vliruos

sharing minds, changing lives

Tanzania

Country Reference Framework

(Updated version of February 2026)

Background **3**

1. VLIRUOS in Tanzania **4**

1.1. Overview projects & scholarships (1999 – 2025) 4

1.2. Ongoing projects and future calls (2022-…) 4

2. Tanzania and the 2030 Agenda for Sustainable Development **8**

2.1. Tanzania and the Sustainable Development Goals 8

2.2. Higher education landscape in Tanzania 10

2.3. Leaving no one behind 10

2.4. Multi-stakeholderpartnership - Stakeholder analysis 11

3. Synergy and Complementarity with other (Belgian) actors in Tanzania **16**

3.1. VLIRUOS approaches to synergy and complementarity 16

3.2. Bilateral cooperation (Enabel) in Tanzania 16

3.3. Belgian actors of the non-governmental cooperation in Tanzania 17

3.3.1. Thematic Joint Strategic Framework on Higher Education and Science 17

3.3.2. Tanzania Joint Strategic Framework 17

3.3.3. Other Thematic Joint Strategic Frameworks 17

Country reference framework Tanzania

Background

In FYP1 the VLIRUOS country strategies presented the strategic niche for future VLIRUOS 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 VLIRUOS projects in the country;
(ii) context analysis focused on the Agenda 2030 framework and the higher education sector;
(iii) overview of Belgian cooperation 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 VLIRUOS 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 VLIRUOS, to be compatible and responsive to evolving/emerging needs and priorities of academic and international actors active in the country/region/sector.

1. VLIRUOS in Tanzania

1.1. Overview projects & scholarships (1999 – 2025)



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 1999-2025				Scholarship Type	Finished	Ongoing	Total
Type	**Budget (€)**	**Number**		**ICP**	195	20	215
Total	***19.978.113***	***77***		**ICPPHD**	3		3
IUC	11.172.162	4		**ITP/KOI**	190		190
TEAM	4.683.267	16		**SRS**	24		24
SI	2.110.245	35		**Total**	412	20	432
JOINT	539.415	5					
Other (former project types)	858.301	12					
ITP	614.723	5					

Tanzania is an important partner country of VLIRUOS. From 1999 to 2025, VLIRUOS spent around € 20 million in project cooperation with Tanzania, including long-term Institutional University Cooperation (IUC) Programmes with the **Sokoine University of Agriculture (SUA), Mzumbe University (MzU) and Nelson Mandela African Institution of Science and Technology (NM-AIST)**. Since September 2022, a new IUC with Ardhi University started for a first phase of cooperation (2022-2027). Multiple TEAM/SI/ITP projects are ongoing. More projects are expected to be selected during the coming years.

More detailed information can be found on our VLIRUOS website vliruostats (statistics).

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

List of projects FYP 2022-2027						
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 (UG)	A. Musabila	Mzumbe University	365.000
IUC	2019-2024	Institutional University Cooperation with Nelson Mandela African Institution of Science and Technology (NM-AIST) (phase 2 & phase-out)	L. Brendonck (KUL)	K. N. Njau	Nelson Mandela African Institution of Science and Technology	365.000
IUC	2022-2027	Institutional University Cooperation with Ardhi University (ARU) (phase 1)	R. Cuyvers (HU)	G. Kassenga	Ardhi University	3.000.000
Subproject 1		*Land use planning - Participatory planning and land-based resource use conflict management for sustainable growth of Dar es Salaam metropolitan and its region*	*O. Devisch (HU)*	*F. Magina*		
Subproject 2		*Decent housing - Towards improved urban water supply and sustainable sanitation resource recovery, sustainable energy and material uses for decent housing*	*P. Willems (KUL)*	*J. Kihila*		
Subproject 3		*Socio-economic development - Increasing the sustainability of urban foodscapes through agri-food entrepreneurship*	*J. Dessein (UG)*	*M. Mdemu*		
Subproject 4		*Urban transport - Safe, inclusive and sustainable urban transport system*	*A. Neven (HU)*	*W. Kazaura*		
Subproject 5		*Cultural heritage - Architectural Heritage Conservation through Adaptive Reuse: Assessing Design, New Functions, Construction Techniques and Cost Benefits*	*K. Van Cleempoel (HU)*	*S. Kalugila*		
Subproject 6		*Gender and participation - Towards gender-equitable and inclusive urban development (transversal institutional strengthening project)*	*Nathalie Holvoet (UA)*	*A. Jesse*		
Subproject 7		*ICT and SSIC - Improving Capacity to Innovate Smart ICT Solutions and Support Technology Transfer for Smart Sustainable and Inclusive Cities (transversal institutional strengthening project)*	*D. Roefs (UG)*	*R. Buberwa*		
TEAM	2024-2029	AI4STEM: AI-driven Inclusive STEM Learning for Tanzania	T. Belpaeme (UG)	T. Isaga , E. Rutatola	Mzumbe University , Mzumbe University	299154,9
TEAM	2024-2029	Single Image Parasite Quantification (SIMPAQ): a New Diagnostic Technique using Microflui-dics to Manage Soil-Transmitted Helminthiases and Schistosomiasis towards Elimination	W. De Malsche (VUB)	H. Mazigo	Catholic University of Health and Allied Sciences	299431,02

