

# SUA CONE

Volume 15, November 2012

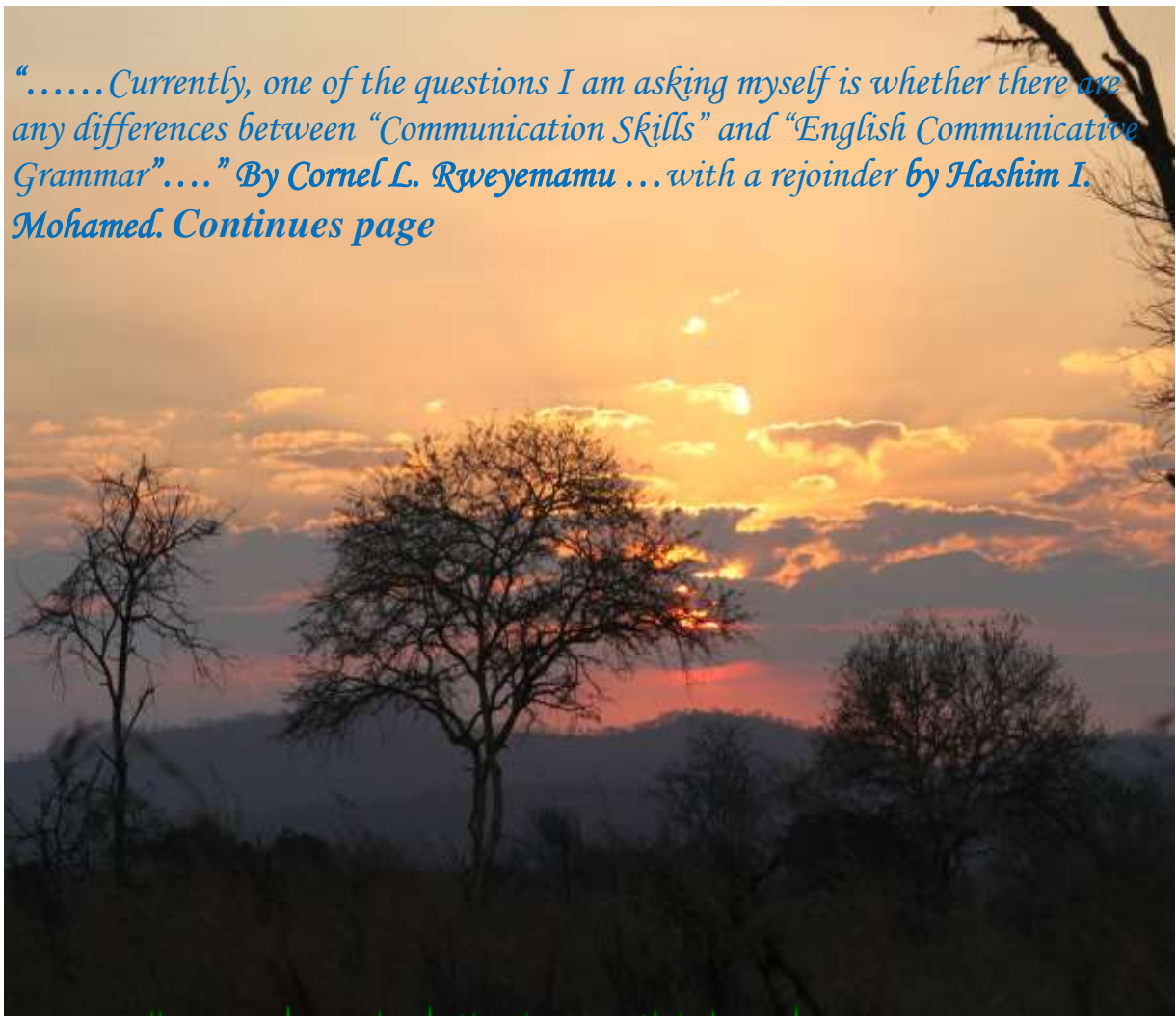


ISSN 9987 640 02 8

*A Newsletter of Sokoine University of Agriculture Convocation*

## What Do We Require: Communication Skills or Communicative Grammar of English?

*".....Currently, one of the questions I am asking myself is whether there are any differences between "Communication Skills" and "English Communicative Grammar"...." By Cornel L. Rweyemamu ... with a rejoinder by Hashim I. Mohamed. Continues page*



*Centre of Excellence and a Valued Member of Global Academic Community in Agriculture*

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### To Our Contributors.....

While it's important that we are a 'never-miss' newsletter, we simply couldn't do this without two groups of people: our article contributors and the growing community of readers. We are very pleased to announce that yours truly SUACONE is turning 15 years today!

We'd like to take this opportunity to thank our esteemed readers, contributors and the entire community of good wishers who have always remained part of this amazing success story.

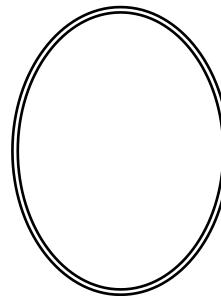
We've cherished having you on board as part of our growing community and we look forward to your continued support for the future. Remember, the quality of the SUACONE depends on you!

This issue marks the end of my six year of service as a Chief Editor of SUACONE. I thank you personally for your cherished Support. *'Mungu awabariki sana'*

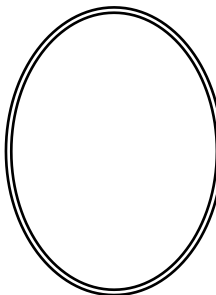
*"Our destination is determined by our Strategies"*

**Dos Santos Silayo**  
Editor in Chief

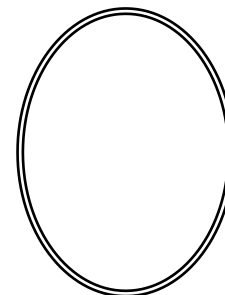
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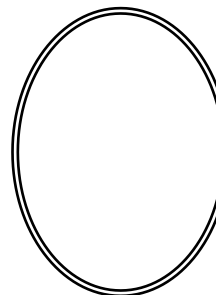
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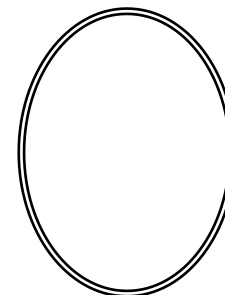
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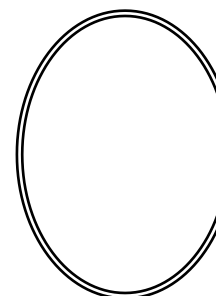
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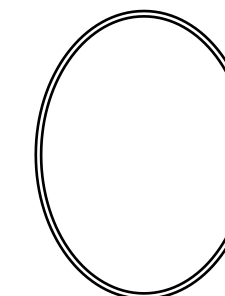
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## Editor's Note

### Going Green: Who Cares?

The environment is often considered a "luxury good," meaning that people are willing to spend more on it as their personal financial conditions improve. of course, that means that when economic conditions turn sour, funding initiatives to improve the environment takes a backseat to more pressing spending priorities, such as the mortgage or your next meal. But is Climate change is now in the news that any other time in the globe. As global warming and climate change continue to threaten the planet's atmosphere, the green living movement is helping people become more environmentally aware. Going green means changing your behavior and your lifestyle in ways that are designed to reduce the amount of pollution and waste you generate.

As every set of responsible persons and institutions consider going green and save green the demands for the 'green economy'

remain in the top agenda of many. The United Nations Environmental Programme (UNEP) in its attempt to promote the idea said, in its simplest expression, a green economy can be thought of as one which is **low carbon, resource efficient** and **socially inclusive**.

Practically speaking, a green economy is one whose growth in income and employment is driven by public and private investments that reduce carbon emissions and pollution, enhance energy and resource efficiency, and prevent the loss of

biodiversity and ecosystem services. These investments need to be catalyzed and supported by targeted public expenditure, policy reforms and regulation changes. This development path should maintain, enhance and, where necessary, rebuild natural capital as a critical economic asset and source of public benefits, especially for poor people whose livelihoods



*Under the changing climate every living organism must adapt, OR otherwise disappear.*

and security depend strongly on nature. This approach will ensure a sustainable development of the societies.

Sustainable development emphasizes a holistic, equitable and far-sighted approach to decision-making at all levels. It emphasizes not just strong economic performance but intragenerational and intergenerational equity. It rests on integration and a balanced consideration of social, economic and environmental goals and objectives in both public and private decision-making. The concept of green economy focuses primarily on the intersection between environment and economy. This recalls the 1992 Rio Conference: the United Nations Conference on Environment and Development.

While most people are aware that going green is good for the environment, it's important to understand the specific benefits of green living.

### Resource Conservation

Part of going green means conserving nonrenewable natural resources, including fossil fuels such as oil and coal, and maximizing the life cycle of those resources that are sustainable, such as trees.

### Wildlife Preservation

Going green also helps to preserve mammals and marine wildlife by protecting their habitats and reducing their exposure to air and water pollution. Recycling is a key part of going green, and it not only reduces waste, which can potentially end up in water sources and threaten marine life, but it can also help to slow the rate of deforestation.

### Energy Conservation

Going green encourages the conservation of energy that is derived from nonrenewable fossil fuels and the use of alternative energy sources, such as wind or solar energy. While the popularity of sustainable green energy sources is increasing, the world is still heavily dependent on oil and coal in particular to supply its energy needs. Primarily, however, Fuelwood especially charcoal account for most used, affordable and preferred energy source in most countries, Tanzania included.

### Reducing Pollution

Going green also helps the environment by reducing the amount of air and water pollution that is generated. When fossil fuels burn, they give off greenhouse gases, which are believed to contribute to the global warming problem. Reducing energy usage, recycling, reducing waste and limiting fuel consumption can all contribute to a decrease in air and water pollution. For example, reducing driving time and maintaining your car regularly can reduce carbon monoxide emissions. It is a common practice finding individuals going to their work places driving 'big cars' (Think of a 4,000cc landcruiser) in less than 2km distances.

### Reduced Waste

Going green encourages people to make the most of the resources they have on hand and to reduce the amount of waste they create by recycling whenever possible. Reducing waste saves landfill space, conserves energy, reduces the strain on natural resources and reduces contamination of our soil, air and water sources.

A practical challenge is .....*How can we live lightly on the Earth and save money at the same time?* Despite this challenge,

however, there are some companies, organizations, and individuals bucking the trend, showing that it's possible to be a responsible financial and environmental steward at the same time. Therefore, let's all strive to Go Green and Save Green. This planet is ours and is the same for our grand children.

*I wish you an enjoyable holiday season and a prosperous year 2013.*

**Dos Santos Silayo**  
*Editor in Chief*

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## *Message from the SUA Convocation President*

***Dear members of the Convocation,***

Since 2008 when SUA community witnessed the highest single recruitment of academic staff, perhaps unprecedented in the history of the institution, both the staff and student population have been growing steadily. Once again, it is with great pleasure that I send you greetings during this time when we reflect and ponder about the year gone by and what is in store for the coming year or years.

sky is the limit when it comes to what you can do for the Convocation. Once again, I urge members of the Convocation to adopt a positive attitude and think about what they have done for the Convocation before asking what the Convocation has done for them! Let us all take action as individuals and as a community.

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Meeting and the luncheon. As we say goodbye to 2011, let's hope for the best and as I wish all of you a prosperous and productive 2012.

