

# Country reference framework Kenya

## Background

In FYP1 the VLIR-UOS country strategies presented the strategic niche for future VLIR-UOS cooperation in a specific country, leading to strategy-based calls for proposals. These country strategies created a framework for project formulation, but could limit project identification to geographical and/or thematic foci and/or to a limited number of partner institutions. Country strategies also aimed at enabling synergy and complementarity between VLIR-UOS projects and projects from other (Belgian) stakeholders working in that country.

In FYP2, however, we shift towards an approach whereby a country reference framework provides information rather than strategic guidance. The country reference frameworks will be used mainly to support teams of academics when identifying and formulating project proposals, by providing a context analysis focused on Agenda 2030 on Sustainable Development and the higher education sector in a given country, and by providing an overview of Belgian development actors, their ongoing projects and partners in that country in view of exploration of opportunities for synergy and complementarity.

The country reference frameworks consist of three components:

- (i) overview of VLIR-UOS projects in the country;
- (ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
- (iii) overview of Belgian development actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

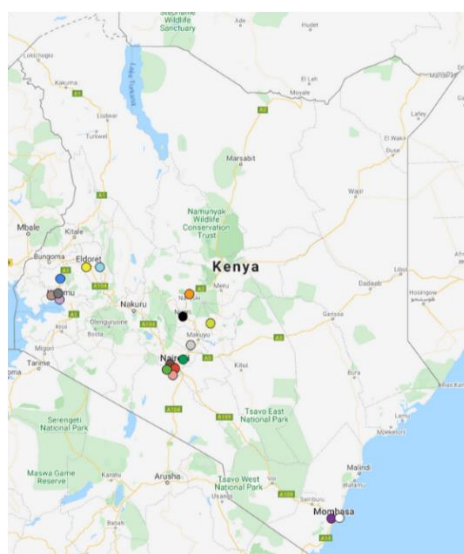
The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of VLIR-UOS funded projects or scholarships. Synergy and complementarity will be integrated as an element in the selection of project proposals, more in particular when discussing the (developmental) relevance and coherence of the proposals and the extent to which the multi-stakeholder partnership principle has been reflected in the project's implementation set-up. By this mode of operation, the thematic JSF on Higher Education and Science for Sustainable Development links up with the other geographic JSFs.

Evidently, the frameworks will be updated regularly in consultation with the HEI&SI stakeholders and with the respective geographical JSFs and, where appropriate, also with ARES, and especially prior to the launch of competitive calls by VLIR-UOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and development actors active in the country/region/sector.

# 1 VLIR-UOS in Kenya

## 1.1 Overview projects & scholarships (2003 – 2021)



### Legend

- Moi University ●
- Kenyatta University ●
- Masinde Muliro University of Science and Technology ●
- University of Nairobi ●
- Pwani University College ●
- University of Eldoret ●
- Technical University of Kenya ●
- Meru University of Science and Technology ●
- Dedan Kimathi University of Technology ●
- Jomo Kenyatta University of Agriculture and Technology ●
- University of Embu ●
- Kenya Marine and Fisheries Institute ●
- Kenya Wildlife Service ●
- Maseno University ●
- Kenya Agricultural Research Institute ●
- Kenya Medical Research Institute ●
- Technical University of Mombasa ●

Projects 2003-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>18.326.533</b>	<b>58</b>
IUC	11.567.380	4
TEAM	4.321.216	16
SI	689.475	11
RIP	199.992	2
JOINT	418.234	3
Crosscutting	930.236	21
ICT Infrastructure	200.000	1

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
<b>Total</b>	<b>4.237.354</b>	<b>16</b>
IUC	2.045.118	3
TEAM	1.555.154	6
SI	277.890	4
JOINT	359.192	3

Scholarships 2003-2020		
Type	Budget (€)	Number
<b>Total</b>	<b>13.405.873</b>	<b>767</b>
<b>Ph.D.</b>		
<b>Subtotal</b>	<b>3.289.831</b>	<b>27</b>
ICP Ph.D.	2.050.829	19
VLADOC	1.239.002	8
<b>Short term</b>		
<b>Subtotal</b>	<b>1.124.346</b>	<b>470</b>
ITP	488.904	78
KOI	160.099	80
REI	281.391	281
Other scholarships	193.952	31
<b>Study</b>		
<b>Subtotal</b>	<b>8.991.696</b>	<b>270</b>
ICP	8.991.696	270

