

Reference framework Ecuador

1 VLIR-UOS in Ecuador

1.1 Overview projects & scholarships (2003 – 2021)



Legend

Universidad de Cuenca	
Escuela Superior Politécnica del Litoral	
Universidad Nacional de Loja	
Universidad Técnica Particular de Loja	
Universidad San Francisco de Quito	
Universidad Técnica del Norte	
Universidad Politécnica Nacional	
Universidad de Guayaquil	
Universidad Andina Simón Bolívar	
Universidad Regional Amazónica IKIAM	
Universidad Laica Eloy Alfaro de Manabí	
Universidad Nacional de Educación	
Universidad casa Grande	
Universidad San Gregorio de Portoviejo	
Universidad de las Fuerzas Armadas ESPE	

Projects 2003-2021		
Type	Budget (€)	Number
Total	20.956.901	68
IUC	10.763.937	1
Networks	2.295.000	1
TEAM	3.642.646	12
SI	2.129.743	30
RIP	430.594	5
JOINT	727.405	4
Crosscutting	767.593	14
ICT Infrastructure	199.983	1

Ongoing projects in 2021		
Type	Budget in 2021 (€)	Number
Total	4.818.863	31
IUC	155.000	1
Networks	1.250.000	1
TEAM	1.369.255	5
SI	1.388.794	20
JOINT	655.814	4

Scholarships 2003-2020		
Type	Budget (€)	Number
Total	2.484.963	594
Ph.D.		
Subtotal	380.152	3
ICP Ph.D.	65.928	1
VLADOC	314.224	2
Short term		
Subtotal	667.140	525
ITP	35.428	5
KOI	90.243	43
REI*	473.037	467
Other scholarships	68.432	10
Study		
Subtotal	1.437.671	66
ICP	1.437.671	66

After nearly 25 years of successful cooperation, Ecuador assured itself a special place in the VLIR-UOS portfolio, currently second in Latin America in terms of budget scope after Cuba. From 2003 to 2020 VLIR-UOS spent 23,4 million Euros in cooperation with Ecuador, including 2 long-term Institutional University Cooperation programmes with the Escuela Politécnica del Litoral (ESPOL) and the University of Cuenca (UCuenca).

More detailed information can be found on our [Ecuador country page](#) on the VLIR-UOS website.

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

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
Networks	2019-2023	Network Biodiversity Ecuador (biodiscovery and water resources) – Phase 2 (2019-2022) (ESPOL, UCuenca, UTN and EPN) + Phase Out (2023)	P. Goethals (Ghent University)	J.M.C. Cevallos	Escuela Superior Politécnica del Litoral	270.000
	<i>Subproject 1</i>	<i>Enhancing national capacities in biodiscovery</i>	<i>W. Vanden Berghe (University of)</i>	<i>J.M.C. Cevallos</i>		
	<i>Subproject 2</i>	<i>Enhancing Ecuadorian national capacities on water management</i>	<i>G. Wyseure (KU Leuven)</i>	<i>L. Dominguez</i>		
	<i>Subproject 3</i>	<i>Enhancing national capacities in education and outreach innovation</i>	<i>P. Goethals (Ghent University)</i>	<i>P. Herrera</i>		
	<i>Subproject 4</i>	<i>Programme support unit</i>	<i>P. Goethals (Ghent University)</i>	<i>J.M.C. Cevallos</i>		
TEAM	2019-2022	Innovative governance systems for built cultural heritage, based on traditional Andean organisational principles in Ecuador	K. Van Balen (KU Leuven)	F. Cardoso	Universidad de Cuenca	59.637

Table 1 Ongoing VLIR-UOS projects that will continue in FYP II

The national Network in Biodiversity coordinated by ESPOL and 3 other Ecuadorian universities is currently the cornerstone of the Ecuador portfolio of VLIR-UOS. Competitive calls for new IUC, SI, TEAM projects will be launched and announced on our website. Nationals of Ecuador are eligible to apply for scholarships for the International Master Programmes (ICP), International Training Programmes (ITP).

2 Ecuador and the 2030 Agenda for Sustainable Development

2.1 Ecuador and the SDGs (systemic thinking: interconnectedness & indivisibility of goals)

- *Description of the country's progress towards SDGs in general:*

Promising to leave no one behind, Ecuador reaffirms its commitment to the Agenda 2030 and its Sustainable Development Goals by presenting for a second time its Voluntary National Review. The situation in the world has changed and thus the levels of implementation of the SDGs. The COVID 19 and the indirect effects of isolation mean that economic revival establishes a mechanism conducive to the implementation of the 2030 Agenda. The challenges of international community can only be overcome within the framework of the principles of cooperation and solidarity, without isolated visions of development and aimed at strengthening the multilateral system.