**Professor Dr. Kalunde P. Sibuga**  
*PRESIDENT, SUA CONVOCATION, 23<sup>rd</sup>  
NOVEMBER 2012*

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## **“Putting Science, Technology and Innovation at the Heart of Decision Making Processes in Tanzania: The Need for Institutional Transformations”**

*A Speech Given During the Sokojine University of Agriculture’s Convocation Luncheon in November 24<sup>th</sup>, 2011 at the SUA Multipurpose Hall.*

**By**  
**Ms Vera Florida Mugittu, MUEK Managing Director**

**Honourable Madam President of  
the SUA Convocation,  
Deputy President,  
Honourable Treasurer,  
SUA Vice Chancellor,  
SUA Deputy Vice Chancellors,  
Members of the SUA Convocation,**

Ladies and Gentlemen,

I am honoured to be here today and I am grateful for the opportunity to share my personal experiences, fears and concerns on how we run our affairs as Tanzanians. To me this is an opportunity to share an intimate moment with people that I hold in high regard, i.e. Scientists, Researchers.

My special appreciations go to the SUA Convocation leadership for granting me this honour and to the entire SUA community for approving it and for being here today. I wish to apologize in advance in case of any feelings of provocation or bitterness that might be generated as a result of my honest speech. I also apologize if I sound too philosophical or poetic. It’s all because my heart fears for this country and it bleeds to see the level of self-inflicted pains of poverty and misery that our society and especially the rural poor endure every day. Although I cannot promise to be diplomatic, I promise sincerity and my personal reflective truth.



**Ms Vera Mugittu**

Let me start by saying that, in front of any problem, there can only stand two types of a man. Either a coward or a brave one. The brave one will face the problem head on and transcend it without fear or compromise. He will always come out victorious and with an extra muscle grown from the experience of solving the problem. On the other hand, the coward one will reduce himself to the levels of the problem and adapt it. In doing so, the coward man is always weakened by each

problem faced and reduced to levels lower than what he was before. It pains me to say that we Tanzanians have often chosen the coward ways to solve our national problems, and we have been progressively weakening. We adapt to problems rather than transcending them. And as a result we are underachieving. Therefore my speech today will focus on how wrong we have gone and hardly on how good we have been. It is not that there is nothing to celebrate, but to me what we have achieved is way below what we are capable of. So forgive me for solely focusing on the uncovered mileage and therefore sound probably too negative.

**Ladies and Gentlemen,** First let me congratulate the University for working tirelessly to groom professionals and to develop scientific ideas both of which are very important for our economy. The times are hard especially with dwindling resources, changing political landscapes and increasing numbers of students which put a lot of pressure on the teaching facilities and staff time. This makes teaching very demanding especially where levels of commitment to learning amongst students are not up to expectations due to different reasons. It goes without questions that we have put our youths on crossroads; where they see no future without education, but they don't trust the education systems anymore. It is like they come to university to get a key to life, but in the end they use muscles to break doors. All in all, our universities are working very hard especially in training, but in my opinion, there is more to be desired on how they currently position science in our national decision making processes, for a better Tanzania.

**Ladies and Gentlemen,** I just talked about "a better Tanzania." This means I disapprove the current one, not because there are no good things, but because we deserve better and I know we can afford better. My premise here is the belief that all the misery we currently face is self-inflicted, as a nation. My focus today is therefore on people

because it is the people who make or break the destinies of their communities. Look at Singapore and UK, their lands are not as rich as that of Tanzania, but their people are rich and we are poor. This was possible because they first made their people rich in the inside, and then worked hard together to shape the outside. Schwerin and Werker wrote in 2004 that "...the key to success is societies putting a premium on learning and improving problem-solving skills." This means, the richness of a country in terms of natural resource like minerals, huge permanent water bodies, wild animals, etc., is of no value to the people if majority are poor in the inside i.e. are ignorant, unskilful, with wrong attitudes, selfish desires, fears and are unable to innovate. In such cases the resources might even be vandalised or become a big source of conflict. Therefore, for a country to develop as a nation, a significant level of consciousness among a critical mass is needed.

**Ladies and Gentlemen,** Let me talk about people and consciousness. A conscious community is the one that sees things from a wider perspective and deal with their affairs with a deeper meaning for the benefit of generations and the entire mankind. I look at what we do to ourselves as a nation, and I can't resist to wonder if we are all conscious at all. Just look at how we are cheaply mesmerized by petty political arguments and excuses that lead us to subscribing to outrageous economic deals. I look at how we misuse resources, misleading our youths, selecting bad leaders, making uninformed decisions, signing deceitful contracts, attracting wrong allies, joining wrong partnerships, hypnotising ourselves with lies and comforting words, striping off our natural resources, singing political songs that are not ours, making wrong investments, celebrating lawlessness, galvanizing hypocrisy, protecting selfish comfort zones, exalting corruption, justifying social and economic inequities, defending political monsters, using the poor to the advantage of the few, standing unimaginable malpractices

done by our leaders, and worse, nourishing the spirit of cowardice that blocks us from getting prepared to embrace changes intelligently. And as a result of incompetence in containing global pressures within our leadership, a leadership that we have put in power ourselves, we find ourselves climbing bend wagons so often. Not once, that Tanzania has repulsively made ignorant and rushed decisions which delineate context after banking on deficient conclusions. And to my disbelief, we do all this very consistently, humbly, swiftly and peacefully without blinking. This makes me wonder if we really value life.

**Ladies and Gentlemen,** Just like the way doctors and patients are both dignified when patients respond positively to treatment, development practitioners and communities are also dignified when communities respond positively to development initiatives. So



*Professor J. Matovelo, SUA Deputy Vice Chancellor – Administration and Finance (Left) in charting with Ms Vera Mugittu (Right) on the occasion of the Convocation of Luncheon, November, 2011.*

unless we invest on the people we will never realise significant results at national level. My question is, “are we investing sufficiently on both sides of the development equation?”

When I listen to the radio, watch TV, Read newspapers, read forwarded emails, navigating my way through heavy traffic during the rush hours in Dar es Salaam, or when I talk to people on our usual “*hali ngumu*” discussions, I sometimes feel like we have suddenly gone into a zombie state; that we are all sleepwalking and not in control of what goes around us anymore; because everyone is complaining citing long litany of lamentations but no one seems to know how to go about it. Life has become robotic with people reacting only to daily impulses with no sense of hope or vision of a grander tomorrow. The repeated negative circumstances have made us wild and very resentful of something that we cannot point a finger on. So we either get used to it or seek solace to alcoholism, drugs, sex, gambling, and to other different forms of addictions just to make our days feel shorter and passive. Some submit to witchcraft or turn into religious fanatics, workaholics and even convulsive politicians and professionals, while some end up mad and wonder the streets. I am not exaggerating, it is happening.

The sum of these is a group of people who are no longer useful to the society or to themselves. Sadly, we have allowed immorality and bad behaviours to go beyond random individuals into affecting groups of individuals. For example, it is now common to hear phrases like “*madaktari wa bongo bwana.....*”, “*waalimu wa siku hizi....*”, “*wanasheria wetu bwana.....*”, “*vijana wa siku hizi..!*” “*madereva wa daladala bwana...*” “*viongozi.....*”, “*wahandisi...*”, etc. meaning that immorality is now affecting groups of people. Unfortunately once bad behaviour is entrenched in a group it becomes very difficult to deal with because taking any legal measures against



the group poses the risk of sparking riots which can lead to public unrest. This means by not addressing the root problems fuelling bad behaviours in our community, we are actually setting a timed bomb.

**Ladies and Gentlemen,** What I am trying to express here is the fact that we are now operating in an environment where Tanzanians are collectively sad, resentful, worried, dissatisfied, angry and confused. They have lost trust and they feel neglected and helpless. They express a great sense of remorse that nothing is working for them anymore. As a result, the large proportion of the community is dysfunctional, demotivated, despondent, passive and unhealthy both physically and morally. Our society is now like one big “emotional gang”... And the only thing that keeps us still in one piece is the belief in God which we largely use to justify being passive on problems, as we leave everything to God.

If you visit any public workplace today, be it in a bank, District office, hospital, TRA, TANESCO, DAWASCO, Land registry, Post office, you name it, you will witness an aura of incompetence, lack of commitment to work, an attitude of late-it-be, and a bizarre atmosphere of insensibility where everybody is busy but without aiming to achieve anything in specific. The relationships between workers and their jobs has become exactly that of an account holder and an ATM machine! Days come and days go and all what is important is to survive. Our people are closing in to their breaking points and they are now capable of doing anything to survive! They can steal, kill, lie, cheat, kill albinos, mix kerosene with diesel, sell expired or fake drugs, bottle unsafe tap water and sell it as pure mineral water, sell human parts, feed pigs with contraceptives, push drugs, pay ghost salaries, forge certificates, abuse procurement procedures, adulterate milk before selling, desert families, disguise to beg in the streets, become fake traditional healers, become fake pastors and perform

fake miracles, “*chakachua everything*”, or do anything possible, just to survive!

At the higher level, we are witnessing high levels of incompetence, irresponsibility, corruption, misappropriation of resources, greedy, amassment of unimaginable wealth among government officials, lies, and an endless string of cases of abuse of power and unpatriotic moves. We see our leaders misusing public resources which belong to very poor people in the villages, or those from rich people coming from outside the country, and anything in between. As a matter of fact, we are in a situation where leaders have immortalized themselves and no longer feel accountable to the people. They have become a priority only to themselves. It is now “we” against “them”. Just like in the jungle.

**Ladies and Gentlemen,** At the beginning of my speech I said “my heart is bleeding”, and I meant it.

As a matter of urgency, we need radical transformations at all levels both from within and without if we are to make Tanzania better. The internal pressure has built to the brim and is reflected by the widespread ill-conduct and the poor psychosocial wellbeing of the society. This is a manifestation of prolonged exposure to stress, manipulation, and stagnation including grinding in poverty while witnessing a small group of people leading excessive lives of consumption and adulation.

**Ladies and Gentlemen,** Before I talk about what I think should be done, allow me to also describe the external pressures that Tanzania is facing, where the only choice we have is to transform, else we perish!

UNFPA says that we are now 7 billion people in the world. We passed this mark last October 31<sup>st</sup>. This means more pressure on global resources like land, water and energy. It is estimated that up to now we are already using 38% of the global arable land and the increasing demand for food, coupled with the

growing concerns on the environment, we will need up to 80% of the land to make the world food secure. The situation will be even worse if a significant reduction of carbon emissions including sucking of the historical emissions is not achieved to reduce the impacts of climate change. Inventions from science and technology are very import here in order to make food production more efficient without putting much pressure on the environment. It is very inspiring to read the progress made by the global scientific community in addressing this challenge. However, there are growing concerns on the use of GMOs and it is important that wise decisions are made as debates continue between utilitarians and dignitarians.

The growth in population is also expected to increase migration as people will be forced to move to where there is water and jobs. It is speculated that, at one point the movement of people will be too high that no political or geographical borders will be able to contain it. This means borders will collapse and the fittest will survive. On the other hand, this situation might trigger unemployment or land crisis in some parts of the world. For example, Tanzania like most African countries has many people in the farming business who are not generating profit. Therefore, with population pressure value of land will continue to increase and poor people will be tempted to sell parts of their land and be left with very small plots for themselves. In the end the average farm sizes held by the majority will shrink to unprofitable sizes, and unless these small farmers are absorbed in other sectors, unemployment and inequity in income distribution will increase.

