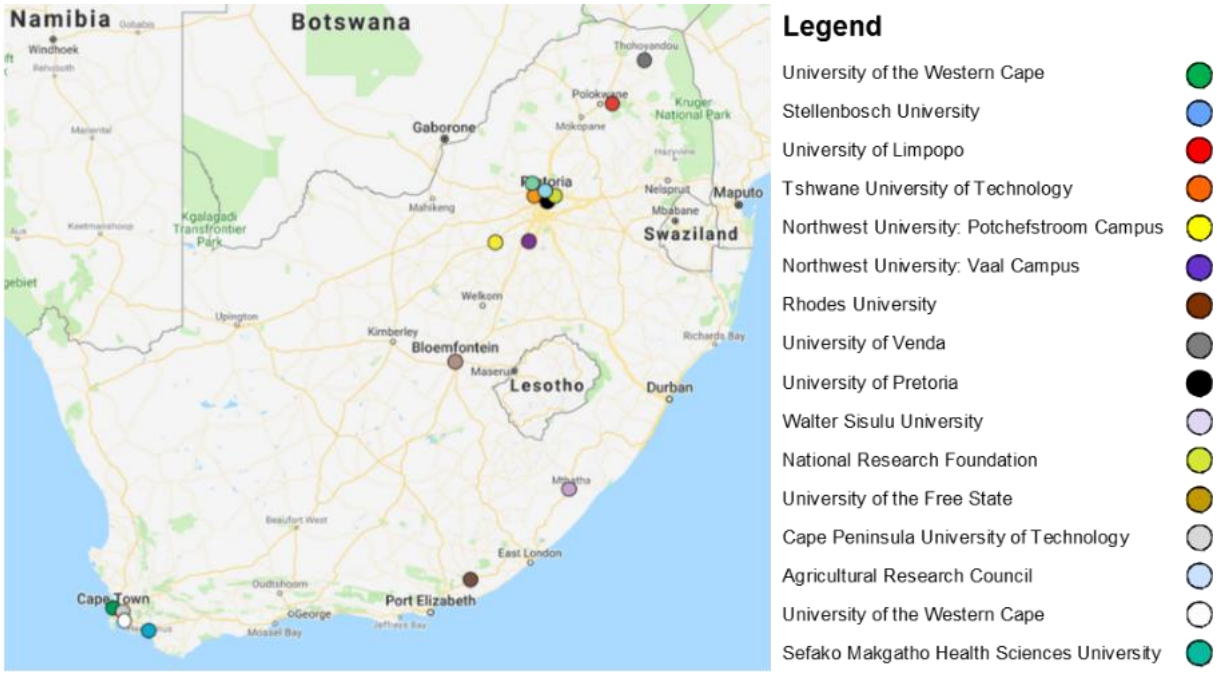
The frameworks have been elaborated based on information available at the time of drafting this actor programme and through consultations with both Flemish and local project promotors and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

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 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 South Africa

1.1. Overview projects & scholarships (1998 – 2025)



Projects 1998-2025		
Type	**Budget (€)**	**Number**
Total	***25.297.297***	***83***
IUC	13.339.986	3
TEAM	9.100.490	32
SI	1.865.783	31
JOINT	269.760	2
Crosscutting (INCO, RIP, CTG)	422.192	13
ITP	299.085	2

Scholarship Type	Finished	Ongoing	Total
ICP	43	3	46
ITP/KOI	36		36
SRS	6		6
Total	85	3	88

South Africa is a very important partner country to VLIRUOS. Cooperation of Flemish and South African higher education goes back to the mid-1990s. From 1998 to 2025, VLIRUOS spent nearly € 25 million in project cooperation with South Africa, including 2 long-term Institutional University Cooperation (IUC) programmes with the **University of Western Cape (UWC)** and the **University of Limpopo (UL)**. The 18 ongoing TEAM/SI/ITP projects are at the center of the South-Africa portfolio next to a new IUC project starting with Nelson Mandela University in Port Elisabeth / Eastern Cape.