The challenges for Ecuador as a result of COVID 19 were accentuated by the dramatic drop in the price of oil and the decline in foreign exchange revenues from the export of other products and services. With a dollarized economy, greater flexibilities of multilateral financial bodies for Ecuador to address its commitments on better terms; and, that the situation of middle-income countries is reversed. These flexibilities would facilitate the implementation of policies that reduce poverty, an objective of 2030 Agenda. According to ECLAC, poverty in the Latin American region and the Caribbean could increase by 3.5% and extreme poverty by 2.3% due to the pandemic. While mobilizing resources to implement the SDGs has been a challenge Ecuador has incorporated in its economic and financial policy the strengthening of public, aimed at being efficient in public finances. Policies have been consolidated and non-reimbursable international cooperation strategies to promote south-plan cooperation – south in particular.

Ecuador sees in the 2030 Agenda an opportunity to generate synergies between various actors for true sustainable development at the economic, social and environmental levels. It is issued two Executive Decrees and a Ministerial Agreement that allow the incorporation of the 2030 agenda in public policy and laying the groundwork for the governance of this Instrument. Strengthening public health systems and provision of essential services must prevail in order for the recovery against COVID 19 to not jeopardize the achievement of the 2030 Agenda.

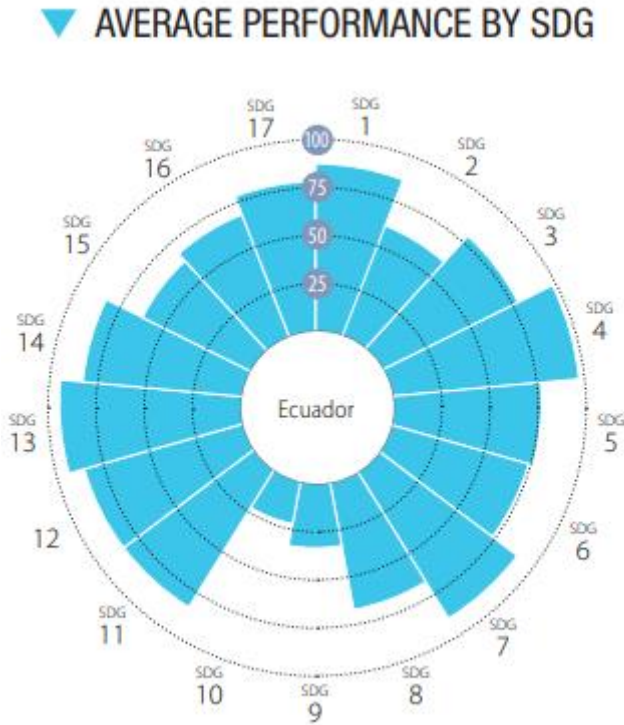
Ecuador considers it essential to promote mechanisms of linkage and articulation between key players, such as representatives of academia, civil society, public enterprises and private governments, among others. The participation of these actors has contributed to the 350 initiatives at the national level by 2020, which contribute to the construction of the 2030 agenda in the country. These processes have become mechanisms for identifying opportunities that promote transparency and accountability.

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021 assesses where each country stands with regard to achieving the SDGs. Ecuador ranks 53 out of 165 countries included in the report. The Ecuador Country Profile shows that most goals remain with challenges. However, Ecuador is improving in a number of SDGs such as clean water and sanitation, affordable and clean energy, sustainable cities, climate change action and quality of education.



The detailed dashboard for Ecuador is available here: [SDR-2021-ecuador.pdf \(sdgindex.org\)](https://sdgindex.org/SDR-2021-ecuador.pdf)

Average performance per SDG:



Hereby a link to the 2020 SDG voluntary review of Ecuador (in Spanish);: <https://sustainabledevelopment.un.org/content/documents/992ecuador.pdf> and the executive summary in English: https://sustainabledevelopment.un.org/content/documents/26686VNR_2020_Ecuador_Executive_Summary.pdf.