On the other hand, the increased population can also be an opportunity as it increases demand for goods and services. African countries can therefore work to utilize this opportunity by making the right investments, establishing the necessary institutional arrangements, making sound political alignments, and building the necessary

capacities needed to benefit from the global advancements in science and technology and produce significant volumes of competitive products to win global markets. However, a number of painful transformations are necessary to make Tanzanian achieve this.

Another external pressure comes from globalization. The markets have become more globalized and very competitive. Participation in such markets demands high levels of consistent product quality, product differentiation, and supply. Therefore, if we are to survive in the global business, our products must be able to compete with those from the rest of the world. This means sustaining high levels of specialization in products that are of high market value and which are cost-effective. We also need to upgrade our technology levels and define a proper mix of small, medium and large scale actors in a particular value chain because linking small to small has proved not to generate the level of growth that we need as a country.

It is very important we note that unlike developed countries who encounter development through a way of discovering and gradual evolution, developing countries have to make a conscious move to develop. This includes making deliberate choices and investment to innovate within tight deadlines and specified broad development goals like the MDGs. Developing countries are actually pushed to ‘catch-up’ and close “the digital divide”. This global pressure to develop is in-fact a big challenge as we run the risk of being an experimental ground receiving too many and sometimes conflicting suggestions and uncensored support, sometimes with lots of “arm-twisting”. Hence we need to strongly know what we want and what we can do, and do it properly. In principal we need very sane leaders on the throne!

For example in September 2000 African countries and the international community adopted the Millennium Development Goals (MDGs) at the United Nations Millennium

Summit. They committed themselves to seeking and adopting practical solutions to major challenges facing majority of the world's population, particularly those in Africa. The attainment of the MDGs by African countries will require reorientation of development policies and programs to focus on long-term sources of economic change and growth. By large, this will need to explicitly take into account the role of science and technology in socio-economic transformation demanding countries to design and implement policies as well as create institutional arrangements that promote the development and application of science and technology to solve specific problems around each of the goals. The role that science and technology play in the attainment of the MDGs is implicit in the Millennium Declaration adopted by the Heads of States. This is indeed a very big promise, and by now Tanzania should have something to show since it is already 11 years after that state signature in 2000.

**Ladies and Gentlemen,** We need change, and we need it now to transform our society and our economy. To achieve that we need to take a bold step and do the following: (i) we all have to leave our comfort zones, each one of us; (ii) We have to change our attitudes and be more proactive and risk takers; (iii) We need to gain control of our political landscapes and engage sufficiently in the national debates; (iv) we have to devise new approaches that allow transformative actions towards growth; and (v) we have to push the current national boundaries of science and technology away from the current situation where we focus too much on small scale appropriate technologies, that there is less focusing on high level technologies. It is indeed a pity that as a country we currently think too small like we are all confined at operating from a "*petri-dish*" perspective. Just look at what we always display in the "*Nane Nane agricultural shows*". Years in, years out we witness almost the same people, same things, and the same scales being majestically displayed with little or no signs

of significant growth. Our fellows in other parts of the world have realised that too much small is not beautiful anymore!

Basically, we need a scientific and countrywide attitudinal revolution by restoring trust to science and technology. We have to push science into the heart of political domains and ensure that political decisions are guided by scientific evidence and conclusions. Gone are the days that politics alone can run the government machinery. Such transformations require a lot of changes in different sects of our economy including within our R&D institutions where researchers need to change their attitudes and accept new roles beyond research. Researchers will have to demonstrate high levels of engagement on matters of importance to the society in order to regain citizens' trust and confidence. In fact, researchers have to work extra hard to make our political leaders recognize the role of science and technology in achieving our development goals. Actually, researchers have to step forward and help the entire Tanzanian society to believe in science and adjust accordingly to brighten the future. Let us look at how Rwanda has made such a move.

In 2003, Rwanda emerged from its first democratic elections with a new, government entrusted with meeting the challenges of building an economy based on science, technology, and innovation (STI) and making Rwanda a technology hub in Sub-Saharan Africa. Together with other science and technology-oriented ministries, the Ministry of Education, Science, Technology and Scientific Research were charged with implementing this vision—**even if it meant breaking down bureaucratic barriers, doing the unusual, and formulating and implementing ambitious STI policies.** Rwanda's commitment to STI capacity building starts at the very top. The president of Rwanda, His Excellency Paul Kagame, was the first to stress the importance of making science and technology an

instrument for Rwanda's economic and social development. During his January 2004 address to the diplomatic corps, he outlined the following ambitious goal: **"We will continue to invest in our people and strive to open up the frontiers of science, technology, and research as we broaden our trade links with our neighbouring countries and beyond."** President Kagame has not wavered from this initial vision. In his speech to the U.K. Royal Society in September 2006, he stated: **"We in Africa must either begin to build our scientific and training capabilities or remain an impoverished appendage to the global economy."** In his January 2007 address to the Eighth African Union Summit, **he emphasized that building science and technology capacity is synonymous with economic transformation.** STI capacity building, he explained, **"is about applying science and technology holistically—in all levels of education and training, in commercializing ideas, in developing business and quickening the pace of wealth-creation and employment-generation, in enabling government to provide better services, and indeed in providing basic tools to society at large for self- and collective betterment."** [Source: *Building Science, Technology, and Innovation Capacity in Rwanda: DEVELOPING PRACTICAL SOLUTIONS TO PRACTICAL PROBLEMS* (2008): Edited By, Alfred Watkins and Anubha Verma; *The International Bank for Reconstruction and Development/The World Bank.*]

For the Rwandese, apart from all broad principles for building national science, technology and innovation capacity, innovation must be promoted **as a way of life for everyone**, not a sporadic activity of a few isolated scientists. This is true for any country that wants to transform her economy.

**Ladies and Gentlemen,** Then where do we start? Using the on-going Tanzania's Science Technology and Innovation (STI) Reform Programme as a platform, Scientists and Researchers can take a leading influence

in developing the National Innovation System and later on in implementing the intended reforms towards changing our economy from being resource-based, into a knowledge-based economy. The Programme is implemented by the Government of Tanzania through the Ministry of Science and Technology and is co-funded by UNESCO. The process of designing and implementing the reforms is a very challenging task and support from all relevant actors in the country is needed. I am personally involved in the program steering committee and I will be delighted to see scientists coming in bold and hard. Enthusiasm, commitment, creativity and perseverance are needed if we are to achieve this ambition because, just like President Kagame said, a lot of deconstruction might be needed before we can reconstruct.

The first thing is therefore for research institutions like SUA to take a honest stock of what needs to change within their institutions in order to claim a significant space in the national decision making process. Then work out strategies to effect these changes without fear or repulsion. It is important to note that, Scientists working in agriculture have more reasons to be on the frontline pushing science in the development planning machinery because of agriculture's importance to our economy and livelihoods in general. Fortunately claiming a space in the national development planning processes is in line with the Abuja Treaty of 1994 which established the African Economic Community (EAC), and the Sirte Declaration on the creation of the African Union (AU). As AU, African Heads of States have agreed to promote Human Resource Development, Capacity Building, and Science and Technology as tools and Youths as partners for socio-economic development with governments, private sector and researchers as the main drivers. The aim is to strengthen the scientific base of the continent and through the New Partnership for Africa's Development (NEPAD) which was adopted by AU in July 2001, to recognize that

science and technology will play a major role in the economic transformation and sustainable development of the continent. What is needed here is for Tanzanian scientific community to take a bold step and spearhead these processes within NEPAD and translate them into practical initiatives in the country. Working from a continental point of view has a lot of advantages in terms of leveraging any political incorrectness, accessing resources and for cross-learning.

Scientists and researchers should therefore demonstrate to the government their keenness in taking the driver's seat in leading the nation through this process. From this point, national research institutions, especially universities can create a strong hub that brings efficiency, diligence, commitment and seriousness to the national and regional discussions. I don't see any other way that researchers will be given that space apart from claiming it, even forcefully if need be.

We need science parks, science museums and science libraries. We need increased interactions with the developed countries and especially those with their economies in transition. We need more seminars, talks and exchanges with scientists and experts in promotion of science and technology from other countries to come and talk to us. Don't just send few people to go and visit them, but bring them here to talk to our university students, our youths, private sector, teachers and our government officials. Put scientific discussion in the radio and TV. Create cyberspaces for exchanging scientific discussions. Let the inter-university Council work to create these spaces where scientists from the 4 Tigers of Asia (Hong Kong, Singapore, Taiwan and Korea) come and talk to us and hint us on how they broke free from the gruesome vicious cycle of poverty! Let us have science weeks or shows! Let us try to make everybody understand science in a practical way.

**Ladies and Gentlemen,** As I said earlier, our Scientists need to push science into the heart of national decision making chambers and introduce a culture of using scientific evidence to make decisions. To achieve this, our researchers must develop interest on government moves and create an atmosphere where intelligent debates are held while promoting skepticism<sup>1</sup> in order to allow a thorough analysis of issues coming from both sides of the debates. Currently, such debates are missing and the few we have lack bold scientific positions. Promoting such debates and use of scientific arguments in political discussions will gradually transform Tanzanians and mostly our leaders towards making judgments out of facts, and not from mere speculations or hear says.

What I mean here is for researchers to engage in political discussions at the very beginning and act as a magnifying glass to demystify all underlying potential risks and benefits regarding particular options, and put forward intelligent recommendations. Such analyses should always respect scientific neutrality so that they generate arguments that unravel all possible causes of inefficiencies often coming from the existence of power imbalances, economic biases, conflict of interests, ignorance, or misrepresentations in the decision making machinery. I dream of a time when I will witness the media full of intelligent discussions supported by scientific arguments involving different universities in the country around a particular political issue. Where these debates and stand points

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<sup>1</sup> **Skepticism** has many definitions, but generally refers to any questioning attitude of knowledge, facts, or opinions/beliefs stated as facts,<sup>[1]</sup> or doubt regarding claims that are taken for granted elsewhere.<sup>[2]</sup> The word may characterise a position on a single matter, as in the case of religious skepticism, which is "doubt concerning basic religious principles (such as immortality, providence, and revelation)",<sup>[3]</sup> but [philosophical skepticism](#) is an overall approach that requires all new information to be well supported by evidence.<sup>[4]</sup> Skeptics may even doubt the reliability of their own senses.<sup>[5]</sup> Classical philosophical skepticism derives from the 'Skeptikoi', a school who "asserted nothing".<sup>[6]</sup> Adherents of [Pyrrhonism](#), for instance, suspend judgment in investigations.<sup>[7]</sup>



are sustained for a reasonable period of time, until they inspire a public outcry for a change!.. and in the end, the government listens! That will be the day!

I am not talking about politicizing science because politicizing science is a cardinal sin in development. I am talking about Scientists taking a bold step to leave their sanctuaries and operate closer to the people where they take up a very important role of always keeping the bigger picture alive and visible for all Tanzanians to focus on. And they are expected to do this without compromising the dignity and principles of science. For example, when the decisions to massively import power-tillers, to introduce the input

have opened discussions covering a wide range of issues and work out to digest the ambitions and interests of all actors, testing inefficiencies within each actor, making relevant projections, raising critical questions, narrating experiences from similar interventions in the world, and displaying the potential risks and how they can be managed.

