



Country Sheet Philippines

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Foreword

The Country Sheet Philippines is a compilation of information from related documents with factual country information, economic, social and development priorities, as well as information on higher education and university cooperation for development in the Philippines. The information included is extracted from policy documents, websites and strategy papers from UNDP, World Bank, EU, USAID and other organisations. Also, the various Flemish universities and university colleges did provide data regarding their specific types of cooperation with Philippine higher education institutes in October 2016.

This compiled document was realised by the VLIR-UOS secretariat and is by no means to be considered as a policy document. Its sole purpose is to propose a working document with background and context for Country Strategy Identification of VLIR-UOS cooperation in and with the Philippines.

As this concerns a working document, frequent updates will occur. The date of compilation of the current version is mentioned in the footer of the document.

Statistics

INDICATOR		VALUE	YEAR	Source
1	Human Development Index	0,668 (115/188)	2014	UNDP
2	Government expenditure on Education (as % of GDP)	2,65%	2009	UNESCO
VLIR-UOS INVESTMENTS				
3	Total VLIR-UOS projects	€ 4.542.447	2003-2016	VLIR-UOS
	Total Scholarships	€ 6.678.737	2003-2015	VLIR-UOS
	# Institutional University Cooperation	2	2003-2016	VLIR-UOS
	# TEAM (Own Initiatives)	1	2003-2016	VLIR-UOS
	# South initiatives	2	2003-2016	VLIR-UOS
	# Crosscutting and other projects	7	2003-2016	VLIR-UOS
	# Scholars (ICP/ITP/KOI/ICP-PhD)	286	2003-2015	VLIR-UOS
	# Travel Grants + VLADOC	93	2003-2015	VLIR-UOS
EDUCATION AND DEVELOPMENT AID				
4	# Higher learning institutions		2012	
5	Gross enrolment ratio (%) in tertiary education	35,75	2014	UNESCO
6	Net ODA (USD million)	675,7	2014	OECD
7	DGD expenditure: bilateral	€ 0	2014	DGD
8	DGD expenditure: non-governmental	5,03 million €	2014	DGD
HUMAN DEVELOPMENT				
9	Life expectancy at birth (years)	68,3	2014	World Bank
10	Mortality rate, under -5 (per 1,000 live births)	28,0	2015	World Bank
11	Adult literacy rate (both sexes) (% 15 years and older)	96,62	2015	UNESCO
DEMOGRAPHIC AND ECONOMIC INDICATORS				
12	Population	100.699.395	2015	World Bank
13	Labor force participation rate, total (% of total population ages 15+, national estimate)	64,4	2014	World Bank
14	GDP per capita (PPP current international US\$)	7.358,8	2015	World Bank
15	Improved water source (% of population with access)	91,8	2015	World Bank
16	Internet users (per 100 people)	40,7	2014	World Bank
17	GINI index (World Bank estimate)	43,0	2010	World Bank

Country map



1. Country profile

1.1 Geographical presentation¹

The Philippines is an Asian archipelago situated in the western Pacific Ocean with a total land area of approximately 300,000 square kilometres. With 7,641 islands, the largest of which are Luzon, Visayas and Mindanao, it is the world's second largest archipelago. Bounded by the South China Sea on the west, the Philippine Sea on the east and the Celebes Sea on the southwest, the Philippines shares maritime border with Taiwan to the north, and Malaysia and Indonesia to the south.

Most of the mountainous islands are covered in tropical rainforest and volcanic in origin. The highest mountain is Mount Apo. It measures up to 2,954 meters above sea level and is located on the island of Mindanao. The Galathea Depth in the Philippine Trench is the deepest point in the country and the third deepest in the world. The trench is located in the Philippine Sea. The Philippines experiences frequent seismic and volcanic activity, as it has many active volcanoes such as the Mayon Volcano, Mount Pinatubo (eruption in June 1991), and Taal Volcano. Around 20 earthquakes are registered daily, though most are too weak to be felt. Due to the volcanic nature of the islands, mineral deposits are abundant. The country is estimated to have the second-largest gold deposits after South Africa and one of the largest copper deposits in the world.

The Philippines has a tropical maritime climate that is usually hot and humid. Sitting astride the typhoon belt, most of the islands experience annual torrential rains and thunderstorms. The Philippines' rainforests and its extensive coastlines make it home to a diverse range of birds, plants, animals, and sea creatures. It is one of the ten most biologically megadiverse countries. However deforestation, often the result of illegal logging, is an acute problem in the Philippines.

To devolve the delivery of government services, the country is divided into 17 regions. Within these regions, there are 81 provinces each headed by a governor, 136 chartered cities and 1,495 municipalities each headed by a mayor, and 42,008 'barangays' or villages headed by a 'barangay chairman'.

1.2 Historical background

The first millennium saw the rise of the port principalities and their growth into maritime states. Some of the societies scattered in the islands of what would later become the Philippines remained isolated but many evolved into states that developed substantial trade and contacts with the peoples of eastern, southern and south-eastern Asia. The 1300s saw the arrival and eventual spread of Islam in the Philippine archipelago. The islands were sparsely populated due to consistent natural disasters and inter-kingdom conflicts between royals and nobles in the region. Therefore, Spanish colonization was made easy and the small states of the archipelago quickly became incorporated into the Spanish Empire during the 16th century and were Hispanicized and Christianized.

In 1543, a Spanish explorer named the archipelago 'Las Islas Filipinas' in honour of Philip II of Spain. The Philippines became part of the Spanish Empire for more than 300 years. During this time, Manila became the western hub of the trans-Pacific trade. Spanish rule of the Philippines was constantly threatened by indigenous rebellions and invasions from the Dutch, Chinese, Japanese and British. In 1896, a revolution flared up in the eight provinces of Central Luzon, resulting in the creation of the First Philippine Republic in 1899. The Spanish-American War (started one year before) resulted in the Philippine-American war, which made an end to the First Philippine Republic in 1902 because of a victory for the United States. Aside from the period of Japanese

¹ This and following sub-chapters are based on Wikipedia Philippines, World bank website, CIA factsheet, UNESCO data, etc.

occupation in 1942, the United States retained sovereignty over the islands until after World War II, when the Philippines was recognized in 1946 as an independent nation. Since then, the Philippines has often had a tumultuous experience with democracy, which included the overthrow of a dictatorship of Ferdinand Marcos by a non-violent revolution. Corazon Aquino was recognized as president and introduced a constitution that limited presidents to a single 6 year term. Among the five presidents since Marcos, only four of them completed their full, single six-year terms. Davao City mayor Rodrigo Duterte won the 2016 presidential election and focused his domestic policy on combating illegal drug trade by initiating the Philippine Drug War. Following criticism from United Nations human rights experts that extrajudicial killings had increased since the election, he threatened to withdraw the Philippines from the UN and form a new organization with China and African nations. His administration has also vowed to pursue an "independent foreign policy" that would reject any meddling by foreign governments. Duterte's constant cursing and aggressive communication is a hot topic in the international press. As a result, local officials are worried that the Philippines would lose foreign aid from the United States and European Union. Duterte's popularity is high in the Philippines, but it remains to see if the support by the Philippine people for his policy will be continuous.

1.3 Socio-economic analysis

The Philippines is currently one of the most dynamic economies in the East Asia region, with sound economic fundamentals and a globally recognized competitive workforce. Growth has been robust in the past five years, registering an average 6.2 percent from 2010-2015, significantly higher than average 4.5 percent annual growth in 2000-2009. The Philippine economy grew at an annual rate of 6.9 percent in the first half of 2016, up from 5.5 percent during the same period in 2015, exceeding growth of China, Malaysia, Thailand and Vietnam. On the production side, the services and industry sectors remained the main engines of growth, while agriculture further weakened due to the lingering effects of the climate phenomenon El Niño (which causes temporary warming of the ocean). On the demand side, growth was driven by robust private consumption and capital formation. This was further supported by more than 10 percent expansion in public spending in the first half of 2016. An important factor for these numbers are the remittances from 12 million overseas Filipino workers and migrants. Net exports, caused a drag on growth due to weak external demand. The new administration has reassured businesses and investors by continuing existing macroeconomic policies while reforming the tax collection system. Although it has improved, the low tax-to-GDP ratio remains a constraint to supporting increasingly higher spending levels and sustaining strong growth over the longer term.

The Human Development Index value for the Philippines is 0.668 for 2014, which puts the country in the medium human development category (see Figure 1 from UNDP). Growth in real household income, partly due to social protection programs, is gradually improving the welfare of the poor. Recent estimates suggest that extreme poverty in the Philippines, measured by the international poverty line of 1.9 dollars a day (2011 purchasing power parity), decreased from 10.6 percent in 2012 to 8.4 percent in 2015. Household income in real terms reported continuous growth. Consumer spending is on the rise, despite the stagnant wages and high underemployment rate (18-19% of the employed) and unemployment rate (around 6.5%). Growing remittances are a key factor for this rise in consumer spending. Natural calamities including the highest number of typhoons ever witnessed during the period of 2013-2015 have muted some of welfare gains (cfr Typhoon Haiyan).