As an umbrella organisation that works with calls for proposals, VLIR-UOS supports interventions for and through higher education institutes, supporting them in the areas of education, research and uptake and thereby strengthening them in their role as development actor. Doing so, the impact of the interventions supported by VLIR-UOS can be found in a large variety of sectors. In line with its major intervention area, VLIR-UOS positions itself within the education sector, esp. to higher education and research/innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors/themes. When translated into SDGs, the projects that were financed by VLIR-UOS in Ecuador

covered mainly, apart from SDG 4 and 9, SDGs 3, 6, 7, 8, 10, 11, 15. Top sectors for VLIR-UOS in this country for the past decade are *health, biodiversity/environment & natural resources (in particular water resources, quality of education & innovation.*

More background information and context analysis on Ecuador can be found in the **geographic Joint Strategic Framework** for Ecuador (*link will be added when document is online*).

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Ecuador can be found here [Ecuador: Coronavirus Pandemic Country Profile - Our World in Data](#) and via the site of the Ecuadorian ministry of health: [Actualización de casos de coronavirus en Ecuador – Ministerio de Salud Pública](#).

Additional sources on progress related to higher education & science (SDG 4)

- [UNESCO-UIS](#): overview data resources indicators [related to SDG4](#)
- [Our World in data](#):
 - Indicators related to [educational mobility and inequality](#)
 - Indicators related to [tertiary education](#)
 - Indicators related to [projections of future education](#) (demand)
 - Indicators related to [science](#) and [research](#)
- [Student mobility](#): [UIS-data](#) showing shifting demand for higher education caused by COVID-19
- [COVID-19 and education](#): [UNESCO data](#) on (duration of) school closures

2.2 Higher education landscape in Ecuador

- *National regulative context and responsible bodies for HE*

Higher education is provided by universities, polytechnics and, at non-university level, “Institutos Pedagógicos” and “Institutos Técnicos Superiores”. All universities whether public or private, are autonomous. Higher education institutions are now supervised by CES (<http://www.ces.gob.ec>) / SENESCYT (<http://www.educacionsuperior.gob.ec>), but an important stepping stone to the preparation of a thorough reform of the higher education sector was the 2008 CONEA report. The National Council on Evaluation and Accreditation (CONEA) elaborated a technical report with respect to the level of performance of the superior education establishments to guarantee quality. Indicators used by CONEA for the assessment of Universities and other higher education establishments were: (i) Teacher training, (ii) Budget for scholarships, (iii) Mobility of students and credit acknowledgment, (iv) Investment in libraries, (v) Financial resources and budget performance, (vi) Coherence between academic processes and mission and objectives of the University, (vii) Use and creation of extensions to guarantee academic quality and infrastructure (classroom spaces)

Subsequently, on November 10, 2009, CONEA’s final report was published. In this report, five categories were distinguished for the classification of 68 universities and poly-technical high schools. The CONEA evaluation ranked all 73 universities in five categories A to E. A new Law on Higher Education (LOES), which was issued in October 2010, demanded the closure of the 26 institutions in the poorest category E within 18 months. Besides the closure of the weakest universities the new law also calls for an evaluation (accreditation) of all existing careers, every five years; a university categorisation in 1) Universities of Teaching; 2) of Teaching and Research and 3) Research Universities. In order to be accredited Education and Research University, 60% of university staff must in two years have full time appointments (now an average 3%) and 60% must have a PhD degree within 7 years (this percentage is now under 10%).

The Consejo Nacional De Evaluación y Acreditación de la Educación Superior del Ecuador), was created with the mandate of evaluating and accrediting Universities in Ecuador. It was created to assure higher education quality, due to the fact that the former responsible body (CONESUP) in practice was not so well in a position to do so, amongst others due to its composition (universities and institutes) with peer evaluations proving not so productive. An important achievement is the ranking of Universities, based on both an auto-assessment and an external evaluation. Meanwhile CEAACES became Consejo de Aseguramiento de la Calidad de la Educación Superior (CACES). The categorisation of universities in A-E was cancelled in 2018 and replaced by ‘accredited’ or ‘not accredited’.

The former CONESUP (Consejo Nacional de Educación Superior) was dismantled in October 2010. Functions were partially overtaken by the CES (National Council of Higher Education), a more central and official body, directly dependent of the Presidency.

In 2019 an update of the HE regulations was published. New modifications to the Higher Education law (LOES) are being discussed as we speak in 2021 and the new Presidency also announced some changes for the benefit of the HE system.