What I am saying here is for Scientists to take proactive measures to investigate and help decision makers and the public in general to make informed decisions. I am against the culture of waiting until things fall apart or succeed then go in and work to explain what made it fail, succeed, and what



*SUA Convocation President Professor Kalunde P. Sibuga (Left) and the Vice President Professor Gabriel Mbassa with The Guest Speaker Ms Vera Mugittu following discussions at the Multipurpose Hall, on the occasion of the Convocation of Luncheon, November, 2011.*

voucher system, to roll-out kilimo kwanza, etc., scientists had a role to stimulate public discussions using scientific data showing the need for deeper analyses before such decisions were made. The debates would

was the impact. This is going the 'Consultant' way! To me Scientists are larger than "consultants"! Consultants wait to be asked to carry out a specified assignment within specified terms of

reference. But you are Scientists who make continuous observations, investigations and discoveries. You are a Scientist with or without specific terms of reference. You observe, see issues and do scientific inquiries. To me that is a little pond, which if overlooked can trap even giants of scientists!

**Ladies and Gentlemen,** Scientists and Researchers will manage to play this important transformative role if they accept to take a wider view of development and put society at the centre of their pre-occupations. This includes penetrating the socio-cultural webs that surround ones area of academic specialization. If this is attained, scientists will be able to creatively promote domestication of relevant technologies and practices in manners that enlighten our society. Indeed this will be a big milestone towards using science and investigative arguments to illuminate our development paths.

By adapting a wider view of development, researchers can aspire to establish more linkages with the government and mostly with private sector. Universities could see the possibility of adding a new role of researching specifically for industries on top of the current traditional research aiming to contribute to basic knowledge and teaching roles. For example, University-Industry Linkages (UILs) are quite popular now in the world (E.g. The linkage between University of Agriculture Abeokuta-UNAAB and Nestlé Nigeria and later with IITA on soybean since 1996) have proved to be very instrumental in technology transfer and increasing profitability in agribusiness. I know you know this better than me.

Currently, the rate and direction of technological advancement in the north is said to be powerfully influenced by market and regulatory incentives-based policies. However, in the south public investment and different forms of incubation and facilitation are still very crucial in stimulating and enabling innovation, as well as in pushing

technological changes. Therefore we need to press on the role of the government in funding activities and programs that aim to stimulate and promote innovation in the country. For example, we need to build a strong case for the government to establish strategic innovation funds where government will be putting money that can be used to promote use of new technologies to create jobs and promote innovation. Such funds are now common even in the developed countries especially after the depression. For example, UK has recently established a 1.5billion GBP Regional Growth Fund (RGF) where money is given to private sector to create jobs. About 50% of the money is already working to revive the British economy. The fund is purposely big and strategic, and is given to both small and medium scale private businesses like bakeries, surgeons, food processors, etc. By using this fund, the British government is using every 6pounds received as tax to create jobs. I don't see why our government shouldn't borrow the leaf!

However, the problem that we might face is diligence in managing the fund and the ability of the funded businesses to generate profit. To me this is where strong linkages with researchers becomes handy, because if well planned, scientists can guide decisions on technology selection and in ensuring use of proven practices to ensure profitability and growth in these businesses. This can be complemented with business skills and mentorship programs.

**Ladies and Gentlemen,** And how do we awaken our society? Our society needs re-awakening by all means. We need new hope, new promises from practical people like Scientists. Science can be our new hope and not empty political promises anymore. We need a new wine, in a new bottle.

We need new messages in the media that will gradually instil a culture of receiving and processing scientific knowledge. It is high time that our Researchers consider

developing partnerships with private sector and come up with a comprehensive media plan to cover the entire country. Let us aim for more scientific interviews in the media to supplement the overly presented political discussions. Develop a special media group for science and build their capacity to the world class standards. The use of FM and community radios should be given priority. Let no one underestimate the power of media in the world of today. Fortunately, internet provision is expanding and social networks are becoming popular in Tanzania. Our youths are in love with Facebook and Twitter and it is becoming easily accessible even in relatively cheaper handsets. Therefore, these are some of the tools that we can use to reach the public especially youths. Let us use it, throw in scientific issues and attract our youths to discuss science using tools they love most. Let us hear science more often and slowly we will embrace it as a way of life.

We also need to innovate on how to promote quality of science teaching in secondary schools. The current situation is pathetic with less than 32% of our secondary schools with proper laboratories for Physics, Chemistry and Biology. The government has recently abandoned the 'Alternative to Practical' approach to teaching science practical in secondary schools, an approach which leaves behind a group of poorly trained students and teachers, while at the same time leaving teachers with no alternatives. Soon universities will be receiving science students who have never set eyes on Bunsen burners and who have never done any science practical. This is a very serious problem and as Tanzanians we need to do something very urgently. For example, in September 14<sup>th</sup> this year, our Treasury signed an Agreement regarding the 3<sup>rd</sup> debt relief<sup>2</sup>

<sup>2</sup> The first Agreement was concluded in 2003 amounting to Euro 4.25 Million (equivalent to TShs. 5.124 billion), and the second one was concluded in 2007 amounting to Euro 4.35 Million (equivalent to TShs 7.5 billion). According to the Treasury report the amount obtained from the two debt relief Agreements, a total of Tshs 12.624 billion were used to support implementation of the Primary Education

from the French Government worth 4.1million Euros, equal to TShs. 9.2 billion<sup>3</sup> promising to invest all of it in education and specifically in ensuring an adequate supply of teaching laboratory facilities and services to all secondary schools in the country. With this information, all Tanzanians and especially the university community should make a close follow up with a keen interest. Doing nothing on this is being irresponsible.

As a long term strategy to promote science and technology in the country, SUA can consider establishing a Science and Technology Unit which will be changed by conducting analyses regarding society's demand for technology, their response, gaps, challenges and impacts and use this data to educate the public. Both undergraduate and postgraduate students can be used to make regular analyses meant to inform the public on the progress we are making in using science. It must be noted that I am not referring only to technology transfer issues but rather taking a much more profound look at interactions between science and technology and the society. Later, offering an MSc in Science and Technology which is now developed in most of the renowned universities in the world can be considered.

**Ladies and Gentlemen,** I understand that resources are very important in all what I have talked about. Somebody said, people will only fund what they are made to believe as important. So we need to re-justify the relevance of research to our government. I also think it is high time that we explore the private sector for raising fund for specific activities. Let us borrow a leaf from the

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Development Programme (PEDP) and the Secondary Education Development Programme (SEDP).

<sup>3</sup> See

<http://www.mof.go.tz/mofdocs/msemaji/STATEMENT%20THIRD%20DEBT%20RELIEF.pdf>

entertainment sector on how they develop strategic partnerships with the private sector and fundraise at a win-win deal. For example, on the media issue, I believe working with the private sector is very possible through advertisement and airtime purchases for public engagement. If they do that for the entertainment sector, I believe they can do it for a noble course such as science. I will personally be happy to be involved in making this attempt. Let us put our ideas right and look for the right partnerships. Other countries are taking advantage of the CSR (Corporate Social Responsibility) regulation, where every liability company is supposed to return to the community a certain amount of the profit. And since not many people approach the big companies in Tanzania with noble ideas, we end up seeing them doing very little.

So let us be proactive and work with other organisations to do what we have never done before. The universities do not have to do this on their own, but they can work through partnerships with other actors. Nigerian Universities are already far in developing such partnerships with the Private sector.

**And Finally Ladies and Gentlemen,** Before I close my speech, allow me to hand in my appeal to all Tanzanian Scientists and Researchers. Please hear me out.

The world is currently witnessing breath-taking advancements in both nanotechnology and in non-nanotechnology. We have seen science transforming the human life from using human labour, to animal power, to steam engines, to electrical and petrol engine, and now the digital technology. We have seen science saving lives through vaccines, pharmaceutical, sophisticated surgeries and procedures, and now with the prospects of stem cell technology. We have seen science through spectacular engineering designs and works bringing comfort, increasing mobility and ability to communicate; expanding ability to traverse deep waters and explore the space;

increasing security and protection and relieving people from drudgery of life; We have seen science improving productivity, improving quality, increasing efficiency in work and in business and bringing understanding of life, biodiversity, and that of the entire cosmos; and We have also seen science transforming the economies of the so called 4 Tigers of Asia i.e. Hong Kong, Taiwan, Singapore and Korea, just before our eyes. Then we then have no reason to doubt that, even without re-inventing wheels, Tanzanians can also benefit from such greatness of science and be able to lead a decent and dignified life. We just need to go for it.

**My dear Scientists,** Our country needs Scientists and Researchers who are honest to themselves, and who are sincere of their role to serve communities; Researchers who are not mere opportunists, but with a continuous skilful flow of investigative zeal; Researchers who motivate themselves to go an extra mile for the sake of science and their society; Researchers who push themselves beyond personal gains and achievements; Researchers who take risks for a greater purpose.

We want our Researchers to gain control of our economy through a demonstration of hard work, intellect, commitment, creativity, patriotism, morality, fearlessness and a display of outstanding loyalty to knowledge and constructive arguments that come from a deep desire to serve.

We want every Professor to be recognised and appreciated by Tanzanians for their outstanding service to the community in specific sectors of our economy. **We want to know them as of our own!** We want every one of them to leave a legacy. A legacy that is shaped by a self-less spirit of commitment to science and service to mankind; It is this legacy that will be used by our future generations as a solid foundation on which they will create their innovation trajectories.

### My dear Scientists,

*We need you to guide us through this journey out of poverty and misery.*

*We have been poor for too long. Too long that poverty is now consuming us to extinction.*

*Look at how poverty makes us render our youths useless. In fact it is making us futureless!*

*As a nation we want you to help us embrace Science and Technology in a manner that suits us,*

*That fits us, and which is for us. Please do not leave politics alone to lead us.*

*Go out to the world. To the secret places of nature-to the molecules, to the atoms, to the genes;*

*To the libraries of the universe and to the higher bodies of Intellect;*

*To the ancient valleys of knowledge and to the highest mountains if need be.*

*Go to the moon, to the stars and even to the todays' Modern societies and search on our behalf!*

*We beg you to use your love for this country, your consciousness, your intellect, your instincts, your skills, your God-given intelligence and your entire being, to search for knowledge.*

*Knowledge for your people.*

*Then come and engage with us, work with us, for us and for our generations to come.*

*Not because you have to, but because you desire so.*

*Transcend your selfish selves and serve Tanzania with a passion;*

*Because that is why you were born among us, and with that special self!*

## THANK YOU FOR LISTENING!

**NOVEMBER 24<sup>TH</sup>, 2011**

### Biography

**Vera Mugittu** is a Country Country coordinator for the Research Into Use (RIU) Programme. Vera is responsible for ensuring that RIU Tanzania delivers its objectives and that activities are well integrated within the broader development agenda in Tanzania - influencing policy and practice. She is the link with the wider RIU programme ensuring information from RIU is disseminated within Tanzania. Vera is responsible for the efficiency and effectiveness of the team and ensuring that lessons from Tanzania are captured and shared effectively.

Vera's expertise is mostly in development planning and analysis. She has experience of gender, community empowerment, organizational development, policy analysis and monitoring and evaluation. She is also experienced in participatory impact assessments; cost-benefit analyses; strategic planning; appraisals; research; training in rural development/ agriculture projects, health and infrastructure. She has designed capacity building programs emphasising empowerment of vulnerable groups. Vera is significantly engaged in processes for developing agribusiness in Tanzania and involved in a number of national and international programmes working around agricultural development and climate change.

Vera has been Managing Director of MUEK Development Solutions since 2003 (which holds the RIU development contract in Tanzania).

