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sharing minds, changing lives

# Bolivia

## Country Reference Framework

*(Updated version of March 2026)*

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# Country reference framework Bolivia

## 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.

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

The country reference frameworks consist of three components:

(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 actors (ANGCs involved in thematic or geographic JSFs & Enabel), their local partners and their regional/thematic focus.

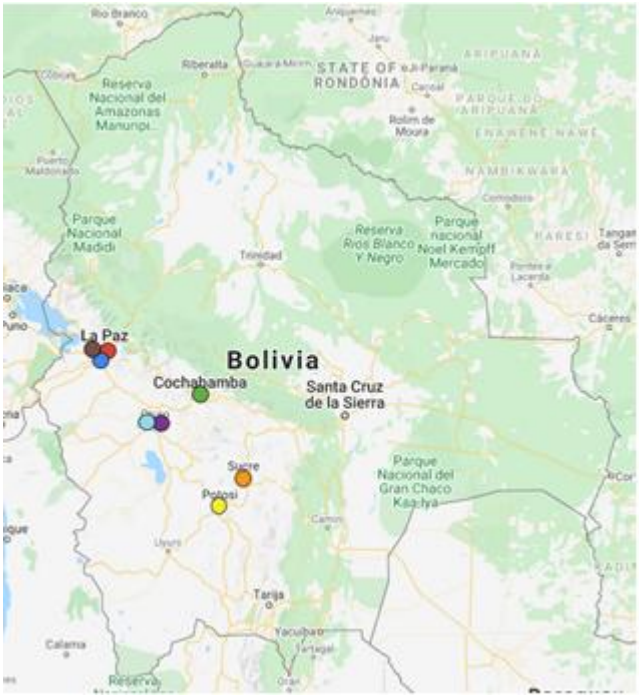
The frameworks have been elaborated based on information available at the time of drafting this actor programme and through consultations with both Flemish and local project promotors, and with geographic JSFs, when applicable, to ensure relevant information for coherent project formulation is included.

Prior to the launch of competitive calls, the ANGCs active in the country/region will be invited to list a number of research themes/questions that can be addressed by HE&SIs in the framework of 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 international actors active in the country/region/sector.

# 1. VLIR-UOS in Bolivia

## 1.1. Overview projects & scholarships (2002 – 2025)




| Projects 2002-2025 | | |
|---|---|---|
| **Type** | **Budget (€)** | **Number** |
| ***Total*** | ***13.197.665*** | ***33*** |
| IUC | 8.871.880 | 2 |
| TEAM | 3.136.426 | 11 |
| SI | 884.183 | 16 |
| RIP | 195.288 | 2 |
| JOINT | 90.000 | 1 |
| INCO | 19.888 | 1 |

| Scholarship Type | Finished | Ongoing | Total |
|---|---|---|---|
| **ICP** | 35 | 8 | 43 |
| **ITP/KOI** | 22 | | 22 |
| **SRS** | 1 | | 1 |
| **Total** | 58 | 8 | 66 |

**Bolivia is an important partner country of VLIR-UOS**. From 2022 to 2025 VLIR-UOS spent € 13,2 million in project cooperation with Bolivia, including a long-term Institutional University Cooperation (IUC) with **Universidad Mayor de San Simon (UMSS)** of Cochabamba and an ongoing IUC with the **Universidad Católica Boliviana (UCB)** which started in 2017 and is now in its 2nd phase of cooperation. This IUC, together with a number of TEAM/SI projects form the core of the cooperation with Bolivia.

More detailed information can be found on the VLIR-UOS website vliruostats (statistics).