- **International rankings universities:** In terms of Higher Education Institutes, the following webometrics link provides the ranking of Ecuadorian universities worldwide: http://www.webometrics.info/en/Latin_America/Ecuador . None rank in the top 2000 worldwide.

No specific recommendations can be drawn from this apart from the fact that the institutions away from the Quito and Guayaquil region often received less funding.

- **Education sector strategic plan, HE in national development plans**

One of the general aspirations was to change the universities in Ecuador from teaching institutes with little research to a higher level of teaching and research. It is estimated that only 87% of the staff in public universities have already obtained a master's degree and fewer than 5% have Ph.D.

At the time of LOES 2010, the political focus was to link up with the National Plan 'Buen Vivir', which was also presented in 2010 and which proposes a paradigm change from 'development' to 'good living', aiming at ambitious objectives through concrete strategies in various domains. The transformation of higher education and the transfer of knowledge in science, technology and innovation is one of the strategies. The important principles of this national plan seem to be continued in the current development plan 2017-2021 ['Toda Una Vida'](#)

An interesting development is the recent agreement (Senescyt News, June 2021) of the Ministry of Higher Education, Science, Technology and Innovation (Senescyt) and the European Union to create new Higher educational technological centres in eight provinces of the country. Seven of the institutes, which will be financed by the European Investment Bank, will be located in Atacames, Guayaquil, Cuenca, Riobamba, Sucúa, Quito and Quevedo; while the eighth, which will be in the city of Portoviejo, will be built with funds from the Latin America Investment Facility. The total investment exceeds 80 million dollars

2.3 Leaving no one behind

With the adoption of the 2030 Agenda for Sustainable Development, the international community pledged to leave no one behind and to endeavour to reach the furthest behind first. The principle of leaving no one behind can be defined as a three-part imperative: to end absolute poverty in all its forms, to stop group-based discrimination that results in unequal outcomes for disadvantaged populations, and to take action to help the furthest behind.

Specifically for Ecuador the concept of reducing inequalities in a multi-diverse society with strong indigenous roots and a variety of populations, including well-being, education access for all and zero hunger are a top political priority. Also the national development plan 2017-2021 '[Toda Una Vida](#)' which makes a strong reference to the importance of an inclusive society and the principle of plurinationality. Leaving 'no one behind' is strongly integrated in those concepts.

In the context of the Pandemic, strengthening the public health system is again high on the agenda.

Additional sources on Leaving No One Behind

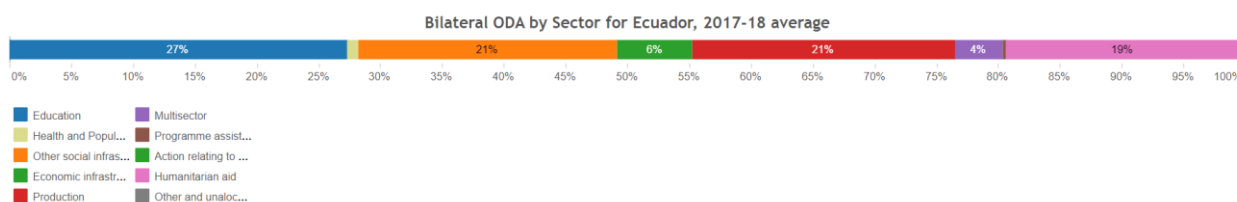
- *Gender parity index*
- *ODI leaving no one behind index: summary [report](#) index 2019; annex [index 2019](#)*
- *Disparities in higher education attendance ([UNESCO-GEM-UIS-WIDE](#))*
- *Danish institute for human rights: Human rights data explorer ([here](#))*

2.4 Multistakeholderpartnership - Stakeholder analysis (tbc)

The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multi-stakeholderpartnership – which promotes cooperation and partnerships at different stages and spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

An analysis is included in the geographical JSF and all national documents reflect strongly the decentralised character of the Ecuadorian territorial and societal organisation, referring strongly to the different societal actors and emphasizing the importance of inclusion and plurinationality.

Taking a look at the bilateral ODA per sector of Ecuador



Source: <http://www.oecd.org/dac/financing-sustainable-development/development-finance-data/aid-at-a-glance.htm>

Based on data from the International Aid Transparency Initiative (IATI), VLIR-UOS is among the main donors in the higher education sector. However, next to VLIR-UOS, mainly ARES – Belgium is

mentioned as also the Spanish and Swedish cooperation, UK and Plan international Netherlands are the main donors in HE. (http://d-portal.org/ctrack.html#view=search§or_code=11420).