List of projects FYP 2022-2027						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Total budget (FYP 2) (€)**
TEAM	2022-2027	HIVDR-Prevent: Design and evaluation of interventions for preventing HIV drug resistance in Dar es salaam urban cohort study (DUCS) area in Tanzania, using a transdisciplinary human centered approach.	N. Vandaele (KUL)	J. Killewo	Muhimbili University of Health and Allied Sciences	299.930,40
TEAM	2022-2027	Bega Kwa Bega: building climate-smart, biodiverse, resilient and inclusive agroforestry systems in Tanzania's mountain environments	K. Vancampenhout (KUL)	D. Kimaro	Mwenge Catholic University	298.881,59
TEAM	2022-2027	Resilience through empowerment: overcoming socioeconomic and environmental risk factors for child marriage in Tanzania through a positive engagement with customs & traditions (Re-Empower)	G. Erdem Türkelli (UA)	S. Bakta	Mzumbe University	299.249,96
SI	2023-2025	Ecohydrological and socio-ecological assessment of the Lake Jipe catchment for conservation and management planning	L.. Brendonck (KUL)	G. N Mwaijengo	Nelson Mandela African Institution of Science and Technology (NM-AIST)	69.954,50
SI	2023-2025	Enhancing the provision of legal aid services through the use of tailored multimedia contents: a micro-learning approach	K. Stroeken (UG)	E. Rutatola	Mzumbe University	69.615,70
SI	2023-2025	Inclusively empowering the next generation of internet of things champions: a capacity building programme for youth in Tanzania (IoT-4-Youths)	K. Stroeken (UG)	E. Rutatola	Mzumbe University	69.982,00
SI	2023-2025	Mtu Ni Watu: Enhancing nutrition of vulnerable groups in agroforest systems in Northern Mountains of Tanzania via collaboration for better dairy cattle management	B. Aernouts (KUL)	D. Kimaro	Mwenge Catholic University	70.000,00
SI	2025-2027	The makings of a Global citizen: Leveraging generative AI for English Mastery in Tanzanian primary schools	T. Belpaeme (UG)	E. Rutatola	Mzumbe University	69.911,60
SI	2025- 2027	Improving onchocerciasis associated epilepsy care pathways in the Mahenge area, Tanzania: preparing for the last mile of onchocerciasis elimination.	S. Weckhuysen (UA)	B. Mmbando	National Institute for medical research	69.909,51
SI	2025- 2027	From monitoring to managing soil and water degradation in Tanzanian gullies	M. Wynants (UG)	L. Munishi	NM-AIST	69.982,00