## 1.2. Ongoing projects in FYP 2 (2022-...)

| List of ongoing projects in FYP 2022-2027 | | | | | | |
|---|---|---|---|---|---|---|
| **Type** | **Runtime** | **Title** | **Flemish promoter** | **Local promoter** | **Local institution** | **Total budget (€)** |
| IUC | 2022-2027 | **Institutional University Cooperation with Universidad Católica Boliviana (UCB) (phase 2)** | **Gerrit Loots / L. Van Audenhove (VUB)** | **Marcela Losantos** | Universidad Católica Boliviana | 2.680.000,00 |
| | *Subproject 1* | Imagine your life, imagine your community: "Social Inclusion at Rural and periurban communities" | *B. Schraepen (AP Hogeschool)* | *A. M. Fernanda Arias Urona* | | |
| | *Subproject 2* | Contribution to integrated water management in Bolivia | *M. Huysmans (VUB)* | *P-J. d'Abzac* | | |
| | *Subproject 3* | Promoting Food Sovereignity and nutritional innovations in vulnerable communities in Bolivia | *M. D'Haese (UG)* | *J-P. Benavides* | | |
| | *Subproject 4* | Rights of indigenous peoples and transformation of social conflicts in Bolivia | *T. Ferrando (UA) replaced late K. De Feyter* | *C. Quiroga* | | |
| | *Subproject 5* | Productive and entrepreneurial development | *N. Dentchev (VUB)* | *R. Rivera* | | |
| | *Subproject 6* | Transversal subproject | *W. Van Petegem (KUL)* | *A. Alarcon* | | |
| SI | 2022-2024 | Development of a transdisciplinary people centred intervention plan to reduce the burden of cardiometabolic diseases in local food chain actors in Sacaba, Bolivia | Maïté Verloigne (UG) | Carla Ascarrunz Mendivil | Universidad Mayor de San Simón | 69.900,60 |
| SI | 2023-2025 | Qualitative training for adult student-workers in Cochabamba using innovative and interactive virtual and hybrid teaching methods | Jean-Michel Rigo (UH) | Emilio Aliss | Universidad Simón I. Patiño | 69.883,00 |

| | | | | | | |
|---|---|---|---|---|---|---|
| SI | 2025-2026 | PACTO (Prioritising Accountability, Child Well-Being, Transparent Decision-Making in Observance of the CRC): Multi-stakeholder Partnership to transform Bolivia's child protection system | Kris Rutten (UG) | Marcela Losantos Velasco | Universidad Católica Boliviana "San Pablo" | 69.999,6 |
| SI | 2025-2026 | Building the foundations for nutrient-sensitive and sustainable small-scale aquaculture of rainbow trout (Oncorhynchus mykiss) and red bellied pacu (Piaractus brachypomus) in Bolivia | Marleen De Troch (UG) | Darío Achá Cordero | Universidad Mayor de San Andrés | 69.999,6 |
| SI | 2025-2026 | Protecting Andean Water Recharge Zones with Nature-Based Solutions (ANDES-RECHARGE) | Anne Gobin (KUL) | Andres Saul Gonzales Amaya | Universidad Mayor de San Simón | 69.999,2 |
| SI | 2025-2026 | A Drop of Change: An Animated Journey for Water Awareness in Bolivia | Pieter Meurs (VUB) | Camilo Kunstek | Universidad Católica Boliviana "San Pablo" | 68.685,1 |
| TEAM | 2022-2027 | KAWSAYTA AWANACHEJ* – A Bolivian community learning-research network in sustainable territorial governance and management | Tom Vanwing (VUB) | Cesar Escobar Vasquez | Universidad Mayor de San Simón | 299.990,90 |
| TEAM | 2019-2023 | Working for a healthier aquaculture at Lake Titicaca | Geert Janssens (UG) | Ruben Marin | Universidad Mayor de San Andrés | 34.989,00 |
| TEAM | 2024-2029 | SAGE-BE: School Meal Programs as Catalysts for AGroEcological Development in Bolivia and Ecuador. A Participatory Action Research project | Joost Dessein (UG) | Helga Gruberg | Universidad Católica Boliviana "San Pablo" | 298.753 |
| TEAM | 2024-2029 | Resilient minds, sustainable futures: Exploring the interconnectedness of Mental Health and Climate Change: Implications for Human and Community Wellbeing (buen-vivir) in Rural and Indigenous Communities in Bolivia | Hadewijch Vandenheede (VUB) | Ana María Arias Uriona | Universidad Católica Boliviana "San Pablo" | 299.227 |
| TEAM | 2024-2029 | Co-creation innovation adoption and market insertion for climate-vulnerable farmers in high-Andean communities in Bolivia | Hans De Steur (UG) | Magali Garcia | Universidad Mayor de San Andrés | 299.992 |

Abbreviations (type): IUC=Institutional University Cooperation; SI=Short Initiatives; TEAM= TEAM project. / Abbreviations (Flemish institutions): UG=Ghent University; UA=University of Antwerp; VUB=Vrije Universiteit Brussel, KUL=KULeuven.