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

1.2. Project overview FYP 2 (2022-...)

List of projects FYP 2022-2027						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Totalbudget (FYP 2) (€)**
IUC	2025-2026	Phase-in of the Institutional University Cooperation with Nelson Mandela University	Steven Van Wolputte	Rose Boswell	Nelson Mandela University	140000
TEAM	2024-2029	Enhancing African leafy vegetables nematode management and capacity building in research-based education to improve the livelihood of smallholder farming communities in South Africa	Wim Bert (UG)	Zakheleni Dube , Gerhard Du Preez	University of Mpumalanga , North-West University	300000
TEAM	2024-2029	Bridging gaps in Hepatitis B prevention and management for newborns and pregnant women in South Africa	Lander Willem (UA)	Cari Van Schalkwyk , Kerrigan McCarthy	Stellenbosch University , Department of Health	299994,68
TEAM	2024-2029	Towards a functional cure of HIV infection with subtype C strains prevalent in South Africa	Zeger Debyser (KUL)	Paradise Madlala	University of KwaZulu-Natal	280000
TEAM	2024-2029	Resilient Urban Food Environments: Integrated design scenarios for regenerative urbanism strategies in South Africa	Jeroen Stevens (KUL)	Julian May	University of the Western Cape	299942,5
TEAM	2024-2029	Using compassionate communities to improve palliative care initiatives in low-income urban settings in Cape Town, South Africa	Peter Decat (UG)	Peter Delobelle	University of Cape Town	299352,05
TEAM	2024-2029	Stimulating primary caregiver-early adolescent communication about sex and sexuality in urban Western Cape using community-engaged research	Kristien Michielsen (KUL)	Lucia Knight , Viola Nyakato	University of Cape Town , Mbarara University of Science and Technology	298600,12

TEAM	2022-2027	Development of tools for sustainable water quality management in subtropical catchments subjected to multiple stressors.	Luc Brendonck (KUL)	Victor Wepener	North-West University	299.709,30
TEAM	2022-2027	FaMHe: A research and capacity development partnership to build a household support system for people living with a severe mental disorder in South Africa.	Edwin Wouters (UA)	Inge Petersen	University of KwaZulu-Natal	299.509,50
TEAM	2022-2027	Fostering the development of planetary health research and education in Africa towards climate-resilient primary health care	Ilse Ruyssen (UG)	Bob Mash	Stellenbosch University	279.794,19
TEAM	2019-2023	Remote Sensing for Urban and Rural Development & Resilience (ReSiDeR)	Ben Somers (KUL)	Mark New	University of Cape Town	73.960,00
SI	2022-2024	Upcycling with Waste Reclaimers. Improving Urban Recycling Practices through Industrial Design and the Creative Arts	Kris Van 't Hof (AP)	Gordon Froud	University of Johannesburg	54.395,00
SI	2022-2024	Collaborative drawing technology: a step towards “digitization for development” in urban communities through the creative arts	Janna Beck (AP)	Michelle Stewart	University of KwaZulu-Natal	65.197,00
SI	2022-2024	Implementation and validation of liquid biopsies as a diagnostic tool for early breast cancer detection in South African black women	Joris Vermeesch (KUL)	Iman van den Bout	University of Pretoria	69.741,10
SI	2022-2024	Strengthening Primary Health Care by a South-South-North Collaboration	Anna Galle (UG)	Bob Mash	Stellenbosch University	69.774,10
SI	2023-2025	DISA: Digital Inclusion in South Africa: From Digital Difficulties to Inclusive Digital Transition	Ilse Mariën (VUB) / Koen Ponnet (UG)	Leona Craffert	University of the Western Cape	69.962,20
SI	2023-2025	The Men & Health consortium: a research and capacity building partnership employing crowdsourcing to develop an intervention to link men to HIV testing and treatment services in South Africa.	Edwin Wouters (UA)	Lucia Knight	University of Cape Town	69.965,89

