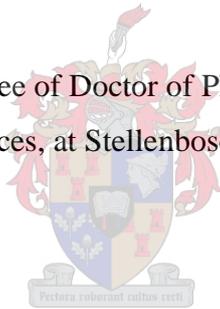


ARGUMENT QUALITY IN TANZANIAN PARLIAMENTARY DISCOURSE IN KISWAHILI IN BUDGET SPEECHES AND DEBATES

By

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DECLARATION

By submitting this dissertation electronically, I declare that the entirety of the work contained therein is my own, original work, that I am the sole author thereof (save to the extent explicitly otherwise stated), that reproduction and publication thereof by Stellenbosch University will not infringe any third party rights and that I have not previously in its entirety or in part submitted it for obtaining any qualification.

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ABSTRACT

The present study examines the nature of argument quality properties in Tanzanian parliamentary discourse in Kiswahili. The study applies the pragma-dialectical theory to analyse two Annual Budget Speeches (ABS) and debates about the speeches. The study focuses on the manifestation of three arguments in the ABS and the related debates: argument from cause and effect, argument from authority, and argument from example.

The corpus of two ABS and the related debates in the Tanzanian parliament included in the analysis is based on the 2011/2012 Tanzanian annual budget parliamentary sitting. The data analysed was obtained from the Tanzanian National Assembly Hansard records (both printed and electronic versions).

In the pragma-dialectical theory, there are stipulated criteria for evaluating whether arguments are properly applied in argumentative discourse such as parliamentary speeches and debates. The study specifically examines the extent to which ministers and MPs utilise the three arguments in the ABS and the related debates, and the extent to which these arguments conform to, or deviate from, the criteria established in the pragma-dialectical theory. The research further investigates the strategic manoeuvring the ministers and MPs make in the ABS and the related debates in their efforts to influence their target audience.

The study covers several facets of the pragma-dialectical theory in the analysis of the ABS and the related debates. However, a flexible application of the criteria postulated in the pragma-dialectical theory for evaluating the three arguments is demonstrated, rejecting strict application of the criteria as proposed in the theory.

The study reveals that the three arguments vary in the extent to which the ministers and MPs apply them. Argument from authority appears in a few instances in one of the speeches and the debates. In the case of argument from example, it is applied to a certain extent in one of the speeches and the debates. The analysis further indicates that argument from cause and effect is frequently utilised in the ABS and the related debates. In addition, the analysis shows that the ministers and MPs (re)package their arguments in such a way that would convince their target audience to accept them. The ministers and MPs achieve this by manoeuvring strategically in terms of *topical potential*, *adaptation to audience demand* and *presentational devices*.

The current study suggests various dimensions of the pragma-dialectical theory could be enriched. These include making the theory less prescriptive in the evaluation of arguments, expansion of the evaluation criteria related to argument from authority, and expansion of the theory to recognise variation in the extent to which arguments are utilised in argumentative discourse such as parliamentary discourse.

OPSOMMING

Die studie ondersoek die aard van argument kwaliteit eienskappe in Tanzaniese parlementêre diskoers in Kiswahili. Die studie maak gebruik van die Pragma-dialektiese teorie van argumentasie in die ontleding van twee Jaarlikse Begrotingtoesprake (JBT) en die verwante debatte oor die toesprake. Die fokus van die studie is op die manifestasie van drie tipes argumente, naamlik: argument vanaf oorsaak en effek, argument vanaf outoriteit, en argument vanaf voorbeeld in die JBT en debatte. In die Pragma-dialektiese teorie is daar gestipuleerde kriteria vir die evaluering van die mate waartoe elke argument wat ontleed word in die studie gepas toegepas word in die argumentatiewe diskoers soos parlementêre toesprake en debatte. Die studie ondersoek in die besonder, die mate waartoe ministers en lede van die parlement gebruik maak van die drie tipes argumente in die JBT en debatte, en die mate waartoe hierdie argumente konformeer, of afwyk, van die kriteria gestel in die Pragma-dialektiese teorie. Die studie ondersoek verder die strategiese manuvring van die ministers en lede van die parlement in die JBT en debatte in hul pogings om hul teikengehoor te beïnvloed.

Die proefskrif ontleed 'n korpus van twee JBSe debatte in die Tanzaniese parlement vanuit die 2011-2012 parlementêre sittings. Die data wat ontleed word in hierdie studie is verkry uit die Tanzaniese Nasionale Parlement se Hansard verslae (sowel die gedrukte as elektroniese weergawes). Die studie se omvang dek verskeie fasette van die Pragma-dialektiese teorie in die ontleding van JBSe en debatte.

Die studie demonstreer die manifestasie van 'n buigsame toepassing van die kriteria gepostuleer in die Pragma-dialektiese teorie vir die evaluering van argumente in die lig daarvan dat die kriteria nie streng toegepas word nie. Die studie bring voorts aan die lig dat argumente wissel in die mate waartoe dit manifesteer in die toesprake van ministers en lede van die parlement. Argument vanaf outoriteit verskyn in enkele gevalle in een van die toesprake en debatte. In die geval van argument vanaf voorbeeld, word dit gevind tot 'n bepaalde mate in een van die toesprake en verbandhoudende debatte. Die ontleding dui voorts aan dat die ministers en lede van parlement hulle argumente sodanig (her)verpak dat dit hulle teikengehoor oortuig om hulle argumente te aanvaar. Dit word gedoen deur die ministers en lede van parlement strategies te manuvreer met betrekking tot **onderwerp** potensiaal, aanpassing by **gehoor eise** en **aanbiedingswyses**.

Die studie bevind dat verskeie demensies van die Pragma-dialektiese verryk kan word. Dit sluit in dat die teorie as minder voorskriftelik beskou word in die evaluering van argumente, die uitbreiding van die evalueringkriteria betreffende argument vanaf outoriteit, en die uitbreiding van die teorie ten einde variasie te betrek in die mate waartoe argumente aangewend word in argumentatiewe diskoers soos parlementêre diskoers.

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LIST OF ABBREVIATIONS

AA	Argument from authority
ABS	Annual budget speeches
AE	Argument from example
CAADP	Comprehensive Africa Agriculture Development Programme
CAE	Argument from cause and effect
CCM	Chama cha Mapinduzi (ruling party in Tanzania)
CD	Compact disc
CHADEMA	Chama cha Demokrasia na Maendeleo (opposition party in Tanzania)
GDP	Gross domestic product
HESLB	Higher Education Students' Loan Board
ICT	Information and communications technology
ID	Inspection Department
JICA	Japan International Cooperation Agency
MEP	Member of European Parliament
MoEVT	Ministry of Education and Vocational Training
MoFSC	Ministry of Agriculture, Food Security and Cooperatives
MP	Member of Parliament
NMB	National Microfinance Bank
OC	Other Charges
PEDEP	Primary Education Development Programme
PMO	Prime Minister's Office
SA	Statistical argument
SADC	Southern Africa Development Community
TCU	Tanzania Commission for University
TIB	Tanzania Investment Bank
TSD	Teachers Service Department
UDOM	University of Dodoma
UDSM	University of Dar es Salaam
UN	United Nations
UNICEF	United Nation's Children's Emergency Fund

CHAPTER ONE

INTRODUCTION

1.1 Introduction and background to the study

The present study sets out to analyse argument quality in Tanzanian parliamentary discourse in Kiswahili in annual budget speeches (ABS) and related debates. The study analyses manifestations of three arguments in speeches and debates—namely argument from cause and effect, argument from example, and argument from authority. The study employs the pragma-dialectical theory to analyse the arguments ministers employ as they move motions of ABS in parliament and arguments Members of Parliament (MPs) utilise as they debate ABS moved by ministers. Since ABS moved in the Tanzanian parliament are supposed to be debated before they are approved by MPs in parliament, ideally MPs have to be convinced by various proposals, plans, policies, and strategies contained in such ABS.

In the pragma-dialectical theory, there are criteria stipulated for argument quality. To be acceptable, arguments put forward in a discussion have to meet such criteria. The study examines whether such criteria apply to, or diverge from, argument in Kiswahili parliamentary discourse. The study also examines strategic manoeuvring moves ministers and MPs make as they advance their arguments in ABS and related debates. A comprehensive search of the literature suggests that no study has yet been conducted to explore the nature of argument quality in Tanzanian parliamentary discourse.

The focus of this study is on pragmatics, as the arguments MPs exchange in parliament are analysed as speech acts occurring in the situation of an actual communicative and interactional environment geared towards reaching a form of agreement on the topic under discussion. Tanzanian parliamentary discourse as an argumentative discourse is analysed by utilising the pragma-dialectical theory. Since the pragma-dialectical theory brings together perspectives from logic, particularly dialectics and linguistics and, more specifically, pragmatics (Van Eemeren, Garssen, Krabbe, Snoeck Henkemas, Verheij & et al., 2014; Van Eemeren & Garssen, 2013), some of the concepts employed in this study are also applied in other disciplines, such as philosophy.

Parliamentary discourse is categorised as a genre of political discourse (Bayley, 2004; Chilton, 2004; Van Dijk, 2008; Ilie, 2010a). Thus, examining parliamentary discourse is, in part, exploring political language, in that political activities are performed by using genres of political communication (Bayley, 2004; Chilton, 2004). Since parliamentary discourse is a sub-genre of political discourse, there is a need to analyse parliamentary discourse to determine the nature of arguments political actors, like MPs in Tanzania, utilise as they interact to make deliberations of various issues, such as ABS, presented to them. The debate on ABS ministers move in the Tanzanian parliament offers MPs an opportune time to scrutinise the government policies, plans, proposals and strategies contained in such ABS. During the debates of ABS MPs not only criticise the government budget but also use such opportunities to

convince the government to incorporate in the budgets some plans or proposals they consider important for their electorates or the populace at large. MPs also make use of this opportunity to oppose government proposals, plans, policies, and strategies that will have no benefits to the voters and the public. Thus, they employ various arguments to defend their viewpoints.

The deliberations parliamentarians make in parliament compel them to involve in exchange of arguments before they reach decisions. This makes parliamentary discourse argumentative (Van Dijk, 2000; Lewinski & Mohammed, 2015; Garssen, 2015:34) because MPs have to discuss various issues presented to them before they decide. In the course of discussing the various issues tabled in parliament, two groups emerge with divergent views among MPs. One group supports the issues being discussed and the other group opposes them. Because of this situation, each group advances arguments to try to convince the other group to agree with its viewpoints. However, MPs in such discussion also aim at convincing and gaining support of the audience listening or watching the proceedings (Van Eemeren, 2010; Ilie, 2010b; Marques, 2010). More often, the listening or watching audience is the most important audience MPs aim at.

The deliberations described are typical of the discussion of ABS in the Tanzanian parliament, where two groups are evident when a minister moves a motion. One group includes the minister who moved the motion, together with other MPs who make efforts to defend the issues contained in the speech. The other, usually led by opposition MPs, challenge the various issues contained in such speech. This takes place in order to try to reach some form of agreement. Due to this kind of discussion, MPs aim to present arguments that are effective in order to end the discussion in their own favour (Van Eemeren, 2011).

In the context of the procedures explained above, the present study examines the nature of arguments that ministers and MPs make in debate of ABS and determines predominant arguments. The study also analyses MPs' arguments that are framed in such a way as to make them effective to the target audience. Parliamentary discourse data from the Tanzanian parliament is readily available for access and analysis. This is so because records of Tanzanian parliamentary proceedings are available for public access in both print and electronic versions.

The discussions that are held in the Tanzanian parliament, such as debates of ABS, display several linguistic features that, if investigated, would shed light on how the parliamentarians reach conclusions. Such features include the arguments that ministers and MPs put forward as they defend their standpoints in parliament. They also include the arguments that MPs make in the debate to convince ministers to accept and incorporate a particular ABS proposal, such as those MPs consider important for their electorate and the public.

The discussions in the Tanzanian parliament are polarised. When a motion is moved in the parliament, there are clearly two groups, each holding distinct positions. The prevailing groups are ruling party MPs that usually support the government proposals, plans, policies, and strategies for fear of their government being defeated in parliament. Thus, ruling party MPs would advance their arguments along party lines (Killian, 2004). The other group is opposition MPs who always oppose government's proposals, plans, policies and strategies. The polarisation in the discussion is partly linked to struggle for power (Ilie 2010b; Van, Dijk 2010) between the two parties: the opposition discredit the ruling party to show that they do not deserve to continue to be in power, whereas the ruling party want to maintain their power. This shapes the kind of debates that take place in the House and the arguments that MPs present in support of their standpoints. It would, therefore, be interesting to explore the arguments that MPs exchange in this situation so as to find how they reach decisions.

Despite parliamentary discourse data being readily available, little attention is given to this field of study. This is particularly so for research that focuses on linguistic analysis of parliamentary discourse. As Ilie (2010a:3) remarks, "in spite of the growing visibility of parliament as important democratic institutions, the study of linguistic mechanism, argumentation patterns, and rhetorical strategies of parliamentary discourse has long been under-researched". Similarly, Bwenge (2010) observes that despite the fact that parliamentary discourse data can be easily obtained little attention has been given to it in terms of linguistic analysis. Because of this lack of attention, what transpires in parliamentary discourse in linguistic terms might remain relatively unknown.

Even though parliamentary discourse is under-researched, the deliberations that parliamentarians make have impact on the daily lives of the populace as the implementation of policies, proposals and plans reached in parliament affect every citizen in a country. Ilie (2010a:1) emphasises that "if we are to understand the role of parliamentary practices in identifying, defining and articulating deliberation issues we need to explore the recurring linguistic patterns and rhetorical strategies preferred by MPs." The present study does this by examining arguments MPs employ as they debate in the Tanzanian parliament.

The Tanzanian parliamentary discourse also has not received much attention in terms of research from linguistic perspectives. The few studies that have been done on this parliament focus on the MPs' use of codeswitching (Bwenge, 2010; Bwenge, 2002) in their interaction in parliamentary proceedings. Bwenge, in his analysis of the Tanzanian parliamentary discourse, focuses on how MPs make use of codeswitching between Kiswahili and English. Thus, the available literature indicates that the nature of argument in Tanzanian parliamentary discourse has not been studied. As such, the present study analyses the nature of argument in ABS and related debates. This study therefore adds to the linguistic analysis of the Tanzanian parliamentary discourse as well as providing the possibility to shed light on the kinds of arguments MPs in the Tanzanian parliament utilise in speeches and debates.

In spite of the minimal research attention that parliamentary discourse (as a whole) has received from linguistic perspectives, the European, American and Middle East parliaments have received a considerable amount of attention in comparison to that given to parliamentary discourse in Africa. Among these, the British parliament has received comparably more attention (Ilie, 2010b). Linguistic studies that have been done in different parts of the world include: strategies MPs use to deal with disagreement in Romania parliamentary debate (Ilie, 2010c); the use of markers of deixis in the construction of discursive voices in the Portuguese parliament (Marques, 2010); personal attacks in European and Dutch parliaments (Plug, 2010a); and polite formulas utilised in the British and Latvia parliaments (Treimane, 2011). Other studies include: strategic manoeuvring in the Dutch parliament to initiate a priority issue in the discussion (Tonnard, 2011); construction of political identity as part of political interaction in the speech of Tony Blair and Jose Maria Aznar in the British House of Commons and Spanish Cortes (Van Dijk, 2010); evasion of question in the Australian House of Commons (Rasiah, 2010); and contravention of rules, procedures, and practices of parliamentary interaction in mixed-gender encounters (Ilie, 2013). (For a detailed review of some of the studies listed, see Chapter 2). Studies mentioned applied different theoretical approaches and were carried out in different contexts, in terms of political culture and history.

Clearly, it is imperative to explore parliamentary discourse in alternative settings to broaden understanding of parliamentary discourse, not least as parliaments are sensitive to context of culture and history (Bayley 2004; Chilton & Schaffner, 2002). Thus, the present study analyses the nature of arguments in the Tanzanian parliamentary ABS and related debates to shed light on the properties of arguments quality that MPs apply in their interaction in parliament. The research also attempts to go some way towards bridging the knowledge gap on parliamentary discourse.

1.2 Rationale of the study

A number of factors as outlined here motivated the present study. One factor is the impact of deliberations that are made in parliament to people's lives. MPs in parliament discuss and approve government proposals, policies and plans that are later implemented. The implementation of such deliberations reached in parliament "affects citizens' real lives" (Ilie, 2010b:60). This motivated me to explore the nature of arguments that Tanzanian MPs make in the discussion of ABS and related debates as they relate to government proposals and plans for the following year and MPs, who are the people's representatives, have to scrutinise such proposals and plans to ensure that they are beneficial to the populace.

The second factor that motivated the study was to shed light on whether criteria postulated in argumentation theory apply to arguments in the Tanzanian Kiswahili parliamentary discourse. Moreover, it seemed to be an interesting proposition to examine the way MPs who hold divergent viewpoints over a certain motion moved in parliament make use of arguments to convince those with

different viewpoints in order to reach a particular agreement. As Ilie (2010b:60) correctly points out, “debates in parliaments consider divergent proposals and incompatible solutions, and the result of the discussion strengthens the positions of the proponents of the winning alternatives”. This make MPs strive to ensure their standpoints are accepted, which also helps them to increase their fame and popularity to the electorate and the public (Ilie, 20110b). Van Dijk (2010:10) shares with Ilie the view that “parliamentary debates are kinds of interaction in which those who constitute the government and the opposition engage in a dialogue to support or oppose bills, policies or declarations as constituent discourse of government and the political interaction”. The situations Ilie (2010b) and Van Dijk (2010) observe create a type of competition in parliaments, which make parliaments to be more argumentative. The competition is evident in the arguments that MP advance in parliament to defend their viewpoints.

The third factor that motivated this study is to contribute to the studies in parliamentary discourse from African contexts. As pointed out earlier, linguistic researchers have paid little attention to parliamentary discourse and many of the studies undertaken focus on European, American and Middle East parliaments. A study on Tanzanian parliamentary discourse makes a potentially important contribution to the field of parliamentary discourse. Besides, Bwenge (2010) and Jakaza (2013) attest that little has been researched on African parliaments. Thus, what transpires in African parliaments remains unknown and might create the impression that what is observed in European, American and other parliaments is similar to all parliaments, regardless of their contexts. In this regard, I hope that by exploring the nature of argument quality in ABS and related debates in parliamentary proceedings my study will contribute, on one hand, to the field of the study of parliamentary discourse, and, on the other hand, to argumentation theory.

1.3 Theoretical framework of the study

This study employs the pragma-dialectical theory to analyse ABS and related debates. Political discourse, such as parliamentary speeches and debates, are viewed in the pragma-dialectical theory as argumentative discourse. According to Van Eemeren and Grootendorst, (2004:1), “argumentation is a verbal, social, and rational activity aimed at convincing a reasonable critic of the acceptability of a standpoint by putting forward a constellation of propositions justifying or refuting the proposition expressed in the standpoint”. In this regard, parliamentary debates are social activities where issues are discussed in order to reach agreement. In the discussion that takes place, two parties that oppose each other are prevalent: one party put forward certain standpoints and the other party questions such standpoints. The party that puts forward the standpoints has to defend them. A resolution will have been reached if a form of agreement between the two parties is achieved.

In the Tanzanian parliamentary debate, ministers move motions of ABS for MPs to discuss and approve. The MPs in the discussion of the speech question ministers’ standpoints. This study analyses the argument ministers utilise in speeches and the arguments MPs advance regarding ministers’

standpoints. The pragma-dialectical theory stipulates properties (Van Eemeren, Grootendorst & Snoeck Henkemans, 2002; Van Eemeren, Houtlosser & Snoeck Henkemans, 2007) that arguments in a discussion have to meet to be acceptable to the audience. The present study also examines these properties in ministers' and MPs' arguments.

Central to the pragma-dialectical theory is a model of critical discussion that provides an overview of the argumentative moves that are pertinent to a constructive development of each discussion stage to be distinguished in a critical discussion (Van Eemeren & Grootendorst, 2004; Van Eemeren, 2010). The model sketches, step by step, the discussion process towards a resolution of the differences of opinion. The model makes clear what is implied by the pragma-dialectical approach to argumentative language use as means of resolving a difference of opinion (Van Eemeren & Grootendorst, 2004). According to Van Eemeren and Grootendorst (2004), the model serves two major functions in the analysis and assessment of argumentative discourse and texts. First, it functions as a guideline for the analysis: it serves as the guide in detection and theoretical interpretation of elements in, and aspects of, the discourse that is relevant to a critical evaluation. The second function is that of serving as a standard in the evaluation of argumentative discourse: the model offers a series of norms by which it can be established in what respects an argumentative exchange of ideas diverges from the procedure that is the most conducive to the resolution of a difference of opinion. The pragma-dialectical theory assumes that argumentative language use is always part of an exchange of views between two parties that do not hold the same opinion. The present study utilises this model of critical discussion as a guide in the analysis of elements arguments that ABS and related debates display. The model also guides this study to establish whether the arguments ministers and MPs exchange in the resolution process conform to, or deviate from, the procedures pragma-dialectical theory proposes.

The pragma-dialectical theory model of critical discussion provides for four discussion stages that participants in a critical discussion have to go through in order to resolve the differences of opinion in argumentative discourse. The four stages are the confrontation stage, the opening stage, the argumentation stage and the concluding stage (Van Eemeren & Grootendorst, 2004). The four stages allow the resolution process to be achieved in an orderly manner. As the participants in the discussion go through the four stages, they make verbal moves that steer the discussion towards a resolution of the differences of opinion. The verbal moves are the various speech acts the participants perform and they contribute to the resolution. Such speech acts are assertives, commissives, directives, and usage declaratives (Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 2007). The speech acts are important elements in the resolution process as they facilitate the interaction or exchange of ideas and allow the discussion to roll towards a resolution. The speech acts also allow the discussants to put forward their different arguments, either to defend or support the issues being discussed, depending the roles they are playing in the discussion (whether protagonist or antagonist). The arguments advanced

manifest in different natures, structures and patterns, depending on the relationship between the standpoint and its defence. It is this nature of arguments the study explores in ABS and related debates.

The pragma-dialectical theory also provides rules that discussants have to observe in order to reach a resolution through reasonableness. Arguments are examined in relation to criteria that have to be met in order to be reasonable and hence be acceptable to the audience (Van Eemeren et al., 2002; Van Eemeren et al., 2007). The antagonist of the standpoints advanced is supposed to apply these criteria in challenging the protagonist's standpoints. Failure for the discussants to observe any of such rules at any discussion stage impinges on the resolution process and renders the particular move fallacious¹. However, in the resolution process discussants sometimes not only want to be reasonable but they also use the opportunities available by making their arguments effective to end the discussion in their own favour (Van Eemeren, 2010). In order to achieve this, they engage in *strategic manoeuvring*, where they make efforts to balance between reasonableness and effectiveness at the same time. The present study also examines ministers' and MPs' strategic manoeuvring in relation to the topic they select at a particular stage, the way they frame their arguments to the interest of the audience, and the way they phrase their arguments in particular stylistic manner to achieve the impact they want to have on the audience regarding the topics being discussed.

1.4 Statement of the research problem

This study focuses on argument quality in Kiswahili parliamentary speeches and debates on the government budgets in Tanzania. The study explores nature of arguments MPs make as they exchange their viewpoints concerning the issues presented to them. In argumentation theory, criteria for argument quality have been established. Arguments have to meet these criteria to be convincing (Van Eemeren, et al., 2002; Van Eemeren et al., 2007; Šorm, 2010). However, the criteria for argument quality established are based on discourse contexts of European languages, such as English. The present study is also concerned with the question of the extent to which argumentation-theoretic properties and criteria, mainly postulated in empirical data from languages like Dutch, English and other European languages, are valid for African languages. Thus, the research problem this study addresses is two-fold: First, the study investigates the nature and properties of argument quality in Kiswahili discourse in Tanzanian parliamentary speeches and related debates and, specifically, the extent to which these properties conform to, or deviate from, the criteria established in argumentation theory. Second, the study explores how ministers and MPs manoeuvre strategically in advancing arguments in Kiswahili parliamentary speeches and related debates.

¹ In the pragma-dialectical approach, every violation of the discussion rules that make the resolution more difficult, or may even obstruct it, is taken as a fallacy (Van Eemeren & Grootendorst, 2004)

1.5 Research goals and research questions of the study

1.5.1 Research goals

The study intends to:

- (i) Establish the nature of arguments Tanzanian MPs employ in budget speeches and debates in parliament;
- (ii) Determine which types of arguments occur frequently in Kiswahili budget speeches and debates in parliament;
- (iii) Examine the extent to which arguments in Kiswahili budget speeches and debates in parliament conform to, or deviate from, the criteria in argumentation theory;
- (iv) Analyse argument presentation strategies employed by Tanzanian MPs in budget speeches and debates in parliament;
- (v) Examine argument moves employed by Tanzanian MPs on budget speeches and debates in relation to audience preferences and expectations; and
- (vi) Identify the argument strategies Tanzanian MPs employ to put forward a topic they consider favourable to the audience in budget speeches and debates in parliament.

1.5.2 Research questions of the study

In order to achieve the above research goals, the study addresses the following questions in investigating argument quality in Kiswahili parliamentary discourse in budget speeches and debates.

- (i) To what extent do Tanzanian MPs make use of (a) argument from example, (b) argument from authority, and (c) argument from cause and effect in budget speeches and debates in Tanzanian parliamentary discourse?
- (ii) Which type of arguments are utilised more frequently between argument from authority, argument from cause and effect, and argument from example in budget speeches and debates in Tanzanian parliament? How can the preferences for certain types of arguments be explained and accounted for in argumentation theory?
- (iii) To what extent do the arguments in Kiswahili budget speeches and debates conform to, or deviate from, the criteria established in argumentation theory? How can these properties be explained and accounted for in argumentation theory?
- (iv) How do Tanzanian MPs present their arguments in budget speeches and debates in parliament?
- (v) How do Tanzanian MPs make moves that accord to audience expectations and preferences in budget speeches and debate in parliament?
- (vi) How is strategic manoeuvring exhibited by Tanzanian MPs in budget speeches and debates in defending topics they consider important to their target audience?

1.6 Methods of investigation

The present study applies the pragma-dialectical approach to analyse Tanzanian parliamentary discourse—more specifically, ABS and related debates. The pragma-dialectical theory gives emphasis to analysing argumentative discourse in actual context. It further provides a tool for reconstructing argumentative discourse (Van Eemeren & Garssen, 2015), which becomes necessary because in argumentative discourse some of the elements remain implicit, as they are understandable from the context. A reconstruction of the discourse brings to bear, for analysis and evaluation, all relevant elements for the resolution of the differences of opinion. The tool is useful in the reconstruction of relevant elements that occur in the discourse in the context of an actual communication and interactional environment (Van Eemeren, 2015a).

Given the fact that the pragma-dialectical theory guides this study, the recommendations provided by the theory were followed for the analysis and evaluation of argumentative discourse. I obtained the corpus of this study from the Tanzanian National Assembly. I retrieved the electronic Hansard records from the parliament's website <http://www.parliament.go.tz/>, which includes all the parliamentary proceedings for ABS and related debates for the year 2011. I also accessed the print Hansard records in the National Assembly library in Dodoma. This was to ascertain whether the electronic version on the Parliament's website is the same as the print records. Before the analysis, I studied the corpus to gain a general impression of what it contains and to have a general understanding of the structure of the speeches and debates.

1.7 Data analysis procedures

The present study analyses two ministerial ABS and debates of the same speeches. The cabinet ministers for two ministries moved motions of annual budget speeches in the Tanzanian parliament during the June 2011 annual budget parliamentary sitting, for MPs to discuss and approve. Before they approve such speeches, MPs scrutinise them to ensure that proposals, plans, policies, and strategies contained in the speeches are feasible. The annual budget speeches analysed in the present study are that of the Ministry of Education and Vocational Training (MoEVT) and the Ministry of Agriculture, Food Security and Cooperatives (MoAFSC).² I chose to analyse the two speeches in order to be able to cover many aspects of the pragma-dialectical theory and provide a detailed analysis of such aspects. The MoEVT and MoAFSC speeches were selected because they are among the speeches that tend to elicit a wealth of debates, both in and outside the parliament. The analysis of these speeches will reveal arguments ministers utilise in speeches and the arguments MPs employ to convince ministers and fellow parliamentarians about their viewpoints.

² The names of the ministries have now changed. However, in this study, I retain the names for the ministries as they appeared in the 2011 Hansard records.

Before choosing the two ABS, I did a meticulous study of the corpus to determine how I would analyse the speeches in the pragma-dialectical approach, the result of which was the choice of the two ABS for actual analysis. In the case of the debates of the chosen ABS, I studied them and selected relevant fragments for analysis, in accordance with the pragma-dialectical analysis procedure. Since Kiswahili³ is exclusively used in the Tanzanian parliamentary proceedings, the Hansard is also in Kiswahili. Because of this, the ABS as well as the fragments extracted from the ABS were translated from Kiswahili into English before analysis to make them accessible to English readership. I later also extracted fragments from the ABS for actual analysis.

The analysis in this study is guided by the pragma-dialectical theory procedure for analysing argumentative discourse (Van Eemeren, 2015a; Van Eemeren, 2010; Van Eemeren & Grootendorst, 2004; Van Eemeren, et al., 2002). I outline the analysis procedure below. According to Van Eemeren (2010), a pragma-dialectical analysis of argumentative discourse amounts to a systematic reconstruction of the discourse, from the theoretical perspective of a critical discussion, which is empirically justified by textual, contextual, inferential and factual information regarding the argumentative discussion or text that is analysed. All elements have to be met for the analysis to be satisfactory and meaningful. This analysis is pragmatic as it views argumentative discourse as an exchange of speech acts occurring in the situation of an actual communicative and interactional environment (Van Eemeren, 2015a). The analysis is also dialectical in regarding an exchange of speech acts as a systematic effort to resolve a difference of opinion on the merits, through a critical discussion. This is represented in the model of critical discussion, which has a heuristic and analytic function in the reconstruction process (Van Eemeren, 2015a). The model indicates the relevant moves discussants have to make in a resolution process. Van Eemeren adds that the model points out the speech acts that are pertinent in the various stages of the resolution process and it provides a conceptual and terminological procedure for the compilation and denotation of such speech acts. Thus, the critical discussion model serves an instrumental role in the analysis of argumentative discourse such as parliamentary speeches and debates.

Notwithstanding the above, argumentative reality displays a divergent picture from the model of critical discussion. As such, in order to make a fuller analysis of the discourse and to be able to offer a sound evaluation, a reconstruction of the discourse is required. According to Van Eemeren (2010; 2015a), the reconstruction of the discourse results in an analytic overview⁴ of all those—and only those—elements that are pertinent to the resolution of a difference of opinion, regardless of whether they are explicitly, implicitly or only indirectly represented in the discourse. Such an analytic overview covers all stages in

³ Kiswahili is solely used in Tanzanian parliamentary proceedings but the Standing Orders also allow the use of English in the parliament.

⁴Van Eemeren, Grootendorst, Jackson and Jacobs (1993) describe the analytic overview as having a great advantage in terms of oversight and discernment, especially in more complex discourse. They add that, the points that are included in an analytic overview are of direct relevance to the evaluation of the argumentative discourse.

the resolution process. The analytic overview comprises identification of types of difference of opinion, unexpressed premise, argument scheme and argumentation structure (Van Eemeren & Grootendorst, 2004; Van Eemeren, 2010; Van Eemeren, 2015a). The present study reconstructed the ABS and the related debates in line with this analytic overview in the analysis.

The reconstruction of the discourse also took into account all the contexts⁵ in which the argumentative moves are made. It also considered logical inferences, pointing to certain presuppositions or implications of what is presented in the discourse; and pragmatic inferences, pointing to certain “implicatures” (as recommended in the pragma-dialectical approach) (Van Eemeren, 2010:17). The pragma-dialectical rules for critical discussion that allow the analysis of performance of speech acts in the various stages of the resolution process were also considered, since they play a crucial role in the resolution process. The protagonist and the antagonist must observe such rules in all stages because they are instrumental in resolving the difference of opinion on merit (Van Eemeren & Grootendorst, 2004). An infringement of any of the rules is a stumbling block towards the resolution of the difference of opinion.

The participants in a discussion not only aim for reasonableness but also making their argumentation effective to end the discussion in their favour. Because of this, the pragma-dialecticians have included methodological insights from rhetoric in their dialectical framework of analysis and evaluation of argumentative discourse (Van Eemeren, 2010; Van Eemeren & Houtlosser, 2002). In order to reconcile the reasonableness and effectiveness, participants in discussion manoeuvre strategically in all the discussion stages. In reconstructing strategic manoeuvring, pragma-dialecticians differentiate between three aspects of manoeuvring: (a) “the topical potential” encompasses selection from alternative topics at a certain stage; (b) adaptation to “audience demand” entails tuning the moves to meet the expectations of the audience in a particular move; and (c) “the presentational devices” involve stylistic phrasing of moves to convey the message (Van Eemeren, 2010). The present study, in the analysis, takes into account the three aspects of strategic manoeuvring MPs engage in the discussion stages.

The analytic overview generated from the reconstruction of the discourse constitutes the basis for its evaluation (Van Eemeren, 2015a). The discourse in a pragma-dialectical evaluation is assessed to identify to what extent the argumentative discussion or text contributes to resolving the difference of opinion (Van Eemeren, 2015a). This is so because argumentative discussion is geared towards reaching a particular form of agreement through the exchange of ideas. Van Eemeren adds that the assessment of the discourse includes, on one hand, checking whether all argumentative moves made in every argumentative stage abide by the rules for critical discussion (according to general soundness criteria

⁵ Van Eemeren (2010:17) classifies the contexts as the linguistic “micro” context, the situational “meso” context, the institutional “macro” context and “the intertextual” context. These are sources of the analyst’s justification for the reconstruction.

relevant to that kind of move), and, on the other hand, checking the specific soundness criteria existing in the communicative activity type⁶ concerned. For the examination of the ABS and related debates in this study, the pragma-dialectical approach is employed for analysing argumentative discourse, a number of facets of which are evident in the analysis in both Chapter 4 and Chapter 5.

1.8 Organisation of the study

This chapter has provided the background to this study, the statement of the problem, the goals and objective of the study. Further, the chapter has stated the motivation for undertaking this research, and the theoretical framework, methods of investigation and data analysis procedures used.

Chapter 2 presents a review of relevant literature on parliamentary discourse. It covers literature on political language, political communication, political culture, history and practice of parliaments. In addition, it reviews Tanzanian political culture and the nature of political discourse in general. It also covers literature on parliamentary discourse, parliament as institutionalised discourse, and parliament discourse and its sub-genres—particularly speeches and debates. The concept of audience in argumentation, audience of parliamentarians, parliament as an argumentative discourse and the concept of strategic manoeuvring are reviewed. Finally, the chapter reviews argument quality in pragma-dialectical theory, argumentation and persuasion.

Chapter 3 explains the pragma-dialectical theory, employed in this study. The chapter presents the emergence and development of the theory. It also describes the key concepts the theory makes use of and how these concepts can be applied to analyse the Tanzanian parliamentary discourse in Kiswahili.

Chapter 4 and Chapter 5 present the analysis of the ABS and the related debates. In these chapters, the arguments ministers and MPs employ as they interact during the debates in the parliament are analysed. The analysis is informed by the procedures proposed in pragma-dialectical theory for analysing and evaluating argumentative discourse.

Chapter 6 presents research findings, based on the research questions and other findings that the study reveals in the analysis of ABS and related debates. This chapter also covers discussion of the contribution of the study and it considers suggestions for further research in the field. It finally draws conclusions from the findings.

⁶Van Eemeren (2010) describes communicative activity types as conventionalized practices whose conventionalization serves, through the implementation of certain “genres” of communicative activity, the institutional needs prevailing in a certain domain of communicative activity

CHAPTER TWO

A SURVEY OF THE LITERATURE ON PARLIAMENTARY DISCOURSE

2.1 Introduction

This chapter presents a review of literature on parliamentary discourse in an attempt to situate the study within the field. In section 2.2, the nature of political discourse is presented, focusing on the way language is used to influence the public. Section 2.3 covers parliamentary discourse, highlighting the way it is a public arena for discussion, deliberation and decision-making, and the way it is governed by rules and norms. In the same section, the manner in which political culture and history influence parliamentary discourse is explained. In section 2.4, the focus is on parliament discourse and its sub-genres, debate and speech, that the study analyses. In section 2.5, the concept of audience is elaborated, in relation to argumentation and to parliament setting. Section 2.6 is devoted to strategic manoeuvring in parliamentary discourse. In section 2.7, the treatment of argument quality and persuasion in the pragma-dialectical theory is outlined. Finally, in section 2.8, a summary of the chapter is provided.

2.2 The nature of political discourse

In political discourse, political actors convey their goal to the public, which is their key audience. At the centre of the interaction in political discourse is the intention of politicians to influence the public on different issues. According to Chilton (2008: 226), political discourse is “the use of language to do the business of politics and includes persuasive rhetoric, the use of implied meanings, the use of euphemisms, the exclusion of references to undesirable realities, and the use of language to rouse political emotions”. The emphasis here is on what political actors do with language as they carry out their activities. Fetzer (2013) argues that political discourse has been classified as:

Institutional discourse, taking place in institutional settings and being thus constrained by particularized contextual requirements, such as selection of discourse topics from the domain of institution, a preference for neutral discursive styles and discourse identities, and a turn-taking system constrained by the requirements of institution as regards possible self-selection and length of turns. Fetzer (2013:1)

For Fetzer, political discourse is determined by the conventions of the institution where it is taking place in terms of both topics selection and the way of conducting discussion. Chilton (2004:201) defines political discourse as “the use of language in a way that humans, being political animals, tend to recognise as political”. The emphasis for him is the use of language that people can identify as political. Chilton’s definition of political discourse resonates with De Landtsheer’s (1998:2) view that political discourse is “political language.” Despite these definitions showing that there are various views about

political discourse, they also indicate that the views have one thing in common in that they regard political discourse as the use of language that relates to politics.

In political discourse, politicians use language to influence the public about various issues taking place. The arguments advanced in different political discourses are aimed at changing the audience's opinions. Since political discourse is directed at the audience (Fetzer 2002), it is persuasive in nature in the sense that those who interact in political discourse use language to influence the audience to have a certain viewpoint. The speeches politicians deliver during campaigns, the political debates, the discussion of policies, and the negotiation that politicians get involved in are generally characterised by persuasion. As Reisigl (2008a) remarks, the key aim of political actors doing politics are to assert themselves against opponents, to gain followers, and to persuade addressees to accept an advocated political opinion. This is reflected in political discourse because political actors aim to be sure that their views reach the public and achieve the intended purpose. Ilie (2009a:35; 2010d:885) concurs with Reisigl that political discourse is driven by the challenge and wish to argue so as to influence "people's minds", to motivate people to act and, on occasion, to "manipulate" people. Influencing people is paramount in political discourse since through political discourse political actors shape the public views.

The fact that political discourse is directed at the public make it function as communication that political actors wish the public to be informed of. Such communication is conveyed through media such as newspapers, television and radio, parliamentary debate, mass meetings, party meetings, publications for elections and political pamphlets (De Landtsheer 1998; Cap & Okulska 2013). Cap and Okulska (2013:7) add that this communication operates within the highly-diversified spheres of government and non-government social institutions as well as "grassroots" initiatives (including business, NGO's, educational organisations, work places, extra parliamentary campaigns, and social movements). The intended target for this communication is the public and, occasionally, an international audience. An interesting aspect of political communication is that it tends to draw the attention of many people. This is because the topics discussed in political discourse are crucial to people's real life in terms of economic policies, health policies, education, legislation and security issues—topics that are all likely to impact people's lives in many ways.

The way politicians communicate through political discourse reflects their perspectives on the issues under discussion. In this communication, politicians tend to favour certain ideas that they consider of paramount importance to the audience and they undermine any perspectives that are incompatible with their opinions. This situation creates groups in politics that subscribe to different perspectives. Consequently, political discourse sometimes becomes adversarial.

The adversaries seen in political interaction display a struggle for power and access to resources (Van Dijk, 2010; Ilie, 2003; Van Dijk, 2008; Zarefsky, 2008), with those who have power and access to resources wanting to retain their position as they cannot afford to lose such a "precious prize" (Msekwa,

2000:76). Those who have no power and access to resources strive to gain access to it. Van Dijk (2010:41) specifies that the competition for power and control of resources relates to “material and symbolic power and symbolic power such as feeling of moral superiority and actual power such as government over opposition”. Chilton (2004) concurs with Van Dijk about political interaction as a struggle for power between those who seek to assert and maintain their power and those who seek to refuse opponents’ access to power and resources. Further, he views politics as cooperation, being the practices and institutions available in a society for resolving clashes of interest over money, influence, and liberty. Cooperation is achieved through negotiation and discussion that lead to some form of consensus. However, this may not always be the case. According to Cap and Okulska (2013), the presence of political goals always forces individuals or groups to assume both cooperative and competing positions in social interaction, thus upholding or contesting the existing power difference. This is typical in the Tanzanian parliament where the ruling party’s MPs compete with opposition MPs. This often results into conflictual debates in parliament between the two groups—the “in-group” and the “out-group” (Van Dijk, 2010:34). The MPs in the ruling party (in-group) always support the government’s proposals whereas opposition MPs (out-group) oppose at all costs the government’s proposals.

The language used in political discourse reflects the politicians’ contest for power. In their interaction, politicians make linguistic choices (Chilton & Schaffner, 2002; Chilton, 2004) that signal their political orientations. However, Chilton (2004:32) points out that there are often “glib promises” that cannot be kept in political communication. He identifies two ways in which glib promises might work. One is based on the believability of the speaker’s intentions to perform a certain action. This happens when the utterer gauges that the hearer believes the speaker is able to perform such actions. The second is based on false commitment of the utterer to perform certain actions that he does not “believe or believes it on insufficient evidence”. What is important in both cases, from the political perspective, is whether the speaker has credibility (Fetzer, 2002; Moir, 2013). Whether a speaker is believed or has credibility is probably the result of other factors.

The language politicians use in political discourse also reflects their goals on the intended audience. The politicians in their interaction make linguistic and non-linguistic choices that show their political orientation and the goals that they want to achieve. The linguistic choices involve the kinds of arguments they put forward to support or oppose certain issues, as well as the choice of words and statements to promote their viewpoints. Politicians also make non-linguistic choices that include aggressive and impolite behaviour (Bayley, 2004). These practices may be brought to light when political discourse is subjected to a linguistic analysis. For instance, analysis of arguments ministers and MPs employ in their interaction in parliamentary debate may expose underlying issues that reveal what they want to convey to their voters subliminally.

The way politicians make use of language in political discourse shows the relation that exists between politics and language. In fact, politics flourishes because of language. Some scholars view politics to be connected to language. For instance, Van Der Valk (2003:314) points out that politics and language are “closely intertwined” since talk is the central business of politics. This is reflected in its businesses of seeking consensus, debating bills, campaigning, opposing/supporting policies, negotiating and mediating conflicts. In political discourse, language is not only used to facilitate communication but also to convince and influence people to take a certain stand on a particular issue. Van Dijk (2006:360) opines that language in politics is “largely aimed at manipulating voters by making them act in the interest of the manipulators [politicians], and against the best interests of the manipulated [voters]”. The manipulative use of language in politics is also emphasised by Wilson (1990:16), who states that “politicians manipulate language for their own ends, but the manipulations are frequently not different from those applied in everyday interaction”. Although, Wilson’s view is slightly different from Van Dijk’s, he still emphasises that the “stakes and consequence of any manipulation” are much higher in the “political game.” More often, politicians use language to present ideas to the public that they themselves believe and they want the public to accept such ideas. As Holly (1989) correctly states, political actors know how to use language for their own advantage and in a way that make their ideas acceptable to the public.

In political discourse, politicians use language to communicate their views to the public. Such views are mainly for the politician’s interest but they are presented in way that they appear pertinent for the public. As Neague (2013) remarks, political actors aim to represent in the audience’s mind a reality the politicians deem important to the public. This reality may involve different issues, such as a policy issue, a new levy or new legislation. As Wilson (1990) stresses, political language is designed to achieve specific political goals, including making the audience believe in certain things. Politicians often try to create a common understanding between a speaker and the audience (Chilton, 2004; Reyes, 2011).

Chilton (2004:199) adds that “at the centre of politics is the attempt to get others to share a common view about what is useful-harmful, good-evil, just-unjust”. This sharing frequently comes from one direction, namely from politicians to the public. This is what Van Eemeren (2010:3) refers to as a “a one-way traffic of leaders talking down to their electorate and potential voters, and only when elections are close do politicians adjust their campaigns, sometimes in a blatantly opportunistic way, to the opinions of their voters”. However, the adjustment does not change the main goals of politicians but it is simply a way of trying to get the support of the voters in order to be re-elected. The budget debates this study analyses may reveal how MPs in Tanzania adjust their views in parliament to create a particular understanding amongst the audience, particularly through strategic manoeuvring, especially on the topical potential and adaption to the audience demand aspects. .

At the centre of political discourse is the goal of the politicians, who are the key players. These goals are more often than not veiled. It is only through analysis of political discourse that some of such goals may be understood. This use of language leads Holly (1989) to conclude that the way of expressing meaning in political language is obscured and the speaker's intentions are covert. He offers three reasons for this: (i) meaning components, which are not recognized as intended, may elude rational control more easily and have more effects; (ii) politicians use language in such a manner as to produce a kind of rhetorical overkill; and (iii) the main pattern of political language, namely propaganda, suggests inconspicuous handling intentions. Whatever the intent, language clearly plays a pivotal role in facilitating the day-to-day business of politics as political activities cannot exist without it (Chilton & Schaffner, 2002; Chilton, 2004).

2.3 Parliamentary discourse

Parliamentary discourse is categorised as a sub-genre of politic discourse (Ilie, 2009b). This is due to the activities that take place in parliamentary discourse. Essentially, parliaments across the world have the following functions: to discuss and approve government bills, proposals, economic plans, and ratifications of agreements. Parliamentary discourse provides an opportunity for open deliberation and dissent, for discussing opposite points of view and for jointly reaching compromise solutions through interaction between political adversaries (Ilie, 2010b). Decisions in parliamentary discourse are reached after hearing opposing views from either side, such decisions being based either on consensus or on the views of the majority, as determined by vote.

Ilie (2006:189) defines parliamentary discourse as “a discourse in which institutional face work, political meaning negotiation, and power management are articulated and publicly displayed”. The politicians in parliamentary discourse involve themselves in negotiation on various issues as part of their duties, but this negotiation also reveals power contest among them. Ilie (2009b:61) further points out that parliamentary discourse consists of “a norm-regulated interaction among politically elected representatives for deliberation and decision-making purposes in specific institutional settings and which displays a number of particular communication patterns”.

One of the purposes of parliamentary discourse is deliberation and decision-making on behalf of the public. However, party interests and struggle for access to power sometimes mar the decision-making in parliamentary discourse. It is often constrained in what can be achieved for, as Charaudeau 2005 (cited in Ilie, 2010b) points out, parliamentary discourse as a genre is regulated by certain norms and regulations.

As Ilie (2003:74) succinctly puts it, “A priori it is the task of the opposition to criticise the government and its representatives, who, in their turn, are expected to oppose resistance and to counterattack the opposition.” This view is supported by Bull and Fetzer (2010), who argue that a politician in government may focus on defending, justifying or extolling the government achievements, while a

politician in opposition may be more determined to downplay the records of the government. The adversarial nature of political discourse is clearly visible in the arguments MPs advance either in support or against the issue under discussion. MPs advance arguments to convince the adversary. It is also to convince majority MPs so that if votes determine the decision, it should meet the required number of votes.

Deliberations amongst government MPs, on the one party, and opposition MPs, on the other party, fuel adversarial discussion in parliamentary discourse. However, Bayley (2004) doubts whether language and argument can successfully persuade MPs to switch their votes from one side to the other. Ilie (2010b:70) shares the view that the MPs “cannot hope to persuade political opponents of the justification of the ideas and beliefs.” What MPs do is do challenge political rivals and increase their own public support.

Since parliamentary discourse is a form of public communication, MPs put the public at the centre of their speeches because their electorates are part of the public that need to see the works of their representatives. MPs also target the public for political gain—in popularity and fame and, consequently, increased numbers of supporters. Thus MPs involve in persuasive and manipulative practices so as to enhance their public image by influencing popular opinion amongst their audience, both inside and outside parliament (Ilie, 2010d). Persuasion enables MPs to increase their personal profile and increase their chances of being re-elected in the next general election. Archakis and Tsakona (2010) show that persuasion is the most important goal MPs have to attain. In parliament, MPs negotiate and justify their political positions and policies, as well as evaluate, attack and delegitimise those of opponents.

Interaction in parliamentary discourse is marked by a struggle for power where one defends already acquired “position of power” or attacks and tries to “conquer position of power” in contrast to “revolt against those holding official power” (Ilie, 2003:72). This too is reflected in the argument that MPs advance in parliamentary discourse. The ruling party MPs advance argument that assert their power position by highlighting positive actions of the government, whereas the opposition MPs present arguments that diminish the achievements of those in power by discrediting the actions of the government. In this situation, the public is made to play the role of the judge of the arguments that are presented, “indirectly through the media” (Bayley, 2004:9), and make decisions when the time for general elections comes.

Parliaments perform their activities in accordance with the rules and norms that govern them (Chilton, 2004; Bayley, 2004; Ilie, 2010a; Van Dijk, 2010), and MPs are supposed to observe these during deliberation and discussion. It is important to note, however, that rules and procedures vary from one parliament to another (Van Dijk, 2010), as parliaments also differ on how they execute their activities. In general, the norms and regulations for parliamentary discourse are stipulated in the Standing Orders. They include how every activity should be conducted and the procedures for decision making, as well

as how MPs are supposed to interact in the parliament in terms of language and other communicative practices. The rules and norms determine linguistic choices in the interaction and communication in parliaments but also constrain other linguistic and non-linguistic behaviours. These include aggressive behaviour, politeness, ridicule, humour and irony (Bayley, 2004). The Speaker/President enforces the parliamentary rules and norms and other defined conducts. Interestingly, there are times when MPs breach such rules and norms to achieve certain political goals (Bayley, 2004; Ilie, 2010b; Ilie, 2013), such as discrediting political opponents and undermining some political ideologies of political adversary.

Some of the studies that have been conducted indicate that MPs often violate the parliamentary rules and norms for various motives. However, in many parliaments infringement of such rules and norms is not acceptable. For instances, Ilie (2013) reports violation of parliamentary rules and norms in British and Swedish parliaments. Her study examined the ways the rules and practices of parliamentary interactions were being infringed in mixed gender-encounters. The study focused on the discursive and interpersonal functions of addressing strategies that female and male MPs use in the two parliaments. Ilie applies an interdisciplinary approach, originating in discourse analysis, gender studies and social psychology, to analyse British Question Time and the Swedish Interpellation. The rule that MPs violate in the two parliaments is the form of address, which is supposed to display some form of indirectness, reciprocity and consistency, but it is breached in both parliaments across gender. These findings also show the role of political culture (see section 2.3.1) in shaping the practices of parliaments. The British political culture allows open confrontation between adversaries in parliament while the Swedish political culture does not.

Plug (2010a) shows violation of parliamentary rules in the Dutch and the European parliaments. Her study focused on personal attacks and the extent to which MPs and Members of European parliament (MEPs) strive to prevent criticism from personal attacks. Applying Extended pragma-dialectical theory to analyse debates from the two parliaments, Plug shows that MPs and MEPs infringe the parliamentary rules and norms in both parliaments through employment of various techniques to attack opponents. The study shows that parliamentarians use mitigation strategies or find a way of breaching parliamentary rules and regulations in a manner that remains unnoticed. Plug and Ilie's findings are in line with Bayley's (2004) observation about violation of parliamentary rules and norms. Bayley, in his examination of the British House of Commons and the Italian parliaments, notices that MPs in both parliaments violate parliamentary rules and norms to reiterate a concept and to hold the floor. As this is a relevant aspect of parliamentary discourse, the present study examines MPs' strategic manoeuvring in budget speeches and debate, bearing in mind that parliamentary rules and norms may restrict MPs' strategic manoeuvring in parliament.

2.3.1 Political culture, history and the practice of parliament

Political culture and history influence and shape parliamentary discourse. Chilton and Schaffner (2002:8) confirm that “culture is closely bound up in the practice of politics in a particular society”. This influence may manifest itself in many ways, ranging from linguistic to non-verbal practices. The way MPs make decisions in parliament also can be attributed to the political culture and history of a country, as reflected in the way some parliaments accept confrontations while others do not—some parliaments tend to be adversarial and confrontational in their parliamentary discourse, whilst others are less confrontational and more consensual. For instance, Feldman (1998:54) (citing Feldman (1997)) reports that the Japanese political culture strives for “consensus decisions and preservations of harmony”. This influences the discussion in the Diet (The Japanese parliament), where direct confrontation tends to be avoided and, even where there are opposing views, consensus is sought. This is different from the British political culture that accepts open confrontation between adversaries in parliament (Ilie, 2013). In addition to the extent of adversarial practices, linguistic features—such as interruptions, humour, irony, and forms of address—are greatly shaped by political culture and history. This accounts for the tendency of parliamentary discourse and practice to vary from one country to another, although it is evident that parliaments also share certain features.

Bayley (2004) provides a clear picture of the way political culture and history shape the practice of parliament in a given country. He indicates that for many years in Britain two dominant parties interchanged in government and opposition. The two-party system resulted in a political mainstream and it excluded other parties at ‘the political extremes’. Although one can imagine that this kind of political dominion would result in low levels of conflict, the House of Commons is characterised by an adversarial politics where the onus is on the opposition to oppose (Bayley, 2004). This is due to the rules and regulations of the House which allow the government to set the agenda, practically excluding the opposition from presenting its own legislative proposals.

The Italian political scenario presented by Bayley (2004) is also a good example of the way political culture and history shape parliamentary practice. Italy was characterised by a multiparty system from 1948 up to the beginning of the 1990’s, and by the hegemony of one governing party supported by a group of allies, with Partito Comunista Italiano party being the largest opposition. It would be possible to imagine this as a potentially highly conflictual system, and to some extent, it was (Bayley, 2004). However, the Italian political culture was, and remains, primarily “consociationalist”, in which power tends to be shared. Bayley (2004) indicates that the governments do not have full mandate over the parliamentary agenda, because any MP can present bills and amendments, with the possibility that such presentations may be motivated through popular petitions. Moreover, the governments cannot rely on the loyalty of the majority alliance in divisions. Finally, parliamentary committees have wide legislative powers and are not necessarily dominated by the governing majority (Bayley, 2004).

Ilie (2004) examined the implications and consequences of traditionally established norms and values of culturally-bound institutional constraints that underlie unparliamentary rhetorical manifestations. The study compared distinctive features and functions of the British and Swedish MPs' unparliamentary language and behaviour. The study shows that the two parliaments share institutional features such as procedural rules, patterns of leadership and decision-making routines. However, both parliaments show a number of institutional and cultural-specific differences. One difference is that British debates display a stronger political polarisation, whereby the adversarial relations between opposite political camps are constantly intensively reinforced, while Swedish parliamentary debates exhibit a stronger rhetorical polarisation, whereby serious and reasoning talk is traditionally kept apart from "playful and entertaining talk". Ilie also observes instances of double or multiple insults—insults with a double or multiple targets—in both parliaments. In both parliaments, MPs do not only defend themselves and offend their political adversaries; they also defend their respective party's ideologies and policies. Unlike the British counterparts, Swedish MPs tend to focus their insults more on ideology-related than on personality-related differences and incompatibilities.

Bayley's (2004) and Ilie's (2004) findings are similar to Bevitori's (2004) observations about British and Italian interruptions in parliament. She shows that in the British parliament interruptions are approved under certain circumstances, while in the Italian parliament interruptions are not authorised though they frequently occur. Another difference noted is that parliamentary discourse in Britain is rule-bound and more distancing strategies are adopted, whereas in Italy there are no predetermined terms of address and to interrupt signals a "less personal" addressing practice, shifting from a two-party discourse towards a multi-party discourse (Bevitori, 2004). These studies demonstrate that political culture influences the way debates are conducted in parliaments, and may also determine the nature of the arguments that MPs exchange in the discussions.

Political culture and history play a big role in political practice in Tanzania, like in many other countries. Tanzania has been under a one-party system between 1961 and 1992, when a multiparty system was introduced. Under the one-party system, there was little political rivalry in the practice of politics, possibly because there was not much diversity of views on many issues. This was also reflected in parliament, where adversarial discussions were not common. Even when there were opposing views among MPs, the ruling party had internal disciplinary mechanism to deal with such MPs (Killian, 2004). During the period of the one-party system, the ruling party had authority over activities of many political institutions in the country. As Mallya (2004:113) describes it, "between 1965 and 1992, the party was very powerful and controlled almost all political activities [including that of the parliament] in the country." As such, there was no clear separation between parliament and the government. In the parliament, there was barely any dissent on government's proposals and bills. Consequently, government's proposals and bills presented in parliament did not face much opposition. The parliament was considered as a "rubber-stamp" of government's proposals and bills (Mukandala, 2004:2).

The adoption of a multiparty system in 1992 marked a change of political culture in Tanzania, which was reflected in the practice of politics both outside and inside the parliament. In the first multiparty parliament in 1995, diverse views become common because of the presence of opposition in the House. Although, as Liviga (2004) aptly asserts, even with multiparty, the government still has influence on the deliberations, discussions and decisions in the parliament since it has the majority of MPs, who usually support the government. Nevertheless, the introduction of a multiparty system has not only changed the political culture and the hegemony of one party but also the practice of parliament. Because of such changes, the parliament has become somewhat more adversarial than before. Hence, there is more scrutiny of government's proposals and bills in the parliament.

The adoption of a multiparty system propelled the government to act differently, especially in the preparation of its proposals and bills to be presented in the parliament. The government was forced to change for fear of an adverse effect on the ruling party's likelihood of re-election in the general election (Killian 2004). In response to a change in the political culture that poses a risk of losing power, the ruling party has to devise new strategies to preserve its power.

Msekwa (2000:75) identifies two "natural principles" that he thinks help the ruling party to maintain its power in Tanzania. One is for the ministers to restrain from submitting "ghastly or ant-people's" proposals for approval in the parliament. To achieve this, government proposals are fastidiously prepared, leaving no opportunity for challenges from MPs. The second principle is that, since Tanzania follows the parliamentary system, the winning party forms the government. Hence, the ruling party has the majority MPs in the parliament. As such, since MPs vote along party lines whenever the discussion of proposals are concluded by voting, it becomes difficult for MPs to reject the proposals government submits for approval in parliament. Currently, opposition MPs in the Tanzanian parliament oppose every proposal the government submits in the parliament. This makes the discussion in parliament highly conflictual and there is hardly any consensus in many of the issues except the ones that touch on all parliamentarians' benefits.

In the light of the demonstrated importance of political culture in the construction of parliamentary discourse, this study analyses arguments that manifest as MPs deliberate, discuss and decide on the annual budget speeches (ABS) in the Tanzanian parliament.