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

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

# 2. Bolivia and the 2030 Agenda for Sustainable Development

## 2.1. Bolivia and the Sustainable Development Goals

Bolivia undertook its first Voluntary National Review (VNR) in 2021, followed by two National development plans, the one from 2016-2020 and the follow-up of a plurinational country strategic plan of 2023-2027 in which is stated that the Plurinational State of Bolivia is one of the countries in the region that has made the greatest progress in poverty reduction. Current indicators show that 36.3 percent of its population lives in moderate poverty and 11 percent in extreme poverty. Every year, the country experiences an average of 160 extreme weather events, which exacerbate the impacts of rural poverty and food insecurity, reduce the availability of potable water, increase vector-borne illnesses and trigger forest fires that decrease arable land availability. The Bolivian Government has reaffirmed its commitment to the 2030 Agenda for Sustainable Development, and its economic and social development plan (2021–2025) contains ten strategic pillars linked to the Sustainable Development Goals. However, achieving the 2030 Agenda will require sustained investments and coherent national policies that address the intersection of climate change and the "Living Well" paradigm's notion of food sovereignty. The Plurinational State of Bolivia is ranked 90th of 165 countries in its progress towards achieving the Sustainable Development Goals. Although the country has achieved targets related to reducing the prevalence of wasting in children under 5 and increasing cereal yields, challenges remain in achieving Sustainable Development Goal 2 including by reducing undernourishment and obesity among population groups who lack financial access to diverse, nutritious, local food and instead opt for cheaper, imported options. The country strategic plan will engage various stakeholders, from the Government and the private sector to smallholder women and men and vulnerable indigenous communities, to address food insecurity among the most vulnerable smallholders. The plan focuses on engaging with vulnerable women as primary caretakers and subsistence farmers. There is a particular focus on SDGs 2 and 17 through the following outcomes:

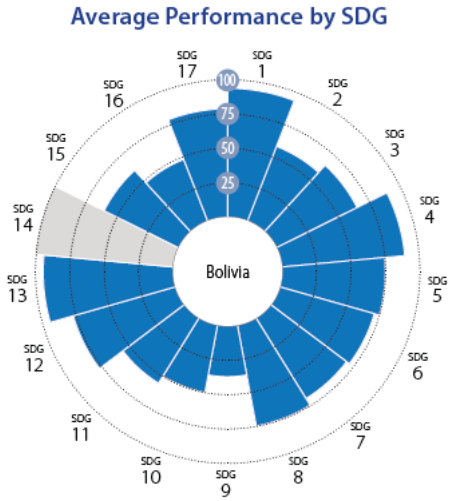
1/Food-insecure and vulnerable households affected by shocks in Bolivia benefit from anticipatory action, emergency preparedness, coordination and response that meet their diverse emergency food and nutrition needs and support rapid recovery

2/ Food-insecure smallholder farmers and indigenous communities in Bolivia – particularly rural women – are more resilient to climate and other shocks and stresses, including through sustainable livelihoods, consistent incomes, improved productivity and market access and demand

3/ Local, regional and national institutions have improved capacity, coordination, and programme and policy coherence related to support for the most vulnerable groups in Bolivia by 2027.

Taking into account the global aspect of the SDGs, the Sustainable Development Report assesses where each country stands with regard to achieving the SDGs. Bolivia ranks 94$^{th}$ out of 167 countries included in the report. The Bolivia country profile shows that the majority of goals is still facing significant challenges, although important progress has been made.




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 Bolivia covered mainly, apart from SDG 4 and 9, SDGs 1, 2, 3, 6, 10, 14 and 15. Top sectors for VLIR-UOS in this country for the past decade are environment and natural resources, food security and sovereignty and social development.

