

Country reference framework Tanzania

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.

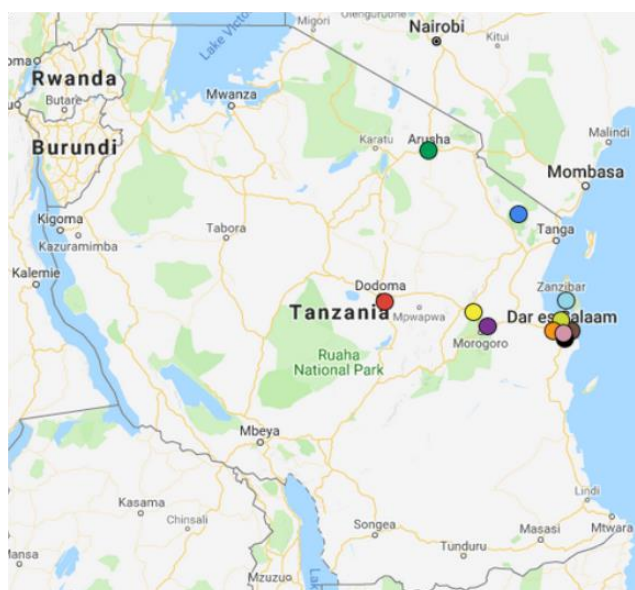
The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent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

1.1 Overview projects & scholarships (2003 – 2021)



Legend

Mzumbe University	●
Nelson Mandela African Institution of Science and Technology	●
Sebastian Kolowa University College	●
University of Dodoma	●
Sokoine University of Agriculture	●
University of Dar Es Salaam	●
Ardhi University	●
Open University of Tanzania	●
State University of Zanzibar	●
National Institute for Medicinal Research	●
Muhimbili University of Health and Allied Sciences	●

Projects 2003-2021		
Type	Budget (€)	Number
Total	13.154.651	67
IUC	7.148.750	4
TEAM	2.844.659	10
SI	1.441.880	24
RIP	298.623	3
JOINT	576.382	5
Crosscutting	489.557	19
ICT Infrastructure	354.800	2

Projects in Five-Year Programme 2017-2021		
Type	Budget (€)	Number
Total	5.353.008	21
IUC	3.237.942	3
TEAM	871.880	3
SI	703.771	10
JOINT	539.415	5

Scholarships 2003-2020		
Type	Budget (€)	Number
Total	9.276.712	803
Ph.D.		
Subtotal	1.848.558	12
ICP Ph.D.	348.740	3
VLADOC	1.499.818	9
Short term		
Subtotal	1.356.051	611
ITP	674.516	117
KOI	138.863	67
REI	422.424	406
Other scholarships	120.248	21
Study		
Subtotal	6.072.103	180
ICP	6.072.103	180

Tanzania is an important partner country of VLIR-UOS. From 2003 to 2021 VLIR-UOS spent around € 21,8 million in cooperation with Tanzania, including long-term Institutional University Cooperation (IUC) Programmes with the **Sokoine University of Agriculture (SUA) (finalized), Mzumbe University (MzU) and Nelson Mandela African Institution of Science and Technology (NM-AIST)**. The two ongoing IUC partnerships with MzU and NM-AIST are running towards the end of a 2nd Phase of cooperation and 18 projects that started since 2017 are the cornerstones of the cooperation of VLIR-UOS with Tanzania.

More detailed information can be found on our [Tanzania 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	2019-2024	Institutional University Cooperation with Mzumbe University (MzU) (phase 2 & phase-out)	K. Stroeken (Ghent University)	A. Kamuzora A. Musabila	Mzumbe University	365.000
Subproject 1		<i>Strengthening Institutional Capacity in Teaching, Research, and Community Outreach Services Through Social Innovation Methods</i>	C. Zhu (Vrije Universiteit Brussel)	J. K. Sesabo		
Subproject 2		<i>Enhancing Information Services: Contents and infrastructure</i>	E. De Smet (University of Antwerp)	E. Rutatola		
Subproject 3		<i>Enhancing Good Governance Through Integrated Community-Based Activities</i>	N. Holvoet (University of Antwerp)	E. L. Genda		
Subproject 4		<i>Entrepreneurship and Industrial Development in Tanzania Through Blended Learning</i>	K. Stroeken (Ghent University)	H. Tundui		
IUC	2019-2024	Institutional University Cooperation with Nelson Mandela African Institution of Science and Technology (NM-AIST) (phase 2 & phase-out)	L. Brendonck (KU Leuven)	K. N. Njau	Nelson Mandela African Institution of Science and Technology	365.000
Subproject 1		<i>Sustainable smallholder banana-based farming systems to improve livelihoods of communities in Northern Tanzania, Pangani region</i>	R. Swennen (KU Leuven)	P. Ndakidemi		
Subproject 2		<i>Development of water purification technologies</i>	B. Van der Bruggen (KU Leuven)	R. Machunda		
Subproject 3		<i>Applied aquatic ecology</i>	B. Vanschoenwinkel (Vrije Universiteit Brussel)	L. Munishi		
Subproject 4		<i>Institutional strengthening through ICT and information Services</i>	E. De Smet (University of Antwerp)	M. Kisangiri		
Subproject 5		<i>Institutional strengthening through Technology Transfer and Outreach Services</i>	E. Piessens (Hasselt University)	L. Pasape		
IUC	2022-2026	Institutional University Cooperation with Ardhi University (ARU) (phase-in & phase 1)	R. Cuyvers (Hasselt University)	G. Kassenga	Ardhi University	3.000.000
Subproject 1		<i>Land use planning - Participatory planning and land-based resource use conflict management for sustainable growth of Dar es Salaam metropolitan and its region</i>	O. Devisch (Hasselt University)	F. Magina		
Subproject 2		<i>Decent housing - Towards improved urban water supply and sustainable sanitation resource recovery, sustainable energy and material uses for decent housing</i>	P. Willems (KU Leuven)	J. Kihila		

