

SOKOINE UNIVERSITY OF AGRICULTURE



HEET

Newsletter

3rd Edition



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A message from the Vice Chancellor

Prof. Raphael T. Chibunda
Vice Chancellor, SUA

I take this opportunity to once again welcome our readers to another issue of the Sokoine University of Agriculture's HEET Magazine. We are pleased to see that we are continuing to implement this project with great success.

The university management and the project implementation team pledge to expedite the project's implementation to guarantee the attainment of its objectives with high quality and targeted effectiveness.

We use this newsletter to actively engage stakeholders in the implementation and development of the HEET Project.

In addition, we have been holding several meetings with various stakeholders and notifying the public through various media with the aim of disseminating information in various ways to ensure that the community has sufficient understanding about the development of the HEET Project at our university.

The university coordinates the implementation of the HEET Project's development goals with vari-

ous strategic plans that align with national strategic priorities.

The university has persistently monitored and evaluated the project to guarantee the successful implementation of its development goals.

I believe that the project staff and leaders should possess a fervent commitment to their work, ensuring the successful completion of the tasks the government has assigned to the university and the achievement of the project's objectives.

We are now making incredible progress after we have completely restructured our system for managing the implementation of our university's and the government's responsibilities.

We have adopted an effective management philosophy that strives to attain positive results for each employee through daily performance indicators.

Once again, I welcome the readers, believing that you will enjoy reading this newsletter and benefit from its content.



A message from the HEET Project Coordinator, SUA

Prof. Amandus P. Muhairwa
Deputy Vice Chancellor (Planning,
Finance and Administration)

We are pleased to inform you that the HEET SUA Project Implementation is ongoing and is being run by a team of professionals representing key strategic aspects of the project.

As we strive to improve the quality and relevance of higher education here at SUA, we want to recognize and appreciate all the support we receive from the university community. We would like to emphasize that the success of the project depends on the cooperation and participation of all stakeholders.

Therefore, we are grateful for the support we continue to receive until now and we ask all stakeholders to continue to cooperate with us to achieve our goals.

As outlined in the project investment plan, SUA continues to carry out activities in two Morogoro Campuses (Edward Moringe and Solomon Mahlangu Campus) and the Mizengo Pinda College Campus (MPCC) in Katavi region.

Academic departments at SUA continue to review

the Curriculum and prepare a new curriculum to strengthen the provision of knowledge to produce graduates who meet the needs and standards of the current and future labour market. Our team is open to receiving feedback and concerns from various stakeholders and takes them into account when implementing project activities.





A message from the HEET Deputy Project Coordinator, SUA

Dr. Winfred B. Mbungu
HEET Deputy Project Coordinator

Alongside implementing project activities, which include reviewing existing curricula and developing new ones to enhance knowledge delivery and produce graduates who meet current and future labor market demands, SUA will also construct modern infrastructure, including buildings designed to facilitate teaching and learning activities.

As part of our mission to reform higher education in Tanzania and provide students with the essential skills needed to succeed in today's competitive job market, we will be purchasing and installing new facilities in various priority areas.

Improving our learning environment and resources is critical not only for our students, but also for the growth of our institution and its ability to increase revenue.

We will also be improving our digital resources, including our library resources, to ensure that students have access to the most up-to-date and relevant resources.

In this digital age, the use of technology in higher education has become critical to ensuring active learning and allowing our students to attain their learning outcomes in an engaging, motivating, enjoyable, and inclusive way. Technology has a significant impact on students' learning experiences. It is also vital for promoting educational equity, dealing with unanticipated disasters, and improving service quality.

For this purpose, SUA has prepared a plan to ensure that teaching and learning, as well as the main administrative tasks, are provided through digital systems.





A Message from the Communication & Marketing Specialist **Ms. Suzana Magobeko**

The editorial role is crucial in the production of any journal. It is extremely encouraging for members of the Communication and Marketing Unit to edit the HEET newsletter. We have done our best to incorporate useful articles, stories, and pictures from different HEET activities. I am grateful to the university management and HEET component leaders for helping the unit to produce this valuable newsletter. Several drafts of our newsletter were examined by renowned editors, who assessed its quality, art, and substance. We sincerely encourage all readers to learn more about HEET's activities at the Sokoine University of Agriculture.

