

Country reference framework

Bolivia

October 2024

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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 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.

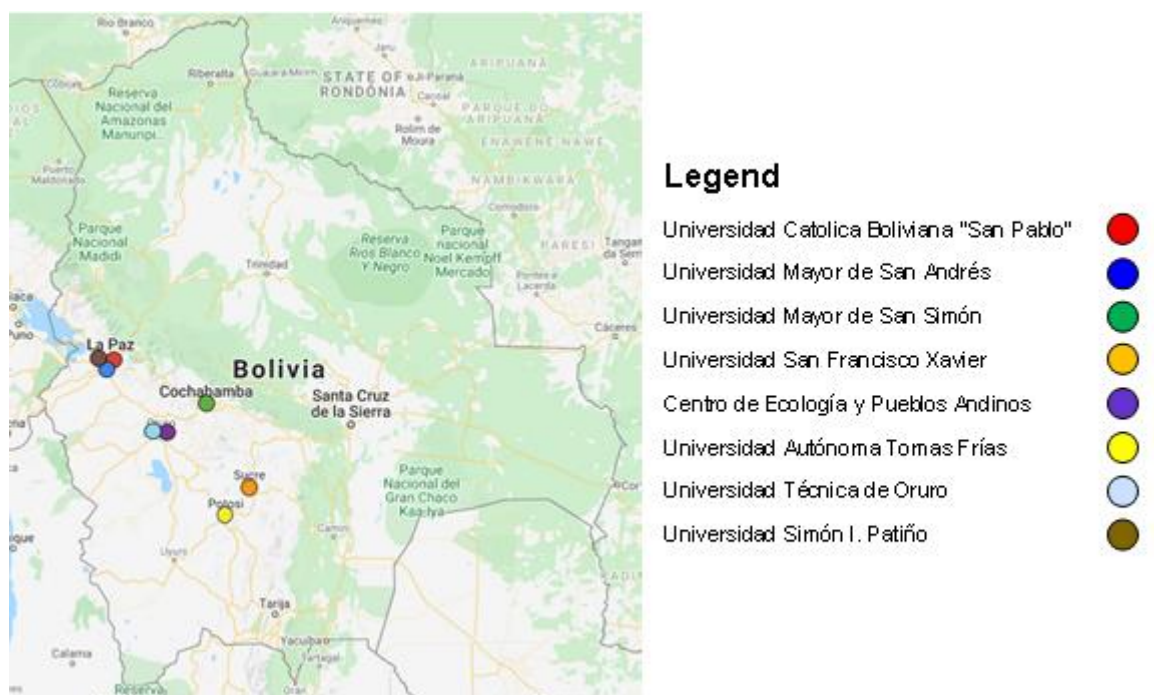
The frameworks have been elaborated based on information available at the time of drafting this actor programme (1st half of 2021) and through consultations with both Flemish and local project promoters in 2020-2021, and with geographic JSFs, when applicable, to ensure relevant information for coherent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

1.1 Overview projects & scholarships (2002 – 2024)



Projects 2002-2024		
Type	Budget (€)	Number
Total	12.900.303	28
IUC	8.871.880	2
TEAM	3.136.426	11
SI	586.821	12
RIP	195.288	2
JOINT	90.000	1
INCO	19.888	1

Scholarships 2003-2023		
Type	Budget (€)	Number
Total	1.738.806	325
Ph.D.		
Subtotal	463.392	3
VLADOC	463.392	3
Short term		
Subtotal	347.202	291
ITP	38.868	5
KOI	30.083	16
REI	274.068	269
Other scholarships	4.183	1
Study		
Subtotal	928.212	31
ICP	928.212	31

Bolivia is an important partner country of VLIR-UOS. From 2002 to 2024 VLIR-UOS spent € 14,6 million in cooperation with Bolivia, including a long-term Institutional University Cooperation (IUC) with **Universidad Mayor de San Simón (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.