List of projects 2022-...						
Type	Runtime	Title	Flemish promoter	Local promoter	Local institution	Total budget (FYP 2) (€)
Subproject 3		<i>Socio-economic development - Increasing the sustainability of urban foodscapes through agri-food entrepreneurship</i>	<i>J. Dessein (Ghent University)</i>	<i>M. Mdemu</i>		
Subproject 4		<i>Urban transport - Safe, inclusive and sustainable urban transport system</i>	<i>A. Neven (Hasselt University)</i>	<i>W. Kazaura</i>		
Subproject 5		<i>Cultural heritage - Architectural Heritage Conservation through Adaptive Reuse: Assessing Design, New Functions, Construction Techniques and Cost Benefits</i>	<i>K. Van Cleempoel (Hasselt University)</i>	<i>S. Kalugila</i>		
Subproject 6		<i>Gender and participation - Towards gender-equitable and inclusive urban development (transversal institutional strengthening project)</i>	<i>Nathalie Holvoet (University of Antwerp)</i>	<i>A. Jesse</i>		
Subproject 7		<i>ICT and SSIC - Improving Capacity to Innovate Smart ICT Solutions and Support Technology Transfer for Smart Sustainable and Inclusive Cities (transversal institutional strengthening project)</i>	<i>L. Van Audenhove (Vrije Universiteit Brussel)</i>	<i>R. Buberwa</i>		

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 Tanzania are eligible¹ to apply for scholarships for the International Master Programmes (ICP) and International Training Programmes (ITP).

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

2 Tanzania and the 2030 Agenda for Sustainable Development

2.1 Tanzania and the Sustainable Development Goals

The United Republic of Tanzania has reported on progress made in implementing the sustainable development goals through a [2019 Voluntary National Review report](#) (VNR).

The SDG's were mainstreamed into Tanzania's long term development plan, [Vision 2025](#)², with shorter term goals being articulated into national and sectoral development plans and strategies like the second and third National Five-Year Development Plans [2016/17- 2020/21](#) and 2021/2022 – 2025/2026 (for the Mainland) and the [third Zanzibar Strategy for Growth and Reduction of Poverty](#).

The **VNR 2019** provides information on Tanzania's progress, challenges and lessons learned related to the SDG's and the broad theme of "Empowering People and Ensuring Inclusiveness and Equality".

- The report concludes that the country is doing reasonably well related to goals 2, 3, 4, 5, 6, 8, 10 and 16. Goals 7, 9, 11, 12 are likely to be achieved with additional efforts. In order to achieve goals 1, 13, 14, 15 17 significant extra support and efforts will be needed.
- **SDG 4 - Quality education:** Assessment of thematic goals shows that in delivering quality education, strong partnerships among the government, non-state actors, and development partners exist. Budgetary allocation for quality education delivery, a.o. training of teachers, has been increased and there is a rapid expansion in enrolment at all levels of education and quality delivery.
- **SDG 8 - Decent work and economic growth:** Sustained GDP growth at 6.7% is facilitating decent jobs and sustainable income creation, with average labour force participation rate at 83%. Innovative employment creation initiatives, targeting entrepreneurship skills development, apprenticeship and technology and business incubator programmes, have been established.
- **SDG 10 - Reducing inequalities:** Implementation of a strong productive social safety net programme. Increased access to mobile phones and rural electrification has promoted financial and economic inclusion among the rural population. Local government authorities are allocating 10% of their revenues for youth and women empowerment.
- **SDG 13 - Environment and Climate Change:** National carbon monitoring centres are set-up, environmental outcomes are being monitored and climate and hydrological monitoring capabilities are being developed. Civil society organisations (CSOs) have been active in reaching smallholder farmers, pastoralists and fishermen, increasing their capacity to make informed decisions in response to climate change.
- **SDG 16: Peace, justice and strong institutions:** Legal institutions and law enforcement have been strengthened and effective governance and rule of law promoted. These have resulted into a considerable reduction in corruption and promotion of peace and justice, thereby making Tanzania an important peace negotiator and peace maker in the region.
- **SDG 17 - Private sector partnerships:** Particular emphasis has been placed on forging strong partnership with the Private Sector. A Blueprint for Regulatory Reforms to Improve Tanzanian