VLIR-UOS contributes to the 2030 agenda by realizing a societal impact, implying an impact on local communities, civil society, governments, private sector or other higher education institutions. In what follows we list the role and the desired change among the main actors involved in the change process that VLIR-UOS envisages to support through *its interventions*.

S	Actor	Role and desired change
SC/ SDI	Higher Education Institutions in Flanders (incl. academic promoters & ICOS ¹)	<p>HEI – via academic promoters, ICOS and policy makers- in Flanders implement, together with their partner HEIs in VLIR-UOS partner countries the selected projects and are important boundary partners in the realization of this outcome.</p> <p>VLIR-UOS sets out the framework for cooperation, launches calls for proposals, and provides follow-up of project interventions (sphere of control) and at level of the Flemish HEIs an organisational structure is put in place to support HE cooperation for sustainable development and related global engagement strategies. The organisational structure is represented by the person/function of the ICOS of the respective institutes as a gateway and VLIR-UOS primary contact persons through which information from VLIR-UOS about calls, opportunities for synergy & complementarity with other stakeholders, events & capacity building activities... reaches the academic community. In addition, ICOS facilitate the elaboration of the project proposals as well as the implementation.</p>
SC/ SDI	Higher Education Institutions in partner countries	<p>HEIs in partner countries are important boundary partners in the realization of this outcome. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.</p>
SDI	DGD (incl. Belgian embassies in partner countries)	<p>DGD has an advisory role in the VLIR-UOS selection commissions and follows-up on the VLIR-UOS portfolio and the thematic JSF on Higher Education and Science for Sustainable Development. The Belgian Embassies can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. European Union, national government, other donors), the contextual updates etc.</p>

¹ Institutional Coordinators for Development Cooperation (ICOS at Flemish Universities) and Global Engagement Officer (GEO at Flemish University Colleges)

SDI/ SII	Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development.
SDI/ SII	Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders.
SII	Members of the thematic JSF on Higher Education and Science for Sustainable Development	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education and science cooperation for sustainable development and make it accessible to other local, Belgian and international partners as scientific advisor to other partners' projects, partners or policy bodies, as a platform for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity.
SII	Belgian Actors of the Non-governmental Cooperation	VLIR-UOS continuously tries to identify and encourage synergy and complementarity between Belgian ANGCs and academic stakeholders. Through the uptake of research results, mobilisation of local stakeholders, participation in trainings or courses, identification and communication of relevant research questions/opportunities, hosting of international internships, facilitating student mobility... these actors play a critical role.
SII	Belgian bilateral cooperation (BIO & Enabel)	VLIR-UOS will regularly exchange with Enabel and BIO to identify and communicate opportunities for synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform). Enabel can facilitate/support national governments and (indirectly) higher education systems in the country contributing to an enabling environment for HEIs to operate as drivers of change.
SI	International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)	Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations.
SI	Academic/science (inter)national and regional networks	Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when

		former scholarship students act as agents of change within these networks.
SI	Public sector: Local or central government and political community	Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.
SI	Private sector	Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure.
SI	Civil society, social movements and local communities	Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of <i>projects</i> thereby making a potential contribution to the entire range of SDGs.

3 Synergy and Complementarity with other (Belgian) development actors in Ecuador

Max. 1p.

3.1 VLIR-UOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIR-UOS, ARES and the Institute of Tropical Medicine (ITM) jointly developed the thematic Joint Strategic Framework on Higher Education and Science for Sustainable Development (JSF HES4SD). Through cooperation with civil society, private and public sector, the JSF initiators² aim to further unlock the huge developmental potential of higher education and science cooperation for sustainable development and make it accessible to other Belgian, local and international partners, in different ways: as partner in a multi-actor partnership, as scientific advisor to other partners' projects, partners or policy bodies, as a knowledge broker for sharing state of the art scientific results, information, expertise and experience and for exploration of possibilities for synergy and complementarity. This reference framework for Ecuador will feed into to the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