### Education

Master of Science Degree in Agricultural Economics-majoring in Policy Analysis and Planning. Bachelor of Science Degree in Agriculture both from Sokoine University of Agriculture, Morogoro, Tanzania

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# *What Do We Require: Communication Skills Or Communicative Grammar Of English?*

By

*Cornel Lawrence Rweyemamu*

At 30 years as a member of the University of Dar-es-Salaam (1982-1984) and later the Sokoine University of Agriculture (SUA, 1984 to date), I have decided to revisit and ask myself why most of us (readers of this article) become uncomfortable when we use English to communicate amongst ourselves, or with other persons (including students) in English; or to express our views during meetings at Departmental, Faculty or Senate levels. Thirty years old at this campus, 1982 - 2012 [both as an alumnus and member of staff], I presume that I can confidently say that I have participated in a number of meetings that have either resulted into developing or reviewing various programmes at SUA. Thus, I have been able to ASK about, LISTEN to, THINK about and REACT on a number of issues from colleagues!

Currently, one of the questions I am asking myself is whether there are any differences between “Communication Skills” and “English Communicative Grammar”. This question is directly addressed to the Head Department of Social Sciences at this University. I am not an expert on linguistics, but I have always concluded that most of the “**dot com**” or “**dot Y**” generations (i.e. those born in 1985 and thereafter) are good orators. I don’t want to use the terms communicators or speakers because I am also not sure of the difference between the terms. However, I believe in order for person to be comfortable with use of particular language, knowledge of grammatical structures of the language concerned is very important. Furthermore, one has to know the forms of the

language appropriate for a relevant situation. We also have to remember that English language [for this particular discussion] is made up of many varieties. For example the English language used in Great Britain is different from the English used in North America (i.e. the United States of America and Canada). English used in formal written communication is usually different from English used in informal (colloquial) communication.

Some universities (especially in the USA), have English grammar for overseas students. This teaches such students on how to use grammar to communicate. Do we (at SUA) have such courses? During the preparation of the current PhD programme in Soil and Water programme that was established some two years ago; an English course that would have taken some of these issues was planned. The course was to be offered to students who would have been admitted from “non-English speaking countries” such as the Sudan, Somalia, Mozambique just to mention a few! WHAT HAPPENED? Currently, SUA assumes that a student in first year will have already studied English-Grammar in one form or another (at lower levels)! Is this the CORRECT assumption? Do the courses currently offered by SUA i.e. SC 100 Communication Skills I and SC 101 Communication Skills II improve and extend the range of the students’ communicative skills in the language? What about spoken English and effective communication in speech that to a great extent depends on intonation or accent?

Because of our (instructors) background in training, some of us have slightly developed American, British or other accents (as the case may be). What about all those who are currently teaching at lower levels? That is at pre-school (kindergarten), primary, secondary and / or tertiary levels? What type of accents do they have? I have recently noted that a few academic members of staff use “Kiswahili” in lecturing. In the past, this has been a common practice among technicians/agricultural officers and other staff who assist in academic matters in conducting various practical sessions at various levels at SUA! On the other hand, I have noted that no Office Management Secretary or anyone in similar cadre (with the exception of one in the Dean’s office, Faculty of Agriculture) communicates in English at will in discharging ones duties at the University! In my opinion I think this is a role model worth emulating by her colleagues. I commend this staff for this .daring move.

Let me stress that I have of late also noted that even our national TV-stations have dropped almost all English programmes and have had to hang on with local “Kiswahili” programmes only! For example, the “**HAMZA KASONGO HOUR**” programmes aired every Sunday at 21:00h was initially an English programme, but currently it is mostly [or entirely] aired in Kiswahili! Reasons are of courses best known by the host of the television programme himself. For those who watch Kenya’s TV Channels such Channel One or K-24 would recall that a number of their programmes are broadcast in English. Such programmes include the two which I like most namely “**CrossFire**” aired every Sunday at 16:00 -16:30 h and repeated on Wednesday night at 18:30 -19:30 h and “**CAPITAL TALK**” hosted by Jeff Koinange and aired every day at 18:00 – 18:30 h. if you compare these Kenyan TV programmes with ones in Tanzanian such as “**THIS WEEK IN PERSPECTIVE**” aired by TBC<sub>1</sub> every Friday

at 21:00h, you may already know what I am saying. Is the difference mainly due to communication skills?

Last, but not least, I have heard some politicians say it loud and clearly that “Kiswahili” should be used as a teaching language right from pre-school all the way to university level. I reserve my comments on their suggestions since everyone is entitled to his/her own opinion. A few months ago, I observed some Tanzanians giving “presentations” in order to be considered for nomination as our representatives in the East African Legislative Assembly, and could not hide my disappointment for their dismal performance. Have you ever had an opportunity to listen to them presenting their respective *curriculum vitae* in “MJENGONI” in Dodoma? Remember, this had to be in English. I am sure if you did listen to them, you may have been just as irritated as I was.

Having observed all the above, I tend to think that if SUA is not careful as a University, it may lose quite a number of international students who may have wanted to join SUA from non – Kiswahili speaking countries. This is because those students who come from non – Kiswahili speaking countries are currently finding it difficult to communicate with the local students and sometimes even local academic staff members] I am asking myself further whether these abnormalities are due to the education system that was developed by our fore fathers and mothers just after our political independence? Remember standard VIII was abolished in 1965. Then there was Universal Primary Education [UPE] and many other education reforms. What should the University do to improve the situation before it becomes worse?

# WHAT DO WE REQUIRE: COMMUNICATION SKILLS OR COMMUNICATIVE GRAMMAR OF ENGLISH?

## A REJOINDER

BY

**Hashim I Mohamed**  
**Department of Social Sciences**  
**Sokoine University of Agriculture**

This is in response to queries raised by Prof. Rweyemamu in his article bearing the heading shown above and carried in this Newsletter. The author's concerns on English language use in Tanzania covers a much broader spectrum than what this rejoinder can accommodate; however an attempt is made to provide an overview of the issues at stake.

The authors asks, Is there a difference, between "Communication Skills" and "English Communicative Grammar?" Yes, indeed! The two terms are different both literally and semantically. The former refers to skills in communication, which can be in any language. The one who studies Communication Skills is assumed to have already mastered the target language (in this case the English language); only that he lacks the techniques of manipulating the language in particular domains of use, and in our case, 'academic domain of language use'. In this sense, Communication Skills can also be studied by even native speakers of the target language, whether English, Kiswahili or any other.

English Communicative grammar, on the other hand, deals with the teaching of the grammar of the language; the question is, why is this confused with communication skills? When Communication Skills Course (henceforth CS) was introduced at the universities in Tanzania, it was meant to cater for students' communicative needs, in the sense expressed above. However, languages levels of students who continued to be admitted into universities (referred to as **dot com**" or "**dot Y**" generations by the author) were so poor that Communication Skills course,

in its original intended structure, ceased to have any utility to such students. . Naturally and as a matter of necessity, the course was to address language issues and or instead of academic communication issues. From my experience, this is the case in many universities in Tanzania, it was also the case at SUA, until 2008, when a two tier course was designed to address both language and communication issues (Cf. Sc 100 and SC 101, offered in the First and Second semesters respectively).

I will briefly turn now to two other questions posed by the author; one is, 'Do the courses currently offered at SUA (i.e. SC 100 Communication Skills I and SC 101 Communication Skills II) improve students' communicative skills in the language? The answer is yea, but not as we would have liked; in other words, the situation would have been worse than what we witness now. However, it would still have been possible for students to do better than what they do now; but this become difficult for some of the reasons the author himself cited above.

English is not a language of choice even to some academic members of staff in many universities, including SUA. Outside classrooms, English is practically a dead language, and in some classrooms the language is on its way to intensive care unit (ICU) if it is not there already. This is why Kiswahili has to swiftly move in to fill the gap. Therefore SC 100 Communication Skills I and SC 101 Communication Skills II cannot have the desired outcomes if the university environment does provide the necessary support for these students to learn. It needs to be understood that

students are taught Communication Skills to enable them follow their other courses of instruction which are offered in the medium of English at the University. University students do not need English for them to communicate with the instructors in the Communication Skills course!

Another issues raised by the author is with regards to spoken English and effective communication in speech, which according to author depends on intonation or accent to some extent. This question does not have a clear cut answer. In the first place as indicated earlier, CS is not about language teaching, where of course the teaching of spoken English (i.e. intonation aspects) would have been relevant. However, given the current demand for language skills among students makes the teaching of spoken English intonation inevitable. The teaching of spoken English however works best where language learning resources such as audio visual equipment, and model DVDs, sound reordering systems, and spoken language training manuals are readily available to students. Without these gadgets I don't see how the teaching of spoken English can ever be possible. The advantage of these gadgets is that students would have the

opportunity to get exposed to English as spoken by the native speakers of the language, unlike the current practice where students are exposed to many 'Englishes' as there are instructors. This is what among other things, the Department of Social Sciences has for years now been aiming to acquire in the proposed Project of Language Resource Centre. Thus, we haven't been able to address students' language problem adequately on the spoken aspect because of this reason; maybe we will one day!

With regards to underperformance of English programmes on TVs in Tanzania as opposed to their counterparts in countries like Kenya; this, I think, is a straight forward matter. These programme hosts are the product of the same Tanzanian social cultural context (including the education system) where English is hardly available in the wider social cultural context except in very small pockets, such as English published books, classrooms, foreign embassies, and the like. We cannot blame these hosts for disappointing performance on those TVs; maybe we can blame them for not looking for something better to do.

# What I tell my academic advisees

By

Dr. Emmanuel F. Nzunda

*Department of Forest Mensuration and Management, Sokoine University of Agriculture, SUA*

It is rare for academic advisees to see an advisor when everything is fine despite the traditional allocation of one to every student. However, something happened and academic advisees started to see me for advice somehow at the start of their academic journey at SUA. When that happened, I was somehow not sure what to tell the advisees but just decided to talk to them in a brotherly way to share whatever I thought was useful for academic success. In short, the points discussed would amount to 1) love, 2) discipline, 3) simplicity, 4) language mastery, 5) determination, self-esteem and courage and, 6) strength of body, mind and spirit. This sounds like the usual stuff we all have grown up and lived hearing but, what else is not usual in this world? It is always beneficial to share things with others, even when the issues discussed are known by all the parties. I usually get very interested by the different perspectives others have when we discuss things that I already know.

Back to the topic of the article: love. This is probably an ambiguous word and I have heard of different types of love. What is important for academic success is love for the subject and the instructor(s) of the subject (if the word love makes you uncomfortable, substitute it with “like”). The opposite of love is hate. Whereas love pulls things together, hate pushes them apart. In my belief, it is not so easy to master a subject that one hates and it is as well not easy to love a subject for which one hates the instructor. As the saying goes, “What goes around comes around”: hate the subject and it will hate you back (as if it were a person!) –

needless to mention the same for the instructor. So, if one loves the subject, they become one with the subject. But students do not necessarily have to become one with their instructors, or what do you think? After all most things

are relative as well as being absolute, and love for the subject does not necessarily have to be in the same measure as love for the instructor – are they measured in the same “units” in the first place?



The Oxford Advanced Learner’s Dictionary gives many definitions of discipline but the one that is relevant here is “the ability to control your behaviour or the way you live, work, etc”. As a student, this ability is of utmost importance. This would translate into being at the right place, at the right time, doing the right thing, in the right way for the right reasons – which is why they joined school. I know sometimes discipline is boring, especially as one thinks they are no longer children. But there is something very special in just making oneself “a child”. There is a close relationship between love and discipline. For instance, if one loves the subject and the instructor, they will at least have two reasons for being at a locale where the subject is given at a particular time.

