

STATEMENT ON ACCESS TO LIFELONG LEARNING

This statement sets out SUA's documented contributions to Sustainable Development Goal 4 (SDG 4) for the 2026/2027 reporting period, highlighting the University's initiatives, institutional commitments, and achievements in promoting inclusive and equitable quality education and lifelong learning opportunities for all. Detailed information and supporting figures are provided in the institutional SDG Progress Report for the 2025/2026.

Overview

Sokoine University of Agriculture (SUA) recognises learning as an essential component of community development. The University is, therefore, committed to promoting continuous opportunities for knowledge acquisition, skills enhancement, and competency development at all stages of life. Such opportunities contribute to personal growth, professional advancement, and sustainable community development. In fulfilling this commitment, SUA provides a range of educational and learning opportunities to students enrolled in conventional academic programmes as well as members of the wider public. Through these initiatives, the University seeks to broaden access to education, facilitate the acquisition of knowledge and practical skills, and promote a culture of lifelong learning.

The University's commitment to access to education is supported by institutional frameworks and various policies. These include the SUA Charter, Gender Policy, Corporate Strategic Plan, and Client Service Charter. Collectively, these frameworks provide strategic and operational guidance for promoting equitable access to educational opportunities, ensuring non-discrimination and gender equality, and fostering an inclusive learning environment that supports continuous knowledge acquisition, skills development, and lifelong learning for individuals at all life stages.

Access to educational resources

Access to educational and information resources is central to promoting lifelong learning at SUA. The University demonstrates this understanding primarily through providing a wide range of educational and information resources through its library, the Sokoine National Agricultural Library SNAL. These resources include books, journals, electronic databases, and other materials that support knowledge acquisition, independent learning, research, and skills development. To further enhance access to information, SNAL provides internet-connected facilities that enable users to access online information and digital learning resources. The Library also extends its services beyond the University community by providing access to members of the public, thereby creating broader opportunities for continuous learning, knowledge enrichment, and skills development at different stages of life.

Lifelong learning access policy

SUA has frameworks and activities that provide basis for promoting fair access to lifelong learning. This commitment is reflected in the SUA Charter; the SUA Gender Policy; the Corporate Strategic Plan 2022–2026; and the Client Service Charter (2024), which outlines service commitments. Together, these provide a foundation for broader educational access.

SUA Charter and rules

The SUA Charter and Rules (2007) establish foundational principles for the University's governance and treatment of its community. Part VI of this Charter specifically addresses non-discrimination and gender balance, including protections relating to religion, race, ethnicity, and disability. These provisions support an institutional environment in which individuals can participate in education and university activities with fairness and dignity. In relation to access, the Charter provides a basis for opposing discriminatory barriers; however, it is not a standalone policy setting out detailed procedures or guarantees for access to every educational programme.

SUA gender equality, equity and mainstreaming policy

The SUA Gender equality, equity and mainstreaming Policy reinforces the University's commitment to gender equity and equal opportunities. Gender-related social, economic, and practical barriers can affect whether people are able to enter, continue, and benefit from education and training. The policy provides an institutional reference point for addressing gender equity and supporting a more inclusive environment. Its contribution to access lies in promoting fair opportunities, while specific implementation arrangements and outcomes should be assessed against the policy and relevant university practices.

Corporate Strategic Plan 2027–2031

The SUA Corporate Strategic Plan (SCP) 2027–2031 identifies inclusive learning and gender equity among the University's strategic considerations. Chapter 2 (Section 2.2.7) of the CSP specifically identifies inclusive learning and gender equity among the University's institutional priorities. This broadens access beyond admission to degree programmes to include participation, support, and opportunities to learn among people

with different abilities, responsibilities, and educational backgrounds. The Plan therefore provides a strategic basis for advancing inclusion in institutional activities.

Client service charter

The SUA Client Service Charter complements these frameworks by setting out service standards and responsibilities towards stakeholders. Clear information, responsive services, and understandable procedures can help prospective students and other learners identify opportunities and understand how to access university services. The Charter therefore supports the service dimension of access. Together, the Charter, Gender Policy, Corporate Strategic Plan, and Client Service Charter provide complementary institutional reference points for equity and inclusion, but they do not replace a specific policy on access to lifelong learning.

Latest initiative

In 2025, SUA developed the Special Needs and Inclusive Education Policy and Guidelines. The initiative strengthens institutional arrangements for learners who require additional educational support by addressing potential barriers to accessing, participating in, and benefiting from educational opportunities. The Policy and Guidelines clarify institutional responsibilities, enhance staff awareness and strengthen inter-unit coordination, promoting consistent inclusive practices across teaching, learning, and student support services.

Links

- SUA SDGS Progress Report 2025-2026: https://www.sua.ac.tz/sites/default/files/SUA_SDGs_Progress_Report_2025-26_compressed.pdf
- Sokoine National Agriculture Library: https://www.lib.sua.ac.tz/
- SUA gender equality, equity and mainstreaming policy: https://www.sua.ac.tz/sites/default/files/GENDER%20EQUALITY%2C%20EQUITY%20AND%20MAINSTREAMING%20POLICY%20(2).pdf
- Corporate strategic planning (CSP) 2007-2031): https://www.sua.ac.tz/sites/default/files/20092023_Second_selection/SUACSP/SUACSP_6TH%20Edition.pdf
- SUA Charter: https://www.sua.ac.tz/sites/default/files/Sokoine%20University%20Charter.pdf
- Client service charter: https://www.sua.ac.tz/sites/default/files/SUA%20CLIENTS%20SERVICE%20Book%20A5%20Pg%2052%2024%20Aug%202024.pdf
- Special Needs and Inclusive Education policy: https://www.sua.ac.tz/sites/default/files/2016-04/SPECIAL%20NEEDS%20AND%20INCLUSIVE%20EDUCATION%20POLICY%202025_0.pdf