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)	G. Loots (VUB)	Marcela Losantos	Universidad Católica Boliviana	2.680.000,00
	<i>Subproject 1</i>	Imagine your life, imagine your community: "Social Inclusion at Rural and periurban communities"	Beno Schraepen (AP Hogeschool)	Natacha Morales		
	<i>Subproject 2</i>	Contribution to integrated water management in Bolivia	<i>M. Huysmans (VUB)</i>	<i>P-J. d'Abzac</i>		
	<i>Subproject 3</i>	Promoting Food Sovereignty and nutritional innovations in vulnerable communities in Bolivia	<i>M. D'Haese (UG)</i>	<i>J-P. Benavides</i>		
	<i>Subproject 4</i>	Rights of indigenous peoples and transformation of social conflicts in Bolivia	<i>K. De Feyter (UA)</i>	<i>R. Molina</i>		
	<i>Subproject 5</i>	Productive and entrepreneurial development	<i>N. Dentchev (VUB)</i>	<i>R. Rivera</i>		
	<i>Subproject 6</i>	Transversal subproject	<i>Wim Van Petegem (KUL)</i>	<i>Alfonso Alarcon</i>		
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	J.M. Rigo (UH)	Emilio Aliss	Universidad Simón I. Patiño	69.883,00
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"	298753

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 Vanden-heede (VUB)	Ana María Arias Uriona	Universidad Católica Boliviana "San Pablo"	299227
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	299992

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.

Table 1 Ongoing VLIR-UOS projects in FYP II (2022 - ..)

Next competitive project calls will be launched and announced on our website. Nationals of Bolivia are eligible¹ 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, originally planned in 2020 but postponed due to the crisis, to assess the country's progress towards achieving the SDGs. Since 2006, Bolivia implemented a socio-economic community-based model, envisioning "Vivir Bien" or "Living well", and managed to reduce extreme poverty from 37,7% to 12,9% in 2019. In this period, improvements were also noted in child undernutrition and food production, access to healthcare, education quality, political participation of women in government decision-making, access to potable water and sanitation, renewable energy production and job creation, due to various policies and programmes. To guarantee access to healthcare for all, a universal and free system for healthcare (called SUS) was established, which together with other policy measures, considerably reduced infant mortality. Regarding gender equality, the government created an interinstitutional commission to implement the comprehensive public policy for a dignified life for women. Looking at the progress made in higher education, enrolment rates of the population between 19 and 23 years old increased from 35,4% in 2015 to 43,5% in 2020. Despite large investments in road networks over land, sea and air, there still needs to be 4636km constructed to achieve the goal of 10756 km, hereby aiming at 100% integration of the population in road networks. At the same time, steps have been taken to improve the quality of fuel and to monitor air quality and car imports within the limits of polluting emissions. Housing has also improved through the Government Agency of Housing, reducing the lack of housing from 49% in 2015 to 45,2% in 2019. Regarding management of natural resources, the country has implemented plans to better manage forests with the involved stakeholders and reduced illegal deforestation by 10% between 2015 and 2020.

This positive trend towards achieving the SDGs abruptly took a downward road when a local political crisis exploded in November 2019. Poverty and inequality rates increased again as the economy shrank by 11%, worsened by the COVID pandemic that hit the country hard. However, in November 2020, the government reaffirmed its commitment to contribute to Agenda 2030 and the SDGs in line with the national objectives to redistribute income and reduce inequality; to create new economic opportunities and decent work; to reduce corruption, bureaucracy and improve justice and security; all with respect for Mother Earth. Bolivia has initiated a trajectory to bring back peace and unity in the country, to fuel economic growth through industrialisation and diversification and to reduce poverty and inequality. Many challenges lie ahead that will have to be overcome through the formulation of a new national economic plan for development for the period 2021-2025, following up on the plan of [2016-2020](#). The plan is guided by the Patriotic Agenda of 2025 and consists of 13 pillars, with in total 68 goals, which are related to the SDGs:

- 1) Eradicate extreme poverty (SDG 1, 4, 5, 10, 16)
- 2) Universalization of basic services (SDG 1, 6, 7, 9, 11)
- 3) Health, education and sports (SDG 3, 4)

- 4) Scientific and technological sovereignty (SDG 2, 8)
- 5) Community and financial sovereignty (SDG 1, 2, 8, 17)
- 6) Productive sovereignty with diversification (SDG 2, 8, 9, 15, 17)
- 7) Sovereignty over our natural resources (SDG 7)
- 8) Food sovereignty (SDG 2)
- 9) Environmental sovereignty with integrated development (SDG 6, 10, 12, 13, 15)
- 10) Complementary integration of peoples with sovereignty (SDG 17)
- 11) Sovereignty and transparency in public administration (SDG 16)
- 12) Full enjoyment and happiness (SDG 15)
- 13) Sovereign encounter with our joy, happiness, prosperity and our sea

The implementation of the development plan and SDGs is monitored by the Interinstitutional Committee of the PDES and Sustainable Development Goals (CIMPDS), established by the multim ministerial Resolution N°1 of October 30, 2017.