2. 4 Parliament: Parliamentary debate and speech

A parliament is an important political institution that plays a crucial role in a country's decision-making. This institution is responsible for discussing' deliberating, and deciding on proposals the government submits in parliament. MPs, as people's representatives, discuss and deliberate on different proposals presented in parliament on behalf of their electorates. The government is supposed to translate into actions the decisions made in parliament for the benefits of the populace. As such, parliaments make

decisions that impact every citizen's life in many ways. The decisions range from those related to new legislation, to development policies, to economic plans, and to new levies.

The term parliament is normally used as a generic denotation for a legislative assembly in certain countries—it is a governmental deliberative body made up of representatives of a nation or people with the authority to adopt laws (Ilie, 2010a). A parliament is a political institution where parliamentarians speak on behalf of the electorates that they represent in parliament on issues that concern the populace (Fenton-Smith, 2008). It is the place where people's representatives are supposed to discuss pertinent matters of their country (Steiner, Bachtiger, Spordli, & Steenbergen, 2004). The parliament is required to supervise the executive by scrutinising its proposals and expenditures. As representatives of the populace, parliamentarians have authority to scrutinise and deliberate on serious matters pertaining to a nation or nations.

Despite sharing the same basic roles, parliaments differ from one country to another. This is partly the case because different factors, such as the institutional-political, social-cultural, and political-cultural dynamics, determine the performance of parliaments (Bayley, 2004). Parliaments vary in terms of the following key issues: (i) their institutional framework, (ii) the balance of power between legislative and branches of executive government, (iii) their role in policymaking, (iv) their system of representation, and (v) their political culture (Bayley, 2004).

Depending on the above keys factor, some parliaments are strong and others are weak as a consequence of the setting they operate in. However, in contrast to the above, Ilie (2010b) identifies the following points as determinants of difference: (a) the degree in which the parliament has a formal constitution and the extent to which the constitution describes the day-to-day working of the government, (b) the number of parties within the system and the dynamics between the parties, (c) the relation between central government and local government, and (d) the voting systems. What is important with these keys areas, regardless of the variation, is that they influence the nature of interaction, affecting the way MPs make deliberations and decisions in various parliaments. In addition, the identified factors have a bearing on the language MPs use in parliaments and the nature and levels of confrontation that is likely to occur in different parliaments.

The activities of parliament, as a genre of political discourse, usually are aimed at achieving certain institutional goals. Fairclough (1995:14) defines genre as a “socially ratified way of using language in connection with a particular type of social activity.” Bhatia (2004) gives the meaning of genre as:

...language use in a conventionalized communicative setting in order to give expression to a specific set of communicative goals of a disciplinary or social institution, which give

rise to stable structural forms by imposing constraints on the use of lexicogrammatical as well as discursive resources. (Bhatia, 2004:23)

The above definitions underscore that genre involves the use of language that is accepted for certain activity in a particular social setting. Bhatia (2004) adds that this use of language results in recognisable structural forms that impose restrictions on the users in the genre. Because of the structure, norms and procedures that apply, parliament discourse displays several sub-genres

The following are the common sub-genres of the Westminster system of parliaments (in Commonwealth countries): (i) ministerial statements, (ii) speeches, (iii) interpellations, (iv) oral/written questions and question time, and (v) debates (Ilie, 2006; Ilie, 2010a). However, Bruteig (2010) sees parliamentary sessions as constituting a one-genre system—namely, that speeches and interpellations and other parliamentary sub-genres create a genre-set interacting to achieve an overarching function within an activity system. This view differs from Ilie's, who argues that parliamentary discourse is a single genre with sub-genres. Nevertheless, genres can change over time due to a variety of factors of organizational, political, and cultural origin. As such, it is possible for new subgenres to be introduced into the genre. Since the present study analyses speeches and debates, I will confine my review to those two sub-genres in the following two sub-sections.

2.4.1 Parliamentary debate

The studies on parliamentary discourse have focused on different subgenres. Some of the subgenres, such as parliamentary debates, have received much more attention than others. This is because this sub-genre displays most of the parliamentary confrontations and so it attracts several studies (Ilie 2006). The sub-genre of debate is the most visible of all the sub-genres of parliamentary discourse, because it provides room for MPs to give their viewpoints on the various proposals. In parliamentary debate, the opposition that exists between MPs becomes visible as they examine the various proposals and deliberate before coming to a resolution. Sometimes parliamentary debates become competitive as MPs articulate diverse viewpoints (Rojo, 2000).

According to Ilie (2006), a parliamentary debate is a formal discussion, on a particular topic, that is strictly controlled by institutional rules presided over by the Speaker/President of the House. The institutional rules that govern parliament determine the manner parliamentary debates are conducted. For Freeley and Steinberg (2009:22-23), "parliamentary debate is conducted under the rules of parliamentary procedures with the purpose of passage, amendment, or defeat of motions and resolutions that come before a parliamentary assembly." MPs in parliamentary debates are supposed to reach a decision after hearing and examining different views on a proposal or bill presented to them. Ideally, MPs are expected to engage in critical discussion of the proposals and the bills before they make

decisions. However, many times MPs “disregard the quality of argument” (Fairclough and Fairclough, 2013), particularly when voting to determine the final decision.

Parliamentary conduct and procedures of debates vary from one country to another depending on the rules and norms of a particular parliament. For instance, the Tanzanian parliamentary rules and procedures for debating are stipulated in the Standing Order (Section 5), in which procedures for debating motions in the parliament and how decisions should be attained are laid down (Bunge la Tanzania, 2013). Despite the variety, Freeley and Steinberg (2009:356-357) identify some common aspects of the nature and purpose for all well-conceived rules of parliaments. These include : (i) that parliamentary debate provides for the orderly and efficient conduct of business, and does so by considering one matter at a time and by disposing of each matter before going to another; (ii) that parliamentary debate assures decisions, which it does by requiring that every motion is dealt with so that once it has been introduced, it must be passed, defeated or postponed; (iii) that parliamentary debate protects the rights of the majority in so far as the decisions of a sufficient number of members must prevail; (iv) that parliamentary debate protects the rights of the minority and that the minority are given a right to give their views on any important matters; (v) that parliamentary debate is impartial, the rules of procedures apply equally to all members and each member has equal rights to be heard and has equal voting power. Despite the presence of this common nature and purpose of rules of parliament, there are times MPs violate the procedures for different reasons. Several studies have been conducted on parliamentary debates, focusing on different topical issues discussed in various parliaments. In what follows, I review some of such studies.

Ilie (2010d) applies a combination of approaches (pragma-semantic approach, political discourse analysis and social cognitive to context) to analyse forms of address in the UK and Swedish parliaments, focusing on the MPs’ use and abuse of particular addressing and referring strategies to undermine political rivals and challenge certain institutional roles and hierarchical authority. Ilie (2010d:886) argues that, in the parliamentary setting, the form of addressing relies on what she calls: “in-group/out-group positioning, institutional hierarchical status, interpersonal relations and political goals.” In the parliamentary setting norms and conventions for choosing forms of address are restricted, with MPs tending to change the forms of address depending on whom they are addressing. The forms of address an MP selects reveal information about the speaker’s position, attitude and relation to particular addressee(s) and audiences. The analysis shows that forms of address and reference serve to facilitate different acts, such as to attract the addressee /audience’s attention, to indicate the targeted MP’s status, to make institutional relation between speaking and addressed MPs and to target multiple audiences. In both parliaments, the U.K. and the Swedish, MPs address each other by means of a relatively restricted and well-defined range of parliamentary forms of address.

Ilie (2010d) identifies four main types of forms of address: gender-specific titles, gender-neutral titles, institutional titles and personal names. In each of the two parliaments, there are default uses of certain forms of address, which are institutionally rule-bound. In the case of the U.K. parliament, the default form of address among MPs is the third person, except for the Speaker, and it is used regularly. MPs use the second person form to address the Speaker whereas the Speaker normally uses the third person to address MPs. For the Swedish parliament, the default form of address is the mandatory Speaker-targeted address at the beginning of each MPs' speech. The Swedish MPs may opt between the third person and the second person address. The forms of address in the U.K. and the Swedish Riksdag offer insights into the dynamics of institutional and social-cultural addressing strategies MPs apply in order to comply with, challenge and/or even to violate institutional rules and practices, to mark amicable/adversarial interpersonal relationships, to show difference, to protest hierarchically attributed institutional roles, and to threaten and undermine the authority of political adversaries. Despite parliaments having default forms of address, MPs use them strategically to discredit opponents.

Vukovik (2012) explores the use of subject pronouns and the person of the verb in the Montenegro parliament, focusing on the speeches MPs present about the budget and the comments on the same speeches in debate. Vukovik (2012) argues that person deixis encodes the points of views from which the speaker addresses his/her audience. This may be the perspective of an individual, a member of a group or member of a greater whole. She further adds that, in political discourse, the message a politician wants to send determines the choice of person used in the address. The person deixis that MPs choose to use associates them with certain groups and distances them from other groups. MPs achieve different positions using personal pronouns. For instance, when taking credit for an achievement, a politician will employ the *I*-perspective although politicians incline to avoid "I" pronoun as it shows "egotism and individualism" (Vukovik, 2012:187). As such, politicians (including MPs) prefer to use *we*-perspective with several possible referents: "I and a group", "I and the whole country", and "I and the rest of humanity". The use of "*we*" relates the speaker with his/her audience, suggesting that what is said is common and indisputable. Also, "*we*" gives the speaker considerable power as he/she speaks on behalf of other people. This is different from the use of the *I*-perspective, which shows that the speaker is alone, while the *We*-perspective positions the politicians in the collective and he/she can share the responsibility with the group.

Vukovik, utilising discourse analysis and political discourse analysis, reports that Montenegrin use more of the first perspective (*we*) in pre-prepared speeches and use it less in comments. A politician speaking in this manner includes the electorate and sends the message that they all belong to the same group. In exchange of comments, politicians use more of the *I*- and *you*-perspective, asserting their positions and drawing attention to the addressee. Vukovik (2012) further reports that the use of the subject pronoun *we* in Montenegrin parliamentary discourse has an exclusive meaning (the reference of the pronoun is commonly a political party), whereas for the first-person plural verbs, where the subject

was omitted, the reference of the implied subject was inclusive. Vulovik (2012) opines that MPs use subject pronouns when they need to highlight merits and credits of the party. The study also shows that, instead of an implied third-person subject, the Montenegrin MPs preferred to name the third parties directly so that the blame should be directed to the addressee unequivocally. The use of person deixis by MPs has a persuasive goal, demonstrated in their choice of certain pronouns in one context and a different one in another. Despite the stated intention to examine the two modes (MPs' speech and comments) in relation to choice of persuasive strategies, the study does not show clearly how the choice of certain person is persuasive to the addressee. However, the study does provide insights on MPs efforts to persuade the audience.

Lorda (2010) analyses debates on bills against domestic violence in French and Spanish parliaments. She uses a descriptive and communicative theory framework and discourse analysis to examine specific linguistic strategies that are preferred in each of the two parliaments. The study analyses several linguistic, enunciativational, pragmatic and argumentative features to understand how different strategies displayed in the debates shape the varying positions on the topic. Lorda identifies two kinds of arguments that can be distinguished in these debates: argument based on value, and the pragmatic argument. The former relates to the principles of gender equality and the dignity of the person, while the latter corresponds to the discussion on the cause and decision to be taken. From these perspectives, she distinguishes two stages in the debates. First, MPs diagnose the problem by condemning domestic violence and analysing its cause. Secondly, there is more argumentative interaction when MPs criticise some aspects of the proposed laws and action to be taken by the parties or the government and, especially, when delve into the means for fighting against domestic violence.

The study shows that MPs express favourable opinions about the bill under discussion and they reach agreement. They comment on several areas of the bill and try to account for the social problem they intend to solve. MPs represent the more or less official position of their parties and they represent their electorates. The study shows that most of the French MPs express their personal positions in the first-person singular, while they use the first-person plural to refer to the whole House. On the contrary, all Spanish MPs, except the Minister, speak on behalf of their parties and they use the first person singular restrictively.

Concerning the consensual character of the law against domestic violence, the pragmatic features show plenty of speech acts of thanking and congratulating, while also expressing positive attitude about the law as whole and some of its provisions. MPs in both parliaments express satisfaction with the collective work the two parliaments have done. In both parliaments, domestic violence and its consequences are obviously targeted, as the words used to describe the phenomena and the perpetrators are highly derogatory. The analysis indicates that the argumentative part of the debates relates to what has been done and what needs to be done. Criticism and disagreement among MPs are clearly made in the

debates. The arguments advanced are issues-focused and they stress accurate application of the law and further improvement in the future.

In contrast to the identified similarities, the findings show difference between the French and Spanish bills in tackling the issue of domestic violence. In France, the Minister for Justice initiated the proposal, which is why the MPs commented at length on different sections of the bill and deliberated on the appropriateness of the provisions for implementing the proposed measures against domestic violence. In Spain, the Minister for Labour and Social Affairs initiated the bill. So, in the Spanish parliament, MPs and the Minister emphasised social aspects of the bill. Another difference was on expressions of value pertaining to the initiative in the two parliaments. In the French parliament, MPs refer to the republican tradition of human rights and ask for equality in line with this tradition. Conversely, in Spain MPs emphasise the struggle for equal rights, and the power of democracy to create a just and happy life for the citizens. The analysis shows a high consensus and less confrontation in debates.

Lorda's (2010) study reports one of the few occasions where the majority of MPs share the same views on an issue. Although the study covers argumentative aspects of the debates in the two parliaments, it is limited in scope as it covers only argument from authority. In contrast to this limited aspect of the analysis, the present study analyses the extent to which MPs in the Tanzanian parliament utilise argument from authority, argument from cause and effect and argument from example in ABS and related debates.

2.4.2 Parliamentary speech

Parliamentary speeches are part of the activities of parliaments. Their delivery in parliamentary varies, depending on the rules of procedure of a particular parliament. MPs and ministers deliver most of the parliamentary speeches, and, on a few occasions, heads of states. Parliamentary speeches, by default, are addressed to the Speaker/President of the House who acts as moderator/chairperson.

Parliamentary speeches are traditional forms of political discourse that serve different functions (Ilie, 2006; Ilie, 2010b). Such functions include highlighting the state of a nation, presenting a certain proposal, defending a new policy, and to present annual budget speeches. According to Reisigl (2008b:252), "parliamentary speeches aim to (de)legitimise a specific policy, to positively present one's own political position." However, it is difficult to generalise the aims and functions of parliamentary speeches because of the variety of rules and norms.

Van Dijk (2005) claims that, as a genre of political discourse, parliamentary debates are local realisation of the global acts of legislation, governing, and control of government. The debates comprise speeches of MPs and members of government legitimizing government decisions and policies, supporting the government, and engaging in opposition. He further argues that one important aspect of parliamentary debate is context, with the consequence that most of the unique properties of this genre are contextual.

His concern is, therefore: identification of who is speaking and who is listening, their roles, the actions they engage in and their intentions (Van Dijk, 2005:68).

Generally, an MP who has moved or proposed a motion gives reasons for the parliament to adopt the motion (Ilie, 2000). In some of the parliaments, MPs debate these speeches before they decide. Ilie (2006) concurs with Reisigl (2008b) that parliamentary speeches are supposed to display facts or events, self-presentation and other-presentation. Self-presentation provides information about the speaker's own opinions and experience, as well as that of the speaker's party, while other-presentation gives equivalent information about other political parties and other MPs (Ilie, 2006; Ilie, 2010b). In the following part, I provide a review of the studies on parliamentary speeches.

A study on parliamentary speeches was carried out by Antelmi and Santulli (2010) in relation to the inauguration of a new government in the Italian parliament. The Prime Minister, Silvio Berlusconi, and Romano Prodi presented the two speeches. The two leaders represent opposite party coalitions. Antelmi and Santulli employ a critical discourse analysis approach to examine discourse strategies and the linguistic features in the speeches. The analysis reveals significance differences and obvious similarities in the two leaders' discursive approaches. Berlusconi and Prodi present themselves as leaders for all citizens. Berlusconi tended to project his personality and covertly introduced the idea that all the Italians would support the change that the right-wing coalition advocated. Prodi emphasised his institutional role, indicating that he will work for the entire country. As such, Berlusconi selected a monologue approach, comprised of definite statements, while Prodi chose a more dialogic attitude.

Furthermore, in Berlusconi's speech, the emphasis is on the topic, linked to the dominance of ethical implications, which leads to fallacies from an argumentative point of view. Conversely, Prodi highlights more his institutional role, reducing the impact of personal qualities and beliefs, and leaving room for a didactic attitude. Concerning rhetorical choices, both leaders favour the use of pragmatic argumentation scheme. They use goal/consequence and cause-and-effect argumentation schemes to indicate their plans and their likely effects. However, Prodi tries to lessen this approach, and aims to create agreement with the audience, while Berlusconi demonstrates the fundamentals of the government programmes and offers explanation instead of argumentation (Antelmi and Santulli, 2010). The study covers one type of argumentation scheme without indicating how the two leaders apply it in their speeches. Although the study mentions the use of argumentation schemes to create agreement with the audience, it does not provide more details.

Another study on parliamentary speeches was carried out by Van Dijk (2005). The study examined the properties of speech of the Spanish Prime Minister, José María Aznar, delivered in the Cortes, the Spanish parliament. Aznar intended to convince MPs to agree with the government's decision to support military action in Iraq. The study employs a multidisciplinary approach of critical discourse analysis that tries to triangulate social issues in terms of a combined study of discursive, cognitive and social

dimension of a problem. The study describes and explains properties of political rhetoric and relates them to social cognitive representations such as attitudes, norms, values and ideologies.

In analysing Aznar's speech, Van Dijk focuses on its political implicatures, largely based in the participant's "contextual models" (Van Dijk, 2002; Van Dijk, 2004) of their own identities, roles, goals, actions and beliefs. The study reveals that Aznar's speech defending government policy and legitimising the political action aims to support the USA and its allies. To achieve this, he shows he is aware of his own position and that of his party, as well as of the opposition and the public, on the question of Iraq. In addition, through political implicature, he makes use of "positive self-presentation" and "negative other-presentation", as well as political counter attacks. The study shows that Aznar implies, politically, that his government is part of the "international community" and that, this being the case, his policies appropriately agree with the international community; whereas the opposition is not part of the international community because it is against his policies. The other implicature created is that Iraq is guilty of non-compliance with the world order and deserves blames for the crisis. Apart from that, Aznar shows in his speech that he and his party fulfil basic political rules of democracy, social norms and values.

Aside from legitimising proposed action, the other strategy utilised in the speech is creating fear in the public as Aznar repeats the words 'peace' and 'security' to show that his government want peace and security. This, he suggests, is in contrast to the opposition, who only want peace, and are not providing the security the majority of people want. Aznar links Iraq and Saddam Hussein with international terrorism, and with the local ETA (a group linked to terror attack), to make his implicatures relevant locally. In such context, security is more appropriate term than peace. Aznar utilises this argument to call for international struggle against racism, by affirming that this will also be relevant locally. Another implicature linked to this is blaming the opposition of being contradictory as if they are willing to fight ETA terrorism they should do so also in respect of international terrorism.

Van Dijk (2005) concludes that the strategies in the speech analysed are largely traditional in political and ideological text and talk. They include use of statistics/number, consensus, internationalism, authorities, comparison and examples to defend current policy and action. In addition, Van Dijk (2005) identifies the use "political implicature", a term that refers to inferences from shared general political knowledge and models of the present political situation. The implicatures are the political "subtext" of the speeches and the way Aznar wants his audience to understand him. The study provides evidence of how parliamentary speeches are delivered to convince multiple audiences about the government actions.

The present study analyses argumentation schemes and the extent to which they appear in ministers' ABS and related debates in the Tanzanian parliament. The study also explores the ways in which ministers and MPs in their arguments intent to create audience and the public adherence.

2. 5 Audience in argumentation and parliamentary setting

The concept of audience in relation to the arguer is not straightforward as there are various views of its nature and role. Three issues are considered in relation to audience in argumentation: meaning of the concept of audience, the arguer capability of knowing the audience and its role beforehand, and the categorisation of the audience. In their conception of audience in argumentation, Perelman and Olbrechts-Syteca (1969) give prominence to the role of the audience. They define audience as “the ensemble of those whom the speaker wishes to influence by his argumentation” (Perelman and Olbrechts-Syteca, 1969:19). So, a speaker who puts forward an argument aims at the audience’s adherence to the message being presented. The authors stress that for the speaker to influence the audience he/she must know his/her audience to adjust his/her speech to take account of the audience’s opinion on the topic. However, they caution that “care must be taken to form a concept of the anticipated audience as close as possible to reality” (Perelman and Olbrechts-Syteca, 1969:20). In effect, the arguer may not be able to identify the exact audience but he/she can predict it.

As regards to the category of audience, Perelman and Olbrechts-Syteca (1969:30) classify three types of audience a speaker should expect to encounter: (i) “universal audience”, (ii) “the interlocutor” in a dialogue, and (iii) “the subject himself”. The universal audience includes all human kind in the universe that is likely to see the speaker’s argument. The interlocutor is the group the speaker is addressing that is physically capable of listening to the speaker. The third category is the speaker himself as he reflects on his actions. However, scholars in argumentation have indicated some problems with this classification. One such problem is typological, in that the audience present in parliament when a politician is delivering a speech is different from the audience who will listen to the broadcast speech (Johnson, 2013).

Tindale (2013) observes that there are problems with Perelman and Olbrechts-Syteca’s (1969) conception of audience. Tindale (2013) remarks that it is not easy to determine adherence when the audience is composed of different varieties. He says, “many audiences are comprised of a variety of people who are associated in some way that justify calling them audience but who have a range of commitments and beliefs that they may not share with any other member of that audience” (Tindale, 2013:522). The difficulty lies in identifying the ones who have different “commitment and beliefs” in the group. In addition, it is possible for their “commitments and beliefs” to change as they listen to or involve themselves in argumentation (Tindale, 2013:522). Clearly, there are limitations in the idea of a universal audience. However, even the single hearer is complex because identity has many facets, some of which may conflict (depending on the issue at stake).

The idea of a universal audience does not simplify the concept of audience, as the concept is “always moored to a particular audience that is complex” (Tindale, 2013:522). Tindale notes that even Perelman and Olbrechts-Syteca indicate that the composite audience is limited, albeit it does illuminate how they

understand the processes involved in argumentation practice (Tindale, 2013). Tindale (2013:523) quotes Perelman and Olbrechts-Syteca (1969), who report that an orator frequently has to “persuade a composite audience” consisting of people with diverse characters, loyalties and functions. The orator will have to employ multiple arguments to persuade the diverse segments. A skilful orator is the one who has the talent of paying attention to the “composite nature of his audience” in his argument. Tindale notes more problems to this observation as he remarks that this understanding of an audience—as being in some way an amalgamation of parts—does not help get rid of the problems. It might be difficult to agree on what to consider about the parts in identifying the nature of the audience as factors such as character, loyalties, or functions might be considered.

Other questions arise about the parts of the audience. How do the parts relate to each other? Are they isolated, as the idea of parts suggests, or is there a dynamic relationship between them? How many segments of a complex audience might the arguer consider? That is, which different features are to count on a specific occasion, and how should the arguer decide about this? What value should be assigned to each of these segments? (Tindale, 2013). Tindale’s observations show how problematic Perelman and Olbrechts-Syteca’s concept of audience is. Even where the audience is perceived as single hearer, some complexity is still there and the universal audience does not bring a solution to the problem of the conception.

In line with Perelman and Olbrechts-Syteca (1969), Perelman (1982) stresses the importance of the arguer’s or the speaker’s knowledge of the audience in advancing an argument. He views argument as aimed at increasing adherence of the audience. This makes it inevitable for an arguer or speaker who wishes to make the audience accept his or her argument to need to gain knowledge of the audience of the argument. He points out that “argumentation is intended to act upon an audience, to modify an audience conviction or disposition through discourse, and it tries to gain a meeting of minds instead of imposing its will through constraint or conditioning” (Perelman, 1982:11). He still places the audience at the centre. He defines audience as “the gathering of those whom the speaker wants to influence by his/her arguments” (Perelman, 1982:14). However, he cautions that the audience is not necessarily confined to those the arguer speaks to as there may be more audiences represented by the audience addressed. He exemplifies this, using parliamentary proceedings where the MPs address the Speaker/President of the House, but in fact, they address several other audiences (such as their own party, and public and international opinion that they aim to influence).

Perelman (1982) classifies audience in line with Perelman and Olbrechts-Syteca (1969), namely speaker himself, interlocutor, and universal audience. He argues that the only general advice a theory of argumentation can offer is to ask speakers to adapt to their audiences (Perelman, 1982). Without this, the argument will have been prepared in vacuum and it will be hard to convince the audience. However, Perelman encounters criticism on his conception of audience. According to Tindale (2013), Perelman’s

conception of audience is limiting as it disregards some of the possible audiences of the speaker. Tindale provides an example of the historical arguments that were presented long time ago but they are still persuasive today. In Perelman's conception of the audience, such historical arguments are "restricted to those the speaker wanted to persuade" (Tindale, 2013:520). Tindale (2013) contends that the speaker constructs the audience and that the audience must conform to the reality of the predicted audience.

However, the idea of placing the audience at the centre in argumentation has something important to offer. If a speaker wants to gain adherence of the audience, he/she must involve the audience from the initial points to the conclusion. This is paramount for the arguer or speaker to consider when constructing an argument. In what follows, I explain audience in relation to parliamentary discourse.

2.5.1 Audience in parliamentary setting

The audience of MPs in parliament may seem to be simple on the surface but if examined it has different layers. This is partly because parliamentary discourse is a part of public communication since what MPs discuss in parliament reaches the public through various forms of media. Since MPs are aware of this, they strive to represent the interest of their voters but also try to convince their electorates about the position they take on certain policy issues or proposals, as well as provide justification for their support or opposition to certain government's proposals or bills. The viewpoints that MPs present in parliament are largely aimed at the public, for, as Alvarez-Bonito and Inigo-Mora (2009:2) emphasise, "the effect of political communication is null if the audience is not receptive." Thus, the audience is an important element in political communication such as that of parliament since it is the key target of such communication.

The other factor that complicates the understanding of MPs' audience relates to the multiple roles assigned to MPs: they are representatives of their constituencies and members of their political parties. Some are members of professional groups or members of activist groups (Ilie, 2010b; Van Dijk, 2004). So, when they speak in parliament, MPs try to make sure that they are speaking to fulfil their multiple roles effectively.

The rules of procedure (see Section 2.3) of many parliaments require all speakers in the parliament to address the Speaker/President of the House when they speak. But generally MPs' speeches in parliaments are intended for a wider audience (Elspeß, 2002; Bayley & Vicente, 2004; Van Dijk, 2010; Ilie, 2010b; Van Eemeren, 2010). This determines MPs' language choice (Fahnestock and Tonnard, 2011) since has to reflect the varied audience MPs address in parliament. Talking generally about the audience of politicians, Van Eemeren, (2010) identifies two broad types of audience: primary audience, which consists of the great mass of viewers and listeners, and secondary audience, which includes the interacting politicians. He further remarks that audiences listening to a political speech vary since they have diverse backgrounds in terms of education and profession. Thus, if a politician wants to convince this diverse audience he/she has to resort to the use of multiple argumentations.

The idea of multiple audiences may be put into different categories. MPs who take the floor in parliament target all the categories. Because MPs are aware of performing their works in the audience's eyes, they consider the various categories as equally important to be addressed.

Ilie (2010b:66) argues that in all parliaments MPs get involved in interaction as speakers, and as listeners or audience members. When MPs speak in parliament, they target their primary addressees while at the same time indirectly addressing a multi-layered audience. However, this is contrary to Van Eemeren's (2010) view that the primary audience of a politician is the mass viewers and listeners whereas fellow politicians are considered as the secondary audience. According to Ilie, MPs addressing in parliament speak in "front of and for the benefit of this multiple audience." So, what is important for MPs is to "consistently promote a political line" which meets the general wishes of the voters to support and reinforce the political agenda, as well as to take effective initiatives and concrete measures" (Ilie, 2010b:66).

The fact that MPs address multiple audiences makes them adjust their arguments to suit the audience that is addressed in a particular argument. Hence, MPs' arguments in parliament reflect the target audience. In the light of this characteristic of parliamentary discourse, this study examines the strategic manoeuvring that MPs employ to present arguments to meet the interests of their audiences in the presentation of ABS and related debates in the Tanzanian parliament.

2.6 Strategic manoeuvring in parliamentary discourse

The argumentation that goes on in parliament is important, as the parliament is a political arena where governments have to present and justify their actions and plans to representatives of the populace. As such, it is the task of MPs to make governments justify and defend their proposals through argumentation. This echoes the words of Fairclough and Fairclough (2013:5) that "in a modern democratic state, policies proposed by government cannot be merely asserted, without giving reasons, that is, without providing arguments; moreover, these reasons themselves have to withstand critical examination." It is one of the duties of MPs, as representative of the people, to examine proposals and bills governments present to them. To achieve this MPs must engage in "reasonable discussion" (Van Eemeren, 2010:1-5) where the government defends its policies and proposals as the "protagonist" against the "antagonist" who opposes them. This is possible through exchange of argumentative moves that establish whether the protagonist's standpoints are capable of withstanding the antagonist's criticism (Van Eemeren, 2010:3-4) (see Chapter 3). The aim of the moves is to attain a form of agreement between the two parts. This is typical to parliamentary debates where MPs usually present different argumentative moves to exchange their viewpoints. However, Van Eemeren (2010) doubts the possibility for critical discussion in political domain such as parliament because the participants enter a discussion unprepared to subject their thinking to critical scrutiny, and often they have a vested interest in specific outcomes. In this situation, chances of an ideal critical discussion might be minimal.

In the pragma-dialectic approach, parliamentary discourse as an argumentative discourse is placed under the deliberation communicative activity type. This type of activity starts from a projected mixed disagreement between two parties about issues on which their views and those of an audience diverge. The issues raised in parliaments are defended by giving standpoints to support them, on the one hand, and some argumentations are also advanced against the standpoints to contest them, on the other hand (Van Eemeren & Houtlosser, 2001; Van Eemeren, 2010). As such, in analysing argumentative discourse, the analyst needs to reconstruct the process of exchanging moves between the parties participating in the discourse and focus on the moves that contribute to reaching a form of agreement on merits (Van Eemeren, 2010).

Argumentative discussion is fundamental in joint decision-making in politics and other argumentative discourses. In order for the arguers to improve their arguments, they sometimes resort to using different strategies such as multiple arguments, and different schemes and argument structures. This is to increase the acceptability of their standpoints. However, argumentation in parliament is constrained by the parliamentary rules and regulations as the argumentation has to comply with stipulated parliamentary procedures (Van Eemeren, 2010).

Arguers in argumentative discourse who are engaging in a critical discussion not only aim for reasonable discussion but also want to end the discussion in their favour. This makes arguers use the opportunities available in the dialectical environment to make moves that will increase the acceptability of their arguments by other participants in the discussion. To achieve this, arguers use different strategies to increase the chance of winning the discussion. This is referred to as *strategic manoeuvring* (see Chapter 3) in the pragma-dialectical theory. In argumentative discourse, strategic manoeuvring is manifested in three aspects: *topical potential* which relates to the choice between a set of relevant alternatives; adaptation to *audience demand* which entails adjusting to the listener's or readership's expectations and preferences; and *presentational devices*, which is the phrasing of moves in the light of their discursive and stylistic effectiveness (Van Eemeren & Houtlosser, 1999; Van Eemeren & Houtlosser, 2001; Van Eemeren & Houtlosser 2002; Van Eemeren, 2009; Van Eemeren, 2010). The three aspects occur at every stage of a discussion and an arguer utilises them to maximise the acceptability of his/her points of view.

One important thing to note is that the three aspects of strategic manoeuvring are used together. Arguers utilise the aspects in the effort to increase the acceptability of their arguments. Given a difference of opinion, arguers may choose the material they find easy to defend in the discussion; they may opt for the perspective more agreeable to the audience; and they might present their moves in the most effective wording (Van Eemeren, 1999). However, as arguers aim for effectiveness, they are expected also to be reasonable and to bring a balance between reasonableness and effectiveness (Van Eemeren, 2010). If there is no balance between the two, the strategic manoeuvring has derailed. This occurs when there is

heavy emphasis on effectiveness or on reasonableness and the process of resolving a difference of opinion on the merits is thus distorted (Van Eemeren, 2010). Strategic manoeuvring is prevalent in parliament, like in other argumentative discourse. MPs manoeuvre strategically in order to make their fellow MPs and other audiences accept their points of view. The following is a review of some studies that examine strategic manoeuvring in a parliamentary setting.

Van Eemeren and Houtlosser (2001) apply the pragma-dialectic theory to examine how MPs manoeuvre strategically in the debate on fox hunting in Great Britain. In the debate the difference of view is obvious as the anti-hunters view fox hunting as a “cruel and barbarian practice” (Van Eemeren & Houtlosser 2001:154) and hence the need for it to be abolished. The pro-hunters counter that “cruelty is the battery hen and the veal pens” (Van Eemeren & Houtlosser 2001:154) and they describe foxhunting as “treasured tradition of rural life.” The study shows that MPs manoeuvre strategically by selecting perspectives of the topic that are easy to defend. The pro-hunters point of view is that the bill intends to destroy a traditional aspect of rural life. In the case of adaptation to audience demand, the analysis shows that the pro-hunters appeal to the audience indicating that they are “protectors of countryside traditions against intruders from the city” (Van Eemeren & Houtlosser, 2001:155). Their points of views emphasise the freedom of the countryside people to be left to continue with their traditions. On presentational devices, both pro-hunters and anti-hunters choose words that create images such as ‘oppressive’ and ‘justified revolt’ to make their argument effective. In their analysis of the debate, Van Eemeren and Houtlosser (2001) conclude that rhetorical moves made in an argumentative confrontation can be properly interpreted by viewing them from a dialectical perspective.

In the course of manoeuvring strategically, MPs make use of different strategies to ensure that their arguments are acceptable. These strategies include different types of argumentations, and argument structures. The studies discussed below show how strategic manoeuvring is constrained in institutionalised argumentative discourse. Van Eemeren and Garssen (2010) and Plug (2010b) conducted studies examining strategic manoeuvring in debates in the European parliament. Van Eemeren and Garssen (2010) show how legislation and policies are debated in European parliament and how strategic manoeuvring is preconditioned by specific pre-established conventions of this debate and the participants’ double position regarding Europe and their home countries. Participants in all communicative types manoeuvre strategically to fulfil their institutional mission in the “specific macro-context” in a way that is reasonable and effective at the same time (Van Eemeren & Garssen, 2010:23). However, the institutional rules may affect strategic manoeuvring in the discussion, both by imposing restrictions on the possibility of strategic manoeuvring and, at the same time, creating specific opportunities for strategic manoeuvrings.

In the debate about non-legislative proposals, Van Eemeren and Garssen (2010) observe that in the opening stage of the debate MEPs put forward a positive standpoint in which they express positive

agreement to the proposal or, alternatively, a negative standpoint in which they express disagreement. A MEP also can express conditional agreement, subject to certain amendments. The set-up of the debates in European parliament is largely monological and MEPs' speaking time in the debate and the total duration of the debate are predetermined. Van Eemeren and Garssen (2010) report that strategic manoeuvring in the European parliament is constrained by preconditioned institutional regulations, such as debate format, and the activity type, such as the pursuit of the political goals of MEPs. The analysis also shows that, in discussing European agricultural policy, MEPs apply argument from example to show likely effect, to the whole of Europe and their own countries in particular, of the proposal if passed.

Another mode of strategic manoeuvring in the debate is the use of comparison argumentation. This appears in the debate on tobacco subsidies. MEPs emphasise the consequences associated with tobacco but they also highlight that the proposed use of subsidies is not coherent with other European policies. Van Eemeren and Garssen conclude that the institutional preconditions for strategic manoeuvring in argumentative discourse in plenary debates in European parliament are determined by initial situation, particularly procedural and material starting points, and particular argumentative means and criticism. In addition, the diverse and the political background of the MEPs at this stage of European development play an important role of how the parliamentarians try to achieve unity in diversity in actual argumentative practice.

Plug (2010b) focuses on argumentation from example in the European parliament, for which she identifies several functions, including illuminating the message of the speech, arousing attention, sustaining interest and clarifying ideas. Argumentation from example may also be important to members of parliament in disproving the accusation that politicians use confusing veiled language. However, she cautions that argumentations from example are susceptible to criticism and, if not applied carefully, may lead to hasty generalisation fallacy. Plug applies the pragma-dialectical theory to examine how MEPs can utilise argumentation from example to manoeuvre strategically in plenary legislative debate. She discusses also features of this argumentative discourse and shows how they may affect strategic manoeuvring when staging argumentation from example.

Plug (2010b) identifies that argumentation from example is advanced in the argumentation stages of plenary legislative debates, and is most likely to be utilised in plenary legislative debate where the need for legislation is discussed. However, the analysis shows that there are instances where MEPs are criticised for the examples not being representative to draw a conclusion. Plug (2010b) shows that MEPs make use of their multi-layered role as a technique to advance argumentation from example, allowing them to draw examples from their own countries. To achieve this, they play with role shift to present argumentation from example that is relevant to the debate.

The other techniques MEPs employ to present argumentation from example relate to the multiple-audiences of parliament. In order for MEPs to advance an argumentation from example, they ensure that the example is not only relevant but also known to multiple-audience a MEP is addressing. MEPs have to give examples that are acceptable to many members of the audience. In addition, MEPs tend to provide quality examples as, being constrained with time, they cannot provide a series of examples but must choose the example that they consider to represent their argument well. Plug (2010b:52) notices that MEPs employ linguistic words such as ‘prime’, ‘typical’ and ‘characteristic’ to qualify their examples. She concludes that features of the analysed debates make it possible for MEPs to involve in strategic manoeuvring by utilising argument from example.

Garssen's (2015) study explores the characteristics of activity type that predetermine the strategic manoeuvring of a debate in the European parliament. The set-up of the European Parliament is monological, which provides minimal room for critical questions in reaction to argumentation in relation to positions fellow MEPs advanced. The rules of procedure do not restrict the use of argument schemes in the debate. However, the argumentation stage in the European Parliament is not fully completed and there is no real concluding stage since the differences of opinion are not concluded by “an intersubjective agreement on the outcome of the debate” (Garssen, 2015:38). This is so because the MEPs rarely come to agreement in the debate and casting of votes concludes the decision-making process.

Garssen concludes that two special preconditions constrain MEPs’ strategic manoeuvring in the debate. Firstly, MEPs in the European Parliament represent the people of Europe while, at the same time, when the interests of their home countries are threatened, many MEPs incline to argue against that particular proposal. This precondition calls for strategic manoeuvring involving a specific selection from the topical potential. This makes MEPs apply pragmatic argumentation, that may be accompanied by argument from example, to point out the negative consequences of the proposal under discussion. The second precondition is connected to the fact that implementation of EU regulation and policy in member states is not as direct as the EU politicians would want. Garssen (2015) notes that often member states are late in implementing regulations or simply refuse to comply. This also constrains the topical potential, as the MEPs often rely on pragmatic argumentation and some symptomatic argumentation based behaviour rules to highlight the negative consequences of making exceptions.

A more insightful study on strategic manoeuvring in parliamentary discourse was carried out by Tonnard (2011). Tonnard examines how MPs manoeuvre strategically to get topics of interest to their parties discussed in the Dutch parliament. Due to parliamentary rules of procedure designed to constrain strategic manoeuvring, MPs who want to manoeuvre strategically need to find techniques for doing it successfully. The study aimed at accounting how presentational choices can help a politician have a specific issue discussed in the debate, without distracting from the resolution of the difference of

opinion. The study also aimed to explain how politicians make presentational choices to achieve the rhetorical effect of winning the support of potential voters in parliament while remaining reasonable. The study focuses on the presentational devices aspect, where *topic shift* and *polarization* are examined as tactics MPs use to introduce their topic into the discussion.

In the analysis of the General Debate on the budget of 2009, Tonnard (2011) identifies two ways to introduce a party's priority topics in the discussion. The first tactic is to shift the topic, in which an MP tries to exclude the original issue from the discussion and introduces a discussion on the party's priority issue. The second, topic polarization, occurs where a move is aimed at changing a situation of agreement between the politician and the opponent on issues the politician favours into a situation of disagreement (Tonnard, 2011). MPs apply these tactics to initiate the discussion topics they favour or to change the discussion direction to their favoured topics.

Tonnard (2011) reports a number of tactics MPs use in the Dutch parliament to initiate a discussion on a specific issue, either by shifting the topic or by polarizing the topic. There are two tactics related to topic shift: firstly, critically responding before putting forward a new standpoint and, secondly, implying a critical response by putting forward a new standpoint. The first tactic consists of a critical reaction to the standpoint of the political opponent, followed immediately by the introduction of a new standpoint. The second tactic consists of an immediate introduction of the new standpoint after the opponent advances his/her standpoint. In relation to topic polarization, Tonnard identifies two common tactics MPs employ. The first involves ascribing a standpoint to the political opponent. In this tactic, the only move expressed is the new standpoint. The second tactic involves making it difficult for the political opponent to agree. This move involves a politician initiating a new standpoint supported by a reaction of disagreement by the political opponent (Tonnard, 2011). The four tactics politicians use to shift or polarize a topic help to make their manoeuvre successful. Tonnard's (2011) study shows that MPs, particularly the ones dubbed "one issue parties", apply the tactics to shift or polarize the topics introduced initially in the parliament. Such tactics help MPs to initiate a discussion on a topic their parties favour most and avoid some difficult topics that are likely to compel them to take a position they do not want.

Tonnard's (2011) study provides insights into strategic manoeuvring in debates and the way politicians make efforts to introduce their favourite topic in the discussion. It also shows how parliamentary rules of procedure restrict certain strategic moves. However, the study examines only the presentational devices aspect of strategic manoeuvring. Also, the study focuses on one issue party MPs; consequently, majority of the fragments analysed are limited to such MPs. As such, it is not clear whether the kinds of strategic manoeuvring one issue party MPs use apply to other MPs in the Dutch parliament.

Another study that explores the arguments in parliamentary debates and speeches, and the way Zimbabwean Newspapers report them, was carried out by Jakaza (2013). The study examines the nature

of argumentation in Zimbabwean parliamentary debates and speeches, employing appraisal theory and the pragma-dialectic theory to investigate how the Zimbabwean parliamentarians use language. Jakaza reports that the critical discussion stages—namely opening, argumentation, confrontation and conclusion—are realised in the debates and speeches in the Zimbabwean parliament. The study also reveals the use of strategic manoeuvring in the Zimbabwean parliament, which appears in several forms that MPs use to argue strategically. Such forms include accusing fellow MPs of using wrong or unwanted premises; association and disassociation, where the speaker “splits an idea in order to foreground one and background another”; and negation (Jakaza, 2013:131). Apart from such forms, Zimbabwean MPs also utilise pronouns as a manoeuvring strategy in debates and speeches. One of such pronouns is “we”, which is employed to “identify political parties at one moment and Zimbabweans at another” (Jakaza, 2013:134). Other pronouns include ‘they’, ‘them’, ‘those’ and ‘us’, each of which help the speaker to associate with or disassociate himself / herself from a certain group.

Another observation the study makes relates to fallacious arguments. Jakaza (2013:166) notes fallacious moves that MPs sometimes make in debates and speeches. The common fallacies include false cause, reference to authority, appeal to numbers, and fallacy of hasty conclusion and generalization. MPs make fallacious arguments in efforts to balance between effectiveness and reasonableness. The study provides insights to how aspects of the pragma-dialectic theory apply in Zimbabwean parliament, although the study focuses more specifically on newspaper representation of parliamentary debates and speeches.

The above discussion of studies that are recorded in the relevant literature give some insight into the research that has been completed on strategic manoeuvring in parliamentary discourse. Equally, they also reveal some of the shortcomings Plug’s (2010b) study, for example, offers insights on how MEPs manoeuvre strategically using argumentation from example. However, it is limited in scope as it analyses few fragments of argumentation from example. Garssen’s (2015) study indicates the preconditions for strategic manoeuvring in European parliamentary debate and some of the argumentation scheme MPs make use of in the debates. This study is limited in scope in so far as it only focuses on the aspect of topical potential. As already noted, Tonnard’s (2011) study examines only the presentational devices aspect of strategic manoeuvring. In the light of these observations, the present study analyses MPs strategic manoeuvring in parliamentary budget speeches and debates, covering all three aspects of strategic manoeuvring manifested in the Tanzanian parliamentary ABS.

2.7 Argument quality and persuasion in the pragma-dialectical theory

In order to evaluate the quality of an argument, it must be determined whether the underlying reasoning is logically valid and whether it starts from premises that are acceptable. In assessing the quality, it is required that no direct assumption is made that someone who puts forward an argument is involved in representing how the conclusion is logically resulting from the premises. The steps taken from the argument to the standpoint must be such that the acceptability of the premise is transferred to the

conclusion (Van Eemeren and Grootendorst, 1992). Argument quality in pragma-dialectic theory is viewed, therefore, as a relation between the argument and the standpoint being defended. This relationship may or may not be properly met, depending on the defence of a standpoint. The link made between argument and standpoint determines the acceptability of the standpoint put forward in an argument. This link varies, depending on the type of argumentation advanced in the discourse. In order to determine whether a given argument meets the criteria relevant to certain type of argumentation certain critical questions must be asked (Van Eemeren, et al., 2002). It is only when the relevant questions for a particular argumentation are answered satisfactory that argumentation is defended properly.

Argument quality in the pragma-dialectic theory is connected to argument schemes, which signal the type of argumentation in a particular argument. There are three main argument schemes in the pragma-dialectic theory. The first is symptomatic argumentation, where acceptability of the premises is based on a “relation of concomitance” between that which is stated in the argument and the standpoint (Van Eemeren & Grootendorst, 1992). This argument scheme has other sub-types, such as argument from example and argument from authority. In argument from example, a generalisation is made on the basis of specific perceptions (Garssen (1997), cited in Van Eemeren et al., 2007). In the case of argument from authority, an appeal to someone’s expertise or special position is made (Van Eemeren & Grootendorst 1992). The second category of argument schemes in the pragma-dialectic theory is argumentation by comparison, where the acceptability of the premises is based on a relation of analogy (Van Eemeren & Grootendorst, 1992). The third category is causal argumentation, where acceptability of the premise is built on a relation of causality between the argument and the standpoint (Van Eemeren & Grootendorst, 1992). There are three cases that are connected to this type of argument: the argument presents something as cause of the effect that is mentioned in the standpoint; the argument presents something as a means to an end; and the argument presents something as an action with certain effect (Van Eemeren et al., 2002). In all the three cases, the defence makes use of an argument scheme based on causal relations.

The main goal of argumentation is to persuade the listeners or readers by such argumentation. An arguer who advances an argument intends the audience to accept his/her argument. In order to persuade the audience, the arguer needs to design his or her argument in a way that increases the acceptability of the argument. According to Van Eemeren and Grootendorst (1992),

[the]speaker in the efforts to transfer the acceptability of the premises to the conclusion and to achieve the interactional effect that the listener accepts the standpoints tries to put forward his argument in a fashion that convinces the listener. (Van Eemeren and Grootendorst, 1992:96)

One way to increase the acceptability of the argument is to make use of argument schemes. The arguer may choose one of the arguments schemes, depending on the circumstances, to defend his/her premises and renders his/her conclusion more acceptable. Perelman (1982) elaborates this clearly, in stating that:

People who argue do not address what we call faculties, such as intellect, emotion, or will; they address the whole person, but, depending on the circumstances, their arguments will seek different results and will use methods appropriate to the purpose of the discourse as well as to the audience to be influenced. (Perelman, 1982:13)

The audience the arguer aims to persuade in a way determines the presentation of the argument. The purpose of the argument and the prevailing circumstances make the arguer to adopt a certain route.

Šorm (2010) carried out a study on three different types of arguments and their persuasive nature: argument from cause to effect, argument from example, and argument from authority. The study examines whether arguments that conform to criteria for argument are more persuasive than those that do not, through examination and comparison of the criteria mentioned in argumentation and laymen's criteria. The comparison was to find out whether the criteria mentioned in argumentation theory for argument evaluation are the same as the ones laymen actually apply. The study reveals that laymen use scheme-specific criteria which are generally similar to ones identified within argumentation theory. However, there were some variation in the criteria because some criteria were mentioned by the majority of the respondents, whereas others were mentioned by only a few.

Concerning persuasion, Šorm (2010) finds that normative theoretical criteria and laymen criteria somewhat correspond, although there is discrepancy in the extent laymen report on criteria. It appears that the criteria that should be used to assess argument quality are part of the laymen's argumentative competence. On actual persuasiveness of normatively strong and weak arguments, the conventional validity of evaluation appears limited. In a situation where laymen compare arguments, they mention criteria that also occur in the literature. However, in an experimental situation, arguments that do not meet the criteria persuade them. Thus, the conventional validity of evaluation criteria can, in a generalising sense, only for a part apply to the setting in which people judge the acceptability of the claim supported by arguments that do or do not meet such criteria. In relation to persuasion, therefore, the results of this study suggest that an argument meeting all the criteria in argumentation theory does not warrant its persuasiveness. This is because laymen evaluate arguments not only based on the criteria in argumentation but also based on other criteria that do not match with the criteria in argumentation. The results of the study are informative on the way laymen evaluate arguments. However, the study is limited in so far as the arguments it analyses were created for experiment and may not, therefore, reflect laymen's evaluation of argument in actual situations.

Not all scholars in argumentation support the idea that the goal of argumentation is geared towards persuasion of an audience. The issue raised is the absence of a mechanism to determine whether the listeners accepted the argument an arguer advanced. Johnson (2013:544) argues that, when an argument is advanced, there will be different reactions from the members of the audience. Some will “ask questions”, some will “raise objections”, some will express “concerns” and some may “indicate approval or support”. For him, there are several possible responses from an audience to an argument which are difficult to determine the effect of the argument on the audience. The question that remains unaddressed is how an arguer knows that the audience accepted his/her argument as there is no “mechanism for determining whether one’s argument has been accepted by one’s audience” (Johnson, 2013:544).

For Johnson (2013), looking at argumentation in relation to acceptance is not the best way to understand what is going on in argumentation. He suggests an argument be looked at in terms of “impact”, “making a difference” or contributing to the discussion of the issue. However, Johnson’s view ignores the fact that a lack of mechanisms to determine one’s audience acceptance of argument does not preclude an arguer from aiming at the audience’s acceptance of his/her argument. Perelman (1982:11) aptly summarises the idea of persuasion in argumentation in stating that “argumentation is intended to act upon an audience, to modify an audience’s convictions or dispositions through discourse, and it tries to gain a meeting of minds instead of imposing its will through constraint or conditioning”. Thus, the idea of the audience’s acceptance of the arguer’s argument is key to argumentation since it would be pointless for an arguer to put forward an argument with no intention of making the audience accept the argument in some ways.

With regard to argument quality and persuasion in the pragma-dialectic theory, the present study analyses manifestation of all three arguments in parliamentary ABS and related debates, including all three cases connected to causal argumentation. It also examines ministers’ and MPs’ arguments in relation to audience addressed. Furthermore, the study analyses the arguments ministers and MPs advance in relation to criteria proposed in the pragma-dialectical theory.

2.8 Summary

The chapter presents a review of literature relevant to the study. The chapter covers the nature of political discourse, with the focus on the way it influences public opinion. It also explains parliamentary discourse in relation to decision-making and public communication. In addition, the chapter covers the norms and rules of parliamentary discourse and the way they shape the interaction of MPs, as reported in the literature. The chapter further elaborates on the way culture and history shape the practice of parliaments. Debates and speeches as genres of parliament are discussed and reviews of some of the study on the two genres are presented. Furthermore, the chapter covers the concept of audience in argumentation, particularly definition, classification and identification of audience. In addition, the

concept is discussed in relation to the parliamentary setting. The chapter then focusses on strategic manoeuvring in parliamentary discourse, particularly on the way government proposals are justified and defended in parliaments at the same time as MPs challenge them. Finally, argument quality and persuasion in the pragma-dialectic theory is discussed.

CHAPTER THREE

THEORETICAL POINTS OF DEPARTURE: THE PRAGMA-DIALECTICAL THEORY

3.1 Introduction

The present chapter focuses on the pragma-dialectical theory, which the study applies in analysing Tanzanian Annual Budget Speeches (ABS) and related debates. The chapter deals with key concepts the theory makes use of, in order to shed light on the nature and relevance of the theory in the analysis of Tanzanian parliamentary discourse in Kiswahili. In section 3.2, the development of the theory and its distinguishing characteristics are briefly presented. Section 3.3 covers the pragma-dialectical model of critical discussion and the moves that protagonist and antagonist perform in the discussion.

In section 3.4, the reconstruction of argumentative discourse is elaborated, covering the model of critical discussion and the ways the reconstruction can be done. In the same section, the concept of argument scheme in the pragma-dialectical theory and the criteria that are proposed for evaluating argument schemes are discussed. Further, the pragma-dialectical rules for a critical discussion are highlighted. Section 3.5 focuses on the concept of strategic manoeuvring in argumentative discourse. The conventions of communicative activity types and their influence on strategic manoeuvring are also considered. Finally, in section 3.6, the issues covered in the chapter are summarised.

3.2 The emergence of the pragma-dialectical theory and its meta-theoretical points

In the 1970s, Van Eemeren and Grootendorst developed the pragma-dialectic theory at the University of Amsterdam (Van Eemeren & Houtlosser, 2001; Van Eemeren et. al, 2014). Since that time they have continued to refine it (Van Eemeren & Grootendorst, 1984; Van Eemeren & Grootendorst, 2004; Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010). The theory combines insights from “pragmatics” and from “dialectics”. More specifically, it uses communicative aspects (inspired by pragmatic insights) from speech act theory and discourse analysis (with a critical perspective) from critical rationalism and formal dialectical approaches (Van Eemeren & Houtlosser, 2001; Van Eemeren et al., 2014; Van Eemeren, 2015b). This combination allows assessment of the way people exchange views in argumentative situations. This involves evaluating how participants in communication advance their views and the way other participants react to justification of the advanced view.

The interest behind the development of pragma-dialectical theory was evaluation of the quality of argumentative practices. Since people use argumentation “in all sphere of life to convince others of their viewpoints” on various issues (Van Eemeren et al., 2014:518), Van Eemeren and Grootendorst developed the theory to enhance the analysis, evaluation and production of argument. They envisaged that a step-by-step process of analysing argumentative discourse would help to study the argumentative discourse, and would improve the investigation of argumentative practices. Argumentation in the

pragma-dialectical approach is viewed as “a verbal, social, and rational activity aimed at convincing a reasonable critic of the acceptability of a standpoint by putting forward a constellation of propositions justifying or refuting the proposition expressed in the standpoint” (Van Eemeren & Grotendorst, 2004:1). This conception of argumentation calls for a multidisciplinary perspective for a full and adequate analysis⁷ to be feasible.

The integration of different perspectives in the theory is clear in the pragma-dialectical ideal model of a critical discussion. In this model, argumentative discourse is regarded as aimed at resolving a difference of opinions and the acceptability of standpoints are put to the test by applying criteria that are both problem-valid as well as intersubjectively valid⁸ (Van Eemeren & Houtlosser, 2003). The moves advanced in argumentative discourse are subjected to evaluation to find out whether they withstand relevant test criteria.

The argumentative moves in discursive discourse are considered as speech acts. Such a pragmatic conception has its origin John L. Austin and John R. Searle’s philosophy of verbal communication and Paul H. Grice’s theory of conversational rationality (Van Eemeren & Houtlosser, 2003). This conception allows the analysis of various moves made in the stages of the resolution process as “speech acts”. Moreover, it allows treating the discussants as cooperative participants who aim to reach a resolution, as they exchange views in their interaction to resolve their disagreement. As such, maintaining cooperation in the interaction will make the discussants reach a resolution.

In pragma-dialectical theory, argumentation is approached from a perspective of both descriptive and normative concerns. A combination of the two is favoured because it makes the analysis more meaningful. Further, it helps to overcome the limitations of the solely descriptive approach in contemporary linguistics and discourse analysis and the entirely normative approach preferred in modern logic (Van Eemeren, Grotendorst, Jackson & Jacobs, 1993). According to Van Eemeren et al. (1993), modern logicians incline to focus on non-empirical, or “world-independent regimentation”, whereas contemporary discourse analysts tend to favour a nonprescriptive model of discourse. As approaches in the pragma-dialectical perspective are limited if they stand separately, there is a need for integrating the descriptive pragmatic dimension and the normative dimension of argumentation. Normative models of argumentation would apply in actual practice and descriptive inquiries would cast light on normative concerns (Van Eemeren et al., 1993). This leads to a “normative pragmatics” approach that is achieved through the concept of a speech act. Speech act is viewed as a real-world

⁷Van Eemeren (2015c:32) points out that, in examining argumentation, the theorist addresses all factors relevant to the “production”, “analysis” and “evaluation” of argumentative moves. He adds that such factors can never be completely covered if argumentation is approached from a single angle.

⁸ Van Eemeren & Houtlosser (2015a:151) explain that the problem-validity of the procedure depends on how it is efficient for furthering the resolution of the difference of opinion and its inter-subjective validity depends on its acceptability to the parties involved.

phenomenon whose natural organisation is normative (Van Eemeren et al., 1993:2). In analysing discourse as speech act performance, actual practices are described as embodiment of fundamental standards of reasonableness and rationality (Van Eemeren et al., 1993). This kind of approach to discourse is suitable for studying parliamentary discourse, such as the ABS and related debates, because MPs in parliament perform various speech acts in their interaction.

The pragma-dialectical theory approaches argumentation with four basic premises that distinguish it from other argumentation perspectives. The meta-theoretical starting points are indicators for the way in which the pragma-dialectics can achieve integration of the pragmatic and the dialectical dimension (Van Eemeren et al., 2014). They constitute the methodological basis for combining in “the research programs the descriptive study of contextualised argumentative in human communication and interaction and the normative study of argumentation in regimented critical exchanges” (Van Eemeren, 2013a:142). In order to achieve the desired integration, the issue under scrutiny in the study of argumentation is to be functionalised, socialised, externalised and dialectified (Van Eemeren & Grootendorst, 1984). These four meta-theoretical procedures are explained below.

The first meta-theoretical procedure is externalisation, in which argumentation is conducted through discourse. For argumentation to take place, disagreement must be expressed (Van Eemeren et al., 2014). Arguers have to express their different standpoints for other arguers to challenge them. The standpoints may be expressed, or at least be projected, in the discourse as making an argument pragmatically presumes a standpoint and, at least, that argument encounters opposition. In argumentative discourse, people overtly or covertly present their standpoints for public scrutiny. This allows arguers to know the acceptability of their belief and reasoning. In relation to the ABS and debates the study analyses, the externalisation is crucial because ABS delivered in the Tanzanian parliament have numerous standpoints put forward for MPs and the public to scrutinise. Externalisation allows MPs to hold different viewpoints about ABS.