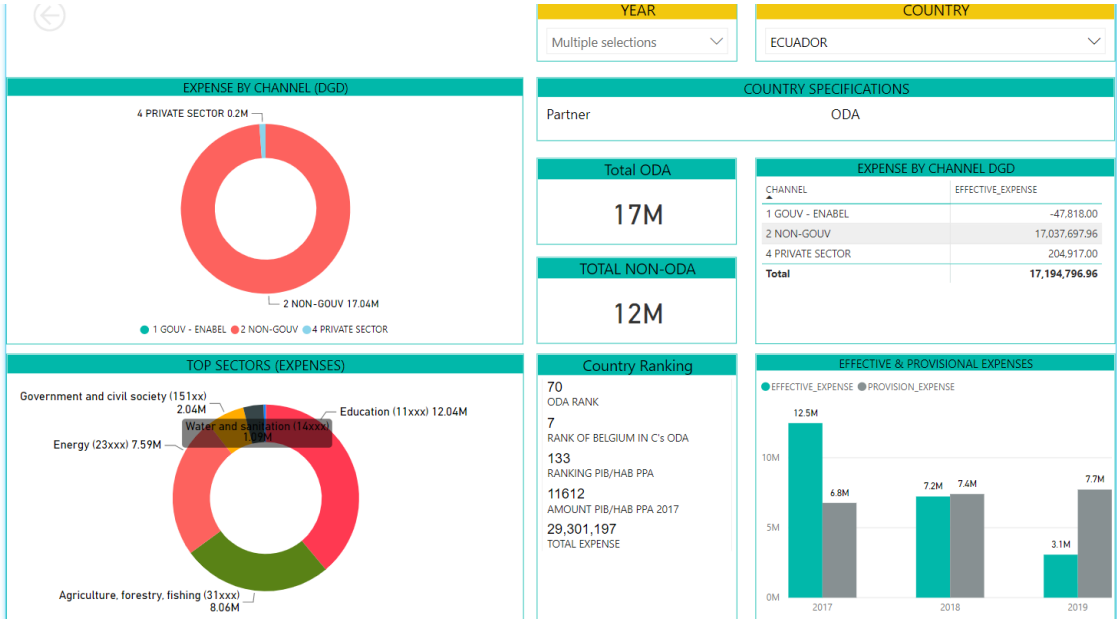
- (i) communicate about the launch and results of competitive calls for projects;
- (ii) communicate other opportunities for projects or scholarships;
- (iii) gather/exchange on collaboration opportunities (e.g. requests for scientific advice);
- (iv) share information about ongoing projects, events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

² The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

3.2 Bilateral development cooperation (Enabel) in Ecuador

The bilateral development cooperation agreements between Ecuador and Belgium were recently out-phased. However, Ecuador has a longstanding history of cooperation with Belgium at level of bilateral cooperation and the country continues to be a very important country in the Belgian indirect development cooperation.

Belgium ranks only 7th on the ODA overview for Ecuador and education is the largest part of cooperation as shown below for the period 2017-2019.



Source: info from [DGD](#).

3.3 Belgian actors of the non-governmental cooperation in Ecuador

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science




Actor	Country (main)	Partner HE&SI	Belgian HE&SI	Programme type	Title	Indicative period
ARES	Ecuador	Pontificia Universidad Catolica del Ecuador (PUCE)	Université catholique de Louvain (UCLouvain)	PRD	Renforcement des Espaces de Médiation Communautaire des jeunes dans les situations de violence et de souffrance psychosociales.	2017-2022
ARES	Ecuador	Escuela Politecnica Nacional (EPN)	Université catholique de Louvain (UCLouvain)	PRD	Linking global change with soil and water conservation in the high Andes	2017-2022
ARES	Ecuador	Universidad Técnica Particular de Loja (UTPL)	Université catholique de Louvain (UCLouvain)	PRD	Paving the way towards biotechnology and Bioeconomy in Ecuador : Oil polluted ecosystems as a model of microbial diversity and reservoir for bioremediation processes and bioeconomy	2019-2024
ARES	Ecuador	Universidad de las Fuerzas Armadas - ESPE)	Université de Liège (ULiège)	PRD	Mise en place d'une plate-forme d'appui à la formation et à la sensibilisation, au diagnostic et au développement d'une stratégie de contrôle de la Brucellose et de la Trypanosomiase en Équateur.	2019-2024
ARES	Ecuador	Universidad Central del Ecuador (UCE)	Université catholique de Louvain (UCLouvain)	PRD	Socio-eco-epidemiology of ticks, tick-borne parasites, acaricide resistance, and residual effects to acaricides in tropical Ecuadorian livestock: environmental, animal and public health impacts (Acronym: Ticks & TBD)	2020-2025