#ArdhiniHazina

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A Message from the Curriculum Review Coordinator

Dr. Jamal Athuman

In May 2024, our university submitted the curricula approved by the Committee of Principals and Deans (CoPD), the Directorate of Postgraduate Research and Training (DPRTC), and the Senate to the Ministry of Education Science and Technology for vetting by the World Bank.

As we move forward, it is crucial that we continue to work collaboratively to refine and improve our curricula. The feedback received from the World Bank vetting process is invaluable, offering us a clear roadmap to enhance the quality and relevance of our programs. Let us leverage the insights gained from our extensive preparatory activities to ensure our programs are of the highest quality and meet the accreditation standards set by the Tanzania Commission for Universities (TCU).

Together, we can achieve excellence in education and contribute significantly to the development of our nation. The vetting process identified several key areas where our curricula can be improved.

These including Strategic Benchmarking with Peer/ Renowned Universities, to ensure that our curricula remain competitive and globally relevant, Curriculum Developed/ Reviewed in Line with Stakeholder Views to ensure continuous feedback from faculty, students, and industry representatives, making our programs more responsive to their needs, Incorporation of Industry Advisory Committees (IACs) Views, to ensure our programs meet evolving industry standards and employer expectations.

Integration of Gender Issues and Women Participation, to ensure equal opportunities for all students, Addressing Special Needs in Curricula, to ensure our programs are accessible to all students. Integration of Inter-

nationalization Features, to prepare them for a globalized job market, Provisions for Internships/Fellowships in Industries or Research Institutions, to provide students with more practical experience and hands-on learning, Use of Digital Technology in Teaching and Learning, report highlighted that enhancing the integration of digital tools and technologies will support innovative teaching methods and improve the learning experience, Inclusion of Climate Change Mitigation and Adaptation, in order to address one of the most pressing global issues, Incorporation of Innovative Pedagogy, report stressed the need to continuously explore and adopt new teaching methods in order to keep our curricula engaging and effective.

By addressing these key areas, we will improve the quality and relevance of our curricula, ensuring that our programs meet the highest standards of education and respond effectively to the needs of our students and society. The process of accreditation and reaccreditation to the TCU will go smooth.



SUA continues to make improvements in the curricula

Sokoine University of Agriculture (SUA) has requested that the College of Veterinary Medicine and Allied Sciences, in collaboration with the Department of Animal Science, improve curricula so that SUA graduates, despite the difficulty of the courses they pursue, can become commercial products that satisfy the job market.

Prof. Maulid Mwatawala, Deputy Vice-Chancellor of the Sokoine University of Agriculture (Academic, Research, and Consultancy), made this request when he opened a special meeting of stakeholders from various institutions to review the curricula prepared by the College of Veterinary Medicine and Biomedical Sciences in collaboration with the Department of Animal Science to ensure that the curricula meet their students' goals and expectations in self-employment or the labour market.

He noted that because many stakeholders in the labour market rely on the university's products, it is vital to determine whether the college's improved curriculum helps secure employment for SUA graduates. This involves infusing commercial elements into their curricu-

la to help graduates find jobs. Additionally, it is vital to guarantee that student advancement leads to goal achievement while maintaining the same quality of output.

Prof. Mwatawala stated,

"We desire to see our graduates leave our College and go to the labour market as professionals in the relevant areas, if possible, especially in Animal Science"

"We aim to see our graduates' excel in the workforce as professionals in relevant fields, particularly animal science. We are collaborating with these partners to tackle the current employment crisis, which is a result of a shortage of essential skills and competencies. Let's work together to develop expertise in our prod-

ucts, enabling us to quickly locate experts in relevant sectors when needed."