Taking into account the global aspect of the SDGs, the [Sustainable Development Report](#) of 2021² assesses where each country stands with regard to achieving the SDGs. Bolivia ranks 90th out of 165 countries included in the report. The [Bolivia Country Profile](#) shows that the majority of goals is facing major or significant challenges.

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



Dashboards: ● SDG achieved ● Challenges remain ● Significant challenges remain ● Major challenges remain ● Information unavailable

Trends: ↑ On track or maintaining SDG achievement ↗ Moderately improving → Stagnating ↓ Decreasing ** Trend information unavailable

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 promoters 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](#)
- [Student mobility](#): [UIS-data](#) showing shifting demand for higher education caused by COVID-19

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](#). Education is defined as a fundamental right for all, highlighting its inclusive character and free until university. 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 about 50), 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 Ejecutivo 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 Indígena 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.

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.

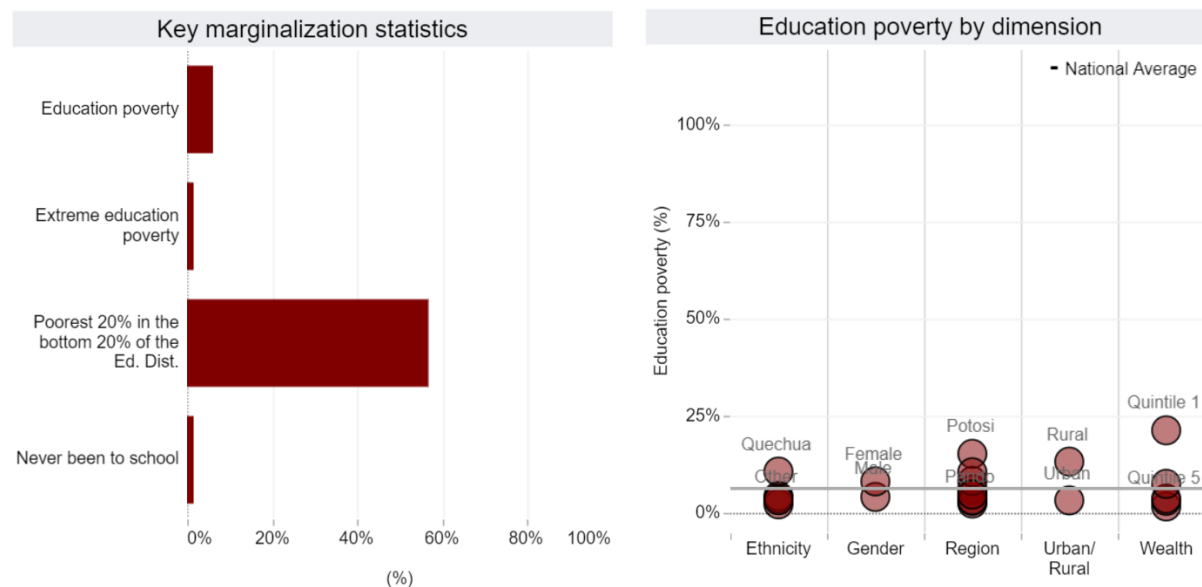
Attention for vulnerable groups is prioritised in the national development plan of 2016-2020, targeting the ones that are furthest left behind in terms for poverty, housing, access to water, education, etc. Bolivia has expanded support to vulnerable and historically excluded populations to achieve universal 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, a comprehensive law to guarantee women a life free of violence (N° 348) was enacted in 2013, this was followed by a law on gender identity in 2016 (N° 807); and a law against racism and all forms of discrimination in 2019 (N° 045). In addition, the Plurinational Service of Women and Depatriarchalization was created by a supreme decree together with a National Plan for Equal Opportunities (Decree 29850). However, budget allocation and human resources for its implementation are insufficient. 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](#), 3.4%% of the population reported having a disability. However, it seems that households with a disability are not worse of than other households in terms of accessing basic services due to supportive policies.