² The Vision 2025 outlines Tanzania's social, economic and political aspirations for the first quarter of the 21st century with an underlying drive to reaching the middle-income country (MIC) status, by 2025. The plan targets a strong and resilient economy, high levels of industrialization, competitiveness, high quality livelihood for all Tanzanians, rule of law and good governance and an educated and pro-learning society. It will be implemented through a series of five year development plans.

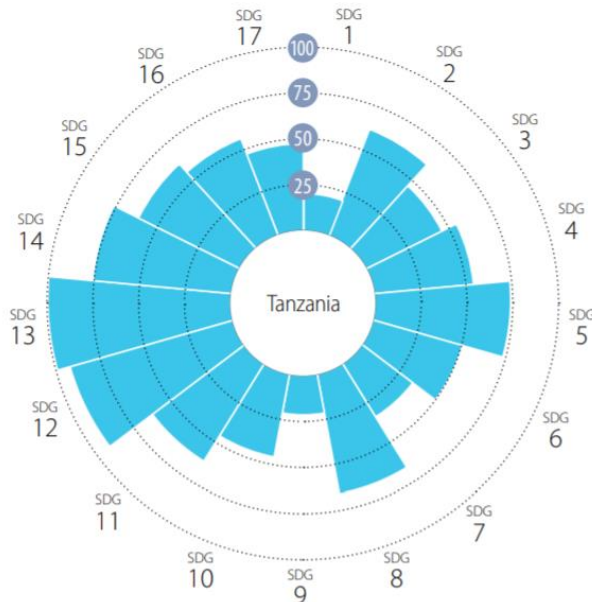
Business Environment was implemented. A number of private sector programmes have enhanced women entrepreneurship skills, thus reducing gender-related income inequalities.

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021³ assesses where each country stands with regard to achieving the SDGs. Tanzania ranks 132th out of 165 countries included in the report. The [Tanzania Country Profile](#) shows that the majority of goals is facing major or significant challenges.

▼ SDG DASHBOARDS AND TRENDS



▼ AVERAGE PERFORMANCE BY SDG



³ Sachs et al. (2021): The Decade of Action for the Sustainable Development Goals. Sustainable Development Report 2021. Cambridge: Cambridge University Press.

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 Tanzania covered mainly, apart from SDG 4 and 9, SDGs 1, 2, 3, 6, 8 and 15. Top sectors for VLIR-UOS in this country for the past decade are healthcare and medicine, environment and management of natural resources, sustainable agriculture and food security.

More background information and context analysis on Tanzania can be found in the **geographic Joint Strategic Framework** for Tanzania, 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 Tanzania can be found [through this link](#).

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 Tanzania

The Ministry of Education, Science, Technology and Vocational Training (MoEST) and the Ministry of Education and Vocational Training of Zanzibar (MoEVT) are responsible for policy formulation, quality assurance, accreditation and resource mobilisation for all educational levels in Tanzania. The [Education Sector Development Plan 2016/17-2020/21](#) (mainland) of MoEST and the [Zanzibar Education Development Plan II 2017/18-2021/22](#) (ZEDPII) of MoEVT put forward the following ambitions for the higher education sector:

- **Equitable access and participation** in university and university college education, with particular attention to priority courses, gender and disadvantaged groups is aimed for. Hereby the importance of significant technological upskilling of Tanzania's human resources is emphasized, implying an **expansion, professionalization and capacity strengthening of TVET and STEM subjects and training programmes** in Higher Education.
- The ambition is to increase **labour market relevance** in terms of qualification level, specialty, and practical experience leading to graduates with employable knowledge and skills that

contribute towards economic and social development. This translates into research priorities, trainings and curricula that respond to needs of labour market and society, also implying involvement of the private sector in curricula development and the development of public-partnerships to develop programmes of apprenticeships, internships, industrial parks and incubators.

- It is also aimed for to ensure that **global citizenship education** and **education for sustainable development** are included in curricula, teacher training and student assessment.
- Availability of **sufficient numbers of qualified academic staff**, and appropriate distribution by subject and status adequate for courses demanded by the labour market, is put forward. HE staff should be qualified (master / PhD diploma), equipped with both hard and soft skills and undergo continuous competency upgrading (lifelong learning). Point of attention hereby is the availability of qualified staff in the field of science.
- Aim is that higher education institutions remain abreast of technological change and global trends, **promoting relevant research and innovation responsive to labour market and societal needs**. This means HE institutions should **also improve research capacity**, funding and focus on product-oriented priorities and methods/procedures for translating research findings into policy and **build capacity and capabilities** to create incubation centres, to establish centres of excellence, ICT parks and demonstration centres.
- Higher education institutions should establish a **system for award and recognition of good quality teaching and research** at HE institutions.
- **Quality assurance** of HE delivery is reinforced by strengthened regulatory capacity at the central and institutional levels of HEI. Quality assurance, relevance, learning outcomes and M&E are all facilitated by the effective use of ICT for data management and use.