Concerning, the second meta-theoretical procedure, socialisation, argumentation involves the externalisation of a social problem-solving process. Argumentation in the pragma-dialectical approach is studied as speech acts where two or more parties who have a disagreement perform speech acts and, in the interaction, try to reach an agreement (Van Eemeren et al., 1993; Van Eemeren & Houtlosser, 2015b). The argumentation in argumentative discourse reflects a collaborative structure that arises from dialogic interaction that is real or projected. The third procedure, functionalisation, relates to the purpose of argumentation. According to Van Eemeren et al., (2014), argumentation arises in response to, or in anticipation of, a difference of opinion, and the lines of defence chosen are contrived to realise the purpose of resolving this difference of opinion. The purpose of argumentation allows the discussants to articulate different standpoints that serve communicative function in a discursive context. The fourth procedure, dialectification, relates to the idea of critical discussion. In the pragma-dialectic theory,

argumentation is considered a part of a critical testing process aimed at determining the tenability of the standpoint. This latter can be achieved by considering argumentation to be subjected to a dialectical procedure for resolving difference of opinion that does not allow argumentative moves to go astray (Van Eemeren et al., 2014; Van Eemeren & Houtlosser, 2015a). The proponents of the theory designed the model of critical discussion to ensure that discussion moves on the right path and avoids obstacles to resolution. During debate in parliament MPs engage in a discussion that, ideally, is supposed to be critical in order to test the acceptability of issues under discussion. Given the characteristics described herein, the model proposed by pragma-dialectical theory and its meta-theoretical points is useful in evaluating MPs' arguments in relation to the normative standards in argumentation theory.

3.3 The pragma-dialectical model of critical discussion

The pragma-dialectical model of critical discussion is designed to provide vital guidance to discussants in argumentative discourse where there is a desire to resolve differences of opinion. The model makes clear the value of pragma-dialectical theory to argumentative language use as a means of resolving a difference of opinion (Van Eemeren & Grootendorst, 2004). It shows the path the resolution process trails in the discourse and the role the participants play. The model specifies different stages that must be distinguished in the process of the resolution, and the different types of verbal moves that contribute to the resolution process (Van Eemeren & Grootendorst, 2004). The verbal moves that occur in the various stages allow the participants to interact and exchange their views. What is central to the model is that a difference of opinion is only considered to be resolved when the parties involved have reached agreement on the acceptability of the standpoint.

The model states clearly how the discussants who disagree on the standpoint attempt to reach agreement. In a critical discussion, the parties involved in a difference of opinion try to resolve the disagreement through a regulated discussion. This takes place through a step-by-step dialectical procedure, where the protagonist of a standpoint and the antagonist find out whether the protagonist's standpoints are defensible against the antagonist's critical reactions. This determines whether a discussion is worth undertaking. The dialectical procedure for conducting a critical discussion is concerned with every speech act in the discourse or text that plays a role in investigating the acceptability of standpoints (Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 2014). The procedure is supposed to act as a guideline to the parties to conduct discussion in a way that leads to a resolution. The model also considers all the speech acts in the discourse that contribute to the resolution.

A resolution is attained when one party has been convinced by the argumentation of the other party or the other party withdraws his standpoint because he realises that his argument cannot withstand the criticism (Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 2014). The party that is convinced accepts the standpoint of the other party. The resolution has to be achieved through a regulated and

unimpaired exchange of argumentation (Van Eemeren & Grootendorst, 2004). This happens when each party has been accorded freedom to advance its argumentations.

Nonetheless, the model helps in evaluating and reflecting upon the production of argumentative discourse. As Van Eemeren et al. (2014) elaborate; the model is intended as a point of reference in analysing, evaluating, and presenting argumentative discourse, as well as in reflecting upon the production of argumentative discourse. It specifies what kinds of elements need to be considered in reflecting upon argumentative discourse and what ways the discourse can be put in an appropriate perspective. In this respect, the model serves a heuristic and a critical function in the analysis and evaluation of argumentative discourse and text (Van Eemeren et al, 2007; Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 2014).

The heuristic function is that of serving as guidelines for the analysis: it helps in the recognition and explanation of every element in, and aspects of, the discourse or text that is relevant to a critical evaluation (Van Eemeren & Grootendorst, 2004). It also helps in identifying relevant elements to consider in the analysis.

In the case of critical function, the model serves as a standard in the evaluation of argumentative exchange and offers a series of norms by which it can be determined in what respects an argumentative exchange of ideas diverts from the procedure favourable to the resolution (Van Eemeren & Grootendorst, 2004:59). The norms facilitate the discussion towards the resolution and allow spotting of unacceptable moves. However, in the case of institutionalised discourse such as political debates, the model is supplemented by the norms and conventions in place that regulate such institutions (Van Eemeren & Grootendorst, 1994).

The pragma-dialectical argumentation theory considers argumentative language use to be usually part of an exchange of views between two parties that hold a different opinion, even in a monologue exchange of views. The monologue is taken to be “a specific kind of critical discussion where the protagonist is speaking (writing) and the role of the antagonist remains implicit” (Van Eemeren & Grootendorst, 2004:59). Even if the role of the antagonist is not actively and explicitly performed, the discourse of the protagonist can still be analysed as a contribution to a critical discussion—in effect, the protagonist attempts to counter doubt or criticism of a specific or non-specific audience or readership (Van Eemeren & Grootendorst, 2004). In a situation where the audience is not specific, the protagonist will imagine that audience and counter its possible doubt and criticism. In the Tanzanian parliamentary discourse, the speeches and debates take place in a monologue set up but the critical aspect of a difference of opinion prevails in the discussion.

The pragma-dialectical model of critical discussion consists of four stages, which can be distinguished in the process of resolving a difference of opinion. The stages of a critical discussion are the confrontation stage, the opening stage, the argumentation stage, and the concluding stage. A discussion

in argumentative discourse—including, ideally, parliamentary debates—has to pass through these stages to attain a resolution of the difference of opinion. According to Van Eemeren and Grootendorst (2004) and Van Eemeren and Houtlosser (2015a), the four stages in argumentative discourse sometimes are not explicitly passed through in full nor in the same order. However, a resolution of a difference of opinion can only be reached reasonably if each stage is properly dealt with, whether directly or indirectly.

In the first stage, the confrontation stage, it becomes clear that there is a difference of opinion because a standpoint encounters doubt or objection. The difference of opinion relating to one standpoint is characterised as “non-mix,” and “multiple” (Van Eemeren, et al, 2002; Van Eemeren, 2015a) if it involves more than one standpoint. The difference of opinion can be stated explicitly, but it may also remain implicit. It is implicit when it is presumed in the argumentative exchange of views that a difference of opinion exists or there is anticipation of its possibility (Van Eemeren et al., 2007; Van Eemeren & Houtlosser, 2015a). In the absence of such confrontation, a critical discussion is not viable as there is no difference of opinion to be resolved.

In the opening stage, the second stage in the model of critical discussion, the participants involved in the difference of opinion work out whether they share sufficient starting points for a productive discussion (Van Eemeren et al., 2007; Van Eemeren & Houtlosser, 2015a). Only if there is a collective commitment to a common point of departure is relevant to conduct a discussion. In this stage, the parties decide on the role and commitments of protagonist and antagonist. The party that acts as protagonist has to defend the standpoints, while the antagonist responds critically to the standpoint and the defence of the protagonist. In argumentative exchange of views, the opening stage usually remains implicit, because the presence of the required common basis is presumed (Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 2007). For instance, in a parliamentary setting, the rules of procedure are assumed to be shared among participants.

In the argumentation stage, the third stage, the protagonist defends his standpoints that have been challenged by the antagonist, whether through expressions of doubt and or critical responses of the antagonist or denial of their relevance (Van Eemeren & Houtlosser, 2015c). The antagonist considers whether the arguments advanced are acceptable. If he thinks the argumentation, or part of it, is not convincing, he elicits new argumentation. The protagonist will have to provide more argumentation in response. In this respect, the structure of the protagonist’s argumentation may be complicated. Consequently, some texts may have a simple argumentation structure while others have complex ones (see Van Eemeren, 2015a). In actual argumentation, some elements of the argumentation stage often remain implicit, but (as a minimum) argumentation has to be advanced in order to talk about an argumentative discussion or text (Van Eemeren et al., 2007). In order to reach a resolution of the

difference of opinion, it is also essential that the argumentation that is put forward is assessed in a critical manner.

The fourth stage of an argumentative exchange, the concluding stage, corresponds to the stage of a critical discussion in which the parties determine what the attempt to resolve the difference of opinion has achieved. The difference of opinion is resolved if the parties have either agreed that the standpoint of the protagonist is acceptable, (which means that the criticism, objection and doubt of the antagonist must be retracted), or the standpoint of the protagonist must be withdrawn. In the former, the dispute is resolved in favour of the protagonist; the latter, in favour of the antagonist. In practice, the outcome is usually articulated by one of the parties, but if the other party rejects the result there is no resolution (Van Eemeren et al., 2007). For a successful completion of a discussion, the parties must draw conclusion about the result of the discussion. This stage marks the end of argumentative exchange of views. However, it does not preclude the participants from starting a new discussion.

The pragma-dialectical model of critical discussion, as described in this section, is a sound basis for conducting analysis of argumentative discourse in ABS and related debates in the Tanzanian parliament because it offers procedures for evaluating argumentative moves that take place in a resolution process. The stages of critical discussion are relevant in this study when examining arguments ministers and MPs employ in the process of resolving the difference of opinion in parliament because they indicate the stages the resolution trails. It is arguable, however, that—in the case of the Tanzanian parliamentary discourse—a real resolution might be unlikely for some instances as conclusions are sometimes based on voting and not acceptability of the standpoint at issue.

3.3.1 Pragmatic moves performed in the resolution process as speech acts

In the resolution process, the arguers make different moves. Such moves contribute to the discussion moving toward a resolution. The moves are considered in the pragma-dialectical theory as speech acts. Speech acts theory provides a suitable instrument for analysing verbal communication that is aimed at resolving a difference of opinion (Van Eemeren & Grootendorst, 1984; Van Eemeren et al., 2007). Following Searle's 1979 typology of speech acts, the pragma-dialecticians specify the speech acts that play a contributory role in the resolution process. This typology of five types of speech acts includes some that are crucial to a critical discussion and others that may play a part in a critical discussion indirectly (Van Eemeren et al., 2007). I explain the five speech acts below.

The first type of speech acts distinguished by Searle are the assertive speech acts. The speaker (or writer) describes a state of affairs regarding a certain matter through these speech acts and, in so doing, commits himself to the truth of a proposition. In a critical discussion, discussants or arguers may use all varieties of assertives. Assertives in a critical discussion may serve to state the standpoint, advance argumentation in defence of the standpoint, or to decide the result of the discussion. Standpoints or argumentation can be presented using these assertives: statement, claims, supposition, and denials (Van

Eemeren & Houtlosser, 2015a; Van Eemeren & Grootendorst, 1983). The use of certain assertives may show the extent of the belief in the proposition and the degree of commitment to the proposition expressed in a standpoint. This may range from remarkably strong, as in the case of an assertion or a statement, to considerably weaker, as in a supposition. If the statement is found to hold true when a conclusion is reached, it will be maintained in the concluding stage by means of assertives, and if the statement must be withdrawn, it is denied using an assertive (Van Eemeren et al., 2007).

The second type of speech acts are the directives. These are used when the speaker or writer tries to persuade the listener or reader to do something or to give something. An example of a directive is an order, which needs the speaker or writer to have a special position in relation to the listener or reader. The examples of directives are to recommend, to beg, to challenge and to ask. Only some of the directives serve a contributory role in a critical discussion. Their roles include challenging the party who has advanced a standpoint to defend this standpoint, to request arguments to support standpoint, or to request a definition, and explanation or any other usage declarative. In addition, the party who has advanced a standpoint can only be challenged to defend his standpoint (Van Eemeren et al., 2007; Van Eemeren & Houtlosser, 2015a).

The third type of speech acts are the commissives. By the use of commissives a speaker or writer commits himself to the listener or reader to do something or to give something (Van Eemeren et al., 2007). Contrary to directives, the commissive implies that the speaker or writer acts himself, instead of the listener or reader. The typical nature of a commissive is a promise, in which the speaker or writer explicitly commits himself to do something or to give it up. In critical discussion, a commissive serves (a) to accept a standpoint or not; (b) to accept a challenge to defend a standpoint; (c) to decide to begin a discussion; (d) to accept to take on the part of protagonist or antagonist; (e) to agree with the rules of discussion; (f) to accept argumentation or not; and—if relevant—(g) to decide to start a new discussion (Van Eemeren et al., 2007). The discussants need to commit themselves at some point in the different stages of the discussion so that the discussion can progress in the direction expected.

The fourth type of speech acts is made up of expressives. The speaker or writer uses this speech act to express their feelings, such as congratulating, thanking, and regretting. Expressives do not play a role in a critical discussion. However, they can have an influence on the success of argumentative discussion. Were a speaker to have the feeling that the discussion will not attain a result, or that he is unhappy with the discussion, this can affect the resolution by influencing the course of events negatively by distracting the participants (Van Eemeren et al., 2007). However, expressives do not play a contributory role in the discussion because they are mere expression of the speaker's or writer's feelings.

The fifth type of speech acts consists of declaratives. By the use of such speech acts, the speaker brings a specific state of affairs into the world. As a rule, performance of declaratives requires institutionalised contexts and a particular type of authority. An exception to this rule is the subtype of usage declarative,

distinguished by Van Eemeren and Grootendorst (1984), which relate particularly to language use, and which are not confined to a specific institutional context. Examples of their functions include to define, to specify, to explain, and to elucidate—in effect, to increase or facilitate the listener’s or reader’s understanding of other speech acts. The speaker or writer performs such speech acts to shed light on how particular speech acts should be interpreted (Van Eemeren et al., 2007). Apart from usage declaratives, declaratives do not play a role in a critical discussion. Usage declaratives, however, can serve a useful function in a critical discussion, in so far as they play a role in increasing understanding of other speech acts in the discussion. Usage declaratives may occur in any of the four stages of critical discussion. The pragma-dialectical theory offers a method of analysing the distribution of the different speech acts in the four discussion stages (see Van Eemeren et al., 2007:15-16).

As the preceding discussion of pragmatic moves performed in the resolution process as speech acts illustrates, pragma-dialectical theory provides an effective way of analysing the roles speech acts play in the resolution process. In the study of ABS and related debates in the Tanzanian parliament, ministers’ and MPs’ pragmatic moves and their roles are examined in the four discussion stages. The speech acts help to identify the role of argumentative moves ministers and MPs in the Tanzanian parliament perform in ABS and related debates. The speech acts are crucial in a critical discussion as they contribute towards the outcome of the discussion.

3.4 The pragma-dialectical reconstruction of argumentative discourse

The argumentative moves in a resolution process do not often appear in the order of the ideal critical discussion. In order to consider all the relevant elements in argumentative discourse or text, a reconstruction of the process of resolving the difference of opinion is necessary. The reconstruction ensures that all relevant components of the discourse or text are taken into account in the analysis and all irrelevant components to this are left out (Van Eemeren & Houtlosser, 2009a; Van Eemeren & Grootendorst, 2004). Analysing argumentative discourse pragma-dialectically amounts to interpreting the discourse from the theoretical perspective of critical discussion. Such a kind of analysis is pragmatic in viewing the discourse as essentially exchange of speech acts and it is dialectical in viewing this exchange as “methodical attempt to resolve a difference of opinion” (Van Eemeren & Houtlosser, 2015a:159).

In the reconstruction, the speech acts that occur in the discourse or text are analysed as argumentative moves aimed at achieving a resolution of a difference of opinion. This is made possible by the aid of the model of critical discussion. In a pragma-dialectical reconstruction, the desired analytic determination of the discourse or text is reached by interpreting each of its components from the perspective of the resolution of a difference of opinion, and then examining whether it is relevant in this connection. On this view, the relevance of every speech act is related to the specific and subsidiary purpose of the stage of the resolution process in which it occurs. Every speech act performed at a

particular discussion stage plays a role of steering the discussion towards a resolution. Each of the four stages of a critical discussion represents a separate phase in the resolution process, and a reconstruction based on this model therefore result in a resolution-oriented analysis (Van Eemeren & Grootendorst, 2004).

The ideal model of a critical discussion is the point of reference in the analysis: it shows which kind of speech acts may be considered in the reconstruction in the different stages. The ideal model plays a very useful role as guide to identify the parts of oral and written argumentative discourse and text that are pertinent to the resolution of a difference of opinion (Van Eemeren & Grootendorst, 2004). It helps to point out to the analyst what kind of elements to consider.

The reconstruction of a discourse or text shows clearly the route followed in attempting to resolve the difference of opinion. In the reconstruction, elements that are implicit but relevant are made explicit; speech acts that serve the same goal but are scattered over the discourse or text are brought together; and the precise role of indirect speech acts that play a specific part in the resolution is indicated (Van Eemeren et al., 2007). The reconstruction aims to produce an analytic overview of all the components of a discourse or text that are important to the resolution of a difference of opinion (Van Eemeren, et al., 1993). Accomplishing this involves examining exactly the point at issue; the procedure and material point of departure chosen; the explicit, implicit, indirect, and unexpressed argument advanced; the argument schemes used in each single argumentation; and the argumentation structure. This involves extracting all the explicit and implicit parts from the argumentative discourse or text that play a role in the resolution process, and that are therefore relevant to a considered evaluation (Van Eemeren & Grootendorst, 2004). The analytical overview provides a clear picture of the resolution process with all the pertinent elements.

Argumentative discourse and texts generally contain parts whose functions are not clear and some parts that are obvious. They also include parts that are not directly relevant to the resolution of the dispute. More importantly, some pertinent parts to a critical discussion are often missing. Like the rules that are observed in the process of argumentation, the starting point of an argumentation is rarely fully and explicitly stated (Van Eemeren & Grootendorst, 2004). Other essential parts of the process of resolution are sometimes also left unstated. These might include the precise content of the difference of opinion, the distribution of the discussion roles, the way in which the arguments are supposed to support the standpoint, and the relationship between the different arguments. This may be the case because they are obvious, or assumed obvious, but there can also be other reasons—for example, that they are disputable. Parts of the discussion are sometimes assumed, or they are in some form disguised in the discourse or text, just as certain arguments are in the form of rhetorical question. It is through reconstruction that these elements are brought to the surface (Van Eemeren & Grootendorst, 2004). The reconstruction helps to bring to the fore pertinent elements in the discourse that are not clearly stated.

In ordinary discourse, much remains not clearly expressed. For instances, the communicative and interactional purposes of the speakers or writer often are not explicitly indicated. The fact that an important stage of the resolution of the dispute has been skipped frequently remains unnoticed (Van Eemeren & Grootendorst, 2004). The opening stage in a discussion is almost never fully represented in a clearly marked form at a particular place in the discourse or text. In the discussion, the rules that apply to the resolution process are often not explicitly stated because, to some extent, they are presumed to be obvious. However, their suppression may also be a ploy to create the impression that the parties are in agreement on the rules while it is not actually the case. It is possible for the opening stage to be left out in the discourse because prior agreement has been reached concerning the starting points and discussion rules (Van Eemeren & Grootendorst, 2004). This is also the case in Tanzania parliamentary discourse as there usually agreement on the rules of procedure from regulations and conventions that govern the discussion in the parliament.

Apart from lack of clarity of expression, a further complication in argumentative reality that has to be taken into account in the reconstruction is the identification of the one to be convinced of the acceptability of the protagonist's standpoint (Van Eemeren & Grootendorst, 2004). This is the case if the protagonist addresses others via the antagonist. A political debate is a typical example as the argumentation may be addressed directly to the opponent politician participating in the discussion, whereas the real target group consists of listeners or television viewers. In this case, there are two possible antagonists: the official antagonist and the listeners (Van Eemeren & Grootendorst, 2004; Van Eemeren, 2010). In political discourse, the television viewers and the listeners are the focal point for convincing, as they constitute the voters who politicians want to influence.

In spite of the complications due to implicitness and other factors, it is still possible to detect a clear-cut line in many argumentative discourses and texts (Van Eemeren & Grootendorst, 2004). When the necessary reconstruction has been done, argumentative discourses and texts can be analysed in terms of a critical discourse between protagonists and antagonists of certain standpoints. Given that, the various complications that occur in the discourse do not confuse the analysis.

The reconstruction in argumentative discourse takes place before analysing and evaluating the discourse systematically. A pragma-dialectical reconstruction involves four analytical operations labelled reconstruction transformations⁹. These are instrumental in identifying the elements in the discourse that can play a part in resolving the difference of opinion (Van Eemeren & Grootendorst, 2014). The transformations include: (1) deletion, which involves leaving out of consideration elements in the discourse that do not contribute towards a resolution of the difference; (2) addition, which requires

⁹ Van Eemeren and Grootendorst (2004:100-107 and Van Eemeren et al. (1993:61) provide details of the four transformations and show how these transformations are carried out in a discourse.

enhancing the discourse as it is presented with those elements that are left implicit but are pertinent to resolving a difference of opinion; (3) permutation, which involves re-arranging speech acts whose order in the discourse does not reflect their function in the resolution process; and (4) substitution, which necessitates reformulation in an unequivocal way of speech acts whose functions in the discourse would otherwise be opaque (Van Eemeren et al., 1993; Van Eemeren & Houtlosser, 2009b; Van Eemeren & Grootendorst, 2004). The reconstruction makes it possible for all the crucial speech acts in the discourse to be considered in the analysis.

Once the reconstruction is completed, it needs justification. It is crucial for the legitimacy of an analytical reconstruction of an argumentative discourse or text that all the transformations can indeed be justified. It must be possible to attribute the reconstructed speech acts to speaker's or writer's commitments on the basis of their contribution in the discourse (Van Eemeren & Grootendorst, 2004). The communicative principle and the rules of language (see Van Eemeren and Grootendorst, 1992:49-53) can play an important role in this effort. They help to indicate how the reconstructed speech acts fit into the discourse in relation to the participants, as the reconstruction gives the discourse appropriate standard-form of a critical discussion. The reconstructed speech acts have to be relevant in relation to the discourse and they should be able to make the discourse coherent (Van Eemeren et al., 1993). The justification of the reconstruction considers relevant insights about the course of oral and written communication provided by empirical research on language use in the discourse.

The justification has to take into account several issues as no single source justification can stand-alone. One consideration to be taken into account is that the value of a reconstruction never depends entirely on how it can be empirically justified in the particular case. Another consideration is the degree to which the reconstruction offers a coherent analysis that provides clarification of the specific characteristics of the discourse or text and agrees with what else is known about the matter at issue, combinations of other speech acts, and about the course of verbal communication in general (Van Eemeren & Grootendorst, 2004). The reconstruction has to give the discourse a critical discussion form.

In order to have a thorough reading of argumentative discourse and give a sound evaluation, the analytic overview resulting from reconstruction should entail all elements relevant to the resolution process. This means that the analytic overview has to cover all discussion stages. It needs to recapitulate the difference of opinions at issue. It has also to identify the positions of the discussants and the procedural and material premises that serve as points of departure for the discussion. Besides, it needs to survey the argument applied and the argumentation structures and report the outcome of the discussion (Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 20014).

The analytic overview provides an overall picture of the difference of the opinion. This may be single non-mixed, multiple non-mixed, single mixed, or multiple mixed (see Van Eemeren et al., 2002:3-11). The analytic overview also shows the distribution of roles between the two parties, and the choice of

point of departure (premises, discussion rules). In addition, it must show the means by which the standpoints adopted by the parties are defended (explicit reasons, implicit reasons, and unexpressed premises). The analytical overview must also indicate the way in which the argumentation of each of the parties is structured (single, multiple, subordinatively compound, or coordinatively compound (see Van Eemeren et al., 2002: 64-66)). Finally, it has to show the argument schemes (elaborated in detail in the next section) by which the different reasons are in each particular case connected with the standpoints defended (Van Eemeren & Grootendorst, 2004). In order for the reconstruction to be relevant, it must be able to take into account all the relevant elements of the discourse that have contribution to the process of resolving the difference of opinion on merits.

3.4.1 Argumentation schemes in the pragma-dialectical theory

The argumentation that appears in practice may be seen as specific for a certain argumentation scheme (Van Eemeren & Kruiger, 2015). An arguer, in the attempt to convince the audience, devises his/her arguments in a way that they relate to the point of view in the argumentation. The schemes are pointers to different routes to justify a standpoint. The argument schemes play a role in the evaluation of arguments as they help to identify the standpoints being defended. In order to evaluate the quality of the individual arguments, it is imperative to determine whether the underlying reasoning is logically valid and starts from acceptable premises. Evaluation of argument quality is conceivable if it is possible to establish the point at issues and determine whether argumentation is relevant in terms of “providing adequate support for that particular point of view (Houtlosser, 2001:27). It is not necessary, however, to assume that somebody who advances an argument is involved in showing the conclusion is logically derived from the premises (Van Eemeren et al., 1992). This calls for evaluation of the argument to see whether it is adequately defended.

The steps from the argument to the standpoint must be such that the acceptability of the premises is transferred to the conclusion in some way. In the effort to transfer the acceptability of the premises to the conclusion and to achieve the interactional effect that the listener accepts his standpoint, the speaker tries to advance his argument in a way that it convinces the listeners. In order to achieve that, he/she chooses a certain argumentation scheme that he/she thinks will lead her/him to the desired conclusion.

In the attempt of the speaker to make sure that the listener accepts his standpoints, he relies on argumentation schemes. Argumentation scheme is a more or less conventionalised way of representing the relation between what is stated in the argument and what is stated in the standpoint (Van Eemeren et al., 1992). According to Van Eemeren and Garssen (2009:xvi), an argumentation scheme is “a representation of the pragmatic principle of supporting that is used when in the argumentation a reason is advanced for accepting a standpoint”. Thus, the kinds of support given for a particular argumentation indicate the scheme employed. Van Eemeren and Garssen add that an argument scheme reveals the inner structure of a single argumentation: it exemplifies the means in which the acceptability of the

reason that is given is supposed to be transferred to the standpoint. When someone advances an argument, he/she tries to show that the premise is adequately linked to the standpoints that he/she is defending.

An argument scheme will be appropriate if it is an adequate means for the defence of the standpoint and if its participants agree to its application (Garssen, 2001). However, in argumentative discourse such as parliamentary debate, the participants do not often discuss the use of argument schemes. An argument will contribute to the resolution of the difference of opinion if the argument scheme used is appropriate and employed properly. The argument scheme is used correctly if all pertinent critical questions that the antagonist in the discussion could pose can be answered satisfactorily (Garssen, 2001). In the pragma-dialectical approach, each argumentation can be described by the argumentation scheme employed (Van Eemeren et al., 1992). The link between the premise and the standpoint determines the types of argumentation scheme utilised.

The pragma-dialectical approach distinguishes three main categories of argument schemes, which characterise three types of argumentation (Van Eemeren et al., 1992; Van Eemeren et al., 2002; Van Eemeren et al., 2007). The pragma-dialectical typology is designed with the purpose of enabling an adequate evaluation of argumentation (Garssen, 1994). The three categories in the pragma-dialectical typology are symptomatic argument, argumentation by comparison and causal argumentation. The review below focuses on the two main types of argumentation that the study analyses—symptomatic argumentation and causal argumentation.

In symptomatic argumentation, someone tries to convince his interlocutor by pointing out that something is symptomatic of something else. In this type of argumentation, a standpoint is justified by citing in the argument a certain sign, symptom, or distinguishing mark of what is claimed in the standpoint (Van Eemeren et al., 2002). This type of argumentation is based on an argumentation scheme in which the acceptability of the premises is carried to the conclusion by making it understood that there is a relation of concomitance between that which is stated in the argument and that which is stated in the standpoint (Van Eemeren et al., 1992). In this type of argumentation, the trait mentioned in the argument is presented as a typical of certain group, as characteristic of a certain situation, or as an essential quality of a certain personality. Hence, the trait mentioned in the standpoint is taken as a warrant for the conclusion that is given.

The indication in the presentation of symptomatic argumentation relies heavily on the notions of ‘characteristic’ and ‘sign’. These play a crucial role in the identification of this type of argumentation in argumentative discourse. Here two issues are distinguished in the pragma-dialectical theory: (1) expressions that can indicate relations in two directions—the characteristic can be mentioned either in the argument or in the standpoint; and (2) expressions that can only indicate relation in one direction—the characteristics can only occur in the argument (Van Eemeren et al., 2007).

Argumentation based on symptomatic relation may occur in various ways. Something done by somebody can be presented as typical of his or her character. A certain phenomenon can also be presented as a symptom or a sign of something more general (Van Eemeren et al., 2002). One of the subtypes of symptomatic argumentation is argument from example. In this argumentation, a generalisation is made, or rule is introduced, by presenting a number of separate cases as indicative of something general (Van Eemeren et al., 200b:98). It is the facts that are presented in the standpoint which derive the conclusion. The assessment criteria that are used in the pragma-dialectic approach to evaluate this type of argumentation are presented in the form of critical questions: (1) Are the specific cases typical of the state of affairs? (2) Are the specific cases representative? (3) Are the specific cases sufficient to warrant the generalisation? (4) Are the specific cases typical of other state of affairs? (Van Eemeren et al., 2007; Van Eemeren et al., 2002). The antagonist is supposed to raise these critical questions in a critical discussion in relation to argument from example. For the argumentation to have been applied correctly, all the questions have to be answered satisfactorily

The other sub-type of symptomatic argumentation is argument from authority. In argument from authority, someone's expertise or special position is taken as a sign that the proposition ascribed to him is acceptable (Van Eemeren et al., 1992:161; Van Eemeren & Kruijer, 2015). The warrant of the conclusion in this argumentation is attributed to the expertise of the person, document or thing. In argument from authority, the transition of acceptance is guaranteed by referring in the premise to an external source that has the knowledge or expertise required for drawing the conclusion (Van Eemeren, 2009:86; Van Eemeren & Houtlosser, 2015c). The authority does not necessarily have to be a person; it may be a book, such as the Bible or other book deemed authoritative. In argument from authority, the arguer associates his argument to someone he/she believes the audience grants a certain intellectual trust (Schellens & De Jong, 2004; Wagemans, 2011). As such, the arguer believes that the authority adds to audience acceptability of his/her argument.

Evaluation of an appeal to authority depends on the protagonist's ability to answer satisfactorily the critical questions associated with this scheme. The criteria for assessing this argumentation are based on the following critical questions: (1) Is the source's expertise relevant to the opinion? (2) Is the source trustworthy? (3) Is the expert a genuine expert? (Šorm, 2010; Van Eemeren, Gassern & Meuffels, 2015). However, the critical questions for evaluation of an appeal to authority vary in each case, depending on the activity type and the kind of authority (Van Eemeren & Garssen, 2015; Wierda, 2015). These critical questions are crucial when evaluating argument from authority as they are meant to determine its acceptability. The antagonist has to ask these questions when the protagonist appeals to a certain authority in a critical discussion. A negative affirmative answer to one of the questions renders the conclusion unwarranted.

The second major type of argumentation is causal argumentation. In this type of argumentation, someone tries to convince their interlocutor by pointing out that something is instrumental to something else. This is based on an argumentation scheme in which the acceptability of the premise is transferred to the conclusion by indicating that there is a link of causality between the argument and the standpoint (Van Eemeren et al., 1992). In this scheme, what is stated in the argumentation is a means, a way to, an instrument for or some other kind of causative factor for the standpoint, or vice versa (Van Eemeren et al., 1992). The cause presented in the argument is taken to lead to the effect stated in the standpoint, thereby justifying a particular conclusion. Causal argumentation has sub-types which the relation of causality include those that the relations of causality point to the consequences of a course of action, present something as means to a certain end, and emphasize the nobility in order to justify the means (Van Eemeren et al., 1992). According to Garssen (1997), cited in Van Eemeren et al., (2007), pragmatic argumentation is distinctive because the result of the speaker (presupposed in the argumentation) is always rated either positive or negative. Pragmatic argumentation is applied where there is decision to be made about a plan, policy or any course of action. On one side, the interlocutors will look at the policy, plan or course of action in terms of desirable consequences it is likely to bring. On the other side, the focus is on the undesirable consequences it is likely to result in. This sub-type is common in parliamentary discourse as proposals in parliament are judged in terms of their desirability or undesirability.

The assessment criteria for causal argumentation, or argument from cause and effect, is carried out by asking the following critical questions: (1) Does the established cause in fact lead to the mentioned results? (2) Are there any other factors that must be present, together with the proposed cause, to create the mentioned results? (3) Could the proposed results be caused by something else as well? (Garssen, 1997 cite in Van Eemeren et al., 2007:165:166). These critical questions have to be answered satisfactory for the causal argumentation to have been applied correctly.

The characteristics of argumentation schemes in the pragma-dialectical theory highlighted in this section are applied to the present study. The study examines the manifestation of argument from example, argument from cause and effect and argument from authority in ABS and related debates. In addition, it analyses the three arguments in ABS and related debates in relation to criteria for evaluating such arguments as postulated in the pragma-dialectical theory.

3.4.2 The pragma-dialectical proposed rules for a critical discussion

In the Pragma-dialectical theory, the general starting point is when a speaker or writer presents a standpoint and acts as protagonist, and a listener or writer expresses doubts about the standpoint and acts as antagonist. It is possible that participants limit their interaction to such a simple discussion. However, the critical discussion may be complicated if the antagonist advances the opposite standpoint (Van Eemeren & Grootendorst, 2004). In accordance with the pragma-dialectical rules, the protagonist

and the antagonist in a critical discussion attempt to find out whether the protagonist's standpoint is capable of withstanding the antagonist's criticism (Van Eemeren & Grootendorst, 2004). This happens when the protagonist's standpoint is reasonable to convince the antagonist.

In order for the exchange of views between the two parties to take place in an orderly manner, the pragma-dialectical theory proposes rules that the two parties have to observe, thereby allowing the two parties to interact and play the role that each has presumed in the discussion. The pragma-dialectical rules are ideally expected to guide the parties throughout the resolution process. As the two parties engage in a critical discussion, there is an interaction between protagonist's and antagonist's speech acts. The interaction will continue until the protagonist has defended all the antagonist's criticisms and he has no new challenges. This happens when the protagonist has convinced the antagonist, or when the protagonist recognises that his standpoint cannot withstand the antagonist's criticism (Van Eemeren & Grootendorst, 2004). In this manner, the interaction can lead to the resolution of a difference of opinion if it proceeds in an adequate fashion (Van Eemeren & Grootendorst, 2004). Such interaction needs regulation in accordance with certain rules of critical discussion (Van Eemeren & Grootendorst, 2004), the aim of which is to facilitate the performance of speech acts relevant in the various stages of the resolution process. Because of this requirement, the proposed pragma-dialectical discussion procedures consist of a system of regulations that cover all speech acts in a critical discussion (Van Eemeren & Grootendorst 2004; Van Eemeren et al., 2007).

The rules relates to all the stages in a critical discussion. The rules are problem-valid because each of them "makes a specific contribution to solving certain problems that are inherent in the various stages of the process of resolving a difference of opinion" (Van Eemeren & Grootendorst, 2004:134). However, the rules cannot offer any guarantee that participants who follow them will always be able to resolve the difference of opinion. The rules do constitute a sufficient condition for the resolution of dispute, but they are not necessary for achieving this purpose (Van Eemeren et al., 2007). The rules apply to the acts that the discussants perform in a critical discussion. The presentation of the rules starts with a non-mixed, single discussion, in which one standpoint is defended. The rules specify in which case the performance of certain speech acts contributes to the resolution of the difference of opinion (Van Eemeren & Grootendorst, 2004).

The rules comprise ten basic requirements for reasonable acts—profanely dubbed as the "Ten Commandments"—the discussants have to observe in a critical discussion. The rules only lists what moves are not permitted in argumentative discourse or text instead of stating all the rules that discussants have to abide by in a critical discussion. The prohibited moves are those that hinder or obstruct the resolution of a difference of opinion. The following are the "Commandments" (for details of these rules, see Van Eemeren and Grootendorst, 2004:187-196; Van Eemeren, 2015a:45).

- Rule 1, the Freedom Rule, is designed to ensure that standpoints and doubt regarding standpoints could be freely advanced.
- Rule 2, the Obligation to Defend Rule, ensures that the standpoints that are advanced and called into question are indeed defended.
- Rule 3, the Standpoint Rule, is designed to prevent antagonist from deviating from what is claimed.
- Rule 4, the Relevance Rule, requires standpoints to be defended by logos, not by ethos, or pathos.
- Rule 5, the Unexpressed Premise Rule, ensures that the implicit elements in argumentation are treated seriously.
- Rule 6, the Starting Point Rule, ensures that the starting points agreed upon are used properly.
- Rule 7, the Validity Rule, requires checking, in cases where this is due, whether the conclusion follows logically from the premises.
- Rule 8, the Argument Scheme Rule, excludes improper use of argument schemes.
- Rule 9, the Concluding Rule, ensures that the result of the discussion is ascertained in a correct manner.
- Rule 10, the Language Use Rule, is aimed at preventing misunderstandings resulting from non-transparent, vague or equivocal formulations or inaccurate, sloppy or biased interpretations.

The rules are formulated in such a way each of them makes it possible to satisfy a necessary condition for the resolution of a difference of opinion. As such, the rules are conducive to the resolution of a difference of opinion by means of argumentative discussion. However, they are not assurances for the resolution of the difference of opinion (Van Eemeren & Grootendorst, 2004), since other conditions, such as the discussants being prepared to abide by these rules in a critical discussion, determine the resolution of the difference of opinion. The conditions apart from the rules are referred to as ‘higher order conditions’¹⁰.

The pragma-dialectical rules serve as guide for discussants to exchange speech acts reasonably. Violation of any of the rules at any stage may impair the resolution of the difference of opinion. Any argumentative move that goes against any of these rules, by any of the parties at any of the four stages, obstructs or hinders the resolution process and is therefore considered fallacious (Van Eemeren & Grootendorst 2004; Van Eemeren, 2015c). (For details of the pragma-dialectical approach to fallacies, see Van Eemeren & Grootendorst, 1984; Van Eemeren et al., 1992, Van Eemeren & Grootendorst, 2004, Van Eemeren, Garssen & Meuffels, 2009; Van Eemeren, 2010.) As some of the moves the

¹⁰ Van Eemeren and Grootendorst (2004:189) point out two important conditions that are necessary, apart from the rules. These are: second-order conditions, which relate to the state of mind the discussants are assumed to be in; and third-order conditions, which relate to the social circumstances in which the discussion takes place. Together these constitute the higher order conditions, which need to be fully satisfied in order to have critical reasonableness wholly realized in practice.

discussants make in a critical discussion may be fallacious, the rules of critical discussion enable the analyst to analyse such moves adequately.

3.5 Strategic manoeuvring in argumentative discourse

The pragma-dialectical theory has undergone a number of extensions since its development in the 1970s. One such development is the introduction of the concept of ‘strategic manoeuvring’ to strengthen the connection of pragma-dialectics with argumentative reality (Van Eemeren & Houtlosser, 1999; Van Eemeren & Houtlosser, 2002). This makes it possible for more profound and more realistic analysis and evaluation of argumentative discourse than the standard theory allowed as it allows analysis of rhetorical insights. (Van Eemeren et al., 2014). In addition, this could make the analysis and evaluation more justified. In similar effort, Van Eemeren (2010) extended the theory in strategic manoeuvring in argumentative discourse, through the incorporation of rhetorical perspective into the theory.

The incorporation of a rhetorical dimension into the theory relates to the claim that in argumentative discourse the discussants have dual objectives—being reasonable and being effective (Van Eemeren & Houtlosser, 2000; Van Eemeren & Houtlosser, 2002). The rhetorical effort is viewed as being integrated into the dialectical effort to resolve the difference of opinion in accordance with the proper standard for a critical discussion (Van Eemeren & Houtlosser, 2002). Every stage of the resolution process is aimed for optimal rhetorical result as well as the maintenance of the dialectical aim (Van Eemeren & Houtlosser, 2002). The result is that every move in the discourse has effectiveness and reasonableness dimensions.

In their moves arguers attempt to achieve acceptance by the intended audience, but to achieve this they have to maintain reasonableness as required by the rules for critical discussion (Van Eemeren et al., 2014; Van Eemeren & Houtlosser, 2009a; Van Eemeren & Houtlosser 2015d). To meet the pursuit of the dual objectives, arguers resort to strategic manoeuvring (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010), which is directed at minimising the potential tension between pursuing at the same time a dialectical as well as a rhetorical aim. Strategic manoeuvring helps arguers to reconcile their aims without leaning much on either one of the aims.

The relation between the concepts of dialectic and rhetoric can be traced back to the ancient period where they were considered separate. This was the case since Aristotle despite the initial connection between rhetoric and dialectic (Jacobs 2000; Van Eemeren & Houtlosser, 2009b; Van Eemeren & Houtlosser 2002a; Van Eemeren, 2010a). According to Krabbe (2002), their difference lies in their concerns: rhetoric deals with speeches, whereas dialect focuses on conversation. However, they overlap “as conversation may contains speeches, and a series of speeches can often be described as a conversation between their authors” (Krabbe, 2002:29). The overlap between the two indicates their connection through dealing with argumentation. Plato viewed dialectic as a means of searching for the truth. Aristotle, in the *Topics*, developed the notion of dialectic into a system of regulated dialogues for

rejecting a claim, starting from concessions of the other party (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010). Aristotle offered the framework for the study of rhetoric as an ability or capacity, in each case to see the available means of persuasion (Van Eemeren & Houtlosser, 2009b; Van Eemeren & Houtlosser, 2002). Despite the interest Aristotle took in the two perspectives as counterparts, their connection ended in the early 17th Century where the two came to be seen as incompatible paradigms (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2013b). The division resulted into two distinct and mutually autonomous paradigms, each conforming to a different conception of argumentation, which were considered unrelated. This division created a divide, in conceptualisation as well as understanding, among argumentation theorists between the theorist who favour a dialectical approach and those who opt for a rhetorical approach (Van Eemeren & Houtlosser, 2002). As such, the two groups adopt different approaches to the study of argumentation.

In order to bridge the sharp and unproductive ideological gap between dialectic and rhetoric, the pragma-dialecticians consider that the two can complement one another. Van Eemeren, et al., (1997) cited in Van Eemeren and Houtlosser (2002:137), define dialectic “as a method of regimented opposition in verbal communication and interaction that amounts to the pragmatic application of logic, a collaborative method of putting logic into use so as to move from conjecture and opinion to more secure belief”. This view, in some respects, differs from the Aristotelian dialectic and formal logic as it conceives dialectic pragmatically as discourse dialectic.

In the pragma-dialectic approach, rhetoric is viewed as the theoretical study of the different kinds of practical persuasion techniques (Van Eemeren & Houtlosser, 2002). Arguers in argumentative discourse apply such techniques to increase acceptance of their moves. Thus, the rhetorical norms of persuasion are not in contradiction with the idea of reasonableness central to pragma-dialectics. It is possible to maintain critical standards for argumentative discourse when one attempts to win a discussion (Van Eemeren & Houtlosser, 2002). Argumentative moves that critical audiences consider rhetorically strong will, in practice, always be in accordance with the dialectical norms. This, then, is a basis for overcoming the separation between dialectic and rhetoric through the integration of the rhetorical dimension into the pragma-dialectical method of analysis (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010).

The integration of the rhetorical dimension in the pragma-dialectic method of analysis allows examination of how the opportunities available in a particular dialectical situation are utilised in the most favourable way (Van Eemeren & Houtlosser, 2002; Van Eemeren, Garssen & Meuffels, 2012). Each of the four stages of the resolution process has a specific dialectical aim. Since the parties involved want to realise this aim, they can be expected to make the strategic moves that serve their position best. As such, the dialectical aim of a particular discussion stage always has a rhetorical equivalent and the presumed rhetorical objectives of the discussant must be specified according to the stage (for details,

see Van Eemeren & Houtlosser, 2002a:138). The parties involved in a critical discussion aim for both dialectic and rhetoric in every discussion stage.

The strategic manoeuvring that manifest in the critical discussion stages are topical potential, adaptation to audience demand and presentational devices. With respect to each of the aspects of strategic manoeuvring, both parties have an opportunity to influence the result of the discourse in their own favour (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010; Van Eemeren & Houtlosser 2015f). Topical potential involves the choice made by the discussant, from the available viewpoints, angles or perspectives, to advance strategic manoeuvring moves (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010). Topical potential “is the range of topical options available at a certain point in the discourse” (Van Eemeren, 2010:96). The availability of topical alternatives allows an arguer to select a perspective that he thinks he can defend well. The topical choice the arguer makes in manoeuvring strategically reflects a certain perspective, angle, or viewpoint about the existing discourse (Van Eemeren, 2010). This viewpoint has to reflect part of the discourse to make the move relevant in the discussion. The arguers manoeuvre strategically at every stage by selecting a perspective they prefer to make their moves.

With regard to topical potential at the confrontation stage, parties aim to make the most effective choice from among the potential issues. They utilise the ‘disagreement space’ available in the dialectical situation in such a way that the confrontation is defined in accordance with the party’s performances. This means making use of the dialectical opportunities available in the discussion stage. In the opening stage, the arguers strategic manoeuvring is directed at creating a ‘zone of a disagreement’ that provides the most advantageous procedural and material starting point. This aim can, for instance, be pursued by eliciting or calling to mind helpful concession from the other party (Van Eemeren, 2010; Van Eemeren & Houtlosser, 2015f). In the argumentative stage, the protagonist chooses to start from the arguments related to the type of standpoint at issue, creating a strategic line of defence involving a selection from the available potential topics of argument that suits that party (Van Eemeren, 2010). The protagonist will select a topical perspective that will be easier to defend and avoid further challenge. In response, the antagonist selects the strategic line of attack that appears to be most effective (Van Eemeren, 2010). In the concluding stage, each party will direct all its efforts towards achieving a strategic portrayal of the ‘scope of conclusiveness’ of the results of the discussion that come closest to the outcome desired by that party. This may involve highlighting from the party’s perspective (positive or negative) implications of certain outcomes he wants to draw attention to (Van Eemeren, 2010:101). Each party tries to show that the discussion ended in its own favour.

The second aspect of strategic manoeuvring is adaptation to the audience demand, which has to do with the tuning of argumentative moves. The expression ‘audience demand’ refers to the requirements that must be met in the strategic manoeuvring to secure communion, at the point in the exchange, with the

people the argumentative discourse is aimed at (Van Eemeren & Houtlosser, 1999; Van Eemeren and Houtlosser, 2002; Van Eemeren, 2010). The argumentative moves the arguers advance in the discussion are designed in a manner that takes into account the target audience. In order to be both effective and reasonable, the strategic moves a party makes in each stage of the resolution process must link well with the views and preferences of the audience addressed, so that the strategic moves agree with the frame of reference of the targeted people in the discourse and are optimally acceptable (Van Eemeren & Houtlosser, 1999; Van Eemeren, 2010). This requirement makes it necessary to consider the question of how to take the views and preferences of the intended audience into consideration (Van Eemeren, 2010). Van Eemeren (2010) raises the problem of, firstly, identifying the audience that is addressed and, secondly, of getting their relevant views and preferences. Without a clear identification of the audience and their preferences, attaining acceptability becomes difficult.

Since the strategic moves have to meet the interest and preference of the audience, the arguer has to identify such interest and preference. Van Eemeren (2010) links the problem of identifying the audience and their views and preferences to the concept of the meta-theoretical principle of socialisation, which holds that argumentative discourse is always aimed at achieving certain communicative and interaction effects on other people. The audience the arguer aims to reach can be his near immediate addressee, but the arguer may also intend his argumentation to have effect on a wider audience. (Van Eemeren, 2010). The wider audience can be diverse people who may happen to hear the argument through various means, such newspapers, television or radio (Van Eemeren, 2010:109). The arguer needs to consider all the diverse audiences in advancing his argumentative moves. In such a situation, two possible antagonists may originate from an audience that comprises more than one person. In such a triadic argument, there is the official antagonist, who is addressed directly, and there is some other antagonist, a third party, who is addressed indirectly but plays a role on the acceptability of the argumentative moves (Van Eemeren, 2010). The audience the arguer considers important to reach is the primary audience and the person instrumental in reaching it is the secondary audience (Van Eemeren, 2010). For instance, in a television debate involving two politicians, the politician considers the public as primary audience and the fellow politician as secondary audience. This affects the way the protagonists advance their moves, as they may not aim to convince each other but the largest possible audience. This often happens in political discourse where the politicians, through addressing opponents, advance moves to convince the populace.

Another complication in identifying the audience and determining its views and commitments is its diversity. For instance, the audience listening to a political speech may consist of people with varied backgrounds and who vary in respect of their appreciation of the argumentative moves (Van Eemeren, 2010). They may have, for instance, various professional backgrounds, which make certain issues and considerations more important (Van Eemeren, 2010). This variation influences how they appreciate the arguer's argumentative moves in the discourse. This diversity may need a politician who wishes to

convince, for example, both farmers and educators among his audience to apply multiple argumentation, so that one argument serves the farmers, the other the educators and a third argument all of them (Van Eemeren, 2010). This is to make sure that he meets in his argument the interest of all the intended audience.

Regardless of the composition of the audience, if strategic manoeuvring is aimed at the whole audience, its views and preferences must be considered (Van Eemeren, 2010), which, in turn, requires that arguers must make efforts to identify the views and preferences of the intended audience which can be regarded as part of point of departure. If the views and preference have been identified correctly, these starting points are *commitments* arguers can be held to in the argumentation stage and the concluding stage of the exchange of views (Van Eemeren, 2010). In argumentative practice, the arguers will rely, in their strategic manoeuvring, on their (primary and secondary) audience's commitments—both the descriptive and the normative ones – whenever this is possible and serves their strategic purposes (Van Eemeren, 2010).

Adaptation to the audience goes together with other aspects of strategic manoeuvring in all the stages of an argumentative discourse. In the confrontation stage, adaption to the audience involves avoidance of articulation of unsolvable contradiction between the position of the party whose manoeuvring is the focus of attention and the position of the other party, so that the disagreement between the two parties is limited to a non-mixed difference of opinion (Van Eemeren, 2010; Van Eemeren & Houtlosser, 2015f). In the opening stage, tuning to the audience demand may consist of mentioning only a material starting point the audience will have no problem with. Besides, the materials should be helpful in putting the discussion of the standpoint at issue in a perspective that is preferable to the arguer (Van Eemeren, 2010). In the argumentation stage, adaptation to audience involves choosing only those arguments that agree with the audience's interests. In the concluding stage, adaptation to audience involves highlighting those results of the discussion that the audience would like and avoiding infuriating the audience (Van Eemeren, 2010).

The third aspect of strategic manoeuvring is presentational choices. This pertains to the communicative means that are employed in presenting the strategic argumentative moves (Van Eemeren & Houtlosser, 2002; Van Eemeren, 2010). When manoeuvring strategically arguers not only make the argumentative moves that suit them well and agree with the audience demand but also present their moves in a specific way to increase their effectiveness (Van Eemeren, 2010). The manner of presentation contributes to the impact of the argumentative moves on the audience. In all the stages of the discourse, arguers' presentation of the moves may be assumed to be attuned to be more effective in achieving the strategic purpose they are aiming for (Van Eemeren, 2010).

Presentational choices presuppose kinds of communicative (linguistic) alternatives available to choose from when presenting argumentative moves (Van Eemeren, 2010). The linguistic repertoire allows the

arguer to choose the repertoire they think they can effectively employ to present their moves. Van Eemeren (2010) argues that when different presentational choices are made to state the same claim on two different occasions, the claim changes pragmatically from one occasion to the other. A slight difference in presentation leads to a difference in meaning, as different expressions (that result from the choice of different repertoires) have different connotations (Van Eemeren, 2010). In human communication, there is always opportunity for making presentational choices and expressing an idea in a pragmatically different ways (Van Eemeren, 2010). In strategic manoeuvring, making presentational choices “refers to utilising the pragmatic room for presentational variation to steer the discourse towards the achievement of a certain communicative and interactional effect” (Van Eemeren 2010:119). Discussants make use of presentational choices to utilise strategic opportunities thereby available in order to win the discussion.

In argumentative discourse, presentational choices have to be made for every argumentative move, and are made, alongside topical selection and adjustment to the audience views, to enhance the effectiveness of the argumentative moves presented. The choices that arguers can exploit as presentational devices in strategic manoeuvring in argumentative discourse includes in the first place, the various figures of speech and thought that are distinguished in classical and modern dialectic and rhetoric (Van Eemeren, 2010). Perelman and Olbrechts-Tyteca (1958/1969:169) regard such figures as argumentative if they result in a “change of perspective.” Depending on the stage the argumentative exchange has reached, a great number of figures of speech can be put to argumentatively profitable use (Van Eemeren, 2010). Figures of speech that may be applied in the course of manoeuvring include metaphors, rhetorical questions, anaphora and other forms of repetitions. Fahnestock (1999; 2009) provides useful insights into analysing presentation choices that involve the use of figures of speech in argumentative discourse.

The presentation choices that can be made in strategic manoeuvring in the confrontation stage of an argumentative exchange may, for the listener addressed by the protagonist of a standpoint, include not making explicit his position with regard to the standpoint that has been advanced, so that the difference of opinion does not become unnecessarily or prematurely mixed (Van Eemeren, 2010). For instance, in the opening stage the protagonist can manoeuvre strategically by presenting his starting point using a metaphor that is likely to appeal to the audience (Van Eemeren, 2010). An example of the presentational choices that may be appropriate in the argumentation stage is the presentation of all argument advanced in defence of the standpoint explicitly and numbered, so that rigor and quantity of the reasons that speak in favour of the standpoint may seem overwhelming (Van Eemeren, 2010). In the concluding stage, a strategic presentational choice of the party who claims to have won the discussion could be to present his claims in a restrained manner, so that the outcome of the discussion is emphasised (Van Eemeren, 2010).

Strategic manoeuvring sometimes takes place in conventionalised communicative practices. These conventionalised argumentative practices differ from one institution to another, depending on their level of formality, and are linked to specific types of institutional contexts in which they serve certain purpose relevant to the existence of the institution (Van Eemeren & Houtlosser, 2005; Van Eemeren, 2010; Van Eemeren & Garssen, 2010). The purposes for which these institutions were established require certain conventions to be entrenched in their communicative practices. Van Eemeren (2010:129; 2013b:21) remarks that, due to the influence of context of communicative practices, the possibility for strategic manoeuvring in conventionalised practices is in some ways determined by institutional preconditions, which may impose some restrictions on strategic manoeuvring. Thus, it is important to consider the macro-context of the communicative activity type in the analysis and evaluation of strategic manoeuvring (Van Eemeren, 2010:120; 2011:144; 2016:10) because the macro-context of the communicative activity type affects the strategic manoeuvring that may appear in it.

Communicative activity types are conventionalised practices whose conventionalisation serves, through the implementation of a certain domain of communicative activity, the institutional needs prevailing in a particular domain of communicative activity types (Van Eemeren, 2010). The different genres of communicative activity type that may be implemented vary from adjudication and deliberation to mediation, negotiation, consultation, disputation, promotion, and communication (Van Eemeren, 2010). Each genre has its own preconditions or regulations that guide the communication that takes place in it. The institutional task that a communicative activity type serves in a certain communicative domain is accomplished by realising the relevant institutional point using the appropriate genre(s) of communicative activity (Van Eemeren, 2010). Since this study focus on political discourse, this review will be confined to the deliberation genre only.

The communicative activity type in the political domain implements, prototypically, the genre of deliberation—for example, during a presidential debate, a plenary parliamentary debate, and Prime Minister's question time (Van Eemeren, 2010; Van Eemeren & Garssen, 2010). Such communicative activity types have pre-established conventions that are important to effective communication, and that have to be complied with. The communicative activity types that fall under the same communicative domain, applying the same genre of communicative activity types, share institutional points, such as maintaining democratic culture in their deliberation (Van Eemeren, 2010). Further, individual communicative activity types usually have their own specific goals that are pertinent in contributing, in a particular way, to realising the institutional point the communicative activity type associates with it (Van Eemeren, 2010). For instance, the goal of the general plenary in the Netherlands is to challenge the government with the views of the people's elected representatives about their policy plans and their financing, in accordance with the institutional procedures for the conduct of a general debate—in terms of both tradition and format—as laid down in regulations governing parliamentary procedure (Van Eemeren, 2010).

According to Van Eemeren (2010:147; 2016), deliberation refers to “a multi-varied genre of emphatically argumentative activity type, varying from a plenary debate in parliament to an informal political internet forum discussion, that starts from a projected mixed disagreement between the parties about issues under discussion”. Although some communicative activity types making use of the genre of deliberation may have a more clearly defined format than others do, these communicative activity type are usually not fully conventionalised (Van Eemeren, 2010). In deliberation that takes the form of a public debate the disputants generally each have clear starting points that differ in crucial respects from those of the other disputant.

This review of strategic manoeuvring in argumentative discourse has made it clear that in each communicative activity type that is argumentative, regardless of its makeup, the participants manoeuvre strategically to accomplish, in a reasonable and effective way, their mission of realising the institutional point of the communicative activity types in the specific macro-context in which the argumentative activity type discourse takes place (Van Eemeren, 2010). So, participants engage in strategic manoeuvring as they interact in the communicative activity type to make their moves effective. Specific models of strategic manoeuvring may be applied differently—some may be well utilised, others not so well utilised and some may not be used at all in that particular activity type. As a rule, the more explicitly the conventionalisation of an argumentative activity type is articulated, the easier it is to recognise the institutional precondition for strategic manoeuvring prevailing in that activity type (Van Eemeren, 2010), as more conventionalised argumentative activity types have strict conventions that participants are required to observe in their interaction.

In some kinds of communicative activity types, the definition of the initial situation may be more open than in others to being shaped by the preferences of an individual party (Van Eemeren, 2010). The nature of argumentative activity determines its openness at the initial stages. Similar observations apply to when it comes to the choice of procedural and material starting points, the use of argumentative means and the advancement of criticism, and the possible outcome of the argumentative exchange (Van Eemeren, 2010). At every stage of an argumentative exchange all three aspects of strategic manoeuvring can be affected by the institutional preconditions imposed on the argumentative discourse by the activity type in which the discourse takes place (Van Eemeren, 2010). The institutional preconditions specify what kinds of argumentation are acceptable in the discourse and block off some of the strategic manoeuvring that seems unacceptable. There may be restriction on the topical choices, on the adaptation to audience demand, or to the presentational devices. These constraints are a limitation of the parties’ possibility for strategic manoeuvring, but they can also create special opportunities for strategic manoeuvring of one or both parties. (Van Eemeren, 2010).

With respect to the current study, the various aspects of strategic manoeuvring in argumentative discourse, as discussed in this section, are utilised in a number of ways. The aspect of topical potential

is relevant in parliamentary debate of ABS because MP have to make choice among numerous topic ministers address in ABS. MPs and ministers adjust their argumentative moves to meet interest and preference of the audience. In addition, they present their moves in a manner that the audience would accept the moves. In this study, I apply the concept of strategic manoeuvring and its aspects to examine the moves Tanzanian ministers and MPs make in debates of ABS. I examine the moves in relation to topical potential, adaptation to audience demand and presentation choices. In relation to argumentative activity type, it helps this study to examine the way strategic manoeuvring are constrained in ABS and related debates. Since Tanzania parliament has procedures that specify the ways, ABS and debates are supposed to take place in parliament.

3.6 Summary

This chapter covered various concepts stipulated in the pragma-dialectical theory and the ways such concepts apply in the analysis of Tanzanian parliamentary discourse. A brief history of the development of the theory was provided, followed by consideration of the way the theory put together insights from the field of linguistics, particularly from pragmatics and insights from philosophy, more specifically from dialectics. In the chapter, the pragma-dialectical model of critical discussion was elaborated, with exposition of its main four stages and what happens at every stage. In addition, the pragmatic moves in the resolution process were discussed. The chapter also covered the pragma-dialectical reconstruction of argumentative discourse. Moreover, the chapter dealt with the treatment of argument schemes in the pragma-dialectical theory and their assessment criteria. Finally, the concept of strategic manoeuvring in argumentative discourse and its three aspects were presented.