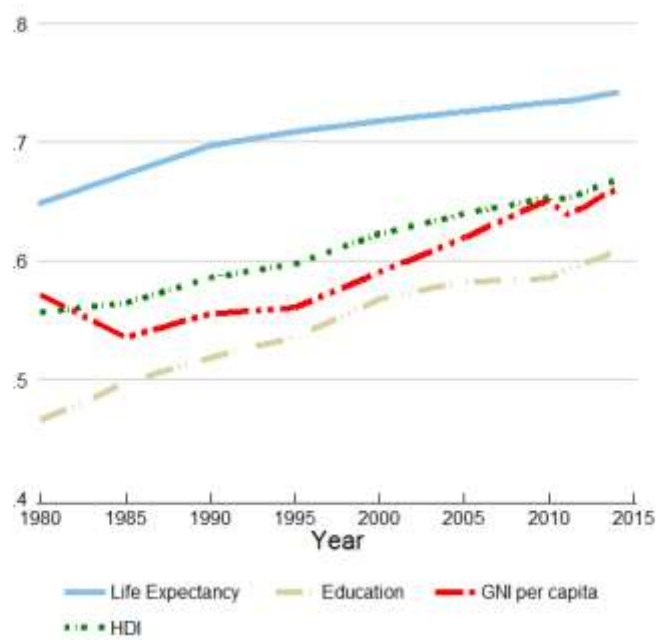


Figure 1: Trends in the Philippines HDI component indices 1980-2014

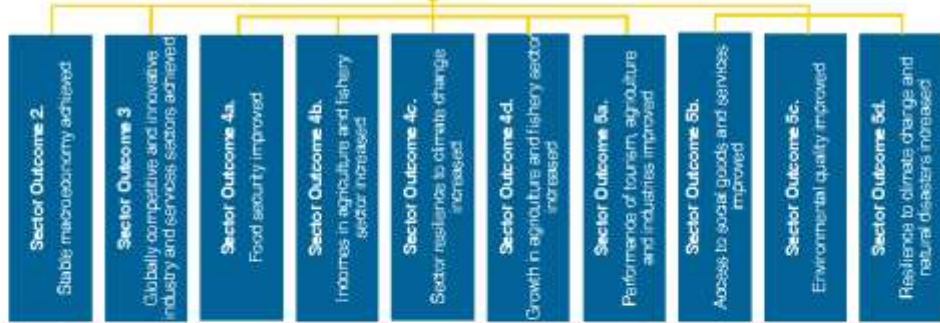
Challenges to achieving more inclusive growth remain. At least 40% of the employed work in the informal sector. Poverty afflicts about a quarter of the population. More than 60% of the poor reside in rural areas, a challenge to raising rural farm and non-farm incomes. Wealth and growth is much concentrated in the hands of a few families. According to the 2015 statistics from Forbes magazine, the collective wealth of the country's richest grew by about 13% in 2014, standing at \$74.2 billion – up from \$65.8 billion in 2013.

The Philippine political scene remains dominated by rich and well-connected elites. Elections are expensive, discouraging candidates who may have good programs and vision but lack resources and networks to run against traditional politicians. Traditional political parties are centred around a few political personalities and generally sorely lack real societal analysis, political vision, platforms and electoral programs. Except for a few municipalities, the local governments are run by political dynasties whose hold in power remains despite electoral term limits as they try to go around that rule by letting their next of kin run. Electoral violence continues in some parts of the country where paramilitary and private armies exist alongside state police and military. Next to this, Manila has waged a decades-long struggle against ethnic Moro insurgencies in the southern Philippines, which has led to a peace accord with the Moro National Liberation Front and ongoing peace talks with the Moro Islamic Liberation Front. The decades-long Maoist-inspired New People's Army insurgency also operates through much of the country, for which there are also ongoing peace talks.

1.4 National development agenda

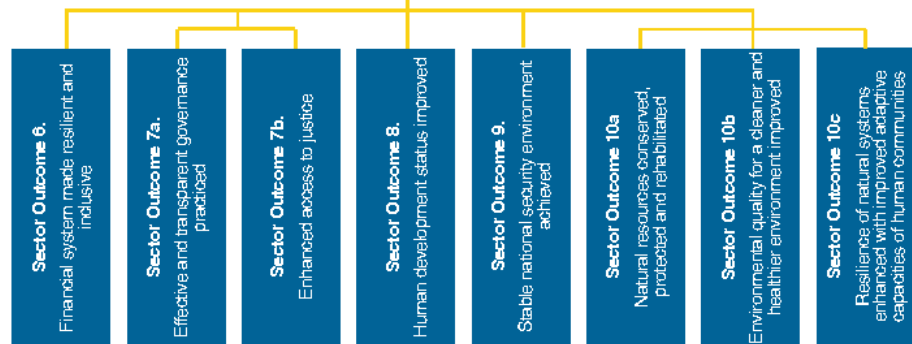
The [Philippine Development Plan 2011-2016 Results Matrices](#) (PDP) for inclusive growth and poverty reduction presents sector outcomes for the Governments five major guide posts:

Inclusive growth and poverty reduction



GOVERNMENT'S FIVE MAJOR GUIDE POSTS*	Anti-Corruption/ Transparent, Accountable and Participatory Governance									
	Poverty Reduction and Empowerment of the Poor and Vulnerable									
	Rapid, Inclusive and Sustained Economic Growth									
	Just and Lasting Peace and the Rule of Law									
	Integrity of the Environment and Climate Change Mitigation and Adaptation									

Inclusive growth and poverty reduction



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	Just and Lasting Peace and the Rule of Law									
	Integrity of the Environment and Climate Change Mitigation and Adaptation									

The PDP adopts a framework of inclusive growth, which generates mass employment, and reduces poverty. Good governance and anticorruption are the overarching theme of each intervention. Together with physical investment, investment in the country's human resources is key to sustained and broad-based growth.

In June 2016, the Duterte Administration presented its 10-point socioeconomic agenda:

1. Continue and maintain current **macroeconomic policies**, including fiscal, monetary, and trade policies.
2. Institute **progressive tax reform** and more effective tax collection, indexing taxes to inflation.
3. Increase **competitiveness** and the ease of doing **business**.
4. Accelerate annual **infrastructure spending** to account for 5% of GDP, with Public-Private Partnerships playing a key role.
5. Promote **rural and value chain development** toward increasing agricultural and rural enterprise productivity and rural tourism.
6. Ensure **security of land tenure** to encourage investments, and address bottlenecks in land management and titling agencies.
7. Invest in **human capital development**, including health and education systems, and match skills and training.
8. Promote **science, technology, and the creative arts** to enhance innovation and creative capacity towards self-sustaining, inclusive development.
9. Improve **social protection programs**, including the government's Conditional Cash Transfer program.
10. Strengthen implementation of the **Responsible Parenthood and Reproductive Health Law**.

The Duterte Administration is also finalizing a long-term vision for the Philippines, [Ambisyon Natin 2040](#). AmBisyon Natin 2040 represents the collective long-term vision and aspirations of the Filipino people for themselves and for the country in the next 25 years.

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

2 Education

2.1 General

The Department of Education (DepEd) controls the Philippine primary and secondary education system, including the curricula used in schools and the allocation of funds. It also regulates the construction of schools and other educational facilities and the recruitment of teachers and staff. In the formal educational system, the entry age is 5 years. In 2011, the country started to transition from its old 10-year basic educational system to a K-to-12 (Kindergarten and 12 years of basic education) educational system. The transition period of this reform will end with the 2017-2018 school year, which is the graduation school year for the first group of students who entered the new educational system. The reform in basic education has been spelled out in the [Basic Education Sector Reform Agenda](#) (BESRA), in line with the PDP. K-to-12 is now compulsory, along with the adoption of new curricula for all schools. The compulsory educational ladder structure is now 1-6-4-2; 1 year of kindergarten, 6 years of elementary education, 4 years of junior high school and another 2 years of senior high school.

In the newly introduced senior high school level, students may take any of the following tracks: academic; technical-vocational-livelihood; arts and design; and sports. This would prepare them to get jobs even without a college degree. In June 2016, about 1.5 million students were entering Grade 11 in the first-ever senior high school program in the Philippines. Problems experienced with the implementation of the senior high school program have been characterized by persistent protests by many parents, students, teachers, and other sectors. The most common argument was to make sure that no such backlog as in 2010 would occur before pushing through the K-to-12 system. A huge backlog on classroom infrastructure was discovered by the end of the Arroyo-administration in 2010. Then President Benigno Aquino III managed to close the 2010 classroom gap (66,800) in the first quarter of 2014. Backlogs on textbooks and classroom seats had been already addressed a year before. However, there is still a challenge to allocate enough funding for education in a country with a constant population growth. UNESCO, through its ["Education for All 2015 National Review Report: Philippines"](#) also recognizes that challenge. With around 1.3 million pupils having entered their Grade 11 this school year, the evidence of a zero backlog remains to be seen.

Higher Education Institutions (HEI) in the Philippines have been significantly impacted by the K-to-12. While various government supports have been put in place, the HEIs are still seeking for practical ways to grapple with low enrolment, and personnel arrangement because of the introduction of senior high school level. The worst-case scenario was that 39,000 HEI faculty personnel would lose their jobs during the reform, if HEI did not put up their own senior high schools. DepEd has hired more than 30,000 new teachers in 2016 alone to start up the senior high school level. DepEd has prioritized affected faculty personnel in applications for teachers or administrators in senior high schools.

2.2 Higher education

All higher education matters are outside of the jurisdiction of DepEd, which is governed by the Commission on Higher Education ([CHED](#)). CHED is attached to the Office of the President for administrative purposes. During the academy year 2015-2016, there were 1,934 higher education institutions (HEI) in the country which can be divided into public and private institutions. There were 228 public higher education institutions which account for 12% of all HEI. While 1,706 private institutions account for 88% of all HEI. In 2015-2016, there were 4,104,841 students enrolled in Philippine HEI, of which 46% in public HEI. Female enrolment (55%) and graduation (58%) numbers are higher than male enrolment and graduation numbers. Only at pre-baccalaureate level, male enrolment is higher (57%).