SI	2025-2027	Improving teachers' cognition of academic language learning in STEM education (STEM-CALP)	Jan Ardies (AP)	Piet Ankiewicz	University of Johannesburg	69998
SI	2025-2027	Improving industrial policy intervention in South Africa	Karolien De Bruyne (KUL)	Corne Schutte	Stellenbosch University	69806
SI	2025-2027	Improving Student Entrepreneurship Support at South African Universities in order to Mitigate Youth Unemployment	Mirjam Knockaert (UG)	Shelley Farrington	Nelson Mandela Metropolitan University	69698
SI	2025-2027	WaRe-SimPLE: Conv of waste treatment to resource recovery facilities in Limpopo through open source simulation-based engg tools	Bart Van der Bruggen (KUL)	Masego Montwedi	University of Limpopo	66367
SI	2025-2027	Strengthening beginning teachers' professional identity	Ruben Vanderlinde (UG)	Marguerite Muller	University of the Free State	65495
SI	2025-2027	Solar food drying combined with a thermal energy storage (TES) system to increase drying capacity	Maarten Vanierschot (KUL)	Ashmore Mawire	Northwest University	69613
SI	2025-2027	Economic Empowerment through Cultural Inclusion in Stellenbosch (EECI)	Bert Willems (PxL)	Elmarie Costandius	Stellenbosch University	69932
ITP	2024-2027	Designing Futures: A Program on Cultural Leadership	Schramme Annick (UA)	Avril Joffe	Wits University	149094
ITP	2023-2026	Training Teams to Decipher Developmental Disorders in Africa	Koenraad Devriendt (KUL)	Amanda Krause	Witwatersrand University	149.990.50

Abbreviations (type): SI=Short Initiatives; TEAM=TEAM Projects, ITP: International Training Programmes

Abbreviations (Flemish institutions): AP=AP Hogeschool KUL= Katholieke Universiteit Leuven; UG=Ghent University; UA=University of Antwerp. VUB: Vrije Universiteit Brussel, PxL: PxL college

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

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

2. South Africa and the 2030 Agenda for Sustainable Development

2.1. South Africa and the Sustainable Development Goals

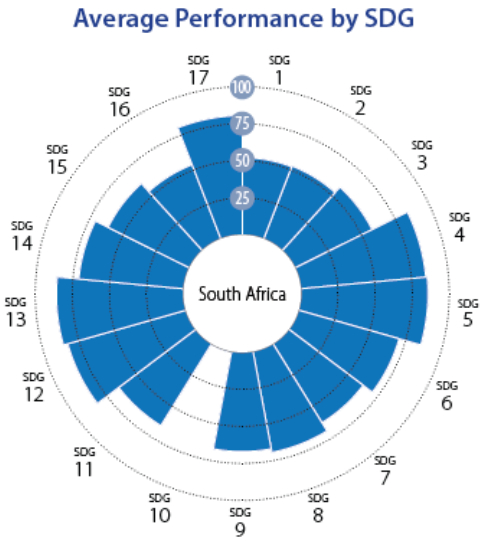
There is substantial convergence between South Africa's National Development plan and the SDGs as documented in the national development plan implementation prioroties for 2024-2029 (NDP) and the voluntary national review 2024 & VNR . South Africa's second Voluntary National Review (VNR) reflects and reaffirms the country's commitment to advancing the 2030 Agenda for Sustainable Development.

The 2025 VNR highlights South Africa's continued progress in improving the lives of its citizens, especially the most vulnerable: • Comprehensive social protection coverage, including public employment, dent the high poverty levels; • Universal health coverage for all South Africans is aimed at guaranteeing quality healthcare regardless of economic status; • South Africa has witnessed a steady decline in maternal mortality, child mortality, new HIV infections, and other communicable diseases; • There has been a notable increase in access to quality early childhood development and in school completion, universal school enrolment attained, and an expansion in the provision of student financial aid for higher education; • A strong legislative framework promotes gender equality, social inclusion, and equity; • A large majority of South Africans have access to water and sanitation; • Ambitious commitments supported by substantial financing are driving the just energy transition in South Africa; • Institutions aimed at identifying and prosecuting corruption have been strengthened significantly.