CHAPTER FOUR

ARGUMENTATION IN THE SPEECH AND DEBATE OF THE MINISTRY FOR AGRICULTURE, FOOD SECURITY AND COOPERATIVES

4.1 Introduction

The current chapter contains the analysis of Annual Budget Speech (ABS) and related debate of the Minister of Agriculture, Food Security and Cooperatives (MoAFSC). Section 4.2 establishes the discussion stages in Tanzanian parliamentary debates, in relation to the discussion stages stipulated in the pragma-dialectical theory. In section 4.3 the three arguments in the ABS and the debate—argument from authority, argument from cause and effect and argument from example—are examined. In sub-section 4.3.1, the argument that is frequently utilised among the three arguments analysed is determined. Section 4.4 examines the three arguments MPs apply in the ABS and the debate in relation to the criteria put forward in argumentation theory. Section 4.5 is devoted to analysis of strategic manoeuvring manifested in the ABS and the debate. Sub-section 4.5.1 examines the application of the pragma-dialectical rules in the ABS and the debate. Sub-section 4.5.2 covers constraints institutional rules and regulations impose on strategic manoeuvring. In section 4.6, forms of the difference of opinion in the speech and the debate are analysed. Finally, section 4.7 provides a summary of this chapter.

4.2 Discussion stages in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

In this analysis, the discussion stages in Tanzanian parliament begin when the Minister for Agriculture delivers his budget speech. The Minister is given time to present his speech without any interruption until he finishes. This allows MPs to listen and read his speech so that they can prepare to make their contribution during the debate. The procedures for delivering the speech and discussing it are stipulated in the Standing Orders of the parliament, Section 9 (Bunge la Tanzania, 2007:62-72). The Minister's budget speech is followed by the speech of the Chairperson of the Parliamentary Committee relevant for the ministry who presents the comments of the Committee on the speech. The opposition also presents their comments on the speech after the Chairperson has presented the opinions of the Committee. After all these speeches, the debate begins.

The Minister's speech marks the beginning of the discussion in the parliament as his/her speech contains several standpoints on numerous accomplishments of the Ministry in the previous year and on issues the Ministry intends to address in the next financial year. Thus, the speech is part of the confrontation stage, where the Minister puts forward various standpoints. The speech is supposed to be endorsed by MPs, who are the representatives of the populace. The various standpoints advanced in the speech will meet doubt, objections, and criticisms when MPs start debating the speech. The Minister, in efforts to eliminate such doubt, objections, and criticisms, devises his arguments in the way that other MPs will

agree with him. To achieve this, he makes use of argument from cause and effect. Example 1 provides some examples of the argumentation:

Example 1:

- (a) Mheshimiwa Mwenyekiti, matumizi ya zana bora za kilimo yameanza kuongezeka kutokana na jitahada za Serikali za kuhamasisha matumizi ya zana hizo. Takwimu zinaonyesha kuwa matumizi ya trekta yameongezeka kutoka asilimia 10 mwaka 2005 hadi asilimia 12 mwaka 2010. Aidha, matumizi ya jembe la kukokotwa na wanyamakazi yameongezeka kutoka asilimia 20 mwaka 2005 hadi asilimia 24 mwaka 2010. Kutokana na ongezeko la matumizi ya zana hizo, matumizi ya jembe la mkono yamepungua kutoka asilimia 70 mwaka 2005 hadi asilimia 64 mwaka 2010. (ACE: Hansard 25/7/2011).
Honourable Chairperson, the use of quality agricultural inputs has increased due to the Government's efforts to encourage the use of those inputs. Statistics show that the use of tractors has grown from 10 per cent in 2005 to 12 per cent in 2012. Also, the use of ploughs grew from 20 per cent in 2005 to 24 per cent in 2010. Consequently, the use of the hand hoe fell from 70 per cent in 2005 up to 64 per cent in 2010.
- (b) Mheshimiwa Mwenyekiti, kutokana na bei nzuri ya mahindi na mpunga na mazao mengine ya chakula kwa wakulima, wakulima wengi wanauzia mazao yao shambani na kuna hatari ya kuuza mavuno yote bila ya kujiwekea akiba. Hivyo, Serikali inawahimiza wananchi wote katika ngazi ya kaya hususan wakulima kujiwekea akiba ya chakula cha kutosha kwa ajili ya mahitaji ya kaya zao mpaka msimu ujao. Aidha, ili kuepuka hatari ya Taifa kukumbwa na tatizo la upungufu wa chakula, Serikali imefuta vibali vyote ambavyo vilikwishatolewa kwa ajili ya kusafirisha mazao ya chakula nje ya nchi na kusitisha uuzaji wa mazao hayo nje ya nchi kwa kipindi cha miezi 6, kuanzia tarehe 1 Julai, 2011 hadi tarehe 31 Desemba, 2011. (ACE: Hansard 25/7/2011).
Honourable Chairperson, due to the good price of maize, rice and other food crops, many farmers sell their produce in the field and there is a danger of selling all the harvests without reserving anything. Therefore, the Government is encouraging all citizens, especially farmers, at all levels to reserve enough food for consumption by their families until the next harvest season. Moreover, in order to avoid food shortages in the country, the Government has cancelled all permits which were issued for food export for a period of six months starting from 1st July 2011 to 31st December 2011.
- (c) Mheshimiwa Mwenyekiti, mwaka 2010, thamani ya mauzo ya bidhaa za mazao makuu ya biashara iliongezeka hadi Dola za Kimarekani milioni 559.0, kutoka Dola milioni 479.6 mwaka 2009, sawa na ongezeko la asilimia 16.6. Ongezeko hilo kwa kiasi kikubwa lilichangiwa na kuongezeka kwa bei za mazao mbalimbali, hususan tumbaku na korosho. Mazao hayo yalichangia asilimia 41.6 na asilimia 17.3 mtawalia. (ACE: Hansard 25/7/2011).
Honourable Chairperson, the value of the sales of the main cash crops increased to 559.0 million USD in 2010 from 479.6 million USD in 2009, which is equal to a 16.6 per cent increase. This increase was mainly due to the increase in the sales of various crops, especially tobacco and cashew nuts. These crops contributed 41.6 per cent and 17.3 per cent to the increase.
- (d) Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa tumbaku uliongezeka hadi tani 130,000 ikilinganishwa na tani 60,900 mwaka 2009/2010 ikiwa ni ongezeko la asilimia 113. Ongezeko hilo lilitokana na kuongezeka kwa bei ya tumbaku katika soko la dunia kulikotokana na kupungua kwa uzalishaji wa tumbaku nchini Brazil uliosababishwa na mafuriko yaliyotokea msimu wa 2009/2010. Hali hiyo ilisababisha bei ya tumbaku nchini kupanda kutoka wastani wa Shilingi 1,100 hadi Shilingi 3,100 kwa kilo ya tumbaku ya mvuke na Shilingi 682 hadi 2,000 kwa kilo ya tumbaku ya hewa. (ACE:Hansard 27/7/2011)
Honourable Chairperson, in the year 2010/2011 the production of tobacco increased up to 130,000 tonnes, compared to 60,900 tonnes in 2009/2010, which is equal to a 113 per cent increase. This increase was due to the rise in the price of tobacco at the world market which was caused by the fall of tobacco production in Brazil due to the 2009/2010 floods. The situation led to the increase in the price from 1,100 shillings to 3,100 shillings for a kilo of smoked tobacco in the country and from 682 shillings to 2,000 shillings for a kilo of tobacco dried by air.

In Example 1, the Minister makes use of argument from cause and effect to highlight what the Ministry accomplished the previous year. The uses of this argumentation allow the Minister to point out the results of some efforts the Ministry is making to improve the agriculture sector in the country.

In example 1(a), the Minister shows that the increase in the application of tractors and ploughs has led to the decrease of the use of hand hoes. Although he does not make a conclusion here, his argument may be concluded to the effect that the use of tractors and ploughs has resulted in the increase of production, as tractors and ploughs are machines that make the process of tilling the land easier.

In Example 1(b), the Minister advances the standpoint that, because of high prices of maize, rice and other cereal crops, the farmers are selling their crops while still on the farms. This is likely to result in famine, as farmers are likely not to reserve food for their families. In view of this, the government deemed it necessary to ban the selling of cereal crops outside the country for fear of causing famine within the nation. Since famine is undesirable, his argument is likely to be accepted by many MPs. The ban on selling cereal crops outside the country here is justified as a “noble goal” (Garssen (1997), cited in Van Eemeren et al., 2007) as it is aimed to deter famine as the undesirable results.

Similarly, in Example 1(c) the Minister puts forward the standpoint on the increase of sales of cash crops to the world market the previous year. The increase was due to rise of the prices of various crops, particularly tobacco and cashew nuts. The Minister does not state explicitly here the conclusion of this argumentation. Nevertheless, it may be reconstructed that the increase in the sales of those crops contributed to the growth of the national GDP.

The same observation can be made for Example 1(d), where the Minister makes use of argument from cause and effect to indicate that the production of tobacco in the country increased because of the rise of the price at the world market. This resulted in the rise of tobacco prices in the country. At this stage, the Minister’s arguments do not meet any objections or criticisms, which are reserved for when MPs start debating the speech.

In the extracts provided in Example 2, more use of argument from cause and effect is shown. In this set of examples, the Minister tries to justify some course of action the Ministry plans to take in the future if MPs endorse his budget. The persuasiveness of these arguments depends on the desirability of the proposals and plans the Minister puts forward.

Example 2:

- (a) Mheshimiwa Mwenyekiti, mafunzo ya umwagiliaji kwa wataalam na wakulima, katika mwaka 2011/2012, Wizara itawezesha mafunzo ya muda mrefu kwa watumishi 20 na mafunzo ya muda mfupi kwa watumishi 45 katika fani mbalimbali za umwagiliaji. Aidha, wakulima wa umwagiliaji 105 watapatiwa mafunzo kwa lengo la kuwawezesha kuzitambua na kuzitumia teknolojia mbalimbali zenye kutumia maji ya umwagiliaji kwa ufanisi na uzalishaji wa mazao wenye tija. Ili kufikia lengo hilo, Wizara itawawezesha Wahandisi wa umwagiliaji na Mafundi Sadifu (*Irrigation Technicians*) wa umwagiliaji kupata mafunzo katika Chuo cha Maendeleo na Usimamizi wa Maji (*Water Development and Management Institute – WDMI*), Chuo cha Ufundi cha Arusha (*Arusha Technical College - ATC*), Chuo Kikuu cha Kilimo cha Sokoine (*SUA*) na MATI Igurusi – Mbeya. Lengo ni kuongeza upatikanaji wa watumishi wa fani hiyo kwa ajili ya kusimamia ujenzi wa miundombinu ya umwagiliaji na matumizi bora ya maji ya umwagiliaji. Jumla ya shilingi milioni 613.25 zimetengwa kwa utekelezaji wake. (ACE: Hansard 25/7/2011).

Honourable Chairperson, about training, irrigation experts and farmers, in the year 2011/2012, the Ministry will facilitate long-term training of 20 employees and short-term training of 45 employees in various fields of irrigation. In addition, 105 irrigation farmers will be trained to enable them to identify and use different technologies and use water efficiently and increase productivity. To achieve this goal, the Ministry will help the irrigation engineers and irrigation technicians to be trained at the Water Development and Management Institute (WDMI), Arusha Technical College (ATC), Sokoine University of Agriculture (SUA) and MATI Igurusi – Mbeya. The objective is to increase the number of field staff for managing the construction of irrigation infrastructure and efficient use of water. A total of 613.25 million shillings has been allocated for its implementation.

- (b) Mheshimiwa Mwenyekiti, pembejeo na zana za kilimo, katika kuharakisha mapinduzi ya kijani, matumizi ya pembejeo na zana bora za kilimo ni muhimu katika kuongeza uzalishaji na tija. Hata hivyo, matumizi ya pembejeo na zana za kilimo ni madogo hapa nchini kutokana na sababu mbalimbali hususan gharama kubwa ya pembejeo na zana na hivyo kufanya mkulima mdogo kushindwa kumudu gharama hizo. Kutokana na hali hiyo Serikali ilianzisha utaratibu wa kutoa ruzuku mwaka 2003/2004 ili kumwezesha mkulima kupata pembejeo na zana kwa bei nafuu. (ACE: Hansard 25/7/2011).
Honourable Chairperson, with respect to agricultural implements and inputs, in order to accelerate the green revolution, it is important to use of inputs and improved farming tools. However, the use of agricultural inputs and tools is little in the country due to various reasons, particularly the high cost of inputs and tools that makes small farmers unable to buy them. Given this situation, the Government introduced a system of subsidizing these in 2003/2004 to enable the farmers to buy them.
- (c) Mheshimiwa Mwenyekiti, Huduma za Kitaalam. Utafiti wa Kilimo. Katika mwaka 2011/2012, Wizara kwa kupitia vituo vyake vya utafiti itaendelea kutafiti aina za mbegu mpya za mazao zenye sifa za kuzaa sana, kukomaa mapema, kustahimili ukame, zenye ukinzani dhidi ya magonjwa na visumbufu vya mimea na zinazokidhi viwango vya ubora na matakwa ya wadau na soko. Lengo ni kupata mbegu bora ambazo mkulima akizitumia atavuna mazao mengi hivyo kujitosheleza kwa chakula na kujiongezea kipato. (ACE: Hansard 25/7/2011)
Honourable Chairperson, on expertise services and agricultural research, in the year 2011/2012, the Ministry, through its research centres, will continue researching into new seeds of the crops containing bearing features of very early maturity, drought tolerance, which can resist diseases and pests and which meet the standards and requirements of the stakeholders and the market. The goal is to get the best seeds which will help the farmer get more harvests and become self-sufficient in food and increase his/her income.
- (d) Mheshimiwa Mwenyekiti, katika kuongeza eneo la umwagiliaji Wizara pia itaweka msukumo zaidi katika kutumia teknolojia za umwagiliaji zenye uwezo na ufanisi mkubwa katika matumizi ya maji. Teknolojia hizo ni pamoja na utumiaji wa mabomba kwa ajili ya kupitisha maji kutoka kwenye vyanzo; matumizi ya maji chini ya ardhi; matumizi ya pampu zinazotumia umeme na nishati mbadala ya jua na upepo; na umwagiliaji kwa njia ya matone na unyunyiziaji ambao utawezesha kwa kiasi kikubwa kuzalisha mazao yenye thamani kubwa (mbogamboga, zabibu, viungo, maua n.k.).
Mheshimiwa Mwenyekiti, faida ya teknolojia hizo ni pamoja na kutumia maji kwa ufanisi zaidi; kuongeza tija na uzalishaji; kuongeza misimu ya kilimo kwa mwaka; na kuweza kulima mazao ya aina nyingi kwa mzunguko kwa mwaka (*crop rotation*). Utaratibu huo unawahakikishia wakulima usalama wa chakula na kuongeza pato la kaya. (ACE: Hansard 25/7/2011).
*Honourable Chairperson, to increase the land used to undertake irrigation activities, the Ministry will also focus much on irrigation technology with the capacity and efficiency in water use. The technologies include the use of pipes to get water from the sources, the use of underground water, the use of electric-powered pumps and renewable energy from the sun and winds and drip irrigation and irrigation which will enable the farmers to significantly produce valuable crops (vegetables, grapes, spices, flowers, etc.). Honourable Chairperson, the benefits of these technologies include using water more efficiently; increasing productivity and production; increasing agricultural seasons per year; and planning to produce in many cycles in a year (*crop rotation*). This system assures the farmers of food security and an increase in household incomes*

In Example 2(a), the argument put forward is that the Ministry intends to train some of its employees on various methods of irrigation. The Ministry also intends to conduct training with farmers on better

systems of irrigation so that they are able to apply them to achieve improved production. The training is aimed at increasing the availability of relevant professionals so that they can supervise the construction of irrigation systems. Although the Minister does not state the results of this plan, it is clear from his argument that the training will increase the use of irrigation and hence raise production and productivity in agriculture.

The Minister advances in 2(b) a standpoint on the use of inputs and improved farming tools as a crucial aspect of accelerating the green revolution in the sector and increased production and productivity. However, he points out that small farmers cannot afford to make use of the required inputs and improved farming tools because they are sold at high prices. Because of this, the government introduced subsidies on those inputs and tools to enable farmers to afford and use them so that they can add to productivity. Here the emphasis is on the results that are likely to be achieved if farmers make use of inputs and other farming tools.

Likewise, in 2(c) the Minister uses argument from cause and effect to show that the Ministry, through its research centres, will continue to research better varieties of seeds that produce more and that withstand drought. The aim is to get better crop seeds that, if used by the farmers, will produce more harvest which, in turn, will mean that farmers have enough food as well as improve their household income. The argument appears to be acceptable because of the claimed results of the research the Ministry intends to carry out on crops seeds.

In example 2(d), the Minister puts forward a standpoint on irrigation—the Ministry will put emphasis on the use of efficient irrigation technology that uses water efficiently. This will increase crop-growing cycles so that the farmers may grow a variety of crops in a year. These systems will result in food security and increase of household income. In this argumentation, the Minister makes a causal link between modern irrigation systems and food security and increase of household income. These arguments are used to justify predictions (Van Eemeren et al., 2007) as what is stated in the argument may not necessarily happen as it is claimed.

The confrontation stage in this speech becomes clearer when MPs start to discuss the speech in the parliament, because the standpoints the Minister put forward in his speech meet with doubt, criticisms and contradictions and hence give rise to a difference of opinion that needs to be resolved. This difference of opinion is crucial for the discussion to take place as it is not possible to hold a discussion without having a difference of opinion. Example 3 provides some of the arguments MPs advance to show doubt about the Minister's speech:

Example 3:

- (a) Mheshimiwa Mwenyekiti, lakini miaka 50 ya uhuru nchi yetu ya Tanzania hatujaweza kujitegemea, kama hatuwezi kujitegemea kama alivyosema Mwalimu Julius Kambarage Nyerere, mtu asiyeweza kujitegemea hayupo huru, kwa hiyo, sisi tunaishukuru Serikali ya CCM kwa kuendelea kuwa ombaomba

kwa miaka 50 ya uhuru. Jambo la nne, anasema uongozi safi. Tunaishukuru Serikali ya CCM uongozi wao ni safi na mzuri imefikia hatua leo CCM asilimia 87 ya bajeti ya Serikali ya kilimo tunategemea wafadhili, tunawashukuru sana Serikali ya CCM. Tunaamini kabisa kwa uongozi wa miaka 50 ya CCM siasa hapa mlitotufikisha *Alhamdulillah*, tunashukuru sana. Naamini tukiwapa tena miaka 50 mingine basi watatufikisha maahali pabaya kuliko hapa tulipofika. (ACE: Hansard 25/07/2011)

Honourable Chairperson, but after 50 years of independence, our country, Tanzania, has not been able to be self-reliant. If we cannot develop, if we cannot manage to be self-reliant, as Mwalimu Julius Kambarage Nyerere once said, "A person who is not self-reliant can never be free." We thank the CC Government for its good leadership, which has enabled it to depend by 87% of its agriculture budget on donors. We thank the CCM Government very much. We believe that the 50 years of CCM leadership have taken us to a point where we can say Alhamdulillah. We thank you very much. I believe if we give them 50 more years, they will take us somewhere worse than where they have taken us to so far. (ACE: Hansard 25/07/2011).

- (b) MHE. ANNA M. ABDALLAH Mheshimiwa Mwenyekiti, hivi ninavyosema, hakuna pembejeo za zao la korosho, katika mikoa yote imeadimika. Tangu kulikuwa na zile kidogo ambazo sisi wenyewe wakulima tulichangia fedha tukapewa kidogo, dukani hakuna *sulfur*. Leo Masasi mfuko wa *sulfur* ni shilingi 50,000/= kwa mfuko mmoja wa kilo 25. Kwa shamba langu mimi nahitaji angalau kwa mpulizo mmoja mifuko 25. Nikinunua kwa shilingi 50,000/=, hiyo korosho itauzwa kwa shilingi ngapi kwa kilo mpaka mimi nipate break even? Vema mimi na hao wakulima wengine je, na hiyo *sulfur* inayopatikana ni kwa magendo, hakuna *sulfur* madukani? Sijui mikoa ya watu wengine, lakini kwa Mtwara ninao uhakika huo, hakuna *sulfur*. (AE: Hansard: 25/07/2011).

HONOURABLE ANNA M. ABDALLAH: Honourable Chairperson, as I speak now, there are no cashew agricultural inputs. They have scarce in all the regions in the country. Since the time when we had a few inputs, for which we farmers also contributed some money and got a small amount of inputs, there has not been sulphur in the shops. Today, one bag (25kg) of sulphur sells at 50,000/= shillings in Masasi. For my farm, I need 25 bags at one spray. If I buy a bag at 50,000/= shillings, then how much will I have to sell one kilo of cashewnuts to reach a breakeven point? I am better off, but what about other farmers? And I hear sulphur itself is sold on a black market. It is not available in the shops. I do not know about other regions, but as far as Mtwara region is concerned I am sure there is no sulphur there. (AE: Hansard: 25/07/2011).

- (c) Mheshimiwa Mwenyekiti, nawaomba wakulima popote walipo katika Tanzania kila mmoja ajiulize au katika vikundi vyao kama kuna mtu amemkosea Mungu na ndiye ametuletea balaa hili, basi atushirikishe twende tukatubu. Kwa nini nasema hivyo? Mtume Paulo alipowaambia Waebrania wakubali Injili ya Yesu, akaona wamekubali kabisa, lakini alivyorudi tena akakuta wamemgeukia shetani, Mtume Paulo alighadhibika sana akawaambia Waebrania: "Enyi Waibrania, ni nani aliyewaloga? Hizi Wizara ambazo kila kukicha wanakuja na kauli mbiu, sasa tuna Kilimo Kwanza, imefikia hatua wanaacha mipango mizuri ya Wizara ambayo ina ndoto kwa maana ya *vision*, sasa wanaanza kukimbiakimbia na vikauli mbiu hivi. Huu ni ugonjwa mkubwa sana. Ni ugonjwa unaotutafuna katika Wizara hizi. Sasa naiuliza Serikali, Wizara hii nani aliyeloga? Kama kuna tatizo ndani ya Wizara hii, Wabunge wametoa michango yao mingi sana, sasa ni wakati Wizara hii isikie ili iweze kufanya mabadiliko makubwa ya kuwanusuru wakulima. (AA: Hansard 26/07/2011)

Honourable Chairperson, I urge farmers wherever they are in Tanzania that everybody should ask himself/herself if he/she has done something wrong to God who is now angry and is punishing us. He/she should involve us so that we can go and repent. Why do I say so? When Apostle Paul told the Hebrews to receive the Gospel of Jesus Christ, they agreed but later when he went back; he found that they had turned against Jesus. Then Apostle Paul became very angry and told the "You Hebrews, who has bewitched you? These ministries, which every time they come with new slogans such as Kilimo Kwanza. It has reached a point where people even ignore the fact that the Ministry has a vision. They are now busy running here and there with slogans. This is a very bad disease. It is a disease that eats up this Ministry. Now I ask the Government, Who has bewitched this Ministry? If we have a problem in this Ministry, Parliamentarians have made a lot of contributions. It is high time the Ministry heard so that it can bring about changes that will liberate farmers. (AA: Hansard 26/07/2011)

The Minister in his speech highlighted that the agriculture sector in the country is doing well and his Ministry is putting in place various strategies to achieve a green revolution in the sector. The Minister makes use of argument from cause and effects as we have seen in Examples 1 and 2. However, the Minister's argumentations are criticised by MPs in the debate. The example in 3(a) indicates the MP

applies argument from cause and effect to show that, even after 50 years of independence, Tanzania has not managed to be self-reliant as it still relies on donors, even for its budgetary money. For instance, 87 percent of the money for the budget of the Ministry of Agriculture is expected to come from donors. As a result, the agriculture sector in the country is in a bad state. The MP's argument emphasizes that if things are not rectified the situation will become worse than it is now. The criticism the MP is making is that it is difficult to foster the agriculture sector when large amounts of money allocated for the sector come from donors.

In Example 3(b), the MP uses argument from example to point out that there is a shortage of agricultural inputs, more specifically for cashew nuts in all the regions where the crop is grown. This casts doubts on the Minister's argument that the government has decided to subsidise agricultural inputs to make farmers able to afford to buy and apply them. Similarly, in Example 3(c) the MP makes use of argument from authority to criticise the Ministry for coining very good slogans that are not useful to farmers. The MP emphasizes that there is something wrong with the MoAFSC because, for a very long period, it has failed to make the sector perform well. He urges the Minister to take MPs' suggestions to improve the sector.

The second stage of critical discussion is the opening stage, in which the division of discussion roles takes place. Two roles are identified in the pragma-dialectical theory, the protagonist and antagonist. The obligation of the protagonist is to defend the standpoints he/she has put forward whereas the antagonist assumes the obligation to challenge the standpoints the protagonist defends (Van Eemeren & Grootendorst 2004; Van Eemeren et al., 2007; Van Eemeren, 2010). The other thing that has to be worked out is whether the participants "share sufficient starting points in the form of knowledge, values, and rules" (Van Eemeren et al., 2007:11). These are vital considerations in order to have a fruitful critical discussion.

In Tanzanian parliamentary debates, there is no clear agreement on who should play which role as this happens more or less automatically. For instance, the Minister who delivers a speech in the parliament is obliged to defend the various standpoints in the speech. So, he automatically assumes the role of the protagonist in the discussion. In the case of the other MPs who are participants in the discussions, their roles may be viewed as divided into three groups. The first group is that of the MPs who take the role of the protagonist together with the Minister. But the Minister remains the main protagonist; the second group is that of the MPs who take the role of the protagonist only to some of the standpoints and assume the role of the antagonist to certain standpoints; and the third group comprises of MPs who take the role of the antagonist throughout the discussion. When it comes to the procedures and rules during debate in the parliament, MPs in the Tanzanian parliament abide by what is stated in the Standing Orders, specifically Section 9 (Bunge la Tanzania, 2007). Ideally, knowledge of the procedures enshrined in the Standing Orders are supposed to be shared among MPs.

At the beginning of the speech, it is clear that the Minister assumes the role of the protagonist and his arguments signal that role. In the case of the other MPs, their arguments signal the role they want to take in the discussion. The extracts in Example 4 show the Minister is ready to take the role of the protagonist:

Example 4:

- (a) Mheshimiwa Mwenyekiti, uwekezaji katika kilimo, mwezi Julai, 2010, Serikali ilisaini makubaliano ya kutekeleza Programu Kabambe ya Maendeleo ya Kilimo Afrika (*Comprehensive Africa Agriculture Development Programme - CAADP*). Makubaliano hayo yataiwezesha Tanzania kunufaika na fursa zilizopo katika Umoja wa Afrika za kuendeleza kilimo hususan kuimarisha usalama wa chakula. Makubaliano hayo yatatekelezwa kupitia mfumo wa utekelezaji wa *ASDP* utakaoboreshwa kuhusisha wadau wengi zaidi. Tayari Wizara za Sekta ya Kilimo kwa kushirikiana na wadau mbalimbali zinakamilisha uandaaji wa Mpango wa Uwekezaji. (ACE: Hansard 25/7/2011).
Honourable Chairperson, on agricultural investment, in July 2010 the Government signed an agreement for implementing a Comprehensive Africa Agriculture Development Programme (CAADP). That agreement will enable Tanzania to get opportunities for developing agriculture and improving food security from the African Union. This agreement will be put into practice through the ASDP, which will be improved in order to involve more partners. The Ministries connected to the agricultural sector, in cooperation with various stakeholders, are finalizing the Investment Plan.
- (b) Mheshimiwa Mwenyekiti, hali ya ushirika nchini, katika mwaka 2010/2011, Wizara iliendelea kuimarisha Ushirika kupitia utekelezaji wa Programu Kabambe ya Mageuzi na Modenaizesheni ya Ushirika nchini (*Cooperative Reform and Modernization Program –CRMP*). Vyama vya Ushirika viliendelea kufanya vizuri kwa kutoa huduma mbalimbali zikiwemo ununuzi wa mazao na usambazaji wa pembejeo kwa wanachama wake na jamii kwa ujumla. Hadi kufikia Machi 2011, kulikuwa na jumla ya Vyama vya Ushirika 9,397 vikiwemo Vyama vya Msingi 9,316, ambavyo vipo katika mchanganuo ufuatao: Ushirika wa Mazao (*Agricultural Marketing Cooperative Societies - AMCOS*) 2,811, Vyama vya Ushirika wa Akiba na Mikopo (*SACCOS*) 5,251, Umwagiliaji 108, Mifugo 158, Uvuvi 112, Nyumba 30, Madini 58, Viwanda 178, Walaji 102, Huduma 214 na aina nyingine za Vyama vya Ushirika 293. Aidha, kuna Vyama Vikuu 41, Benki za Ushirika mbili, Chama Kilele kimoja, Shirikisho la Vyama vya Ushirika na miradi 36 ya Pamoja ya Ushirika (*Joint Enterprises*). Idadi ya wanachama wa vyama vyote hivyo iliongezeka kutoka wanachama 2,100,000 mwaka 2009/2010 na kufikia 2,244,727 mwaka 2010/2011. (ACE: Hansard 25/7/2011).
Honourable Chairperson, with regard to the condition of the cooperatives in the country, during the year 2010/2011, the Ministry continued to strengthen the cooperatives through the implementation of the Cooperative Reform and Modernization Programme (CRMP). The cooperative unions continued to do well in providing various services such as buying products and distributing agricultural subsidies to their members and communities. Up to 21st March 2011, there were a total of 9,397 cooperative unions as follows: 2,811 Agricultural Marketing Cooperative Societies (AMCOS), 5,251 Saving and Credit Cooperatives (SACCOS), 108 Farm Irrigation 158; Livestock Keeping 112 Fisheries, 30 Houses, 58 Minerals, 178 Factories, 102 Consumer societies, 214 Social services and 293 other types of cooperative unions. Others are 41 main cooperative unions, the Federation of Cooperative Unions and 36 Joint Enterprises. The number of the members of these cooperative unions has increased from 2,100,000 in 2009/2010 to 2,244,727 in 2010/2011.
- (c) Mheshimiwa Mwenyekiti, sukari, katika mwaka 2011/2012, uzalishaji wa miwa unatarajiwa kufikia tani milioni 3.28 ikiwa ni sawa na tani 317,000 za sukari. Ongezeko hilo litafikiwa kutokana na uhamasishaji wa uzalishaji wa mashamba makubwa (*block farming*), kuimarisha utafiti wa mbegu mpya za miwa zilizoagizwa kutoka Afrika ya Kusini, Mauritius na Reunion chini ya usimamizi wa Kituo cha Utafiti wa Miwa (*Sugar Research Institute-SRI*) na kuhamasisha matumizi endelevu ya zao la miwa ili liweze kutumika katika kuzalisha nishati mbadala ya *ethanol* pamoja na umeme (*co-generation*). (ACE: Hansard 25/7/2011).
Honourable Chairperson, with respect to sugar production, sugarcane production is expected to reach 3.28 million tonnes in 2011/2012. This is equivalent to 317,000 tonnes of sugar. This increase will be the result of the mobilization of large-scale production (block farming), the strengthening of research on new varieties of cane imported from South Africa, Mauritius and Reunion under the supervision of the Sugar Research Institute (SRI) and the promotion of sustainable use of sugarcane so that it can be used in the production of alternative energy.

The illustrations in Example 4 above show the Minister is prepared to defend the argument he is making in his speech. In 4(a), the Minister shows some of the steps the government is taking to improve agriculture in the country. He talks about the agreement the government has signed (*Comprehensive Africa Agriculture Development Programme – CAADP*). The Minister reports that the programme will enable Tanzania to benefit from the opportunities available in the African Union for developing the agriculture sector and improving food security. The Minister's standpoint indicates that he is in support of this agreement.

The Minister does the same in 4(b), where he highlights some of the tasks the Ministry is undertaking to improve the cooperative societies in the country and he reports that the cooperatives are doing well in providing various services, such as distributing agricultural inputs to members and buying crops from the community at large. This argument signals that the Minister is prepared to defend further his standpoint.

Similarly, in 4(c) the Minister continues to show that he is prepared to take up the role of protagonist. In this example, he puts forward a standpoint on the increase of sugar production in the country, which has to go hand-in-hand with the production of sugar cane. He emphasises the production will be achieved by putting much emphasis on block farming and research on a new variety of cane from other countries such as Mauritius and South Africa. The Minister's arguments in the above examples show that he is set to take up the role of the protagonist and that he has every reason to do so since he wants MPs to endorse his budget. Thus, he has to defend his standpoints in order to convince MPs to accept them and to approve his budget.

Regarding the debates of the speech for the MAoFSC, MPs make choices whether to side with the Minister and play the role of the protagonist in the discussion or to assume the role of the antagonist and challenge the Minister's standpoints. The openings or concluding parts of their contributions clearly indicate the role they have assigned themselves to take in the discussion. This applies to all MPs, except the opposition MPs who always act as antagonists to the government budgets. Example 5 shows different MPs assuming the role of protagonist and antagonist:

Example 5:

- (a) Mheshimiwa Mwenyekiti, nadhani ufike wakati wa kuweka kilimo katika dhana ambayo tunaitarajia sisi Watanzania. Dhana ya Kilimo Kwanza pia mimi ninavyoiona haijaleweka kwa Watanzania. Azma ilikuwa ni kuleta kichocheo kwa kuongeza uzalishaji kwa wananchi, lakini hebu tuangalie wananchi, uzalishaji umeongezeka kiasi gani? Kama Watanzania bado wanatumia jembe la mkono, uzalishaji umeongezeka? Mimi sioni kama uzalishaji umeongezeka. Kama kweli azma ni kuongeza uzalishaji, kuongeza usindikaji wa mazao tunapopita katika maeneo mengine tunakuta machungwa yameoza, nyanya zimeoza, matunda mengi, mananazi yameoza mkulima anapata kitu gani? Mkulima anafaidi kitu gani kama lengo letu ni kuwawezesha wakulima wafaidi kila wanachokifanya ili kufaidi jasho lao? (AE: Hansard 25/07/2011).

Honourable Chairperson, I think it is high time we turned agriculture into what we want it to be we as Tanzanians. In my view the Kilimo Kwanza concept has not been well understood by Tanzanians. The rationale for this programme was to stimulate production among citizens by increasing production. But

let us now look at our citizens. How much has food production improved? While Tanzanians still use the hand hoe, has production improved? I for one don't think that food production has improved. If the aim is to improve food production and to improve the packing of food products, why is it that we find oranges, tomatoes, pineapples and other types of fruit rotten on the street? How does the farmer benefit, if our aim is to make people benefit from their sweat? (AE: Hansard 25/07/2011).

- (b) Mheshimiwa Mwenyekiti, nchi ya Thailand imefanikiwa sana katika kilimo cha aina zote iwe cha nafaka au matunda na vyote vina ubora wa hali ya juu, wakati ardhi yao haina tofauti na kwetu. Kwa kuwa tunaona kilimo ni uti wa mgongo na asilimia 80 ya watu wamejikita kwenye kilimo ni vyema Serikali kupitia Wizara ya Kilimo, kuwapeleka wenyewe wale wakulima katika sehemu kupata taaluma ya kilimo ili wakaone kwa vitendo badala kuwasomesha kwa makaratasi. (AE: Hansard 26/07/2011)
Honourable Chairperson, Thailand is very successful in agriculture of all types, be it cereal crop production or fruit production, and all types of farming are of very high quality while their land is not different from ours. Since we see that agriculture is a backbone and that 80 per cent of the people engage in farming, it is important for the Government through the Ministry of Agriculture to train the farmers into good farming so that they can see it, instead of being shown it on paper. (AE: Hansard 26/07/2011)
- (c) Mheshimiwa Mwenyekiti, jambo ljingine naomba nizungumzie suala la mpango wa mbolea ya ruzuku. Mimi nasema wale wanaobeza mpango huu hawana la kusema. Mpango huu umetusaidia sana, Serikali ya Chama cha Mapinduzi imeandaa utaratibu mzuri wa kuwasaidia wakulima ambao hawana kipato kikubwa waweze kushiriki katika shughuli za kilimo kwa kutumia kanuni bora za kilimo ambazo zinaambatana na mbolea, mbegu bora pamoja na madawa.
 Kwa hiyo, mpango huu kwa kweli haupaswi kupuuzwa na watu ambao kwa kweli hawakitakii mema Chama cha Mapinduzi. Nilikuwa nataka niendeleo kusema kwamba mpango huu uendeleo kuwa endelevu pamoja na kwamba mwaka huu tutakuwa na uwigo mdogo kidogo kuliko mwaka uliopita. Lakini naiomba Serikali iendeleze mpango huu kwa sababu mbadala wa mpango huu ni Serikali kuamua kuwa na viwanda vya kutosha hapa nchini. Kama hakuna viwanda vya kutosha hapa nchini mpango huu ndiyo mpango mbadala wa kumsaidia mkulima aweze kupata pembejeo hizi kwa gharama nafuu. Hata Mataifa mengine makubwa yanatoa ruzuku kwa wakulima wao. (Makofi) (ACE: Hansard 25/07/2011).
*Honourable Chairperson, another thing that I find worth discussing has to do with a plan for fertilizer to be given to farmers as a subsidy. I am saying that those who despise this plan have nothing else to talk about. This programme has been very beneficial to some of us. The Chama cha Mapinduzi Government has a very good system of supporting farmers whose income is not good so that they can take part in agricultural activities while observing principles of good farming, which, among other things, include the use of fertilizer, quality seeds as well as pesticides.
 This programme is, therefore, not supposed to be neglected by people who do not wish Chama cha Mapinduzi good. I wanted to continue to argue that this programme ought to go on and should be sustainable although this year the scope will be narrower than that of last year. Despite all that, I would like to urge the Government to go on with this programme as the only alternative to this programme is for the Government to have enough industries here in the country. If there are no enough industries in the country, this is the viable alternative for assisting a farmer to get agricultural inputs at a cheap price. Even big nations give subsidies to their farmers. (Clap (ACE: Hansard 25/07/2011).*
- (d) Mheshimiwa Mwenyekiti, Bodi ya Mazao Mchanganyiko. Bodi hii ni mpya na kwa kweli inahitaji kupewa fedha ili iweze kununua mazao ya wakulima na kuweza kuhakikisha kwamba bei inapanda, wakulima wetu walime mazao. Serikali imefanya kazi nzuri. Sisi Mkoa wa Iringa imetoa pembejeo za kilimo. Mazao yameongezeka na wananchi wamelima, sasa hivi wanachotegemea ni mazao yao yaweze kununuliwa, tena kwa bei nzuri ili waweze kupata faida lakini pia waweze kuondokana na umaskini. Kama tutakuwa tunawapa pembejeo wameshindwa kuuza tutakuwa hatukufanya kazi iliyostahili tufanye. Kwa hiyo, ni lazima tuhakikishe kwamba wanapata masoko yao. Kwa hiyo, Bodi hii ilitakiwa iongezewe ili iweze kupata nguvu ya kuweza kununua mazao ya wakulima. (ACE: Hansard 26/07/2011).
Honourable Chairperson, let me talk about the Mixed Crops Board. This is a new board, and indeed it needs to be given more money so that it can buy the farmers' crops and to be able to ensure the price goes up. We want our farmers to produce crops. The Government has done a good job. In Iringa Region, it has given us agricultural inputs. The amount of crops grown has gone up and people have produced food abundantly. What they are waiting for is their crops to be bought at a good price so that they can benefit from it and eventually get rid of poverty. If we keep giving them agricultural inputs while we know they have failed to sell their crops, we will have failed to do what we're supposed to. Therefore, we must make sure they sell their crops. So, this board was supposed to be given more money for it to be able to buy crops from the farmers. (ACE: Hansard 26/07/2011).

In Example 5(a) and 5(b), the MPs clearly challenge the Minister in regards to the state of agriculture in the country and the plans the government is trying to put in place. The MP in (a) doubts whether ordinary Tanzanians understand the concept of ‘agriculture first’ as it was expected to foster the growth of agriculture but, on the contrary, the farmers are still using poor agricultural tools like hand hoes. The MP utilises the use of a hand hoe as a case to justify that the agriculture sector is not making progress in the country.

In similar way, the MP in 5(b) deploys argument from example to challenge the Minister that the agricultural sector is not doing well. The MP gives Thailand as an example of a small country in which the agricultural sector is well developed. He challenges the Minister to take farmers in the country to Thailand to learn how the people there practice agriculture.

Contrary to 5 (a) and 5(b), in Example 5(c) and 5(d), the MPs take the role of the protagonist and hence they defend the Minister’s standpoints. In 5(c), the MP defends the standpoint on the government’s strategy of providing subsidised fertilisers. He describes it as good strategy which has helped the farmers of low incomes to observe good farming practices. The MP challenges even his fellow MPs (who despise this programme) that they lack an agenda. In the case of 5(d), the MP supports the government decision to form a board that will deal with mixed crops—a move that he applauds and thinks will be of great help to the people. As these extracts illustrate, generally, depending on the standpoints the Minister advanced, MPs make a choice on the role to play in the discussion.

The third stage of critical discussion is the argumentation stage, at which the protagonist provides more arguments for his standpoints (Van Eemeren et al., 2007). This is akin to a response to the attacks, criticisms, doubt and contradictions MPs put forward in the confrontation and the opening stages. This is the case in Tanzanian parliament because the debate is conducted in a monologue fashion (Van Eemeren et al., 2007) where each party is given time to proclaim its viewpoints without the other party interrupting. The antagonist considers whether he/she accepts the standpoints. If they are not convincing the antagonist continues to challenge them or simply requests more support (Van Eemeren, 2007:11).

In the Tanzanian parliament, the argumentation stage starts when the Minister of Agriculture is given time to respond to the queries, criticisms, and doubt MPs raised in the discussion. The time allocated for a minister to respond to MPs’ comments on his speech is one hour, as provided for in the Standing Orders, Section 9. Since one hour is not enough to respond to all the contributions MPs made in the discussion, the Minister selects a few criticisms to address as he winds up his speech. It is not clear how the Minister selects certain challenges over others. Making a selection allows the Minister to choose to respond to criticism and doubt that he can defend well and to avoid the more challenging ones. However, this does not help much as MPs will still raise the issues that the Minister did not address when the parliament sits as an Expenditure Committee to go through the ABS, section by section (referred to as

the ‘sub-vote’). Example 6 provides instances of the arguments the Minister advances in the argumentation stage as he responds to MPs’ contributions to his speech:

Example 6:

- (a) Mheshimiwa Mwenyekiti, lakini pia, teknolojia hii tunaitumia pia kwa ajili ya kuendeleza kilimo cha umwagiliaji kwa njia ya matone. Umwagiliaji huu unatusaidia kwa sababu katika hali hii, hali ya sasa hivi ambayo tunajua sisi wote, maji yanapungua, lazima tutumie maji kwa umakini wa kutosha. Tunahitaji kutumia maji kila tone liweze kwenda kuzalisha chakula. Kwa maana hiyo basi, tunataka tuweke mkazo kwenye *drip irrigation*. Wale ambao mnamtembea hapa Dodoma, njia hii ya Dar es salaam, mkipata nafasi mpite pale Chinangali, Mheshimiwa Lukuvi ametusaidia sana, ame-*mobilize* vijana, wameanzisha shamba kubwa zuri la zabibu na linaendelea vizuri kwa umwagiliaji huu wa njia ya matone. Namshukuru sana Mheshimiwa Lukuvi. (*Makofi*) (AE: Hansard 26/7/2011).
Madam Chairperson, we also use this technology to develop irrigation agriculture using water drops. This irrigation is useful in that in a situation where water levels are falling, a situation we are all aware of, we must use water carefully. We must ensure that each drop is used to produce food. Therefore, we intend to put more emphasis on drip irrigation. Those who come to Dodoma by road from Dar es Salaam should, if possible, visit Chinangali. The Hon. Lukuvi has done a good job; he has mobilized the youth to start a large grape farm, which is going very well, through the drip irrigation technology. I'm very grateful to the Hon. Lukuvi. (clapping) (AE: Hansard 26/7/2011).
- (b) Mheshimiwa Mwenyekiti, nina hakika matrekta ambayo tumeyaleta sasa yakishanunuliwa yote, bei ikishakuwa *affordable*, yakaenda kwa wananchi, asilimia hii ya wakulima ambao wanalima kwa jembe la mkono itaendelea kupungua kutoka 64 kwenda chini Zaidi (ACE: Hansard 27/7/2011).
4. Madam Chairperson, I'm sure that, if all the tractors we've brought into the country are bought, when they are affordable, and reach the people, the percentage of people who use hoes will fall further from the current 64 per cent. (ACE: Hansard 27/7/2011).
- (c) Mheshimiwa Mwenyekiti, katika nchi yetu, utafiti umefanywa mkubwa sana katika eneo la Kanda ya Ziwa (*Sukuma Land*), kati ya mwaka 1960 na mwaka 1975, kujua ni kiasi gani cha mbolea ya mboji au samadi unayoweza kuweka kwenye udongo ukapanda mahindi au pamba na kupata mazao kiasi kile kile kwa maana ya kurejesha rutuba pale ulipoanza na zao lako. Imeonesha kwamba ili uweze kurudisha udongo katika rutuba ile uliyoanza nayo, unahitaji tani 32 za mbolea ya samadi kuweka kwenye hekta moja ya ardhi ili uweze kurudisha kiasi cha chembechembe za kemikali za *Nitrogen* na *Phosphorus* na *Calcium* ambazo zinaweza kukuza Zao la Pamba.
Mheshimiwa Mwenyekiti, kwa sababu hiyo ni vigumu sana kutumia kiasi hicho cha mbolea ya samadi, kwa sababu itahitaji ng'ombe wengi sana kuzalisha tani 32 kwa kila hekari. Ningependa Msemaji wa Upinzani, asome jarida linaloitwa *East African Agriculture and Forestry Journal* kati ya mwaka 1962 na mwaka 1975, atapata ufafanuzi zaidi wa jambo hili. (AA: Hansard 27/7/2011).
Madam Chairperson, in our country a lot of research was done in the Lake Zone between 1960 and 1975 to find out how much compost or manure one could use to grow maize or cotton and harvest the same amount of maize or cotton as when the growing of either crop in the area began. It is shown that, in order to restore nitrogen, phosphorus and calcium to the soil, 32 tons of fertilizer are needed in a single acre, tones which can help improve the growing of cotton.
Madam Chairperson, thus, it is very difficult for a farmer to use that amount of manure because so many cows are needed to produce 32 tons for each acre. I'd like to ask the opposition's spokesperson to read issues of the journal called East African Agriculture and Forestry Journal, which were published between 1962 and 1975; he will get further clarification on this issue from them. (AA: Hansard 26/7/2011).

In Example 6(a), 6(b), and 6(c), the Minister defends his standpoints by advancing more argumentation after the MPs cast doubts on his standpoints during the debate. In 6(a), the Minister uses argument from example to convince MPs on the necessity of using irrigation technology—more specifically, drip irrigation. He refers to Chilangali Scheme in Dodoma Region, where a group of youth apply this technology on one grape farm. He puts forward this argumentation after several MPs show doubt about

the application of such irrigation technology since there is no infrastructure prepared to facilitate the utilisation of the technology.

In the same efforts, in 6(b), the Minister applies argument from cause and effect to emphasize the use of improved farming tools in agriculture. He tries to address MPs' doubts that ordinary farmers can afford tractors, which are very expensive. He admits that tractors currently are expensive but if the price were to be reduced it would help the peasants to stop using crude farming tools like hand hoes. This is an attempt to convince MPs of the government's effort to improve agriculture in the country by making affordable improved farming tools available to farmers.

In 6(c), the Minister applies argument from authority to defend his standpoint on the use of chemical fertilisers as, during the debate, some MPs challenged this by suggesting the use of manure. He refers to a journal, in which was published research that indicated the challenges of using manure. The Minister uses the journal's findings to indicate that it is difficult to use manure because of the amount of manure that is required for the soil to be more productive. In citing the research findings, the Minister dismisses the possibility of applying manure, as some MPs suggested it as a less expensive fertilizer.

The argumentation stage continues when the parliament sits as the Expenditure Committee, where MPs go through the budget, section by section. The discussion procedures in the Tanzanian parliament allow an MP who feels that his/her challenge was not addressed by the Minister to raise it again at the sitting of the Expenditure Committee and the Minister is obliged to respond (Bunge la Tanzania, 2007). During this session, the Minister is supposed to respond to one query after the other as the chairperson gives time to MPs who have issues to raise. Because of time constraint, not every MP who has a query at this stage is given the chance to raise it. Example 7 provides examples of arguments advanced during this session:

Example 7:

- (a) 18. MHE. DESDERIUS J. MIPATA: Ninashukuru sana Mheshimiwa Mwenyekiti. Katika mchango wangu wa mazungumzo, nilizungumzia juu ya kuimarisha Vituo vya Utafiti na nikaelezea juu Kituo cha Milundikwa, ambacho kinatafiti mbegu na sasa hivi hakina uwezo wowote, hakijazingatiwa na kwenye bajeti sijaona kama wametenga pesa kwa ajili ya kukiimarisha; huku tukisema kwamba, tunataka kuimarisha kilimo katika eneo hilo lote na ni kipya. Ninataka maelezo zaidi. Ahsante sana. (AE: Hanard 27/7/2011).
- 18. HON. DESDERIUS J. MIPATA: Thank you, Madam Chairperson. I talked of the need to enhance the Research Centres and Milundikwa Research Institute, which researches into seeds but which is now unable to do anything. It's been ignored and I've not seen in the budget an amount of money that has been set aside for strengthening this institute, although we say that we intend to advance agriculture in this area. It is a new institute. I need further clarification on this. Thank you. (AE: Hanard 26/7/2011).*
- (b) 18. WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kwanza, ninapenda nimshukuru sana Mheshimiwa Mbunge. Tumewahi kuzungumza naye juu ya Kituo hicho. Ninapenda niwahakikishie ndugu zangu kwamba, vituo vyetu vya utafiti, vitafanyiwa kazi kubwa ya kuvikarabati na kuviongezea uwezo wa vifaa vya utafiti na kemikali kwa ajili ya kufanya utafiti; na kwenye mashamba yake yale ya kuzalisha mbegu tutayawekea mifumo ya umwagiliaji ili tuweze kuzalisha mbegu kwa misimu zaidi ya miwili kwa mwaka. Katika kufanya hivi, hatukuviorodhesha

hivi vituo kimoja kimoja. Vituo vyote hivi vipo kwenye mpango mmoja wa maendeleo ya utafiti katika Wizara ya Kilimo, Chakula na Ushirika.

Ningependa pia nimhakikishie Mheshimiwa Mbunge kwamba, tunataka Idara hii ya Utafiti tuiongezee uwezo wa kufanya utafiti na tuipe uhuru zaidi kwa kutengeneza Taasisi ya Utafiti wa Kilimo wa Tanzania na katika utaratibu huo itakuwa na bajeti yake, Bodi yake ya Usimamizi na itakuwa na uhuru zaidi wa kuweza kufanya mambo yake. Vituo vyote hivi vitaboreshwa zaidi na kufanya utafiti sasa wa kilimo uweze kuwa *support* kubwa kwa ajili ya mpango wa maendeleo ya Kilimo hapa nchini. (ACE: Hansard 27/7/2011).

19. MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, first of all, I thank the Hon. Gentleman. He and I have had a discussion about this centre. I'd like to assure him that our research centres will be renovated and enhanced by providing them with tools and chemicals for undertaking research. We shall also build irrigation systems on the farms so that we may produce seeds twice a year. We've not listed all the centres. All the centres are included on a single research development programme in the Ministry of Agriculture, Food and Cooperatives.

I also wish to assure the Hon. Gentleman that we want to build the capacity of the Research Department to conduct research and to give it more freedom by creating an Agricultural Research

- (c) 26.MHE. ANNE K. MALECELA: Mheshimiwa Mwenyekiti, kwanza mimi nasikitika sana, nimechangia *page* sita neno moja, nikazungumza hapa kwa masikitiko, kwamba wananchi wamejenga kiwanda chao wenyewe siyo Serikali imewajengea, nikaisihi Serikali, hii ni mara kumi naisihi, nisaidieni miundombinu ya maji na vile vibarabara vya *farm to market*, Serikali mnashindwa kujibu na muelewe kwamba hamnijibu mimi mnawajibu wale wananchi, hamuwatendei haki, Waziri naomba majibu. (AE: SM: Hansard 27/7/2011).

26. HON. ANNE K. MALECELA: Madam Chairperson, I'm disappointed; I've written about this issue on six pages and solemnly said here in Parliament that the people built the factory themselves. It was not the Government that built it for them. I requested the Government, this is the tenth time I make this request, to supply water to the area and build a road from the farm to the market. But the Government hasn't responded yet; the Government should know that it is not responding to me, but rather to the people. You're not being fair to them. The Hon. Minister, I need an answer. (SM: Hansard 27/7/2011).

- (d) WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kwanza namshukuru sana dada yangu huyu, nampongeza sana kwa kujenga Kiwanda kile cha Kusindika Tangawizi na napenda sana kupitia Bunge lako Tukufu tumsifu sana Mheshimiwa Anne Kilango Malecela kwa kazi hiyo nzuri aliyofanya. Nataka nimhakikishie kwamba Serikali itajenga hiyo barabara ya *farm to market* na italeti maji katika kiwanda kile ili kiweze kufanya kazi vizuri. (ACE: Hansard 26/7/2011)

MINISTER FOR AGRICULTURE FOOD AND COOPERATIVES: Madam Chairperson, first of all, I'm grateful to my sister and congratulate her for building the factory that processes ginger. I also wish very much through Parliament to congratulate the Hon. Anne Kilango Malecela on the good job she has done. I'd like to assure her that the Government will build the road from the farm to the market and will supply water to the factory so that it can function well. (ACE: Hansard 26/7/2011).

The MP in Example 7(a) uses argument from example to raise the issue of Milundikwa Research Centre, which he had talked about during the debate and to which the Minister did not respond. The standpoint the MP raises is that the Centre is in bad condition and there is no money set aside in this budget for the Centre. The MP uses this specific example to challenge the government's proposal to use its research centres to research into varieties of seeds.

In Example 7(b), the Minister applies argument from cause and effect to respond to MPs that the government is taking initiatives to renovate all its research centres and to give them more of the requirements necessary to enable them to carry out research in the country. This will enable the research centres to have capacity to provide support for the agricultural sector in the country. However, it is difficult to tell whether the Minister's response cleared the MP's doubts, since the procedures require the MP at this stage to raise an issue only once.

In Example in 7(c), MP uses argument from example to challenge the Minister for failing to address the issue of road construction from farms to the markets, and failure to supply water to a ginger processor. The MP insists that the response is not for her but for the voters in the constituency. The Minister in 7(d) utilises argument from cause and effect to respond to the MP's challenge. He promises the MP that the government will construct the roads from the farms to the market and bring water to the ginger processor so that the industry is able to run smoothly. Here the MP's query is resolved as the Minister accepts the MP's argumentation and promises to work on the problem.

The last stage is the concluding stage, at which the protagonist and the antagonist try to establish what has the attempt to resolve the difference achieved (Van Eemeren & Grootendorst 2004; Van Eemeren et al., 2007). The dispute is resolved if the parties have agreed that the standpoints of the protagonist is acceptable, the antagonist has withdrawn his doubts or the protagonist withdraws his standpoints. In the first case, the dispute is resolved in the favour of the protagonist while, in the second case, in the favour of the antagonist (Van Eemeren et al., 2007).

In Tanzanian parliamentary debate, the decision about the outcome of the discussion starts during the time when the parliament sits as an Expenditure Committee to approve the budget, section by section. After all the queries MPs have on the section are addressed, the Chairman asks MPs whether the section in question is seconded. Those who agree are supposed to say "Yes" in chorus; for those who do not agree, likewise, they are supposed to say "No", following which the Chairman will announce the winner (Bunge la Tanzania, 2007). The same procedure is followed for every section. The parliament will resume after MPs have approved the proposed expenditures for the ministry, for all the sections, in the Expenditure Committee. Then the responsible minister for the budget will report to the parliament that the expenditure committee has completed its work. He/she is supposed to request the parliament to accept what the expenditure committee has just approved. Again, the speaker will have to ask MPs whether they agree. The speaker starts with those who agree, who are required to say "Yes" in unison. Then the Speaker will ask the MPs who do not support the budget to say "No", again in unison. After this, the speaker will announce the winner (Bunge la Tanzania, 2007).

The conclusion for the budget debate of the Ministry of Agriculture was that, after going through all the procedures, MPs approved it. Thus, the debate ended in favour of the protagonists as the debate had several protagonists. However, it is worth mentioning that, although the debate ended in favour of the protagonists, in some instances the main protagonist had to accept the challenges the antagonists posed to some of his standpoints.

The way the debate ended and the way the resolution was reached is contrary to what pragma-dialectical theory suggests about the conclusion of a debate. In the ideal critical discussion, Van Eemeren and Grootendorst (2004) and Van Eemeren et al. (2007) suggest that the protagonist and the antagonist have to establish what the attempt to resolve the difference of opinion achieved. This entails that the parties

agree that the standpoints of the protagonist are acceptable, or the antagonist withdraws his doubts or criticisms, or the protagonist withdraws his standpoints (Van Eemeren et al., 2007:12). If the parties accept the standpoint of the protagonist, or the antagonist withdraws his doubts or criticisms, then the discussion has ended in favour of the protagonist. On the contrary, if the protagonist withdraws his/her standpoints then the discussion has ended in favour of the antagonist. In the debate analysed in this chapter, the Chairperson determines the winner of the debate through a “Yes and “No” vote style. One thing noted here is that it is not easy for the Chairperson to determine precisely the winner in this fashion, particularly when there is only a slight difference in the responses given.

In each of the four stages of the argumentation, the Minister and the MPs make different argumentative moves which serve the function of helping the discussion to continue towards a resolution. As explained in Chapter 3, the verbal moves made in various stages of a critical discussion to resolve a difference of opinion can be described as speech acts (Van Eemeren et al., 2007). In the pragma-dialectical theory, the speech acts which contribute to resolving of a difference of opinion, are indicated (Van Eemeren, 2007). The speech acts which play a contributory role in resolving the difference of opinion in the speech and the debate on the MAoFSC are assertives, commissives, directives, and usage declaratives.

At the confrontation stage the speech acts that occur are assertives, used in expressing a standpoint; commissives, used in accepting a standpoint or not; directives, used in requesting a usage declarative, and usage declarative, requesting definition, specification and amplification (Van Eemeren et al., 2007).