Public HEI are further divided into state universities and colleges (SUC's), local colleges and universities (LUC's), special HEI, and government schools. SUC's (5.8%) are administered and financed by the government as determined by the Philippine Congress. LUC's (5.2%) are established by the local government units that govern the area of the LUC. The local government establish these institutions through a process and number of ordinances and resolutions, and are also in charge of handling the financing of these schools. Special HEI are institutions that offer courses and programs that are related to public service. Examples of these include the Philippine Military Academy (PMA), Philippine National Police Academy (PNPA), Development Academy of the Philippines (DAP), etc. These institutions are controlled and administered through the use of specific laws that were created for them. Finally, government schools are public secondary and post-secondary technical-vocational education institutions² that offer higher education programs.

Private HEI are established, and governed by special provisions by a Corporation Code, and can be divided into sectarian (18.6% of total HEI) and non-sectarian (69.7% of total HEI). Non-sectarian are characterized by being owned and operated by private entities that have no affiliation with religious organizations; while sectarian HEI are non-profit institutions that are owned and operated by a religious organization.

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

Indicators/Unit	Baseline		End-of-Plan Target
	Year	Value	
Higher education enrollees increased (number)	2009	2,770,965	3,220,987
Higher education graduates increased (number)	2009	481,026	581,425
Higher education faculty with Master's degree increased (%)	2009	35.04	65
Higher education faculty with Doctorate degree increased (%)	2009	9.69	30
Higher education institutions with accredited programs increased (%)	2009	20	35
Graduates of Expanded Tertiary Accreditation and Equivalency Program (ETEEAP) increased (number)	2009	200	800
Beneficiaries of Student Financial Assistance Programs (STUFAP) in higher education increased (number)	2009	42,000	44,000
Higher education institutions with Ladderized Education Program (LEP) increased (%)	2008	34	40
National Passing Percentage in Licensure Exams increased (%)	2009	36.26	52.53

According to the Worldbank, the Philippines has achieved impressive gains in expanding access to higher education among Filipinos but there remains a need for suitable skills that will enable the nation's workforce to become more competitive and help bolster economic growth. The Philippine higher education system has to meet major challenges, finding a good balance between demand and quality (of offer) and achieving a strengthening of research as the research output is low compared to ASEAN peer countries. 11 Philippine

² Other technical-vocational education institutions are under the authority of the Technical Education and Skills Development Authority (TESDA).

universities made it to the top 5.000 ranking of universities (of [Webometrics](#)), another 15 reached the top 10.000.

The [CHED Strategic Plan 2011-2016](#) presents following goal for the higher education subsector: the formation of high-level human resource, and generation, adaptation, and transfer of knowledge and technology for national development and global competitiveness. Five objectives are put forward: (1) improve the relevance of HEI (e.g. job-skills matching project; relevant and responsive research, development and extension; gender and development programs), (2) upgrade the quality of HEI (e.g. quality assurance projects; centres of excellence & development centres), (3) broaden access (e.g. student financial assistance programs; alternative learning systems), (4) efficiently and effectively manage the higher education system (e.g. frontline services through IT systems) and (5) strengthen CHED and other major stakeholders (e.g. human resource development).

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

2.3 Philippine Universities and Research Cooperation

Over 11.000 Filipino students were studying abroad in 2014, of which 58 had Belgium as a destination country. The top three of destination countries are Australia (36%), the United States (26%) and the United Kingdom (6%). In 2011-2012, there were 7.766 foreign students in various HEI in the Philippines. Koreans were the top foreign nationals studying in the country with 1.572.

As described in their strategic plan, CHED in coordination with the Department of Foreign Affairs, wants to strengthen international cooperation by joining international and regional bodies/networks, negotiating and facilitating bilateral/multilateral agreements on academic cooperation and linkages of local HEI with their counterparts in other countries as well as with international organizations. Following initiatives are listed as international collaborations by CHED.

2.3.1 2017 Foreign Scholarship and Training Programs (FSTP)

CHED offers an overview on its website of Foreign Scholarship and Training Programs for 2017:

- [2017 Japan Exchange and Teaching \(JET\) Program](#)
- [SEAMEO SEARCA Scholarship Program Extension of Deadline Submission](#)
- [Health and Education Course Program 2017, KIT \(Royal Tropical Institute\), The Netherlands](#)
- [2017-2018 Fulbright Graduate Student Program](#)
- [Master of Science in Health Social Work in University of Debrecen, Hungary](#)
- [2nd Princess Maha Chakri Award \(PMCA\)](#)
- [Call for Application to the AUN-KASEAS Exchange Fellowship Programme 2016-2017](#)
- [Korean Studies Summer Program \(KSSP\)](#)
- [Erasmus + Actions or Programs](#)
- [Master's Degree Programmes under the Park Chung Hee School of Policy and Saemul, Yeungnam University, South Korea](#)

- [Panyapiwat Institute of Management Scholarship Program for Master in Business Administration in International Business \(IMBA\)](#)
- [Newton Fund Researcher Links Travel Grants](#)
- [International Degrees and Programmes Offered at the Entrepreneurship Development Institute of India \(EDII\) for 2016-2017](#)
- [Universiti Brunei Darussalam's Fealac University Discovery Year-Student Exchange Programme 2016-2017](#)
- [Training Programs Offered under the ITEC Programme and TCS of Colombo Plan 2016-2017](#)

2.3.2 Center for Academic Information and Mobility (National Information Center)

The National Information Center (NIC) assists in promoting the mobility of students, teachers, and researchers by providing authoritative advice and information concerning the academic recognition of qualifications undertaken in other countries. The NIC-[website](#) provides information on recognized Philippine HEI and programs, policies and procedures for transnational education (e.g. networking, twinning, affiliation...), guidelines for entry and stay of foreign students, information on Philippine higher education system and information on foreign credential assessment and recognition.

2.3.3 Academic Exchange Programs

a. ASEAN International Mobility for Students (AIMS)

The ASEAN International Mobility for Students (AIMS) Program of the Regional Centre for Higher Education and Development of the Southeast Asian Ministers of Education Organization (SEAMEO-RIHED) is a regional collaborative program that provides a multilateral platform to promote and enhance student mobility. The governments of member countries provide scholarships for students in selected universities from their respective countries to study in a university in another country. The Program currently covers ten study fields: Hospitality and Tourism, Agriculture, Language and Culture, International Business, Food Science and Technology, Engineering, Economics, Environmental Management and Science, Biodiversity, and Marine Science. Twelve HEI were selected by CHED to participate in AIMS. These are the University of the Philippines, De La Salle University, Ateneo de Manila University, University of Santo Tomas, Central Luzon State University, Central Bicol State University of Agriculture, Central Mindanao University, Lyceum of the Philippines University-Batangas, University of Mindanao, University of St. La Salle, St. Paul University Philippines and Saint Louis University.

b. University Mobility in Asia And The Pacific (UMAP)

The University Mobility in Asia and the Pacific (UMAP) is an association of government and nongovernment representatives of the higher education sector that aims to achieve enhanced international understanding through increased mobility of university students and staff. Membership of Philippine HEI in the UMAP Philippine Council increased from eleven in 2007 to [62](#) in 2016.

c. Continuous Operational and Outcomes-Based Partnership for Excellence in Research and Academic Training Enhancement (COOPERATE)

The project COOPERATE is geared to promote the development of research/creative manpower and productivity of Philippine HEI through research cooperation. It facilitates the increase in the number of M.S. and Ph.D. graduation of young Filipino faculty/researchers in areas/fields most needed in the country through advisorship/co-advisorship with experts in partner foreign universities and promote research/creative productivity through active cooperation. The thematic areas under the project are climate change adaptation and mitigation, food security and safety, biodiversity and sustainable development for social economic growth and regional and international socio-cultural studies. The specialization areas are humanities, arts, language

and culture, social sciences and management, natural sciences and mathematics, engineering and information, and communications technology.

d. ASEAN European Academic University Network (ASEA-UNINET)

The ASEAN European Academic University Network (ASEA-UNINET) is a network of universities, consisting of European and South-East Asian universities with the goal of promoting the continuous internationalization of education and research. As of May 2007, a total of 63 universities, from 16 countries are members of the ASEA-UNINET. Among Philippine HEI, the University of the Philippines, is the only member of the Network.

2.3.4 The ASEAN University Network (AUN)

The AUN was established in 1995, with the signing of its charter by the ministers responsible for higher education from six countries (of which the Philippines) in the Association of South-East Nations (ASEAN). The AUN seeks to strengthen the existing network of cooperation among higher education institutions in ASEAN by promoting collaborative studies and research programmes on the priority areas identified by ASEAN. The AUN aimed to promote cooperation and solidarity among scientists and scholars in the ASEAN member countries; to develop academic and professional human resources in the region; to promote scientific and scholarly knowledge and information dissemination; and to enhance the awareness of regional identity amongst its members.

Later, when the ASEAN Charter was signed by the Ministries of 10 ASEAN Member States in 2007, AUN became tasked as a key implementing agency of ASEAN in the Socio-cultural portfolio. AUN conducts programmes and activities to encourage and promote higher education cooperation and development to enhance regional integration in achieving global standards. Their current activities are categorised into five areas (1) Youth Mobility, (2) Academic Collaboration, (3) Standards, Mechanisms, Systems and Policies of Higher Education Collaboration, (4) Courses and Programmes Development and (5) Regional and Global Policy Platforms.

The Philippines has 3 member universities in AUN: De La Salle University, the University of the Philippines and Ateneo de Manila University.