There are different **responsible bodies** for tertiary education:

The [Tanzania Commission for Universities](#) (TCU) was established in 2005, under the Universities Act 2005 (Chapter 346 of the Laws of Tanzania) and its mandate is to recognize, approve, register and accredit Universities operating in Tanzania. It also coordinates the proper functioning of all university institutions in Tanzania so as to foster a harmonized higher education system in the country and collects and analyses data on the higher education sector. The Tanzania Education Authority manages the education fund, which is supplementing the Government's efforts in financing education development in all levels of education in Tanzania Mainland, and financing tertiary levels of education to Tanzania Zanzibar. The Higher Education Students' Loans Board has responsibilities related to student financing and establishing strategic partnerships in student financing systems. In the area of research, the [Commission for Science and Technology \(COSTECH\)](#) is the principal advisory organ to the Tanzanian Government on all matters relating to innovation, scientific research and technology development. COSTECH is in charge of research licensing (research licensing in Zanzibar is granted through the office of the Zanzibar Chief Minister). COSTECH intends to strengthen the research capacity of higher education institutes in Tanzania, a.o. by the National Research and Development Policy it developed.

[Tanzania](#) has twelve public universities and eight public university colleges, apart from 18 **private** Universities and 10 private university colleges. Following the [Webometrics ranking university system](#), the University of Dar Es Salaam is the only Tanzanian university that falls within the 2000 ranking worldwide. [The total enrolment in HEI](#) reached a total of 189 291 by 2019/2020. A large majority of students enrolled at public universities (69%). Education, business, social sciences, medicine and health sciences and

law are the most popular fields of study. At the undergraduate level in Tanzania, obtaining a Bachelor's degree takes three years of studying, except in Pharmacy, Nursing, Veterinary Science and Engineering, which take four years, while Medicine takes five years. At the graduate level, two years' study following upon the Bachelor's degree leads to a Master's degree. Students may also be awarded a postgraduate certificate or diploma after one year's study following the Bachelor's degree. At the postgraduate level, a further three years' original research and submission of a thesis lead to a PhD. More information about Tanzania's higher education system, credentials and higher education institutions [can be found here](#).

From 2021 until 2026, the World Bank project titled '[Higher Education for Economic Transformation](#)' (HEET) will work on strengthening the learning environment and labor market alignment of priority programs at beneficiary higher education institutions and improving the management of the higher education system in Tanzania.

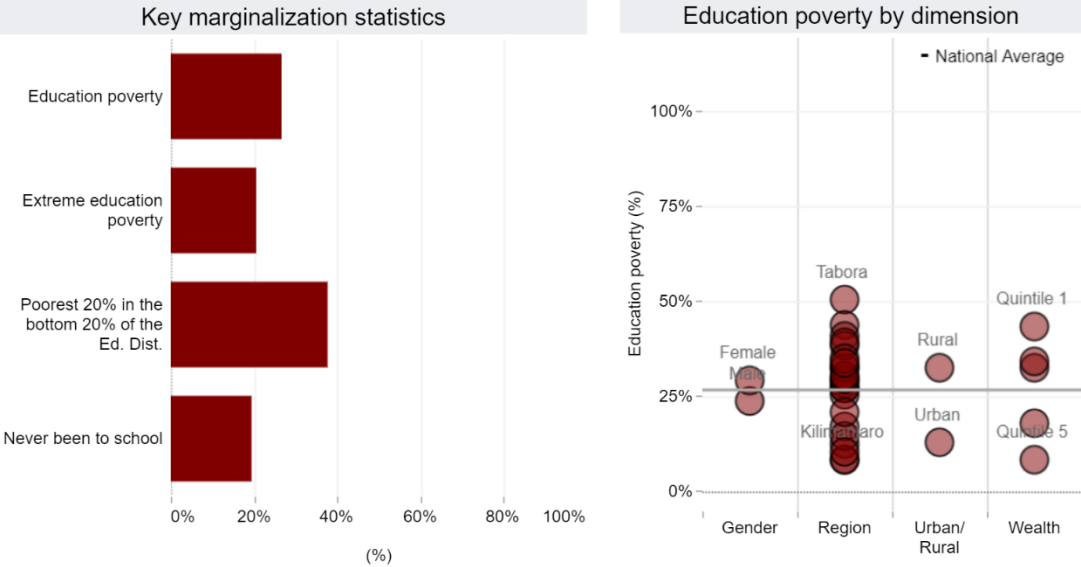
2.3 Leaving no one behind

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.