Kenya is an important partner country of VLIR-UOS. From 2003 to 2021 VLIR-UOS spent around € 30,4 million in cooperation with Kenya, including a long-term Institutional University Cooperation (IUC) Programme with the **University of Nairobi** and **Moi University (MU-K, Eldoret)**. The IUC partnership with **Jomo Kenyatta University of Agriculture and Technology (JKUAT)** which started in 2017 is the cornerstone of the cooperation with Kenya. In 2021, a new IUC partnership with **Jaramogi Oginga Odinga University of Science and Technology (JOOUST)** is being phased in in view of full funding as of 2022.

More detailed information can be found on our [Kenya 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) (€)
IUC	2022-2026	Institutional University Cooperation with Jomo Kenyatta University of Agriculture and Technology (phase 2)	M. Hendrickx (KU Leuven)	D. N. Sila	Jomo Kenyatta University of Agriculture and Technology	1.650.000
Subproject 1		Legume breeding for improved quality	G. Angenon (Vrije Universiteit Brussel)	S. G. Mwangi		
Subproject 2		Storage and processing of legumes for convenient products of high nutritional value	M. Hendrickx (KU Leuven)	D. N. Sila		
Subproject 3		Legumes in nutrition and health	C. Matthys (KU Leuven)	F. M. Kyallo		
Subproject 4		ICT support for legume research	W. De Meuter (Vrije Universiteit Brussel)	S. Kimani		
Subproject 5		Programme support unit	M. Hendrickx (KU Leuven)	D. N. Sila		
IUC	2022-2026	Institutional University Cooperation with Jaramogi Oginga Odinga University of Science and Technology (phase-in & phase 1)	A. Van Griensven (Vrije Universiteit Brussel)	B. Estambale	Jaramogi Oginga Odinga University of Science and Technology	3.000.000
Subproject 1		Management of the Lake Victoria Basin Natural Resources	S. Bouillon (KU Leuven)	D. O. Ochuodho		
Subproject 2		Building Capacity for Transformative Agri-Food Systems for Resilience in the Lake Victoria Basin of Kenya	M. D'Haese (Ghent University)	C. Olweny		
Subproject 3		Building Capacity for Research, Management and Control of Communicable and Non-Communicable Diseases	J-P. Bogers (University of Antwerp)	D. Osok		
Subproject 4		Strengthening ICT infrastructure to Enhance Research, Teaching and Learning	J. Loeckx (Vrije Universiteit Brussel)	S. Abeka		
Subproject 5		Strengthening Climate Change Resilience among Communities and Ecosystems in the Lake Victoria Basin	S. Van Passel (University of Antwerp)	B. Muok		
TEAM	2019-2022	Determining nematode damage and mitigation for increased finger millet productivity for food and nutritional security in Kenya	G. Gheysen (Ghent University)	N. Pili	Moi University	43.481
TEAM	2019-2022	Insects for Nutrition and Health: Development and Evaluation of Insect-based Complementary Foods for Children in Kenya	X. Gellynck (Ghent University)	J. Kimiywe	Kenyatta University	59.173
TEAM	2019-2022	Climate smart options allowing agricultural intensification for smallholders in the dry zones of the Central Highlands of Kenya	J. Diels (KU Leuven)	D. Mugendi	University of Embu	34.561

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

Competitive calls for new SI and TEAM projects will be launched and announced on our website. Nationals of Kenya are eligible<sup>1</sup> to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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<sup>1</sup> Admission requirements, application procedures and selection procedures differ across the programmes and host institutions.

## 2 Kenya and the 2030 Agenda for Sustainable Development

### 2.1 Kenya and the Sustainable Development Goals

Kenya has reported on progress made in implementing the sustainable development goals through the [Voluntary National Review 2020](#) (VNR). Kenya considers the 2030 Agenda for Sustainable Development nationally relevant and capable of having a transformative impact on the quality of life of all Kenyans in line with the aspirations of the [Kenya Vision 2030](#), the country blueprint for development for the period 2008-2030. The current [Medium Term Plan](#) (MTP III 2018-2022) of Kenya Vision 2030 is the primary instrument to drive the SDGs implementation.