3 Development Aid Analysis

3.1 Donor Aid

3.1.1 Overview

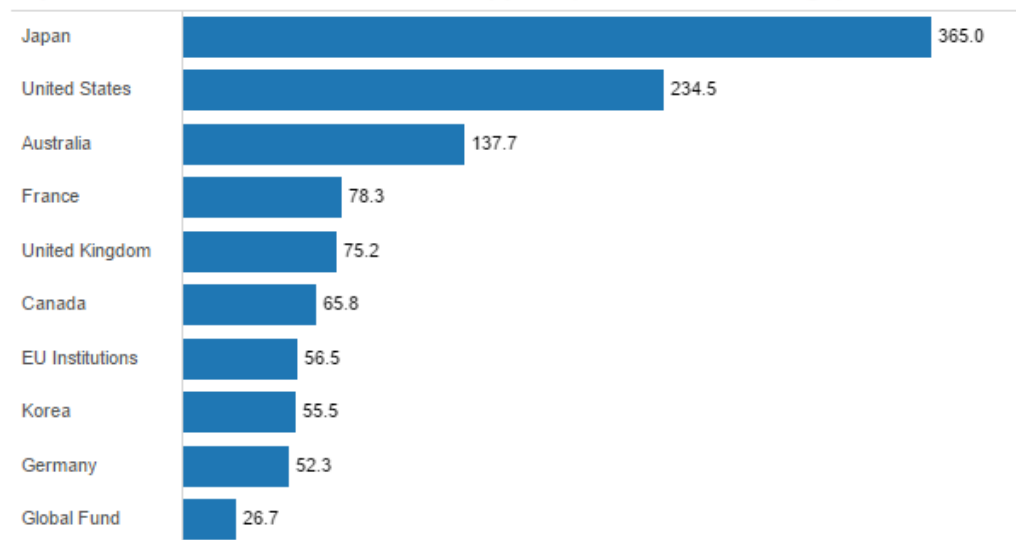
Receipts for Philippines

	2012	2013	2014
Net ODA (USD million)	-2.6	190.4	675.7
Net ODA/GNI (%)	0.0	0.1	0.2
Gross ODA (USD million)	1,011.8	1,052.7	1,555.5
Bilateral share (gross ODA) (%)	89.6	90.2	89.8
Net Private flows (USD million)	4,889.1	2,066.7	4,953.6
Total net receipts (USD million)	5,356.9	1,496.6	6,539.2

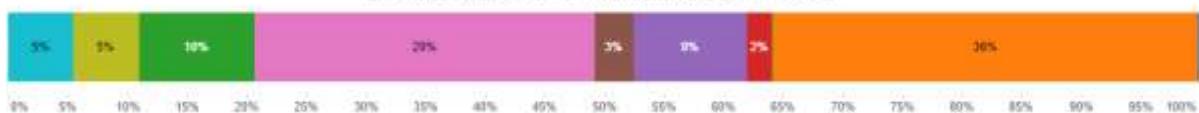
For reference

	2012	2013	2014
Population (million)	96	98	99
GNI per capita (Atlas USD)	2,980	3,300	3,470

Top Ten Donors of Gross ODA for Philippines, 2013-2014 average, USD million



Bilateral ODA by Sector for Philippines, 2013-14 average





Source: OECD – DAC; <http://www.oecd.org/dac/stats>

Net official development aid (ODA) was 675,7 million USD in 2014, which is an increase compared to previous years. This is related to the high percentage of humanitarian aid (36%) as a response to Typhoon Haiyan (Yolanda), which struck the central provinces of the Philippines on 8 November 2013. In the rest of the chapter, the activities of the top donors (from a higher education perspective) and Belgium will be described. Global fund, also a top ten donor, is a financing institution that doesn't implement programs in the Philippines. Global Fund gives grants to the Philippines in order to achieve the goals of the Philippine programs against malaria, HIV and Tuberculosis.

3.1.2 Japan (JICA)

Japan is the top donor of ODA in the Philippines. As described in the Country Assistance Policy for the Philippines, assistance is related to following priority areas:

- (1) Achieving Sustainable Economic Growth through Further Promotion of Investment:
 - a. the improvement of traffic and transportation network of the Greater Capital Region;
 - b. the improvement of infrastructure related to energy and water;
 - c. the enhancement of administrative capacity;
 - d. the securing of maritime safety;
 - e. human resource development for industries.
- (2) Overcoming Vulnerability and Stabilizing bases for Human Life and Production Activity
 - a. the improvement of both “hard” and “soft” infrastructures to address issues related to natural disasters and environment;
 - b. the development of safety nets including healthcare;
 - c. the enhancement of agricultural production and productivity as well as the improvement of the processing and distribution of agricultural products.
- (3) Peace and Development in Mindanao
 - a. the strengthening of governance;
 - b. the reduction of poverty including the improvement of access to social services;
 - c. the community development through the improvement of infrastructures and promotion of industries.

Related to the area of investment promotion, JICA had a technical cooperation project (ended in 2013) with CHED, the University of the Philippines (UP) and De La Salle University (DLSU) to establish The Southeast Asia Engineering Education Development Network (SEED-Net) as an autonomous sub-network of AUN. AUN/SEED-Net has been established to promote human resource development in engineering for sustainable socio-economic development of the ASEAN region. The network consists of 26 member institutions in ASEAN (3 from the Philippines: UP, DLSU and Mindanao State University – Illigan Institute of Technology MSU-IIT) with assistance from 14 Japanese supporting universities.

The Japanese Project for Human Resource Development Scholarship (JDS) is a part of the Japanese bilateral grant aid for human resource development in the Philippines. The objective of the JDS project is to provide

Philippine nationals with opportunities for obtaining Master's Degree at Japanese Universities in order to support the human resource development policies of the Government of the Philippines, and eventually to extend and strengthen the bilateral relations between Japan and the Philippines. Started in 2002, twenty young government and non-government organizations employees, who are expected to play leadership roles in the Philippines, are selected every year. The fields of study have to match the priority areas of sustainable economic growth and regional development of Mindanao.

JICA also offers scholarships for graduate training in the field of international development studies at the National Graduate Institute for Policy Studies. The scholarship is available for students of the Philippines.

3.1.3 United States (USAID)

Through the Partnership for Growth (PFG), a White House initiative implemented in only four countries worldwide, the United States and the Philippines collaborate to address the country's most serious constraints to lasting equitable growth. USAID's programs in the Philippines focus on accelerating and sustaining inclusive economic growth in the areas of governance, economic growth, and health and education, and through activities that enhance the country's environmental resilience and foster peace and stability in six conflict-affected areas of Mindanao. Within the area of education, USAID strengthens the faculty research and innovation capacity through partnerships with U.S. universities by implementing the Science, Technology, Research and Innovation for Development ([STRIDE](#)) project. A special focus has been given to science, technology, and innovation disciplines that are relevant to high-growth and high value-added sectors, such as information technology and manufacturing. USAID also helps establish links between the academia and industry to ensure the workforce is trained to provide the necessary human capital for economic growth. USAID also improves the regulatory environment in higher education by fostering dialogue between the diverse stakeholders in the sector and by making information on the labor market and university performance more transparent and accessible to the public. The STRIDE project comprises different aspects:

- Award of grants for collaborative industry-university research projects
- Award of grants for research exchanges between Philippine and U.S. universities
- Award of scholarships for advanced studies and research in the U.S.
- Establishment of a Philippine Government-University-Industry Research Roundtable
- Participatory institutional diagnostics to help Philippine universities to manage research that impacts on national development
- Visiting U.S. faculty scheme
- Establishment of Professional Science Masters degrees
- Improved career centers for sustained industry-university linkages
- Advanced technical training of research professionals
- Placement of faculty externs in industries
- Curriculum review
- Innovation workshops with industries and academe to foster common understanding and collaborative problem solving

The Innovative Development through Entrepreneurship and Acceleration ([IDEA](#)) project also engages dynamic local partners and leverages Philippine-American diaspora resources to foster an ecosystem of entrepreneurship in higher education science, technology, and engineering programs.

3.1.4 Australia (AUSAID)

Australia is home to more than 250,000 people of Filipino heritage, with over 10,000 Filipino students enrolled in Australian universities and vocational institutions in 2015. The Australian Department of Foreign Affairs and Trade has undertaken an analysis of the binding constraints to growth (the Growth Analysis of the Philippines,

or GAP) to determine the most important constraints to inclusive economic growth in order to inform the re-shaping of Australian aid to the Philippines as of 2015. The GAP identified that the top constraints to economic growth were poor infrastructure planning processes, bureaucratic capacity and unequal access to education. The 2015/16-2017/18 Aid Investment Plan has three objectives:

- Objective 1: Enhancing the foundations for economic growth through investments in infrastructure, aid for trade and education. In the sector of education, AUSAID has the Basic Education Sector Transformation (BEST) program. Next to this, they also want to promote research opportunities and build stronger links across the tertiary sector through the “Philippines Project”. This project aims to build linkages between Australian and Filipino officials and researchers, to strengthen Australia’s credibility and influence with Philippine policy makers; and support influential research on inclusive economic growth, trade and governance in the Philippines. The Philippines Project will be implemented through the Philippines Institute based at the Australian National University (ANU).
- Objective 2: Building stronger institutions for transparent and accountable governance, of which human resource development is one aspect. For this, partnerships between Australian and Philippine universities will be used to develop capacity by pursuing jointly accredited degree and scholarship programs. In 2015 Australia has implemented the New Colombo Plan (scholarship programme) in the Philippines, seeing Australian students studying and interning at Filipino universities and firms. This scholarship programme will also provide greater opportunity for Australian universities to develop understanding of the tertiary education sector the Philippines.
- Objective 3: Improving conditions for peace and stability, with programs in Mindanao that support a more credible and widely supported peace agreement, heightened institutional capacity to implement the agreement and stronger local mechanisms for averting the escalation of violence.