Despite areas of progress, challenges remain: • High unemployment rates and high inequalities persist, including income inequality as measured by the Gini coefficient; • The skills mismatch between education and industry needs requires focused attention from all stakeholders; • South Africans experience regular power outages and rising electricity costs, negatively impacting quality of life and economic productivity; • Infrastructure inefficiencies, including at the local government level, hinder increased production and the export of goods and services, thus negatively impacting growth; South Africans' material footprint remains high, and there is a slow uptake of sustainable practices; • The level of violent crime, in particular violence against women and children, remains very high; • Parallel public and private health systems exist, but resource allocation is skewed in favour of the private sector, resulting in huge health inequities in access to health; • There is suboptimal use of evidence to inform policy development and implementation in all spheres of government.

Taking into account the global aspect of the SDGs, the sustainable development report assesses where each country stands regarding achieving the SDGs. The South Africa Country Profile shows that the majority of goals is facing significant challenges, South Africa ranks 111th 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 South Africa covered mainly, apart from SDG 4 and 9, SDGs 3, 16, 4 and 13. Top sectors for VLIRUOS in this country for the past decade are health, environment, and food security.

More background information and context analysis on South-Africa can be found in the **geographic Joint Strategic Framework** for South-Africa, 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 South Africa

South Africa's formal education system has three levels: General Education and Training, which lasts nine years and is compulsory for all children between the ages of 6 and 15; further Education and Training, which lasts three years and includes vocational education; and Higher Education, which is equivalent to tertiary education. The South African public general education and training (GET) and further education and training (FET) systems are part of a wider schooling system based on private and public state funded education. Most schools are funded by the state and private schools are funded mostly by fees but receive state subsidies.

Within its NDP national implementation priorities 2024-2029 NPC, the National Planning Commission, set out a development into transforming South Africa in the coming decades. Education in general and higher education in particular was highlighted as the main driver of change. It reckoned that the South African higher education system functions relatively well but that it faces major challenges such as low participation rates, high attrition rates and insufficient capacity for the level of skills production that is required.

The Universities South Africa (USAF) is an umbrella body representative of the 26 public universities in South Africa. USAf endorses a comprehensive and equitable national higher education system that is responsive to the challenges facing South Africa. Through lobbying and advocacy, USAf promotes and facilitates an optimal environment conducive for universities to function effectively and efficiently. It promotes cohesive but diverse public universities in service of society, recognising the need for strong and effective universities. USAf offers a vital platform where all 26 public universities and other higher education institutions, whether public, private, local or global can converge and engage on common issues and to collaborate for the common good. Through this role, South Africa's universities can be strengthened and demonstrate their value.

The Minister of Higher Education and Training is responsible for the department of Higher education & training (DHET). According to DHET annual report 2024-2025, there are 26 public and 137 private higher education institutions, 50 public vocational education and training, and 144 private colleges. The report states that despite successes (like curriculum reform, inclusivity, skills needs of the economy, innovation and skills development,...) several challenges remain, including infrastructure that struggles to keep pace with increasing demand for access. The shortage of student housing is particularly pressing and requires urgent resolution. The current student funding model faces pressure, with many academically deserving students unable to access funding due to falling above the threshold. Furthermore, there is a need to retrain and reorient lecturers in Community Education and TVET colleges to align with the demands of the revised curriculum. Students also require more workplace opportunities to gain practical experience and complete their Diplomas.

South African higher education institutions are relatively qualitative with some 4 institutions in the top 500 of the webometrics global ranking, and another 10 in the top 2000.

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 aim 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 reach the furthest behind.