During the period 2017 – 2019, **key progress** was made in SDG 1 through poverty reduction measures like social protection programs, SDG 3 – Health for example on skilled deliveries, SDG 4 – Education with an upward trend for enrolment in primary education, SDG 6 – Provision of clean water by improving the management of sanitation services and SDG 11 on ensuring sustainable cities with for example an increased access to electricity.

In the MTP III, **four critical areas** are put forward consisting of carefully selected sectors that are expected to have the greatest multiplier effect in the economy and overall well-being, which is known as the “**Big Four Agenda**”. They focus on four key pillars, namely: **Food and Nutrition Security, Universal Health Coverage, Enhancing Manufacturing** and **Affordable Housing** thereby accelerating SDGs 2, 3, 8 and 11 all of which have a high multiplier effect on the rest of the goals. Apart from these four critical areas, three **thematic areas** have been identified due to their importance for Kenya’s overall development: **HIV and AIDS, Climate change and Disaster Risk Management**.

The first VNR undertaken in 2017 identified low level of awareness on SDGs and low capacity as one of the **challenges** that might hinder the implementation of the SDGs. To continuously strengthen capacities to mainstream SDGs in policies, planning, budgeting, implementation and review, training of trainers and 150 officers at national and sub-national level respectively has been undertaken. SDGs curriculum has been developed in collaboration with Kenya School of Government for use during training sessions in their institution.

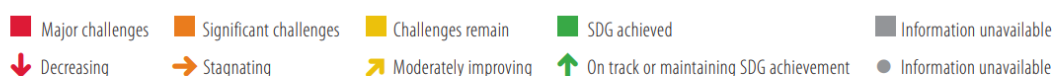
A major challenge for the country has been the re-classification as lower middle-income country in 2014. This has made access to loans from international lenders harder with the reduction of availability of concessional loans from multilateral lenders. This is expected to have serious implications for the financing of SDG related interventions. The population growth of Kenya (from 37.7 million in 2009 to 47.6 million in 2019) is also likely to negatively impact on the implementation of the SDGs, as the economic growth cannot cope with the rising population growth and demand for basic facilities.

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021<sup>2</sup> assesses where each country stands with regard to achieving the SDGs. Kenya ranks 118 out of 165 countries included in the report. The [Kenya Country Profile](#) shows that the majority of goals is facing major or significant challenges.

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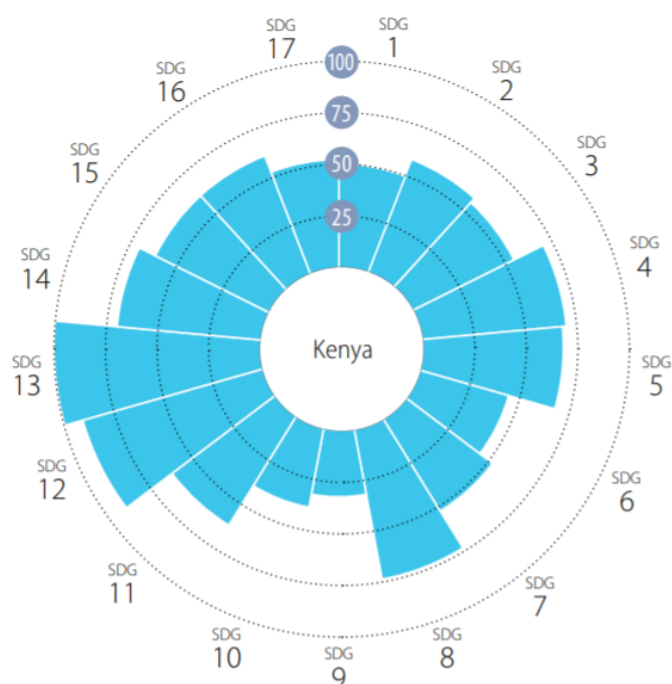
<sup>2</sup> Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

## ▼ SDG DASHBOARDS AND TRENDS



Notes: The full title of Goal 2 "Zero Hunger" is "End hunger, achieve food security and improved nutrition and promote sustainable agriculture".  
The full title of each SDG is available here: <https://sustainabledevelopment.un.org/topics/sustainabledevelopmentgoals>