Simplicity is very important for a student. I remember a story I was told about a student



who could not accept simplicity as an important principle. The student would not sit on the opposite side of a table to face another when they went for advice on a topic that they did not understand, because to them that would make the other student the boss! So it was necessary for both to sit on the same side of the table. This is just one example of the way one may complicate issues. There are many other ways. Sometimes lack or insufficiency of simplicity is brought in by gender – you know how (man vs woman, old vs young, etc...). It is difficult to achieve love and discipline without simplicity, in a way. Another aspect of simplicity is the size and content of one's universe. As a student, one needs to have a relatively small and not-so-full universe. This is somehow related to sacrifice. One cannot maintain the things they used to when they were not students – they may go back to those after school, right? (Is this point clear?).

The student needs to hear, read, understand, interpret, remember and represent what they learn. At our university and in many other universities in countries like ours, this is supposed to be done in a language (English) other than the student's mother tongue, for most students. One of my mentors usually says that we have difficulties communicating in English because English is sometimes the third, fourth or further language. Thus we think in the first language and then have to trans-trans-trans-translate what we think through the many languages to English! Sounds fun, eh! I usually advise my advisees to make sure they own a good dictionary (English-English and not English-Kiswahili) in order to expand their vocabulary and mastery of English. This is important even though nowadays many resources may be obtained online.

When I was in form one, there was a student who would write down all the words that they came across the stories and subjects they were reading and later read their meaning from the dictionary and write them next to the words. They would then revise and kind of memorise the words and their meanings. One guy used to laugh at this saying it was not necessary and thus a waste of time because the guy argued

that English would just be picked up with time. However, the vocabulary and mastery of English of the guy whom the other laughed at grew enough to make them communicate easily during staged debates (...I am here to oppose the motion....) unlike the other person. In another adventure, I met a guy who discovered a very simple but superb way of advancing the self-mastery of a language that is rarely used in a society – thinking in that language. We learn through making mistakes. If one speaks in English and they make a mistake, they will be very lucky not to have around those who teach by laughing at mistakes. This is easily avoided when one makes mistakes while thinking – unless they can laugh at themselves, or they are around mind readers, who are luckily rare in our society. An alternative is to have a friend or two with whom to practise speaking English – I remember when we were first years at SUA, two friends of mine tried this – I do not know how they progressed but I know it demands a lot more commitment than the thinking alternative.

Thinking is also more advantageous than talking with a friend because it can be a more or less full-time thing and, it becomes especially enriching when it crosses the line of conscious thinking into the world of dreams. Have you ever dreamed in a foreign language? How fluent were you? In the dream world, everything is possible. Dreaming about a thing is a measure of how deep in one's consciousness that thing is located and, how preoccupied they are with the thing.

Now, let's turn to determination, self-esteem and courage. How can one achieve something they never thought they would? And, if one does not believe in themselves, who will? As for courage, one does not need to pack their bags and go just because they get a below in one subject. I know of people who started quite poorly but ended up doing very well. Due to low self-esteem, a student may come to the conclusion that they always have to depend on others for their academic success and hence end up cheating in examines and using plagiarism. Even though it is not necessary to

finish school to be successful in life and actually some of the world's most successful are school drop outs, it is not a bad idea to finish what one starts. Thus determination, self-esteem and courage are important for academic success.

Strength of body is needed for one to be physically and mentally tolerant, which may also lead to love, discipline and the other virtues. Body strength may be achieved through physical exercises, eating properly and appropriate use of the mind – all quite complicated topics. Physical exercises are complicated by the assumed lack of time for such things, need for expensive gear and company (the presence and support of others). Proper food may be assumed to be expensive, which is partly true. In yoga they say the mind is like a powerful stream that if left untamed, it may be destructive to the body while if it is properly tapped, it may be very constructive of the body (Think of the floods and destruction that the potentially useful streams do to resources and lives in poor-minded countries!).

Strength of mind is a complex topic. For a student, I emphasise focus and memory as important aspects of mental strength. The ability to concentrate and remember may be improved through the other issues discussed above, although there are other more specific techniques – whole books have been written on these – and eagerly await readers. In particular, there are many ebooks that may be freely downloaded from the internet.

Spiritual strength is somehow related to. However, I think there is some merit in thinking of spiritual strength beyond the realms

of determination, self-esteem and courage because spiritual strength is a precursor to determination, self-esteem and courage. Some people cannot differentiate between the terms spiritual and religious – I do not know whether that is advantageous or disadvantageous. For practical reasons, I will associate spiritual strength to the desire to live and have a clear purpose for one's life – be it religious or otherwise provided the purpose is accepted by humanity as a good one. Many religious, philosophical and mystical teachings (western, eastern and African) focus on strengthening the spirit. It is up to the student to pick the right teachings or mix of teachings and harness what the teachings have to offer. To avoid introducing my personal bias on this topic, I will not delve into it deeper than this.

So this is an excerpt of what I discuss with my academic advisees. It may be interesting to some and irrelevant to others, all is OK. It is my pleasure to share it with you either way. May be I am building on what you already have or giving you the foundation on the topic. As already mentioned, I like discussing topics that are already known. I hope this article serves as a good discussion material.

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.....Back to memories.....

# CLASSES OF 1982

By  
Our independent source

In 1982, a total of 35 and 10 students graduated with Bachelor and Master degree in Agriculture respectively. Only one candidate graduated in Master of Science in Agricultural

Engineering. On the other hand 21 and 6 candidates were conferred their Bachelor and Master degrees in Forestry respectively. For the Veterinary Science only one candidate graduated

contrary to previous year where by 16 candidate graduated.

The list of the 1981 graduating classes is as follows:

## BACHELOR OF SCIENCE – AGRICULTURE

- |                      |                       |                        |
|----------------------|-----------------------|------------------------|
| 1. Ahmed, A.J.       | 13. Makame, M.        | 25. Nchimbi, S.        |
| 2. Chande, H.A.      | 14. Mahembe, C.M.     | 26. Ndibaihyukao, S.K. |
| 3. Charles, W.J.C.   | 15. Masam, A.M.       | 27. Ngangaji, M.F.     |
| 4. Gugu, T.W.J.      | 16. Mbogella, P.S.    | 28. Ngowo, A.F.L.      |
| 5. Jumbe, W.T.       | 17. Mbulwa, M.S.H.    | 29. Nnko, S.K.         |
| 6. Kashaija, A.      | 18. Mduma, M.A.       | 30. Nyakalo, S.J.K     |
| 7. Kashuliza, A.K.R. | 19. Minja, G.L.       | 31. Rashid, Z.         |
| 8. Kassano, A.M.     | 20. Moshi, D.L.       | 32. Rwiza, S.T.        |
| 9. Kato, B.B.        | 21. Mpangile, F.M.S.  | 33. Salim, J.K.        |
| 10. Kidunda, R.S.    | 22. Mshana, D.E.      | 34. Senkondo, F.K.     |
| 11. Kisanga, M.E.    | 23. Mutasingwa, J.K.  | 35. Shem, M.N.         |
| 12. Kundy, T.M.      | 24. Mulangila, R.C.T. |                        |

## MASTER OF SCIENCE IN AGRICULTURE

- |                    |                |                    |
|--------------------|----------------|--------------------|
| 1. Haule, A.P.K.   | 5. Mmikonga,   | 8. Ngatunga, E.L.  |
| 2. Kabatange, M.A. | A.A.M.S.       | 9. Rukanda, N.A.K. |
| 3. Majani, A.S.    | 6. Mussa, M.A. | 10. Solo, S.M.     |
| 4. Makoth, A.A.    | 7. Mwale, L.J. |                    |

## MASTER OF SCIENCE AGRICULTURAL ENGINEERING

1. Kwiligwa, E.M.B.

## BACHELOR OF SCIENCE- FORESTRY

- |                       |                    |                     |
|-----------------------|--------------------|---------------------|
| 1. Bubala, M.         | 7. Kiondo, N.P.    | 12. Mamkwe, P.A.    |
| 2. Chakanga, M.       | 8. Litaunga,       | 13. Masam, I.       |
| 3. Chingaipe, T.M.    | H.I.M.S.           | 14. Mbughi, R.J.    |
| 4. Isango, J.M.L.O.A. | 9. Maeda, G.S.     | 15. Mwakasonda,     |
| 5. Kajias, A.K.A.     | 10. Malambo, F.M.  | G.G.A.J.            |
| 6. Kayuni, O.A.       | 11. Malimbwi, R.E. | 16. Mwakasungula, J |

17. Ndaiseka, W.M.  
18. Ng`oja, A.N.M.

19. Ramadhani, H.  
20. Sekeli, P.M.

21. Sichinga, J.J.

### MASTER OF SCIENCE IN FORESTRY

1. Butera, J.  
2. Doleib, M.E.

3. Gashumba, E.  
4. Mwaipopo, P.B.

5. O-Kting`ati, Aku  
6. Sabas,

### BACHELOR OF VETERINARY SCIENCE

Tigwera, G.A.

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## The Twenty First Century Optical Illusion

By

*Peter L. Msoffe*

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As I was chatting with some young people they gave me a new dimension into the nomenclature of era. They were claiming to be born during the AC era while people my age and beyond were from the BC era. I thought they were mixing things up, but they were adamant. I was shocked to learn that these same young people think that I and my age mates and those above us were born during the BC era. I was about to protest when one smart kid blurted out that BC stood for Before Computers not Before Christ and as you guessed the AC stands for After Computers! This revelation brought an instant relief, but it got me thinking of how differently things that appear to be are not! It is kind of optical illusions, only that this time they are more sophisticated and extremely deceiving.

After breaking up my informal meeting with the youth, I tried to check my e-mails through my mobile phone, which thanks to our friends from the East is Internet capable! I am advised that I have 27 new e-mails. Of these, only five are from people I know while 22 are from people I don't know but each trying to help me with something. About seven are trying to help me get bigger in some parts of my body; ten are inviting me to buy cheap replicas (ranging from Rolex to iPhones), three are inviting me to go into business partnership guaranteeing me half of the several million dollars on offer and two messages are advising me to update my e-mail personal details. Although the number and contents vary but I am certain each one of us is bombarded with similar if not more sinister e-mails from people not known to us but fronting as helpers. Some of the help promised is destined to improve or change how we look, while some is destined for non-visuals. I am intrigued by the visual changes because in my

opinion they represent the 21<sup>st</sup> Century Optical Illusions (21<sup>st</sup> COI).

When I was growing up in Chanjale village up the Pare Mountains, if there was a person in front of you with pleated hair (say twende kilioni or Kilimanjaro) or wearing earrings, you immediately and correctly offered her a greeting specifically for ladies (za leo mama or dada; shikamoo mama etc). If you try that today, you may risk re-arrangement of your dental formula, because of the 21<sup>st</sup> COI. Men pleat their hair and wear earrings! It was a well-known fact that women from certain parts of the country were blessed with voluptuous derrieres. They turned crowds whenever they passed and left the weak hearted drooling. Now I hear with a few gulps, rub or scrub with some medicines from the East, voila! The derriere, the bust and practically any other part of the body increase or shrinks – your choice. I am told if a man fears losing his balance while standing on one foot before the end of a session, taking some pills associated with Monday may ensure he connects session after sessions.