Although the World Bank announced in 2020 that the Tanzanian economy upgraded from lower to lower-middle income status, [it is estimated](#) that more than a quarter of Tanzanians still live in **poverty**, with little to no specific support. Despite the lack of recent government documents that help determine the prevalence of **disability** in Tanzania, civil society organisations like [CCBRT](#) estimate that there are about 4.2 million Tanzanians living with a disability (about 7% of the population) and that they are often among the poorest and most marginalised in society. **Gender and gender-related inequalities** are an important point of attention to the Tanzanian government. Tanzania is currently one of the 20 countries in the world that have surpassed the 30 percent mark for women's representation in Parliament and currently has a female president. When looking at **gender equity in higher education**, male students continue to dominate higher education. Of the academic staff (2019) in HEI the great majority is male (72%) compared to 28% female, with a bigger gap in public institutions compared to private institutions (74% vs. 26% public – 69% vs 31% private).

The government of Tanzania has committed itself to achieve **Education for All (EFA)** goals and targets, as discussed in Vision 2025 and the Voluntary National Review report. Human rights organisations like [Human Rights Watch](#) however, pointed out that inclusive education is far from a reality with for example an [expulsion policy and school ban](#) in place that discriminates against pregnant students, adolescent mothers, and married girls. They also point out that other groups in Tanzania face serious discrimination, like refugees or Tanzania's LGBT population with for example government officials' inciting violence against this population. Refugee populations like [Burundians who fled their country decades ago](#) or [Mozambicans](#) who very recently fled violence in their country are not always received in line with international treaty agreements and face discrimination.

The UNESCO data on [Deprivation and Marginalization in Education](#) (DME)⁴ presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions. Tabora region has the highest level of education poverty



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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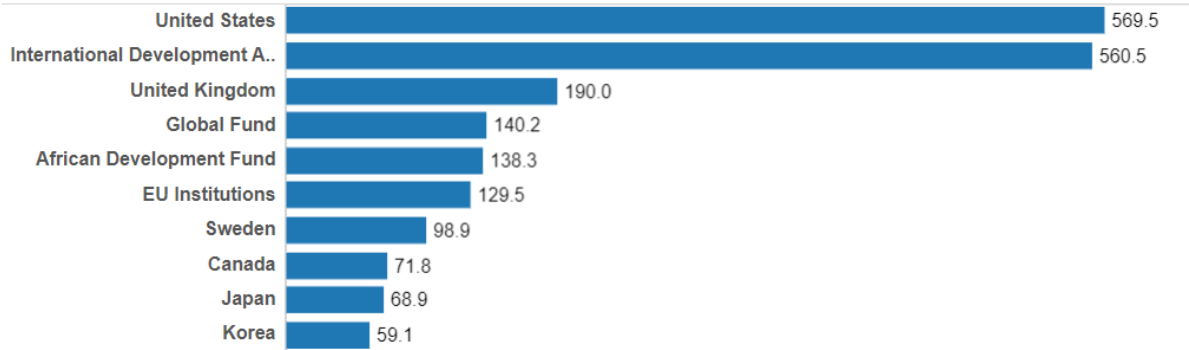
- Education poverty: the proportion of the population with less than 4 years of education
- Extreme education poverty: the proportion with less than 2 years
- Poorest 20% in the bottom 20% of the Ed. Dist.: what proportion of the poorest 20% are also in the bottom 20% of the education distribution
- 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.

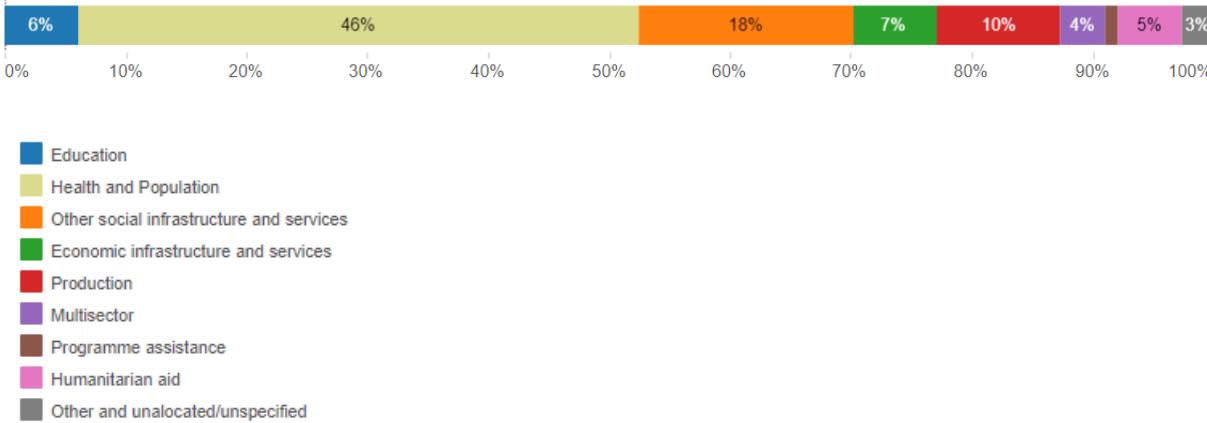
Taking a look at the **development partners** of Tanzania, the United States and the International Development Association represent the main [donors of gross official development aid \(ODA\) in Tanzania](#).