## ▼ AVERAGE PERFORMANCE BY SDG



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, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIR-UOS intervenes in different sectors as well. VLIR-UOS recognises that given the complexity, scale and interconnectedness

of current societal challenges, meaningful social, economic and ecological transformations can only be realised by starting from a holistic and integrated approach to the SDGs. When translated into SDGs, the projects that were financed by VLIR-UOS in Kenya covered mainly, apart from SDG 4 and 9, SDGs 2, 3, 6, 13 and 15. Top sectors for VLIR-UOS in this country for the past decade are health (e.g. reproductive health, disease surveillance), natural resources management and development (e.g. water, biodiversity, oil and gas, textile), food and nutrition security (e.g., agriculture, food processing, nutrition, marketing, and food safety) and the cross-cutting theme ICT development and statistics (e.g. data analysis, ICT infrastructure).

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

The **COVID-19** related health crisis and its consequences are interconnected with many domains of society. Data about the COVID-19 situation in Kenya can be found [through this link](#). More information is also available on the Kenyan Ministry of Health [website](#).

#### 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 Kenya

In the past decade, the higher education sector in Kenya has expanded enormously due to an increasing number of universities. The country has 74 universities (of which 37 are public universities) spread over different regions with the majority located around Nairobi. The student enrolment rate doubled from 251,196 students in 2013 to 520,893 in 2018. It was also partly contributed by massification in higher education that started around 2008. The growth in enrolment is partially driven by the higher number of public universities, but also by the Higher Education Loans Board providing public financing to students in private universities. In 2008, the government of Kenya unveiled a comprehensive and ambitious development plan aimed at transforming the country into a middle-income economy by 2030, in which University education was considered as a powerful driver for innovation-led economic growth. However, the higher education sector is facing challenges in terms of quality and adequate funding to support infrastructure development of the newly established universities in order to absorb the increased number of students in an adequate manner.

The higher education sector in Kenya is regulated by the [Universities Act, No. 42 of 2012](#). This act introduced a number of important reforms to regulate and assure quality in the Kenyan higher education systems. An important change is that public universities have been brought under the same law as private institutions. The main objectives of the policy framework outlined in the Universities Act are:

- to enhance **equitable access** to university education and provide **quality**, relevant education, training and research in the universities;
- to improve **governance and management** of universities.

The rules for establishing universities, accrediting academic programmes and collaborating with foreign universities and other institutions were formalised in the [Universities regulations 2014](#).

To address the need to regulate, coordinate and assure quality in university education as a result of growth and expansion of the university subsector in Kenya, the [Commission for University Education](#) was established by the Universities Act as the successor to the Commission for Higher Education. Its mandate is to regulate university education in Kenya and assure quality. The Commission continues to mainstream quality assurance practices in university education by encouraging continuous improvement in the quality of universities and programmes. A [strategic plan 2014-2018](#) within the policy framework for Education, Research and Training in Kenya was implemented by the Commission aligned with national development priorities as detailed in Vision 2030 and the Medium Term Plan (2013-2018). The list of universities authorised to operate in Kenya by the Commission for University Education is available [here](#).

The [Ministry of Education](#) is responsible for national policies and programmes that help Kenyans access quality and affordable, school education, post-school, higher education and academic research. The **Kenya Universities and Colleges Central Placement Service (KUCCPS)** replaced the Joint Admissions Board (JAB), which selects students for state-funded programmes. A new policy framework for reforming education and training for sustainable development in Kenya was published in the [Sessional Paper No. 1 of 2019](#). This sessional paper forms the basis for the development of the Education Sector Strategic Plan. The [National Education Sector Strategic Plan 2018-2022](#) of the Ministry sets the following policy priorities for the higher education sector:

### 1) **Expand access and participation in higher education**

This policy priority seeks to improve infrastructure and expand the capacity of public universities to accommodate the increased number of students. Another objective is to enhance the retention and completion rate in all courses. Expanding e-learning programmes in all universities is also a critical area.

### 2) **Enhance equity, inclusion university education**

This policy priority involves the provision of scholarships to students from disadvantaged socio-economic backgrounds, students with special needs and female students in Science, Technology, Engineering and Mathematics programmes (STEM). Affirmative action and provision of scholarships for disadvantaged groups also falls under this policy objective.