Example 8 shows how these speech acts are performed at this stage:

Example 8:

- (a) Mheshimiwa Mwenyekiti, matumizi ya zana bora za kilimo yameanza kuongezeka kutokana na jitahada za Serikali za kuhamasisha matumizi ya zana hizo. Takwimu zinaonyesha kuwa matumizi ya trekta yameongezeka kutoka asilimia 10 mwaka 2005 hadi asilimia 12 mwaka 2010. Aidha, matumizi ya jembe la kukokotwa na wanyamakazi yameongezeka kutoka asilimia 20 mwaka 2005 hadi asilimia 24 mwaka 2010. Kutokana na ongezeko la matumizi ya zana hizo, matumizi ya jembe la mkono yamepungua kutoka asilimia 70 mwaka 2005 hadi asilimia 64 mwaka 2010. (ACE: Hansard 25/7/2011).
Honourable Chairperson, the use of quality agricultural inputs has increased due to the Government's efforts to encourage the use of those inputs. Statistics show that the use of tractors has grown from 10 per cent in 2005 to 12 per cent in 2012. Also, the use of ploughs grew from 20 per cent in 2005 to 24 per cent in 2010. Consequently, the use of the hand hoe fell from 70 per cent in 2005 up to 64 per cent in 2010.
- (b) MHE. SHAFFIN A. SUMAR Mheshimiwa Mwenyekiti, ushirika unatusaidia sana na Rais amejitahidi sana kulipa madeni ya ushirika na kuyafufua upya, lakini bado Maafisa Ushirika hasa wa Wilaya hawajapewa uwezo mzuri wa kuweza kusafiri kwenda kukagua maeneo yao ya Vyama vya Ushirika hali ambayo inazorotesha sana utendaji mzuri wa vyama vyetu. Lakini pia kuna maafisa wachache wa ushirika ambao wanasababisha kabisa kwa maksudi kuhakikisha kwamba vyama vya ushirika vinakufa, naomba Serikali yetu isiruhusu hali kama hii, na pindi mtakaposikia sisi Wabunge tunalalamika kuhusu Afisa fulani basi tupewe ushirikiano mzuri ili vyama vyetu vya ushirika visije vikafa, masuala ya kulindana tunasema sasa basi. (ACE: Hansard 25/07/2011).
HONOURABLE SHAFFIN A. SUMAR: Honourable Chairperson, the cooperatives are very beneficial to us and the President has helped a great deal to clear the debts of the cooperatives and revive them. But the District Cooperative Cooperative Officers do not have the capacity to travel in order to inspect the cooperative societies, something that hinders the performance of our cooperative societies. There

are also a few cooperative societies officers who purposely make sure that the cooperative societies die. I urge our Government not to allow this to happen. When we Parliamentarians complain about a certain officer, we should be given some cooperation so that our cooperative societies do not die. The habit of defending each other should come to end. (AE: Hansard 25/07/2011).

In Example 8(a), the Minister puts forward a standpoint, using an assertive. In this example, he says the use of improved agricultural farming tools has increased because of government efforts to mobilise the use of such tools. The Minister makes this assertion and continues to defend his standpoint by indicating how the use of tractors and ploughs have increased and, consequently, led to the decrease of the use of hand hoes. The Minister also shows that he is ready to defend his standpoint, if challenged during the debate.

The MP in the case of 8(b) uses a commissive to agree with the Minister about the usefulness of cooperatives. He remarks that cooperatives are helping the nation a great deal and the President has done an excellent job in paying the debts of cooperatives. Despite his support of the standpoint advanced by the protagonist, the MP indicates some problems cooperative societies are facing in the country. He points out that some of the district cooperative officers have not been enabled to inspect cooperative societies, weakening the good performance of cooperatives. Although the MP supports the standpoint the Minister advanced, simultaneously pointing out some weaknesses of cooperatives requires the minister to respond when his turn comes. This keeps the discussion rolling towards a resolution of the difference of opinion.

At the opening stage, the four speech acts are also performed as MPs challenge the standpoints the Minister advanced in his speech. The speech acts contribute towards reaching a resolution of the difference of opinion because they keep the discussion rolling. Those performed here are directive: challenge to defend the standpoint; commissive: acceptance of the challenge to defend the standpoint; and agreement on premises, and the discussion rule (Van Eemeren et al., 2007). However, MPs in the Tanzanian parliament do not need to agree on the discussion rules since the rules are already stipulated in the Standing Orders. The third speech act is directive: requesting a usage declarative; and the fourth is usage declarative: definition specification and amplification (Van Eemeren et al., 2007). Example 9 gives examples of each of the speech acts:

Example 9:

- (a) Mheshimiwa Mwenyekiti, kuhusu suala la viwanda, Tanzania tumekuwa na neema ya kila aina ya matunda, tumeona wakati wa kipindi cha msimu wa matunda kama vile machungwa, maembe na kadhalika. Wakulima wa matunda haya kipindi cha msimu wa matunda wamekuwa wakipata hasara kubwa sana kama vile matunda kuozea mashambani na hatimaye matunda haya hayafiki sokoni kama yaliyotarajiwa. Je, Serikali haioni kwamba kuna umuhimu wa kufufua viwanda vya usindikaji na kujenga viwanda ili na vijana wengi wasiokuwa na ajira wapate kuajiriwa kwenye viwanda vya usindikaji? Endapo tutajijengea utamaduni huu wa kudhibiti matunda yetu hapa nchini, hatutaagiza juisi kutoka nje ya nchi. Tutakunywa juisi zetu wenyewe na hii itachangia kuongeza pato la Taifa letu na vijana wengi nao watajipatia ajira. (ACE: Hansard 26/07/2011).
Honourable Chairperson, concerning the issue of industries, Tanzania is blessed with a lot of fruits as witnessed during the season of fruits like oranges and mangoes. The growers of these fruits incur a lot

of losses during the fruits season. For example, sometimes fruits rot while on farms and eventually these fruits never get to the market as expected. Doesn't the Government see that there is a need to revive the dead canning industries and build new ones so that the youths with no jobs may be employed? If we cultivate a habit of controlling our fruits right here in the country, there will be no need of importing juice from abroad. We will be drinking our own juice and this will make a contribution to the economy of this nation and will help many youths get jobs. (ACE: Hansard 26/07/2011).

- (b) Mheshimiwa Mwenyekiti, mkakati wa Taifa wa Kupambana na Rushwa. Katika kutekeleza Mkakati wa Taifa wa Kupambana na Rushwa, Wizara itaendelea kutoa elimu kwa Watumishi wa Tume ya Maendeleo ya Ushirika na Wanaushirika wa vyama 15 kuhusu mkakati wa kuzuia rushwa. Katika kutekeleza mkakati huo, vijarida na vipeperushi vinavyoonesha madhara ya rushwa vitachapishwa na kusambazwa kwa watumishi na Wanaushirika. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 14.67. (ACE: Hansard 25/7/2011).

Honourable Chairperson, in implementing the National Strategy for Combating Corruption, the Ministry will continue to educate workers of the National Cooperative Commission and cooperative members on the strategy for combating corruption. In implementing the strategy, pamphlets and fliers that carry the theme of the effects of corruption will be published and distributed to cooperative members. 14.67 million shillings has been set aside for this activity.

- (c) Mheshimiwa Mwenyekiti, nizungumzie haraka haraka suala la maagizo ya Mheshimiwa Rais, ambayo yamezungumzwa. Mwaka 2006 Mheshimiwa Rais wa Tanzania Mheshimiwa Dokta Jakaya Mrisho Kikwete, alipotembelea Mkoa wa Morogoro alisema Morogoro litakuwa ghala la Taifa. Tamko hili lilikuwa na kila uhalali kwa sababu Morogoro ni Mkoa wenye ardhi nzuri kwa kilimo na una mito isiyokauka 176 mwaka mzima. Kwa hiyo, ni kweli kwamba Morogoro ingetumiwa kuwa Ghala la Taifa. Lakini kwa mshangao wetu sote ni kwamba hadi leo Morogoro imekuwa ghala bila ya chakula. Kuna baadhi ya maeneo ya Morogoro yanaomba chakula. Tunamtaka Mheshimiwa Waziri atakapokuja jioni atuambie ni kwa nini Morogoro hadi leo siyo Ghala la Taifa wakati kuna rasilimali zote? (Makofi) (AE: Hansard 26/07/2011).

Honourable Chairperson, let me briefly talk about the order of the Honourable President which have Honourable Chairperson, let me briefly talk about the order of the President which have has been talked about. In 2006, His Excellency the President of Tanzania Dr Jakaya Mrisho Kikwete, during his visit to Morogoro Region, he said Morogoro would be a national granary. That statement was justified because Morogoro is a region with soil that is suitable for farming activities and it has 176 rivers that never dry out throughout the year. So, it would be appropriate for Morogoro to be used as the National Granary. To the surprise of all of us, as of now, Morogoro has become a granary without food. There are areas in Morogoro where people are begging for food. We want the Minister, when his is summing up this evening, to come and tell us why Morogoro is not a National Granary despite having all the resources. (Applause) (AE: Hansard 26/07/2011).

- (d) Mheshimiwa Mwenyekiti, kama tunaweza kuwa na mipango madhubuti na mizuri, badala ya kusaidia haya Makampuni ya Kigeni kama mikataba inavyoionyesha, wanataka waisukume Serikali itoe hata misamaha ya kodi kwenye mafuta. Kama tunaweza kuwapa wageni, kwa nini tunashindwa kutumia jitihada hizo hizo kuwasaidia Watanzania waweze kumiliki ardhi na wazalishe chakula? Zipo faida, sikatai, lakini sura ilivyo ya mkataba huu inatia mashaka makubwa sana. Nitataka Mheshimiwa Waziri atoe ufafanuzi juu ya suala hili na ni dhahiri kabisa kama sitaridhika na maelezo ambayo Mheshimiwa Waziri atayatoa, kama yataniridhisha, nakubali. Kama hayataniridhisha, hatua nitakayoichukua ni kuwasilisha hoja binafsi katika Bunge linalokuja. (Makofi) (ACE: Hansard 26/07/2011).

Honourable Chairperson, we should have good and serious plans, instead of supporting foreign companies as the contracts show. They want to push the Government to give them tax exemptions on fuel. If we can give exemptions to foreigners, why not make the same efforts to help Tanzanians so that they are able to own land for food production? There are benefits, I can't deny, but the way the contract is makes one have a lot of doubts. I want the Honourable Minister to clarify this matter and if the answers satisfy me, I will have no objection. If I'm not satisfied, all I will do is move a private motion in the coming seating of Parliament. (Applause) (ACE: Hansard 26/07/2011).

The fragments in 9(a), 9(b), 9(c), and 9(d) offer examples of the speech acts performed in the opening stage. The MP in 9(a) performs a directive speech act to challenge the Minister to defend his standpoint about constructing or reopening the existing canning operations to process fruits. The MP points out that during the fruit season many fruits rot because there are no canning facilities in the relevant areas.

The challenge for the Minister to defend his argumentation brings more argumentation in the form of a question as to whether the government does not see the necessity of reopening the existing canning plants to process fruits. This challenge will make the Minister respond during his turn.

In Example 9 (b), the Minister performs a commissive speech act on the implementation of the national strategy against corruption; the Ministry will continue to provide education to its employees about the strategy of combating corruption. The Minister's argument shows that he is prepared to defend this argument in the discussion if it will encounter criticism.

In the case of 9(c), the MP performs a directive speech act when he requests a usage declarative (Van Eemeren et al., 2007) on the promise the President made regarding making Morogoro Region a national granary. As he says, "we want the Minister to tell us in the evening why, until now, Morogoro is not a national granary, with all the resources it has." Although the MP asks a usage declarative, it is at the same time a challenge to the Minister. The Minister has to provide an explanation as to why the Ministry has failed to do as the President promised. This kind of speech act makes the discussion continue to move towards a resolution.

The MP in 9(d) asks for a usage declarative in the form of clarification about foreign investors pushing the government to give them tax exemptions on the oil used to run their machines. The MP wonders why not to use the same effort to help local investors to secure land. The MP in this example requests a usage declarative, with a condition that if the Minister provides an unsatisfactory response he will not agree with him. Instead, the MP will move a private motion on the issue during the next meeting of the parliament. This speech act compels the minister to respond during his winding up time.

In the argumentation stage, the Minister and MPs continue to perform different speech acts as the Minister responds to the challenges MPs pose on standpoints in his speech. MPs also may have other chances to perform more speech acts during the time when the parliament sits as an Expenditure Committee. The speech acts performed at this stage are assertives, directives; requesting argumentation; commissives, directive; requesting a usage declarative and usage declarative; definition, specification, amplification. The illustrations in Example 10 show these speech acts:

Example 10:

- (a) Mheshimiwa Mwenyekiti, matumizi ya mboji katika kilimo duniani kote, hakuna nchi hata moja ambayo imetumia mboji au mbolea ya samadi ikaleta Mapinduzi ya Kijani. Mapinduzi ya Kijani yanaletwa kwa mbolea za kemikali na mchanganyiko wa mbolea za kemikali na mbolea hiyo ya samadi na mboji. (ACE: Hansard 26/7/2011).
Madam Chairperson, regarding the use of compost and manure, there is no country in the world that has brought about a Green Revolution by using these kinds of fertilizer. A Green Revolution is normally brought about by the use of chemical fertilizer in conjunction with the other two kinds. (ACE: Hansard 26/7/2011).
- (b) MHE. ANNE K. MALECELA: Mheshimiwa Mwenyekiti, kwanza mimi nasikitika sana, nimechangia page sita neno moja, nikazungumza hapa kwa masikitiko, kwamba wananchi wamejenga kiwanda chao wenyewe siyo Serikali imewajengea, nikaisihi Serikali, hii ni mara kumi naisihi, nisaidieni miundombinu

ya maji na vile vibarabara vya *farm to market*, Serikali mnashindwa kujibu na muelewe kwamba hamnijibu mimi mnawajibu wale wananchi, hamuwatendei haki, Waziri naomba majibu. (SM: Hansard 27/7/2011).

HON. ANNE K. MALECELA: Madam Chairperson, I'm disappointed; I've written about this issue on six pages and solemnly said here in Parliament that the people built the factory themselves. It was not the Government that built it for them. I requested the Government, this is the tenth time I make this request, to supply water to the area and build a road from the farm to the market. But the Government hasn't responded yet; the Government should know that it is not responding to me, but rather to the people. You're not being fair to them. The Hon. Minister, I need an answer. (SM: Hansard 27/7/2011).

- (c) MHE. DESDERIUS J. MIPATA: Ninashukuru sana Mheshimiwa Mwenyekiti. Katika mchango wangu wa mazungumzo, nilizungumzia juu ya kuimarisha Vituo vya Utafiti na nikaeleza juu Kituo cha Milundikwa, ambacho kinatafiti mbegu na sasa hivi hakina uwezo wowote, hakijazingatiwa na kwenye bajeti sijaona kama wametenga pesa kwa ajili ya kukiimarisha; huku tukisema kwamba, tunataka kuimarisha kilimo katika eneo hilo lote na ni kipya. Ninataka maelezo zaidi. Ahsante sana. (AE: Hansard 26/7/2011).

HON. DESDERIUS J. MIPATA: Thank you, Madam Chairperson. I talked of the need to enhance the Research Centres and Milundikwa Research Institute, which researches into seeds but which is now unable to do anything. It's been ignored and I've not seen in the budget an amount of money that has been set aside for strengthening this institute, although we say that we intend to advance agriculture in this area. It is a new institute. I need further clarification on this. Thank you. (AE: Hansard 26/7/2011).

- (d) MHE. MURTAZA A. MANGUNGU: Niliuliza suala ambalo nililiona kwenye Kitabu cha Bajeti kuhusiana na *sub-code*. Nilitaka kujua kwa nini Mikoa ya Kusini ambayo ni Lindi na Mtwara, haijajumuishwa katika mpango huo na jambo la kustaajabisha kabisa katika majibu yake Mheshimiwa Waziri, hakuweza kuligusia hilo jambo kabisa, kama vile hoja hii haikuwa na msingi. Kwa hiyo, katika hilo ninataka nipate ufafanuzi. (Hansard 26/7/2011).

HON. MURTAZA A. MANGUNGU: I asked a question regarding the issue of sub-code, which I saw in the Budget Book. I wanted to know why Lindi and Mtwara were not included on the programme, and surprisingly the Hon. Minister did not talk about it as though it were unimportant. I need clarification on this issue. (Hansard 26/7/2011).

- (e) Mheshimiwa Mwenyekiti, aidha, imeelezwa hapa kwamba, kama ukitumia mbolea ya kemikali kila mwaka unaharibu udongo; hii siyo kweli kabisa, kama mnavyoelewa, nchi ambazo zimeleta Mapinduzi ya Kilimo kama za Marekani Kaskazini (USA na Canada), Ulaya Magharibi na Asia ya Mashariki ya Mbali kama China na India, zimetumia mbolea ya kemikali kwa miaka mingi. Holland imetumia mbolea ya kemikali kwa miaka 500 mfululizo na inaendelea kutumia mpaka leo, lakini inapata mazao mengi sana na inatumia kilo za *nitrogen* 500 kwa hekta ya mbolea na udongo wake kwa miaka 500 haujaharibika. Sisi Watanzania na Nchi za Afrika Kusini mwa Jangwa la Sahara, nchi inayotumia mbolea nyingi ya kemikali ni South Africa na inatumia kilo hamsini kwa hekta. Nchi nyingine inayotumia mbolea nyingi ni Zimbabwe, Malawi inatumia kilo 16 kwa hekta, lakini ukiziangalia nchi zote, Tanzania ndiyo ya mwisho kabisa; inatumia kilo nane kwa hekta. (AE: Hansard 26/7/2011)

7. Madam Chairperson, it is claimed that, if you use chemical fertilizer every year you destroy the quality of soil. This is not correct. As you're aware, the countries that have brought about Green Revolutions like those in North America (the USA and Canada), Western Europe and Southeast Asia (China) and India have used chemical fertilizer for many years. Holland has used chemical fertilizer for 500 years consecutively and still uses it. It gets good harvests and uses 500 kilogrammes of nitrogen in a single acre but the quality of its soil has not deteriorated. Of all the countries in sub-Saharan Africa, it is South Africa that uses a lot of chemical fertilizer, notably 50 kilogrammes in one acre. South Africa is followed by Zimbabwe, which is, in turn, followed by Malawi, which uses 16 kilogrammes per acre. Tanzania lags behind all the others countries; it uses 4 kilogrammes per acre. (AE: Hansard 26/7/2011).

Examples 10(a), 10(b), 10(c), 10(d), and 10(e) provide typical situations where the four speech acts are performed at the argumentation stage. In 10(a), the Minister provides more argumentation by making use of assertive as he responds to one of the standpoints an MP raised criticising the government's emphasis on the use of chemical fertilizers. He suggested that the government should consider the use of humus and compost manure. The Minister maintains his argument by asserting that no country in the

world that has applied these fertilizers brought about a Green Revolution. The Minister further adds that a Green Revolution is brought about by applying chemical fertiliser and humus and compost manure.

The MP in 10(b) uses directive speech acts to request for argumentation on the issue of the construction of water systems and roads from farms to market in her constituency to allow the smooth operation of a ginger processing plant constructed in the constituency. She raised this issue during the debate but the Minister did not respond. At this argumentation stage, the Minister is obliged to respond. The Minister promises that the government will construct the water system and the roads as the MP wants.

In the case of 10(c), the MP uses a directive to request a usage declarative on improving research centres. During the debate the MP talked about Milundikwa Research Centre not being allocated money in the budget. The MP wants the Minister to provide usage declarative in the form of explanation.

In the effort to keep the discussion rolling, the MP in 10(d) performs a usage declarative by requesting a clarification to why Lindi Region and Mtwara Region are not included in the *Southern Agricultural Growth Corridor*. The Minister responds that the regions will be in another program the government is still discussing. The Minister is obliged to bring more argumentation to justify why the two regions are not in the program.

In Example 10(e), the Minister performs a commissive speech act to reject the argumentation one MP advanced in the debate. The MP in the debate put forward a standpoint regarding the effect of chemical fertilizer on the soil. The Minister rejects the argumentation as untrue, since countries that have a developed agricultural sector have been applying chemical fertilizer for many years. The Minister rejected this argumentation when he was winding up.

At the concluding stage, the four speech acts that are performed are commissives: accepting the standpoint or not; assertives: retracting or maintaining a standpoint; directive: requesting a usage declarative, and usage declarative. Example 11 provides examples of the speech acts performed at this stage, as the discussion ends:

Example 11:

- (a) NAIBU WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kama alivyosema Mheshimiwa Waziri, hoja ziko nyingi kweli kweli na hii hoja ya Mheshimiwa Mbunge ninayo hapa. Nilitamka tu kidogo, ninadhani wakati tunatoa maelezo. Eneo lile nilikiri kwamba, kweli hatujalipa msukumo ambao unastahili. Hili ni eneo ambalo *potential* yake ni kubwa na nikasema tumekwishaagiza Ofisi yetu ya Umwagiliaji ya Kanda, iende kuliangalia Bonde hilo na tayari wamekwishafanya uchunguzi wa awali na Bonde hilo sasa tutalijumlisha katika mipango yetu. Kwa hiyo, ninataka Mheshimiwa Mbunge awe na amani kabisa; tumekwishalionga Bonde hilo na Mhandisi wa Kanda analo katika orodha yake. (AE: Hansard 26/7/2011).
30. DEPUTY MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, as the Minister said, there are so many questions, including the Hon. Gentleman's question. I spoke about this issue earlier. I admitted that we'd not given the area the attention it deserved. This is area that is very potential and I said we had directed our Zonal Office responsible for irrigation to visit the valley. They have already undertaken preliminary studies, and so the valley will be included in our plans. I'd

thus like the Hon. Gentleman to be at peace; we've visited the valley and it is on the Zonal Engineer's list.

- (b) Mheshimiwa Mwenyekiti, wataalamu wameangalia gharama za jumla za uzalishaji za mkulima na wakaona kwamba inaweza kuhatarisha tasnia hii ya pamba kama bei itashuka chini ya shilingi 800/= kwa kilo! Ili sasa wakulima wasije wakapata hasara, Serikali imekubali kulidhamini zao la wakulima la pamba, kama bei itashuka chini ya shilingi 800/= kwa kilo, kama bei ya dunia huko itaendelea kushuka na zao likawa chini ya shilingi 800/= kwa kilo, basi Serikali itadhamini zao la pamba kuhakikisha kwamba mkulima hauzi chini ya bei hiyo. (AA: Hansard 26/7/2011).

21. MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, the experts have looked into the cost of growing cotton and discovered that, if the price is below Shs 800 per kilogramme, the sector will be in danger. In order that the farmers may not make losses, the Government has agreed to issue bonds for the growing of this crop in case the price plummets from Shs 1,100 to below Shs 800 per kilogramme, so that the farmer does not sell his or her cotton at a price lower than that. (AA: Hansard 26/7/2011).

- (c) HE. DKT. HAMISI A. KIGWANGALA: Ahsante Mheshimiwa Mwenyekiti. Kabla sijakenda mbele, ninaomba Wadau wote wa Kanda ya Ziwa na Mikoa inayolima pamba, mkae tayari kuniunga mkono, maana ninakusudia kutoa hoja ya kuondoa shilingi kwa mujibu wa Kanuni ya 103. Sasa ninakwenda kwenye mchango wangu. Zao la Pamba linahudumia uchumi wa watu asilimia 40 ya Taifa letu. Taarifa kwamba, bei ya pamba imeshuka katika Soko la Dunia inafahamika na iko wazi na kwamba, mpaka hivi sasa tunapoongea hapa, wafanyabiashara hawanunui tena pamba kutoka kwa Wakulima. Pia tuna taarifa kwamba, kuna jitihada za makusudi za Wadau wa Sekta ya Pamba kuishusha bei kutoka shilingi 1,100 kwa kilo hadi kufikia shilingi 800. Katika mchango wangu wa maandishi, nilimwomba Mheshimiwa Waziri, alitolee tamko suala hili na ikiwezekana atuambie ni jinsi gani Serikali itaingilia kati ili kuweza kuwapatia bei ya shilingi 1,100 Wakulima wa Pamba Tanzania. (Hansard: 26/7/2011).

HON. DR HAMIS A. KIGWANGALA: Thank you, Madam Chairperson. Before all else, I'd like to ask the people in the Lake Zone and the regions that grow cotton to be all set to support me because I intend to move that we take out a shilling from ... under Regulation 103. Cotton is an important economic resource to 40% of the people of this nation. It is known that the price of cotton at the World Market has fallen and that, as we speak, businesspeople no longer buy cotton from the farmers. Also, we know that some of the stakeholders are making deliberate efforts to lower the price of cotton from Shs 1,100 per kilogramme to Shs 800 per kilogramme. In my written contribution, I requested the Hon. Minister to issue a statement about this issue and, if possible, he should tell us how the Government would deal with this issue so that Tanzanian cotton growers can sell their crops at Shs 1,100 per kilogramme. (Hansard: 26/7/2011).

- (d) MHE. IGNAS A. MALOCHA: Ahsante sana Mheshimiwa Mwenyekiti. Katika mchango wangu wa maandishi nilielezea fursa za umwagiliaji katika Bonde la Ziwa Rukwa na nikaeleza maombi ya Halmashauri ya Wilaya ya Mradi wa Umwagiliaji kupitia Mto Mwomba na Waziri nikamwandikia ki-note kwamba, anipe maelezo, lakini hajanipa maelezo. Ninaomba sasa anipe ufafanuzi.

HON. IGNAS A. MALOCHA: Thank you, Madam Chairperson. In my written contribution I spoke of the irrigation opportunities found in Lake Rukwa Valley and of the application by the District Council's Irrigation Project through the River Mwomba. I also sent the Minister a note seeking an explanation, but he hasn't yet talked to me about it. I need an answer now.

The Minister in example 11(a) performs a commissive speech act as he accepts one MP's standpoint on the irrigation potential of the valley of Lake Rukwa. The Minister admits that he did not provide explanation about the valley when he was winding up, and that the valley has potential for irrigation. He indicates that he has already requested the Zonal office responsible for irrigation to go and observe the valley. The Minister accepts the standpoint and promise to include it in the Ministry's plans.

In example 11(b), the Minister performs assertive speech acts to maintain his standpoint about the price of cotton in the country. One MP had advanced the standpoint that the government should find a way to raise the price of cotton from Shs 800 per kilogramme, but the Minister insists that the government is not ready to do that. The Minister points out that the government will only intervene if the price

plummets below Shs 800 per kilogramme. Although the Minister maintains his standpoint, the MP does not retract his standpoint as he later expresses his opposition to the Minister's standpoint.

In the case of 11(c), the MP employs a directive speech act to request for usage declarative regarding the fall of cotton prices from Shs 1100 per kilogramme to Shs 800. The MP requests the Minister to make a statement so that cotton buyers should not lower the price but rather keep the price of Shs 1100 per kilogramme. The Minister disagrees with the MP's argument and, later, the Prime Minister is obliged to contribute on this issue. The MP retracts his argument after the Prime Minister's contribution.

Likewise, in example 10(d), the MP performs a usage declarative to request amplification on the potentiality of the valley of Lake Rukwa. He raised this issue during the debate but the Minister did not include the issue when he was winding up. As a result, the MP asks for amplification at this stage and, at this point, the Minister did not have a room to evade the issues since the procedures require him to respond to every query.

4.3 The nature of argumentation in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

This section addresses the manifestation of argument from cause and effect, argument from example, and argument from authority, together with any other arguments that are utilised in the speech. In the section, it will also be established which argument is most frequently utilised in the ABS and the related debate.

The arguments utilised in the Minister's speech and the debate appear in different structures. The defence of the standpoint determines the structure of the argument, and may range from single, multiple, coordinative and subordinative argumentation (Van Eemeren et al., 2002). The arguers may opt for one of these argument structures, depending on the issue being discussed (as some issues may require the use of a particular structure). Single argument consists of one single argument. An argument that is in fully explicit form consists of two premises, but usually one of the premises is unexpressed, so that the single argument appears to consist of only one premise (Van Eemeren, et al., 2002). The premise that is not expressed in this argument structure may be reconstructed in the analysis of the discussion.

In contrast to the single argument structure, a complex argument structure may contain several arguments in defence of one standpoint. One complex argument structure is multiple argumentation, which consists of alternative defences of the same standpoint, presented one after another (Van Eemeren et al., 2002). The defences do not depend on each other to support the standpoint and they are of equal weight. They are put together because one of them alone is not sufficient to defend the standpoint or is likely to create criticism of the standpoint. The other complex argument structure is coordinate argumentation, in which the argument does not form a series of alternative defences but, rather, is one single attempt at defending the standpoint by means of a combination of arguments that must be taken

together to constitute a conclusive defence. The components of coordinative argumentation are dependent on each other for the defence of the standpoint (Van Eemeren et al., 2002). The arguments can be dependent in several ways. First, they are dependent because each argument by itself is too weak to support the standpoint conclusively. Second, they can be dependent when a second rules out possible objections to the first argument, thereby reinforcing it (Van Eemeren et al., 2002).

The third type of argument structure is subordinative argumentation, in which the defence of the initial standpoint is made by adding layer after layer. If the supporting argument for the initial standpoint cannot stand on its own, it is supported by another argument, and if that argument needs support, then a further argument is added, and so on, until the defence seems conclusive (Van Eemeren et al., 2002). The layers of argument are meant to strengthen the standpoint and hence eliminate any possible criticisms. The fragments in Example 12 illustrate the structure of the arguments used in the ABS and debate:

Example 12:

- (a) Mheshimiwa Mwenyekiti, mwaka 2010, thamani ya mauzo ya bidhaa za mazao makuu ya biashara iliongezeka hadi Dola za Kimarekani milioni 559.0, kutoka Dola milioni 479.6 mwaka 2009, sawa na ongezeko la asilimia 16.6. Ongezeko hilo kwa kiasi kikubwa lilichangiwa na kuongezeka kwa bei za mazao mbalimbali, hususan tumbaku na korosho. Mazao hayo yalichangia asilimia 41.6 na asilimia 17.3 mtawalia. (ACE: Hansard 25/7/2011).
Honourable Chairperson, the value of the sales of the main cash crops increased to 559.0 million USD in 2010 from 479.6 million USD in 2009, which is equal to a 16.6 per cent increase. This increase was mainly due to the increase in the sales of various crops, especially tobacco and cashew nuts. These crops contributed 41.6 per cent and 17.3 per cent to the increase.
- (b) 14. Mheshimiwa Mwenyekiti, jambo la mwisho naomba niseme kwamba *power tillers* hizi tunazoletewa kwa kweli hazitusaidiii, tunachohitaji ni Serikali itusaidie tupate trekta ili ziweze kufanyakazi zenye tija zaidi. Vilevile nitapenda kuiuliza Serikali kwamba kuna msaada wa matrekta tuliletewa kutoka India ambayo nasikia yapo SUMA JKT yamekaa, ni kwa nini Serikali haiwezi ikaona kwamba iwasaidie wananchi ili wakulima wetu waweze kujikwamua kimaendeleo? (ACE: Hansard 25/07/2011).
Honourable Chairperson, lastly, let me say that the power tillers that we are given do not help us. What we need is for the Government to help us get tractors so that we may increase productivity. I would also like to ask the Government to give us tractors as I hear that there are tractors that we were given in the form of aid by India. I hear they are with SUMA JKT, lying idle. Why can't the Government give them to the farmers so that our farmers may make progress? (ACE: Hansard 25/07/2011).
- (c) Mheshimiwa Mwenyekiti, sukari, katika mwaka 2011/2012, uzalishaji wa miwa unatarajiwa kufikia tani milioni 3.28 ikiwa ni sawa na tani 317,000 za sukari. Ongezeko hilo litafikiwa kutokana na uhamasishaji wa uzalishaji wa mashamba makubwa (*block farming*), kuimarisha utafiti wa mbegu mpya za miwa zilizoagizwa kutoka Afrika ya Kusini, Mauritius na Reunion chini ya usimamizi wa Kituo cha Utafiti wa Miwa (*Sugar Research Institute-SRI*) na kuhamasisha matumizi endelevu ya zao la miwa ili liweze kutumika katika kuzalisha nishati mbadala ya *ethanol* pamoja na umeme (*co-generation*). (ACE: Hansard 25/7/2011).
Honourable Chairperson, with respect to sugar production, sugarcane production is expected to reach 3.28 million tonnes in 2011/2012. This is equivalent to 317,000 tonnes of sugar. This increase will be the result of the mobilization of large-scale production (block farming), the strengthening of research on new varieties of cane imported from South Africa, Mauritius and Reunion under the supervision of the Sugar Research Institute (SRI) and the promotion of sustainable use of sugarcane so that it can be used in the production of alternative energy.

- (d) Mheshimiwa Mwenyekiti, Serikali isiwe na mawazo kwamba wakulima ambao ni wawekezaji wa nje ni bora kuwapa kipaumbele kuliko wakulima wawekezaji wa ndani, wawekezaji wa ndani ndio wapewe kipaumbele zaidi kuliko wa nje maana wao ni nchi yao na wana uchungu zaidi, pia ni wazoefu wa kilimo cha nchi hii na watapata kuondokana na umaskini na kuongeza uchumi. Leo ni aibu kuagiza sukari kutoka nje wakati tuna maeneo makubwa na mazuri ya kupanda miwa yenye ubora na ni vyema tusiwe na dhamana kila kinachotoka nje ni bora kuliko cha kwetu. Sijui tuna tatizo gani, kwa nini tusiwe tunazalisha sukari kwa wingi na tukauza nchi za nje? (ACE: Hansard 26/07/2011).
Honourable Chairperson, the Government should not be guided by the principle that the farmers who are foreign investors deserve to be given priority at the expense of the native farmers. Instead, the local investors are the ones that deserve to be given priority. This is because they belong to this country and are likely to be very patriotic and they are more experienced in the kind of farming done in this country and they will get an opportunity to alleviate poverty and generate income. Today it is shameful to import sugar while we have plenty of good areas for growing quality sugarcane and we should not take for granted that everything that is imported is better than that which is produced locally. I wonder what is amiss. Why don't we produce sugar and export it? (ACE: Hansard 26/07/2011).
- (e) Mheshimiwa Mwenyekiti, uboreshaji wa uratibu wa utafiti nchini. Katika mwaka 2011/2012, Wizara itaendeleza mchakato wa uanzishwaji wa Taasisi inayojitegemea ya Utafiti wa Kilimo ili kuboresha utafiti na kuhakikisha kuwa teknolojia zinamfikia mkulima. Jumla ya Shilingi milioni 91.70 zimetengwa ili kutekeleza mchakato huo. (ACE: Hansard 25/7/2011).
Honourable Chairperson, on the improvement of research coordination in the country, in the year 2011/2012, the Ministry will continue with the process of establishing independent institutes of agricultural research to enhance research and ensure that the technologies reach the farmers. 91.70 million shillings has been set aside for this.
- (f) MHE. IGNAS A. MALOCHA Mheshimiwa Mwenyekiti, ninachotaka kusema, majuzi tu Serikali imezuia Wananchi kuuza mazao nje tangu tangazo lilipotoka. Huu ndiyo mwanzo wa mateso ya Wananchi ya Mikoa inayozalisha kwa wingi na hasa Mkoa wa Rukwa. Pia ni mateso makubwa hata kwa wafanyabiashara, ambao walikuwa wanahunua, maana bei ilikuwa imekwishafika mpaka gunia lilikuwa linauzwa kwa shilingi 40,000, walikuwa wanapeleka nje na wao, lakini kwa sasa wamesimama, wakulima hawana mahali pa kuuza na ni tatizo kubwa sana.
Mheshimiwa Mwenyekiti, ninaomba Serikali ilitizame hilo; kitendo cha kuzuia Wananchi wasiuzie mazao nje wakati haijajipanga kukidhi ununuzi wa mazao hayo ni mateso makubwa kwa Wakulima. Hilo lazima mlifahamu; mnatengeneza chuki kwa Wananchi. Serikali inatengeneza chuki bila sababu na mnatoa ufahari hata kwa watu wengine; hivi mnataka siku moja mwone Wakulima wanagoma au wanafanya maandamano ndiyo mjue kwamba kitendo hiki kinawaudhi? (*Makofi*) (AE: Hansard 25/07/2011).
HONOURABLE IGNAS A. MALOCHA: Honourable Chairperson, what I want to say is that a few days ago, the Government prohibited people to export crops. This is a punishment to the people in the regions (especially to the people in Rukwa Region) which produce excessively. It is also a punishment to the traders who were buying the crops as the price had risen to as high as 40,000 shillings per sack. These people were exporting and now they have stopped. Farmers have nowhere to sell their produce. It is a very big problem.
Honourable Chairperson, I urge the Government to look at that. It is not good to prohibit the people to sell their produce outside the country while it is not prepared to buy that produce; it is a big punishment to the farmers. You ought to know that. You are creating hatred among the people. The Government is creating hatred for no reason. Do you want to see the farmers boycotting or demonstrating in order for you to know that they are angry? (Clapping) (AE: Hansard 25/07/2011).
- (g) Mheshimiwa Mwenyekiti, udhibiti wa visumbufu vya mimea na mazao. Katika mwaka 2011/2012, Wizara itaendelea na udhibiti wa milipuko ya visumbufu mbalimbali ikiwemo ya nzige wekundu, kwelea kwelea, viwavijeshi na panya. Jumla ya Shilingi bilioni 2.99 zimetengwa kwa kazi hiyo. Vilevile, Wizara itaendelea kuimarisha uwezo wake wa kusimamia utekelezaji wa Sheria ya Afya ya Mimea kwa kutoa mafunzo kwa wakaguzi na kuajiri wakaguzi 52 wa mazao na madawa ya mimea ili wasimamie ipasavyo utekelezaji wa sheria hiyo kwa ufanisi zaidi. Aidha, Wizara itatoa huduma ya karantini ya mimea na mazao ili kuepukana na athari ya kuenea kwa visumbufu. Ili kukidhi viwango vya ubora unaotakiwa na masoko ya nje na kudhibiti uingizaji wa magonjwa ya mazao nchini, Wizara itaimarisha huduma ya ukaguzi wa mazao. (ACE: Hansard 25/7/2011).
Honourable Chairperson, regarding plants and crops pest control, in the year 2011/2012, the Ministry will continue to control the outbreaks of various pests, including red locusts, armyworms and mice. A

total of 2.99 billion shillings has been set aside for this activity. Similarly, the Ministry will continue to strengthen its capacity to oversee the implementation of the Plant Health Act, to provide training to extension officers and employ more than 52 crop and pesticide inspectors in order to oversee the implementation of the law more effectively. In addition, the Ministry will provide plant and crop quarantine services to prevent the spread of the pest. In order to meet the standards required by foreign markets and prevent the transmission of diseases among crops, the Ministry will strengthen the inspection of crops.

- (h) Mheshimiwa Mwenyekiti, pia nimeona katika maonyesho mbalimbali, wanawake sasa hivi wanajitahidi kusindika matunda, mboga mboga na mazao mbalimbali, wengine wanauza asali, lakini soko la uhakika hawana. Wanategemea soko la humu ndani na soko la humu ndani pia siyo la uhakika. Hawana masoko ya kuuzia mazao. Siku kwa siku wanajikuta wanaendelea kuwa masikini pamoja na kutumia jembe la mkono pamoja na kuumia sana kwa kazi ngumu za tangu asubuhi, lakini bado hawana masoko ya uhakika, bado hawana vifungashio kwa wale ambao wanajitahidi kutengeneza au kusindika mazao bado hawana vifungashio. Lakini hata vifungashio vinavyopatikana, bado ni vya ghali. Ninaomba Serikali yetu Tukufu iangalie namna ya kuwasaidia wanawake hawa pamoja na vikundi vya vijana vitakavyoundwa, kwa sababu vijana ndio nguvu kazi ya Taifa letu (ACE: Hansard 25/07/2011)

Honourable Chairperson, I think it is high time we turned agriculture into what we want it to be we as Tanzanians. In my view the Kilimo Kwanza concept has not been well understood by Tanzanians. The rationale for this programme was to stimulate production among citizens by increasing production. But let us now look at our citizens. How much has food production improved? While Tanzanians still use the hand hoe, has production improved? I for one don't think that food production has improved. If the aim is to improve food production and to improve the packing of food products, why is it that we find oranges, tomatoes, pineapples and other types of fruit rotten on the street? How does the farmer benefit, if our aim is to make people benefit from their sweat? (AE: Hansard 25/07/2011).

Example 12 shows four argument structures that the argument in the speech of the Minister for Agriculture and its subsequent discussion appear. In Example 12(a) and 12(b), simple argument structures are used. In Example 12(a), the Minister advances the standpoint about the increase of the sale of the main cash crop by 16.6 percent. This increase is said to have been contributed partly by the sale of cashew nuts and tobacco. This is the stated premise, but there is also an unstated premise that the increase in the volume of the sale of cashew nuts and tobacco contributes greatly to the sale value of major cash crops in the country. Although the second premise to support the Minister's standpoint is not stated, it is recoverable from the context and it has a role in strengthening the standpoint advanced.

The example in 12(b) is taken from the debate of the speech. In this example, the MP puts forward the standpoint that the power tillers sent to farmers are not helping. The MP supports his standpoint by the argument that the government should help farmers to get tractors that will do profitable works. Here again, there is a second argument that has been left unstated—namely that the power tillers are not doing profitable works. Hence, the power tillers are not profitable and the government should stop sending them to farmers.

Some of the argument structures appear to be complex (Van Eemeren et al, 2002) as they contain more than two arguments that are advanced to support one standpoint. One of these is *multiple argumentation*, as used in Example 12(c) and 12(d). In Example 12(c), the Minister puts forward the standpoint on the increase of sugar production in the year 2011/2012. The increase will be reached by mobilising production in block farming. Another argument is improving research on new varieties of sugar cane imported from other countries. The third argument is the value of improving sustainable use of sugar

cane produce to be used in the production of an alternative source of energy. These alternative defences are put together for the defence of a single standpoint. The defences do not depend on each other, as each may stand on its own as defence of the standpoint (Van Eemeren et al., 2002).

The MP in Example 12(d) applies multiple argumentation that the government should not think that foreign investors deserve priority over local investors, and that, instead, the government should give priority to local investors. She supports her standpoint with the following arguments: the local investors should be given priority because it is their country and they have more passion for their country. The other arguments used are that they have experience with the agriculture sector in the country, and they will strive to eliminate poverty, but they will also contribute to the growth of the economy of the country. The unstated argument is that foreign investors have less contribution to the economy of the country as they aim at gaining profit.

Examples 12(e), 12(f), 12(g) and 12(h) are examples of coordinate and subordinate argument structures. In Example 12(e), the Minister puts forward the standpoint on improving research in the country. The Minister further supports his argumentation by more arguments: the Ministry will work to establish an independent research institution in order to improve research; and that this institution will ensure that the technologies reach the farmers. The two arguments in support of the standpoint depend on each other, as improved research is useless if it does not reach the farmers. These two arguments in support of the standpoint depend on each other in two ways: the first argument is not strong enough to stand-alone and the second “argument rules out possible objections to the first argument and hence reinforces it” (Van Eemeren et al., 2002:65). The two must be taken together to constitute a conclusive defence of the standpoint advanced.

The MP in Example 12(f) advances the standpoint on the government ban to sell cereal crops outside the country. He supports his standpoint that the ban is a punishment on citizens in the regions that produce cereal crops excessively. He adds that the ban is also a punishment on traders who were buying the crops, in the expectation of transporting them outside the country, who now they have no place to sell. He further emphasises that the government ban of citizens selling their crops outside the country without a plan to buy those crops is a punishment and it creates hatred of the government amongst the citizens. These arguments are coordinated to defend the standpoint the MP advanced.

Examples 12(g) and 12(h) represent subordinate argument structures. The Minister in 12(g) advances layers of arguments in support of his standpoint regarding control of plants and crops pests. He supports his standpoint that, in the year 2011/2012, the Ministry will continue with the control of epidemics of pests, including grasshoppers, rats and destructive birds. The Ministry will also continue to strengthen its ability to supervise the enforcement of plant health laws by offering training to inspectors and will employ 52 crops and pesticide inspectors so that they can supervise that law efficiently. Another argument the Minister advance is that the Ministry will offer plant and crop quarantine services to avoid

the effect of the spread of pests. The Ministry will also strengthen crop inspection in order to meet the standards required by international markets and the control of entry of crop diseases into the country. The Minister provides four layers of arguments to support his standpoint. These arguments depend on each other as they are all aimed at providing defence to the same standpoint. As the initial argument cannot stand on its own, it is supported by other arguments (Van Eemeren et al., 2002).

Likewise, the MP in Example 12(h) advances a number of arguments to support her standpoint on the way the lack of reliable markets fails the efforts women are making in processing vegetables and fruits. The MP advances the argument that women depend on the local market, which is unreliable. She emphasises that this situation means that women remain poor and continue to use hand hoes. Another argument advanced to support the standpoint is that those women who want to package their produce do not have packaging material. The MP further adds that, even when packaging materials are available, their prices are high. The layers of arguments together provide a defence of the standpoint the MP put forward, as one argument alone may leave room for criticism.

In this speech and the debate, the three arguments—argument from cause and effect, argument from example and argument from authority—are applied at every discussion stage to ensure that the discussion achieves what is intended for. The standpoints in these argumentations derive their acceptability in the relation that exists between the standpoint and the argument (Van Eemeren et al., 2002). The argument from cause and effect is more generally applied where arguers want to justify a certain course of action they are trying to deliberate. The MPs in the debate of the speech of MoAFSC deploy this type of argument in their efforts to make their arguments more acceptable to fellow MPs (who may happen to hold a different viewpoint on the issue) but also to the audience at large. Examples from the Minister's speech are given in Example 13:

Example 13:

- (a) Mheshimiwa Mwenyekiti, hali ya ushirika nchini, katika mwaka 2010/2011, Wizara iliendelea kuimarisha Ushirika kupitia utekelezaji wa Programu Kabambe ya Mageuzi na Modenaizesheni ya Ushirika nchini (*Cooperative Reform and Modernization Program –CRMP*). Vyama vya Ushirika viliendelea kufanya vizuri kwa kutoa huduma mbalimbali zikiwemo ununuzi wa mazao na usambazaji wa pembejeo kwa wanachama wake na jamii kwa ujumla. Hadi kufikia Machi 2011, kulikuwa na jumla ya Vyama vya Ushirika 9,397 vikiwemo Vyama vya Msingi 9,316, ambavyo vipo katika mchanganuo ufuatao: Ushirika wa Mazao (*Agricultural Marketing Cooperative Societies - AMCOS*) 2,811, Vyama vya Ushirika wa Akiba na Mikopo (*SACCOS*) 5,251, Umwagiliaji 108, Mifugo 158, Uvuvi 112, Nyumba 30, Madini 58, Viwanda 178, Walaji 102, Huduma 214 na aina nyingine za Vyama vya Ushirika 293. Aidha, kuna Vyama Vikuu 41, Benki za Ushirika mbili, Chama Kilele kimoja, Shirikisho la Vyama vya Ushirika na miradi 36 ya Pamoja ya Ushirika (*Joint Enterprises*). Idadi ya wanachama wa vyama vyote hivyo iliongezeka kutoka wanachama 2,100,000 mwaka 2009/2010 na kufikia 2,244,727 mwaka 2010/2011. (ACE: Hansard 25/7/2011).

Honourable Chairperson, with regard to the condition of the cooperatives in the country, during the year 2010/2011, the Ministry continued to strengthen the cooperatives through the implementation of the Cooperative Reform and Modernization Programme (CRMP). The cooperative unions continued to do well in providing various services such as buying products and distributing agricultural subsidies to their members and communities. Up to 21st March 2011, there were a total of 9,397 cooperative unions as follows: 2,811 Agricultural Marketing Cooperative Societies (AMCOS), 5,251 Saving and Credit Cooperatives (SACCOS), 108 Farm Irrigation 158; Livestock Keeping 112 Fisheries, 30 Houses, 58

Minerals, 178 Factories, 102 Consumer societies, 214 Social services and 293 other types of cooperative unions. Others are 41 main cooperative unions, the Federation of Cooperative Unions and 36 Joint Enterprises. The number of the members of these cooperative unions has increased from 2,100,000 in 2009/2010 to 2,244,727 in 2010/2011.

- (b) Mheshimiwa Mwenyekiti, Fungu 43, Kilimo cha Umwagiliaji, maji ndiyo pembejeo ya umuhimu wa kwanza katika kilimo. Kulingana na Mpango wa Maendeleo wa Miaka Mitano na Ilani ya Uchaguzi ya CCM kwa ajili ya Uchaguzi Mkuu wa mwaka 2010, lengo ni kuongeza eneo la umwagiliaji kufikia hekta 1,000,000 ili kujitosheleza kwa chakula na kuuza ziada ifikapo mwaka 2015. Eneo la umwagiliaji lililoendelezwa hadi sasa ni hekta 345,690. Kutokana na ufinyu wa rasilimali tulizonazo itachukua muda mrefu kufikia lengo la hekta 1,000,000 kwa utaratibu ambao umekuwa ukitumika wa kutegemea miundombinu mikubwa peke yake ambayo ina gharama kubwa. Hivyo, msukumo mkubwa utawekwa katika kutumia teknolojia mbalimbali zikiwemo zenye ufanisi, gharama nafuu na kuhusisha sekta binafsi. (ACE: Hansard 25/7/2011).

Honourable Chairperson, as far as irrigation is concerned, water is very important. According to the Five-Year-Development Plan and CCM's 2010 Election Manifesto, the goal is to increase the area used for irrigation to 1,000,000 hectares in order to achieve self-sufficiency in food and sell surplus food by 2015. The area that has been developed for irrigation so far is 345,690 hectares. Due to limited resources, it will take a long time to reach the goal of 1,000,000 hectares by relying on large infrastructure alone, which is costly. Thus, we will use various technologies, including effective, affordable technologies and will involve the private sector.

- (c) Mheshimiwa Mwenyekiti, uboreshaji wa uratibu wa utafiti nchini. Katika mwaka 2011/2012, Wizara itaendeleza mchakato wa uanzishwaji wa Taasisi inayojitegemea ya Utafiti wa Kilimo ili kuboresha utafiti na kuhakikisha kuwa teknolojia zinamfikia mkulima. Jumla ya Shilingi milioni 91.70 zimetengwa ili kutekeleza mchakato huo. (ACE: Hansard 25/7/2011).

Honourable Chairperson, on the improvement of research coordination in the country, in the year 2011/2012, the Ministry will continue with the process of establishing independent institutes of agricultural research to enhance research and ensure that the technologies reach the farmers. 91.70 million shillings has been set aside for this.

In Example 13(a), the Minister employs argument from cause and effect to show the results of some of the things the Ministry has done in the previous year. The Minister talks about how the Ministry has continued to strengthen cooperatives and emphasizes that the cooperatives have continued to provide good services to their members, such as distributing agricultural inputs and buying crops. He also shows that the number of cooperatives has grown. Although he does not state the conclusion, it is right to infer that strengthening of cooperative and their increase in number has resulted in improved services to members and the public and, hence, has contributed to some extent to the growth of agriculture. The use of cause and effect allows the Minister to show the results of strengthening and increasing cooperatives. This corresponds with Van Eemeren et al.'s (2002:101) description of causal argumentation as "an action with a certain effect". Whether the causal relation is justified or not is not relevant.

In example 13(b), the Minister indicates the importance of water in irrigation farming and he shows the increase in the number of hectares under irrigation in the country. He also adds that, because of budget constraint, it will take a long time to reach the target number of hectares but the government intends to focus on using various technologies, including those that are efficient, less costly and utilise private sector involvement. The Minister leaves the conclusion unstated, but it obvious that the use of efficient,

inexpensive technologies, plus involving the private sector, will enable the expansion of irrigation farming. This will lead to increased production and productivity and reliable farming.

Regarding Example 13(c), the Minister applies argument from cause and effect to reinforce the acceptability of his arguments. He puts forward a standpoint about improving research procedures in the country. He adds that the Ministry will continue with the process of establishing an independent agricultural research institution to improve agricultural research in the country and ensure that the relevant technology reaches the farmers. The results for this plan, which are left unexpressed from the standpoint, is that farmers will benefit from the research and hence produce more crops.

The tendency of arguers to leave out some of the statements in their arguments is common in both argumentative discourse and ordinary conversation. Van Eemeren et al. (2002:50) provide two reasons for this. Firstly, arguers leave out of argumentation things that are obvious and that may be easily understood from the context in which the argumentation takes place. Secondly, “sometimes elements are left unexpressed in order to cover the weakness of the argument”. However, this is not likely to be successful, as participants in the discussion are always capable of identifying the premises left implicit in the argument.

The MPs also apply argument from cause and effect in the debate of the speech of MoAFSC, as they give their viewpoints about the various proposals, plans and policies the Minister presented in his budget speech. The arguments in Example 14 serve as illustrations:

Example 14:

- (a) MHE. HEZEKIAH N. CHIBULUNJE Mheshimiwa Mwenyekiti, sasa nikianzia kwenye shughuli za Ushirika kwa mfano, kazi za Ushirika sasa hivi zinakwenda lakini nasikitika kusema kwamba haziendi kwa jinsi inavyotakiwa ziende. Shughuli moja kubwa sana ya Wizara inayosimamia Ushirika ni kufanya ukaguzi wa Vyama vya Ushirika ili viweze kujiendesha ipasavyo, lakini kwa sasa hivi kwa bahati mbaya kazi hiyo haifanyiki vilivyo. Zamani kulikuwa na kile kitengo cha *Corporative Inspection* na sasa hivi nadhani watu wamesahau kabisa kwamba kulikuwa na watu wanaitwa *Corporative Inspectors*, hawa ndiyo watu ambao walikuwa wanasimamia ukaguzi wa mara kwa mara wa Vyama vya Ushirika na hatimaye vyama hivyo vilikuwa vinakwenda vizuri. Sasa hivi pamoja na ongezeko la vyama hivyo ambavyo vimetolewa taarifa kwenye hotuba hii, lakini hotuba yenyewe imekiri kwamba uwiano wa idadi ya Wakaguzi na Vyama hauendi sawasawa. (ACE: Hansard 25/07/2015).
HONOURABLE HEZEKIAH N. CHIBULUNJE: Honourable Chairperson, let me start with Cooperatives activities. For now, Cooperatives activities are going on smoothly, although they do not go as smoothly as they are supposed to be going. One of the main duties of the Ministry responsible for Cooperatives is to inspect the cooperative societies to make them capable of managing themselves. But that work is unfortunately not done properly. In the past, we used to have a Cooperative Inspection Section and I think people have forgotten that there used to be Cooperative Inspectors. These were people responsible for the day-to-day inspection of cooperative societies and those cooperative societies were run smoothly. Now, the cooperative societies which have been mentioned in the speech do not have a good number of inspectors compared to the number of cooperative societies. Even the speech has conceded that. (ACE: Hansard 25/07/2011)
- (b) Mheshimiwa Mwenyekiti, sasa mimi ombi langu, kuna Wabunge wenzangu wameuliza na mimi nimeangalia hii *volume two sub-vote* kuanzia ya 1001 mpaka 5001 ukiziangalia hizi *sub-vote* hizi *traveling expenses* ni kubwa sana. Sasa kama *traveling expenses* ni kubwa hivi kama Mheshimiwa Hezekiah Chibulunje alisema kila siku ni hizi *trip* za Dodoma - Dar es Salaam, wakati mwingine ni Dar es Salaam - Mwanza. Hizi *traveling expenses* wakati unakuta huku kwenye *research* vilevile zinatumika

pesa nyingi lakini ukiangalia ile *production* yenyewe haipo. Mbegu ya pamba kila baada ya miaka mitano lazima utoe mpya, lakini hapa unasikia unatumia UK 77, unatumia UK 99 sasa mimi sidhani kama tutaweza kuendelea namna hii. Kwa hiyo, sasa badala ya hizi pesa kukaa tunazivuruga ni mara kumi kuajiri mabwana shamba mtu una tarafa mbili unakuwa na mabwana shamba hata wanne wanagawana zile kata kuweza kuelimisha hawa wananchi. (ACE: Hansard 25/07/2011).

Honourable Chairperson, my request is, as my fellow Members of Parliament, and I have looked at volume two, sub-votes from 1001 to 5001. If you look at these sub-votes, these travelling expenses are too high. If the travelling expenses are as huge as Honourable Hezekiah Chibulunje said, the trips are Dodoma–Dar es Salaam, and sometimes they are Dar es Salaam–Mwanza, then the expenses are like the research expenses. So much money is used but if you look at production itself, you find nothing. As for cotton seeds, every five years you need new seeds but you hear people say that we should page 77, you use page 99. I don't think we can develop this way. So, we squander this money instead of saving it. It is better to employ extension officers. Let us say, you have two divisions, you should have at least two extension officers. They divide the wards among themselves and train the people in agricultural issues. (ACE: Hansard 25/07/2011).

- (c) Mheshimiwa Mwenyekiti, jambo la mwisho naomba niseme kwamba *power tillers* hizi tunazoletewa kwa kweli hazitusaidiii, tunachohitaji ni Serikali itusaidie tupate trekta ili ziweze kufanyakazi zenye tija zaidi. Vilevile nitapenda kuiuliza Serikali kwamba kuna msaada wa matrekta tuliletewa kutoka India ambayo nasikia yapo SUMA JKT yamekaa, ni kwa nini Serikali haiwezi ikaona kwamba iwasaidie wananchi ili wakulima wetu waweze kujikwamua kimaendeleo? (ACE: Hansard 25/07/2011).

Honourable Chairperson, lastly, let me say that the power tillers that we are given do not help us. What we need is for the Government to help us get tractors so that we may increase productivity. I would also like to ask the Government to give us tractors as I hear that there are tractors that we were given in the form of aid by India. I hear they are with SUMA JKT, lying idle. Why can't the Government give them to the farmers so that our farmers may make progress? (ACE: Hansard 25/07/2011).

- (d) Mheshimiwa Mwenyekiti, bila shaka utumiaji wa vifaa duni ndio pia unaleta upungufu wa chakula katika nchi yetu. Kundi kubwa pia la vijana katika nchi yetu hawajahamasika kulima, ndio maana wengi wao wako mjini kutafuta kazi kwa sababu kilimo wanacholima katika vijiji vyetu havilipi. Kule vijijini hawana zana za kilimo, pembejeo hazitoshelezi. Wanatumia mbegu kama mahindi ambazo ni mbegu za kumaliza miezi sita ndiyo wavune, kama ni karanga hakuna pembejeo. Mimi nadhani ifike wakati vijana watumike katika kilimo. Lakini hawawezi kutumika kama hawatawazeshwa. (ACE: Hansard 25/07/2011).

Honourable Chairperson, it is obvious that it is the use of poor tools that causes shortages of food in the country. A group of the youths, who are in the majority, is not motivated to take part in agricultural activities. That is why most of them are in towns looking for jobs; the type of agriculture they are taking part in in the rural areas does not pay. In the villages, people do not have farm implements and agricultural inputs are not adequate. They use seeds like maize seeds and harvest the crops after six months. There are no agricultural implements and farm implements for growing groundnuts in Dodoma. I think it is high time we used our youths in farming activities. But they cannot be used, unless they are empowered. (ACE: Hansard 25/07/2011).

- (e) Mimi nakubaliana na wazo kwamba tuanzishe benki ambazo zinaweza kutoa mikopo, ikiwemo Benki ya Kilimo. Kama tutatoa mikopo ina maana tutavutia vijana ili vijana waweze kubaki vijijini kwa sababu wanajua kwamba wanaweza kujiajiri. Kama hatutafanya hivyo tutajikuta katika kilimo wamebaki wanawake peke yao na wazee, vijana wote wameondoka. Sasa tutapataje kilimo ambacho wazee ambao wameishiwa nguvu akinamama wangu wanahangaika kutwa mzima na majukumu makubwa waliyonayo na wenyewe wamebaki wakulima vijana wanaondoka kwa sababu wanaona kilimo hakina tija.