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

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

- UNESCO-UIS: overview data resources indicators related to SDG4
- Our World in data:
  - Indicators related to educational mobility and inequality
  - Indicators related to tertiary education
  - Indicators related to projections of future education (demand)
  - Indicators related to science and research

## 2.2. Higher education landscape in Bolivia

Education in Bolivia is the responsibility of the Ministry of Education and regulated by Law 070, of 20 December 2010 (policies for education in Bolivia). Education is defined as a fundamental right for all, highlighting its inclusive character. Bolivia devotes 23% of its annual budget to educational expenditures, a higher percentage than in most other South American countries. Nevertheless, a divide between the rural and urban areas persists: urban illiteracy decreases, whereas rural illiteracy levels remain high.

A sectoral plan for the development of the educational sector for the period 2016-2020 focusses, amongst others, on:

- Quality education that meets basic learning needs of children and adolescents;
- Education and vocational training that responds to the development of productive and competitive capacities of youth and adults;
- Participative and efficient management which leads to quality and equity in education and training.

The Bolivia higher education landscape consists of universities (in total 45), technical institutes (Industry, Natural resources, Trade and Services) and 27 teacher training schools. Roughly, Bolivian Universities can be divided into four groups: the Public Autonomous Universities, the universities under special regime (the first 2 categories forming the "National System"), the indigenous universities (UNIBOL) and the Private Universities (including some foundations). Different from the Belgian system, a Master's degree is awarded after at least two years of study following upon the *Licenciatura* degree (which lasts for 4 to 5 years compared to only a 3-year bachelor degree in Belgium).

Bolivia counts 11 **public autonomous universities**. These public universities are fully funded by the state based on a percentage of the national budget established by the Constitution. Public universities are totally autonomous in all their economic, academic and educational decisions. The line ministry for higher education is the Ministry of Education, more specifically the 'Directorate General of University Higher Education' of the 'Vice Ministry of Higher Education and Professional Training'. Apart from this 11 public autonomous universities, there are 4 more **higher education institutes with a 'special regime'** (military and police universities). The 15 higher education institutes form together the 'Sistema de la Universidad Boliviana' (Bolivian University System), which has elaborated a national plan for university development. The following strategic priority areas are included:

1) Management of undergraduate and postgraduate professional training
2) Management of research, science, technology and innovation
3) Management of social interaction and university extension
4) Institutional management

The 'Comité Ejecutive de la Universidad Boliviana' (CEUB) (Executive Committee of the Bolivian University) was established in 1978 in order to represent and coordinate the Bolivian University System.

In 2008, 3 **Indigenous Universities** were created by Presidential Decree, one for each of the main indigenous language and culture groups of Bolivia. The indigenous universities are grouped as the 'Bolivian University' (Universidad Indigena Boliviana / UniBOL). The indigenous universities were created with the double aim to improve access to Higher Education for people belonging to indigenous groups, and to adapt the pedagogic structure and curricula to the indigenous reality, by means of (social and anthropological) research. The UniBol universities have an academic dependence of the Education Ministry. They offer technical (engineering) studies (agronomy, veterinary, agro-industry) and have each a research centre for indigenous language and culture. The purpose of these research centres is to adapt and enrich the curricula of the technical disciplines with its research on indigenous language and culture to generate a curriculum which responds better to the demands of the specific indigenous groups.

About 40 **private Universities** are active in Bolivia. In comparison to other countries in the region, they have a very recent history (since 1985) and are attended by only 20% of the University students' population. Private Universities were created by religious or commercial organizations. These universities are organized through the ANUP (National Association of Private Universities), but supervised by the Ministry of Education for programme and institutional accreditation. The Private Universities have authorities, appointed by their respective boards, mainly controlled by their respective corporations or shareholders. This is less democratic compared to the public institutions, but offers a more flexible and stable management structure.

Bolivia is developing its next multi-year strategic plan for 2026–2030 (transforming education). The Ministry of Education aims to strengthen medium-term strategic planning for the education sector, consolidate education information systems, promote gender equity, strengthen sector management, and build institutional capacity at central and subnational levels.

According to the Webometrics Ranking of World universities, no Bolivian university falls within the 2000 ranking worldwide.