### 3) **Enhance the quality and relevance of training and research in university education**

This policy priority aims at ensuring that universities have adequate and qualified academic staff. It also involves a review of curriculum and programmes currently offered in universities to better meet the industry demands and emerging issues. Investments in modern and adequate infrastructure and equipment will also support the provision of quality teaching and research. Programmes to improve the quality of research and extension services will also be implemented.



#### 4) Strengthen governance and accountability in University Education

This policy priority aims at improving management across universities by establishing strong governance structures and systems for accountability.

According to the international [Webometrics](#) ranking, two Kenyan universities are ranked in the top 2000 of the World: the University of Nairobi comes first on the 962<sup>nd</sup> place followed by the Kenyatta University on the 1687<sup>th</sup> place.

### 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.

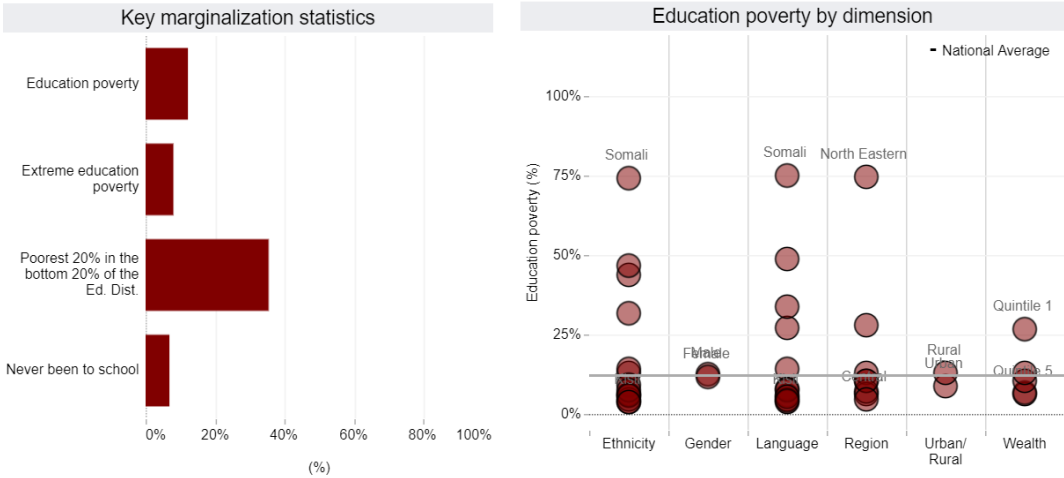
The [Voluntary National Review report of Kenya 2020](#) also covers the Leaving No One Behind principle. The Government of Kenya has integrated the principle in the Vision 2030 and mid-term plans to improve the lives of all citizens. The government prioritises the identification of those who are furthest behind and most excluded in terms of poverty, employment, housing, education by investing in data collection. The results of the Kenyan [Population and Housing Census of 2019](#) show that 918,270 persons had a **disability**, which equals 2% of the population (total population is 47.6 million). The majority of persons with a disability are female (523,883). The most common impairment was mobility (385,417) followed by visual impairment (333,520). A total of 9,729 persons had albinism. A large proportion of the population suffers multidimensional poverty and exclusion from basic social and economic benefits. Poverty prevalence is also higher in certain vulnerable groups such as older persons (53.2%) and persons with disabilities (57.4%). The highest poverty rates are encountered in rural areas. The most deprived regions are Turkana (79.4%), Mandera (77.6%) and Samburu (75.8%) counties. , which equals 2% of the population (total population is 47.6 million). The majority of persons with a disability are female (523,883). The most common impairment was mobility (385,417) followed by visual impairment (333,520). A total of 9,729 persons had albinism. A large proportion of the population suffers multidimensional poverty and exclusion from basic social and economic benefits. Poverty prevalence is also higher in certain vulnerable groups such as older persons (53.2%) and persons with disabilities (57.4%). The highest poverty rates are encountered in rural areas. The most deprived regions are the Northern Frontier counties: Turkana (79.4%), Mandera (77.6%) and Samburu (75.8%) counties.