With 21<sup>st</sup> COI I hear body parts may become rounder, longer, broader, smaller, snugger... the list is just endless. Some of the tools used to fulfill the 21<sup>st</sup> COI phenomenon are extreme to say the least. They involve surgical manipulation of almost everything; face and its accessories (the most targeted), hair transplants,

multiple chances at defloration, stomach, sex change, even the length of the limbs. People are just crazy trying to look what they are not; a scenario fitting snugly into the 21<sup>st</sup> COI.

The 21<sup>st</sup> COI is inevitably disillusioning people. You are not sure any longer whether the colour of whoever is in front of you is really or adjusted, whether the hair is naturally dark or kiwied, the boobs size is normal or pumped-up, the hips, the privies etc. It is even more confusing for people searching for soul mates. With 21<sup>st</sup> COI you hardly know if someone is truly the gender they are presenting or even the age. When I was growing up, you believed what you saw; it was real and original. Now, you are not sure any more, you might see it but it is unreal and fake! You might touch it but it is a phantom, you might even enjoy it but alas it was all but an illusion. So what do we do? Your guess is as good as mine. The only thing that worries me is that some of these changes are permanent and some though temporary may cause long lasting damages.

As I key off from this piece, my mind is drifting to a couple I saw the other day at Nyerere Square. Somehow their appearances were too perfect (as if drawn on canvas), I wondered if they were victims of 21<sup>st</sup> COI. Be aware to request for old photographs before you make a permanent move. At least the before and after appearances may give you a clue.





# Medications and Our Responsibility

By

*Prof. George C. Mwamengele*

Medications are a necessary appendage in our lives and can be obtained from a pharmacy with a doctor's prescription, in which case they are called prescription drugs; or they can be bought from such pharmacies without a prescription. These are called over-the-counter (OTC) drugs. Whichever way a medication is obtained it is necessary to know things to do and things to avoid. Doctors and pharmacy staff usually help patients with brief instructions on how a drug should be used but with so many patients waiting to be served no one can explain beyond the very basic instructions.

## Referring to the leaflet

It is a good habit to read the insert that comes with the drug. All drug packages contain this insert for the end user. Inserts may also include information that is mostly relevant to professionals. This extra information is obviously jargon to the user but even in such cases some useful clues may be gleaned. Examples of such information are "pharmaco-kinetics" and "pharmaco-dynamics". This information has something to do with the way a drug behaves in the body and the way the body processes it.

In order to benefit from an insert the user needs to understand the following terms: **Indications** (*disease conditions for which a drug should be used*); **Dosage** (*how much should be taken at once*); **Course** (*how frequently and how long a drug should be taken*); **Interactions** (*which other drugs may interact with the drug in question and cause problems*); **Contraindications** (*situations under which it is dangerous to use the drug*);

**Side effects** and (*unintended effects of the drug*).

Some pieces of information may be easy to understand but impractical to the user. For example treatment of over-dosage may be clearly explained but only a few things can be practiced by the user or one helping an overdosed patient.



If someone reacts to a medication or is overdosed it is best to carry the leaflet (or the package) to assist medical staff quickly identify the drug and guide remedial action.

## Consumption of alcohol

Many people know that alcohol consumption during treatment is a bad thing. However, some take this warning without knowing the (right) reasons. There are many reasons behind this warning, but two stand out above others.

## Liver damage

All drugs must be excreted after they have been taken. Very few are excreted in the same form they were taken. Otherwise they have to be broken down in the liver, converted to other forms and sometimes also coupled to other chemicals synthesized in the body. After this stage they are excreted through various routes, the main one being in urine. The liver does this at a cost: it gets slightly damaged, but heals spontaneously when the drug is completely eliminated. This damage and healing take place numerous times in our lives without our knowledge.

It is important to point out here that contrary to what many people believe nowadays (that

herbal treatment is safer) herbs are more dangerous for this same reason: they contain large numbers of chemicals that no one knows and all of them bombard the liver at once such that the liver may not be able to cope with the load. This is besides the fact that some ingredients have no beneficial effect at all, and others are outright poison.

Alcohol is also broken down by the liver, and is usually taken in larger quantities and frequency than medications. The prohibition is meant to allow the liver to carry less workload so that the damage is limited and healing is possible. Outside certain limits (which the user does not know) the self healing ability of the liver is reduced leaving permanent damage. The results from damage may show immediately as acute liver failure or take time as chronic liver damage.

The question we always hear is how long it will take for one to resume alcohol consumption. The answer depends on the drug in question, the time over which it was taken, the illness for which it was taken, other drugs that were taken together with the drug in question and many more. A week or two minimally and up to a month or more sounds sensible.

### ***Interfering with neural functions***

Some drugs affect the nervous system such as causing drowsiness or suppressing concentration. These may lead to accidents if one is to operate machinery or drive. Leaflets may show information on this drug behavior but some users have tended to ignore the effects because of a mildness or urgency of duty.

Unfortunately alcohol may potentiate the effect of some of these drugs through many mechanisms, one being the sharing of drug processing in the liver leading to heightened or prolonged effect of the drug and the other being the combined effect of alcohol and the of the drug itself on the

nervous system. The results have sometimes been catastrophic as observed in individuals who pass out even when they have consumed small amounts of alcohol.

As earlier said it is advised to read the leaflet to see if a drug affects behavior and avoid alcohol altogether. The safest course is to avoid alcohol every time a medication is being used.

### **Sharing Medications**

We live in a rough world. It is therefore not uncommon to find people offering medications that may be left over from a previous course. In the developed world this is not allowed. In this part of the world it may not be practical to control this practice. It is therefore prudent to consider safe ways to practice.

Before a medication is given to anyone consider all issues you would if the drug were to be used by yourself. Safety is paramount in all cases. Things you may need to ask yourself before doing this include: Am I sure I understand the complaint? Is the medication appropriate for this condition? Do I know the appropriate dose for the person? This is important since you may not have the same attributes! For example, you are both adults; nearly the same weight but you are a man and she is pregnant. Ask yourself if the recipient is not capable of abusing the drug, and if possible do not offer more than enough to overcome an emergency.

Certain drugs should never be offered to anyone else, including antibiotics and other prescription drugs.

### **Antibiotics**

An antibiotic is a drug that kills or prevents the propagation of bacteria and related organisms. An antibacterial may not necessarily be an antibiotic. Antibiotics are important and ubiquitous, requiring special attention due to the risk of their becoming ineffective (drug resistance) from overuse or misuse.

Unfortunately drug resistance does not arise from single use or single person exposure. It

develops over time. Victims may not necessarily be the very people in which resistance developed. And every time an antibiotic is rendered ineffective the choice for doctors narrows. This is the challenge for all medical professions.

Antibiotics work by causing certain chemicals in the structure of a bacterium to malfunction. The chemicals may be part of the bacterial structure, or they may act in those locations even if they are not part. Bacteria stop multiplying and get cleared by the body or die.

Bacteria tend to counteract the effect of antibiotics by developing coping mechanisms, and when they succeed the effect is called “drug resistance”. Once resistance is acquired it is then passed from mother to daughter, meaning that the drug will not be effective in bacteria arising from the resistant population. Doctors have to order tests for resistance and choose one to which bacteria are susceptible.

The drug resistance trend has been rising for many years, making treatment more challenging than ever. Drugs that used to be considered “silver bullet” at some point in time are now useless. Reasons for this phenomenon are few: misuse and overuse of antibiotics.

What is the remedy? Avoid using antibiotics without a prescription. When using antibiotics follow instructions to the letter, making sure you finish the course even if the signs have disappeared early. Usually the course is based on the time it takes to wipe out bacteria, not the time for signs to disappear. The interest is to make

sure you leave no bacteria to survive and pass resistance to the next generation.

Is the antibiotic user the only one causing resistance? No. People who treat food animals with antibiotics are required to observe what is called a “withdrawal time”. They should not allow products (meat, milk or eggs) to be consumed if antibiotics have been given to the animals recently. Unfortunately greed has taken over our moral responsibility. People will not observe withdrawal times for fear of wiping out profit. One farmer’s concern for profit becomes a global health concern.

### **Drug abuse**

When a drug is used for the wrong reasons it is being abused. The wrong reasons, such as for recreation or covering a problem. A drug that induces sleep as a side effect may be used to deal with lack of sleep (insomnia). A drug for insomnia may be used habitually to guarantee sleep. An antibiotic may consciously be used to treat a problem not related to any bacteria simply because one does not have a diagnosis. Pain killers may be used to deal with pain mimicking emotional issues.

For whichever reason drug abuse is bad for the abuser and everybody else. Some drugs have profound long term effect if used for extended periods of time. Bacteria tend to develop resistance to antibiotics with unnecessary prolongation of treatment in which expert guidance is not exercised, and such resistance is a risk to whole communities.

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## ***Do You Know Tanzania Higher Learning Institutions Trade Union (THTU)?***

By

***John Mugaboh Wambura***

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**THTU** stands for the Tanzania Higher Learning Institutions Trade Union that was registered with Reg. No. 23 on the 12<sup>th</sup> December 2008. It is currently operating as exclusive bargaining unit (s) in most public universities and constituent university colleges in Tanzania except at Sokoine University of Agriculture. The low turn up of SUA employees to join it simply because of many challenges including late recognition by the employer (Sokoine University of Agriculture Council). The Branch was formally recognized by the Council through its 121 meeting dated 29<sup>th</sup> September, 2011 vide a letter with Ref.No.SUA/CG/46 dated 3<sup>rd</sup> October 2011.

It is currently led by Mr. John Mugaboh Wambura, overleaf as Coordinator, appointed by Secretary General, Tanzania Higher Learning Institutions Trade Union, since September, 2009. He is assisted closely by M/s Lydia Simon Bupilipili, working in the Office of the Dean of Students. The objective of this article is to appeal whole SUA community at Main and Mazimbu Campuses to immensely support and join the unique trade union for your own the benefits, the university and Tanzanians at large.

### **What is the genesis of THTU?**

This trade organization is a successor to an informal joint committee that operated from 1998 to 2008 among Tanzanian public universities whose main purpose was to coordinate efforts to get the Government of Tanzania to improve the working environment within Tanzanian Universities and constituent university colleges. The very Joint Committee of Leaders successfully petitioned the Government of Tanzania in 2005 lead to the formation of a high powered presidential committee that looked into the problems facing public universities.

It was from this background, some of public employees of public university and constituent university colleges initiated an idea of forming a new trade union with this effect called Tanzania Higher Learning Institutions Trade Union. It was established primarily to provide a national forum for Higher Learning Institutions' workers to deliberate on matters that affect their well-fare, Institutional well-fare, productivity and broader community interests that impinge on their ability to participate effectively in national development. In line with higher learning institutions desire to inculcate democratic values among the Tanzanian people, and thus THTU is organized from the bottom up in manner that allows the grass-root branches to have effective voice in the

Union. In departure from other trade unions it retains retirees as her associate members.

### **What are rights of freedom of association in workplace?**

The law gives employees more than ten (10) in number the rights of association to form and join trade union of their choice and participate in the lawful activities of their Trade Union. Tanzania Higher Learning Institutions Trade Union at Sokoine University of Agriculture started her operations of registering members in September, 2009. It was successfully held SUA general workers meeting at Multi-purpose Hall in the same month where different National THTU leaders gave different talks, and responded questions raised by different employees. Enrolment of new members to the association went concurrent with the very meeting, and at the end we had more than 108 members. It is from this point where we started applying for recognition at SUA Council; it was unfortunately, the law does not give permission for lawful activities until recognition at workplace by respective Council/ Board. The dormancy of THTU activities at SUA, it was primarily caused by late recognition as foresaid.