List of projects FYP 2022-2027						
Type	**Runtime**	**Title**	**Flemish promoter**	**Local promoter**	**Local institution**	**Total budget (FYP 2) (€)**
SI	2025-2027	Promoting waste-to-resources in Dar es Salaam: Empowering communities for sustainable development	W. Deferme (HU)	J. Kihila	Ardhi University	70.000,00
SI	2025- 2027	Artistic, cultural and educational exchange between Belgium and Tanzania	H. De Smedt (EhB)	D. Sanga	University of Dar es Salaam	69.451,36
SI	2025- 2027	From lab to life and back: Bridging citizens, science and policy for safe water access and climate change resilience	S. Dewachter (UA)	D. Kyando, C. Philipo	Mzumbe University / NM-AIST	69.714,70
SI	2025- 2027	Enhancing on-farm biosecurity and health management for improved domestic pig production in Tanzania	H. Nauwynck (UG)	G. Misinzo	Sokoine University of Agriculture	69.993,00
ITP	2023-2025	Expert Training in AI & IoT for product development in East Africa	T. Peeters (AP)	K. Khalid Said	Karume Institute of Science & Technology	0,00
ITP	2022-2025	Empowering teachers and health care workers in providing school-based sexual and reproductive health education to promote gender equality	K. Van Leeuwen (KUL)	J. Kigobe	Open University of Tanzania	0,00
ITP	2023-2026	Improving the Data Analysis Capacity of Experts and Information Systems in Tanzanian Ministries for Better Resources Management and Sustainable Economic Growth (Data2Info)	K. Stroeken (UG)	A. Maguya	Mzumbe University	149.683.30
ITP	2024-2027	Introduction to research data management in higher education institutions in a Sub-Saharan African context	S. Vancauwenbergh (UH)	N. Mosha	NM_AIST	149447,8

Abbreviations (type): IUC=Institutional University Cooperation; ICP=International Training Program; TEAM=TEAM Projects, SI= Short Initiatives. Abbreviations (Flemish institutions): AP=AP Hogeschool KUL= Katholieke Universiteit Leuven; UH= University of Hasselt; UG=Ghent University; UA=University of Antwerp.

Competitive calls for new projects will be launched and announced on our website. Nationals of Tanzania 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. 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 2023 National Review report VNR and the National Five-Year Development Plan 2021/22-2025/26 (3rd edition), both inspired by Tanzania's development Dira 2050 (Vision 2050).

The Dira 2050 sets a bold and transformative path towards a prosperous, just, inclusive and self-reliant nation. Rooted in the voices of Tanzanian people and guided by the principles of equity, sustainability, resilience and innovation, it reaffirms the country's commitment to constitutional rights, human dignity, peace, unity, democracy, and optimal use and effective management of natural resources. Dira 2050 embodies a forward-looking and developmental mindset. These enduring values will shape Tanzania's development journey, ensuring long-term well-being and prosperity for all.

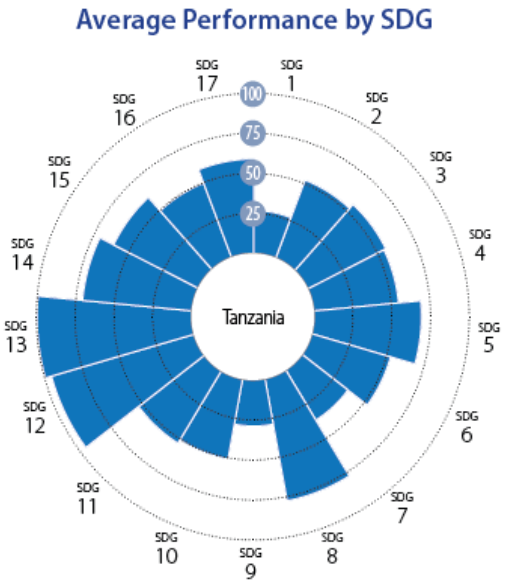
Tanzania's Development Plan 2025/26 outlines strategic priorities to sustain economic growth, enhance infrastructure, and improve social services.

With a projected GDP growth of 6.0%, the plan emphasizes industrialization, investment, agriculture, and public-private partnerships (PPP) to drive development. Key focus areas include energy expansion, transport modernization, job creation, and food security, ensuring a resilient and self-sufficient economy while preparing for Vision 2050.