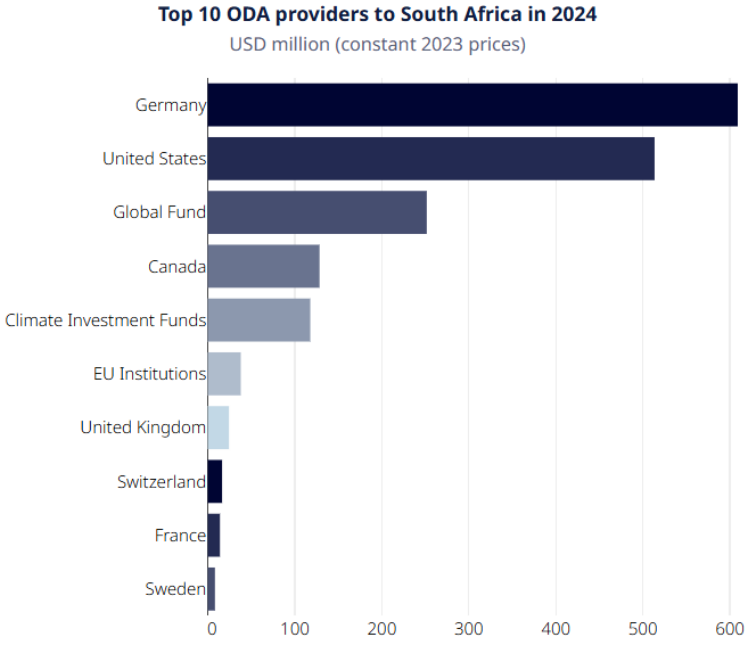
As documented in the national implementation priorities 2024-2029 NPC, social grants reached 29 million South Africans, particularly, women, children, the poor and the elderly by the end of 2023. The beneficiary grant moved from 16.1 million in 2021 to 18.6 million in 2023. Though South Africa's social protection system is comprehensive in terms of coverage and reach, several challenges still remain. Inequality is extremely high, poverty reduction is

particularly slow among some groups, informal settlements suffer from lack of basic services, and richer South Africans have much greater access to quality education than do the poor. In short, the public sector has only partially compensated for the legacy of inequities and inequalities from apartheid and market pressures that may exacerbate poverty. However, improvements to this situation are planned through the strengthening of financial support for targeted groups, a wider coverage as part of a comprehensive approach to social assistance, the strengthening of developmental social services infrastructure and trough the strengthening of social wage delivery.

2.4. Multistakeholderpartnership - Stakeholder analysis

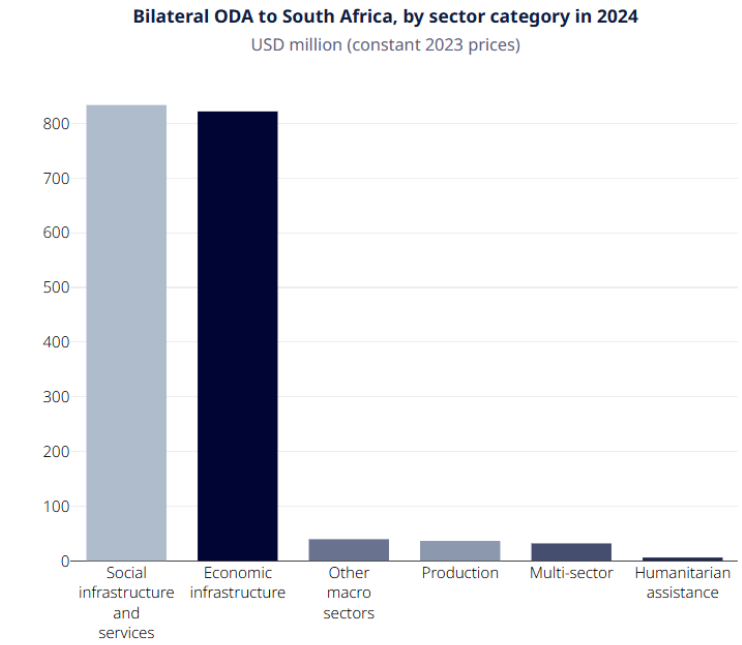
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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 South Africa, Germany and the United States are the main donors for gross Official Development Aid (ODA) in South Africa. With the withdrawal of USAID funds since the Trump administration took over in 2025, this situation is expected to change in the following years.