The law further prohibits discrimination against an employee on the ground that he exercises or has exercised any rights under the Act or other written law enforced by the Minister or belongs or has belonged to a trade union or otherwise participates or has participated in the lawful activities of a trade union. It also prohibits discrimination against an official or an office bearer of a trade union or federation for representing it or participating in her lawful activities. Any person who contravenes the provisions

of the law on these aspects commits a criminal offence.

Every trade union has the rights stipulated under section 11 of the Employment and Labour Relations Act to, *inter alia*:

- (a) Determine its constitution;
- (b) Plan and organize its administration and lawful activities, and
- (c) Participate in the lawful activities of trade union or federation.

Therefore, freedom of association is not only a right provided for under this law but it is a constitutional right in Tanzania.

### **What are functions of trade union?**

Tanzania Higher Learning Institutions Trade Union as a fully registered trade union shall perform the following primary functions under section 62 (4) of the ELRA, 2004:

1. To represent members in grievances and disciplinary hearings;
2. To make representations on behalf of members in respect of rules; health and safety and welfare;
3. To consult on productivity in the workplace;
4. To represent the trade union in enquiries and investigations conducted by inspectors in terms of any labour laws;
5. To monitor employer compliance with labour laws;
6. To perform trade union functions under the union's constitution;
7. To further good relations, and
8. To perform any functions or role agreed to by the employer.

### **What are member benefits in THTU?**

Members of Tanzania Higher Learning Institutions Trade Union elsewhere in Tanzania, including at SUA shall benefit the following:

- (a) Reduced membership fees/dues from 2% to 1% that does not exceed Tshs. 20,000/=per month. This gives big relief to any respective member to cater for his/her life and the family.

- (b) THTU member will sustainably continue to be an associate member despite, retirement from employment. The trade union will continue to represent him/her terminal benefits, and will continue to fight for improvement of terminal benefits of its members and other workers at large.
- (c) All members are equally treated, and can be represented without any discrimination to whether (an academic, administrative/Technical staff). THTU had revoked any discrimination, that earlier caused administrative staff to loose salary improvement as were recommended by presidential committee, 2005
- (d) Any elected THTU member has rights to represent trade union in any respective trade organs from Field Branch to National levels. Representatives of the Branch to any National level organs depends very much a number of members at Branch level.
- (e) A member of THTU has rights to participate in decisions at different organ levels;
- (f) Any elected THTU official at any official organs can be terminated through secret ballot or /or suspended by members by her Field Branch by contravening provisions of the constitution. Every member is entitled for representations and provisions of evidences against allegations, and had rights of appeal to the next Union organs up to last national organ;
- (g) Every member is entitled to any training opportunities provided by the Union in and or outside the country.

### **How one can become or join THTU at SUA?**

The law gives a free and simple room to an employee who is a non-trade union member or a member of other trade union to join THTU as a member through the following procedures hereunder:

1. To visit an office bearer or official of the organization or any other person so authorized to represent the THTU at SUA for consultation, and thereafter you will given a form no.6 under The Employment and Labour Relations (Code of Good Practice) Rules, 2007 to fill it under the attestation of the very an official as witness.
2. For those members of other trade union who want to join THTU, there is dual procedure of their part as follows:
  - (a) To revoke an authorization to his/her original trade union by gibing a one month's written notice to the employer ( in the case of SUA DVC (A &F), and a copy of the same to the trade union. An employee who revokes an authorization under this procedure, the employer shall cease to make further deductions after expiry of the notice.
  - (b) An employee may now be free to engage THTU through procedure No.1 by consulting an office bearer to fill the form no.6 to authorize an employer to deduction THTU dues that is 1% that does not exceed Tshs.20,000/= even if your salary exceeds that amount, you will only pay this amount a maximum.

### **Appeal to SUA THTU members and or supporters**

Kindly, members and our supporters, let us each of us make sure to enroll 10 members University-wide as a miletone for a period this year 2012. This move will strengthen



our field Branch as soon as possible. MUCCOBS has already made a milestone, and their Field Branch is an exclusive bargaining unit why not us here at SUA? P/se recall THTU motto **“Nia na mwekeleo wetu daima ni kujenga: Taifa Kwanza”**

**Time for amicable decision is now,** what are you waiting to join and become a THTU member?

The organization can be accessed through our **Website:** <http://thtu.biz.tc>

nationally, and at SUA kindly use the following;

**E-mail address:** [wamburaj@yahoo.com](mailto:wamburaj@yahoo.com)

**Phone:** 0784-316057/ 0784-424708/  
0786395229 for more information.



# Deadly pig fever sweeps across Tanzania

By

**Gerald Misinzo**

The December 2012 issue of the prestigious Emerging Infectious Disease Journal (impact factor of 6.2) of Centers for Disease Control and Prevention (CDC) will feature an article co-authored by Sokoine University of Agriculture researchers (Misinzo *et al.*, 2012). The article describes the incursion and persistent circulation in Tanzania of a highly virulent African swine fever virus. African swine fever virus causes African swine fever, a highly contagious viral disease of domestic pigs so lethal that it has been likened to Ebola in humans. Tanzania first reported African swine fever in November 2010 in Kyela District of the Mbeya region, coinciding with another outbreak in a neighboring district of Karonga in northern Malawi. Since then, ASF continued to spread from Mbeya and has ultimately swept through the major pig production regions of Iringa, Morogoro, Rukwa and Dar es Salaam. As of now, African swine fever is massively killing pigs in Kilolo district.

There is no vaccine or cure against African swine fever available at the moment. Pigs cannot defend themselves against the disease because they die within one and two weeks after infection, so early that they have not mounted a sufficient immune response. To make things worse, the antibodies that are produced by pigs to clear the virus fail to neutralize the virus. The control of African swine fever relies on culling of all affected pigs, vigilant hygiene and restriction of animal and pig

products movement from affected areas. Early diagnosis of African swine fever followed by culling of pigs



before spread of the disease is highly advocated in countries like Tanzania where farmers are not easily compensated after losing animals from African swine fever. The Genome Sciences Centre of the Sokoine University of Agriculture has promptly assisted the Ministry of Livestock Development and Fisheries in promptly diagnosing African swine fever using molecular biology techniques.

In a letter dated 04<sup>th</sup> April 2011, the Director of Veterinary Services Dr. Winston Mleche on behalf of the Permanent Secretary of the Ministry of Livestock Development and Fisheries wrote, "a vote appreciation for the excellent response demonstrated by Gerald Misinzo who worked on samples from the Ministry and provided the results within a day, results that enabled to take a quick action to curb the spread of African swine fever". The Permanent Secretary was referring to an incursion of African swine fever in one pig farm in Kurasini, Dar es Salaam in March 2011

after a farmer obtained pig stock from Mbeya. No further spread of the disease in Dar es Salaam was observed after early diagnosis, removal of affected pigs, and zoosanitary measures.

The disease has killed all pigs in areas where it has hit leading to a heavy economic toll. In August 2012, we visited a farm in Ruaha (Kidatu) as part of the One Health Summer School organized by the Southern African Centre for Infectious Disease Surveillance (SACIDS) where African swine fever had started killing the first pigs out of 800 in the farm. Later on, African swine fever claimed all 800 pigs costing the farmer approximately 160 million Tshs (200,000 Tshs x 800 pigs). The livelihood of small scale farmers is severely affected when all pigs succumb to the disease. The economic effect is even worse to farmers who started their pig production after obtaining bank loans. To me this amounts to a disaster that should be addressed like other natural disasters.

One of the genes of the virus has been sequenced the using state of the art DNA sequencer (Genetic Analyzer) present at the SACIDS laboratories of the Sokoine University of Agriculture. Genetic analysis showed that the African swine fever virus circulating in Tanzania is 100% genetically similar with another virus that is sweeping across Russia. Last year, African swine fever killed 300,000 of the country's 19 million pigs, at an estimated cost of about US\$240 million. The current virus is classified to

genotype II initially only confined to Mozambique and Zambia. The virus has spread to Russia via Madagascar and Georgia after pigs were fed with pork remains by sailors from Madagascar. We assume that the disease moved from its initial boundaries of Mozambique and Zambia to Malawi before entering Tanzania after a pig farmer smuggled contaminated maize bran to feed their pigs in Kyela.

An African swine fever outbreak in domestic pigs start after a warthog's soft tick bites and transmits the virus to a domestic pig. Warthogs do not die from African swine fever and act as carriers of the virus. Control of African swine fever should focus on preventing jumping of the virus from warthogs to domestic pigs. Pig farmers should be informed on appropriate actions that prevent African swine fever from spreading in between husbandry units. In my opinion, Universities and Government authorities should realize that it is high time to address this catastrophe jointly in order to save the pig industry and ensure food security.

### **Reference:**

Gerald Misinzo, Christopher J. Kasanga, Chanasa Mpelumbe-Ngeleja, Joseph Masambu, Annette Kitambi, and Jan Van Doorselaere. 2012. African swine fever virus, Tanzania, 2010–2012. *Emerg Infect Dis.*  
<http://dx.doi.org/10.3201/eid1812.121083>



**Figure 1:** Pigs in one of the piggery units in Ruaha, Kilosa district, where African swine fever had just started affecting the first pens. Before incubating African swine fever virus, pigs are alert (left panel) while pigs incubating African swine fever remain recumbent (right right). All 800 pigs in this farm died from African swine fever within days completely shuttering the dreams of the owner.



**Figure 2:** Pigs at the Ifakara slaughter slab in Ifakara. The skin of a healthy pig (left panel) compared to a pigs suffering from African swine fever (right panel). Haemorrhages (red dots) on the skin are visible in pigs with African swine fever. Similar red dots are present in internal organs such as the kidney, spleen, lymphnodes and intestines.



**Figure 3:** Pig stock being transported from one location to the other (left panel). Transportation of pigs from areas affected with African swine fever is the best means of introducing the virus into disease free areas. The right panel shows one of the piggery unit in Ruaha village of Kilosa district where African swine fever killed all 500 pigs in this unit, leaving the owner with a state of agony.



# Sports and Reflections

## *An Old Story*

**An old man** lived alone in a village. He wanted to spade his potato garden, but it was very hard work. His only son, who would have helped him, was in prison.

The old man wrote a letter to his son and mentioned his situation:

**Dear Son,**

I am feeling pretty bad because it looks like I won't be able to plant my potato garden this year. I hate to miss doing the garden, because your mother always loved planting time. I'm just getting too old to be digging up a garden plot. If you were here, all my troubles would be over. I know you would dig the plot for me, if you weren't in prison.

**Love, Dad**

Shortly, the old man received this telegram: "For Heaven's sake, Dad, don't dig up the garden!! That's where I buried the GUNS!!" At 4 a.m. the next morning, a dozen FBI agents and local police officers showed up and dug up the entire garden without finding any guns.

Confused, the old man wrote another note to his son telling him what happened, and asked him what to do next.

His son's reply was: "Go ahead and plant your potatoes, Dad.. It's the best I could do for you from here."

**Moral:**

**NO MATTER WHERE YOU ARE IN THE WORLD, IF YOU HAVE DECIDED TO DO SOMETHING DEEP FROM YOUR HEART YOU CAN DO IT. IT IS THE THOUGHT THAT MATTERS NOT WHERE YOU ARE OR WHERE THE PERSON IS.**

By  
**Dr. C. Luziga**

*Can you identify these SUA Veteran Soccer Players?*





**Photos:** On the kindness of Dr. Abeli Kaaya

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