The overall message of the development plan 2025/26 is that Tanzania is making solid progress toward economic transformation and social development; the government is reducing dependency on foreign aid while boosting domestic investment; and key focus areas in 2025/26 are economic growth, infrastructure, agriculture, manufacturing, education, and healthcare.

Taking into account the global aspect of the SDGs, the sustainable development report assesses where each country stands with regard to achieving the SDGs. The Tanzania Country Profile shows that the majority of goals is facing significant challenges, Tanzania ranks 135th out of 167 countries included in the report.





As an umbrella organisation that works with calls for proposals, VLIRUOS 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 VLIRUOS can be found in a large variety of sectors. In line with its major intervention area, VLIRUOS positions itself within the education sector, especially focused on higher education, research and innovation (SDG 4 and 9). However, through its interventions, VLIRUOS intervenes in different sectors as well. VLIRUOS 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 VLIRUOS in Tanzania covered mainly, apart from SDG 4 and 9, SDGs 1, 2, 3, 6, 8 and 15. Top sectors for VLIRUOS 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 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 Tanzania

The Ministry of Education, Science and Technology is responsible for policy formulation, quality assurance, accreditation and resource mobilisation for all educational levels in Tanzania.

The Education sector development plan (ESDP) 2025/26-2029/30 provides considerable opportunities to strengthen the education sector in Tanzania, particularly in alignment with the National Development Vision 2050. Implementation of the ESDP activities and progress toward the planned outcomes and results will benefit from the following factors among others: stronger identification of challenges and gaps through mapping and the Joint Education Sector Review, Education and Training Policy 2014 edition 2023 and recently revised curriculum programmes.

Higher Education has experienced an average annual enrolment increase of 7.5%, with government Higher Learning Institutions (HLIs) showing a robust 10% annual growth compared to 1% in non-governmental institutions. This disparity reflects the broader availability of learning services and a more diverse range of academic programs in government institutions. Nonetheless, the financial allocation for higher education has seen a significant decline, peaking at 15.0% of the budget in 2019-2020 and falling to 8.8% in 2022-2023, averaging 12.7% over the period. This reduction suggests a possible shift in resource allocation to other educational priorities or a response to emerging needs. Funding for higher education was far less prioritised, as evidenced by the cost as a multiple of elementary education falling from 28.6 to 14.8.

The Tanzania Commission for Universities provide statistics about university education (both universities & middle-level tertiary institutions) in Tanzania and beyond. In its Statistics 2024 various aspects of higher education are treated, including trends in admission; student enrolments disaggregated by various parameters including sex of students, field of education, institution ownership (public or private) and award level; number of graduates also disaggregated by several parameters; students' dropout by reason of termination of studies; programmes on offer; and number of academic staff.

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.

Following the Webometrics, the University of Dar Es Salaam is the only Tanzanian university that falls within the 2000 ranking worldwide, occupying a 1780th place.

From 2021 until 2026, the World Bank project titled 'Higher Education for Economic Transformation' (HEET) will work on strengthening the learning environment and labour 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 endeavor 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.

According to Unicef, Tanzania has made sustained economic progress in the last decade with GDP growth of over 6 per cent per annum. At the same time, it has delivered heartening results in the MDG 4 target for child survival, reducing under-five mortality by 40 per cent between 2005 and 2015. To ensure that the fruits of development reach all sections of society, the government's seminal Tanzania Development Vision 2025

clearly articulates the agenda for transforming the country into one that is equitable, safe and provides an enabling environment in which children can thrive.

The VNR outlines that the theme of LNOB has been successfully addressed as follows:

1/ Human Rights

Ongoing efforts to implement human rights' recommendations, such as repealing and replacing repressive laws and ensure increased access to justice are ongoing, together with reforms that will strengthen human rights institutions in the country. Initiatives have been taken to strengthen and guarantee an independent human rights institution - the Tanzania Commission for Human Rights and Good Governance, by increasing its financial and technical capacities. Tanzania incorporates rights-based approaches to decision making processes, including mandatory statutory meetings with community representatives at the village level to inform budgetary and development priorities, thus reaffirming citizens' rights to be heard.