The UNESCO data on [Deprivation and Marginalization in Education](#) (DME)³ presents the following scheme, showing that challenges remain between the two sexes, between rural and urban, as well as between regions.

3

- 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



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](#)

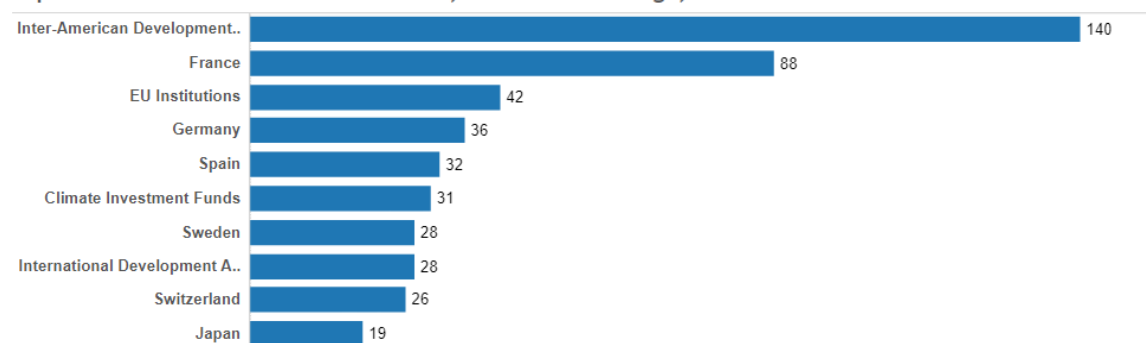
2.4 Multistakeholderpartnership - Stakeholder analysis

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

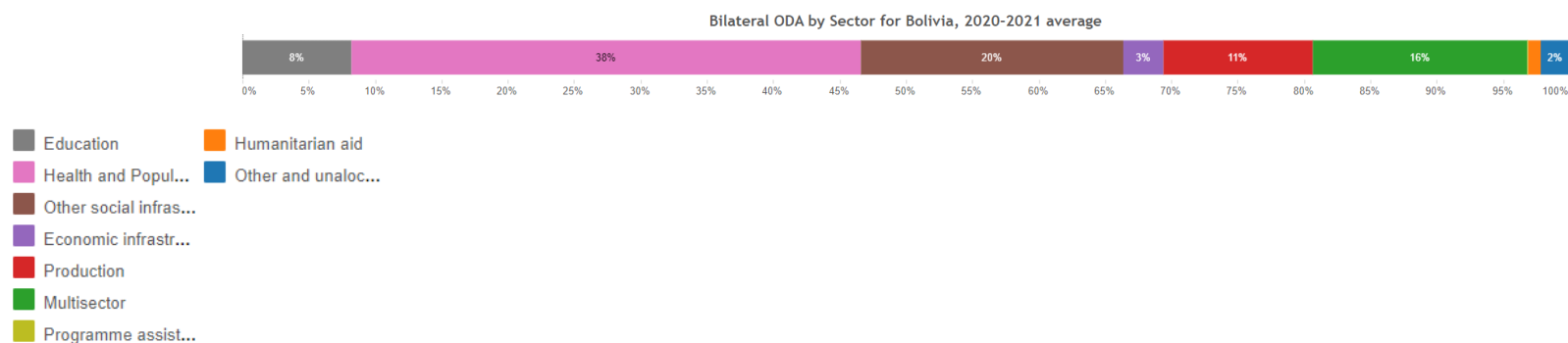
spanning the boundaries of civil society, private sector, government, and academia – is ubiquitous across the 2030 Agenda. An analysis of these stakeholders is essential for each partnership.

Taking a look at the [development partners of Bolivia](#), the Inter-American Development bank represents the main donor of gross official development aid (ODA) in Bolivia, followed by France.