Tumeona mfano, tumeona vijana wanaweza kurudi vijijini, tumeona mfano wa Ismani huko Pawaga ambako wamelima mpunga, vijana wanatoka mjini kwenda kupata ajira Pawaga. Mheshimiwa Waziri naomba uende ukaangalie, Luganga kule vijana wanatoka mjini pale, wakienda kufuata ajira kule kwa sababu wanaona kina tija. Hebu tuwafikirie vijana na tuwape mikopo. Vijana pia tuwape mikopo na pia tuwaweke katika makundi wakiwemo vijana wa kike. Kwa sababu vijana wa kike wanatoka kwa mfano mkoani kwangu, wanakwenda kutafuta ajira mbaya. Hawaendi huko kwa sababu wanataka, wanaenda huko kwa sababu mazingira yanawapeleka. Tuokoeni. (*Makofi*) (ACE: Hansard 26/07/2011)

I personally support the idea that we establish banks, including a Bank for Agriculture, which will offer loans to farmers. If we offer loans to farmers, we will make the youths remain in the rural areas because they believe they can employ themselves. Unless we do that, we will come to realize that only women and the elderly engage in farming. All the youths will leave the rural areas. How will we succeed in having sustainable agriculture if only the elderly, who are not energetic anymore, take part in farming? My dear women suffer day and night by engaging in farming, notwithstanding the other duties they shoulder. The youths keep leaving the rural areas after seeing no productivity in farming.

We have seen that the youths can go back to the rural areas. We have seen an example of Ismani, at Pawaga, where the youths grow rice. The youths come from various towns to seek employment at Pawaga. Honourable Minister, I urge you to go and see what is going on at Luganga. You will wonder that the youths leave towns and go there to look for employment as they see productivity in farming. Let us think about the youths and give them loans. We should give them loans and put them in groups, including the female youths. Because the female youths who come from my region, for example, they go to other places to look for bad employment. They do not go there because they want to, but because they are forced by the environment. Please save us. (Applause) (ACE: Hansard 26/07/2011)

- (f) MHE. NYAMBARI C. M. NYANGWINE: Mheshimiwa Mwenyekiti, kwanza ni Sera ya Kilimo Kwanza. Suala hili halina budi kutiliwa mkazo ili kuweza kuinua kilimo hapa nchini Tanzania. Wakulima wawezeshwe kupata mikopo ya masharti nafuu ili waweze kulima mazao ya chakula na biashara kwa lengo la kupiga vita njaa na vilevile kujipatia kipato kutokana na jasho lao. Sera hii yahitaji uangalizi na usimamizi wa karibu sana. Serikali itafanikisha hilo ikiwa itaajiri Mabwana Shamba wa kutosha ngazi ya Kijiji, Kata, Tarafa hadi Wilaya na hao Mabwana/Mabibi Shamba wawajibike ipasavyo kwa kutoa ushauri pale panapohitajika. (ACE: Hansard 26/07/2011)

HONOURABLE NYAMBARI C. M. NYANGWINE: Honourable Chairperson, the first point has to do with the Kilimo Kwanza policy. This matter needs to be given emphasis in order to promote agriculture here in Tanzania. The farmers ought to be assisted in securing loans with few conditions so that they can grow food and cash crops with the aim of fighting poverty and earning income as a product of their sweat. This policy needs close attention. The Government will succeed in that if it employs enough extension officers at the village, ward, division and district levels. Such extension officers should be responsible enough in giving advice to the farmers when advice is needed. (ACE: Hansard 26/07/2011)

The MPs apply the arguments in Examples 14(a), 14(b), 14(c), and 14(d) to express doubt and criticism of the Minister's standpoints. In Example 14(a), the MP employs argument from cause and effect to show doubt about the Minister's standpoint that the government is doing well to strengthen the cooperatives as well as to increase the number of cooperatives. The MP points out that one of the responsibilities of the Ministry is to inspect the cooperative societies so that they can run well, and that unfortunately that is not well done. He adds that, despite the increase of cooperative societies (as it has been reported in this speech), the inspectors and the cooperative societies are not doing well. Thus, the MP admits that the cooperative societies have increased as the Minister pointed out, but he doubts whether the Ministry is doing its work properly to inspect the cooperative societies. The failure for the Ministry to manage well one of its responsibilities results in the poor performance of the cooperative societies.

In Example 14(b), the MP questions the amount of money allocated in the budget for travel expenses, stating that is too much. He also criticises the large amount of money spent for research in view of there being little that is done in those research centres. As a result, the research centres have even failed to produce new cotton seeds after every five years—as it is recommended that they do—and hence farmers still use old variety of seeds. Because of this, it is not easy for farmers to develop. He advises that instead of using so much money for travel expenses and research, the money should be used to employ more agricultural extension officers.

Similarly, in Example 14(c), the MP applies argument from cause and effect to contradict the standpoint of the Minister that the government is working hard to transform agriculture in the country by putting emphasis on the use of improved farming tools. The standpoint the MP advances is that the power tillers

the government is providing, in form of loans, are not useful. The government is supposed to provide tractors, which can do productive work when compared to the power tillers.

In the case of Example 14(d), the MP puts forward a standpoint that the use of poor farming tools brings food shortage to the country. The use of poor farming tools results in many youth migrating from rural to urban areas because the rural farming activities they involved in are not beneficial. Thus, there is a connection between the use of poor agricultural tools and the movement of youth from rural to urban areas.

In some situations, MPs make use of argument from cause and effect to support the standpoint the Minister advanced in his speech. In Example 14(e), the MP supports the Minister on the issue of establishing banks, including a Bank of Agriculture that will be able to provide loans. She tries to persuade the audience that if banks will start providing loans to people practising agriculture, youths will remain in rural area because they will realise they can employ themselves through agriculture practices. Failure to achieve that will result in all the youth leaving rural areas and only women and elderly people will remain there.

Likewise, in Example 14(f), the MP employs argument from cause and effect to support the government's slogan 'Agriculture first'. The MP emphasises that this should be taken seriously to foster agriculture in the country. Also, farmers should be given loans with minimum conditions so that they can grow both food crops and cash crops to fight poverty and earn income. The government will succeed in this policy by employing many agricultural extension officers providing advice to farmers. The MPs employ this type of argumentation in the discussion because they "know that is the route which will lead to the justification of their standpoints" (Van Eemeren et al., 1992:98). Thus, by employing argument from cause and effect, the MPs demonstrate that they think that this type of argumentation will make their standpoint more acceptable to the audience.

Another argumentation employed in this speech is argument from example. In this type of argumentation, a generalisation is made, or a rule is introduced, by presenting a number of separate cases as indicative of something general (Van Eemeren et al., 2002). Thus, MPs present their argument, based on some examples drawn from their constituencies or neighbouring countries to make their arguments more convincing to the audience. However, in the budget speech for the Minister for Agriculture I did not find this type of argument (although the Minister applies argument from example during the time he is winding up his speech). The reason for the Minister not applying this type of argumentation might be that the nature of the issues in the budget did not allow him to use such argumentation. Another possible reason is that he did not choose this type of argumentation because he thought it would not be possible for him to defend his standpoints. On the side of MPs, they make use of this type of argument throughout the debate on the Minister's speech. The arguments in Example 15 exemplify MPs' use of argument from example in the debate:

Example 15:

- (a) Mheshimiwa Mwenyekiti, nikichangia kidogo kuhusu kilimo na idadi ya watu na changamoto kubwa ya ardhi finyu, umuhimu na uhitaji wa rasilimali ardhi unazidi kuongezeka siku hadi siku, tunaambiwa kwamba kesi nyingi zilizoko mahakamani sasa hivi hasa mkoani kwetu Manyara nyingi ni kesi za migogoro ya ardhi, baina ya wakulima kwa wakulima, wakulima kwa wafugaji na wananchi wenyewe. Nadhani hii ni changamoto kwa sababu ardhi ni mali na watu wanaongezeka ardhi inabaki ile ile na kwa hiyo Wizara ya Kilimo pamoja na Wizara ya Ardhi hii ni changamoto ambayo siyo ya kupuuza kwa sababu tukitizama asilimia 75 ya ardhi ya nchi yetu, haina wakazi, haifikiki, ni miamba na miteremko, hailimiki, kuna mbung'o, mvua haitabiriki na kadhalika. Kwa hiyo, nadhani ni vizuri badala ya kuangalia tu wawekezaji wanaokuja katika nchi yetu kuweka viwanda na uzalishaji wa kupata mapato, ni vizuri pia tukaangalia ni namna gani tunaweza sasa tukakomboa kidogo kidogo hiyo asilimia 75 ya ardhi yetu ambayo haifai kwa kilimo. Ongezeko hili la watu ni vizuri tukafikiria kwa mapana kwamba tutaongezaje sehemu ya ardhi yetu ambayo inaweza ikalimika (AE: Hansard 25/07/2011).
- Honourable Chairperson, let me talk about agriculture and the number of people and the challenge of shortage of land and the importance and need for land resource which keeps increasing every day. We are told that most of the cases in the courts of Manyara Region are about land-related conflicts between farmers and farmers, farmers and livestock keepers and between "the people" themselves. I think this is a challenge because land is property and the number of people is increasing while land is fixed; therefore, this is a challenge to the Ministry of Agriculture and the Ministry of Land and Human Settlements Development. It is not something that should be ignored, bearing in mind that 75% of our country's land is not inhabited, not accessible, rocky and full of steep slopes, not suitable for agriculture, infested by tsetse flies, characterized by unreliable rainfall, etc. I think it is important to think of ways we can use to gradually reclaim the 75% of the land that is not suitable for farming, instead of simply concentrating on investors. We better think broadly about the increase in population by increasing the size of arable land. (AE: Hansard 25/07/2011).*
- (b) Mheshimiwa Mwenyekiti, ili tumkomboe mkulima wa pamba kutoka katika hali hii ya kuzalisha kilo mia tatu katika ekari moja, tumependekeza katika azma ya Serikali ya kilimo kwanza, kwamba kwenye kilimo cha pamba tuwe na kilimo cha mkataba. Kilimo cha mkataba kimefanyiwa majaribio kwa miaka mitatu sasa, katika Mkoa wa Mara na katika Kata nne za Wilaya ya Bariadi toka mwaka 2008. Mafanikio yameonesha kuwa kilimo hiki kinafaa na kinafaa kuenezwa nchi nzima. Lakini wadau wamekubaliana kwamba *Competitive contract farming* ndiyo itumike, ambapo makampuni zaidi ya moja yashiriki katika eneo moja. Kwa hiyo, kilimo cha mkataba wadau wamekubaliana kwamba kinafaa, kiborshwe na kiwe *competitive contract farming*. (AE: Hansard 26/07/2011).
- Honourable Chairperson, in order for us to liberate the cotton farmer from this situation of producing three hundred kilogrammes out of an acre, we have proposed in the Government's Kilimo Kwanza programme that we should have contractual cotton growing. This contractual cotton growing has been tested for three years now in Mara Region and in four wards in Bariadi District since 2008. The results have shown that this type of farming is profitable, and so it ought to be spread throughout the country. The stakeholders have agreed that competitive contractual cotton growing is the type of farming that should be practised. Therefore, different companies ought to operate in the same area. The stakeholders have agreed that contractual cotton growing is good and that it should be practised and be competitive as well. (AE: Hansard 26/07/2011).*
- (c) MHE. SULEIMAN NASSIB OMAR: Mheshimiwa Mwenyekiti, nchi kama Italy inayo Benki ya Kilimo, kule inajulikana kama "*Bank Agricole*." Imesaidia sana kutoa mikopo yenye riba nafuu. Hivyo kilimo kimeweza kusonga mbele na wakulima kushajiika kulima maeneo makubwa. Benki ipewe mtaji mkubwa zaidi ili iweze kutoa mikopo kwa wakulima katika nchi nzima. (AE: Hansard 26/07/2011).
- HONOURABLE SULEIMAN NASSIB OMAR: Honourable Chairperson, a country like Italy has an agriculture bank, which is called "Bank Agricole". It has helped a lot in giving loans with friendly interest rates to farmers. So, agriculture has been enabled to move forward and farmers have been motivated to cultivate large areas. The bank ought to be given a good capital so that it gives loans to the farmers in the entire country. (AE: Hansard 26/07/2011).*
- (d) MHE. JITU V. SONI: Mheshimiwa Mwenyekiti, kila mwaka tunakakaa, tunazungumza, Wabunge waliopita tumeona wanazungumzia kwamba matunda yanaoza Tanga, sasa hivi bado nyanaoza, hata viwanda vidogo vya kusindika jamani! Inakuwaje? Halafu tunaambiwa kuna mtaalam, hawa wataalam wamesoma wapi? Mbona hawafanyi vitu vikaonekana? Vinginevyo, watolewe waje wengine. Kuna Watanзания wana hamu ya kufanya kazi. Kwa hiyo, ndugu zangu tusiweke watu ambao wanatufanya

tukosane na wananchi kwa kuleta mipango isiyotekelezeka. Haiwezekani! Tuokoe matunda ya wakulima wetu, tuokoe mazao yale yanayoweza kutuletea tija. (AE: Hansard 25/07/2011).

HONOURABLE JITU V. SONI: Honourable Chairperson, every year we sit here and talk. The Members of Parliament who have talked before me have said fruits are rotting in Tanga. They are still rotting. We fail even to have small fruit canning industries. Oh poor us! Why? But we are told that we have experts. Where did these experts go to school? Why don't they make things happen and be seen to be doing so? Otherwise, they should be sacked and new ones be employed in their place. There are Tanzanians who are very eager to work. So, it is high time, dear brothers and sisters, we stopped employing people who make us quarrel with our people by setting plans that are unimplementable. That is impossible! We need to save our people from losing their fruits and crops that may be profitable to them. (AE: Hansard 25/07/2011).

- (e) Mheshimiwa Mwenyekiti, tutaweza tu kuwanyanyua watu wetu kutoka kwenye lindi la umaskini iwapo kilimo nchini kitakuwa cha kisasa. Napongeza jitihada za Serikali za kupanua wigo wa ruzuku ya pembejeo, dawa na mbegu bora kwa wakulima wetu. Uzoefu unaonyesha kuwa pale ambapo uelewa wa wakulima kuhusiana na matumizi ya pembejeo umeongezeka, uzalishaji umeongezeka na kipato chao pia kimeongezeka. Hata hivyo, nashauri matumizi ya pembejeo lazima yaongezeke, Tanzania bado tupo nyuma sana katika matumizi ya pembejeo ukilinganisha na nchi nyingine. Kwa takwimu zilizopo, Tanzania tunatumia wastani wa kilo tisa za mbolea kwa hekta ikilinganishwa na kilo 27 kwa hekta nchini Malawi na kilo 53 kwa hekta Afrika ya Kusini. (AE: Hansard 26/07/2011).

Honourable Chairperson, we will only liberate our people from poverty if our agriculture is modern. I congratulate the Government for its effort in widening the scope of subsidies in terms of agricultural inputs, pesticides and quality seeds given to our farmers. Experience shows that when farmers' knowledge of the use of agricultural inputs increases, there is an increase in production and their earnings. However, I would like to suggest that there should be an increase in the use of agricultural inputs, as Tanzania is lagging behind other countries. According to the available statistics, we in Tanzania use approximately nine kilogrammes of fertilizer per hectare compared to 27 kilogrammes used in Malawi and 53 kilogrammes per hectare used in South Africa. (AE: Hansard 26/07/2011).

- (f) Mheshimiwa Mwenyekiti, jambo lingine ni kuhusu umwagiliaji. Ninamshukuru Mwenyezi Mungu, katika eneo ambalo limejaliwa kuwa na maeneo mazuri ya umwagiliaji ni pamoja na Mkoa wa Rukwa, Jimbo la Kwera. Jimbo la Kwera, Ukanda wa Ziwa Rukwa, lina mito mingi sana, yaani unapotentemba kilomita tano au nane lazima ukute mto tena usiokauka. Tuna mito mingi na mabonde mazuri ambayo muda wote unaweza kulima kama miundombinu itatengenezwa vizuri ni kilimo cha mwaka mzima, yaani mzunguko. Pamoja na mito mingi, Serikali imegusia mto mmoja katika Kijiji cha Sakarilo.

Ninashukuru kwani mafanikio ni mazuri na tunakwenda vizuri, lakini ningeishawishi Serikali itumie ile mito ambayo imebaki katika kuzalisha. Tumesikia wenzetu wanalalamika njaa, lakini mimi mtu akisema njaa kwenye Mkoa wangu ninamwonea huruma, kwa sababu vyakula vinaoza na hata ukienda kwenye maghala ya Mkoa wa Rukwa, hakuna hata pa kuweka kwani mazao yako chini na mengine yanaoza na hatujui hata mwaka huu Serikali ikitaka kununua itanunua itaweka wapi? (AE: Hansard 25/07/2011).

Honourable Chairperson, another thing that I want to talk about has to do with irrigation. I thank God because among the blessed areas suitable for irrigation is Rukwa Region, Kwera Constituency. Kwera Constituency, which is located along the Lake Rukwa shore, has a lot of rivers. You hardly walk for five or eight kilometres without coming across a river that is permanent. We have many rivers and river valleys that you can use for irrigation farming for the whole year if infrastructure is put in place. Among many rivers, the Government has talked about only one river found at Sakarilo village.

I thank God because there is a good achievement and we are going on smoothly but I would like to advise the Government to use those remaining rivers in food production activities. We have heard others complain about famine but in my region if a person mentions famine, I sympathize with him/her because the food is rotting and even if you visit the Government food reserves in Rukwa Region, there is no space for keeping food and some of it is put on the floor and some of it is rotting. We don't know where the Government will put food if it decides to buy it this year. (AE: Hansard 25/07/2011).

In Examples 15(a), 15(b), 15(c), and 15(d) the MPs utilise argument from example as they challenge the speech the Minister presented in the parliament and in the course of justifying their arguments. In Example 15(a), the MP advances the standpoint about agriculture, population and the challenge of shortage of land. He shows most of the court cases in Manyara Region concern land related conflicts between farmers and livestock keepers, and of farmers against farmers. He emphasises that this is a

challenge as land is a fixed resource and the population keeps on growing but the land remains the same. In the circumstances, the MoAFSC and the Ministry of Land should take this as a serious challenge since 75 percent of the land in the country is uninhabited for various reasons.

The MP in Example 15(b) advances the standpoint that, in order to liberate the farmers who grow cotton, contractual agriculture should be introduced. He emphasizes that this kind of farming has been conducted experimentally for three years in Mara Region and in four Wards of Bariadi. The MP adds that the experiment has shown success and that, hence, this farming may be introduced in the country, particularly in the form of competitive contract farming. The MP's standpoint is convincing, based on the successful experiments that have been done in the areas mentioned in the argument. Thus, the argument of the MP is that contractual agriculture farming, if introduced in the country, will be successful as it was shown to be in the areas of the experiments. His argument is based on the desirability of stated outcomes of the experiments. This is a common approach with the use argument from example, as Schellens and De Jong (2004:308) remark that "examples can in principle serve to argue for the actual occurrence of an effect, or to argue in favour of the desirability or undesirability of an effect". The MP in Example 15(b) argues for the desirability of the results of contractual agriculture and that is why he advocates it to be applied in other areas in the country.

The MP in Example 15(c) uses argument from example to challenges the government to establish a Bank of Agriculture. The bank should provide farmers with loans to enable them to cultivate big farms. He draws an example from Italy where they have a Bank of Agriculture, called 'Bank Agricole'. This is a challenge to the argument the Minister advanced in his speech that the government intends to open an Agricultural financing facility at Tanzania Investment Bank (TIB) to provide loans to farmers in the country. The MP in this example proposes that the bank, if established, should be given enough capital to make loans available to all farmers in the country. The strength of the MP's argument lies in the example applied—namely that if Italy managed to have a Bank of Agriculture, Tanzania can emulate this. The MP does not consider other factors necessary for establishing a bank.

In Example 15(d), the MP criticises the government for failing to construct canning facilities in the country. He gives Tanga Region as example, to underscore his point where in this region fruits rot during fruit season. He further questions whether the experts in the Ministry are doing their work correctly because there are no outcomes. He proposes that the experts in the Ministry be removed if they have failed and that other people be allowed to take over. In this argument, lack of construction of canning plants is justified as a failure by reporting on the fruits that rot in Tanga Region during the season. Therefore, the experts are not doing their work properly by not ensuring that the fruits farmers' produce is canned.

In other situations, argument from example in the debate is applied to support the Minister's speech. This happens in Example 15(e) and 15(f), where the MPs employ argument from example to support

the Minister. In Example 15(e), the MP advances the standpoint that government will enable the people to get out of poverty if agriculture is improved. This is one of the Minister's arguments in the speech. The MP adds that it is only when the farmers' awareness on the use of agricultural inputs is higher that the production increases and the farmers' income rises. In comparison with other countries, Tanzania is still lagging behind in the use of agricultural inputs. He mentions that countries like Malawi and South Africa use more agricultural inputs. The MP views agricultural improvement in terms of the use of agricultural inputs as a solution to rescue farmers from poverty. To support his argument, the MP cites two cases where the use of agriculture inputs is higher.

Likewise, the MP in Example 15(f) supports the Minister's argument about putting emphasis on irrigation farming. He cites examples of rivers in his region, particularly in his constituency. He also points out the success where, at one of the river, irrigation farming has been established. He suggests that the government should open other schemes at the remaining rivers to allow farmers to grow more crops throughout the year. The acceptability of his argument is based on the report of the success of the scheme introduced at one of the rivers. As Plug (2010b) remarks, the roles of MPs provide them with several sources, in different spheres, for choosing examples to use in argumentation. The examples may range from personal experience, practice in their constituency, experience in other countries and other examples that MPs may deem necessary to apply in their argumentation.

The third type of argumentation that the study focuses on is argument from authority, in which someone's expertise or special position is treated as a sign that the proposition ascribed to him is acceptable (Van Eemeren et al., 1992). The authority cited strengthen the argument the arguer is putting forward and warrants acceptance of the conclusion. This kind of argument is common in argumentative discourse but Van Eemeren et al. (1992:161) warn that, to be able to apply "this argumentation in defence of a standpoint, it is necessary that the antagonist recognises it as sound". Should this not be the case, the protagonist violates one of the discussion rules stipulated in the pragma-dialectical theory and the argument becomes unacceptable.

In this speech and the debate, the argument from authority is utilised in different contexts. However, one important point is that in the Minister's speech the argument is not applied. The only places the Minister applies this argumentation is during the time he was responding to the MPs' challenges and criticisms and when the parliament was sitting as an Expenditure Committee. This may be due to the fact that the speech is based on what the Ministry accomplished the previous year and the plans and proposals for the next financial year. In Example 16 are argumentations from authority the Minister applied:

Example 16:

- (a) Mheshimiwa Mwenyekiti, katika nchi yetu, utafiti umefanywa mkubwa sana katika eneo la Kanda ya Ziwa (Sukuma Land), kati ya mwaka 1960 na mwaka 1975, kujua ni kiasi gani cha mbolea ya mboji au samadi unayoweza kuweka kwenye udongo ukapanda mahindi au pamba na kupata mazao kiasi kile kile kwa maana ya kurejisha rutuba pale ulipoanza na zao lako. Imeonesha kwamba ili uweze kurudisha

udongo katika rutuba ile uliyoanza nayo, unahitaji tani 32 za mbolea ya samadi kuweka kwenye hekta moja ya ardhi ili uweze kurudisha kiasi cha chembechembe za kemikali za Nitrogen na Phosphorus na Calcium ambazo zinaweza kukuza Zao la Pamba. Mheshimiwa Mwenyekiti, kwa sababu hiyo ni vigumu sana kutumia kiasi hicho cha mbolea ya samadi, kwa sababu itahitaji ng'ombe wengi sana kuzalisha tani 32 kwa kila hekari. Ningependa Msemaji wa Upinzani, asome jarida linaloitwa East African Agriculture and Forestry Journal kati ya mwaka 1962 na mwaka 1975, atapata ufafanuzi zaidi wa jambo hili. (AA: Hansard 26/7/2011).

Madam Chairperson, in our country a lot of research was done in the Lake Zone between 1960 and 1975 to find out how much compost or manure one could use to grow maize or cotton and harvest the same amount of maize or cotton as when the growing of either crop in the area began. It is shown that, in order to restore nitrogen, phosphorus and calcium to the soil, 32 tones of fertilizer are needed in a single acre, tones which can help improve the growing of cotton.

Madam Chairperson, thus, it is very difficult for a farmer to use that amount of manure because so many cows are needed to produce 32 tones for each acre. I'd like to ask the opposition's spokesperson to read issues of the journal called East African Agriculture and Forestry Journal, which were published between 1962 and 1975; he will get further clarification on this issue from them. (AA: Hansard 26/7/2011).

- (b) Mheshimiwa Mwenyekiti, wataalamu wameangalia gharama za jumla za uzalishaji za mkulima na wakaona kwamba inaweza kuhatarisha tasnia hii ya pamba kama bei itashuka chini ya shilingi 800/= kwa kilo! Ili sasa wakulima wasije wakupata hasara, Serikali imekubali kulidhamini zao la wakulima la pamba, kama bei itashuka chini ya shilingi 800/= kwa kilo, kama bei ya dunia huko itaendelea kushuka na zao likawa chini ya shilingi 800/= kwa kilo, basi Serikali itadhamini zao la pamba kuhakikisha kwamba mkulima hauzi chini ya bei hiyo. (AA: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, the experts have looked into the cost of growing cotton and discovered that, if the price is below Shs 800 per kilogramme, the sector will be in danger. In order that the famers may not make losses, the Government has agreed to issue bonds for the growing of this crop in case the price plummets from Shs 1,100 to below Shs 800 per kilogramme, so that the farmer does not sell his or her cotton at a price lower than that. (AA: Hansard 26/7/2011).

The Minister in Example 16(a) applies argumentation from authority to reject a standpoint one MP advanced during the debate. The MP proposed that the government start emphasising the use of humus and compost manure as an alternative to chemical fertiliser. In order to defend his standpoint, the Minister uses research done in Sukuma Land between 1960 and 1975 as an authority to justify that it is difficult to apply humus and compost manure to improve the soil since the amount required to make one hectare regain its fertility is 32 tonnes. He further indicates that many cows would be required to produce 32 tonnes of manure. He advises those who are supporting the idea of using manure as an alternative to read issues of *East African Agriculture and Forestry Journal*. The Minister uses the research to defend his standpoint and, since experts do research, the conclusion he makes may be easily accepted.

Again, in Example 16(b), the Minister makes use of argument from authority when he responding to one MP's standpoint concerning the government raising the price of cotton for farmers to avoid them suffering losses. This time he uses expertise as authority to convince the MP that the experts have looked into the cost involved in the production of cotton and realised that the cotton sector will be affected if the price were to be less than Shs 800 per kilogramme. The Minister concludes that if the prices were to plummet below Shs 800 per kilogramme the government would be ready to intervene by providing bonds so that the farmers do not sell below that price. The authority the Minister employs illustrate that

what is saying is not only his own opinion but also that of experts who know well the matter in question. Hence, MPs and the audience have to accept the conclusion made in the argumentation

In the case of the debate on the speech, the MPs make use of argument from authority. The authorities cited ranges from organisations, the Bible, and influential people in the country. Relevant extracts are included in Example 17:

Examples 17:

- (a) MHE. ALI KHAMIS SEIF: Mheshimiwa Mwenyekiti, tokea kutangazwa kauli mbiu ya kilimo kwanza, hivi sasa inakaribia miaka miwili. Je, mpaka sasa tumefikia hatua gani inayoashiria kuwa tutaleta mapinduzi ya kijani kwa kupitia kilimo kwanza. Bajeti ya kilimo haijafikia asilimia kumi ya pato la Taifa kama ambavyo nchi za SADC zilivyokubaliana. Kwa hali hiyo, inaashiria kuwa bado hatujawa makini (*serious*) na kilimo kwanza. Nina hofu kauli mbiu itakuwa sawasawa na kilimo ni uti mgongo wa Taifa letu au siasa ni kilimo(AA: Hansard 26/07/2011).
HONOURABLE ALI KHAMIS SEIF: Honourable Chairperson, since the announcement of the Kilimo Kwanza programme, almost two years have passed. Can we ask ourselves as to how far we have gone towards achieving the green revolution through Kilimo Kwanza? The agriculture budget has not yet reached ten per cent of the National Gross Product as agreed upon by SADC countries. Therefore, this indicates that we are not yet serious about Kilimo Kwanza. I doubt whether this slogan will not be like past slogans such as agriculture is the backbone of our country or politics is agriculture (AA: Hansard 26/07/2011).
- (b) Mheshimiwa Mwenyekiti, katika Biblia kulikuwa na Mfalme anaitwa Herode, Kulikuwa na Mamajusi ambao walikosea njia baada ya kuoteshwa kwamba amezaliwa Yesu Kristo, ndiye atakuwa Mfalme wa Wayahudi, wakakosea, wakamwuliza Herode mwenyewe ambaye ni Mfalme kwamba huyu Yesu yuko katika nyumba gani? Akawaambia, nendeni huko mwulizie ulizie, mkishamwona mumsujudie na mnilitae taarifa. Wale Mamajusi walipokwenda wakampata na kumsujudia. Mungu akawaambia, msirudi tena kwa Herode kwa sababu mwanzoni alijua mmefanya makosa, Yesu atauawa. Lakini kwa makosa haya Mfalme huyu aliamua watoto wote wa miaka miwili na chini ya hapo wote wachinjwe. Kulikuwa na kilio kikubwa sana pamoja na maombolezo.
Mheshimiwa Mwenyekiti, naamini Serikali yetu imekosea njia, tunaishauri irudi upya, ijipange juu ya kunusuru matatizo ya wakulima katika nchi hii. Sio kwenye zao la pamba tu, wako Wabunge wengi hapa wamezungumzia mahindi, lakini kwa Mkoa wa Mara tumeathirika kwa kiasi kikubwa, imechukuliwa Mkoa wa Mara kama na yenyewe ni nje ya nchi. Waliweka *barrier* kwenye mpaka wa Mwanza na Mkoa wa Mara, chakula hakiruhusiwi kuingia Mkoa wa Mara. Mkoa wa Mara uko katika nchi gani? Naiomba Wizara ijipange vizuri ili iwatendee haki Watanzania wote. Haiwezekana masuala haya ya vizuizi ndani ya Tanzania badala ya kuwekwa kwenye mpaka wa Kenya na Tanzania, tunawekewa ndani ya Tanzania na kuzuia chakula kisiingia Mkoa wa Mara. (*Makofi*) (AA: Hansard 26/07/2011).
Honourable Chairperson, in the Holy Bible, there was a king by the name of Herode and then there were astromers who lost their way. After being told in a dream that Jesus Christ would be the King of the Jews, they made a mistake by asking Herode, who was a king, as to the house in which Jesus was. He told them to go around and ask about that and then after seeing him, they should come back and tell him about the whereabouts of Jesus. Those astromers went and worshipped him. God told them not to go back to Herode because he knew that they had made a mistake at the beginning, as Jesus would be killed. Because of that mistake, the King ordered that all the children who were two years old or younger be killed. There was a lot of cry and lamentation.
Honourable Chairperson, I believe our Government has lost its way and we advise it to start afresh and it should devise the way of dealing with the farmers' problems in this country. It should not be only about cotton. There are several Members of Parliament who have talked about maize. But in Mara Region we have been adversely affected as Mara Region is taken to be another country. There was a barrier at the border between Mwanza and Mara. Food is not allowed to enter Mara Region. I ask: In what country is Mara Region? I would like to ask the Ministry to have good plans so that it can do justice to all Tanzanians. We cannot tolerate having barriers within Tanzania. Instead of putting barriers between Kenya and Tanzania, we have barriers inside Tanzania by preventing food from entering Mara Region. (Applause) (AA: Hansard 26/07/2011).
- (c) 69.MHE. ALPHAXARD K. N. LUGOLA Mheshimiwa Mwenyekiti, dalili hizi siyo nzuri, wakati tuko na Serikali yetu, tuko na Wizara ambayo imejipanga vizuri chini ya Mheshimiwa Waziri ili kupambana na wale wote wanaonyonya sekta hii ya wakulima. Tumenyonywa kiasi cha kutosha, tumepuuzwa kiasi

cha kutosha, wakulima sasa hatutaki tena tunyonywe kwa mbinu hizi za bei, kwa mbinu hizi za ughali wa pembejeo, kwa mbinu hizi za kutumia mizani ambayo ni ya wizi, kwa mbinu hizi za kukopwa na sasa tumefika mahali wakulima tumekuwa tukionekana kama ni mawe yasiyoumia, yasiyosema; ni miti isiyoumia, isiyosema; ni wanyama wasioumia, wasiosema. Nakumbuka Mwandishi mmoja Shaaban Robert katika kitabu chake cha Adili na Nduguze alipoona tabaka hili ambalo lilikuwa linatazamwa kana kwamba haliumii, halisemi, alisema maneno haya: “Wakati sasa umefika mawe kusema, miti kujibu na wanyama kuwa watu”.

Mheshimiwa Mwenyekiti, nawaomba wakulima popote walipo katika Tanzania kila mmoja ajiulize au katika vikundi vyao kama kuna mtu amemkosea Mungu na ndiye ametuletea balaa hili, basi atushirikishe twende tukatubu. Kwa nini nasema hivyo? Mtume Paulo alipowaambia Waebrania wakubali Injili ya Yesu, akaona wamekubali kabisa, lakini alivyorudi tena akakuta wamemgeukia shetani, Mtume Paulo alighadhibika sana akawaambia Waebrania: “Enyi Waibrania, ni nani aliyewaloga? Hizi Wizara ambazo kila kukicha wanakuja na kauli mbiu, sasa tuna Kilimo Kwanza, imefikia hatua wanaacha mipango mizuri ya Wizara ambayo ina ndoto kwa maana ya *vision*, sasa wanaanza kukimbiakimbia na vikauli mbiu hivi. Huu ni ugonjwa mkubwa sana. Ni ugonjwa unaotutafuna katika Wizara hizi. Sasa naiuliza Serikali, Wizara hii nani aliyeloga? Kama kuna tatizo ndani ya Wizara hii, Wabunge wametoa michango yao mingi sana, sasa ni wakati Wizara hii isikie ili iweze kufanya mabadiliko makubwa ya kuwanusuru wakulima. (AA: Hansard 26/07/2011)

HONOURABLE ALPHAXARD K. N. LUGOLA: Honourable Chairperson, these are not good signs. But we are with our Government, we are with our Ministry under the Honourable Minister who is committed to deal with people who want to exploit the farmers. We have been exploited a great deal, we have been disregarded a great deal, we the farmers do not want to be exploited through low prices, through high costs of agricultural inputs, through fake beam balances, through the borrowing of our crops. We have reached a point where we are treated as speechless stones, speechless trees, speechless animals which feel painful but cannot speak. I remember one writer by the name of Shaaban Robert; he says in his book titled Adili na Nduguze, after seeing a class which was looked upon as if it felt no pain and which remained silent, that, “It is time for stones to speak, trees to respond and animals to become people.” Honourable Chairperson, I urge each farmer, wherever he/she is in Tanzania, to ask himself/herself if he/she has done something wrong to God, who is now angry and is punishing us. He/she should involve us so that we can go and repent. Why do I say so? When Apostle Paul told the Hebrews to receive the Gospel of Jesus Christ, they agreed but later when he went back to them, he found that they had turned against Jesus. Then Apostle Paul became very angry and said, “You Hebrews, who has bewitched you?” The ministries every time come up with new slogans such as Kilimo Kwanza. It has reached a point where people even ignore the fact that the Ministry has a vision. They are now busy running here and there with slogans. This is a very bad disease. It is a disease that eats up this Ministry. Now I ask the Government, “Who has bewitched this Ministry?” If we have a problem in this Ministry, Parliamentarians have made a lot of contributions to solving it. It is high time the Ministry listened so that it can bring about changes that will liberate the farmers. (AA: Hansard 26/07/2011)

- (d) Mheshimiwa Mwenyekiti, nahakikisha kabisa kwamba chama cha Ilulu kinawanyonya wakulima wa Mkoa wa Lindi. Naamini hivyo na ni kweli kabisa wanawanyonya wakulima wa Mkoa wa Lindi na hii Mwalimu Julius Kambarage Nyerere alisema, nchi yenye utajiri ukiona wananchi wao si matajiri basi kuna mlango umefungwa. Kuna mlango umefungwa, kuna kikundi kidogo cha watu kinawanyonya watu na hiyo inadhihirika katika Mkoa wa Lindi kwamba kuna kikundi cha watu wachache kikiongozwa na Mkuu wa Mkoa kuwanyonya wakulima wa ufuta wa Mkoa wa Lindi. Ni mpango rasmi, haiwezekani Chama cha Msingi kinanunua ufuta shilingi 1,000/= na kuna wafanyabiashara wanunua ufuta shilingi 1,500/= unawazuia. Huu ni mpango rasmi na ukimwambia Waziri Mkuu anamwogopa Mkuu wa Mkoa, ukimwambia Waziri wa Kilimo anamwogopa Mkuu wa Mkoa, twende wapi sisi wakulima wa Mkoa wa Lindi? (AA: Hansard 25/07/2011)

Honourable Chairperson, I can assure you that the Ilulu Cooperative Society is exploiting the farmers of Lindi region. I believe so and it is true that they are exploiting the people of Lindi region, as Mwalimu Julius Kambarage Nyerere once said, “In a rich country, if you see that the people are poor, know that there is a closed door somewhere and that there is a small group of people that is exploiting others.” That is evident in Lindi region. There is a group led by the Lindi Regional Commissioner in exploiting the people who grow simsim in Lindi region. It is something that has been officially planned. It is unbecoming for the Cooperative Society to buy simsim at 1,000/= shillings a kilo when there are business people who buy simsim at 1,500/= shillings a kilo, and you forbid them! This is a planned strategy and if you ask the Prime Minister, he is afraid of the Regional Commissioner. If you tell the Minister for Agriculture about this, he is afraid of the Regional Commissioner. Where should we the farmers of Lindi region go? (AA: Hansard 25/07/2011)

In Example 17(a), the MP applies argument from authority to show that the Ministry is not serious about agriculture and the strategies that it is putting in place are not working. He questions the results of the slogan ‘*Agriculture first*’ and states that since it was introduced two years have passed but there are no noticeable impacts towards a Green Revolution. He emphasizes his viewpoint by citing the SADC agreement that the budget for agriculture should be 10 percent of the national GDP in member countries. Since the budget of the Ministry of Agriculture has not reached that level, the Ministry and the government at large are not serious about the whole idea of the Green Revolution. The authority cited strengthens the conclusion in the argument even, though it is not clear when the SADC agreement was reached.

In Example 17(b), the MP uses the Bible—particularly the incident of the wise men and Herod when Jesus Christ was born—to raise the point that the government has lost direction and it has to think afresh regarding farmers and its decisions. The MP’s standpoint is that the farmers in the country are facing many problems, one of which is the barrier that has been put between Mwanza Region and Mara Region, which prevents transportation of cereal crops from Mwanza Region to Mara Region. He adds that it is not fair to the people in Mara Region as Mara is in Tanzania and not in Kenya. The application of argument from authority here makes the standpoint of the MP more appealing to the audience.

Similarly, the MP in Example 17(c) criticises the government for not solving many of the problems farmers face in the country. He views these problems as a kind of oppression and disregard on the part of the government in terms of buying crops on loans, insufficient agricultural inputs, and fake beam balances. He further stresses that the farmers are tired of all these problems and it is time they speak out. He cites a Tanzanian novelist and poet, Shaban Robert, in his novel ‘*Adili na Danguze*’, where he wrote about a class that was being oppressed until it reached a time when it had to speak out. The MP continues to present his standpoints by asking if farmers in the country have wronged God, who is punishing them with these problems so that they may repent. He again cites Paul in the Bible confronting Galatians for failing to continue serving God after Paul had left them. He uses the same question Paul asked Galatians in Galatian Chapter 3:1—namely, “You foolish Galatians! Who has bewitched you? Before your very eyes Jesus Christ was clearly portrayed as crucified”. The MP did not cite the whole verse but only the question “Who bewitched you?” This question is directed to the government and the MAoFSC for failing to transform the agriculture sector in the country to help farmers. He also criticises the tendency of the Ministry to keep creating new slogans, without having a clear vision. However, the authority cited here is not correctly cited as the MP talks about Hebrews while the Bible indicates that Paul did not ask such question to the Hebrews but to the Galatians.

The MP in Example 17(d) applies a different authority concerning Ilulu Cooperative Society exploiting the farmers in Lindi Region. He quotes Mwalimu Nyerere (the first President of Tanzania) to support his standpoint. He emphasises that in Lindi Region there is a group of people, led by the Regional

Commissioner, exploiting farmers by forcing them to sell their simsim to a cooperative society that offers the low price of Shs 1000 per kilogramme while there are companies offering Shs 1500 per kilogramme. He views this as collusion since, even when the Prime Minister and the Minister are informed, they do not act to solve the problem. The MP uses Mwalimu Nyerere's words to warrant his claim that Ilulu Cooperative Society is exploiting the farmers and that is why the farmers there remain poor.

In the debate on speech of the Ministry of Agriculture, statistical argument is utilised in addition to the three arguments already discussed. With the exception of the Minister's speech, there are few instances where MPs apply statistical argumentation. In argumentative discourse, statistical argument provides many instances in support of its claim (Hoeken, 2001), thereby making it more acceptable. Examples of statistical argumentations are included in Example 18:

Example 18:

- (a) MHE. MARTHA J. UMBULLA Mheshimiwa Mwenyekiti, lakini tukiangalia kwenye takwimu za Dira ya Taifa ya 2025 bado tunaona kwamba kilimo bado kiko mbali sana katika kufikia malengo hayo. Kwa mfano, takwimu zinasema kwamba katika hekta milioni 44 zinazofaa kwa kilimo bado ni asilimia 23.1 tu ambayo imelimwa na katika hekta milioni 29 ni asilimia moja tu ambayo inafaa kwa *irrigation* ambayo imekwishatumika, kwa hiyo tukiangalia kwa mapana kabisa bado kilimo chetu kiko mbali sana na Dira ya Taifa ya 2025, kwa hiyo ni changamoto ambayo Wizara inabidi iangalie kwa upana ili tuweze kufanikiwa katika kilimo. (SA: Hansard 25/07/2011).
HONOURABLE MARTHA J. UMBULLA: Honourable Chairperson, but when we look at the statistics found in Vision 2025, we still see agriculture cannot attain the goals. For example, the statistics show 44 million hectares which are suitable for cultivation, but only 23.1% of them has been cultivated and out of 29 million hectares that are suitable for irrigation, only 1% has been used. So, if we carefully examine our agriculture, we find it to be very far behind Vision 2025. So, this is a challenge which the Government has to address if we are to succeed in agriculture. (SA: Hansard 25/07/2011).
- (b) MHE. FELISTER A. BURA Mheshimiwa Mwenyekiti, nilete kilio cha Wanadodoma katika Bunge lako Tukufu kwamba mwaka huu hatukupata mvua ya kutosha kwa hiyo, Mkoa wa Dodoma tuna njaa ya kutisha. Kutokana na taarifa za wana hali ya hewa na Maafisa Kilimo ni kwamba mwezi Novemba tulipata mvua kwa siku tatu tu, lakini mwezi Disemba tukapata mvua kwa siku nane, Januari tulipata mvua kwa siku 12 na mwezi wa pili tulipata mvua kwa siku kumi na mwezi wa tatu tulipata mvua kwa siku saba, mwezi wa Aprili tulipata mvua kwa siku mbili. Ukiangalia hali ilivyokuwa kwa mtawanyiko wa mvua ni kwamba hatuwezi kuvuna kitu, kwa hiyo, Mkoa wa Dodoma una njaa na hasa Wilaya ya Dodoma Mjini ambayo ina Kata 37 na wakazi wengi tu. (*Makofi*)
Mheshimiwa Mwenyekiti, katika takwimu ambazo tunazo hadi Juni, tulikuwa tumevuna tani 52,508 mazao ya chakula kwa asilimia 40 na tani 30,472 mazao ya biashara. Kwa hiyo, ukiangalia hali halisi utaona kwamba kwa vyovyote hatutakuwa na chakula cha kutosha kwa mwaka huu kwa wananchi wetu, hivyo Serikali ituangalie kwa jicho la huruma, siyo kwamba tuna njaa kwa sababu hatukulima, tuna njaa kwa sababu hatukupata mvua za kutosha. (CAE and SA: Hansard 25/07/2011).
HONOURABLE FELISTER A. BURA: Honourable Chairperson, let me bring to you the cry of the people of Dodoma in your August House. This year we didn't get enough rain and, therefore, we in Dodoma Region are suffering from severe famine. According the Tanzania Meteorological Agency and extension officers, we got rain for only three days in November but in December we got rain for eight days. In January, we got rain for 12 days and in February we got rain for ten days and in March for seven days. In April, we got rain for two days. If you examine how rainfall was distributed, you will easily see that we cannot harvest anything. Therefore, Dodoma Region is highly affected by famine, especially Dodoma Town, which has 37 wards and quite a big population. (Clap)
Honourable Chairperson, according to the statistics that we have, we had harvested 52,508 tonnes of food crops and 30,472 tonnes of cash crops by June. Therefore, if you look at the real situation, you will realize that we are going to have enough food this year. So, the Government should look at us with a

merciful eye. We have famine not because we did not cultivate but rather because we did not get enough rain. (CAE and SA: Hansard 25/07/2)

- (c) Mheshimiwa Mwenyekiti, tulipoanza kutekeleza azma ya Kilimo Kwanza, ni vizuri sasa tukatafakari tumepiga hatua kiasi gani. Tukiangalia matumizi ya zana bora za kilimo, nikinukuu Hotuba ya Waziri wa Chakula, Kilimo na Ushirika, mwaka 2005 ni asilimia 10 tu ya Watanzania waliweza kutumia trekta. Lakini mwaka 2010 ni Watanzania asilimia 12 tu ambao walitumia trekta kwa ajili ya kilimo. Ndani ya miaka mitano kuna ongezeko la asilimia mbili tu. Lakini pia mwaka 2005 asilimia 20 ya Watanzania walikuwa wanatumia majembe ya wanyamakazi.

Lakini mwaka 2010 Watanzania asilimia 24 tu ndio wanaotumia majembe ya wanyamakazi yaani ongezeko la asilimia 4 tu. Mwaka 2005 asilimia 70 ya Watanzania walikuwa wanatumia majembe ya mkono, lakini mwaka 2010 asilimia 64 ya Watanzania wanatumia jembe la mkono. Kwa hiyo, utaona jinsi ambavyo kilimo chetu kilivyo duni na jinsi Watanzania walio wengi bado wanatumia vifaa duni. Nikisema hivyo ina maana kwamba hatuwezi kusema kilimo chetu kinakua. Kilimo hakiwezi kukua kama Watanzania asilimia 64 bado wanatumia jembe alilotumia babu yangu na bibi miaka 50, 60 iliyopita. Ni vizuri sasa tufike wakati Wizara hii iangalie namna ya Watanzania wengi watakavyoweza kutumia vifaa vya kisasa au pembejeo za kisasa katika kilimo (CAE and SA: Hansard 25/07/2011).

Honourable Chairperson, we have begun implementing the Kilimo Kwanza programme and it is high time we looked how far we have gone. If we look at good use of quality farm implements ... Let me quote the speech of the Minister for Agriculture, Food and Cooperatives of 2005, it was only 10 per cent of Tanzanians who used tractors. But in 2010 it was 12% of Tanzanians who used tractors in farming. Within five years, there was an increase of only 2%. Also, in 2005, 20% of Tanzanians used ploughs drawn by draught animals. But in ... only 24% of Tanzanians used ploughs drawn by draught animals, which means that there is only 4%. In 2005, 70% of Tanzanians were using hand hoes and in 2010 64% of Tanzanians are still using hand hoes. Therefore, you will see how much underdeveloped our agriculture is and how a large part of Tanzanians still use poor tools. When I say that I mean we are not making good progress in the area of agriculture. Agriculture cannot develop if 64% of Tanzanians still use the hoe that my grandfathers and grandmothers used 50, 60 years ago. It is high time the Ministry thought about how the majority of Tanzanians could be enabled to use modern equipment or agricultural inputs in farming. (CAE and SA: Hansard 25/07/2011).

Honourable Chairperson, it is obvious that it is the use of poor tools that causes shortages of food in the country. A group of the youths, who are in the majority, is not motivated to take part in agricultural activities. That is why most of them are in towns looking for jobs; the type of agriculture they are taking part in in the rural areas does not pay. In the villages, people do not have farm implements and agricultural inputs are not adequate. They use seeds like maize seeds and harvest the crops after six months. There are no agricultural implements and farm implements for growing groundnuts in Dodoma. I think it is high time we used our youths in farming activities. But they cannot be used, unless they are empowered. (ACE: Hansard 25/07/2011).

In Example 18(a), the MP advances a standpoint that agriculture in Tanzania is lagging behind if it is to achieve millennium goals 2025, providing statistics to support her claim. The first instance is that of 44 million hectares suitable for agriculture only 23.1 % is cultivated, and of 29 million hectares suitable for irrigation only one percent is already being utilised. She emphasizes that these are challenges that the government has to overcome in order to succeed. The acceptability of her argument lies in the two instances provided as support for the claim.

Similarly, the MP in Example 18(b) employs statistical argument to advance the argument that Dodoma Region will experience food shortages because of scarce rain. She gives the statistics of the days it rained during the months farmers cultivate crops: in November it rained thrice, December it rained only for eight days, January it rained for 12 days, February it rained for 10 days, March for seven days and it rained for two days in April. The MP uses these instances to reinforce her argumentation.

Likewise, in Example 18(c), the MP presents a statistical argument to support her standpoint that the government needs to reflect critically on whether the ‘Agriculture first’ slogan is responsible for making

progress. The MP puts forward several instances to support her standpoint. The MP recalls that, on the use of improved farming tools, the Minister's speech indicated that in 2005 only 10 percent of Tanzanians managed to use tractors. In the year 2010, only 12 percent used tractors, which is an increase of 2 percent over five years. The use of ploughs in the year 2005 was 20 percent while in 2010 only 24 percent of Tanzanians used ploughs—an increase of four percent. In 2005, about 70 percent of people were using hand hoes whereas in 2010 the use of hand hoes was 64 percent. The MP concludes that the statistics show how poor the agriculture sector is. The statistics increase the acceptability of the argument as they act as evidence to the standpoint the MP is making.

4.3.1 The argument most frequently utilised in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

The three types of arguments the study examines in the ABS and related debate differ in terms of the frequency of use. In this section, the argumentation that is employed most frequently is established. The argument from cause and effect is more often utilised in relation to the other two types of arguments. In the speech of the MoAFSC, the predominant argumentation is argument from cause and effect. Likewise, argument from cause and effect is the most utilised of the three argumentations in the debate. Many MPs in the debate put forward arguments that are based on causal relationship to challenge or support the Minister's standpoints. According to Van Eemeren et al., (1992), the arguer makes choices of the type of argumentation to apply in advancing their viewpoints and usually the argumentation chosen is that which the arguer thinks is the best route to present his/her viewpoints. In addition, the arguers choose the argumentation that they think they can effectively utilise to defend the standpoints and make their viewpoints more acceptable.

MPs employ argument from cause and effect during the debate on the speech for the Minister of Agriculture. This type of argument is employed as MPs support or challenge the Minister's standpoints. MPs make use of this argument where the issue they are discussing allows them to craft their argument in a causal relationship. The causal relationship that is displayed in many of MPs' arguments show that certain course of action lead to a certain desirable or favourable results. The arguments also show undesirable consequences of the course of action advanced in the standpoints. Many of the arguments the Minister put forward in his speech contains proposals, plans and strategies that the government wants to implement in the next financial year. Because of this, the Minister has to craft his standpoints in such a way that they indicate the likely desirable or favourable results if they are implemented. The nature of the arguments the Minister advanced in his speech allows MPs to make use of this type of argument to challenge the minister's standpoints. The set of illustrations in Example 19 show how the Minister and MPs utilise argument from cause and effect:

Example 19:

- (a) Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itaendelea kusimamia utafiti na kuhamasisha uzalishaji wa mbegu za mafuta. Aidha, itaratibu na kuwaunganisha wadau wote wa sekta ndogo ya mazao ya mbegu za mafuta za ufuta, alizeti, karanga, kartamu (*safflower*), pamba, michikichi na soya pamoja na kusaidia katika kuanzisha umoja kati yao ili kuwa na uzalishaji endelevu na wa kibiashara kwa mazao hayo. (ACE: Hansard 25/7/2011)
Honourable Chairperson, in the year 2010/2012, the Ministry will continue to supervise, research into and emphasize on the production of oil seeds, sunflower, groundnuts, safflower, cotton, palm trees as well as soya beans, and will help the producers to form groups in order for them to produce sustainably and commercially.
- (b) Mheshimiwa Mwenyekiti, Huduma za Kitaalam. Utafiti wa Kilimo. Katika mwaka 2011/2012, Wizara kwa kupitia vituo vyake vya utafiti itaendelea kutafiti aina za mbegu mpya za mazao zenye sifa za kuzaa sana, kukomaa mapema, kustahimili ukame, zenye ukinzani dhidi ya magonjwa na visumbufu vya mimea na zinazokidhi viwango vya ubora na matakwa ya wadau na soko. Lengo ni kupata mbegu bora ambazo mkulima akizitumia atavuna mazao mengi hivyo kujitosheleza kwa chakula na kujiongezea kipato. (ACE: Hansard 25/7/2011).
Honourable Chairperson, on expertise services and agricultural research, in the year 2011/2012, the Ministry, through its research centres, will continue researching into new seeds of the crops containing bearing features of very early maturity, drought tolerance, which can resist diseases and pests and which meet the standards and requirements of the stakeholders and the market. The goal is to get the best seeds which will help the farmer get more harvests and become self-sufficient in food and increase his/her income.
- (c) MHE. ASHA MSHIMBA JECHA: Kilimo cha umwagiliaji kwa mazao mbalimbali hasa mazao ya muda mfupi na mboga mboga ndiyo kichocheo cha kuvutia watu wengi kujishughulisha na kilimo hasa vijana, kwani watajipatia kipato muda mfupi na hawatokata tamaa ya kusubiri muda mrefu. Kwa kuwa nchi yetu ina ardhi ya kutosha ya kilimo, tuwahamasishe wakulima kuzalisha zaidi ili tuandae utaratibu unaotambulika wa kisheria, ziada ya chakula waweze kuuza nje ya nchi, kwani ndiyo njia pekee ambayo itamuwezesha mkulima kupata bei nzuri na kutengeneza pato lake. (ACE: Hansard 26/07/2011)
HONOURABLE ASHA MSHIMBA JECHA: Irrigation farming for various crops, especially short-time crops and vegetables, is a stimulant for many people, especially the youths, to take part in agriculture because it enables them to get quick income. Thus, they will not get discouraged because of waiting for along time... Since our country has enough land for farming, we need to encourage the farmers to produce more food so that we can have a good legal procedure. They should produce surplus food which they can export; this will help them get better prices, thereby making good profit. (ACE: Hansard 26/07/2011).
- (d) MHE. DKT. BINILITH S. MAHENGE Mheshimiwa Mwenyekiti, mpaka sasa Tanzania tuna kiwanda kimoja kilichopo Mafinga kinachotengeneza *Crude Extract* itokanayo na pareto. Ili kuongeza thamani ya Pareto, tunahitaji kiwanda kinachoweza kutengeneza bidhaa zinazotokana na Pareto humu humu nchini. Hatua hii kwanza; itaongeza ajira kwa vijana wetu; pili, itawezesha bidhaa hizi kupata soko ndani na hivyo kutopata wasiwasi wa kuyumba kwa soko ambalo sasa tunategemea la nchi za nje peke yake, kwani kwa sasa *Crude Extract* hii inasafirishwa nchi za nje mfano, Uingereza na Marekani. (ACE: Hansard 26/07/2011).
HONOURABLE DR. BINILITH S. MAHENGE: Honourable Chairperson, we have only one factory in Mafinga. It produces crude oil from pyrethrum. In order to increase the value of pyrethrum, we need another factory that will produce pyrethrum-related products here in the country. This will not only create jobs for the youths, but will also create a domestic market for such products. That will make farmers rid themselves of the fear caused by the fact that we currently rely on external markets. Also, through this, crude oil will be exported to the UK and America. (ACE: Hansard 26/07/2011).

In Example 19(a), the Minister makes an argument that the ministry will continue to supervise research and motivate the production of better oil seeds. He adds that the Ministry will coordinate and bring together all stakeholders of oil seed crops such as simsim, sunflower, groundnuts, safflower, cotton and soya. The Ministry will also help them to establish their own union. The Ministry's supervision, motivation, and coordination of stakeholders will lead to the creation of business opportunities and

sustainable production of these crops. The Ministry plans to achieve these desirable results in the coming financial year.

In the same way, in 19(b) the Minister utilises argument from cause and effect as he advances the standpoint on expertise services and agricultural research. He emphasises that in the next year the Ministry, through its research centres, will continue to research new varieties of seeds: seeds that are more productive, with early maturity, tolerant to drought, resistant to plant pests and diseases, and that meet the standards and the needs of stakeholders and the market. As a result, the farmers will not only have enough food but also they will increase their household income. The Minister here establishes a causal link between expertise services and research on improved seeds, and farmers harvesting more and improving their income.

The three examples in Example 19(c), 19(d), and 19(e) are examples of how MPs utilise argument from cause and effect in the debate. In Example 19(c), the MP raises the standpoint that irrigation agriculture on different crops—particularly those that reach maturity early—will attract many people to practice agriculture, especially youths who seem to be dissatisfied with the returns of agriculture. This is the case since it will allow farmers to earn money within a short time as the crops mature early. The MP emphasises that, since the country has enough land, farmers should be encouraged to grow more crops. A legal procedure needs also to be prepared to allow farmers to sell outside the country surplus they have produced. This would give them opportunities to get good prices and improve their income. The MP is trying to show that irrigation agriculture will encourage many people to participate in agriculture, especially youths, as it will allow them to earn money quickly.

In Example 19(d), the MP advances the standpoint that, in order to add value to the pyrethrum produced in the country, a facility that manufactures products from pyrethrum should be constructed. The MP emphasises that this will create more jobs for youths and will make the facility's products have an internal market, unlike the present where the unprocessed extract is transported abroad.

The way the Minister and MPs employ cause and effect arguments is mainly to show that if certain proposals, plans or strategies are implemented will result in favourable or unfavourable results. The results that are indicated in the argument add more force to the acceptability of the argument as the audience are likely to focus on the results, particularly if they are more desirable than the cause. However, factors mentioned as the cause of the result determine the acceptability of the argument (Van Eemeren & Grootendorst, 1992; Van Eemeren et al., 2002; Van Eemeren et al., 2007). If the cause put forward in the argument is not the real cause, or there is a possibility for the results to be caused by other factors than the ones mentioned in the argumentation, the arguments become less acceptable.