## 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.

Attention for vulnerable groups is prioritised in the national development plan of 2016-2020, targeting the ones that are furthest left behind in terms for poverty, housing, access to water, education, etc. Bolivia has expanded support to vulnerable and historically excluded populations to achieve universal access to basic services and education. Regarding education, actions focus on recovering, developing and enhancing the knowledge of the language, culture, knowledge and skills of each nation and indigenous native peasant's people, by consolidating intra-intercultural and multilingual education. The government will also promote participation and social community responsibility in education management, developing the social and community values of all Bolivians in a decolonizing and depatriarchalized way. These actions will be coordinated with universities and social and community organisations.

Regarding gender and diversity policies, different laws were adopted. In addition, gender based violence, integrated under SDG 5, is an important challenge to tackle since the observatory of Gender Equality of Latin America and the Caribbean (OIG) of ECLAC indicates that Bolivia is the country with the highest rate of South American femicides (2 out of 100.000 women). In 2017, the Bolivian government also passed a new law (No. 977 of 26.09.2017) which gives people with disability preferential access to both public and

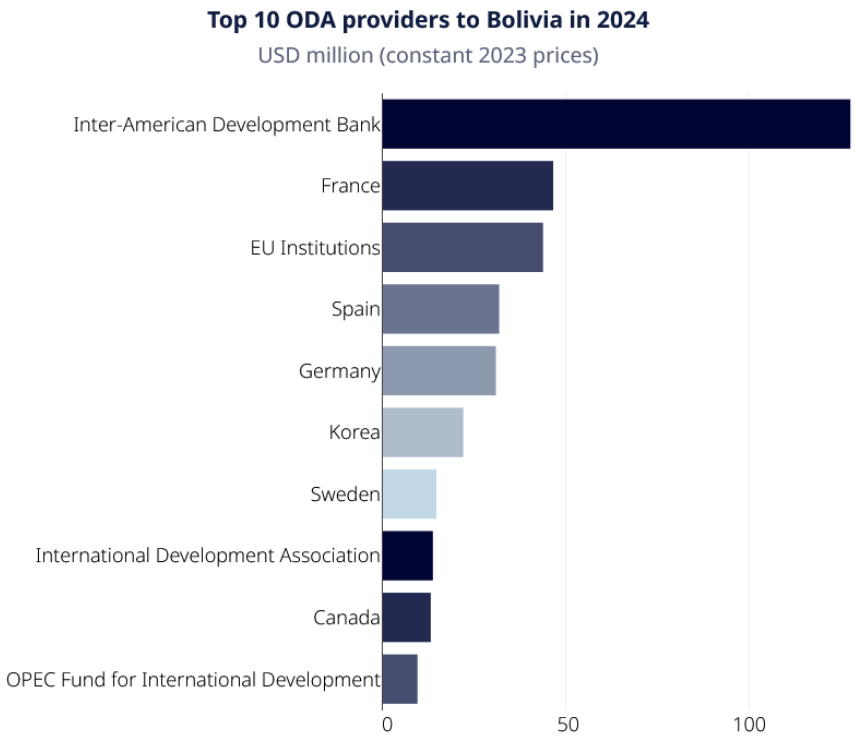
private sector jobs. According to this law, at least 4% of jobs in the public administration and 2% in private enterprises should be occupied by people with disabilities. According to census data of 2012, it seems that households with a disability are not worse off than other households in terms of accessing basic services due to supportive policies.

Following the Country strategic plan (2023-2027), the Gini coefficient, which measures income inequality on a scale from 0 to 1, fell from 0.45 in 2020 to 0.42 in 2021. In addition, at-risk groups who experience intersecting forms of economic and structural inequalities, such as indigenous women, smallholders and poor households in periurban areas, continue to face poverty and are vulnerable to food insecurity. Bolivia's gender inequality index score in 2021 was 0.722, indicating a gender gap of 28 percent. Malnutrition continues to be a challenge, particularly micronutrient deficiencies among women of reproductive age, and obesity is on the rise as vulnerable households have reduced access to diverse and nutritious diets. The 26 percent gap in labour market participation between men and women is largely explained by gendered social norms that view domestic and unpaid care work as the responsibility of women. In part linked to a lack of access to stable sources of income, four out of ten women in the country live in poverty, with indigenous women particularly affected. Smallholders, especially indigenous communities, have limited access to local markets as a stable source of income. The Plurinational State of Bolivia is not self-sufficient in staple foods such as wheat, despite their growing importance in household diets, leaving the country dependent on imports and vulnerable to volatile international commodity prices, including fuel. The country strategic plan will engage various stakeholders, from the Government and the private sector to smallholder women and men and vulnerable indigenous communities, to address food insecurity among the most vulnerable smallholders. The plan focuses on engaging with vulnerable women as primary caretakers and subsistence farmers. The World Food Progamme will complement its direct interventions with a strategy that takes a holistic and participatory approach to addressing food insecurity and supporting smallholder livelihoods by improving the quality, coherence and scope of social assistance schemes.