3.3.2 Ecuador Joint Strategic Framework [\(link full document\)](#)






	Description of the strategic goal	Approaches (short description / key words in Spanish)	ANGCs
SG1	Human rights and gender equality/equity (Derechos humanos y la igualdad/equidad de género)	1A Defensa de los derechos humanos 1B Formación de un entorno cívico favorable 1C Igualdad/equidad* de género 1D Derecho de la Niñez 1E Derechos de niñas y mujeres 1F Derechos sexuales y reproductivos	11.11.11, ACTEC, VVOB, Rikolto, Plan internacional, TRIAS
SG2	Environmental and climate justice (Justicia ambiental y climática)	2A Promuevan la preservación, restauración y el uso sustentable de la biodiversidad y los ecosistemas y (2) sensibilicen sobre la importancia y la emergencia de estas acciones. 2B Acompañamiento de comunidades locales, activistas y movimientos sociales 2C Observación e implementación de los acuerdos y tratados 2D Impulsar estrategias y mecanismos de transición a la agricultura regenerativa a través del: - desarrollo de capacidades técnicas... ; - prácticas productivas sustentables y sistemas de comercialización inclusivos y sostenibles 2E empleo y autoempleo dignos y amigables con el medio ambiente 2F medidas eficaces y equitativas contra el cambio climático	
SG3	Agro-food systems (Sistemas agro-alimentarios)	3A sistemas y prácticas agrícolas sustentables y regenerativas 3B comercialización y distribución inclusiva de productos sustentables 3C Desarrollar competencias, habilidades y destrezas en jóvenes rurales mediante procesos de capacitación 3D Emprendimientos agroalimentarios sostenibles y acceso a productos financieros adaptados para jóvenes y mujeres. 3E profesionalización de organizaciones de agricultores y la articulación con todos los actores de la cadena 3F Facilitar espacios multi-actor 3G Apoyar iniciativas públicas y privadas de promoción y educación ciudadana	

SG4	Economical justice and distribution of wealth (Justicia economica y redistribucion de la riqueza)	4A reducción de asimetrías y desigualdades económicas 4B modelo de desarrollo más armónico con los derechos humanos y la naturaleza. 4C política comercial justa, equitativa y sostenible	
SG5	Educational system	5A inserción laboral de jóvenes, adolescentes y adultos, con énfasis en mujeres. 5B procesos de diálogo multiactor entre la sociedad civil, las instituciones y actores del sistema de educación, y entidades gubernamentales 5C valorización de la educación técnica y/o profesional accesible, inclusiva, equitativa y de calidad 5D desarrollo profesional de docentes y/o equipos directivos en estrategias, conocimientos, habilidades y destrezas 5E Capacitar a las madres y padres de familia .. 5F Promover la vinculación del sistema educativo con sus entornos locales	

Below the JSF Ecuador did an attempt to provide an overview of the geographical JSF actors and their participation in the SG as also distribution per SDG:

ODS		Meta 1	Meta 2	Meta 3	Meta 4	Meta 5	MEC temáticos		
		DDHH y género	Justicia ambiental y climática	Sistemas agroalimentarios	Justicia económica y redistribución de la riqueza	Sistema educativo	MEC ciudades sostenibles	MEC Ecosistemas resilientes	Educación superior
ACNG		11.11.11, ACTEC, VVOB, Rikolto, Plan internacional, TRIAS					Rikolto, VVSG	Bos+ WWF	VLIR-UOS, ARES
	Derechos humanos								
	Fin de la Pobreza								
	Hambre 0								

	Salud y bienestar								
	Educación de calidad								
	Igualdad de género								
	Agua limpia y saneamiento								
	Energía asequible y no contaminante								
	Trabajo decente y crecimiento económico								
	Industria, innovación e infraestructura								
	Reducción de las desigualdades								
	Ciudades y comunidades sostenibles								
	Producción y consumo responsable								

	Acción por el clima								
	Vida submarina								
	Vida de ecosistemas terrestres								
	Paz, justicia e instituciones sólidas								
	Alianzas para lograr los objetivos								

The following overviews will be added/complemented based on the information in the JSF Ecuador and if needed the actor programmes per ANGC that will become available after 01/08/2022.