Prof. Eson Karimuribo, the principal of SUA's College of Veterinary Medicine and Biomedical Sciences, stated that their goal is to ensure that their curriculum accurately reflects graduates' real-world circumstances after they complete their university education, allowing them to secure employment quickly, whether through employment or self-employment.

As a result, they require education, which develops the ability of stakeholders, particularly students, to contribute to the nation's economic growth.

He also added that they decided to engage stakeholders in order to obtain feedback on curriculum enhancement. After incorporating stakeholder feedback, the reviewed curricula will be presented to the University Senate and approved by the Tanzania Commission for Universities (TCU).

As a result, when individuals begin to use them, they can have positive effects on employment and contribute significantly to the national economy. Prof. Karimuribo commended the Tanzanian government for supporting the exercise using a World Bank loan for the HEET Project.



Deputy Vice-Chancellor of Academic, Research and Consultancy Prof. Maulid Mwatawala (center) sitting in a group photo with stakeholders who participated in the curricula improvement.

SUA is happy with stakeholders' comments on curriculum improvement



Dr. Nyambilila Amuri, Principal of the College of Agriculture (CoA), in a group photo with stakeholders (fourth from left in the front row).

To ensure that the graduates of the Sokoine University of Agriculture (SUA) meet the needs of the labour market and have the skills that will help them to be self-employed, the Agricultural Department of SUA has met with various stakeholders from different sectors including the Public and Private to review and make improvements and develop its Curriculum.

Speaking to SUA Media at the meeting, the Principal of the College of Agriculture at SUA, Dr. Nyambilila Amuri has found it good to meet with various stakeholders to improve and revitalize the Curriculum to go along with the suggestions made.

Dr. Nyambilila said that the main goal of gathering the stakeholders is to be able to get opinions and get feedback from them on the expectations of the graduates who will be developed from the Curriculum and to maintain the quality of the graduates but also to ensure that the grad-

uates meet the expectations of the labour market and those who will be self-employed including those who will start an agricultural business.

"We have gone through and we have been able to get feedback on four Undergraduate Programmes you have enabled us to get good feedback that will help us improve our Curricula, but beyond that, we also have Curricula for Master's Programmes that have been discussed at the meeting amounting to ten but there are also those for Mastery along with the Ph.D.", said Dr. Nyambilila.

For his part, the Irrigation Engineer Mr. Emanuel Mnyanye, an employee from the Morogoro District Council, said that the purpose of their meeting in the improvement of the SUA Curriculum is to listen and give their opinions to get the best graduates who will be able to help them work in promoting the country's economy as well as production in general.

He said that they thought it would be good if they focused on theoretical understanding and go to knowledge where they will make many graduates from SUA with the knowledge that they will invest in farmers and get positive results, as well as from college with the ability to be independent due to their ability to work but also in international employment.

Ms. Given Msomba from the University of Iringa, one of the stakeholders who participated in the meeting to improve the Curriculum of the Agriculture Department at SUA said that, it has been the intention of the Government together with various stakeholders to have a Curriculum that meets the level of the stakeholders as well as that will help students to get the expertise to be able to work in different parts of the country.





SUA education stakeholders continue to improve the curricula

Various education stakeholders at Sokoine University of Agriculture (SUA) have thoroughly reviewed and developed the university's curricula, which will be used to teach various university courses.

Speaking at the meeting, Dr. Damas Philip, Chairman of the Senate of the Undergraduate Studies Committee (SUGS), stated that the review aims to improve curricula in response to economic changes and align them with nation's development, as well as produce graduates with enhanced skills to work in their respective fields.

Mwl. Lidya Bupilipili, who works in the Office of the Director of Student Services at SUA, argued that reviewing the curricula will improve the quality of SUA graduates and ensure that they meet the current needs of society.

She went on to say that programmes like conflict resolution will prepare graduates to resolve various problems in the communities they will serve. Also, the new curricula will allow SUA graduates in all disciplines to become self-employed, rather than

relying on government employment. Nevertheless, she stated that individuals who aspire to secure employment in the private or public sector will be competent in the job market.