2/ Gender Equality

Women have continued to participate in various spheres and efforts have been made towards eliminating gender-based violence as both a cause and consequence of gender inequality, access to economic assets, and improving women's leadership and participation. The Government has continued to implement programmes to empower women with the aim of increasing economic opportunities and building business capacity, access to capital, markets and credit facilities. The government has also supported training which has enabled women to attain key business skills.

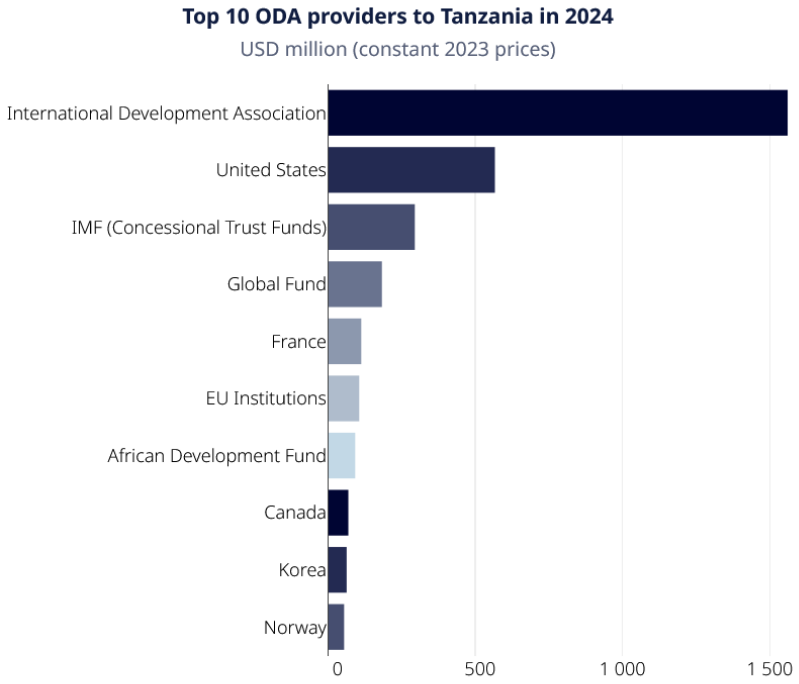
3/ Youth

About 57.1 percent of the population is between 15 to 35 years. More than half of these youth are female. The youth present both challenges and opportunities. Challenges include prevalent youth unemployment, esp. among young women, while a youthful population brings potential to the labour force markets. In Tanzania, unemployment rates for young women stand at 16.7 percent, whilst for young men it is 8.3 percent. The Government has interventions in place to ensure the economic prosperity of young people. These include the National Economic Empowerment Council and over 45 special funds in different ministries and departments to ensure that youth are economically empowered. The Government prioritises skills development for youth through various Government led programmes and in partnership with stakeholders in the private sector and civil society to guarantee sustainability.