## 2.4. Multistakeholderpartnership - Stakeholder analysis

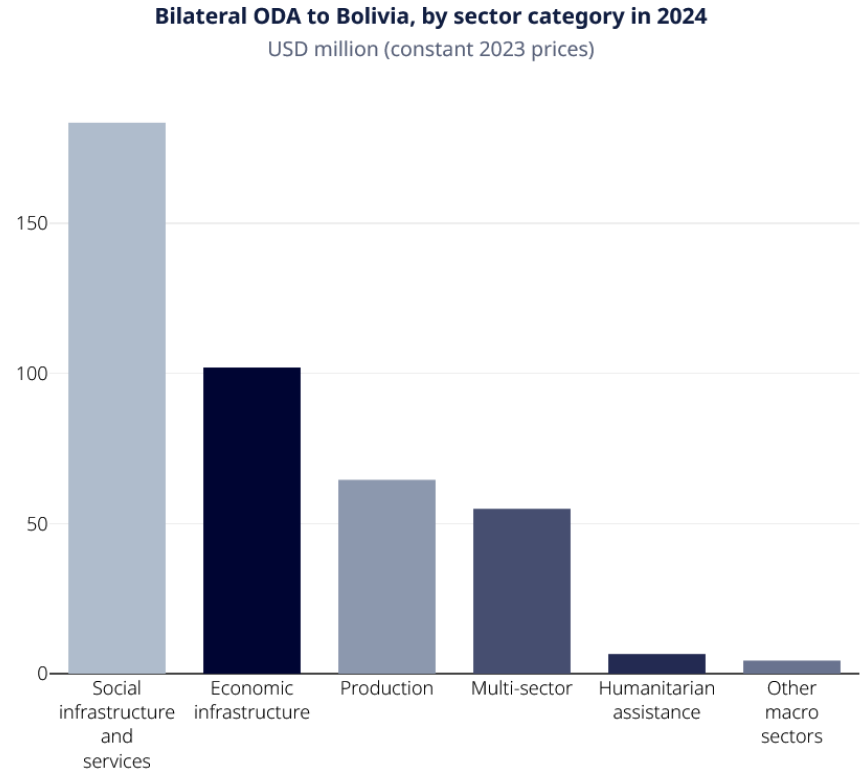
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at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

Looking at the international **partners** of Bolivia, the Inter-American development bank is the main donor of gross official development aid (ODA) in Bolivia. With the withdrawal of USAID funds since the Trump administration took over in 2025, this situation is expected to change in the following years.