Top Ten Donors of Gross ODA for Bolivia, 2020-2021 average, USD million



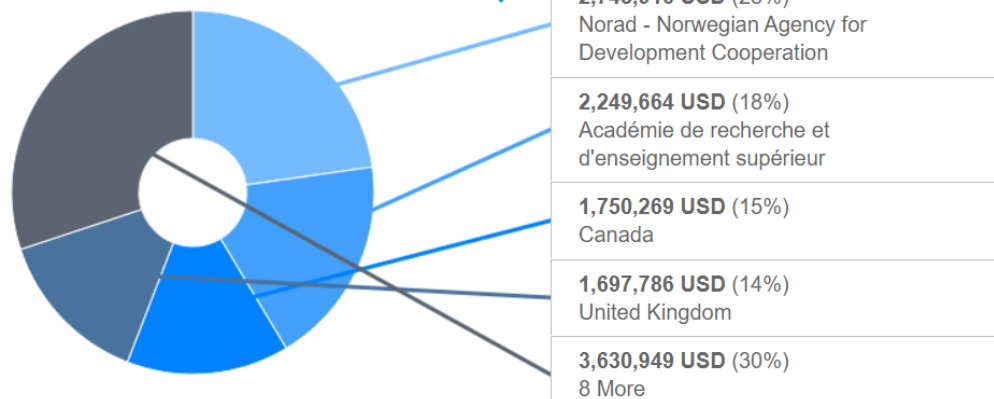
The sectors receiving the biggest funding are health and population with 38%



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 \(IATI\)](#), NORAD , ARES (Académie de recherche et d'enseignement supérieur) and Canada are the main donors in the higher education sector in Bolivia.

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



Source: http://d-portal.org/ctrack.html?country_code=BO§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 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	VLIR-UOS, ITM and ARES have initiated the JSF on HESD4SD to further unlock the developmental potential of higher education

and Science for Sustainable Development	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 out-phased 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. 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.
Private sector	Individuals and companies who operate for profit and which are not controlled by the state can play a role within projects as users of the knowledge, applications and services (co-)created as result of the project and therefore contribute in particular but not only to SDG 9 on industry, innovation and infrastructure. 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. The national development plan is implemented in a participatory way including all social actors, social organizations of indigenous-native-peasants, intercultural and afro-Bolivian communities, and also producers, traders, and workers' organizations, neighbourhood councils, students, teachers and factory workers.

3 Synergy and Complementarity with other (Belgian) development 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 initiators⁴ 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 development cooperation (Enabel) in Bolivia

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

⁴ 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

Institutional Partnership:

	Belgian HE&SI	Partner HE&SI	Topic/ thematic focus	Contact person
ARES	Université de Liège (ULiège)	Universidad Mayor de San Simon (UMSS)	BUSCAR: The Bolivian humid tropical zone for the implementation of a sustainable cassava value chain, within the framework of family farming, as a socio-ecological resilience strategy (PRD 2020-2025)	Oumou Zé

And for more info the ARES website can be checked: [Bolivie | Moove \(ares-ac.be\)](http://ares-ac.be)

ITM does not have any already identified partners in Bolivia.

3.3.2 Bolivia Joint Strategic Framework

In the table below, ANGCS in bold are heavily involved in the Strategic Goal, ANGCS in regular layout are moderately involved and those in brackets are slightly involved.

	Description of the strategic goal	ANGCs	Local partners
SG1	Human rights: Contribuir al ejercicio de los derechos humanos en su integralidad e interdependencia, al fortalecimiento de la democracia, la institucionalidad y el estado de derecho en Bolivia.	Eclosio/Uni4Coop, BD , 11.11.11 , Plan, Solidagro, (LC/Uni4Coop), VIA DB, Autre Terre	- CIUDADANIA - CEDIB - Fundación Jubileo Bolivia
SG2	Environment: Contribuir al manejo sostenible y responsable de los recursos naturales y el medio ambiente, fomentar la mitigación y adaptación al cambio climático, y el ejercicio de la justicia climática.	Eclosio/Uni4Coop , 11.11.11 , BD, SOS Faim, M/F LC/Uni4Coop , Solidagro , VIA DB, MMH, Autre Terre , Plan, FDH, IDP	- CEPA - Colectivo Casa - PROBIOMA - Fundación Solón - Plataforma Boliviana frente al Cambio Climático