Argument from cause and effect is predominant in this speech and debate. The preference for this argumentation is mainly due to the nature of the issues that the Minister puts forward in his speech, where many of the arguments advanced concern accomplishment of plans, policies, strategies and

proposals in the previous year. Thus, in order for the Minister to make his argument more acceptable, he designs them in such a way as to indicate cause and effect. The remaining part of the speech focuses on the plans, proposals, strategies and policies that the Ministry intends to implement in the next financial year. The Minister continues to make use of arguments based on causal relationship, as he needs to indicate the results of the programme his Ministry plans for the following year. This is easier with argument from cause and effect because causal argumentation often relates to future events (Van Eemeren et al., 2007). This argumentation scheme allows the Minister to devise the arguments in such a way that the target audience may be convinced to accept them (Van Eemeren et al., 2002), since the Minister, in his speech, aims at convincing not only MPs but also at the populace about the proposals, plans, strategies and policies presented in the speech. In respect of the debate on the speech, MPs also utilise more argument from cause and effect since the arguments they advance are reactions to the issues the Minister raises in his speech. As such, MPs also either challenge or support the standpoints the Minister put forward in the speech. Even when MPs in the debate make their alternative proposals, plans and strategies that they advise the Ministry to take, they still present them mainly in a causal relationship to show the desirable results the proposals, plans and strategies will bring if the Ministry implements them.

In argumentation theory, all the argumentation schemes are regarded as being equal. There is no argument scheme considered to be preferred by arguers over other argumentation schemes. The arguers are free to choose which argumentation scheme to apply to defend well their standpoints. As Van Eemeren et al. (2002) remark, the choice of a particular argumentation scheme by an arguer shows the arguer knows that the argumentation will lead to the justification of the standpoints. However, from the observations noted in analysing this speech and debates, argument from cause and effect is the preferred scheme. Thus, based on what the analysis indicates, it is reasonable to argue that there is variation in the extent to which the different argument schemes are utilised in argumentative discourse such as parliamentary speech and debate. Consequently, there is a need for argumentation schemes to be treated differently in the pragma-dialectical theory as they are not applied in identical ways in argumentative discourse. It has also to be stated, despite serving the same function, the argumentation schemes in actual context are utilised differently in so far as some are preferred over others—as is the case in this analysis.

4.4 Arguments in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives and the criteria for evaluating arguments

In pragma-dialectical theory, there are several criteria established for evaluating each of the three arguments this study analyses. The criteria are meant to assess whether the argumentation in question is applied correctly, which happens only when all the criteria for a specific argumentation are met. In order to adequately support the standpoint, in every single argumentation that is put forward in defence of a standpoint the right kind of argumentation scheme must be used and this scheme must be used

appropriately (Van Eemeren & Grootendorst, 1992) to make the argument more acceptable to the audience. In argumentation theory, a testing procedure related to the argumentation scheme that is being applied is developed (Van Eemeren and Grootendorst, 1992).

The testing procedure is aimed at determining whether the argumentation put forward in defence of a standpoint does indeed have an appropriate argumentation scheme that is correctly applied (Van Eemeren, 1992:159). This is done by looking at the argument scheme and the criteria for evaluating it. If the criteria are met, the standpoint has been conclusively defended. In this section, argumentation applied in the speech and debate are examined to assess whether the criteria established in the pragma-dialectical theory are met.

In order for argument from cause and effect to be applied correctly, three criteria have to be met to determine whether the standpoint is defended satisfactorily. The tests for these criteria are: (1) Does the established cause, in fact, lead to the mentioned results? (2) Are there any other factors that must be present together with the proposed cause to create the mentioned results? Finally, (3) Could the proposed results be caused by something else as well? (Garssen (1997), cited in Van Eemeren et al., 2007). For the argumentation to be applied correctly, all three questions have to be answered satisfactorily. The antagonist of the standpoint is supposed to ask these questions as a challenge to the protagonist who applies the argumentation. Example 20 provides illustrations of argument from cause and effect in the MoAFSC speech and the debate:

Example 20:

- (a) Mheshimiwa Mwenyekiti, kutokana na bei nzuri ya mahindi na mpunga na mazao mengine ya chakula kwa wakulima, wakulima wengi wanauzia mazao yao shambani na kuna hatari ya kuuza mavuno yote bila ya kujiwekea akiba. Hivyo, Serikali inawahimiza wananchi wote katika ngazi ya kaya hususan wakulima kujiwekea akiba ya chakula cha kutosha kwa ajili ya mahitaji ya kaya zao mpaka msimu ujao. Aidha, ili kuepuka hatari ya Taifa kukumbwa na tatizo la upungufu wa chakula, Serikali imefuta vibali vyote ambavyo vilikwishatolewa kwa ajili ya kusafirisha mazao ya chakula nje ya nchi na kusitisha uuzaji wa mazao hayo nje ya nchi kwa kipindi cha miezi 6, kuanzia tarehe 1 Julai, 2011 hadi tarehe 31 Desemba, 2011. (ACE: Hansard 25/7/2011).

Honourable Chairperson, due to the good price of maize, rice and other food crops, many farmers sell their produce in the field and there is a danger of selling all the harvests without reserving anything. Therefore, the Government is encouraging all citizens, especially farmers, at all levels to reserve enough food for consumption by their families until the next harvest season. Moreover, in order to avoid food shortages in the country, the Government has cancelled all permits which were issued for food export for a period of six months starting from 1st July 2011 to 31st December 2011.

- (b) Mheshimiwa Mwenyekiti, matumizi ya zana bora za kilimo yameanza kuongezeka kutokana na jitahada za Serikali za kuhamasisha matumizi ya zana hizo. Takwimu zinaonyesha kuwa matumizi ya trekta yameongezeka kutoka asilimia 10 mwaka 2005 hadi asilimia 12 mwaka 2010. Aidha, matumizi ya jembe la kukokotwa na wanyamakazi yameongezeka kutoka asilimia 20 mwaka 2005 hadi asilimia 24 mwaka 2010. Kutokana na ongezeko la matumizi ya zana hizo, matumizi ya jembe la mkono yamepungua kutoka asilimia 70 mwaka 2005 hadi asilimia 64 mwaka 2010. (ACE: Hansard 25/7/2011).

Honourable Chairperson, the use of quality agricultural inputs has increased due to the Government's efforts to encourage the use of those inputs. Statistics show that the use of tractors has grown from 10 per cent in 2005 to 12 per cent in 2012. Also, the use of ploughs grew from 20 per cent in 2005 to 24 per cent in 2010. Consequently, the use of the hand hoe fell from 70 per cent in 2005 up to 64 per cent in 2010.

- (c) Mheshimiwa Mwenyekiti, katika kuongeza eneo la umwagiliaji Wizara pia itaweka msukumo zaidi katika kutumia teknolojia za umwagiliaji zenye uwezo na ufanisi mkubwa katika matumizi ya maji. Teknolojia hizo ni pamoja na utumiaji wa mabomba kwa ajili ya kupitisha maji kutoka kwenye vyanzo; matumizi ya maji chini ya ardhi; matumizi ya pampu zinazotumia umeme na nishati mbadala ya jua na upepo; na umwagiliaji kwa njia ya matone na unyunyiziaji ambao utawezesha kwa kiasi kikubwa kuzalisha mazao yenye thamani kubwa (mbogamboga, zabibu, viungo, maua n.k.). Mheshimiwa Mwenyekiti, faida ya teknolojia hizo ni pamoja na kutumia maji kwa ufanisi zaidi; kuongeza tija na uzalishaji; kuongeza misimu ya kilimo kwa mwaka; na kuweza kulima mazao ya aina nyingi kwa mzunguko kwa mwaka (*crop rotation*). Utaratibu huo unawahakikishia wakulima usalama wa chakula na kuongeza pato la kaya. (ACE: Hansard 25/7/2011).

Honourable Chairperson, to increase the land used to undertake irrigation activities, the Ministry will also focus much on irrigation technology with the capacity and efficiency in water use. The technologies include the use of pipes to get water from the sources, the use of underground water, the use of electric-powered pumps and renewable energy from the sun and winds and drip irrigation and irrigation which will enable the farmers to significantly produce valuable crops (vegetables, raisins, spices, flowers, etc.). Honourable Chairperson, the benefits of these technologies include using water more efficiently; increasing productivity and production; increasing agricultural seasons per year; and planning to produce in many cycles in a year (crop rotation). This system assures the farmers of food security and an increase in household incomes

In Example 20(a), the standpoint that is put forward is that the government has banned all permits to transport and sell cereal crops outside the country to avoid the nation from falling short of food. The cause given is that because of the good price of maize, rice and other cereal crops, farmers are selling their crops while still on the farms. Consequently, there is a danger of farmers selling all cereal crops without reserving enough food for their household until the next season. The effect envisaged is food shortage at the family and national level. It is interesting to note that the MPs who challenged this argumentation did not bother to ask the questions that are proposed in the pragma-dialectical theory for evaluation of such argumentation scheme, but rather the MPs spoke about the need for the government to let farmers sell their crops wherever they want. This implies that the MPs dismiss the cause and the effect the government is anticipating. One MP criticises the standpoint, claiming that the government is contradicting itself since it has been encouraging farmers to practice business oriented agriculture but now farmers have produced more and they want to sell their surplus the government blocks them. However, one MP challenges the cause given that it may lead to farmers selling all their crops without reserving enough for their family consumption. He points out that the farmers know the amount of food required to keep for food in the family. They do not need to be taught about it by the government as no government knows how much a household needs for food per annum. The MP questions: “Have you done a survey to know how much food is enough to reserve for my family? We do not need that since we already know it” (Hansard 25/07/2011). This argument dismisses the issue that is given as a result in the argumentation—namely that the farmers will sell all the cereals without reserving enough for their family. Generally, what is displayed here is contrary to what is stipulated in the pragma-dialectical theory regarding evaluation of argumentation from cause and effect. This example does not meet the three criteria (Van Eemeren and Grotendorst, 1992) established for evaluating this argumentation.

In Example 20(b), the Minister defends the standpoint related to the application of improved farming tools. He points out that this has increased because of the government’s efforts to encourage people to

apply them. The Minister provides some figures in form of percentage: the use of tractor has increased from 10% in 2005 to 12% in 2010; the use of ploughs has also increased from 20% in 2005 up to 24 % in 2010. The increase use of these tools has resulted in the decrease of the use of hand hoes from 70% in 2005 up to 64% in the year 2010. This argument is persuasive as it shows, with the use of figures, how agriculture in the country is improving in terms of improved use of tools. However, MPs challenge this argument by pointing out some weaknesses in the argument. One MP offers criticism that since the citizens are still using hand hoes the production has not increased, as the farmers cannot produce more this way. Another MP criticises the Minister's argument by pointing out that the percentages of increase the Minister has given in his argument prove how backward the agriculture sector in the country is. Regarding the Minister's argument advanced on the results of improved farming tools, the MP indicates that the use of hand hoes has decreased by only 4% for five years, which is not significant since 64% of the Tanzanians are still using hand hoes. Again, here the challenges raised against the standpoint do not follow the criteria that are stipulated in the pragma-dialectical theory regarding the evaluation of this argumentation scheme.

In the case of Example 20(c), the Minister employs argument from cause and effect to defend the standpoint that the Ministry, in order to increase the area for irrigation, will focus more on the use of irrigation technology that uses water efficiently. The Minister in his argument indicates numerous technologies that the ministry will focus on to expand the area under irrigation. These technologies will lead to less water consumption, increased productivity and benefits, increase in number of cultivating cycles per year, and growing of different types of crops by rotational crop per year. This will ensure food security for farmers and increase household income. The arguments that MPs advanced in the debate in relation to this argument do not focus on the causal relationship between the technologies mentioned and the result given in the argument. Some MPs focus on the infrastructure necessary for irrigation schemes to run smoothly, such as construction of water wells and dams in areas where rain is scarce. In their argument, they criticise the Minister, arguing that the Ministry cannot talk about irrigation technologies when there is no infrastructure in place to enable application of such technologies. Other arguments focus on policies: one MP points out the importance of revising the agriculture policy so that it gives emphasis to irrigation. Another MP advises the Ministry to translate the irrigation policy into Kiswahili to enable the majority of people to access it. Thus, the Minister's argument is challenged, but not in the way that is proposed in the pragma-dialectical theory (Van Eemeren and Grootendorst, 1992). It may be due to lack of debating skills for the MPs involved in the debate.

In the case of the debates, the argument from cause and effect is applied in the same way. As they challenge the Minister's standpoint advanced in the speech, the MPs do not necessarily focus on the criteria used for assessing argument in the pragma-dialectic theory. Example 21 shows the way MPs challenge the Minister's arguments:

Example 21:

- (a) Mheshimiwa Mwenyekiti, jambo la mwisho naomba niseme kwamba *power tillers* hizi tunazoletewa kwa kweli hazitusaidi, tunachohitaji ni Serikali itusaidie tupate trekta ili ziweze kufanyakazi zenye tija zaidi. Vilevile nitapenda kuiuliza Serikali kwamba kuna msaada wa matrekta tuliletewa kutoka India ambayo nasikia yapo SUMA JKT yamekaa, ni kwa nini Serikali haiwezi ikaona kwamba iwasaidie wananchi ili wakulima wetu waweze kujikwamua kimaendeleo? (ACE: Hansard 25/07/2011).

Honourable Chairperson, lastly, let me say that the power tillers that we are given do not help us. What we need is for the Government to help us get tractors so that we may increase productivity. I would also like to ask the Government to give us tractors as I hear that there are tractors that we were given in the form of aid by India. I hear they are with SUMA JKT, lying idle. Why can't the Government give them to the farmers so that our farmers may make progress? (ACE: Hansard 25/07/2011).

Mheshimiwa Mwenyekiti, nina hakika matrekta ambayo tumeyaleta sasa yakishanunuliwa yote, bei ikishakuwa *affordable*, yakaenda kwa wananchi, asilimia hii ya wakulima ambao wanalima kwa jembe la mkono itaendelea kupungua kutoka 64 kwenda chini Zaidi (ACE: Hansard 27/7/2011).

4. Madam Chairperson, I'm sure that, if all the tractors we've brought into the country are bought, when they are affordable, and reach the people, the percentage of people who use hoes will fall further from the current 64 %. (ACE: Hansard 27/7/2011).

- (b) MHE. SAID JUMA NKUMBA Mheshimiwa Mwenyekiti, jambo langu la kwanza ambalo nataka kulichangia hapa ni suala la wataalam kwa maana ya Maafisa Ugani katika maeneo ya vijijini. Kilimo cha kisasa ambacho mwamko wake ni kutoa tija kwa wakulima ama mapinduzi ya kijani ambayo tunayahubiri kila wakati hayawezi yakafanikiwa kama hatuna wataalam kule vijijini. Naangalia takwimu hapa za wataalam wanaoandikwa katika karatasi kila mwaka kwamba kuna wataalam hawa wanapeleka vijijini. Lakini ukienda vijijini hawapo. (*Makofi*)

Mimi leo nilikuwa naulizana hapa na Maafisa wangu pale Sikonge wale ambao niliwaleta mwaka jana, mwaka juzi wengine wameshaolewa, wameshaondoka, wanahamia mijini. Naomba sana Serikali iangalie sasa, maana inawezekana kabisa hata hawa vijana ambao tunawaandaa kwa ajili ya kuwapeleka katika hivi vyuo, hatuna maandalizi na hatuwajui. Wengine wanaamua kupitia tu anasema nataka nipite Uyole nisome halafu baada ya hapo nikishapata *Diploma* nitaendelea na msafara wangu mwingine. Chuo cha Kilimo kinakuwa ni njia tu ya kupitia. Nilikuwa naomba sana Serikali katika jambo hili iangalie sana. Naomba sana Wizara ihakikishe ajira ambazo kwa kweli zinafanyika mwelekeo wake mkubwa iwe kuwasambaza vijana hawa vijijini. (ACE:Hansard: 25/07/2011)

HONOURABLE SAID JUMA NKUMBA: Honourable Chairperson, the first thing I want to talk about has to do with experts, specifically extension officers in the rural areas. The modern farming whose aim is to increase crop productivity among farmers or a green revolution which we keep preaching cannot materialize if we do not have experts in the rural areas. I am talking about the statistics on experts which are kept in papers and which indicate that experts are sent to the rural areas every year. But if you go to the rural areas, you do not find them there. (Clap)

Today, I was talking with my officers at Sikonge, those whom I brought there last year and the year before last. Some of them are already married. They have already left the place. They usually relocate to towns. I seriously urge the Government to look at the matter more closely. It is possible that we don't know the youths that we are planning to enrol into the colleges. Some just decide to 'pass through' the colleges. You hear them say 'I want to pass through Uyole and, after getting my diploma, I will continue with my other journey'. So, the college of agriculture remains but a mere way to 'pass through'. I would request the Government to be very keen on this matter. I humbly ask the Ministry to make sure that the jobs created are directed towards taking these young men/women back to the villages. (Hansard 25/07/2011).

- (c) Mheshimiwa Mwenyekiti, la mwisho, nimesema nitataja mambo manne yatawatosheni. Napenda kuchambua mchango mkubwa wa mazao ya biashara. Nikisimama hapa nisipotaja mazao ya biashara sitaeleweka sana huko ninakotoka. Kwanza, nawapongeza wakulima wetu wa mazao makuu yakiwemo pamba, korosho, kahawa, chai lakini bila kusahau tumbaku.

Nawapongeza sana kwa kazi nzuri wanayoifanya ya kukuza uchumi na hasa kwa kukusanya kipato kikubwa sana cha fedha za kigeni nchini. Lakini yako matatizo, kwa mfano mwaka huu tunashuhudia matatizo ya kushuka kwa bei kwenye mazao makuu hasa mawili ambayo ni pamba na tumbaku. Bei imeshuka. Lakini mazao haya ukiunganisha na korosho na mazao mengine chai na kadhalika ni mazao ambayo yanasaidia sana kukuza Pato la Taifa mwaka hadi mwaka. Sasa Serikali inasema nini? (*Makofi*)

Mheshimiwa Mwenyekiti, wakati ambapo wakulima hawa wanaendelea kupata fedha zao vizuri katika miaka mingine, mimi sina maneno. Lakini Serikali kwa nini isiandae utaratibu wa kuhakikisha inatoa fidia au inatengeneza utaratibu kama Bima? Sasa tuna Bima za ajali za magari, lakini kwa wakulima wetu hawa tunawaacha tu, wakipata ajali, bei imeanguka, tunakaa na sisi tunaangalia. Hapana, lazima Serikali sasa ithubutu kuhakikisha kwamba inaunda angalau mfuko wa kusaidia mazao haya ya wakulima pale ambapo mazao haya yanapopata muanguko wa bei. Hili ndilo jambo litakalowasaidia wakulima kuiona Serikali hii ya Chama cha Mapinduzi kwamba iko pamoja nao. (*Makofi*) (ACE: Hansard 25/07/2011).

Honourable Chairperson, the last thing is that I said I would make four points which I think will be enough for you. Let me assess the importance of cash crops to the economy. If I stand here and remain silent about cash crops, I won't be understood, especially by the people whom I represent. Let me first of all congratulate all producers of cash crops, including the growers of cotton, cashewnuts, coffee, tea and tobacco.

I congratulate them on the good work that they are doing in growing the economy, especially in helping the nation earn foreign exchange. But there are problems. For example, this year we have witnessed a fall in price in two main cash crops, namely cotton and tobacco. The price has gone down. But these crops, together with cashewnuts and other crops like tea and others, help a great deal in income generation for the nation. What does the Government say on this? (Clap)

Honourable Chairperson, while these farmers enjoy getting their money in other years, I don't have any questions on that. But why does the Government not have in place a policy of compensating like that of the insurance companies? Now, we have insurance for car accidents but we leave our farmers empty-handed. If they get accidents or the price falls, we just look at them. No. The Government should at least put in place a supporting fund for the farmers' crops when there is a fall in price. This is something that will make the farmers see that the Chama cha Mapinduzi Government is with them. (Clap) (ACE: Hansard 25/07/2011).

The MP in Example 21(a) advances a standpoint regarding the ineffectiveness of power tillers. He urges the government to assist farmers to acquire tractors that would do beneficial work for farmers. The MP implicitly suggests that tractors will increase production and productivity more than the power tillers the government provides. The Minister, in his response as he was summing up, agrees with the MP with regard to the government making tractors available to farmers. The Minister does not question whether tractors are the only means to beneficial production. However, it is obvious that tractors alone are not enough to bring about agriculture that is more profitable.

In Example 21(b), the MP talks about how difficult it is to achieve a Green Revolution without having enough extension officers. He indicates that the extension officers that are posted in rural areas do not stay working in those areas as they get transfers to urban areas. This results in the agriculture sector not growing, as there are no experts in the areas where agriculture is practised to advise farmers. The Minister's response is that the government will employ all the graduates from different institutions in the agricultural extension field to increase the Ministry's and government's ability to give advice to farmers. Again, the Minister provides this response without questioning whether the argumentation has been applied correctly. The Minister's response shows that he is convinced by the MP's standpoint and accepts it. As Snoeck Henkemans (1994) argues, argumentation is always aimed to convincing the parties involved of the acceptability of a standpoint. The same view is also held by Perelman and Olbrechts-Syteca (1969), who contend that all arguments aim at achieving certain adherence from the audience. When the party is convinced it accepts the standpoint advanced by the other party. One possible challenge that the Minister could have raised to the MPs' standpoint, is that extension officers are not the only cause of a Green Revolution.

The standpoint the MP puts forward in 21(c) is that the government has to establish a fund for compensating farmers when the prices of crops plummet. He advances this standpoint in relation to the fall of cotton and tobacco prices in the country. One of the premises the MP puts forward to support his standpoint is that cotton and tobacco are cash crops that contribute greatly to the national GDP. If the government does what the MP is suggesting, the farmers would see their government as a caring one. On the contrary, if the government does not do what the MP is proposing, it does not care about farmers. Again, when the Minister responds to this argumentation he does not attack the standpoint but he explains the cause of price fall for the two crops. The Minister indicates that the tobacco price has plummeted because of big supplies from Brazil and Australia and thus there is nothing the government can do. The Minister's response shows that he disagrees with the MP's proposal.

Moving to the case of argumentation from example, four criteria are given in the pragma-dialectical theory for assessing it. The antagonist is expected to make use of them to challenge the argumentation the protagonist puts forward. In other words, the criteria are supposed to act as angles to attack the protagonist's standpoints. The questions that relate to the criteria are: (1) Are the examples typical of the state of affairs? (2) Are the specific cases representative? (3) Are the specific cases sufficient to warrant the generalisation? And, (4) are the specific cases typical of other affairs? (Van Eemeren et al., 2002; Van Eemeren et al., 2007). These questions have to be answered satisfactorily for argument from example to have been applied correctly. Contrary to that, the standpoint is not defended conclusively.

Example 22 provides a set of fragments taken from the response of the Minister to MPs' challenges and criticisms of his various standpoints. In all the instances where the Minister applies the argumentation scheme the antagonists do not question the argumentation based on the four criteria suggested in the pragma-dialectical theory for evaluating this argumentation.

Example 22:

- (a) Mheshimiwa Mwenyekiti, lakini pia, teknolojia hii tunaitumia pia kwa ajili ya kuendeleza kilimo cha umwagiliaji kwa njia ya matone. Umwagiliaji huu unatusaidia kwa sababu katika hali hii, hali ya sasa hivi ambayo tunajua sisi wote, maji yanapungua, lazima tutumie maji kwa umakini wa kutosha. Tunahitaji kutumia maji kila tone liweze kwenda kuzalisha chakula. Kwa maana hiyo basi, tunataka tuweke mkazo kwenye *drip irrigation*. Wale ambao mnatembea hapa Dodoma, njia hii ya Dar es salaam, mkipata nafasi mpite pale Chinangali, Mheshimiwa Lukuvi ametusaidia sana, ame-*mobilize* vijana, wameanzisha shamba kubwa zuri la zabibu na linaendelea vizuri kwa umwagiliaji huu wa njia ya matone. Namshukuru sana Mheshimiwa Lukuvi. (*Makofi*) (AE: Hansard 26/7/2011).
Madam Chairperson, we also use this technology to develop irrigation agriculture using water drops. This irrigation is useful in that in a situation where water levels are falling, a situation we are all aware of, we must use water carefully. We must ensure that each drop is used to produce food. Therefore, we intend to put more emphasis on drip irrigation. Those who come to Dodoma by road from Dar es Salaam should, if possible, visit Chinangali. The Hon. Lukuvi has done a good job; he has mobilized the youth to start a large grape farm, which is going very well, through the drip irrigation technology. I'm very grateful to the Hon. Lukuvi. (clapping) (AE: Hansard 26/7/2011).
- (b) Mheshimiwa Mwenyekiti, aidha, imeelezwa hapa kwamba, kama ukitumia mbolea ya kemikali kila mwaka unaharibu udongo; hii siyo kweli kabisa, kama mnavyoelewa, nchi ambazo zimeleta Mapinduzi ya Kilimo kama za Marekani Kaskazini (USA na Canada), Ulaya Magharibi na Asia ya Mashariki ya Mbali kama China na India, zimetumia mbolea ya kemikali kwa miaka mingi. Holland imetumia mbolea

ya kemikali kwa miaka 500 mfululizo na inaendelea kutumia mpaka leo, lakini inapata mazao mengi sana na inatumia kilo za *nitrogen* 500 kwa hekta ya mbolea na udongo wake kwa miaka 500 haujaharibika. Sisi Watanzania na Nchi za Afrika Kusini mwa Jangwa la Sahara, nchi inayotumia mbolea nyingi ya kemikali ni South Africa na inatumia kilo hamsini kwa hekta. Nchi nyingine inayotumia mbolea nyingi ni Zimbabwe, Malawi inatumia kilo 16 kwa hekta, lakini ukiziangalia nchi zote, Tanzania ndiyo ya mwisho kabisa; inatumia kilo nane kwa hekta. (AE: Hansard 26/7/2011).

Madam Chairperson, it is claimed that, if you use chemical fertilizer every year you destroy the quality of soil. This is not correct. As you're aware, the countries that have brought about Green Revolutions like those in North America (the USA and Canada), Western Europe and Southeast Asia (China) and India have used chemical fertilizer for many years. Holland has used chemical fertilizer for 500 years consecutively and still uses it. It gets good harvests and uses 500 kilogrammes of nitrogen in a single acre but the quality of its soil has not deteriorated. Of all the countries in sub-Saharan Africa, South Africa uses a lot of chemical fertilizer, notably 50 kilogrammes in one acre. South Africa is followed by Zimbabwe, which is, in turn, followed by Malawi, which uses 16 kilogrammes per acre. Tanzania lags behind all the others countries; it uses 4 kilogrammes per acre. (AE: Hansard 26/7/2011).

- (c) Suala muhimu ni kuhakikisha kwamba, tunalinda usalama wa nchi yetu na tunalinda usalama wa chakula. Usalama wa chakula na usalama wa kijeshi ni sawa sawa; ni aibu kubwa sisi kwenda kuomba chakula watu wanakufa kwa njaa. Jamani huku duniani wakati wa njaa siyo Tanzania peke yake imeweza kusema siuzi chakula; hivi sasa India hawauzi chakula, Indonesia hawauzi chakula na Thailand hawauzi chakula. Juzi juzi tu ndiyo Urusi wamefungua mlango wanauza baada ya mwaka mzima kuzuia kuuza chakula kwa sababu ya kuhofia wao wenyewe wasije wakaingia kwenye janga na aibu za njaa. (*Makofi*) (AE: 26/6/2011).

The important thing is for us to sustain the security of our country and to ensure food security. Food security and military security are one and the same. It is shameful for us to go outside the country to ask for food because our people are dying of starvation. Tanzania is not the only country that does not sell food during famine; Indonesia doesn't sell food and Thailand doesn't sell food either. Only a few days ago did Russia started selling food after a year of not doing so for fear that it might face the shameful problem of food. (clapping) (AE: 26/6/2011).

In Example 22(a), the Minister applies argumentation from example to indicate the usefulness of drip irrigation technology. The standpoint the Minister is advancing in this example is the benefit of the drip irrigation method. The Minister supports his standpoint by advancing the argument that this type of irrigation uses water effectively and is useful where there is little water available. The Minister requests the MPs to visit Chinangali in Dodoma, where drip irrigation is applied in one big grape farm and the farm is doing well. The Minister uses the case of Chinangali farm to justify how drip irrigation is suitable, as it saves water. The antagonist does not question the Minister's argumentation to evaluate whether the argumentation scheme is applied properly. One may be tempted to say the standpoint is well defend as there is no criticism directed at it, but, if subjected to the criteria for evaluating this argumentation, it does not meet them as the argumentation uses only one example, which is not representative enough to warrant the conclusion the Minister makes. This observation is contrary to what Plug (2010b) reports in relation to the use of argument from example in the European Parliament where, if a Member of European parliament (MEP) tries to use the scheme without providing sufficient examples, they will encounter criticisms from other MEPs.

For the case of Example 22(b), the Minister applies argument from example to dismiss the standpoint that the use chemical fertiliser every year destroys the soil. In order to defend his standpoint, the Minister provides cases of countries, such as America (USA and Canada), who use chemical fertilizer and have brought about a Green Revolution. Also, he cites examples from Western Europe and the Far

East, where countries like China and India have used this fertilizer for many years. The Minister also indicates that the Netherlands has applied industrial fertiliser for 500 years and is still applying it today, and its soil has not been destroyed. This implies that Tanzania also should make use of chemical fertilizer since the cases mentioned have been applying it without damaging effect until today. Again, the Minister's argumentation is not challenged in the way that is proposed in the pragma-dialectical theory.

The Minister in Example 22(c) emphasises the need for the government to protect food security in the country. The Minister supports his standpoint with some arguments that Tanzania is not the first country in the world to ban selling food outside the country. He further indicates that it is a common practice to stop selling food outside the country, as India, Indonesia and Thailand are also not selling food outside and that, recently, Russia has also banned exporting food for fear of facing hunger. The cases the Minister gives in support of his argumentation allow him to derive the conclusion that what Tanzania is doing is common as other countries in the world do the same in such situations. The Minister's argumentation is an attempt to persuade one MP who strongly opposed the ban, arguing that the government should leave the people to sell their crops wherever they want. The Minister's argumentation in this example goes unchallenged. His argumentation is therefore accepted as no MP questions the cases the Minister uses to defend his standpoint.

When it comes to the debate, MPs make use of argument from example as they challenge the various standpoints in the Minister's speech. The examples MPs employ are drawn from different environments, ranging from MPs' constituents, neighbour countries, other parts of the country and personal experiences. MPs make use of this argumentation as they try to defend their standpoints so that the Minister accepts them and retracts his argument in regard to a particular standpoint that is advanced. They are also aimed at convincing other MPs and the public at large on the standpoint that a particular MP advances. Example 23 provides illustrations taken from the debate of the Minister's speech:

Example 23:

- (a) Mheshimiwa Mwenyekiti, la mwisho naomba kusema kwamba unapobuni miradi naomba tuwe waangalifu kidogo. Hizi *power tillers* aliyebuni simuelewi. *Power tillers* zote zipo vijijini kule, kule vijijini watu hawazitumii kwenye mashamba kwa sababu haiwezekani kuitumia ile *power tiller* shambani. Geita nililima hekari 1000, nilikuwa nina *farm track*, trekta za India tano, nimelima pale miaka mitatu, nikaanguza vidole hekari 1000 nikaacha. Hizi *power tillers* umeleta, *power tillers* unaweza kutumia kwenye mashamba ya Arusha ambayo hayana kisiki, hayana mawe ni *plain land*, unaweza kuyatumia Morogoro na unaweza kutumia kwenye mbuga za Shinyanga. Geita unaweza ukaleta *power tillers* kwenye mashamba na kulazimisha, wamenifuata wengi wenye *SACCOS*, kila wakiangalia wanaonunua wanafunga toroli kule nyuma wanaanza kusombea mawe na tofali. Tunafanyaje hapo? Ndiyo sababu nasema *research* hii sijui inafanyikaje? Wahusika wapo kule, lazima tuifanye ile kazi baada ya kuwauliza wenyewe. Lakini mtu anayebuni miradi hata sisi zile *farm track* zilituunguzia vidole. Mtu analeta *farm track* anazi-dump pale watu wanakuja wanakuzunguka zunguka, mkubali kuyanunua na ndicho tunachofanya hapa. *Power tillers* haziwezi kufaa maeneo ya visiki na mkulima hayupo tayari kuanza kung'oa visiki ni kazi ngumu. Mimi ilinipata nilipoteza dola laki mbili. Kwa hiyo, mimi nafikiri

vitu vingine kwanza tuwaulize wenyewe wale wahusika ambao wanashughulika na hii kazi (AE:Hansard 25/07/2011).

Honourable Chairperson, the last thing I would like to say is that when we are setting up projects, we should be a little careful. I do not know the person who came up with the idea of power tillers. All power tillers are in villages and people are not using them in farming activities because it is impossible for them to use the power tillers on their farms. I cultivated 1000 hectares in Geita, as I had five tractors which I had imported from India and I have spent three years farming there. I burnt my fingers in 1000 hectares and I finally stopped it. You can use these power tillers on farms in Arusha where there are no stumps and stones. You can also use them in Morogoro and you can use them in Shinyanga grassland as well. You may bring power tillers to Geita and try to use them on the farms there. Many people who are SACCOS members wonder when they see the people who have power tillers harnessing them with wheelbarrows or use them to carry stones or bricks. What do we do in that situation? That is why I am wondering how research is done. There are people responsible for all that in this country. We must do the work we do after consulting them. But a person who conceives the idea of setting up a project should be careful unlike what we did about tractors. The projects caused our fingers to get burnt. Someone just comes with tractors and dumps them somewhere. Then other people come over and go around the tractors until you agree to buy them. That is what we are doing here. Power tillers are not suitable for areas with stumps. It is hard work. I experienced that after losing two hundred thousand dollars. Therefore, we should ask the people responsible for this work certain things. (AE: Hansard 25/07/2011).

- (b) Mheshimiwa Mwenyekiti, naomba nizungumzie kidogo kuhusu pembejeo za kilimo, hili ni eneo ambalo limekuwa kama wimbo. Mimi tangu niingie hapa Bungeni tangu waanze kutoa ruzuku na vocha za pembejeo, Wabunge wanalalamika, Kamati asubuhi imelalamika, Kambi ya Upinzani inalalamika, mimi naona kama ni wimbo sasa maana yake sioni kama Serikali inachukua jukumu ama kuweka mkakati mzuri wa namna gani wakulima watapewa utaratibu mzuri wa kutumia pembejeo za kilimo, dawa, mbolea na mbegu. (*Makofi*)

Mheshimiwa Mwenyekiti, kwa mfano, unapoleta mbegu wakati mkulima tayari amekwishapanda, sielewi zile vocha sasa zinakwenda kufanya nini, ama unapoleta mbolea ya kupandia wakati mkulima anakaribia kufanya palizi, inakuwa ni hasara na haeleweki sasa zile vocha zinakwenda kufanya nini. Unapoleta mbolea ya kukuzia (NPK) kwa mfano, mkulima anahitaji *sulphate ammonium* anakuwa hawezi kutumia kwa msimu huo, sasa naona kama hili ni tatizo ambalo linawapata wakulima wengi sana nadhani ni nchi nzima lakini sioni kama linapatiwa ufumbuzi wa kudumu. (AE:Hansard 25/07/2011).

Honourable Chairperson, let me talk a little bit about agricultural inputs. This area has become a song. Since I entered this House, since they started offering these agricultural input subsidy vouchers, Members of Parliament have been complaining; the Committee complained in the morning and the Opposition Camp is complaining, too. I see it as a song and I don't think that the Government is planning any strategies of how farmers will be taught a better way of using the agricultural inputs, pesticides, fertilizer and seeds. (Clap)

Honourable Chairperson, for example, you bring seeds while the farmers have already planted seeds on their farms. I don't know why those vouchers are brought to the farmers. Why should you bring fertilizer which is used as basal dressing while a farmer is about to start weeding? It becomes but a loss and it is not clear of what use those vouchers become. When you decide to bring top dressing such as NPK for example, while a farmer needs ammonium sulphate, he/she cannot use that fertilizer that season. So, I see this as a problem which faces many farmers and I think it is a problem in the entire country. But I don't see any permanent solution being sought. (AE: Hansard 25/07/2011).

- (c) MHE. JITU V. SONI: Mheshimiwa Mwenyekiti, kila mwaka tunakakaa, tunazungumza, Wabunge waliopita tumeona wanazungumzia kwamba matunda yanaoza Tanga, sasa hivi bado nyanaoza, hata viwanda vidogo vya kusindika jamani! Inakuwaje? Halafu tunaambiwa kuna mtaalam, hawa wataalam wamesoma wapi? Mbona hawafanyi vitu vikaonekana? Vinginevyo, watolewe waje wengine. Kuna Watanzania wana hamu ya kufanya kazi. Kwa hiyo, ndugu zangu tusiweke watu ambao wanatufanya tukosane na wananchi kwa kuleta mipango isiyotekelezeka. Haiwezekani! Tuokoe matunda ya wakulima wetu, tuokoe mazao yale yanayoweza kutuletea tija. (AE: Hansard 25/07/2011).

HONOURABLE JITU V. SONI: Honourable Chairperson, every year we sit here and talk. The Members of Parliament who have talked before me have said fruits are rotting in Tanga. They are still rotting. We fail even to have small fruit canning industries. Oh poor us! Why? But we are told that we have experts. Where did these experts go to school? Why don't they make things happen and be seen to be doing so? Otherwise, they should be sacked and new ones be employed in their place. There are Tanzanians who are very eager to work. So, it is high time, dear brothers and sisters, we stopped employing people who make us quarrel with our people by setting plans that are unimplementable. That is impossible! We need

to save our people from losing their fruits and crops that may be profitable to them. (AE: Hansard 25/07/2011).

- (d) .MHE. SULEIMAN NASSIB OMAR: Mheshimiwa Mwenyekiti, nchi kama Italy inayo Benki ya Kilimo, kule inajulikana kama “*Bank Agricole*.” Imesaidia sana kutoa mikopo yenye riba nafuu. Hivyo kilimo kimeweza kusonga mbele na wakulima kushajiika kulima maeneo makubwa. Benki ipewe mtaji mkubwa zaidi ili iweze kutoa mikopo kwa wakulima katika nchi nzima. (AE: Hansard 26/07/2011).
HONOURABLE SULEIMAN NASSIB OMAR: Honourable Chairperson, a country like Italy has an agriculture bank, which is called “Bank Agricole”. It has helped a lot in giving loans with friendly interest rates to farmers. So, agriculture has been enabled to move forward and farmers have been motivated to cultivate large areas. The bank ought to be given a good capital so that it gives loans to the farmers in the entire country. (AE: Hansard 26/07/2011).

The MP in Example 23(a) defends his standpoint about being careful when designing new projects. He advances this standpoint to criticise the Ministry and its experts who designed the project of power tillers. He supports his standpoint by providing an example from his constituency where power tillers are unusable due to the nature of the soil. Because of this, the MP criticises the Ministry for not conducting research before designing the project. Therefore, the Ministry and its experts are not careful in designing projects. The MP’s standpoint is supported by one case drawn from his constituency. The protagonist does not challenge this argumentation on the grounds of whether it is applied correctly. The question that should have been asked to challenge the argumentation: is the example representative and sufficient to warrant the conclusion the MP draws? It is obvious that the case used to support the standpoint is not enough to warrant the conclusion, as the relevant criteria for evaluating this argumentation are not met.

In 23(b), the MP applies the argument from example to raise the standpoint concerning agricultural inputs. The MP provides information on a case where seeds are sent to farmers while the season for sowing has ended. She also indicates that sometimes planting fertilizer is distributed while the farmers are weeding. In this situation, the farmers cannot make use of the fertiliser, as the type sent at that time is inappropriate. The MP also questions where the subsidy vouchers go in such circumstances. Thus, the government has failed to devise effective mechanisms for distributing agricultural inputs, pesticides, fertilizer and seeds. The argument is not questioned, as it is required in the pragma-dialectical theory.

The MP in Example 23(c) presents a standpoint regarding rotting fruits in Tanga Region as indication of experts’ failure. The MP backs up his standpoint by indicating that in Tanga there are no canning facilities and fruits are rotting during the seasons. The MP adds that the experts available should be replaced because they are not doing well their job. The MP’s argumentation is not questioned in terms of the criteria for evaluating this argumentation. The argumentation is not defended correctly, as the four questions cannot be answered satisfactorily. Thus, the conclusion is not warranted since the standpoint is not defended well.

In Example 23(d), the MP applies argumentation from example to challenge the government to establish an agricultural bank. He indicates that a country like Italy has such a bank and it helps to provide low interest loans to farmers. The MP urges the government to establish such a bank and provide it with a

large amount of capital to grant loans to all farmers in the country. Although the MP's argument is not challenged, one question that might have been asked is whether the case of Italy provided is sufficient to draw a conclusion that if such a bank is established in Tanzania it will help farmers to expand their farms and increase production and productivity.

The fragments in Example 23(a), (b), (c), and (d) are typical of the application of argument from example. In all the examples, the MPs challenge the various standpoints the Minister advanced in his speech by advancing their own standpoints and supporting them with cases that warrant the conclusion. However, in all the four fragments, the argumentations are not questioned as to whether they meet the criteria for evaluating this type of augmentation. Although they are not challenged as it is proposed in the pragma-dialectical theory, the criteria pertaining to the evaluation of this argumentation are not met as the relevant questions cannot be answered satisfactorily. In such situations, a fallacy of haste generalisation results since the conclusion the MPs arrive at are not warranted. Plug (2010b) observes the same situation in the European parliament where argument from example is employed and the MEPs do not challenge the argumentation based on the criteria established in pragma-dialectic theory.

Turning to consideration of argument from authority, three criteria are established in the pragma-dialectical theory for evaluating the argumentation. The criteria should be applied by the antagonists of a certain standpoint to challenge the protagonist's standpoint. The questions for the criteria that are put forward for evaluating argument from authority are: (1) Is the source's expertise relevant to the opinion? (2) Is the source trustworthy? (3) Is the expert a genuine expert? (Šorm, 2010; Van Eemeren, Gassern & Meuffels, 2015). For an argument from authority to have been defended conclusively, the three questions have to be answered satisfactorily. According to Van Eemeren and Grootendorst (1992), the protagonist and antagonist have to agree before the discussion whether to allow this type of argumentation in their discussion, on account of the complication this type of argumentation is likely to bring in the discussion if there is no agreement. However, in the debate on the Minister's speech, and in the Tanzanian parliament generally, there is no such agreement in relation to what type of argument scheme to use in the discussion. Thus, the MPs are free to use any argumentation scheme that they think will help them to defend their standpoints.

With regard to the Minister's speech, analysis revealed that he did not make use of argument from authority. However, when he was responding to the challenges different MPs advanced on his various standpoints he did employ this argumentation. The Minister also applied this argumentation during the time the parliament was sitting as an Expenditure Committee when he was responding to one MP's criticism. Fragments in Example 24 show how the minister applies this argumentation:

Example 24:

- (a) Mheshimiwa Mwenyekiti, katika nchi yetu, utafiti umefanywa mkubwa sana katika eneo la Kanda ya Ziwa (*Sukuma Land*), kati ya mwaka 1960 na mwaka 1975, kujua ni kiasi gani cha mbolea ya mboji au samadi

unayoweza kuweka kwenye udongo ukapanda mahindi au pamba na kupata mazao kiasi kile kile kwa maana ya kurejesha rutuba pale ulipoanza na zao lako. Imeonesha kwamba ili uweze kurudisha udongo katika rutuba ile uliyoanza nayo, unahitaji tani 32 za mbolea ya samadi kuweka kwenye hekta moja ya ardhi ili uweze kurudisha kiasi cha chembechembe za kemikali za *Nitrogen* na *Phosphorus* na *Calcium* ambazo zinaweza kukuza Zao la Pamba.

Mheshimiwa Mwenyekiti, kwa sababu hiyo ni vigumu sana kutumia kiasi hicho cha mbolea ya samadi, kwa sababu itahitaji ng'ombe wengi sana kuzalisha tani 32 kwa kila hekari. Ningependa Msemaji wa Upinzani, asome jarida linaloitwa *East African Agriculture and Forestry Journal* kati ya mwaka 1962 na mwaka 1975, atapata ufafanuzi zaidi wa jambo hili. (AA: Hansard 26/7/2011).

6. *Madam Chairperson, in our country a lot of research was done in the Lake Zone between 1960 and 1975 to find out how much compost or manure one could use to grow maize or cotton and harvest the same amount of maize or cotton as when the growing of either crop in the area began. It is shown that, in order to restore nitrogen, phosphorus and calcium to the soil, 32 tons of fertilizer are needed in a single acre, tones which can help improve the growing of cotton.*

Madam Chairperson, thus, it is very difficult for a farmer to use that amount of manure because so many cows are needed to produce 32 tones for each acre. I'd like to ask the opposition's spokesperson to read issues of the journal called East African Agriculture and Forestry Journal, which were published between 1962 and 1975; he will get further clarification on this issue from them. (AA: Hansard 26/7/2011).

- (b) Mheshimiwa Mwenyekiti, wataalamu wameangalia gharama za jumla za uzalishaji za mkulima na wakaona kwamba inaweza kuhatarisha tasnia hii ya pamba kama bei itashuka chini ya shilingi 800/= kwa kilo! Ili sasa wakulima wasije wakapata hasara, Serikali imekubali kulidhamini zao la wakulima la pamba, kama bei itashuka chini ya shilingi 800/= kwa kilo, kama bei ya dunia huko itaendelea kushuka na zao likawa chini ya shilingi 800/= kwa kilo, basi Serikali itadhamini zao la pamba kuhakikisha kwamba mkulima hauzi chini ya bei hiyo. (AA: Hansard 26/7/2011).

21. *MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, the experts have looked into the cost of growing cotton and discovered that, if the price is below Shs 800 per kilogramme, the sector will be in danger. In order that the famers may not make losses, the Government has agreed to issue bonds for the growing of this crop in case the price plummets from Shs 1,100 to below Shs 800 per kilogramme, so that the farmer does not sell his or her cotton at a price lower than that.* (AA: Hansard 26/7/2011).

In Example 24 (a), the Minister employs argument from authority to support his standpoint that humus and compost manure cannot be used to improve soil fertility as many tons will be required for that purpose. The Minister uses research done in 1960 and 1975 to establish the amount of humus and compost manure that would be required to apply to a piece of land to regain its initial fertility. The argument he puts forward to support his standpoint is that 32 tons of manure is required for one hectare in order to make the soil regain the nutrients required for growing cotton. The research was done in Sukuma Land in the above years mentioned. He concludes that it is difficult to use these manures, as it will need many cows to produce 32 tons for one hectare. The Minister advises the MP who advanced this standpoint to read *East African Agriculture and Forestry Journal* between 1962 and 1975. The authority used here is the research published in the journal the Minister mentioned. However, it seems the argumentation was accepted without subjecting it to the questions for evaluating the argumentation, as there were no challenges to it. One of the challenges that could have been raised is whether the scholars who carried out the research are experts and who are those scholars, as it is not clear from the argumentation.

Similarly, in Example 24(b), the Minister employs argument from authority to advance more argumentation on the price of cotton. The Minister indicates that the experts have looked into the matter

related to cotton production and revealed that the production of cotton is likely to be affected if the price falls below Shs 800/= per kilogramme. The government decided, therefore, that if the price drops below Shs 800/= per kilogramme it will issue bonds so that the farmers are not affected. Although the argumentation is challenged, it is not done in the way it is proposed in the pragma-dialectic theory, since the MP's challenge to this argumentation does not ask about the unrevealed experts the minister mentions in his argumentation. Since the authority is not disclosed, it is not easy to evaluate its genuineness.

In the debate, there are also a few instances where argument from authority is employed. The MPs apply it as they challenge and criticise the various standpoints the Minister presented in his speech. The authority used includes influential and credible people in the country, holy books such as the Bible, and reputable organisations. Example 25 presents examples of fragments on this argumentation:

Example 25:

- (a) Mheshimiwa Mwenyekiti, nahakikisha kabisa kwamba chama cha Ilulu kinawanyonya wakulima wa Mkoa wa Lindi. Naamini hivyo na ni kweli kabisa wanawanyonya wakulima wa Mkoa wa Lindi na hii Mwalimu Julius Kambarage Nyerere alisema, nchi yenye utajiri ukiona wananchi wao si matajiri basi kuna mlango umefungwa. Kuna mlango umefungwa, kuna kikundi kidogo cha watu kinawanyonya watu na hiyo inadhihirika katika Mkoa wa Lindi kwamba kuna kikundi cha watu wachache kikiongozwa na Mkuu wa Mkoa kuwanyonya wakulima wa ufuta wa Mkoa wa Lindi. Ni mpango rasmi, haiwezekani Chama cha Msingi kinanunua ufuta shilingi 1,000/= na kuna wafanyabiashara wanunua ufuta shilingi 1,500/= unawazuia. Huu ni mpango rasmi na ukimwambia Waziri Mkuu anamwogopa Mkuu wa Mkoa, ukimwambia Waziri wa Kilimo anamwogopa Mkuu wa Mkoa, twende wapi sisi wakulima wa Mkoa wa Lindi? (AA: Hansard 25/07/2011)
- Honourable Chairperson, I can assure you that the Ilulu Cooperative Society is exploiting the farmers of Lindi region. I believe so and it is true that they are exploiting the people of Lindi region, as Mwalimu Julius Kambarage Nyerere once said, "In a rich country, if you see that the people are poor, know that there is a closed door somewhere and that there is a small group of people that is exploiting others." That is evident in Lindi region. There is a group led by the Lindi Regional Commissioner in exploiting the people who grow simsim in Lindi region. It is something that has been officially planned. It is unbecoming for the Cooperative Society to buy simsim at 1,000/= shillings a kilo when there are business people who buy simsim at 1,500/= shillings a kilo, and you forbid them! This is a planned strategy and if you ask the Prime Minister, he is afraid of the Regional Commissioner. If you tell the Minister for Agriculture about this, he is afraid of the Regional Commissioner. Where should we the farmers of Lindi region go? (AA: Hansard 25/07/2011)*
- (b) MHE. ALI KHAMIS SEIF: Mheshimiwa Mwenyekiti, tokea kutangazwa kauli mbiu ya kilimo kwanza, hivi sasa inakaribia miaka miwili. Je, mpaka sasa tumefikia hatua gani inayoashiria kuwa tutaleta mapinduzi ya kijani kwa kupitia kilimo kwanza. Bajeti ya kilimo haijafikia asilimia kumi ya pato la Taifa kama ambavyo nchi za SADC zilivyokubaliana. Kwa hali hiyo, inaashiria kuwa bado hatujawa makini (*serious*) na kilimo kwanza. Nina hofu kauli mbiu itakuwa sawasawa na kilimo ni uti mgongo wa Taifa letu au siasa ni kilimo(AA: Hansard 26/07/2011).
- HONOURABLE ALI KHAMIS SEIF: Honourable Chairperson, since the announcement of the Kilimo Kwanza programme, almost two years have passed. Can we ask ourselves as to how far we have gone towards achieving the green revolution through Kilimo Kwanza? The agriculture budget has not yet reached ten per cent of the National Gross Product as agreed upon by SADC countries. Therefore, this indicates that we are not yet serious about Kilimo Kwanza. I doubt whether this slogan will not be like past slogans such as agriculture is the backbone of our country or politics is agriculture (AA: Hansard 26/07/2011).*
- (c) Mheshimiwa Mwenyekiti, katika Biblia kulikuwa na Mfalme anaitwa Herode, Kulikuwa na Mamajusi ambao walikosea njia baada ya kuoteshwa kwamba amezaliwa Yesu Kristo, ndiye atakuwa Mfalme wa

Wayahudi, wakakosea, wakamwuliza Herode mwenyewe ambaye ni Mfalme kwamba huyu Yesu yuko katika nyumba gani? Akawaambia, nendeni huko mwulizie ulizie, mkishamwona mumsujudie na mnilitee taarifa. Wale Mamajusi walipokwenda wakampata na kumsujudia. Mungu akawaambia, msirudi tena kwa Herode kwa sababu mwanzoni alijua mmefanya makosa, Yesu atauawa. Lakini kwa makosa haya Mfalme huyu aliamua watoto wote wa miaka miwili na chini ya hapo wote wachinjwe. Kulikuwa na kilio kikubwa sana pamoja na maombolezo.

Mheshimiwa Mwenyekiti, naamini Serikali yetu imekosea njia, tunaishauri irudi upya, ijipange juu ya kunusuru matatizo ya wakulima katika nchi hii. Sio kwenye zao la pamba tu, wako Wabunge wengi hapa wamezungumzia mahindi, lakini kwa Mkoa wa Mara tumeathirika kwa kiasi kikubwa, imechukuliwa Mkoa wa Mara kama na yenyewe ni nje ya nchi. Waliweka *barrier* kwenye mpaka wa Mwanza na Mkoa wa Mara, chakula hakiruhusiwi kuingia Mkoa wa Mara. Mkoa wa Mara uko katika nchi gani? Naiomba Wizara ijipange vizuri ili iwatendee haki Watanzania wote. Haiwezekana masuala haya ya vizuizi ndani ya Tanzania badala ya kuwekwa kwenye mpaka wa Kenya na Tanzania, tunawekewa ndani ya Tanzania na kuzuia chakula kisiingie Mkoa wa Mara. (*Makofi*) (AA: Hansard 26/07/2011).

Honourable Chairperson, in the Holy Bible, there was a king by the name of Herode and then there were astromers who lost their way. After being told in a dream that Jesus Christ would be the King of the Jews, they made a mistake by asking Herode, who was a king, as to the house in which Jesus was. He told them to go around and ask about that and then after seeing him, they should come back and tell him about the whereabouts of Jesus. Those astromers went and worshipped him. God told them not to go back to Herode because he knew that they had made a mistake at the beginning, as Jesus would be killed. Because of that mistake, the King ordered that all the children who were two years old or younger be killed. There was a lot of cry and lamentation.

Honourable Chairperson, I believe our Government has lost its way and we advise it to start afresh and it should devise the way of dealing with the farmers' problems in this country. It should not be only about cotton. There are several Members of Parliament who have talked about maize. But in Mara Region we have been adversely affected as Mara Region is taken to be another country. There was a barrier at the border between Mwanza and Mara. Food is not allowed to enter Mara Region. I ask: In what country is Mara Region? I would like to ask the Ministry to have good plans so that it can do justice to all Tanzanians. We cannot tolerate having barriers within Tanzania. Instead of putting barriers between Kenya and Tanzania, we have barriers inside Tanzania by preventing food from entering Mara Region. (Applause) (AA: Hansard 26/07/2011).

In Example 25(a), the MP advances the standpoint that Ilulu Society exploits the farmers in Lindi. He supports his standpoint by quoting Mwalimu Nyerere (the first president of Tanzania). The MP indicates that in Lindi Region there is a small group of people, led by the Regional Commissioner, exploiting simsim farmers. To justify more, the MP indicates that there are cooperative societies buying simsim at the price of Shs 1000 and other buyers at the price of Shs 1500, but farmers are forced to sell only to the Ilulu Society. The MP concludes that this is a planned thing, as the relevant authority seems not to see what is happening in Lindi Region concerning the simsim crop. The argumentation is not challenged as to whether it is applied correctly to warrant the conclusion the MP makes. Although the pragmatic-dialectic theory does not provide a question that can be asked to evaluate argument from authority based on influential persons one possible question that would have been relevant is whether Mwalimu Nyerere's opinion is relevant to the standpoint the MP is advancing.

In Example 25(b) the MP doubts whether the slogan 'Agriculture first' is leading the country towards a Green Revolution. The MP indicates that the budget of the MoAFSC does not meet the requirement that SADC countries agreed, which was that the budget for the ministries of agriculture have to be 10 percent of the national gross domestic product (GDP) for each member country. The MP concludes that since the budget for the MAoFSC is less than the percent agreed by SADC countries, the government

is not dedicated to the slogan ‘Agriculture first’. Again, this argumentation is not challenged. This kind of authority is not mentioned in the pragma-dialectical theory.

In Example 25(c), the MP employs argument from authority to defend his standpoint that the government is heading in the wrong direction and it needs to rethink its strategies to solve farmers’ problems in the country. The MP makes use of the story of the wise men and Herod at the time of the birth of Jesus Christ, written in the Bible (Mathew 2:1-20), as an authority to show how the Tanzanian government has lost its direction like the wise men who ended up enquiring from Herod. He further supports his standpoints by indicating that many MPs who had the opportunity to contribute comments on the speech have indicated problems for different crops, such as cotton and maize. The MP focuses more on the barrier to transport cereal crops that the government has put on the border between Mwanza Region and Mara Region. The barrier that prevents transporting cereal crops from other parts of Tanzania to Mara Region is wrongly placed on the borders between regions instead of being put on the border between Tanzania and Kenya. This has caused problems to Tanzanians. Although he does not narrate clearly the story from the Bible, he uses it as an authority and the argumentation is not questioned. One thing to point out here is that the use of holy books, such as Bible, as authority is elaborated in the pragma-dialectical theory but it is not indicated how to evaluate such an appeal to authority.

The examples above indicate the use of argument from authority in this speech and the debate. One common aspect of all the examples is that the antagonists of the standpoints in these argumentations do not question whether the argumentation is applied correctly or not. Even when they do not accept the argumentations, it is not on the grounds that the argumentations do not meet the criteria for evaluation but rather that there are certain issues to refute such argumentation. This is evident from the examples as they all fall short of the criteria stipulated in the pragma-dialectical theory for evaluating argument from authority. Another feature of note here is that apart from “someone’s expertise or special position and holy books” (Van Eemeren & Grootendorst, 1992:161) that may be used as authority the Minister and the MPs in this debate make use of other authorities, such as an institution like SADC (in 25(b)) and research (in 25(a)). The criteria for evaluating argument from example in the pragma-dialectical theory focus more on expertise and do not include other authorities, such as institutions, as applied in this debate.

4.5 Strategic manoeuvring in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

The discussants who take part in a discussion in argumentative discourse present their arguments in such a way that they are acceptable to the audience. In order for the audience to accept the arguments one party advances in the discussion, the audience has to be convinced by the argument put forward by such a party. Convincing, according to Van Eemeren (2010:37), “is using argumentation to induce the

addressee to accept a certain (positive or negative) standpoint on the basis of the argumentation advanced.” This may be achieved by not only advancing arguments that are reasonable but also that are effective (Van Eemeren & Houtlosser, 2002a; Van Eemeren, 2010). The strategic manoeuvring that takes place in argumentative discourse, as means for discussants to realise their rhetorical purpose, aims at effectiveness while complying at the same time with the requirement of resolving differences of opinion in a reasonable way (Van Eemeren & Houtlosser, 2002a).

Strategic manoeuvring in argumentative discourse may manifest in three inseparable ways—namely, topical potential, adaptation to audience demand, and presentational devices. Each of these aspects requires the discussants, at different stages of a critical discussion, to make moves in such a manner that optimises the effectiveness of those moves. The aspect of topical potential focuses on making a choice from the alternative available viewpoints, angles and perspectives. In the case of adaptation to audience demand, the concern is with tuning the moves to audience demand—the listeners’ or readerships’ expectations and preferences. The third aspect, presentational device, has to do with the phrasing of moves in the light of their discursive and stylistic effectiveness (Van Eemeren & Houtlosser, 1999 & 2001; Van Eemeren & Houtlosser, 2002a; Van Eemeren, 2010). The three aspects manifest in all the four stages of critical discussion in argumentative discourse. In the MoAFSC speech and debate, the Minister and MPs apply strategic manoeuvring as they advance their various standpoints in the four stages in the speech and debate.