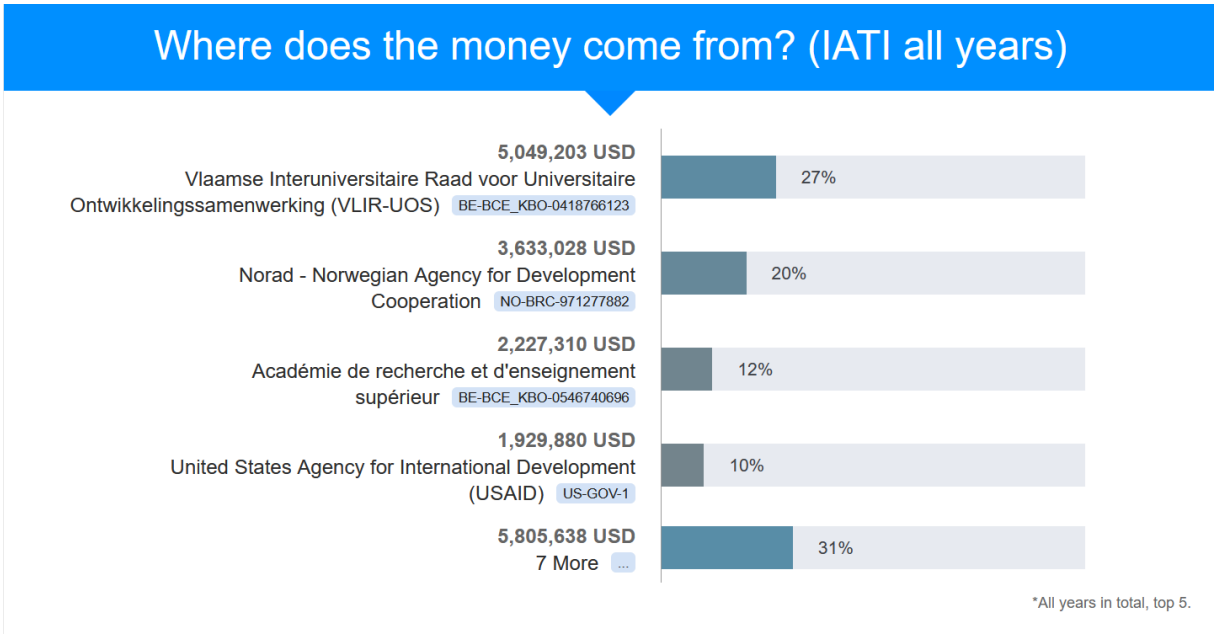

Sources: OECD (2025) , Aid (ODA) disbursements to countries and regions [DAC2a]

The sectors receiving the biggest funding are social infrastructure and services.




Source: https://www.oecd.org/en/data/dashboards/official-development-assistance-at-a-glance.html

Based on [data from the International Aid Transparency Initiative (IATI)](), VLIRUOS is the main donor in the higher education sector in Bolivia.




Source: http://d-portal.org/ctrack.html?country_code=BO&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 |
|---|---|
| **Higher Education Institutions in Bolivia** | HEIs in Bolivia 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 Embassies (e.g. in Lima, Peru, since there is no embassy in Bolivia) 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 Bolivia 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-creating, disseminating and creating conditions for uptake of knowledge relevant to the achievement of the SDGs in line with the needs, policies and priorities of the partner HE&SIs, local/national or regional stakeholders. |
| **Members of the thematic JSF on Higher Education and Science for Sustainable Development** | 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. ARES and VLIR-UOS are present in Bolivia. |
| **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. |
| **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). In the case of Bolivia however bilateral cooperation and Enabel activities are already outphased but quite some important bilateral contacts remain and potential links with BIO can be further investigated. |
| **International organizations and other donors (e.g. WHO, UNESCO, World Bank, European Commission…)** | Interventions undertaken by international organisations like UN agencies such as FAO or international donors active in higher education cooperation can be complementary in the achievement of the objectives of projects. They can, for instance, play a role in the use and upscaling of new knowledge or practices or serve as seed money for bigger interventions financed by these international organisations. |

| | |
|---|---|
| **Academic/science (inter)national and regional networks** | Regional or (inter)national academic/science networks (e.g. CAMES, IUCEA) are among the potential indirect beneficiary as targeted HE&SIs strengthened in their research/educational capacities can improve the functioning of the networks they are part of through the co-creation, exchange and uptake of knowledge among academic stakeholders. Similar effects can be realized in the case of alumni and scholarship networks/associations when former scholarship students act as agents of change within these networks. |
| **Public sector: Local or central government and political community** | Engage in evidence-based governance that puts knowledge to the test by being a stakeholder in the co-creation of inclusive (innovative) solutions and effective user of research results to foster good governance for sustainable and coherent policies.<br>Pillar 4 of the national development plan seeks to strengthen the capacity to develop knowledge and technology in strategic, productive and service areas, complementing the traditional knowledge with modern science through an inter-scientific dialogue. The aim is to lay a solid foundation for putting science and technology at the service of production and economic development with sovereignty, articulating the knowledge of modern science with ancestral and ancient knowledge. To achieve this, the participation and coordination of the public, private sector and public and private universities in the country is crucial. |
| **State owned/Private sector** | To ensure that the resource-led sustainable industrialization process is both sustainable and beneficial, the government will work closely with the private sector. This includes developing both the private sector and human capital to build an educated, skillful, and productive labor force to drive industrialization. Bolivia aims to strengthen the technological and inter-cultural scientific development, including the active involvement and participation of indigenous people, Afro-Bolivians and intercultural peoples as carriers of traditional and local knowledge. |
| **Civil society, social movements and local communities** | Civil society actors, social movements and local communities are expected to co-create, access and use the knowledge and research products generated within the framework of projects thereby making a potential contribution to the entire range of SDGs. |