Top Ten Donors of Gross ODA for Tanzania, 2018-2019 average, USD million



The sector receiving the biggest funding is health and population with 46%, followed by other social infrastructure and services with 18%.

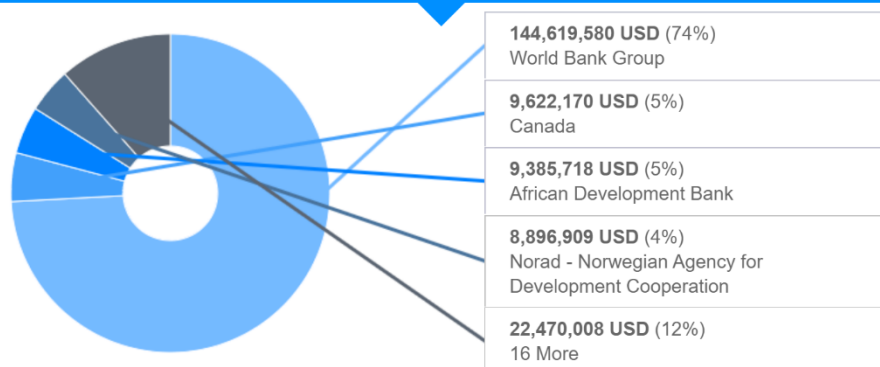
Bilateral ODA by Sector for Tanzania, 2018-19 average



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), the World Bank Group, Canada and the African Development Bank are the main donors in the higher education sector in Tanzania ([full list of projects](#)). The World Bank recently approved the start of a new project titled '[Higher Education for Economic Transformation](#)' (2021 – 2026) in Tanzania, which will be funded with US\$ 425.00 million.

Where does the money come from? (IATI all years)



Source: http://d-portal.org/ctrack.html?country_code=TZ§or_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
Higher Education Institutions in Tanzania	HEIs in Tanzania are important boundary partners in the realization of VLIR-UOS outcomes in terms of its contribution to Agenda 2030, and the potential contribution to local sustainable development. As project owners they are expected to contribute to HEIs' enhanced institutional performance in the core tasks relating to education, research and societal service delivery strengthening the HEI's visibility and recognition as a centre of excellence. In the long-term, partner HEIs are also expected to have a multiplier effect on the higher education system and development sector in the country or region through their engagement in (global) knowledge-driven partnerships with academic and non-academic stakeholders.
DGD (incl. Belgian embassies in partner countries)	DGD has an advisory role in the 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 Dar es Salaam can play a role in facilitating the uptake of knowledge, the identification, mobilisation and relation building with other stakeholders (e.g. links with European Union, national government, other donors), the contextual updates etc.
Students, professionals, and alumni	Students can be direct (e.g. as a recipient of a PhD scholarship within a project) or indirect beneficiaries (e.g. enjoying improved/innovative didactical approaches) of the projects. As direct beneficiary, their changed role will be about the generation and use of newly acquired knowledge, competences (e.g. global citizenship) and networks in view of sustainable development. Alumni from VLIR-UOS-projects in Tanzania will be important stakeholders in connecting VLIR-UOS projects with each other, with other actors, etc.
Academics/researchers	As direct beneficiaries of the projects, academics and researchers affiliated within Flemish and partner HE&SIs play an important role in co-

	<p>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.</p>
Belgian Actors of the Non-governmental Cooperation	<p>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.</p>
Belgian bilateral cooperation (BIO & Enabel)	<p>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).</p>
International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission...)	<p>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.</p>
Academic/science (inter)national and regional networks	<p>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.</p>
Public sector: Local or central government and political community	<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>Regarding the implementation and attainment of the SDGs, Tanzania's Voluntary National Review 2019 (VNR 2019) emphasizes the role of the Tanzanian government and public institutions in engaging various stakeholders: the government's task is to build awareness among other stakeholders and to sensitize them on the roles they are expected to play in implementing the SDGs. Among those engaged are Members of Parliament (MPs) in the Mainland and the House of Representatives in Zanzibar, who are instrumental in sending the core messages of the SDGs to the Local Government Authorities at local level; and ensuring government budgets include the SDGs as priority spending areas and are integrated into local development plans and projects. A Parliamentary Group on Sustainable Development (PGSD) monitors the implementation of the SDGs at local level and provides regular feedback and guidance. At sub-national level, Regional Secretariats (RSs) and Local Government Authorities (LGAs) are important government actors when implementing the SDGs.</p>