3.1.5 France (AFD)

AFD’s activities in the country focus on supporting the Government of the Philippines’ efforts in fighting against climate change and preserving the environment through the financing of sustainable investments, which maximise greenhouse gas emissions reductions and contribute to mainstreaming climate change adaptation and mitigation within the national development strategy. AFD is currently considering financing projects in the fields of renewable energy and energy efficiency; urban development, with a specific focus on clean transport, water supply and sanitation and solid waste management; or REDD+ (Reduction of emissions from deforestation and forest degradation).

In Manila, there is also a local office of Campus France, an agency created by the French Ministries of National Education and Foreign Affairs in 1998 to promote French higher education abroad and to facilitate and ensure the quality of foreign students’ studies in France.

3.1.6 United Kingdom (DFID)

In 2014, the Department For International Development (DFID) played a lead in the response to typhoon Haiyan, which is reflected in its position as top donor. Currently, DFID doesn’t have bilateral activities in the Philippines, but has developed a regional approach for activities in South East Asia. The regional approach focuses on following areas:

- **International trade** by reinforcing the reputation of the UK and British products and services while helping more UK companies to do business in the region
- **Economic and trade policy**, which help boost growth and increase cross-border trade and investment

- **Climate change and energy** by working to secure a global deal on climate change, supporting the use of lower carbon energy and supporting the development of low carbon businesses in the 'green growth' sector.
- **Science and innovation:** the UK has extensive scientific collaborations with universities, companies and research institutions in South East Asia. The [Newton Fund](#) is enabling the UK to use its strength in research and innovation to promote the economic development and social welfare of partner countries (like the Philippines). It will do so through strengthening partner country science and innovation capacity and unlocking further funding to support this work. The focus of the collaborative research programmes is on energy, food security, living with environmental change, and health.
- **UK-South East Asia Knowledge Partnership:** This alliance between the Foreign & Commonwealth Office and the British Council promotes the UK as a partner of choice for UK education, research and innovation through increased collaboration and coordination between the UK and South East Asia. [The Partnership](#) facilitates UK-South East Asia university research collaborations, commissions studies to help universities identify research specialisms in the region and is creating a network of influential UK alumni across the region. Their study on research performance in South-East Asia shows that the Philippines has high research activity and impact in Environmental sciences and Agricultural & Biological sciences, but high activity and low impact in Veterinary sciences, Social sciences, Business, Management & Accounting and Economics, Econometrics & Finance. The University of the Philippines, the International Rice Research Institute, De La Salle University Manila and Ateneo de Manila University were involved in this research.

3.1.7 Canada

The goal of Canada's international development programme in the Philippines is to support sustainable economic growth by improving the climate for investment and protecting the economic interests of the poor. They work with national and local governments to simplify business regulations and processes, to improve sector-specific value chains and to help local government agencies implement their economic development plan. They strengthen capacity of government and non-government organizations to deliver programmes and services that help poor women and men entrepreneurs to develop business skills, increase productivity and improve access to financing and markets.

Next to this bilateral development programme, the Philippines is also part of the Southeast Asia Regional Program. Currently, an Integrated Disaster Risk Management project is running which is established through a Trust Fund.

3.1.8 EU Institutions

a. EU-ASEAN regional cooperation

The EU has significantly increased its development cooperation funds for ASEAN for the period 2014-2020. Ongoing cooperation programmes cover a multitude of activities:

- The EU supports capacity building for regional economic integration in areas such as trade and transport, harmonisation of standards, air transport, monitoring and statistics, and the protection of intellectual property rights.
- For socio-cultural connectivity, the EU promotes regional integration in the field of higher education (SHARE), and contributes to strengthening the capacity of ASEAN's emergency management systems. This includes providing support to the ASEAN Coordination Centre for Humanitarian Assistance so it can achieve operational excellence in disaster monitoring and emergency response.

The cooperation agenda for 2014-2020 focuses on three sectors:

- Connectivity: sustainable and inclusive economic integration (€85 million/50 % of the funding)
- Climate change, environment and disaster management (€60 million/37.5 %)
- Comprehensive Dialogue Facility (€25 million/12.5 %)

The EU Grant funded project to promote regional integration in the field of higher education (**SHARE**) wants to enhance the quality, competitiveness and internationalisation of ASEAN higher education institutions and students, contributing to an ASEAN Community beyond 2015. The main aim is to enhance cooperation between the EU and the ASEAN Economic Community (AEC) and to create lasting benefits from the harmonisation of higher education across ASEAN.

A consortium led by British Council, comprising the German Academic Exchange Service (DAAD), EP-Nuffic, Campus France, the European Association for Quality Assurance in Higher Education (ENQA) and the European University Association (EUA) will be working between 2015 and 2018 with ASEAN counterparts to implement SHARE. There are 3 main components (called Result Areas) during the implementation of SHARE, as follows:

- Result 1 – Policy Dialogues: led by British Council
- Result 2a and 2b – ASEAN Qualifications Reference Frameworks and ASEAN Quality Assurance: led by DAAD working with European partners ENQA and EUA
- Result 3a – ASEAN Credit Transfer System (ACTS) & Result 3b – ASEAN-EU Credit Transfer Systems (AECTS): led by Campus France
- Result 3c ACTS & AECTS Student Mobility with Scholarships: led by EP-Nuffic

Next to the SHARE project, the EU also strengthens higher education in the Philippines through the **Erasmus+** programme offering inter alia scholarships to study in Europe. The Erasmus programme also supports the establishment of partnerships between European and Philippine higher education institutions for networking, research, scholarships, curriculum development, etc.

b. EU bilateral cooperation with the Philippines

The EU-Philippines partnership cooperation agreement comprises 5 sectors for dialogue: political dialogue and cooperation, trade and investment, justice and security cooperation, cooperation on migration and maritime labor, economic and development cooperation.

The development cooperation dialogue shall aim at, a) promoting human and social development; b) pursuing sustained inclusive economic growth; c) promoting environmental sustainability and sound management of natural resources including promotion of best practices; d) reducing the impact, and managing the consequences of, climate change; e) enhancing capacity to implement deeper integration into the world economy and international trading system; f) promoting public sector reform particularly in the area of public finance management to improve the delivery of social services; g) establishing processes adhering to the principles of the Paris Declaration on Aid Effectiveness, the Accra Agenda for Action, and other international commitments aimed at improving the delivery and effectiveness of aid.

Scientific and Technological cooperation is also foreseen, in the form of joint research projects and exchanges, meetings and training of researchers through international training and mobility schemes and exchange programmes, providing for the maximum dissemination of the results of research, learning and best practices. The aim is to a) encourage the exchange of information and sharing of know-how on science and technology, especially on the implementation of policies and programmes as well as intellectual property rights for research and development interventions; b) promote enduring relations and research partnerships between the Parties' scientific communities, research centres, universities and industry; c) promote human resources training and technological and research capacity building.

3.1.9 Korea (KOICA)

The Korea International Cooperation Agency (KOICA) is responsible for Korea's bilateral grant aid and technical cooperation programs. Korea has emerged from recipient to donor of ODA, joining the OECD in 1996. Korea states that its first-hand experiences could be of great help in assisting other developing nations. KOICA has projects in the Philippines in the field of health:

- Integrated, Equity Focused Service Delivery for Accelerated Improvement of Maternal and Newborn Health ('15-'18/ US\$ 3 million)
- The Iloilo Geographically Isolated and Disadvantaged Area (GIDA) Health System Strengthening Project ('13-'16/ US\$ 7 million)
- The Project for Establishment of Interoperable Health Information System for CALABARZON ('14-'17/ US\$ 5 million)

Next to this, the KOICA also has Training and Scholarship programs. The Scholarship Program offers a full funded scholarship scheme for all potential government officials at Korean universities in the fields of science, governance, agriculture and rural development, economic development, ICT and health system strengthening.

3.1.10 Germany (GIZ and DAAD)

Germany is also a top donor of ODA in the Philippines. The German Agency for International Cooperation (GIZ) has been implementing projects to promote economic, ecological, and social development in the Philippines on behalf of the German Government since the 1970s. The work of GIZ in the Philippines concentrates on the areas of peace and security, climate change and biodiversity, and economic and human development (agriculture, urban infrastructure, employment, micro insurance, and health in schools).

Several regional programmes are also based in the Philippines and are managed by GIZ from Manila. These include programmes supporting sustainable urban development in Asia, social protection, health in schools, and biodiversity in the ASEAN area. Some regional programmes based in other countries implement their activities in the Philippines.

Academic relations between Germany and the Philippines are promoted by the German Academic Exchange Service (DAAD), which sponsors the study of Filipino in Germany as well as in countries of the region through scholarships. Next to scholarships, DAAD also sets up partnerships between higher education institutions in Germany and their counterparts in the Philippines. There are currently 36 partnerships between German and Filipino universities. The DAAD has also been supporting the University of the Philippines (Diliman) for many years through a lecturer position in the German Section of the Department of European Languages.

3.1.11 Belgian cooperation with the Philippines

The Philippines is not a partner country of the bilateral development cooperation, so Belgian donor aid goes through indirect development cooperation. Partners for this type of cooperation are civil society organisations (CSO) and institutional actors (IA, e.g. university cooperation). In 2014, according to "[NGO Openboek](#)", 23 organisations were active in the Philippines for a total of 14 million euros (for more details for the period 2012-2014, see annex 2). "Artsen Zonder Grenzen" was the principal donor (€ 4.780.264) of indirect development cooperation in 2014, followed by Unicef and DISOP.

ARES is also working in the Philippines and has two privileged partners: Ateneo de Manila University and Ateneo de Cagayan. Following themes have been put forward: urban and rural development and natural risk prevention. Currently, ARES has three ongoing projects on research for development in the fields of agriculture and disaster prevention and preparedness.