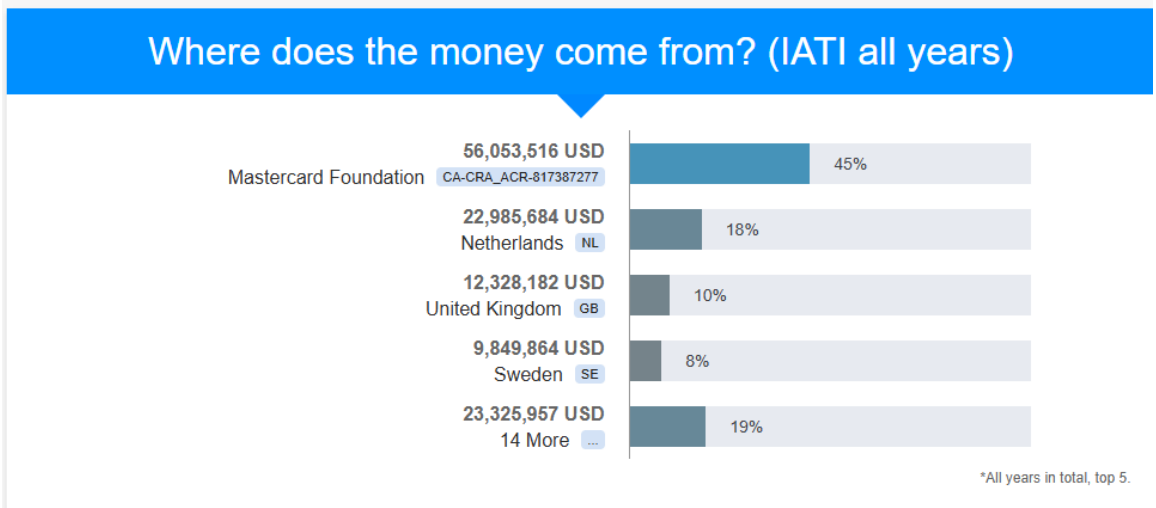
Sources: OECD (2025) , Aid (ODA) disbursements to countries and regions [DAC2a]

Social infrastructure and services, together with economic infrastructure, receive the largest share of funding, as illustrated in the graph below.



Source : Official development assistance at a glance | OECD

Based on data from the International Aid Transparency Initiative (IATI), Mastercard Foundation is the main donor in the higher education sector. The VLIRUOS funding is not categorised under HE in this graph but spread over the sectors of project activity.



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. The following section outlines the roles of the main actors involved in the change process, as well as the desired transformations that VLIRUOS aims to support through its interventions.

Actor	Role and desired change
Higher Education Institutions in South Africa	HEIs in South Africa are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the 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 South Africa 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 South Africa 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 South Africa 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 South Africa however bilateral cooperation and Enabel activities are already out phased 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, skilfull 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.

	Amnesty International states that high levels of gender-based violence continued; perpetrators enjoyed impunity, and the Public Protector found that the criminal justice system failed victims. The murder rate remained high and the police's ability to adequately investigate these crimes declined. The police failed to provide protection for human rights defenders under threat. There were nationwide water shortages. The cabinet adopted a white paper that threatened to erode refugee rights.

3. Synergy and Complementarity with other (Belgian) cooperation actors in South Africa

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[3] 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 South Africa 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:

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

3.2. Bilateral cooperation (Enabel) in South Africa

Since June 2019, bilateral cooperation with South Africa was discontinued.

3.3. Belgian actors of the non-governmental cooperation in South Africa

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

ARES does not have project activities in South-Africa.

Collaboration with the geographic JSF of South-Africa 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) or partnerships with ITM.

3.3.2. South Africa Joint Strategic Framework

During FYP 2 there was no geographical strategic framework for Belgian ANGC in South Africa. As of FYP3 a new geographical JSF is being prepared in which VLIRUOS will also take a role. The main strategic goals are the following:

Strategic goals	Description	Active members
SG1	**Education, research and innovation:** Strengthen education systems and higher-education institutions as drivers of human capital development, equity and innovation for sustainable and inclusive societies.	*Africa Museum, VLIRUOS, VVOB, ITM*
SG 2	**Decent Work for Social Justice:** Strengthen democratic institutions and civil society actors, sustainably improving the quality of life of vulnerable social groups, leaving no one behind (Agenda 2030) via the implementation of the four pillars of the ILO Decent Work Agenda	*FOS and BIS-MSI*

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 the ANGCs in South-Africa that work on 'Decent work' related topics. The ANGCs active in this field are FOS and BIS-MSI.

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.