<p>Private sector</p>	<p>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> <p>The VNR 2019 and national development plan describe the private sector as an important and central stakeholder: they are expected to take the lead role in the SDGs' implementation. The Private Sector is in the forefront of the implementation of the Goals through engaging in productive activities and in the provision of key social services either singularly, or in partnership with the Government. They are poised to lead efforts in catalyzing economic growth, as well as in wealth and employment creation. Private sector apex bodies, the Tanzania National Business Council (TNBC) and Zanzibar Business Council (ZBC), have been strengthened to lead strategic dialogue between the government and private sector.</p>
<p>Civil society, social movements and local communities</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 <i>projects</i> thereby making a potential contribution to the entire range of SDGs.</p> <p>Civil society organisations are referred to as a stakeholder in the VNR 2019. The report mentions that civil society organisations have formed the Tanzania Sustainable Development Platform (TSDP) for coordinating involvement and contribution towards the implementation and follow-up, and the review of the SDGs. TSDP also offers a platform for engagement with the Government, UN system and other stakeholders on the Goals. However, a number of civil society organisations have repeatedly criticized a backslide in respect for freedom of expression and association in Tanzania⁵. According to their reports, the government cracked down on perceived critics by arbitrarily arresting and prosecuting journalists, rights activists, and opposition politicians. Moreover, with the Statistics Act it was made a crime to publish statistics without the approval of the National Bureau of Statistics, also limiting free research and publications. The government has also severely restricted the activities of non-governmental organizations, by threatening to remove their nongovernmental status and they have fined or suspended media outlets for covering politically sensitive topics, including the coronavirus.</p>

⁵ For example: [Human Rights Watch Submission to the Universal Periodic Review of the United Republic of Tanzania | Human Rights Watch \(hrw.org\)](#)

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

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 initiators⁶ 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 Tanzania 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 Tanzania

Belgium ranks 23rd on the [ODA overview for Tanzania](#) and 3 of the most important sectors are (1) agriculture, forestry and fishing, (2) other sectors and (3) government and civil society. Tanzania has been a partner country of the Belgian governmental cooperation since 1982. Belgium contributes to Tanzania's National Strategy for Growth and Reduction of Poverty. The joint efforts of the Tanzanian and Belgian governments concentrate on two priority sectors in the Kigoma Region: basic infrastructure for water and sanitation, and sustainable agriculture. More information can be found on [Enabel's country page for Tanzania](#).

⁶ 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 Tanzania

3.3.1 Thematic Joint Strategic Framework on Higher Education and Science

ARES and ITM do not have any projects in Tanzania.

3.3.2 Tanzania Joint Strategic Framework

Description of the strategic goal		Approaches	ANGCs	
SG1	Sustainable food systems	1A	Improve the business, social and institutional environment for all actors in favour of sustainable food systems at District, Regional and National levels	Iles de Paix, Rikolto, Trias
		1B	Support farmers and other actors of the food systems in a transition process towards sustainable production methods (including promotion of agro-ecology) and sustainable management of natural resources for crops and livestock	
		1C	Improve market inclusion, sustainable and fair systems of (i) storage, (ii) processing and (iii) marketing of food products, to ensure farmers earn an income that enables them to live a decent life	
		1D	Improve engagement and mobilization of consumers (or citizens) towards sustainable food systems and mainstream the access to affordable, safe and nutritious quality food for all	
		1E	Facilitate access to services for farmers and farmer organizations, including access to finance and access to agricultural inputs	
		1F	Enhance gender equity and inclusion of youth in sustainable food systems and natural resources management	
		1G	Strengthen farmer organizations to become more professional business partners able to provide services to their members and raise the voice of farmers towards local and national authorities	
SG2	Entrepreneurship	2A	Strengthening of private sector organisations and improvement of the business environment for SMEs: building trust	LFTW, Plan, Trias, Rikolto, VIA DB
		2B	Inclusive entrepreneurship and economic empowerment particularly for women and youth	
		2C	SMEs and their member-based organisations contribute to a more inclusive and green city development	
SG3	Education	3A	Stimulating demand for inclusive education and special needs education and ensure inclusive and quality education in primary schools, secondary schools and vocational training centres. Ensure quality special needs education for children who cannot be enrolled in mainstream schools.	Plan, VIA DB, LFTW
		3B	Support a safe environment, both at schools and community level, for girls and young women education and empowerment.	