In 2015, the Belgian government started to prepare a reform of the sector of non-governmental development cooperation. All actors active in the Philippines were asked to elaborate a [Joint Context Analysis](#) (JCA). 13 actors made an in depth analysis of civil society, the decentralised administrations and public institutions and the conditions which enable their strengthening. The actors presented this for the sectors of agriculture, health, education, governance & CSOs, human rights, trade and social enterprising and environmental protection. This analysis made it possible to make a [Joint Strategic Framework](#) (JSF) for the Philippines in 2016 with 12 actors that want to be active (with DGD funding) in the Philippines from 2017 to 2021:

11.11.11 (lead)	TRIAS	ARES	CSA
G3W	DISOP	Rode Kruis Vlaanderen	VLIR-UOS
ETM	KIYO	SOLIDAGRO	Entraide et Fraternité

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

- **Agriculture** becomes a driving force in providing a sustainable livelihood to rural poor and building rural economies while addressing the impact of **climate change** (*TRIAS, Solidagro, DISOP, EF, ETM, CSA*)
- A strong and vibrant public **health** system addressing the health needs of the poor giving due attention to the social determinants of health. (*G3W, RKVL*)
- A sustainable management of **natural resources**, guided by the respect for HR, local needs, and of the needs of future generations. (*11, DISOP, CSA, Solidagro, CSA, G3W...*)
- Promote inclusive growth through strengthening of **social enterprises**, enhance access to effective **government programs**, and advocate and assert adequate transparency and accountability mechanisms on trade, fiscal and public spending policies (*TRIAS, 11, DISOP, EF, G3W, CSA, Solidagro...*)
- Respect for **human, children's and women rights**, and promotion of gender equality (*11, Kiyō, Solidagro, G3W, EF, DISOP...*)
- Ensure and improve access to **knowledge**, improve **research** and stimulate **innovation** in order to contribute to development (*VLIR-UOS, ARES*)

The JSF also mentions possible synergies and complementarities between Belgian and international actors, as it is a priority for the Belgian government.

The thematic JSF “Decent Work” also covers activities in the Philippines of two organisations (Wereld Solidariteit Mondiale and Alliance Nationale des Mutualités Chrétiennes). They want to promote decent work in the Philippines by creating jobs and sustainable livelihoods for all, guaranteeing labour rights for all and extending social protection for all.

3.2 VLIR-UOS activity in/with the country

Since 2013, the Philippines was not on the partner country list of VLIR-UOS but was only eligible for scholarships. So actually, the Philippines represents a small share of the financial envelope of VLIR-UOS (see annex 3 for past and present VLIR-UOS programmes and scholarships).

3.2.1 Institutional University Cooperation

From 1998 until 2008, VLIR-UOS ran an institutional university cooperation programme with the Saint Louis University and Benguet State University (SLU-BSU), called *PIUC* (Philippines Institutional University Cooperation Programme). In the first phase of the PIUC programme, four major objectives were formulated for the PIUC programme. The first was the operationalization of an information technology network for the

university, the second was library development, the third research and teaching (instruction) capacity building, and the last one faculty members' development. These programme components were cross-cutting, in principle benefiting the whole spectrum of organizational entities within both universities, with in addition strengthening the collaboration between both institutions in the pursuit of their objectives in terms of HRD, education, research and extension. The main area of intervention was Boguio city and its surroundings in Luzon in the North of the archipelago.

In the second phase, the programme evolved into six projects, which were divided into four main clusters:

- Cooperation:
 - o Project 1: Strengthening the SLU-BSU Network and IUC program Management
- Institutional policy/management development
 - o Project 2: Institutional Management and Policy Development
- Infrastructure
 - o Project 3: ICT Development
 - o Project 4: Library Development
- Teaching, research and extension
 - o Project 5: Business Research and Extension Development (SLU)
Socio-Economics Research and Extension Development (BSU)
 - o Project 6: Health and Environment (SLU)
Semi-Temperate Vegetable Research and Development (BSU)

The [final evaluation](#) of the IUC programme concluded that the programme “had achieved what it intended to do: strengthening the two institutions to a higher level of academic and societal performance building upon existing strengths and capabilities”.

3.2.2 Scientific cooperation at departmental level

Since 2002, 1 Own Initiative, 2 Research Initiative Programmes, 2 South Initiative and 4 crosscutting projects have been implemented. The main subjects were agriculture, food security and water management. Apart of the Luzon area, projects are implemented in the centre and the south of the country and around the capital Manila.

Project	Year	Flemish Institution	Partner Institution	Subject	Duration (years)
CC	2006	VLIR-UOS	Saint Louis University	Close the Gap, ICT materials	1
CC	2007	UGent	Benguet State University	ICT Infrastructure	1
CC	2007	KU Leuven	Benguet State University	North South South cooperation with Can Tho University, Vietnam	1
CC	2009	KU Leuven	Benguet State University	North South South cooperation with Sokoine University of Agriculture, Tanzania	2
CC	2011	VLIR-UOS	Benguet State University	Close the Gap, ICT materials	2
OI	2002	KU Leuven	University of the Philippines Diliman	Enhancing capacity for nematode management in small-scale banana cropping systems	5
RIP	2014	KU Leuven	Benguet State University	Participatory Enhancement of Sustainable Agricultural Practices for Safe Food and Healthy Environment (SAFE)	3

RIP	2014	UGent	Benguet State University	Strengthening the Vegetable Sector in the Cordillera Administrative Region (CAR), Philippines	3
SI	2007	UGent	Ateneo de Manila University	Implementation of Constructed Wetlands for Wastewater Treatment in the Philippines. Part I: Pilot-scale study using	2
SI	2008	UGent	University of Southern Mindanao	Meiofauna in Philippine brackish water aquaculture ponds	1

3.2.3 Scholarships

Between 2003 and 2015, 200 Philippine students followed a Master course at a Flemish university; 249 a short training and 20 a PhD. They all received a VLIR-UOS scholarship. Trainings and courses in the field of environment are the main sector of scholarships for Filipino students, followed by agriculture. On the other hand, within the same time interval, 93 Flemish students went to a Philippine institution of higher education with a VLIR-UOS travel grant. For travel grants ('reisbeurzen'), the main hosting partners of Flemish students (2011-2015) are the Hospital of the Sacred Heart and Saint Louis University. The grants are mostly related to the domains of health (62%) and environment/ecology (8%).

3.3 Activities of Flemish HEI in/with the country

Some Flemish universities and university colleges also have other scientific cooperation with the Philippines, outside the VLIR-UOS framework (see annex 4). Almost 30 PhD students have been mentioned and about 10 cooperation initiatives are listed, in various domains and with various partners.

Conclusion

Putting together information from Philippine development priorities, the higher education landscape and the development aid analysis with a focus on higher education and research (see annex 5 for a résumé), this factsheet can serve as a base for defining the VLIR-UOS country strategy for the Philippines. In this country strategy, priority themes, partner institutions, geographic areas and cooperation modalities will be defined as to optimise the impact of the future VLIR-UOS cooperation.

List of Resources and interesting Links

Some interesting references used for this document:

- Worldbank: http://hdr.undp.org/sites/all/themes/hdr_theme/country-notes/PHL.pdf
- JICA: <http://www.ph.emb-japan.go.jp/bilateral/image/oda%202010%20update/countryassistancepolicy.pdf>
- USAID: https://www.usaid.gov/sites/default/files/documents/1861/Philippines_Country_Profile.pdf
- British Council on ASEAN research excellence : https://www.britishcouncil.sg/sites/default/files/aseanresearch_excellence_exec_summary_may_2015.pdf
- EU : https://eeas.europa.eu/sites/eeas/files/eu_philippines_pca_20120712.pdf
- ARES : <http://www.cud.be/images/stories/docs/FICHES-PAYS/ARES-CCD-Fiche-Philippines.pdf>

Some interesting links used for this document:

- HDI : <http://hdr.undp.org/en/countries/profiles/PHL>
- Worldbank: <http://databank.worldbank.org/data/reports.aspx?source=2&country=PHL>
- DGD: http://diplomatie.belgium.be/nl/Beleid/Ontwikkelingssamenwerking/Wie_zijn_we/Onze_organisatie/ODA/ODA-databank
- UNESCO: <http://www.uis.unesco.org/DataCentre/Pages/country-profile.aspx?code=PHL> and <http://www.uis.unesco.org/Education/Pages/international-student-flow-viz.aspx>
- Wikipedia: <https://en.wikipedia.org/wiki/Philippines>
- CIA factbook: <https://www.cia.gov/library/publications/the-world-factbook/geos/rp.html>
- K-to-12 : <http://www.mb.com.ph/the-necessity-of-k-to-12-coping-with-its-challenges/>
- CHED : <http://www.ched.gov.ph/>
- AUN: <http://www.aunsec.org/>
- Global Fund: <http://www.theglobalfund.org/en/portfolio/country/?loc=PHL&k=7b433a8d-92ac-4557-beab-13ceee659690>
- JICA: https://www.jica.go.jp/philippine/english/activities/activity02_01.html
- AUSAID : <http://dfat.gov.au/geo/philippines/development-assistance/Pages/development-assistance-in-philippines.aspx>
- AFD : <http://www.afd.fr/lang/en/home/pays/asie/geo-asie/philippines/afd-aux-philippines>
- Campus France: <http://www.philippines.campusfrance.org/en/page/about-us-0>
- DFID : <https://www.gov.uk/government/world/philippines>
- Canada: <http://www.canadainternational.gc.ca/philippines/development-developpement/index.aspx?lang=eng>
- KOICA: <http://www.koica.go.kr/english/schemes/ciat/index.html> and <http://training.koica.go.kr/>
- GIZ: <https://www.giz.de/en/worldwide/376.html>