To address the needs of the most vulnerable, the government has formulated a **national social protection policy** and identified key social protection interventions in the areas of social assistance, social security and health insurance. A number of social welfare services and safety nets are created to protect poor households against risks such as loss of employment, work-related injury and sickness. The government also established institutions championing and safeguarding vulnerable groups' rights, such as the **National Council for Persons with Disability** and the **National Human Rights Institutions**.

The constitution of Kenya also covers the rights for persons with a **disability and minority or marginalised groups in education**. Persons with disability have a right of access to appropriate education institutions and facilities under Article 54. The constitution also provides that minority and marginalized groups are to be provided with special opportunities in the educational and economic fields (Article 56b).

However, few students with special needs are enrolled in the universities regardless of the affirmative action criteria put in place by Kenya Universities and Colleges Central Placement Service (KUCCPS).

The **Gender Parity Index (GPI)** for primary education in Kenya was 0.97 in 2019 and increased to 1 for secondary education, but dropped further to 0.68 for university education. When looking at **equity in higher education**, male students continue to dominate higher education, but the disparity is less pronounced in private than in public universities. Female enrolment in private universities accounted for 46% of total enrolments in private universities. This suggests that income levels may play an important role in females' access to education. The UNESCO data on [Deprivation and Marginalization in Education \(DME\)](#)<sup>3</sup> presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions. The North Eastern region has the highest level of education poverty in contrast with the Central region.



**Additional sources on Leaving No One Behind**

- Gender parity index: [school enrolment](#)
- [Global Gender Gap Report 2020](#), including country profiles
- ODI leaving no one behind index: summary [report](#) index 2019; annex [index 2019](#)
- World Inequality Database on Education: [Disparities in higher education attendance](#)
- Danish institute for human rights: [Human rights data explorer](#)

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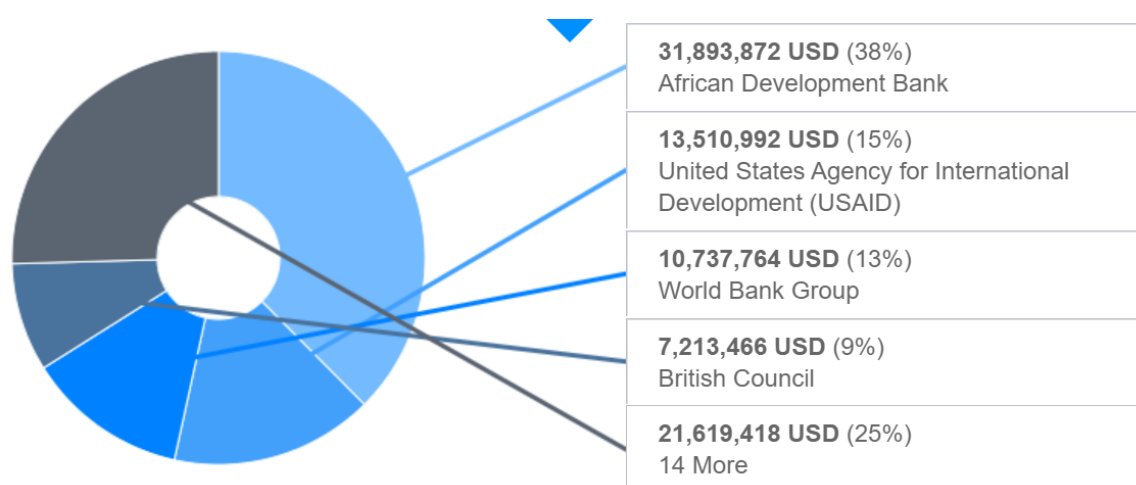
- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- Never been to school: what proportion of 7-16 year olds have never been to school

## 2.4 Multistakeholderpartnership - Stakeholder analysis

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

Taking a look at the **development partners** of Kenya, the United States is the main donor of gross official development aid (ODA) in Kenya. The sectors receiving most ODA are health and economic infrastructure sectors.

Based on data from the International Aid Transparency Initiative (IATI), the African Development Bank and USAID are the main donors in the higher education sector ([full list of projects](#)).



Source : [http://d-portal.org/ctrack.html?country\\_code=KE&sector\\_code=11420#view=main](http://d-portal.org/ctrack.html?country_code=KE&sector_code=11420#view=main)

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*.