		3C Support socio-professional and social integration of vulnerable youngsters by offering good quality vocational training and skill development.	
		3D Support Teacher's Training Colleges (TTC) in order to tackle the need and demand for qualified teachers in the country and to assure inclusive education.	
		3E Support governance for an inclusive education and special needs education. Advocacy to achieve better quality of education, gender equality, inclusive education and special needs education.	
SG4	Health	4A Support development of eye care services (Human resources, appropriate infrastructure, sustainable supply systems, increase geographical coverage, ...)	LFTW, BRC-FI, APOPO
		4B Stimulate the demand for eye care (Communities are sensitized, increase financial accessibility, ...)	
		4C Improve Eye health-related governance (strengthen the coordination of eye health activities, assure efficient eye services, digitalisation of management....)	
		4D Improve access to safe water and sanitation facilities (coverage, quality and use) and increase safe hygiene attitudes and practices.	
		4E Increase the safe blood supply through voluntary non-remunerated donations and support to the national blood service.	
		4F Increase the capacity of volunteers and lay people to provide First Aid for everyday health issues, workplace incidents and/or emergencies through (different types of) First Aid training, institutional strengthening and the supply of first aid equipment.	
		4G Increase the capacity of communities and Red Cross structures to mitigate and respond to health risks arising from hazardous events.	
		4H Increase the capacity of health services to detect and treat tuberculosis cases with the help of TB detection rats.	
		4I Conduct scientific research and apply scientific findings to the program in order to increase the effectiveness of health interventions.	
		4J Engage in health service delivery models design (e.g. sample and patient referral systems) and product development (e.g. TB diagnostics).	
		4K Assure equality in the Implementation of our actions and promote the empowerment of women within the health interventions.	
4L Limit the environmental impacts of our health-related activities through proper waste management, use of clean energy, etc.			
SG5	Justice and governance	5A Strengthen access to justice mechanisms at community, local and national levels through improving justice processes, supporting and empowering justice seekers and communities	ASF, IPIS
		5B Reinforce the capacity of Independent Institutions to monitor, prosecute and remedy violations of human rights, including the CHRAGG	
		5C Contribute to the protection and promotion of Human rights defenders, specifically in the context of natural resource exploitation	

	5D Support constructive and evidence-based dialogues around human rights issues between communities, private sector, civil society organizations, justice actors, community leaders, elected representatives and (inter-)national policy makers
	5E Promote the adoption of positive policy reforms in the security and justice sectors

ANGC	JSF - Strategic goals	Local partners	Geographic region	Contact person
APOPO	SG4: Health	To be added based on programme 2022-2026 APOPO		Lena Fiebig Christophe Cox Esther Haalboom
Avocats sans Frontières (ASF)	SG5: Justice and governance	To be added based on programme 2022-2026 ASF		Jessica Best Gilles Durdu Romain Ravet
Iles de Paix	SG1: Sustainable food systems	To be added based on programme 2022-2026 Iles de Paix		Amélie Bodson Ludovic Joly
IPIS	SG5: Justice and governance	To be added based on programme 2022-2026 IPIS		Mieke Thierens
Light for the World (LFTW)	SG2: Entrepreneurship SG3: Education SG4: Health	To be added based on programme 2022-2026 LFTW		Koen Lein Joseph Banzi
Plan International Belgium	SG2: Entrepreneurship SG3: Education	To be added based on programme 2022-2026 Plan		Ineke Adriaens Nicolas Casale Francois Defourny Frédérique Geron Deborah Varisano
Rikolto East-Africa	SG1: Sustainable food systems SG2: Entrepreneurship	To be added based on programme 2022-2026 Rikolto		David Leysens
Rode Kruis Vlaanderen (BRC-FI)	SG4: Health	To be added based on programme 2022-2026 BRC-FI		Griet De Coster Leila Kibet Ambre Parrisé

Trias	SG1: Sustainable food systems SG2: Entrepreneurship	To be added based on programme 2022-2026 Trias	Janneke Beemster Bart Casier Lillian Makoy Tine Vanhee
Via Don Bosco (VIA DB)	SG2: Entrepreneurship SG3: Education	To be added based on programme 2022-2026 VIA DB	Stéphanie De Ryck Colette Schaumont

3.3.3 Other Thematic Joint Strategic Frameworks

ANGC	JSF	Focus/theme impact	Local partners	Target audience	Contact person
Rikolto	Sustainable cities	Sustainable and inclusive city region food systems in Tanzanian cities	Public institutions like Mbeya city council, Arusha City Authority; Private sector partners; Local business incubators; Farmer groups in peri-urban areas	Smallholder farmers, business development service providers, food SMEs, retailers, consumers, local authorities	David Leyssens
VVSG	Sustainable cities	Exchange of expertise and peer learning between Flemish and Ugandan municipalities (other themes to be defined)	To be confirmed: ALAT	Tanzanian municipalities	Karliën Gorissen
BOS+	Resilience	Conservation or restoration of forests by supporting the implementation of community-based forest management (CBFM) and agroforestry practices	MCDI Mwiwata-Arusha UCRT	Communities, farmers and farmer groups	Bram Sercu
CEBioS	Resilience	The application of the Convention on Biological Biodiversity	Research institutes and Universities	Decision makers and authorities, local populations and NGO's	Luc Janssens de Bisthoven
			Ministry of Environment	All actors	Hilde Keunen

Thematic JSF Decent Work is not present in Tanzania.