The Higher Education for Economic Transformation (HEET) project, which is supported by the World Bank, is carrying out projects aimed at improving education over a period of five years. This includes enhancing ongoing curricula development and review at SUA.



SUA continues to improve its programmes

The Directorate of Postgraduate Studies, Research, Technology Transfer, and Consultancy (DPRTC) at the Sokoine University of Agriculture (SUA) has been conducting a review of its postgraduate programmes for two consecutive days in order to enhance their quality and better align with the requirements of Tanzanian society.

Prof. Japhet Kashaigili, Director of the DPRTC, informed SUA Media.

Prof. Kashaigili has stated that the HEET project's curricula review has enabled SUA to compare its current curricula to market realities, thereby enabling some improvements and meeting market demands.

He further stated that this is a vital step in the pursuit of productive benefits. The curricula were reviewed in collaboration with various stakeholders, including university experts, SUA graduates, stakeholders from various government institutions, and individuals interested in SUA's programmes.

The exercise was crucial because it helped stakeholders understand the various programmes offered by SUA and what could be done to improve them and attract more students.



A Message from the Special Needs and Inclusive Education Specialist

Dr. Thabita Lupeja

The inclusive education and special needs portfolio is a crosscutting and a key component of HEET project. The Project Appraisal Document (PAD) directs Universities to foster more inclusive and equitable environments for students with disabilities. HEET ensures facilities in constructed and renovated buildings to consider inclusivity elements as per global standards. The Project also requires Institutions to develop the capacity of academic staff to support and cater for the training needs of students with disabilities.

To ensure inclusivity during implementation of the project, SUA has a HEET Project University Strategic Investment Plan (USIP) of which the day to day activities of special needs portfolio abides. Under this, the component has achieved the following;

Renovation/building of infrastructures: In collaboration with SUA estates a pathway at annex dormitories at Mazimbu was rehabilitated to accommodate a student with mobility challenge.

The special needs portfolio has also checked whether the architectural drawings of the proposed buildings at EMC, SMC and MPCC have inclusivity elements.

Strengthening of learning environments and labor market orientation of programs in priority areas: USIP expects students with disabilities to benefit from direct interventions to enhance their learning by establishing functional help desks and guidelines to support them. Under this, the identification, assessment, and intervention measures were provided to students with chronic psychosis, visual impairment, and hearing impairment. The identification and assessment have helped the establishment of a database of students with special needs and the determination of types of disabilities and their prevalence of which the

majority are persons with visual impairment, followed by hearing impairment, physical, psychological, and low-income students.

We have managed to cultivate inclusion attitude towards persons with disabilities to SUA community members by installing inclusion banners at the University Campuses; Conducted awareness seminars to students with special needs on how to accept and live a successful life with their disabilities; Conducted sensitization seminars to students at MPCC, EMC and SMC campuses on how to protect their visual/hearing acuity and how to use in learning effectively and equipping knowledge and skills to students on how to live and study with students with special learning needs.

The special needs portfolio has developed and submitted the Draft of Policy and guidelines for inclusive and special needs to SUA organs responsible for approval;

Number of university staff and leaders who receive training on teaching and supporting students with special educational needs: Under this, we have conducted awareness speeches to HoDs, Principals, Directors, and DVCs about the disability situation at SUA and the role of academic staff in facilitating students with special needs to enrich their potential; conducted training to Senior academic staff on identifying students with special needs in teaching and learning and in providing reasonable accommodations in teaching and learning; conducted capacity building training to academic staff and technologists on identifying staff and students with special needs, conducting inclusive pedagogies and inclusive assessment strategies.



Dr. Thabita Lupeja
Coordinator of the Unit of Inclusive Education and Special Needs under the Higher Education for Economic Transformation (HEET) project, Senior Lecturer, and Head of the Department of Curriculum and Instruction

SUA cares for students and staff with special needs

It is expected that the Sokoine University of Agriculture (SUA) will be an inclusive university that attends to the needs of all individuals and can tailor its services to the specific needs of its staff and students, who have specific needs based on their physical conditions.