Actor	Role and interest/influence
<b>Higher Education Institutions in Kenya</b>	HEIs in Kenya are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
<b>DGD (incl. Belgian embassies in partner countries)</b>	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 Embassy in Nairobi can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
<b>Students, professionals, and alumni</b>	<b>Students</b> can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in Kenya will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
<b>Academics/researchers</b>	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.
<b>Members of the thematic JSF on Higher Education and Science for Sustainable Development</b>	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. In Kenya, only VLIR-UOS is present.

<b>Belgian Actors of the Non-governmental Cooperation</b>	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.
<b>Belgian bilateral cooperation (BIO &amp; Enabel)</b>	In the case of Kenya, there are currently no bilateral cooperation and Enabel activities. Potential links with BIO can be further investigated. In case opportunities should appear, synergy and complementarity with academic projects of the partner HEIs (e.g. through country reference frameworks, JSF platform) will be looked into.
<b>International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)</b>	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.
<b>Academic/science (inter)national and regional networks</b>	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.
<b>Public sector: Local or central government and political community</b>	<p>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.</p> <p>The development co-operation landscape is changing in Kenya since it is no longer a bipartisan agenda between governments and development partners only, but the development agenda dialogue is becoming more inclusive and multi-stakeholder in nature. The government of Kenya has recognised the pivotal role of CSOs, private sector players and development partners in implementing policies and SDGs. Stakeholder engagement and public participation are highlighted as key elements to reach SDG targets. The MTP III was prepared through a consultative process involving the county consultative forums, sector working groups, development partners, academia, women, youth, media, private sector, CSOs.</p>
<b>Private sector</b>	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.

	<p>The government closely collaborates with the private sector to raise awareness about the SDGs and to encourage the commitment of the private sector in realizing sustainable growth and development. The collaboration with the private sector is coordinated by the umbrella body KEPSA. In order to strengthen coordination and partnership, the Government and the private sector inaugurated the National Platform on Partnering for Green Growth and Global Goals (P4G) in July 2018. This is a global initiative for catalysing, nurturing and accelerating innovative public private partnerships' projects for the implementation of SDGs and green growth hosted in 12 countries of the world, Kenya being one of them. Since the adoption of the Agenda 2030 in 2016, the private sector continues to mainstream SDGs in their business models and to incorporate sustainability reporting as part of annual reporting. More public-private forms of financing are being encouraged and considered by the government as alternative for expensive ODA loans.</p>
<p><b>Civil society, social movements and local communities</b></p>	<p>Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of projects thereby making a potential contribution to the entire range of SDGs.</p> <p>The engagement of the civil society is coordinated in the SDGs Kenya Forum. This is an all-inclusive membership platform providing space for over 350 CSOs to engage with government and other stakeholders. Civil society in Kenya has contributed to the implementation of SDGS by providing direct services to vulnerable people, supporting skills development, providing microfinance services, raising awareness and advocating for policy changes.</p> <p>Although Kenya has made remarkable progress in developing its governance structures, maintaining security, promoting reconciliation and strengthening the justice system, significant challenges in democracy, human rights and governance remain. According to Amnesty International, the NGOs Coordination Board threatened organizations working on human rights and governance with closure and other punitive measures after they criticized the electoral process.</p>

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

### 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 initiators<sup>4</sup> 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 Kenya will feed into the **platform** that the initiators of the JSF HES4SD plan to create to proactively communicate opportunities and facilitate such cooperation. More precisely, the platform can be used to:

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

### 3.2 Bilateral development cooperation (Enabel) in Kenya

Kenya is ranked on the 23rd position in the [list of beneficiaries of Belgian ODA](#) for the period 2018-2020. The country is a smaller beneficiary of Belgian development cooperation. The most important sectors are transport and water and sanitation. Kenya is not included as one of the 14 partner countries of the direct bilateral development cooperation of Belgium through Enabel.

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<sup>4</sup> The three JSF initiators represent 60 Belgian higher education institutions (HEIs), being 11 universities, 32 university colleges, 16 school of arts, and ITM.

### 3.3 Belgian actors of the non-governmental cooperation in Kenya

#### 3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

Kenya is currently not a project country for ARES and ITM: they do not have any already identified partners in Kenya.