2.4. Multi-stakeholderpartnership - Stakeholder analysis

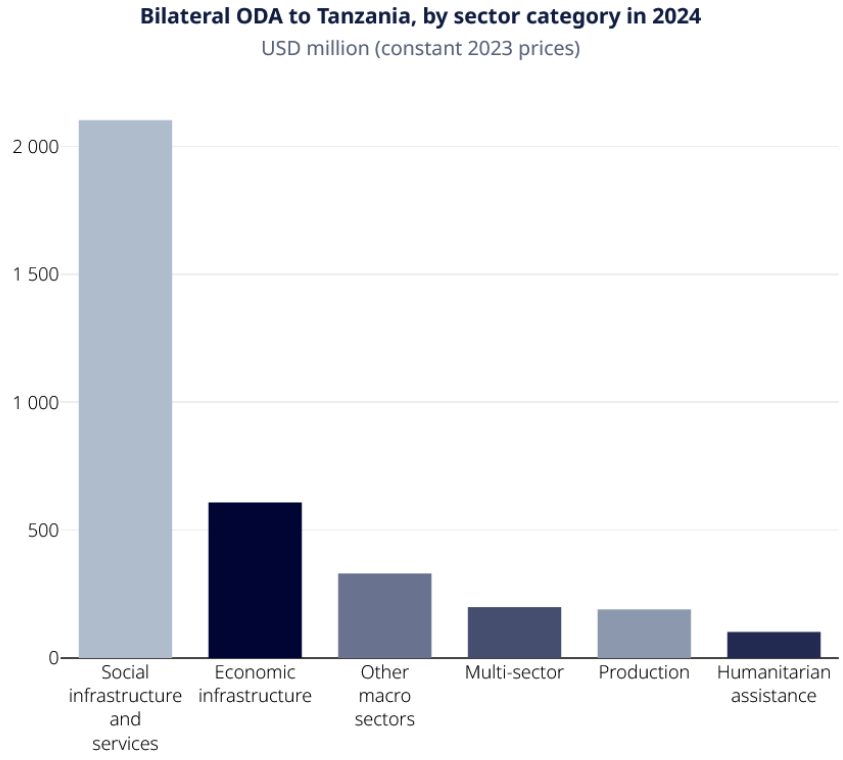
The complexity, scale, and interconnectedness of the current societal challenges that the SDG framework is seeking to address, requires a concerted effort of a wide variety of different stakeholders. As such, the principle of multistakeholderpartnership – which promotes cooperation and partnerships at 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 Tanzania, the International Development Association represent the main donors of gross official development aid (ODA) in Tanzania. With the withdrawal of USAID funds since the Trump administration took over in 2025, this situation is expected to change in the following years.

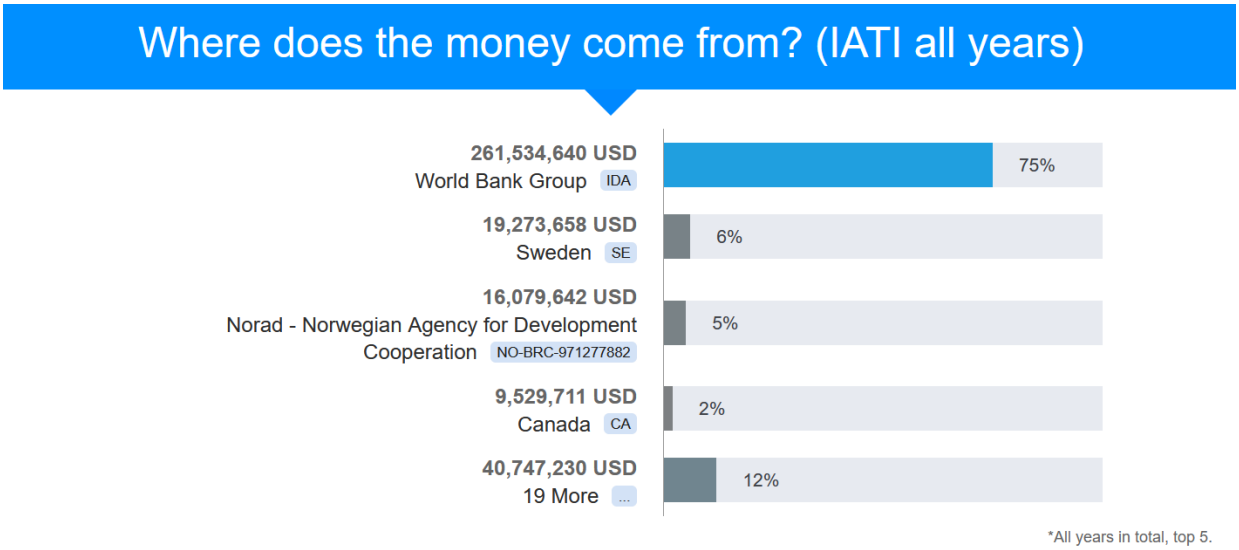


Sources: OECD (2025) , Aid (ODA) disbursements to countries and regions [DAC2a]

The sector receiving the biggest funding is Social infrastructure and services as can be observed in the graph below.



Based on data from the International Aid Transparency Initiative (IATI) , the World Bank Group is the main donor in the higher education sector.