SG3	Rural development: Contribuir al fortalecimiento de la agricultura sustentable familiar con enfoque agroecológico de campesinos, indígenas, productores urbanos y sus organizaciones, para el logro de la seguridad y soberanía alimentaria y el consumo responsable, garantizando los derechos de acceso a recursos productivos y a ingresos decentes.	Eclosio/Uni4Coop, BD, Solidagro, MMH, SOS Faim, M/F, LC/Uni4Coop, VIA DB, Autre Terre, IDP, Plan	- CENDA - ANAPA - CIPCA Cordillera - Fundación AGRECOL – Andes, Fundación Tierra
SG4	Social and solidarity-based economy: Contribuir a que la población goce de procesos redistributivos equitativos con seguridad económica, en armonía con la naturaleza, mediante el incentivo a la economía social y solidaria, el desarrollo de la bioeconomía, impulsando el ejercicio de justicia social y económica.	11.11.11, BD, LC/Uni4Coop, Solidagro, MMH, SOS Faim, FDH, Eclosio/Uni4Coop, Autre Terre, Plan, VIA DB, IDP	- ADAPICRUZ – Santa Cruz - CIOEC – Cochabamba - AOPEB - Red de Turismo Comunitario – TUSOCO
SG5	Gender: Contribuir a la igualdad de género, a la autonomía de mujeres, niñas, adolescentes y jóvenes, a la atención, exigibilidad y ejercicio de sus derechos, a la participación política, social y económica con equidad, inclusión e igualdad de oportunidades, considerando la prevención de la violencia, así como los derechos sexuales y reproductivos.	Plan, Eclosio/Uni4Coop, BD, Solidagro, MMH, SOS Faim, HI, M/F, LC/Uni4Coop, VIA DB, FDH, Autre Terre	- Casa de la Mujer – Santa Cruz - Centro de Promoción de la Mujer Gregoria Apaza - Red de Mujeres Transformando la Economía – REMTE Bolivia
SG6	Education: Contribuir al ejercicio del derecho a una educación inclusiva, integral, equitativa y de calidad, que promueva el desarrollo de capacidades de resiliencia, la formación técnica y tecnológica, fomente la investigación para la innovación, así como las oportunidades de emprendimiento y de trabajo digno con equidad, igualdad de oportunidades e interculturalidad.	Plan, VIA DB, LC/Uni4Coop, (Solidagro) (Eclosio/Uni4Coop)	- IRFA - OFPROBOL - Oficina de Proyectos para Bolivia - OFPROBOL – Oficina de Implementación Laboral - Centro de Formación Profesional - NINA - Fundación AUTAPO – FAUTAPO - UCB San Pablo, UMSA – Facultad de Medicina - Universidad Técnica de Oruro

SG7	Health: Contribuir a la recuperación y fortalecimiento del sistema de salud a todos los niveles, al reconocimiento, respeto y promoción del derecho a una vida sana y al bienestar para mujeres y hombres en todas las edades	HI, M/F, LC/Uni4Coop, (Plan), (Solidagro)	- ESPERANZA BOLIVIA - CIES Salud Sexual y Reproductiva - Min de Salud Unidad de discapacidad - SEDES Oruro - SEDES Potosí - SEDES Beni - SEDES Pando - Gob. Aut. Municipal de El Alto - Gob. Aut. Municipal de La Paz - APROSAR

ANGC	JSF - Strategic goals	Local partners	Geographic region	Contact person
11.11.11	SG1, SG2, SG4	To be added based on programme 2022-2026 11.11.11	Nacional	Freya Rondelez
Autre Terre	SG2, SG4	To be added based on programme 2022-2026 Autre Terre	Cochabamba	Constant Piscart
Broederlijk Delen	SG1, SG4	To be added based on programme 2022-2026 Broederlijk Delen	Nacional, Chuquisaca, Tarija, Oruro, Santa Cruz	Lien Vermeersch
Eclosio/Uni4Coop	SG2, SG3, SG4	To be added based on programme 2022-2026 Eclosio/Uni4Coop	Nacional, La Paz, Oruro	Pierre Rouschop
Frères des Hommes	SG4	To be added based on programme 2022-2026 Frères des Hommes	Nacional	Marcos Devisscher Cecilia Díaz
Humanity & Inclusion	SG5, SG7	To be added based on programme 2022-2026 Humanity e Inclusión	Nacional, La Paz, Beni, Pando	Constance Wanert
Iles de Paix	SG3, SG4	To be added based on programme 2022-2026 Iles de Paix	La Paz, Cochabamba	Sebastian Mercado
Le Monde selon les femmes	SG5	To be added based on programme 2022-2026 Le Monde selon les femmes	Nacional, Santa Cruz	Linda Hamze