# 3. Synergy and Complementarity with other (Belgian) actors in Bolivia

## 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[2] 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 Bolivia 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 cooperation (Enabel) in Bolivia

Since 2020, Bolivia is no longer a partner country of the Belgian Development Agency Enabel.

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

## 3.3. Belgian actors of the non-governmental cooperation in Bolivia

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

Together with ARES and ITM, VLIRUOS forms a thematic joint strategic framework on higher education and science for sustainable development (JSF HES4SD): hes4sd.be

However, ITM has no projects in Bolivia. More info specifically about ARES in Bolivia can be found on Moove ARES

Collaboration with the geographic JSF of Bolivia will be facilitated by systematically sharing information on projects and grants, by allowing Belgian ANGC to submit their needs in applied research or training, and by encouraging multi-stakeholder partnerships through competitive calls for proposals (VLIRUOS/ARES).

### 3.3.2. Bolivia Joint Strategic Framework

| | Description of the strategic goal | ANGCs (active members) |
|---|---|---|
| **SG1** | **Environment and climate change**: Contribuir a mayor resiliencia y capacidad de incidencia en los pueblos indígenas, comunidades rurales-urbanas y organizaciones de la sociedad civil para enfrentar la crisis climática y las presiones sobre los recursos naturales, a partir de la gobernanza ambiental, autodeterminación, los derechos colectivos y los derechos de la naturaleza | 11.11.11, BD, Eclosio, Humundi, LC, Solidagro, FDH, Plan, VDB, (Iles de Paix) |
| **SG2** | **Food safety**: Contribuir a los sistemas alimentarios sostenibles basados en la agroecología y la economía social y solidaria, valorizando los conocimientos locales y fortaleciendo a los actores involucrados en toda la cadena de valor, para garantizar relaciones económicas y comerciales justas, la autonomía económica y el consumo responsable | 11.11.11, Humundi, BD, LC, Eclosio, Solidagro, FDH, Iles de Paix, Plan, LC, VDB |
| **SG3** | **Democracy and human rights**: Contribuir a la construcción, fortalecimiento y profundización de la democracia que garantice y el ejercicio y la defensa de los derechos individuales y colectivos; mediante la protección de defensores de derechos y el diálogo plural asegurando la participación activa de los grupos vulnerables | 11.11.11, BD, LC, Eclosio, Solidagro, Plan, LC, (FDH, Iles de Paix, Humundi) |
| **SG4** | **Gender equality**: Fortalecer la equidad de género y la emancipación y empoderamiento de los jóvenes y las mujeres mediante la prevención de la violencia, la promoción de nuevas masculinidades, la creación de oportunidades de formación, innovación y emprendimiento, dando un mayor protagonismo a los jóvenes, mujeres en los procesos de toma de decisión | 11.11.11., Eclosio, FDH, Humundi, LC, Plan, Solidagro, VDB, Iles de Paix, (BD) |

### 3.3.3. Other Thematic Joint Strategic Frameworks

Besides collaboration with the thematic JSF on Higher Education and Science, there will also be collaboration with the thematic JSF of Decent Work through ANGCs in Bolivia that work on 'Decent work' related topics. The ANGCs active in this field are WSM, Solsoc and FOS.

The Decent Work JSF (DW JSF) contributes to the four strategic targets, which correspond to the four pillars of the ILO's Decent Work Agenda. It is important to emphasize that these four pillars are inseparable, interdependent, and mutually reinforcing. In a complementary and synergistic manner, the DW JSF's ANGCs will contribute to all the targets, which in turn contribute to social and climate justice and the UN's 2030 Agenda. The four strategic targets are 1/creation of decent jobs, 2/guarantee rights at work, 3/extend social protection, 4/strengthen social dialogue and other forms of institutionalized dialogue for all.