VLIRUOS 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 VLIRUOS 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 VLIRUOS 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 VLIRUOS selection commissions and follows-up on the VLIRUOS 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 VLIRUOS-projects in Tanzania will be important stakeholders in connecting VLIRUOS 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	VLIRUOS, 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 Tanzania, only VLIRUOS is present.
Belgian Actors of the Non-governmental Cooperation	VLIRUOS 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)	VLIRUOS 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).
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.
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 labour force to drive industrialization.
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. According to Amnesty International and Human Rights Watch government critics were forcibly disappeared, the police prevented opposition members from holding meetings and other political gatherings, subjecting them to mass arrest, arbitrary detention and unlawful force. Journalists and others were denied their right to freedom of expression. The government continued to violate the rights of the Maasai Indigenous People, including by subjecting them to forced eviction. The authorities failed to protect LGBTI people from violence. The East African Crude Oil Pipeline project undermined Tanzania's commitments to lower greenhouse gas emissions.

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

3.1. VLIRUOS approaches to synergy and complementarity

Drawing upon their longstanding common history, VLIRUOS, 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 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 cooperation (Enabel) in Tanzania

Since 1982, Tanzania has stood as a key partner country in the Belgian governmental cooperation. The collaborative endeavours of the Tanzanian and Belgian governments are centred on basic infrastructure for water and sanitation, sustainable agriculture, education, skills development, and economic advancement. This cooperation continues through Enabel and the main sectors of intervention are green and smart cities, improved access to justice, education and skills development, water and sanitation, support to the beekeeping value chain.

The Green and Smart Cities "SASA" project aims to improve green infrastructure investments and stimulate local economic growth in the Mwanza, Tanga, and Pemba regions. This initiative seeks to mitigate the threats posed by climate change and natural disasters while fostering innovative digital solutions to address urban challenges. The improved access to justice aims to increase access to justice for women, girls and marginalized groups by reducing the inequalities they too often face in accessing justice services and legal aid. The education and skills development aims to empower youth, especially girls and young women (14-29) through various learning opportunities for decent, green jobs and better access to entrepreneurship. Enabel supports the Tanzanian Ministry of Water to improve water supply and sanitation in six remote districts of the Kigoma region. Concerning the beekeeping value chain, Enabel collaborates with the Ministry of Natural Resources and Tourism, with the support of the European Union, to deliver training programmes on contemporary beekeeping methods and sustainable techniques in the regions of Tabora, Katavi and Pemba.

[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 Tanzania

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, ARES nor ITM have project activities in Tanzania.

Collaboration with the geographic JSF of Tanzania 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).

3.3.2. Tanzania Joint Strategic Framework

	Description of the strategic goal	ANGCs (active members)
SG1	Inclusive, Resilient and Sustainable Food Systems	IDP, Apopo, Rikolto, Trias,
SG2	Inclusive and Equitable Education for Youth Empowerment	Plan International
SG3	Equitable, people-centred, Climate-resilient Health	Apopo, Plan International, LFTW
SG4	Inclusive and Sustainable Entrepreneurship	Plan International, Trias, Rikolto, IDP
SG5	Fair and Accountable Justice and Governance	IPIS, Plan International
SG6	Environmental Protection and Restoration	Apopo, IDP, Rikolto, Trias

3.3.3. Other Thematic Joint Strategic Frameworks

In Tanzania, both thematic Joint Strategic Frameworks, Higher Education and Science for Sustainable Development and Decent Work will be active alongside the geographical JSF.

The Joint Strategic Framework (JSF) on Decent Work contributes to the four pillars of the ILO Decent Work Agenda: (1) creating sustainable jobs and livelihoods, (2) ensuring rights at work, (3) extending social protection and (4) promoting social dialogue. These pillars are interdependent and mutually reinforcing and contribute to social and climate justice and the United Nations 2030 Agenda. The JSF Decent Work in Tanzania targets workers in vulnerable and informal sectors such as domestic work, agriculture, subsistence farming and other precarious forms of employment. Women and young people who are excluded from formal labour markets are a particular focus.