Dr. Thabita Lupeja, Coordinator of the Unit of Inclusive Education and Special Needs under the Higher Education for Economic Transformation (HEET) project who is also a Senior Lecturer and Head of the Department of Curriculum and Instruction, spoke with SUA Media about the capacity-building training for SUA academics to improve teaching at the university, which was held in Morogoro from March 18 to 21, 2024.

The facilitator of the theme about people with special needs at SUA, Dr. Lupeja, stated that the training equipped academics with the skills and methods needed to identify and assist students with special needs, and she anticipated that the training would benefit the entire SUA community in the future.

According to Dr. Lupeja, "With this training,

I firmly believe that SUA will transform into an inclusive community in the future, and we should consistently provide this education, as disabilities and special needs are the universal concerns." She continued, "We are currently preparing a policy where, in the future, there will be a unit that deals with these issues."

"After completing this training, I believe that academics should have a heart of compassion, humanity, and parenting," explained Dr. Lupeja. She also noted that when a teacher has a heart of compassion, they can notice their students' flaws and help them.

The academics underwent this training due to their critical roles in facilitating students' accomplishment of their goals.

During this training session, participants acquired the skills to recognise pupils exhibiting specific needs and symptoms, as well as effectively interact with them. This is because many people struggle with self-acceptance when faced with such challenges.



A Message from the Gender Specialist

Prof. John Jeckoniah

The gender component of the HEET project at Sokoine University of Agriculture aspires to contribute to the university efforts to ensure the University become a gender equal institution by providing a conducive environment for studying working and living free of discrimination.

Therefore, the gender component has made a lot of initiatives to address gender issues in the project implementation activities as well as mainstreaming gender in all core business of the university.

The component has made capacity building sensitization meetings and workshop to students and staff in all SUA campuses on identifying and addressing gender inequalities, sexual exploitation and abuse, as well as sextortion within and outside the university.

The component has developed several guidelines to ensure gender issues are mainstreamed in all core businesses of the university; the guidelines and policy include: Anti-Sexual Harassment Policy and Implementation Framework, Guidelines for Managing Gender-Based Violence, Sexual Harassment, And Sexual Exploitation and Abuse; Guidelines on addressing GBV and sexual Harassment; guidelines and approaches for mainstreaming gender in teaching and learning; public service delivery; research and consultancy; Guidelines on Affirmative Actions for Recruitment, Retention of Female Staff, Enrollment of Female Students and Those with Special Needs and Guidelines For Gender Mainstreaming in Teaching and Learning; Public Service Delivery; Research And Consultancy and an outreach programs to sensitize female secondary school students and communities about university programs, es-

pecially in STEM areas, and dispel misconceptions about women's STEM capabilities this outreach programme has reached 38 schools in two regions of Tabora and Mtwara.



The Gender Component Team from Sokoine University of Agriculture under the HEET project led by **Prof. John Jeckoniah**, while in various secondary schools in the regions of Mtwara and Tabora with the aim of conducting gender awareness for secondary school students to motivate them about STEM and the development of science-related careers and opportunities. Challenging stereotypes about women in STEM and promoting SUA courses.





A Message from the Environmental and Social Safeguard's (ESS) Specialist

Dr. Amina Hamad

As we continue our journey towards dissemination of crucial information regarding the Higher Education for Economic Transformation (HEET) project, the SUA HEET Environmental and Social Safeguard's (ESS) team visited Katavi in July 2024.

The visit aimed at engagement of stakeholders and the team met with key stakeholders including regional and district government authorities, service providers for water, electricity, Fire, Financial Services (CRDB & NMB), and telecommunication (TIGO, VODACOM & AIRTEL).

These visits were critical in building strong relationships, understanding stakeholder challenges and expectations, and communicating how the HEET project will impact them. Discussions focused on the project's initiatives which is constructing of the energy-efficient infrastructure, academic staff capacity building, curriculum reform, and increasing industry and private sector partnerships.

This engagement helped stakeholders grasp the project's objectives, its expected impacts, and opportunities for collaboration.