ANNEXES

Annex 1 – Centres of Excellence and Centres of Development in the Philippines (CHED)

Centers of Excellence

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

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

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

Centers of Development

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

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

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

Annex 2 – Overview Belgian Funded Interventions in the Philippines (2012-2014)

Title	Actor	Sector	Expense 2012-2014
Filippijnen - Communautaire organisatie /vormingen van korte cyclus /Verbetering van het milieu en culturele promotie	DISOP	43030 - Multisector - Stedelijke ontwikkeling en stadsbeheer	€ 95 503
Duurzame familiale landbouw - Filipijnen	EF	31120 - Landbouw en veeteelt - Landbouwtontwikkeling	€ 255 181
Versterking van basisorganisaties van arme voedselonzekere groepen	Solidagro	31120 - Landbouw en veeteelt - Landbouwtontwikkeling	€ 614 390
Projet Eigen Initiatieven 2010 - Naar een grotere menselijke veiligheid in Mindanao door de oprichting van partnerschappen voor strategisch onderzoek om het lokale bestuur in land-en waterbeheer te versterken - Filipijnen	CIUF	31130 - Landbouw en veeteelt - Landbouwgronden	€ 174 627
NGO Bevrijde Wereld - programma 2014-2016 - FILIPPIJNEN	Solidagro	31161 - Landbouw en veeteelt - Landbouwproductie voor voeding	€ 341 996
Beleidsimpact wordt op internationaal niveau gerealiseerd door 2 partners rond de thema's van de beleidsdienst van 11.11.11 en in het bijzonder ODA. 11.11.11 versterkt de capaciteiten van deze partners.	11.11.11	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 56 165
Beleidsimpact door 16 partners in de ASEAN-regio rond de thema's van handel, IFI's, natuurlijke rijkdommen en klimaat, en capaciteitsopbouw van deze partners door 11.11.11 / Filipijnen	11.11.11	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 1 261 185
NGO 11.11.11 - Programma 2014-2016 - Filipijnen - Versterking civiele maatschappij en hun impact op het beleid inzake het beheer van de natuurlijke rijkdommen, klimaat, handel en ODA.	11.11.11	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 686 794
Filippijnen - Doelgroep is beter ingebed binnen sociale en economische ontwikkelingsprocessen	TRIAS	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 215 253
Filippijnen - De solidariteit en het wederzijds respect tussen ledenorganisaties Noord/Zuid en Zuid/Zuid is versterkt	TRIAS	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 12 225
Filippijnen - Consolidatie van de sociale organisaties en netwerking	DISOP	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 1 049 877
Promotie van de Familiale Vormingscentra' s gebaseerd op de pedagogie van het alterneren in Philippines	DISOP	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 122 561
Territoriale ontwikkeling van achtergestelde regio's op de Filipijnen	DISOP	15150 - Overheid & Civiele Maatschappij - Democratische participatie en inspraak van de burgers	€ 827 868
Naar het realiseren van rechten voor alle kinderen	Kiyo (ex VIC)	15160 - Overheid & Civiele Maatschappij - Mensenrechten	€ 357 875
Filippijnen - Doelgroep heeft toegang tot adequate, aangepaste en kwaliteitsvolle diensten op een duurzame en geïntegreerde manier	TRIAS	31191 - Landbouw en veeteelt - Landbouwdiensten	€ 694 153
Verbeteren van de voedselzekerheid en overgang naar een model van agro-ecologische productie in Mindanao- Filipijnen	EF	31191 - Landbouw en veeteelt - Landbouwdiensten	€ 103 264
Filippijnen - Straatkinderen en kinderen in conflict met de wet in grootstedelijke milieus krijgen de kans op een volwaardige maatschappelijke integratie	Kiyo (ex VIC)	16010 - Sociale infrastructuur - Sociale diensten	€ 520 839
Filippijnen: ondersteunen van de werknemers die zich in een precare arbeidssituatie bevinden, voor betere arbeidsvoorwaarden en sociale bescherming en het verhogen van de kansen op tewerkstelling	WSMco	16020 - Sociale infrastructuur - Werkgelegenheidsbeleid en administratief beheer	€ 83 636
Filippijnen - Doelgroep is beter georganiseerd in democratische en onafhankelijke ledenorganisaties	TRIAS	31194 - Landbouw en veeteelt - Landbouwcoöperatieven	€ 492 752
Marktintegratie door competitieve, dwingende, representatieve en inclusieve ledenorganisaties	TRIAS	31194 - Landbouw en veeteelt - Landbouwcoöperatieven	€ 849 071

Het recht op gezondheid in de Filippijnen	G3W	12261 - Gezondheid - Basisgezondheid - Educatie basisgezondheid	€ 494 048
Filippijnen - Aanbod van beroepsopleiding in zones van het platteland en de stadsrand	DISOP	11330 - Onderwijs - Beroepsvorming	€ 180 039
NGO Geneeskunde voor de Derde Wereld - programma 2014-2016 "Een sterke sociale beweging voor het recht op gezondheid"	G3W	12110 - Gezondheid - Gezondheidsbeleid en -adm. beheer	€ 512 090
ARES CCD Programma PRD 2014-2019 Philippines ULB	CIUF	74010 - Humanitaire hulp - Preventie van en voorbereiding op rampen	€ 170 652
ARES CCD Programma PRD 2014-2019 Philippines UCL	CIUF	74010 - Humanitaire hulp - Preventie van en voorbereiding op rampen	€ 120 917
SFERA - UN FAO : Emergency response to restore the rural livelihoods of farmers affected by Typhoon Haiyan in Region VI	FAO	72040 - Humanitaire hulp - Noodhulp - Noodvoedselhulp	€ 855 372
Eigen Initiatieven Programma 2014 Filippijnen	VLIR	43082 - Multisector - Wetenschappelijke en onderzoeksinstituten	€ 78 468
			€ 11 226 801

Annex 3 – Overview of VLIR-UOS Interventions in the Philippines (2003 – 2016)



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



Projects 2003-2016		
Type	Budget (€)	Number
Total	4 542 447	12
IUC	3 885 442	2
TEAM	160 546	1
SI	13 997	2
RIP	188 171	2
Crosscutting	294 291	5

Ongoing projects in 2016		
Type	Budget in 2016 (€)	Number
Total	52 073	2
RIP	52 073	2

Scholarships 2003-2015		
Type	Budget (€)	Number
Total	6 678 737	379
Ph.D.		
Subtotal	169 577	9
ICP Ph.D.	798 838	8
VLADOC	169 577	1
Short term		
Subtotal	561 298	195
IITP	317 797	55
KOI	69 121	32
REI	94 374	92
Other scholarships	80 006	16
Study		
Subtotal	5 149 024	175
ICP	5 149 024	175

List of projects 2003-2016

Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (€)
IUC	2004-2010	Institutional University Cooperation with Saint Louis University (SLU) and with Benguet State University (BSU) (phase 2 and phase out) Project 1: Strengthening the SLU-BSU Network and IUC Program Management Project 2: Institutional Management and Policy Development Project 3: ICT Development Project 4: Library Development Project 5: Business Research and Extension Development (SLU) Socio-Economics Research and Extension Development (BSU) Project 6: Health and Environment (SLU) Semi-Temperate Vegetable Research and Development (BSU)	D. De Waele (KUL)	N. De Leon	Saint Louis University Benguet State University	3.885.442
TEAM	2002-2007	Enhancing capacity for nematode management in small-scale banana cropping systems	D. De Waele (KUL)	V. Villegas	University of the Philippines	259.317
SI	2007-2009	Implementation of Constructed Wetlands for Wastewater Treatment in the Philippines. Part I: Pilot-scale study using horizontal subsurface flow constructed wetlands	M. Van Den Heede (UG)	A.M. Torres-Favis	Ateneo de Manila University	6.998
SI	2008	Meiofauna in Philippine brackish water aquaculture ponds	M. Moens (UG)	J. Supremo	University of Southern Mindanao	6.999
RIP	2014-2017	Participatory Enhancement of Sustainable Agricultural Practices for Safe Food and Healthy Environment (SAFE)	D. De Waele (KUL)	L. Villaneuva	Benguet State University	96.124
RIP	2014-2017	Strengthening the Vegetable Sector in the Cordillera Administrative Region (CAR), Philippines	X. Gellynck (UG)	R. Lamadrid	Benguet State University	92.047
Crosscutting	2006-2007	Close The Gap 2006 with Saint Louis University	n/a	N. De Leon	Saint Louis University	42.370
Crosscutting	2007-2008	Supply chain management of cutflowers in the Philippines and Vietnam	D. De Waele (KUL) J. Viaene (UG)	K. Dagupen E. Cungihan	Benguet State University	19.688
Crosscutting	2007-2008	ICT Infrastructure 2007 with Benguet State University	T. Dhaene (UG)	A. Abenoja	Benguet State University	167.000
Crosscutting	2009-2011	Mitigating soil and water pollution in the agricultural production areas of the Highland Philippines and Tanzania	J. Deckers (KUL)	C. Laurean	Benguet State University	29.998
Crosscutting	2011-2013	Close The Gap 2010 with Benguet State University	n/a	P. Garcia	Benguet State University	35.235