#### 3.3.2 Kenya Joint Strategic Framework

	Description of the Strategic Goal	Approaches	ANGCs
<b>SG1</b>	Education & Culture <i>Strengthen inclusive and equitable quality education and promote lifelong learning and cultural opportunities for all</i>	1A Improve learning outcomes and wellbeing of learners at school through effective professional development of teachers and school leaders	ACTEC/VVOB*
		1B Improve living conditions of fragile populations through education, particularly vocational training and innovative programmes on micro-entrepreneurship, relevant to the labour market needs	ACTEC
		1C Reinforce professionals working in cultural and creative sectors through strengthened management of cultural goods and services, diversified revenues and an improved policy environment for artists	Africalia
		1D Encourage regional exchanges between educational/cultural institutions and professionals through networking and peer learning	ACTEC/Africalia/VVOB
		1E Contribute to an improved environmental awareness and environmental justice among the generation of today and tomorrow in Kenya	ACTEC/VVOB
		1F Contribute to a more (gender) equitable and inclusive society with attention for those furthest left behind	ACTEC/Africalia/ASF/VVOB
<b>SG2</b>	Human rights, Governance & Justice	2A Strengthen access to justice mechanisms at community, local and national levels, through improving justice processes, supporting and empowering justice seekers and communities	ASF



<i>Support Kenyan communities, civil society organizations and independent human rights institutions to foster access to justice and demand for good governance</i>	2B	Reinforce the capacity of the Kenya National Commission on Human Rights to monitor, report and address violations of human rights	ASF
	2C	Contribute to the protection and promotion of Human rights defenders, specifically in the context of natural resource exploitation	ASF
	2D	Support constructive dialogues around human rights issues between communities, private sector, civil society organizations, justice actors, community leaders and elected representatives	ASF
	2E	Promote the adoption of positive policy reforms in the security and justice sectors, in particular in the areas of detention and natural resources management	ASF
	2F	Contribute to a more (gender) equitable and inclusive society with attention for those furthest left behind	ACTEC/Africalia/VVOB

\*While the interventions of ACTEC focus on a direct partnership with schools, VVOB as an institutional actor works through intermediary partners like the Ministry of Education or teacher training institutions. The partner schools of ACTEC are private institutions, while VVOB works through governmental structures.

ANGC	JSF - Strategic Goals	Local partners	Geographic region	Contact person
<b>ACTEC</b>	SG1: Education & Culture	To be added based on programme 2022-2026 ACTEC		Marianne Carbonnelle
				Michel Garcia
<b>Africalia</b>	SG1: Education & Culture	To be added based on programme 2022-2026 Africalia		Sarah Braeye
<b>Avocats sans Frontières (ASF)</b>	SG2 : Human rights, Governance & Justice	To be added based on programme 2022-2026 ASF		Romain Ravet
<b>VVOB</b>	SG1: Education & Culture	To be added based on programme 2022-2026 VVOB		Inge Vandevyvere

### 3.3.3 Other Thematic Joint Strategic Frameworks

JSF Kenya has relationships with two other thematic JSFs (Decent work and Resilience) and regional links with neighbouring countries (such as Uganda and Rwanda). Rikolto joined JSF Kenya as an observer, because their interventions in Tanzania and Uganda focus on sustainable and inclusive food systems, which has a regional dimension. Thematic JSF sustainable cities is not present in Kenya.

ANGC	JSF	Focus/theme impact	Local partners	Target audience	Contact person
IFSI-ISVI	Decent work	Pillar 2: Guaranteeing rights at work Pillar 3: Extending social protection Pillar 4: Promoting social dialogue	Kenya Engineering Workers' Union – KEWU -Trade Union	Workers in the metal/engineering sector	Vera Van Nuffelen
			Central Organisation of Trade Unions – COTU-K Trade Union Confederation	Workers in the plantation and agricultural, textile, transport sectors	
			Dock Workers Union –DWU, together with the International Transport Federation, African region –ITF-Africa DWU: Trade union ITF-Africa: Regional office of the Global Union Federation	Dock workers, all workers in the ports	
CEBioS	Resilience	The application of the Convention on Biological Biodiversity Link with SG 1 for outreach and awareness raising & SG2 for lobby and advocacy	Ministry of Environment	Target public of the Ministry of Environment, civil society and academics	Luc Janssens de Bisthoven, Hilde Keunen