Furthermore, the ESS team presented the expected benefits of the HEET project, such as enhancing the learning environment, aligning educational programs with labour market needs, and strengthening SUA's capacity as an Academic Centre of Excellence.

These interactions also provided a platform to explore potential collaborative opportunities that align with national and global economic and educational demands.

The team addressed queries from stakeholders and discussed compliance with relevant standards and regulations, particularly concerning utility connections and safety measures.

This on-going communication and the support with the stakeholders are crucial for the sustained success of the

project, ensuring that all parties remain well-informed and supportive throughout the project's lifecycle.





The Industry Advisory Committee, which reviewed the curricula in the College of Forestry, Wildlife and Tourism, pictured together.

Implementation of Industrial Advisory Committee Assessment

The Industrial Advisory Committee (IAC), headed by Chairman Prof. Amandus Muhairwa, who is also the Deputy Vice Chancellor for Planning, Finance, and Administration, met to review and evaluate the progress of the proposed and revised College of Forest, Wildlife and Tourism curricula.

Prof. Alfian Rija, the Head of the Department of Wildlife Management, and Prof. John Mgonja, the Head of the Department of Tourism and Recreation, provided their presentations and highlighted the significant advancements they have made in streamlining the curricula to enhance the proficiency of the graduates by reducing the number of subjects.

The Higher Education for Economic Transformation (HEET) Project coordinates the committee's assessment, assisting SUA with building, curriculum enhancements, and academic capacity building.



Wine producers are argued to consider the quality of products and safety of consumers

The country's professional wine production seminar advised participants to invest their time in learning the best methods of preparing and producing good wine in order to compete with similar products in competing countries.

Prof. Japhet Kashaigili, Director of Postgraduate Studies, Research, Technology Transfer, and Consultancy (DPRTC) at Sokoine University of Agriculture (SUA), made this statement at the official opening of the seminar in Dodoma organised by SUA in collaboration with TARI-MAKUTOPORA, the Alkovintage Winery Industry, and the Grape Farmers and Markets Cooperative (UWAZAMAM).

Prof. Kashaigili said that wine production has substantial demand for domestic and foreign consumers, so if there is production that adheres to excellent standards, Tanzanian wine will get a market even outside the country's borders, unlike the current situation.

"If you go to several places in Dodoma, you will always find different bottles of wine, but you may wonder if we will be able to compete with them [competing countries] in terms of quality and pricing. As local producers, we must now be honest with one another: our main goal should be to produce high-quality wines that will easily sell over-

seas," stated Prof. Kashaigili.

He noted that in recent years, the wine industry has become a significant source of income, so a solid investment in production will boost income while simultaneously widening the network of opportunities between producers and professionals.

During the seminar, Felista Joseph Mpore, a senior researcher from the Tanzania Agricultural Research Institute (TARI) in Makutupora, not only emphasised the importance of selecting the best grapes for wine preparation but also elucidated the positive and negative effects of sugar on

making.

Prof. Bendantunguka Tisekwa, the seminar facilitator and Director of Morogoro

Food Processing Business Vocational Educational Training Centre, explained that for wine producers' projects to be sustainable and productive, their activities must comply with existing laws and regulations, including consumer safety.

SUA continues to support the government's efforts to increase wine production under the Higher Education for Economic Transformation (HEET) project by providing training, skills, and knowledge to various businesses and industries.

wine-



Higher Education Institutions and Colleges should follow the HEET project guidelines

Prof. Peter Msoffe, the nation's Director of Higher Education, has asked experts from colleges and higher education institutions to comply with the HEET project guidelines when executing activities in their respective fields.

Prof. Msoffe, guest of honour at the experts meeting, commended the effective execution of the project, which includes the construction of classrooms and administrative offices. He emphasized the need for swift management and implementation.

"In order to secure additional funding from the World Bank, the beneficiary of the project must have executed it to a minimum of 40 percent." This accomplishment will bolster the beneficiary's prospects of securing increased funding. Professor Msoffe emphasized the critical nature of expediting the project's implementation for all parties involved.