ANGC	JSF - Strategic goals	Approaches	Local partners	Geographic region	Contact person
11.11.11	1 to 5	In Ecuador 11.11.11 works together with organizations that stand up from a rights perspective for sustainable development. 11.11.11 works together with organizations and networks that are active at national level on democratization and rights, environmental	To be added based on Actor Programme 11.11.11	National, however partners focus on the Amazon region and South Eastern Ecuador	Freya Rondelez

		issues, climate justice, and social and economic justice.			
Rikolto	1 to 5	The challenge of Rikolto (formerly VECO) Andino in Ecuador is to contribute to improving the quality of life of small agricultural producers, through an effective linkage to the market, through intervention strategies that professionalize their organizations, to market quality products that generate more stable income for families.	To be added based on Actor Programme	Northern Ecuador (Pichincha, Esmeraldas, ..)	Johanna Renckens
ACTEC	1 to 5	Since 2014, ACTEC is supporting Salesians secondary colleges in order to improve the quality of the technical education (level: Bachillerato técnico) provided to vulnerable young people from low-income families residing in Guayaquil and Esmeraldas cities.	Unidad Educativa Salesiana Domingo Savio, Unidad Educativa Fiscomisional María Auxiliadora, Unidad Educativa Montepiedra	Guayas and Esmeraldas Province	Michel Garcia
VVOB	1 to 5	VVOB Education for development is committed to quality education in Ecuador. In close collaboration with the Ministry of Education, VVOB supports teachers and school leaders to create environments where their students can develop to their full potential.	MINEDUC and various subsecretaries	Esmeraldas, Manabí y Santo Domingo de los Tsáchilas	Caroline Decombel, Lotte Staelens
Plan International	1 to 5	Plan International works directly with girls, boys, adolescents, families and communities in 9 provinces of the country. Plan works with children from birth to adulthood. Projects focus on several domains such as education, entrepreneurship, sexual and reproductive	To be added based on Actor Programme		Catalina Vaca

		rights, early childhood, risk management, participation and leadership.			
Trias	1 to 5	Taking control of value chains: In recent years, the urban population in Ecuador has benefited from economic growth. The effects of this increase in wealth don't quite extend to the Andes, however. Poverty and malnutrition are still a concern in our intervention zones. TRIAS supports farmers' organisations in developing profitable production chains.	To be added based on Actor Programme	South and Central Andres	Marc Vogelaers, Lieve Van Elsen

3.3.3 Other Thematic Joint Strategic Frameworks

TJSF Resilience (WWF, Bos+, Join for Water)

Miembros del MEC	Socios / tipos de socios	Grupo Beneficiario	Local partners	Persona de contacto
WWF Ecuador	ONG nacionales, Organizaciones Indígenas, Asociaciones de productores, Instituciones Públicas, Universidades; Federaciones; confederaciones; ministerios	Comunidades indígenas y campesinas; Manejadores de áreas protegidas		Thibault Ledecq María José Alencastro
Join For Water	ONG nacionales, asociaciones de productores, organizaciones indígenas, ONG internacionales; autoridades	Comunidades locales e indígenas, sus organizaciones cupulas y asociaciones de productores		Johan Slimbrouck

BOS+	ONG nacionales, asociaciones de productores, organizaciones indígenas, ONG internacionales	Comunidades locales e indígenas, sus organizaciones cupulas y asociaciones de productores		Debbie Eraly
VIA Don Bosco	Oficinas de Planificación y Desarrollo y centros de capacitación de los salesianos	Jóvenes vulnerables y sus familias; personal de los centros; inspección		Amélie Janssens

Sustainable cities

Los ANGS belgas	Organización asociada de los ACNG belgas en Ecuador	Grupo objetivo	Enfoque/tema operativo	Local partners	Persona de contacto
Rikolto	Cooperativa de consumidores y productores de Quito y su región Organizaciones de la sociedad civil	Consumidores en Quito-Sur Organizaciones de agricultores Gobiernos locales (Conquito) Ciudadanía en la provincia de Manabí Organizaciones de consumidores Gobiernos locales	Sistemas Alimentarios locales y sustentables Ambiente alimentario Dieta sostenible		Johanna Renckens
VVSG	Hermanamientos entre autoridades locales de Bélgica y Ecuador: - Bierbeek – San Felipe de Oña - Evergem – Guaranda	Funcionarios, hombres políticos y la sociedad civil de Oña y Guaranda	El manejo sostenible de agua y tierra		Karlien Gorissen