List of ICP Ph.D. scholarships 2003-2016						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (€)
ICP Ph.D.	2006-2010	The red alga <i>Portieria hornemannii</i> in the Philippines and its potential as a source of halogenated monoterpenes for medicinal and pharmacological use	E. Coppejans (UG)	H. Calumpong	Silliman University	101.242
ICP Ph.D.	2007-2011	Development of a Land Resource Information System (LRIS) to Assist in Selecting Appropriate Agroforestry Tree Species in the Philippine Uplands	F. Canters (VUB)	D.M. Macandog	University of the Philippines	99.750
ICP Ph.D.	2009-2013	Development of improved irrigated and upland Asian (<i>Oryza sativa</i>) rice varieties with resistance or tolerance to the rice root-knot nematode <i>Meloidogyne graminicola</i> for use by resource-poor small-farmers in Asia	D. De Waele (KUL)	A. Kumar	International Rice Research Institute	109.908
ICP Ph.D.	2011-2016	Application and mode of action of polyhydroxybutyric acid in the larviculture of <i>Penaeus</i>	P. Bossier (UG)	E. Amar	Southeast Asian Fisheries Development Center	114.287
ICP Ph.D.	2013-2017	Effect of marine protected areas on biodiversity and trophodynamics in the southeastern part of The Philippines	T. Moens (UG)	L. Angsinco-Jimenez	Davao Oriental State College of Science and Technology	60.230
ICP Ph.D.	2012-2016	International remittances and poverty reduction in the Philippines: Evidence from the Community-Based Monitoring Systems (CBMS) data	G. Calfat (UA)	C. Reyes	Poverty and Economic Policy (PEP)-Community-Based Monitoring System (CBMS) Research Network	84.847
ICP Ph.D.	2011-2015	QTL mapping for natural resistance and tolerance to rice root knot nematode <i>Meloidogyne graminicola</i> in introgressed lines of <i>Oryza</i> developed for use by resource poor farmers in Asia	D. De Waele (KUL)	A. Kumar	International Rice Research Institute	114.287
ICP Ph.D.	2011-2015	The use of nematodes in the soil assessment of an abandoned copper mining site in Bagakey, Western Samar, Philippines	T. Moens (UG)	R. Amparado	Mindanao State University	114.287
List of VLADOC scholarships 2003-2016						
VLADOC	2011-2015	Mining and the security-development nexus: The case of Mindanao	K. Vlassenroot (UG)	S. Villaneuva	Alternate Forum for Research in Mindanao	169.577

Abbreviations (type): SI=South Initiatives; ICP Ph.D.=ICP doctoral scholarships; VLADOC=Flemish doctoral scholarships.

Abbreviations (Flemish institutions): KUL= Katholieke Universiteit Leuven; UG=Ghent University; UA=University of Antwerp; UH=University of Hasselt; VUB=Vrije Universiteit Brussel.

Annex 4 – Other scientific cooperation of Flemish universities with the Philippines

Indicative list of international cooperation with the Philippines									
Name Flemish Promoter	Flemish University/ University college	Department	Funding	Partner institution	Project Title	Local contact	Budget	Begin	End
Non-VLIR-UOS funded projects, agreements, cooperation... between Flemish higher education institutions and institutions in the partner country									
Benedicte Lemmelyn	KU Leuven	Faculty of Theology	Own funding	de Saint Vincent School of Theology van Adamson University.	Bilateral cooperation agreement (joint bachelor, joint doctoraat, en wederzijdse exchange)				
Stijn Van Laer / Jan Elen	KU Leuven	Faculty of Psychological and pedagogical sciences	Host University	BICOL University (Legazpi)	Creating a Prototype Blended Learning Course for Bicol University: A Collaborative Research	Jocelyn I. Bartolata, BU (Project Leader; Study Leader 2)	221450 Philippine pesos or +/- 5000 euro	11/15	12/16
						Ma. Celina Eladia G. Meneses, BU (Study Leader 1)			
						Gemma B. Bellena, BU (Study Leader 3)			
Geert Callewaert	KU Leuven	Faculty of Theology	IRO KU leuven	Saint Louis University in Baguio + different hospitals 'Veterans Regional Hospital and Trauma Center' in Bayombong Supported by St. Mary's University in Bayombong for master theses	yearly study travel with 20 student of the faculty		IRO sponsors 400 €/student	yearly since 2006	
Olivier De Clerck	UGent	Department of biology		Silliman University					
Mary-Ann del Marmol	UGent	Department of geology		Philippine Institute of Volcanology and Seismology					
Wim Pinxten	UHasselt	Medicine and Life Sciences	-	University of the Philippines	Exploration phase: bio-ethics	Leo de Castro			
Kurt Debaere	HOWEST	Postgraduaat duurzame ontwikkeling			Contacten met stageplaatsen				
	VIVES	Gezondheidszorg			Interesse voor samenwerking				

Robin Thiers	UGent	Department of Conflict and Development Studies		Third World Studies Center – University of the Philippines Diliman	Visiting Research Fellow			Feb 2017	April 2017
	UGent	Department of Conflict and Development Studies	Impakt Asia Program	University of the Philippines Diliman	Visiting Scholar	Clod Krister Sun Yambao		April 2016	June 2016
Jeroen Adam	UGent	Department of Conflict and Development Studies	BOF		Multiple Institutions and Diverging Patterns of Conflict: A Comparative Analysis of Municipalities in Muslim Mindanao			2015	2019
Jeroen Adam	UGent	Department of Conflict and Development Studies	FWO		The changing political economy of the Philippines' export banana sector			2014	2018
	UGent	Department of Conflict and Development Studies	DFID		Justice and Security Research Program (JSRP)				
	UGent	Department of Conflict and Development Studies			Study travel for Student of Manama Conflict and Development				

Name Flemish Promoter	Flemish University/college	Department	Funding	Partner institution	Project Title	Local contact	Budget	Begin	End
Participation in other networks/financing organisms involving higher education institutions in the partner country (EU, Nuffic, ...)									
Katrien Vanelven	KU Leuven	International Office	Erasmus Mundus Action 2	Visayas State University The Southeast Asian Regional Center for Graduate Study and Research in Agriculture (SEARCA)	Erasmus Mundus Actie II samenwerking met Zuid- en Zuid-Oost-Azië (EXPERT)		2 499 200	15/07/2012	14/07/2016

Indicative list of PhD's linked with the Philippines						
Fund	Partner institutions	Flemish institution	Department	Promotor	Start year	End year
Selfsupporting		KU Leuven	Onderzoekseenheid Systematische Theologie en Religiewetensch	Haers Jacques	2012	2013
Niet toegewezen		KU Leuven	Onderzoekseenheid Theologische en Comparatieve Ethiek	De Tavernier Johan	2008	2009
Selfsupporting		KU Leuven	Onderzoekseenheid Systematische Theologie en Religiewetensch	Haers Jacques	2010	2011
Kerk In Nood	Bachelor of Science in Nursing: Silliman University (Dumaguete City, Philippines) Bachelor in Secondary Education: Foundation University (Dumaguete City, Philippines) Masters in Pastoral Ministry: St. John Vianney Theological Seminary (Cagayan de Oro City, Philippines)	KU Leuven	Onderzoekseenheid Bijbelwetenschap	Bieringer Reimund	2011	2012
Selfsupporting		KU Leuven	Onderzoekseenheid Bijbelwetenschap	Verheyden Joseph	2011	2012
Niet toegewezen		KU Leuven	Bijzondere Faculteit Kerkelijk Recht	Torfs Henri	2014	2015
Selfsupporting		KU Leuven	Onderzoekseenheid Geschiedenis van Kerk en Theologie	Lamberigts Mathijs	2012	2013
IRO	University of the Philippines Los Banos	KU Leuven	Afdeling Mechatronica, Biostatistiek en Sensoren	Nicolai Bart	2011	2012
Niet toegewezen		KU Leuven	Afdeling Plantenbiotechniek	De Waele Dirk	2011	2012
Selfsupporting		KU Leuven	Onderzoeksgroep Work and Organisation Studies, Leuven	Sels Luc	2011	2012
Doctoraatsbursaal met RSZ		KU Leuven	Onderzoekseenheid Theologische en Comparatieve Ethiek	Verstraeten Johan	2013	2014
Doctoraatsbursaal met RSZ		KU Leuven	Educatie en Samenleving	Agirdag Orhan	2015	2016

FWO	Visayas State University, Baybay City, Leyte, Philippines	KU Leuven	Afdeling: Centrum voor Levensmiddelen- en Microbiële Technol	Hendrickx Marc	2013	2014
Selfsupporting		KU Leuven	Onderzoekseenheid Theologische en Comparatieve Ethiek	De Tavernier Johan	2014	2015
Niet toegewezen		KU Leuven	Centrum voor Ethiek, Sociale en Politieke Filosofie (OE)	Vandevelde Antoon	2014	2015
Doctoraatsbursaal met RSZ	University of the Philippines – Visayas (Miag-ao Campus).	KU Leuven	Kwantitatieve Psychologie en Individuele Verschillen (OE)	Ceulemans Eva	2014	2015
	The University of the Philippines Los Baños	KU Leuven	Technologiecluster Materialentechnologie, Campus Groep T Leuven	Van Vuure Aart Willem	2015	2016
Doctoraatsbursaal met RSZ		KU Leuven	Onderzoekseenheid Bijbelwetenschap	Bieringer Reimund	2016	2017
Doctoraatsbursaal met RSZ		KU Leuven	Afdeling Moleculair Design en Synthese	De Gendt Stefan	2015	2016
		UGent	Sciences	Tom Moens	2011	
		UGent	Bioscience Engineering	Peter Bossier	2011	
		UGent	Sciences	Marleen De Troch	2013	
		UGent	Bioscience Engineering	Peter Goethals	2013	
		UGent	Bioscience Engineering	John Van Camp	2014	
		UGent	Bioscience Engineering	Xavier Gellynck	2015	
		UGent	Psychology and Educational Sciences	Gilles Pourtois	2015	
		UGent	Bioscience Engineering	Gijs Du Laing	2016	
		UGent	Bioscience Engineering	Karel De Schamphelaere	2016	

Annex 5 – Matrix matching Philippine priorities, international donors & Belgian actors

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

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