Louvain Coopé- ration/Uni4Coop	SG2, SG3, SG7	To be added based on programme 2022-2026 Louvain Coopé- ration/Uni4Coop	Nacional, La Paz, Tarija, Oruro	Daniel Perez Cueto
Miel Maya Hon- ing	SG3, SG4	To be added based on programme 2022-2026 Miel Maya Honing	Nacional, Tarija, Santa Cruz, Cochabamba	Ricardo Vargas Benoit Olivier
Plan Interna- tional	SG5, SG6	To be added based on programme 2022-2026 Plan International	Nacional, La Paz, Santa Cruz	Pierre Laviolette Monica Guevara
Solidagro	SG2, SG3, SG4	To be added based on programme 2022-2026 Solidagro	Nacional, Cochabamba	Jaap Op de coul
SOS Faim	SG3, SG4, SG5	To be added based on programme 2022-2026 SOS Faim	Nacional, La Paz, Chuquisaca, Cochabamba	Cesar Soto
Via Don Bosco	SG5, SG6	To be added based on programme 2022-2026 Via Don Bosco	La Paz, Chuquisaca, Santa Cruz, Cochabamba	Laura Vincx Rosallynn Motiño

3.3.3 Other Thematic Joint Strategic Frameworks

Thematic JSF Sustainable cities is not present in Bolivia.

ANGC	JSF	Approaches	Local partners	Contact person
BOS+	Resilience	A.Outreach, awareness rais- ing and empowerment B.Lobbying and advocacy C.Research, knowledge management D.Designing and implement- ing best practices E.Mutual capacity reinforcement	PROBIOMA	Lien Merre
			IBIF	
			Others to be added in programme 2022-2026	
VIA Don Bosco	Resilience	A.Outreach, awareness rais- ing and empowerment B.Lobbying and advocacy	Salesian planning and development offices and training cen- tres	Laura Vincx, Rosallynn Motiño

		C.Research, knowledge management D.Designing and implementing best practices E.Mutual capacity reinforcement		
FOS	Decent Work	Pilar 2 – Garantizar los derechos laborales Pilar 3 – Promover el acceso a la protección social Pilar 4 – Fortalecer el diálogo social	Red LB Bol (Organización LGBTI+)	David Verstock
			REMTE (Organización feminista)	
			CIPCA SC (ONG)	
			Colectivo Rebeldía (ONG feminista)	
			Organización ambiental (por definir)	
WSM	Decent Work	Pilar 1 – Creación de empleos decentes y productivos Pilar 2 – Garantizar los derechos laborales Pilar 3 – Promover el acceso a la protección social Pilar 4 – Fortalecer el diálogo social	Centro de Promoción de la Mujer Gregoria Apaza (CPMGA - ONG feminista)	Audrey Claeys
			Servicio de Enseñanza Técnica y Capacitación (SENTEC - ONG de formación profesional)	
			Corriente de Renovación Independiente y Solidaridad Laboral (CRISOL - Centro de capacitación sindical)	
			Sinergia “ECOSOL” Bolivia (Red de organizaciones bolivianas para el derecho a la Protección Social)	
			Otras organizaciones estratégicas para reforzar la Sinergia Bolivia (Por definir)	
Solsoc	Decent Work	Pilar 1 – Creación de empleos decentes y productivos	AYNI (Fundación)	Maïte Verheylewegen
			REMTE (Organización feminista)	
			FUNDDASUR (Fundación)	

	Pilar 2 – Garantizar los derechos laborales Pilar 3 – Promover el acceso a la protección social Pilar 4 – Fortalecer el diálogo social	PASOS(Fundación)	
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