The director has issued a directive requiring the institutions to reach fifty percent project completion by April 2024. The provided information indicates that most of them are optimistic about their progress.

"I strongly encourage the partners to use these HEET experts to ensure the project continues to achieve its goals. If they are not used, they will have nothing to do, which is also wrong," underlined Prof. Msoffe.

The Sokoine University of Agriculture (SUA) joined more than ten other public universities and institutions that benefit from the Higher Education Economic Transformation (HEET) at a meeting held in the University of Dar es Salaam's New Conference Hall to discuss the successes and challenges of infrastructure construction funded by HEET.

The HEET project, funded by the World Bank, seeks to enhance the economic transformation of the country's higher education institutions. This will be achieved by the addition of classrooms and administrative offices, as well as the provision of teaching and learning materials. Furthermore, the project aims to revise and develop the curricula to ensure they are in line with the current demands of the labour market. This project has already completed two years since the start of its implementation.

The meeting was attended by Colleges and Higher Learning Institutions such as SUA, SUZA, UDSM, NELSON MANDELA, and HESLB.



Various Photos of some of the Leaders of the Colleges and more than 10 Higher Learning Institutions in charge of the HEET Project at the Meeting to discuss the progress of the Project



The Deputy Vice-Chancellor of Sokoine University of Agriculture (Planning, Finance and Administration) who is also the Coordinator of the HEET Project at the university here giving a word about the implementation of the Project on the part of SUA.





Minister of State in the President & Office for Public Service Management and Good Governance, Hon. George Simba Chawene Speaking at the official opening of the fourth working session of the e- Government Agency in Arusha.



SUA participated in the 4th e-Government Agency (eGA) working session.

Hon. George Simba Chawene, Minister of State in the President & Office for Public Service Management and Good Governance, has requested that information and communication technology (ICT) specialists address the challenges faced by users of these systems in order to improve service access.

Hon. Simbachawene made this statement at the official opening of the fourth working session of the e- Government Agency (eGA), which took place from February 6-8, 2024, in the AICC Hall in Arusha, with participation from Sokoine University of Agriculture.

"I am very happy that I am talking to the right people, so I believe that, during these three days of your meeting, you will have deliberate discussions about the achievements and challenges faced by those who use ICT systems" stated the Hon. Simbachawene.

In addition, he stated that the President of the United Republic of Tanzania, Hon. Dr. Samia Suluhu Hassan, sincerely intends to encourage the use of ICT in government operations to streamline the delivery of public service and ensure that citizens can easily and swiftly access services from anywhere in the country.

This has led to the strengthening of the eGovernment Agency (eGA).





Universities are urged to construct buildings that are resilient to the impacts of climate change variability

The Higher Education Economic Transformation (HEET) Project encourages the construction of resilient buildings at universities that can endure the effects of climate change variability, thereby ensuring their long-term viability.

Mr. Dickson Haule, the architect of the National HEET Project, made this statement while summarizing presentations provided by universities that benefit from the HEET project at a meeting on the project's implementation progress held at the University of Dar es salaam.

Mr. Haule has said that the issue of climate change has become a problem in many areas of the world where some areas have witnessed severe floods, extreme drought and extreme heat, so the buildings must have an infrastructure that will withstand these challenges.

"Buildings that are resilient to the impact of climate change variability are essential, as these effects are now a global concern. Extreme temperatures have precipitated floods and severe droughts," he stated.

He asserted that we should consider these effects during the construction of these structures to guarantee their flawless functioning after completion.

He went on to advise construction bid winners to install alternate solar power rather than relying entirely on hydroelectric electricity.

He also emphasised the need for rainwater harvesting, requiring all buildings to install these systems and set aside water storage facilities for later use. Speaking at the meeting, environmentalist.

Dr. Julius Elias emphasised how crucial it is to protect the environment for the benefit of both current and future generations.

The World Bank is providing funds for the HEET project, a five-year initiative that aims to improve the country's higher education infrastructure, addressing both academic and construction-related challenges.





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