In the confrontation stage, the difference of opinion is defined. It is at this stage that the discussants realise that they hold different views on a certain topic and that difference may be resolved through a discussion. The discussants at this stage manoeuvre strategically at the level of topical potential, adaptation to the audience demand and presentational devices. Below are examples of how the three aspects are manifested.

With respect to the topical potential at the confrontation stage, strategic manoeuvring is aimed at making the most effective choice from the alternative issues for discussion. The discussants utilise the ‘disagreement space’ available in the dialectical process in such a way that the confrontation is defined in accordance with the party’s performance. In this speech and in Tanzanian debate generally, the Minister does not have choices on the topics since he/she is required to cover what the Ministry did in the previous year and what the Ministry intends to do in the following year. So, in terms of topical selection, he is constrained to the plans, policies, strategies and proposal the Ministry is set to implement in the year 2010/2011. As such, the Minister’s strategic manoeuvring at the level of topical potential revolves around the Ministry’s priority issues. However, he still has to present those issues in the most effective way so that his budget may be approved by the parliamentarians. Example 26 provides some topics the Minister discusses in his speech:

Example 26:

- (a) Mheshimiwa Mwenyekiti, Mchango na Ukuaji wa Sekta ya Kilimo. Sekta ya Kilimo inatoa mchango mkubwa katika ukuaji wa uchumi mpana (*Broad Based Growth*) kwa kutoa ajira kwa asilimia 77.5 ya Watanzania wote na kuchangia wastani wa asilimia 95 ya chakula tunachokula nchini. Katika mwaka 2010, Sekta ya Kilimo ilikua kwa asilimia 4.2 ikilinganishwa na asilimia 3.2 ya mwaka 2009. Ukuaji huo ulitokana na kuongezeka kwa uzalishaji katika sekta ndogo ya mazao ambayo ilikua kwa asilimia 4.4 mwaka 2010 ikilinganishwa na asilimia 3.4 mwaka 2009. Ukuaji huo ulitokana na kuwepo kwa hali nzuri ya hewa katika msimu wa kilimo wa mwaka 2009/2010; kuimarika kwa miundombinu ya umwagiliaji; jitahada za Serikali za kuongeza ruzuku ya pembejeo za kilimo; na utekelezaji wa Programu ya Kuendeleza Sekta ya Kilimo (*Agricultural Sector Development Programme-ASDP*). Ukuaji wa Sekta ya Kilimo kwa kiasi kikubwa ulichangia katika ukuaji wa Pato Halisi la Taifa ambalo lilikua kwa asilimia 7.0 ikilinganishwa na ukuaji wa asilimia 6.0 mwaka 2009. Aidha, kilimo kilichangia asilimia 24.1 ya Pato la Taifa ikilinganishwa na asilimia 24.6 ya mwaka 2009 ikiashiria kuongezeka kwa shughuli za kilimo zinazolenga biashara zaidi kinyume na kilimo cha kujikimu. (ACE: Hansard 25/7/2011).
Honourable Chairperson, regarding the contribution and development of the agricultural sector, the sector has a substantial contribution to the Broad-Based Growth as it provides employment to 77.5 % of Tanzanians and contributes about 95 per cent of the food we consume in this country. In 2010, the agricultural sector grew by 4.2%, compared to 3.4% in 2009. The growth was due to the good climatic condition in 2009/2010, the improvement of the irrigation infrastructure, the Government's efforts to increase government subsidies in agricultural equipment and the implementation of the Agricultural Sector Development Programme (ASDP). The growth of the sector, to a large extent, contributed to the growth of the Gross National Product (GNP) that grew by 7.0% in 2008, compared to the 6.0% growth in 2009. The sector also contributed about 24.1% to the Gross Domestic Product (GDP). This growth indicated that more emphasis was put on commercial agriculture than on subsistence agriculture.
- (b) Mheshimiwa Mwenyekiti, matumizi ya zana bora za kilimo yameanza kuongezeka kutokana na jitahada za Serikali za kuhamasisha matumizi ya zana hizo. Takwimu zinaonyesha kuwa matumizi ya trekta yameongezeka kutoka asilimia 10 mwaka 2005 hadi asilimia 12 mwaka 2010. Aidha, matumizi ya jembe la kukokotwa na wanyamakazi yameongezeka kutoka asilimia 20 mwaka 2005 hadi asilimia 24 mwaka 2010. Kutokana na ongezeko la matumizi ya zana hizo, matumizi ya jembe la mkono yamepungua kutoka asilimia 70 mwaka 2005 hadi asilimia 64 mwaka 2010. (ACE: Hansard 25/7/2011).
Honourable Chairperson, the use of quality agricultural inputs has increased due to the Government's efforts to encourage the use of those inputs. Statistics show that the use of tractors has grown from 10 per cent in 2005 to 12 per cent in 2012. Also, the use of ploughs grew from 20 per cent in 2005 to 24 per cent in 2010. Consequently, the use of the hand hoe fell from 70 per cent in 2005 up to 64 per cent in 2010.

Example 26(a) is one of the topics the Minister addresses in his speech. The economic contribution and the growth of the agricultural sector is important to be highlighted in the Minister's speech to underline the growth of the sector and its contribution to the growth of the national economy. In this example, the Minister indicates that the sector provides employment to 77.5 % of Tanzanians and it contributes 95 % of the food consumed in the country. The Minister further indicates that the sector has grown by 42 %, compared to the previous year. The growth was due to the increase in production in various sectors, which was facilitated by favourable climate conditions in the year 2009/2010. The Minister also mentions improved infrastructure as one of the factors that contributed to the growth, but adds that it was also due to the government's efforts to increase agricultural inputs and the implementation of the Agricultural Sector Development Programme. The growth of the agriculture sector in turn contributed to the growth of the national domestic product (GDP) by 7.0 %, compared to 6.0 % in 2009. The agriculture sector alone contributed 24.1 % of the national GDP compared to growth of 24.6 in 2009. The Minister concludes that the contribution to the national GDP is an indicator that commercial agriculture activities have increased, as opposed to those of subsistence agriculture. The Minister talks about this topic to show MPs and the public that the Ministry is making progress, based on the figures

included in the argumentation. Thus, the parliament should approve the estimated budget of the Ministry so that the Ministry continues to do its good work.

Regarding Example 26(b), the Minister talks about the increased use of agriculture inputs. He indicates that this is the case because of the government's efforts to emphasize the use of those inputs. The Minister indicates the increase in the use of tractors and ploughs, which has led to the decrease in the use of hand hoes. The Minister talks about the increase in the use of better agricultural inputs to show that the Ministry and the government at large give the agriculture sector greater priority in budget allocation as the use of better inputs will increase production and productivity. This is something that all Tanzanians would like to hear as, for a very long time, there have been public concerns (reported in the media) about making use of better inputs in the agriculture sector in the country.

In the case of MPs in relation to topical potential at this stage in the argumentation, they have several alternatives to choose from as the Minister presented numerous issues in his speech. However, they choose topics that will help them to show their disagreement with what the Minister presented. They also choose topics/perspectives that they think they can defend well and, perhaps, end the discussion in their favour. Example 27 gives some instances of these choices:

Example 27:

- (a) Mheshimiwa Mwenyekiti, jambo lingine ambalo naomba nizungumze kidogo, ni suala la Benki ya Wakulima. Nashukuru sana Serikali ya Chama cha Mapinduzi katika kuhakikisha kwamba chombo hiki kinaendelea hatua kwa hatua kupata fedha kwa ajili ya dirisha ambalo linaanzishwa ili ya kuwasaidia wakulima kupata mikopo.

Mheshimiwa Mwenyekiti, nilikuwa na maombi yafuatayo, kwamba wakati Benki hii ya wakulima haijaanza rasmi, basi uwepo mfumo kupitia TIB utakaounganisha TIB na Benki zilizopo vijijini ambazo zipo karibu zaidi na wananchi ili madirisha haya yaweze kuwasaidia wananchi/wakulima walioko katika maeneo ya vijijini. Nani anayetoka Mole, Tututua Usoke, Isongea atakwenda TIB Dar es Salaam? Tunataka mambo haya yaende kwa wakulima huko. Naendelea kusisitiza kwamba Benki ya Wakulima iwanufaishe wakulima wadogo wadogo walioko vijijini. Hapa watazuka watu hawalimi, lakini wanalima kwa kutumia karatasi, anakwenda kukopa fedha nyingi, anakwenda anafanyia shughuli zake nyingine, anarejesha. Tunahitaji Benki hii ya wakulima itakapokuwa inaanza hata kuanzia sasa iwanufaishe wakulima waliopo katika maeneo ya vijijini. (AE: Hansard 25/07/2011).

Honourable Chairperson, another issue that I would like to talk about a little bit has to do with Farmers' Bank. I thank the Chama cha Mapinduzi Government for making sure that this organ develops stage by stage by raising money for the window that was specifically opened to assist farmers in securing loans. Honourable Chairperson, I had the following requests: Before the Farmers' Bank officially starts operating there should be a mechanism via the TIB which will link the TIB with the banks found in the rural areas which are, of course, closer to the people so that these windows may be of use in the rural areas. Who will travel from Mole, Tututua Usoke and Isongea to Dar es Salaam where the TIB is? We want these things to be where farmers are. I continue to emphasize that the Farmers' Bank should benefit the small-holder farmers in the rural areas. There will emerge people who do not take part in farming activities but who cultivate through paper, who will borrow a huge amount of money and then go and use the money for other purposes. But the farmers will have to repay the money. We need this Farmers' Bank from its very start to benefit the farmers found in the rural areas. (AE: Hansard 25/07/2011).

- (b) MHE. ANNA M. ABDALLAH Mheshimiwa Mwenyekiti, hivi ninavyosema, hakuna pembejeo za zao la korosho, katika mikoa yote imeadimika. Tangu kulikuwa na zile kidogo ambazo sisi wenyewe wakulima tulichangia fedha tukapewa kidogo, dukani hakuna sulfur. Leo Masasi mfuko wa sulfur ni shilingi 50,000/= kwa mfuko mmoja wa kilo 25. Kwa shamba langu mimi nahitaji angalau kwa mpulizo mmoja mifuko 25. Nikinunua kwa shilingi 50,000/=, hiyo korosho itauzwa kwa shilingi ngapi kwa kilo

mpaka mimi nipate break even? Vema mimi na hao wakulima wengine je, na hiyo sulfur inayopatikana ni kwa magendo, hakuna sulfur madukani? Sijui mikoa ya watu wengine, lakini kwa Mtwara ninao uhakika huo, hakuna sulfur. (AE: Hansard: 25/07/2011).

HONOURABLE ANNA M. ABDALLAH: Honourable Chairperson, as I speak now, there are no cashew agricultural inputs. They have scarce in all the regions in the country. Since the time when we had a few inputs, for which we farmers also contributed some money and got a small amount of inputs, there has not been sulphur in the shops. Today, one bag (25kg) of sulphur sells at 50,000/= shillings in Masasi. For my farm, I need 25 bags at one spray. If I buy a bag at 50,000/= shillings, then how much will I have to sell one kilo of cashewnuts to reach a breakeven point? I am better off, but what about other farmers? And I hear sulphur itself is sold on a black market. It is not available in the shops. I do not know about other regions, but as far as Mtwara region is concerned I am sure there is no sulphur there. (AE: Hansard: 25/07/2011).

The MP in Example 27(a) chooses to talk about the establishment of an agricultural bank/farmers' bank. Although he commends the government for such imitative, he disagrees with the Ministry about opening a facility at the Tanzania Investment Bank (TIB), on the grounds that it is not possible for farmers from different region to travel to Dar es Salaam to process a loan. He suggests a different approach, in which TIB should create a link with banks that are available in rural areas so that farmers can access loans through such banks. The MP is worried that the loans may end up in the hands of people who are not farmers but who are able to access the TIB easily. The MP uses examples of villages from his constituency to add force to his argumentation that what the Ministry is trying to do will not benefit the farmers in rural areas, since it is not easy for them to access the TIB while the government prepares the establishment of a fully-fledged bank of agriculture. The use of examples from the MP's constituents is common among MPs. This also has been reported by Plug (2010b) in the European parliamentary debates.

In the case of Example 27(b), the MP chooses to talk about the shortage of agriculture inputs, particularly pesticides for cashew nut production. The MP indicates that there is no sulphur in Mtwara Region and that the only place where it is available, illegally, is Masasi District but even there the price is very high and the farmers cannot afford to buy it. The MP questions how the farmers are going to achieve profit under such situations. She contradicts the Minister's argumentation about an increased supply of agricultural inputs.

In the case of adaptation to audience demand at this stage in the argumentation, the discussants are supposed to avoid articulation of unsolvable contradictions between the positions of the party whose manoeuvring is the focus of attention and positions of the other party. This is to make sure that the disagreement between the two parties is limited to a non-mixed difference of opinion instead of a mixed difference of opinion. 'Non-mixed' refers to the difference of opinion where only one standpoint (positive or negative) is adopted and then called into doubt by the other party, whereas 'mixed difference' refers to the difference of opinion where opposing standpoints are adopted with respect to the same proposition (Van Eemeren et al., 2002:9). In the MoAFSC speech and the related debate, the Minister and MPs adjust their moves to the preferences of the target audience for a particular move. This is the case since the Minister and MPs address what Ilie (2010a) calls 'multiple audience'. The

Minister and MPs make their moves in such a way that they meet the audience demand for that particular issue they are speaking. The fragments in Example 28 and Example 29 illustrate how the Minister and the MPs adjust their moves to suit the audience:

Example 28:

- (a) Mheshimiwa Mwenyekiti, Fungu 43, Kilimo cha Umwagiliaji, maji ndiyo pembejeo ya umuhimu wa kwanza katika kilimo. Kulingana na Mpango wa Maendeleo wa Miaka Mitano na Ilani ya Uchaguzi ya CCM kwa ajili ya Uchaguzi Mkuu wa mwaka 2010, lengo ni kuongeza eneo la umwagiliaji kufikia hekta 1,000,000 ili kujitosheleza kwa chakula na kuuza ziada ifikapo mwaka 2015. Eneo la umwagiliaji lililoendelezwa hadi sasa ni hekta 345,690. Kutokana na ufinyu wa rasilimali tulizonazo itachukua muda mrefu kufikia lengo la hekta 1,000,000 kwa utaratibu ambao umekuwa ukitumika wa kutegemea miundombinu mikubwa peke yake ambayo ina gharama kubwa. Hivyo, msukumo mkubwa utawekwa katika kutumia teknolojia mbalimbali zikiwemo zenye ufanisi, gharama nafuu na kuhusisha sekta binafsi. (ACE: Hansard 25/7/2011).

Honourable Chairperson, as far as irrigation is concerned, water is very important. According to the Five-Year-Development Plan and CCM's 2010 Election Manifesto, the goal is to increase the area used for irrigation to 1,000,000 hectares in order to achieve self-sufficiency in food and sell surplus food by 2015. The area that has been developed for irrigation so far is 345,690 hectares. Due to limited resources, it will take a long time to reach the goal of 1,000,000 hectares by relying on large infrastructure alone, which is costly. Thus, we will use various technologies, including effective, affordable technologies and will involve the private sector.

- (b) Mheshimiwa Mwenyekiti, pembejeo na zana za kilimo, katika kuharakisha mapinduzi ya kijani, matumizi ya pembejeo na zana bora za kilimo ni muhimu katika kuongeza uzalishaji na tija. Hata hivyo, matumizi ya pembejeo na zana za kilimo ni madogo hapa nchini kutokana na sababu mbalimbali hususan gharama kubwa ya pembejeo na zana na hivyo kufanya mkulima mdogo kushindwa kumudu gharama hizo. Kutokana na hali hiyo Serikali ilianzisha utaratibu wa kutoa ruzuku mwaka 2003/2004 ili kumwezesha mkulima kupata pembejeo na zana kwa bei nafuu. (ACE: Hansard 25/7/2011).

Honourable Chairperson, with respect to agricultural implements and inputs, in order to accelerate the green revolution, it is important to use of inputs and improved farming tools. However, the use of agricultural inputs and tools is little in the country due to various reasons, particularly the high cost of inputs and tools that makes small farmers unable to buy them. Given this situation, the Government introduced a system of subsidizing these in 2003/2004 to enable the farmers to buy them.

The fragments in 28(a) show the Minister talking about irrigation agriculture and the way water is vital to this type of agriculture. The Minister indicates that the government intends to expand areas under irrigation to 1,000,000 hectares so as to have sufficient food and a surplus for sale by the year 2015. The Minister further indicates that it is not easy to reach that goal in the current approach which is limited to big infrastructure projects as they are expensive. He emphasises that the plan now is to use different technology that is less expensive but efficient. This argumentative move is devised to suit the audience, which is the public in general. The move is presented in a causal relationship to indicate the results that the plans will have, if accomplished. This is to show that although the Minister wants to be effective in his argumentation, he still wants to show that he is a reasonable discussant.

In similar ways, the Minister, in Example 28(b), makes a move on the importance of agriculture inputs and agricultural tools in speeding up the plans for agriculture revolution. He also points out that this is important to increase production and beneficial farming. However, he indicates that the use of agriculture inputs and agricultural tools is limited in the country because of the expenses involved and hence small farmers cannot afford the necessary changes. This may sound self-contradictory but it is

not, as the Minister is trying to pre-empt possible counter arguments that are likely to be raised against his argument. In concluding his move, he talks about the government's decision to provide subsidies in 2003/2004 to enable farmers to get the inputs and agricultural tools at a reduced price. This move is attuned to the audience demand, as agriculture inputs and tools are instrumental in bring about agricultural transformation. Hence, the move is good news to farmers as it gives them hope to increase production and hence be able to benefit more from agricultural practices. In addition, in his move the Minister talks about speeding up bringing about a Green Revolution in agriculture, which is desirable as it is likely to change the sector into a more commercial agricultural enterprise and hence improve people's lives and contribute more to the national GDP. The move is advanced in a causal relationship to stress the results that are possible from the Ministry's plan. The move is intended for all farmers in the country, as well as the opposition MPs, who usually challenge the government for not developing the agricultural sector despite it being central to the country's success.

When it comes to adaptation to audience demand on the side of MPs, they make moves that are in consonance with the views of the target audience of their moves. Their moves are mainly challenge, doubt and criticism of the Minister's arguments. In their moves, MPs aim to convince not only the Minister but also the public, and sometime their voters in their constituencies. As they direct their moves to the Minister, MPs also address their electorate through the minister. As Van Eemeren (2010) remarks, as politicians debate with a fellow politician they also intend to reach a certain audience they consider important in that particular debate. Example 29 provides instances of how MPs adapt to the audience demand in their moves during the debate:

Example 29:

- (a) Mheshimiwa Mwenyekiti, tufike mahali mtusaidie, tukishiba, watu watawaza namna ya kufanya. Hata hao vijana ambao tunasema, ooh, vijana warudi nyumbani wakalime. Hebu tuanzishe shamba la Bunge twende tukalime kwa mikono kama tutaweza! Maana tusiwe tunasemea watu tu wakati sisi wenyewe hatufanyi. Kama tunataka kujua uchungu na ugumu wa kilimo tuanzishe shamba la Bunge. Halafu sisi Wabunge twende tulime, mwone shughuli yake kama hatujaghairi na kuliacha hilo shamba. Shughuli ya kilimo siyo mchezo! Hakuna kijana anayeweza kwenda kulima kilimo kisichokuwa na tija na halafu asomeshe ndugu zake, asomeshe watoto, auze mazao hayo hayo, halafu anunue nguo. Hawezi kufanya biashara hiyo. (Makofi) (AE: Hansard 25/07/2011).

Honourable Chairperson, it is high time you helped us after we have eaten enough become full. People, including the youths that we encourage to go back the village and take part in farming, may wonder what to do. I propose that we set up a Parliament farm where all of us should go and cultivate using hand hoes to see if we can produce anything! We should not be telling others to do what we ourselves don't do. If we really want to experience the "bitterness" of farming, let us start such a farm. Then we Members of Parliament should go and cultivate it. You will see how hard it is and I am sure we will abandon that farm. Farming is not a light task! No youth can go and take part in the kind of farming that does not enable him/her to take his/her relatives and children to school and buy clothes for them after selling the crops. He/she cannot do such as business. (Clapping) (AE: Hansard 25/07/2011).

- (b) Mheshimiwa Mwenyekiti, lingine ni suala la bei ya mazao. Mimi ninaomba Serikali iangalie sana, kwa sababu mwaka ambao ni wa njaa ndiyo Mkulima anaona kidogo afadhali mazao yake yanapata bei; lakini hapo hapo Serikali inatoa mahindi ya msaada, mkulima anakandamizwa. Wafanyakazi wakihitaji mshahara wakigoma wanapandishiwa. Hivi Mkulima anaweza kugoma? Hivi wakijifunza na wakiweza kugoma; siku mbili tu wasipopeleka mazao sokoni; nchi hii kweli itaendesheka? Mimi ninaomba wao pia waangaliwe. Wao pia zile siku ambazo wanafanya kazi, waangaliwe kama Wafanyakazi wengine ili

bei ya mazao na kitu wanacholima pia wapate tija. Siyo mtu anafanya kazi kwa kusaidia hii Middle Class na Upper Class; wao pia wanahitaji kuwa na maisha bora. (AE: Hansard 25/07/2011).

Honourable Chairperson, another thing I would like to talk about concerns the price of crops. I ask the Government to be very keen because in a year when there is famine people see it as a good time for their crops to enjoy good prices. But at the same time, the Government provides maize for free. The farmer is then adversely affected. When workers boycott, their salaries are increased. Can a farmer boycott? Suppose these farmers learn something from the workers and boycott for two days by not taking their crops to the market for two days. Will this country be manageable? I ask that these people be considered too. They should be treated like the workers when it comes to working days so that the price for their crops may be reasonable. It should not be the case that a person works just to help the Middle Class and the Upper Class. Farmers also need a better life. (AE: Hansard 25/07/2011).

The MP in Example 29(a) challenges the Minister as he makes a move about agriculture in the country not being beneficial to the farmers. The move is a criticism, directed to the Minister, on the price of crops in the country being low and therefore not beneficial to farmers. The MP complains that, as agriculture is difficult work, the farmers should be treated with respect. The move is directed to the Minister but the MP is also speaking for the youth in the country as he points out that the government keeps on encouraging youths to participate in agriculture but the youth will not do that because agriculture is not paying. The move is presented in such a way as to defend the youth since, many times, they are accused of leaving rural areas, where agriculture is practised, and going to urban areas. The MP emphasises that the youth will not involve in agriculture that will not help them meet their personal needs.

In Example 29(b), the MP makes a move regarding the price of crops. The MP challenges the government's habit to provide food in the form of aid when there is hunger in some parts of the country. According to the MP, this is a good reason for farmers' crops to get good prices but, when the government provides food aid, the price of crops goes down. The argument of the MP sounds problematic in relation to his comments on aid because, when there is famine, some families cannot afford to buy food and hence the government is obliged to offer aid. However, the point the MP is making is that the price of crops in the country is not encouraging. Thus, the government needs to do something in order to change the situation as currently agriculture does not help the people who practise it to have an acceptable standard life. The MP's move meets the audience demand, as the farmers in the country have been complaining about low price for their crops. So, the MP addresses all farmers in the country indirectly, through the Minister, as the MP's argumentation challenges the Minister's standpoint about the improvement of the agriculture sector. The MP applies argumentation from example to show that the prices farmers get for their crops are not good enough to enable them improve their standard of living. In addition, the MP questions why it is that the workers, when they want a pay increase, go on strike and they will get their increase, but because of the nature of the farmers' activities it is not easy for them to do the same, and that, maybe, that is why the government does not take their grievances seriously.

The strategic manoeuvring at the confrontation stage also occurs in the form of the presentational devices. This pertains to the communication means that are employed in presenting the argumentative

moves that the discussants make. The discussants choose linguistic alternatives available to present their specific moves in order to make them effective. This entails phrasing their moves as a way of trying to win the discussion (Van Eemeren, 2001). The phrasings of the argumentative moves in an effective way make them more acceptable to the audience they are designed for and have the communication and interactional effects intended. A choice of presentational devices is made in combination with topical potential and adjustment to the audience views to enhance effectiveness of the argumentative moves that are made in argumentative discourse (Van Eemeren, 2010). At this stage, the manoeuvring involves the discussants not making explicit their position with regards to the standpoint that has been advanced so that the difference of opinion does not become premature. In the speech and related debate analysed here the Minister and the MPs manoeuvre strategically in efforts to make their moves more effective. The fragments in Example 30 and Example 31 show the presentational devices in the moves of the Minister and the MPs:

Example 30:

- (a) Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa pamba mbegu ulipungua kutoka tani 267,004 mwaka 2009/2010 hadi tani 163,644, ikiwa ni chini ya lengo la kuzalisha tani 260,000. Sababu kuu iliyochangia kushuka kwa uzalishaji wa pamba ni bei ndogo iliyotolewa katika msimu uliotangulia ambayo ilisababisha wakulima kulima mazao mengine. Sababu nyingine ni ukame ulioyakumba maeneo yanayolimwa pamba hususan katika Kanda ya Magharibi kati ya mwezi Desemba 2009 na Machi 2010; mvua kubwa kupita kiasi iliyonyesha katika baadhi ya maeneo ya Kanda ya Magharibi kati ya mwezi Aprili na Juni 2010; na kutoeleweka vyema kwa utaratibu wa ruzuku ya pembejeo ambako kulisababisha watoa huduma wa pembejeo hususan madawa kutoratibiwa ipasavyo na hivyo kutoa madawa yasiyokidhi viwango. Suala hilo sasa limepatiwa ufumbuzi ambapo ruzuku ya pembejeo kwa zao la pamba kuanzia msimu ujao itatolewa kupitia Mfuko wa Maendeleo wa Zao la Pamba ambapo uratibu wa watoa huduma utaboreshwa. (ACE: Hansard 25/7/2011).
- Honourable Chairperson, in 2010/2011 the production of cotton seeds fell from 267,004 tonnes in 2009/2010 to 163,644 tonnes, which is below the objective of producing 260,000 tonnes. The main reason for the fall of cotton production was the low price offered in the previous season that made farmers shift to the production of other crops. Other factors were drought in the production areas, especially in the western zone between December 2009 and March 2010, heavy rains in some parts of the western zone between April and June 2010 and poor understanding of the system of cost sharing for agricultural inputs that led to mismanagement of the distribution of pesticides by supervisors. This resulted in the distribution of low quality pesticides. This problem has already been addressed; hence the agricultural inputs for cotton production will be distributed by the Cotton Development Fund and the way the services are provided will also be improved.*
- (b) Mheshimiwa Mwenyekiti, hali ya ushirika nchini, katika mwaka 2010/2011, Wizara iliendelea kuimarisha Ushirika kupitia utekelezaji wa Programu Kabambe ya Mageuzi na Modenaisesheni ya Ushirika nchini (*Cooperative Reform and Modernization Program –CRMP*). Vyama vya Ushirika viliendelea kufanya vizuri kwa kutoa huduma mbalimbali zikiwemo ununuzi wa mazao na usambazaji wa pembejeo kwa wanachama wake na jamii kwa ujumla. Hadi kufikia Machi 2011, kulikuwa na jumla ya Vyama vya Ushirika 9,397 vikiwemo Vyama vya Msingi 9,316, ambavyo vipo katika mchanganuo ufuatao: Ushirika wa Mazao (*Agricultural Marketing Cooperative Societies - AMCOS*) 2,811, Vyama vya Ushirika wa Akiba na Mikopo (*SACCOS*) 5,251, Umwagiliaji 108, Mifugo 158, Uvuvi 112, Nyumba 30, Madini 58, Viwanda 178, Walaji 102, Huduma 214 na aina nyingine za Vyama vya Ushirika 293. Aidha, kuna Vyama Vikuu 41, Benki za Ushirika mbili, Chama Kilele kimoja, Shirikisho la Vyama vya Ushirika na miradi 36 ya Pamoja ya Ushirika (*Joint Enterprises*). Idadi ya wanachama wa vyama vyote hivyo iliongezeka kutoka wanachama 2,100,000 mwaka 2009/2010 na kufikia 2,244,727 mwaka 2010/2011. (ACE: Hansard 25/7/2011).
- Honourable Chairperson, with regard to the condition of the cooperatives in the country, during the year 2010/2011, the Ministry continued to strengthen the cooperatives through the implementation of the*

Cooperative Reform and Modernization Programme (CRMP). The cooperative unions continued to do well in providing various services such as buying products and distributing agricultural subsidies to their members and communities. Up to 21st March 2011, there were a total of 9,397 cooperative unions as follows: 2,811 Agricultural Marketing Cooperative Societies (AMCOS), 5,251 Saving and Credit Cooperatives (SACCOS), 108 Farm Irrigation 158; Livestock Keeping 112 Fisheries, 30 Houses, 58 Minerals, 178 Factories, 102 Consumer societies, 214 Social services and 293 other types of cooperative unions. Others are 41 main cooperative unions, the Federation of Cooperative Unions and 36 Joint Enterprises. The number of the members of these cooperative unions has increased from 2,100,000 in 2009/2010 to 2,244,727 in 2010/2011.

In Example 30(a), the Minister makes a move about the decrease of the production of cotton seed in 2009/2010, which went from 267,004 in 2009/2010 to 163,644 tons, which is below the target of producing 260,000. The Minister provides reasons for the decrease: one being that farmers opted to grow other crops because of the low price they received for cotton seed the previous year. The other reasons are drought and heavy rain in some of the zones that grow the crop. The Minister further indicates that the procedure for giving input subsidies also contributed to the decrease. He concludes his argumentation by providing a solution to the problem related to the input subsidies for cotton, in that next year the input will be distributed through the Cotton Development Fund. The argumentation is presented in a way that shows that there is no one to hold accountable for the decrease of cotton seed as the Minister tries to indicate the causes for the problem. The Minister does this by presenting his argumentation in a causal relationship where he identifies the causes that led to the decrease in the production of cotton seeds.

In Example 30(b), the Minister makes a move on transformation and modernisation of cooperatives in the country. The Minister, in his argumentation, indicates that the performance of cooperatives in the country is good and that the cooperatives have continued with their responsibilities, such as buying of crops and distributing inputs to members and the public. The number of cooperatives has risen to 9397 in March 2011 and they are based in different sub-sectors of agriculture, such as marketing, loans, irrigation, livestock, fisheries, and industries. The Minister also shows that the number of members of the different cooperatives has increased. The argumentation is presented in a causal relationship to show that the increase in number of the cooperatives contributed to their good performance. However, the increase in number does not necessarily guarantee a good performance although the Minister emphasises this in his argumentation. The Minister makes use of causal argumentation in advancing his moves.

MPs also involve in strategic manoeuvring in presenting their argumentations at the confrontation stage during the debate. The manoeuvring is meant to reinforce MPs' criticisms and challenges to the Minister's arguments. It is also meant to make MPs' moves more effective. The two fragments in Example 31 exemplify this:

Example 31:

- (a) Mheshimiwa Mwenyekiti, Tanzania ndiyo nchi pekee duniani ambayo inamshangaza hata Mungu. Mvua ikinyesha sana janga, isiponyesha janga. Sasa Mungu atufanyie nini? Maana inafika mahali inashindikana, huwelewi hawa watu wanataka nini. Ikinyesha sana mvua utasikia dini zote wakisema tukusanyike kuombea janga la mafuriko. Isiponyesha, tukusanyike kuombea janga la mvua. Nyinyi mnataka nini sasa? Wasomi wetu wanafika mahali wanashindwa hata kuiga tu. Nchi za wenzetu zimeendeleaje? Maana huwezi kusema kuna jambo la utafiti, mimi hilo sikubaliani nalo. Kuna nchi ambazo zimetoka kwenye umaskini wa chakula, kwa nini tusiige tu? Hata kuiga nako ni shida! (AE: Hansard 25/2011)

Honourable Chairperson, Tanzania is the only country in the world which surprises even God. If it rains heavily, that is a catastrophe. If it doesn't rain, it is a catastrophe. What should God do for us then? Because it reaches a point where you don't understand what these people want. If it rains, you hear people from all the religions gathered somewhere to pray so that God saves them from floods. If it doesn't, they gather somewhere to pray against drought. What do you want then? Our educated fellows fail even to copy... How have other people's countries developed? You can't talk of research. I don't personally support that. There are countries that have liberated themselves from food-related poverty. Why don't we just copy...? Even copying is a problem?

- (b) Mheshimiwa Mwenyekiti, lakini miaka 50 ya uhuru nchi yetu ya Tanzania hatujaweza kujitegemea, kama hatuwezi kujitegemea kama alivyosema Mwalimu Julius Kambarage Nyerere, mtu asiyeweza kujitegemea hayupo huru, kwa hiyo, sisi tunaishukuru Serikali ya CCM kwa kuendelea kuwa ombaomba kwa miaka 50 ya uhuru. Jambo la nne, anasema uongozi safi. Tunaishukuru Serikali ya CCM uongozi wao ni safi na mzuri imefikia hatua leo CCM asilimia 87 ya bajeti ya Serikali ya kilimo tunategemea wafadhili, tunawashukuru sana Serikali ya CCM. Tunaamini kabisa kwa uongozi wa miaka 50 ya CCM siasa hapa mlitotufikisha *Alhamdulillah*, tunashukuru sana. Naamini tukiwapa tena miaka 50 mingine basi watatufikisha maahali pabaya kuliko hapa tulipofika. (ACE: Hansard 25/07/2011)

*Honourable Chairperson, but after 50 years of independence, our country, Tanzania, has not been able to be self-reliant. If we cannot develop, if we cannot manage to be self-reliant, as Mwalimu Julius Kambarage Nyerere once said, "A person who is not self-reliant can never be free." We thank the CC Government for its good leadership, which has enabled it to depend by 87% of its agriculture budget on donors. We thank the CCM Government very much. We believe that the 50 years of CCM leadership have taken us to a point where we can say *Alhamdulillah*. We thank you very much. I believe if we give them 50 more years, they will take us somewhere worse than where they have taken us to so far. (ACE: Hansard 25/07/2011).*

The MP in example 31(a) doubts the experts' seriousness in making sure that the country develops. The MP says Tanzania is the only country in the world that surprises even God, as when it rains it is a disaster as it is also when it does not rain. The MP makes use of rhetorical questions to present his argumentation. He asks a series of questions: What should God do for us? What do you want? How have other countries developed? Why not to imitate? The four questions are not answered but the target of the argumentation will figure out the answers as the questions are meant to make the audience think and draw conclusions. Although the MP, in his argumentation, is blaming the expertise in the Ministry, he is also in certain ways challenging the Minister and the government to acknowledge that they have failed to make use of the human resources available to develop the agriculture sector. He points out that there are countries that have done away with food shortages, and so: "Why not to imitate?" He suggests that the government is not serious if other countries have done it and notes that it is possible even in Tanzania. The rhetorical questions are presented in an argumentation by example to make it more effective.

The MP in Example 31(b) focuses on the country's failure to be self-reliant for the past 50 years. Quoting Mwalimu Nyerere, who once said if a person is not capable of being self-reliant he is not free, the MP criticises the government for allocating a budget for agriculture that depends on donors' money

at a level of 87%. The MP uses metaphor and irony to present his argumentation in saying: “We thank the CCM government for continuing being a beggar, even after 50 years of independence.” The metaphor of being a beggar intensifies the problem to the audience and increases the impact of the statement. In the same statement the MP employs irony, as the circumstance he pointed out is not something commendable and yet he offers thanks to the CCM government for being dependant on donors. However, in his conclusion, he makes it clear that he is not satisfied with the way the government is doing things as he says, “If we give them another 50 years they will make the situation worse than it is today.” This clearly indicates that the MP is not contented with the governments’ dependency on donors for its budgets. The metaphorical and ironical presentation of this argumentative move makes it sound less explicit, as the criticism is disguised in the metaphor and the irony. The argumentation is also devised in a causal relationship that dependency on donors to meet the budget is the cause of the situation the country is in and, if the ruling party continues to be in power, the situation will become worse. Thus, the MP attempts to achieve his rhetorical aims of being effective while, at the same time, maintaining critical standards of reasonableness necessary to resolve the difference of opinion (Van Eemeren & Houtlosser, 2002).

Strategic manoeuvring also occurs at the opening stage of the discussion. At this stage the discussants involved in the difference of opinion work out whether they have common grounds (in terms of shared knowledge, value, and rules) for productive discussion (Van Eemeren et al., 2007). In the Tanzanian parliament, MPs have a shared knowledge of the procedures that guide the debate, which are stipulated in the parliamentary Standing Orders. Also at this stage, the parties agree on who will play the role of the protagonist and the antagonist and the commitments of each role. The three aspects of strategic manoeuvring manifest at this stage.

In relation to topical potential, the discussants’ strategic manoeuvring is directed at creating a ‘zone of a disagreement’ that offers the most advantageous procedural and material starting point. This aim can, for example, be pursued by eliciting or calling to mind helpful ‘concession’ from the other party (Van Eemeren, 2010). The Minister, as the protagonist at the opening stage, indicates by the topics that he presented that he is ready to defend them when they meet with criticism from MPs at the confrontation and argumentation stage. The two fragments in Example 32 are example of the Minister’s topical potential at the opening stage:

Example 32:

- (a) Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itaendelea kusimamia utafiti na kuhamasisha uzalishaji wa mbegu za mafuta. Aidha, itaratibu na kuwaunganisha wadau wote wa sekta ndogo ya mazao ya mbegu za mafuta za ufuta, alizeti, karanga, kartamu (*safflower*), pamba, michikichi na soya pamoja na kusaidia katika kuanzisha umoja kati yao ili kuwa na uzalishaji endelevu na wa kibiashara kwa mazao hayo. (ACE: Hansard 25/7/2011).

Honourable Chairperson, in the year 2010/2012, the Ministry will continue to supervise, research into and emphasize on the production of oil seeds, sunflower, groundnuts, safflower, cotton, palm trees as well as

soya beans, and will help the producers to form groups in order for them to produce sustainably and commercially.

- (b) Mheshimiwa Mwenyekiti, Wizara itawajengea uwezo wafanyakazi wa kilimo kwa kutoa mafunzo ya muda mrefu na muda mfupi ambapo watumishi 150 watapata mafunzo katika fani mbalimbali. Kazi hiyo itagharimu Shilingi milioni 287. Aidha, Wizara kwa kushirikiana na TAMISEMI itatoa mafunzo ya kilimo cha umwagiliaji kwa wakulima wa zao la mpunga katika skimu 12 za umwagiliaji. Lengo ni kuongeza tija ya uzalishaji wa mpunga kufikia tani 5 kwa hekta; kazi hiyo imetengewa Shilingi milioni 100. (ACE: Hansard 25/7/2011).

Honourable Chairperson, the Ministry will offer short- and long-term training in various skills to 150 employees for capacity building. The work will cost 287 million shillings. Additionally, in collaboration with the Local Government Authorities, the Ministry will provide training in irrigation to paddy farmers in 12 irrigation schemes. The aim is to increase the production of rice to 5 tonnes per hectare. 100 million shillings will be used to do this.

The examples in 32(a) and 32(b) show how the Minister tries to put forward topics that he can defend when other MPs criticise them during the debate. In Example 32(a), the Minister advances the standpoint that the Ministry will continue to supervise and mobilise the production of oil seeds. He adds that the Ministry will coordinate and bring together all stakeholders of the sub-sector of seed crops for oil, such as simsim, sunflower, safflower, cotton and soya. The Ministry will also help to form a union and it will help to ensure that there is sustainable and commercial production for those crops. The Minister makes his argumentation in such a way that he puts himself in an advantageous position to defend his argumentation as he points how the Ministry is prepared to make sure that seed crops not only continue to be produced but that they are produced commercially and sustainably.

Similarly, in 32(b), the Minister talks about capacity building for the employees of the Ministry by providing short and long term training in various fields of specialisation. The Minister also indicates that the Ministry, in collaboration with local government, will offer training to farmers on irrigation agriculture, particularly to rice farmers in twelve irrigation schemes. The Minister emphasises that the aim is to increase profitable production for this crop. In this argumentation, the Minister positions himself in such a way that he can defend his argumentation. He tries to elaborate why capacity building for the Ministry's employees is required and indicates the likely outcomes for this capacity building for the employees and the rice farmers. This is a preparation to defend his argumentation if the MPs challenge them. In all the two argumentations for Example 32(a) and Example 32(b), the Minister tries to be reasonable by employing causal argumentation.

With regard to topical potential at the opening stage on the side of MPs, they choose topics that signal their disagreement to the standpoints the Minister advanced in his speech. This also indicates the role they are prepared to play in a particular topic they are discussing. Since there is no agreement on the roles, MPs indicate in their argumentations the position they are taking in the discussion—whether acting as antagonists or protagonists. The fragments in Example 33 serve as examples for this:

Example 33:

- (a) MHE. ANDREW J. CHENGE Mheshimiwa Mwenyekiti, sekta ya kilimo (katika tafsiri pana kwa mfano, kilimo, ufugaji na uvuvi) inawagusa asilimia 80 ya Watanzania wanaoishi vijijini wanakitegemea kilimo. Sekta ya kilimo ni muhimu kwa uchumi wa Tanzania na kwa hivyo katika suala zima la kuondoa umaskini nchini. Bahati mbaya ukuaji wa sekta ya kilimo hauendi kwa kasi na ndiyo maana hali ya umaskini katika maeneo ya vijijini inaonekana waziwazi. Hali hii inaathiriwa zaidi na ongezeko la watu asilimia 2.9 ikilinganishwa na ukuaji wa kilimo kwa asilimia 4.2 mwaka 2010. (ACE: Hansard 26/07/2011).

HONOURABLE ANDREW J. CHENGE: Honourable Chairperson, the agricultural sector (in a broad definition, for example, farming, livestock keeping and fishing) touches the lives of 80 per cent of the Tanzanians who live in the rural areas. The agricultural sector is very important to the economy of Tanzania as well as to the fight against poverty in this country. Unfortunately, the growth of agriculture does not move at the required pace, and that is why poverty pervasive in this country. This state of affairs is mainly caused by the population growth, which is at the rate of 2.9 per cent, compared with the growth of agriculture, which is at 4.2 per cent, as of 2010. (ACE: Hansard 26/07/2011).

- (b) Mheshimiwa Mwenyekiti, halafu kama Rukwa sisi mmetuletea wapi chakula. Katika umri huu mimi nimeona mara moja, sijui mwaka gani ule, mmetuletea chakula lini? Tunajua namna ya kuweka, tuelimisheni namna ya kuweka chakula cha kutulinda sisi wenyewe basi. Hii kazi mmeshafanya, kujua ni kiasi gani katika familia yangu nitaacha chakula cha kutosha. Tunajua hiyo hatuna shida nayoy. Unapotubana mpaka tusiuzue chakula ambacho tumelima wenyewe sasa hata kilimo kitakufa. Hawa wataalam mnawasomesha ni wa nini kama tukizalisha ziada tena isifanye kazi ya kumbadilisha mtu, ya nini sasa. Tafuteni ufumbuji mwingine siyo huo, huo hatujakubaliana kimsingi. (AE: Hansard 26/07.2011).

Honourable Chairperson, I don't really remember when you brought food to us the people of Rukwa. Being this old, it is obvious that I have witnessed food being given once and I don't remember when that took place. Can you tell me when you brought food to us? We know how to save; teach us how to save food for ourselves. You have already done this work to let us know how much food we have to keep for our families. We already know that. There is no problem there. But when you bind us to the extent of stopping us from selling the food that we have produced ourselves, you will make even agriculture itself die. Why do you train experts to teach us to produce surplus if after food production people's lives cannot change? Look for alternative solutions. We don't agree with you on that. (AE: Hansard 26/07.2011).

The argumentation in Example 33(a) indicates that the MP disagrees with the Minister's argumentation that the agriculture sector is growing well. The MP indicates that the agriculture sector is not growing at a good pace in the country and that is why there are clear signs of poverty in rural areas. This is affected by population growth, which is 2.9 %, compared to agriculture growth of 4.2 % in 2010. The MP's argumentation indicates clearly that on this issue the MP acts as the antagonist to the standpoint the Minister advanced in his speech. He further indicates that despite the agriculture sector involving about 80 % of Tanzanians, particularly in rural areas, and its importance to the economy of the country and poverty eradication, the sector's contribution is still very minimal. The MP justifies his standpoint by showing the growth of the agriculture sector in terms of percentage in the year 2010. The MP applies causal argumentation as a "route" (Van Eemeren, 2002) to justify the standpoint he is advancing.

The MP in Example 33(b) talks about the ban on selling cereal crops outside the country. The MP defends his standpoint that the people in Rukwa Region know how to keep food for their family and they do not need such advice, as the government cannot know the amount of food for every household. The MP also emphasises that closing the borders so that farmers cannot sell cereal crops outside the country is like killing agriculture as farmers will not benefit from the market available in the neighbouring countries. Thus, the farmers will not be able to change their lives if they do not benefit from the surplus they produce. The argumentation is in disagreement with the Minister's argumentation

that the ban is meant to help the farmers not to sell all the food crops they produced without reserving some for their family consumption. The MP manoeuvres in argumentation by creating a line of disagreement that the excuse the government is using to ban the farmers from selling their crops outside the country is not justified, as the government has not done any household survey to know the amount of food a household needs. As a result, the government should leave it to every family to decide the amount of food to keep for consumption. In addition, the ban will kill agriculture, as the farmers will be discouraged to practise it. The standpoint is defended using argumentation from example, as the MP uses his constituency as a case to draw a conclusion that the government's decision is unacceptable. The MP sees the government's decision as not beneficial to farmers who practise agriculture for food and commercial purposes at the same.

At the opening stage, the Minister and MPs manoeuvre strategically to adjust to the audience demand. This entails mentioning only a "material starting point" (Van Eemeren, 2010) that the audience will have no problem with. So, the minister and the MP make sure that the materials they choose agree with audience preferences. At the same time, the material should be helpful in putting the discussion of the standpoint at that stage in a perspective that is preferable to the arguer (Van Eemeren, 2010).

At the opening stage, the Minister advances a standpoint that meets the expectation of the audience. The audience the Minister targets is the opposition in the parliament and the populace, which is the focus of many of his standpoints. The Minister also chooses material starting points that are preferable to him and the ones that he thinks he can defend if they meet with challenges from MPs. The fragments in Example 34 show how the Minister frames his standpoint to meet audience demand:

Example 34:

- (a) Mheshimiwa Mwenyekiti, mafunzo ya umwagiliaji kwa wataalam na wakulima, katika mwaka 2011/2012, Wizara itawezesha mafunzo ya muda mrefu kwa watumishi 20 na mafunzo ya muda mfupi kwa watumishi 45 katika fani mbalimbali za umwagiliaji. Aidha, wakulima wa umwagiliaji 105 watapatiwa mafunzo kwa lengo la kuwawezesha kuzitambua na kuzitumia teknolojia mbalimbali zenye kutumia maji ya umwagiliaji kwa ufanisi na uzalishaji wa mazao wenye tija. Ili kufikia lengo hilo, Wizara itawawezesha Wahandisi wa umwagiliaji na Mafundi Sadifu (*Irrigation Technicians*) wa umwagiliaji kupata mafunzo katika Chuo cha Maendeleo na Usimamizi wa Maji (*Water Development and Management Institute – WDMI*), Chuo cha Ufundi cha Arusha (*Arusha Technical College - ATC*), Chuo Kikuu cha Kilimo cha Sokoine (*SUA*) na MATI Igurusi – Mbeya. Lengo ni kuongeza upatikanaji wa watumishi wa fani hiyo kwa ajili ya kusimamia ujenzi wa miundombinu ya umwagiliaji na matumizi bora ya maji ya umwagiliaji. Jumla ya shilingi milioni 613.25 zimetengwa kwa utekelezaji wake. (ACE: Hansard 25/7/2011).

Honourable Chairperson, about training, irrigation experts and farmers, in the year 2011/2012, the Ministry will facilitate long-term training of 20 employees and short-term training of 45 employees in various fields of irrigation. In addition, 105 irrigation farmers will be trained to enable them to identify and use different technologies and use water efficiently and increase productivity. To achieve this goal, the Ministry will help the irrigation engineers and irrigation technicians to be trained at the Water Development and Management Institute (WDMI), Arusha Technical College (ATC), Sokoine University of Agriculture (SUA) and MATI Igurusi – Mbeya. The objective is to increase the number of field staff for managing the construction of irrigation infrastructure and efficient use of water. A total of 613.25 million shillings has been allocated for its implementation

- (b) Mheshimiwa Mwenyekiti, mwaka 2010, thamani ya mauzo ya bidhaa za mazao makuu ya biashara iliongezeka hadi Dola za Kimarekani milioni 559.0, kutoka Dola milioni 479.6 mwaka 2009, sawa na ongezeko la asilimia 16.6. Ongezeko hilo kwa kiasi kikubwa lilichangiwa na kuongezeka kwa bei za mazao mbalimbali, hususan tumbaku na korosho. Mazao hayo yalichangia asilimia 41.6 na asilimia 17.3 mtawalia. (ACE: Hansard 25/7/2011).

Honourable Chairperson, the value of the sales of the main cash crops increased to 559.0 million USD in 2010 from 479.6 million USD in 2009, which is equal to a 16.6 per cent increase. This increase was mainly due to the increase in the sales of various crops, especially tobacco and cashew nuts. These crops contributed 41.6 per cent and 17.3 per cent to the increase

The Minister, in Example 34(a), puts forward a standpoint about providing irrigation training to experts and farmers in the year 2011/2012. The Minister indicates that the Ministry will facilitate long training of 20 employees and short training of 45 employees on various irrigation specialisations. He also adds that 105 irrigation farmers will be trained to enable them to know and apply various irrigation technologies that use water efficiently and result in beneficial production. The Minister points out that, in order to achieve that goal, the Ministry will facilitate training of irrigation technicians in various universities and colleges. The aim is to increase availability of employees with such skills so that they may supervise the construction of irrigation infrastructure and better utilisation of water for irrigation. The issue of irrigation agriculture meets the audience expectation in Tanzania because irrigation agriculture is more reliable and productive. A standpoint on improving irrigation agriculture is, therefore, more than welcome by the public. The standpoint is also a focus of the Minister as it shows that the Ministry is making some efforts to transform the agriculture sector in the country.

In Example 34(b), the Minister advances a standpoint on the increase of the value of sales of main commercial crop produce. The Minister indicates that there was an increase of 16.6 % compared to the preceding year of 2009. The increase was contributed mainly by the increase of the price of various crops, including tobacco and cashew nuts. Again, the standpoint fits audience demand as it gives them hope that the agriculture sector is improving because of the high sales of commercial crop commodities. The standpoint is also in the Minister's preferred perspective—that of showing improvements to the opposition MPs who always show dissatisfaction about the performance of agriculture in the country. In a way, this standpoint is designed to show all those who are not content with the strides the Ministry is making in agriculture that they are wrong. The standpoint is presented in a causal argumentation, as the Minister shows what caused value increase of commercial crops and the outcome for that is highlighted.

In relation to presentational devices at the opening stage, the Minister and MPs manoeuvre strategically in their standpoints to make sure that their argumentations are both “reasonable and effective” (Van Eemeren and Houtlosser, 2002). The manoeuvring at this stage may involve presenting the standpoint by using a metaphor to appeal to the audience (Van Eemeren, 2010). When a metaphor is used in presenting a standpoint, it creates a certain impact that enhances the effectiveness of the standpoint advanced. The choices of presentational devices are made in combination with topical potential and adjustment to the audience views, so as to enhance the effectiveness of the argumentative move that is

being advanced. In Example 35 and Example 36 below, presentational choices the Minister and MPs make as they advance their argumentative moves are discussed.

As the Minister presents his argumentative moves, he chooses the most effective wording for his moves. This involves making linguistic choices that are appropriate to the moves he wants to make at the stage of the discussion. This choice, according to Van Eemeren (2010), has to be made for every argumentative move that is advanced in the discussion. Example 35 serves as examples of the presentational devices the Minister makes in presenting his speech:

Example 35:

- (a) Mheshimiwa Mwenyekiti, Fungu 43, Kilimo cha Umwagiliaji, maji ndiyo pembejeo ya umuhimu wa kwanza katika kilimo. Kulingana na Mpango wa Maendeleo wa Miaka Mitano na Ilani ya Uchaguzi ya CCM kwa ajili ya Uchaguzi Mkuu wa mwaka 2010, lengo ni kuongeza eneo la umwagiliaji kufikia hekta 1,000,000 ili kujitosheleza kwa chakula na kuuza ziada ifikapo mwaka 2015. Eneo la umwagiliaji lililoendelezwa hadi sasa ni hekta 345,690. Kutokana na ufinyu wa rasilimali tulizonazo itachukua muda mrefu kufikia lengo la hekta 1,000,000 kwa utaratibu ambao umekuwa ukitumika wa kutegemea miundombinu mikubwa peke yake ambayo ina gharama kubwa. Hivyo, msukumo mkubwa utawekwa katika kutumia teknolojia mbalimbali zikiwemo zenye ufanisi, gharama nafuu na kuhusisha sekta binafsi. (ACE: Hansard 25/7/2011).

Honourable Chairperson, as far as irrigation is concerned, water is very important. According to the Five-Year-Development Plan and CCM's 2010 Election Manifesto, the goal is to increase the area used for irrigation to 1,000,000 hectares in order to achieve self-sufficiency in food and sell surplus food by 2015. The area that has been developed for irrigation so far is 345,690 hectares. Due to limited resources, it will take a long time to reach the goal of 1,000,000 hectares by relying on large infrastructure alone, which is costly. Thus, we will use various technologies, including effective, affordable technologies and will involve the private sector.

- (b) Mheshimiwa Mwenyekiti, Huduma za Kitaalam. Utafiti wa Kilimo. Katika mwaka 2011/2012, Wizara kwa kupitia vituo vyake vya utafiti itaendelea kutafiti aina za mbegu mpya za mazao zenye sifa za kuzaa sana, kukomaa mapema, kustahimili ukame, zenye ukinzani dhidi ya magonjwa na visumbufu vya mimea na zinazokidhi viwango vya ubora na matakwa ya wadau na soko. Lengo ni kupata mbegu bora ambazo mkulima akizitumia atavuna mazao mengi hivyo kujitosheleza kwa chakula na kujiongezea kipato. (ACE: Hansard 25/7/2011).

Honourable Chairperson, on expertise services and agricultural research, in the year 2011/2012, the Ministry, through its research centres, will continue researching into new seeds of the crops containing bearing features of very early maturity, drought tolerance, which can resist diseases and pests and which meet the standards and requirements of the stakeholders and the market. The goal is to get the best seeds which will help the farmer get more harvests and become self-sufficient in food and increase his/her income.

In Example 35(a), the Minister advances a standpoint about the importance of water for irrigation agriculture. The Minister indicates that the Ministry plans to increase the area under irrigation, as it is stipulated in the party manifesto for 2010. However, the Minister points out that, because of limited resources, it will take a long time to meet the goal of having 1,000,000 hectares able produce enough food if the approach of creating only major infrastructure continues to be followed. The Minister concludes that the focus will now be on applying various technologies, including those that are efficient and less expensive, plus involvement of the private sector. The Minister presents his standpoint in a metaphor that, in irrigation agriculture, water is the first important input. Opening the argumentation with a metaphor creates a certain impact on the audience, as the importance of water in irrigation

agriculture is metaphorically highlighted. The Minister continues to emphasise the importance of water in irrigation, as he indicates that the focus of the Ministry will be the use of technology that uses water efficiently so that the water available is used for production. Apart from presentation, the topic is chosen carefully as it is also attuned to the audience demand. The technology is important because its application makes production reliable.

In Example 35(b), the presentation of the argumentation is based on a careful choice of words. The Minister advances a standpoint on expertise services, specifically those in agricultural research. He indicates that in the year 2011/2012, the Ministry, through its research centres, will continue to conduct research on new types of seeds that bear more, that take a short time to mature, that are capable of withstanding drought and that are resistant to pests and diseases. He also specifies that the seeds will meet the standards and the needs of stakeholders and the market. The aim is to get quality seeds that, when farmers use them, will improve harvests, and farmers will have sufficient food and increase their earnings. The Minister in this argumentation manoeuvre strategically by choosing words that describes the quality of seeds the research centres will be investigating, as indicated earlier. The description given to the seeds centres will be conducting researching on creates a certain picture for the audience that the seeds will be the best seeds. The standpoint is not only attuned to the audience demand but also the topic the Minister chooses is from a perspective that he can defend when challenged. The Minister also makes use of causal argumentation to defend his standpoint and shows that, despite his manoeuvring, he “remains a reasonable discussant” Van Eemeren, (2010). Van Eemeren and Houtlosser (2001) noted a similar strategy in the use of words to create certain effect in their analysis of strategic manoeuvring in the discussion of the bill on fox hunting in Great Britain parliament.

As MPs present their standpoint in the debate, they manoeuvre strategically on presentational devices. so as to enhance the effectiveness of the argumentation in convincing the audience that MPs are addressing in a particular argumentation. This entails making linguistic choices that MPs think will enable them to create the effect their argumentative moves are designed for. Example 36 illustrates presentational devices the MPs choose:

Example 36:

- (a) MHE. IGNAS A. MALOCHA Mheshimiwa Mwenyekiti, ninachotaka kusema, majuzi tu Serikali imezuia Wananchi kuuza mazao nje tangu tangazo lilipotoka. Huu ndiyo mwanzo wa mateso ya Wananchi ya Mikoa inayozalisha kwa wingi na hasa Mkoa wa Rukwa. Pia ni mateso makubwa hata kwa wafanyabiashara, ambao walikuwa wananunua, maana bei ilikuwa imekwishafika mpaka gunia lilikuwa linauzwa kwa shilingi 40,000, walikuwa wanapeleka nje na wao, lakini kwa sasa wamesimama, wakulima hawana mahali pa kuuza na ni tatizo kubwa sana.
- Mheshimiwa Mwenyekiti, ninaomba Serikali ilitizame hilo; kitendo cha kuzuia Wananchi wasiuzze mazao nje wakati haijajipanga kukidhi ununuzi wa mazao hayo ni mateso makubwa kwa Wakulima. Hilo lazima mlifahamu; mnatengeneza chuki kwa Wananchi. Serikali inatengeneza chuki bila sababu na mnatoa ufahari hata kwa watu wengine; hivi mnataka siku moja mwone Wakulima wanagoma au wanafanya maandamano ndiyo mjue kwamba kitendo hiki kinawaudhi? (*Makofi*) (AE: Hansard 25/07/2011).
- HONOURABLE IGNAS A. MALOCHA: Honourable Chairperson, what I want to say is that a few days ago, the Government prohibited people to export crops. This is a punishment to the people in the regions*

(especially to the people in Rukwa Region) which produce excessively. It is also a punishment to the traders who were buying the crops as the price had risen to as high as 40,000 shillings per sack. These people were exporting and now they have stopped. Farmers have nowhere to sell their produce. It is a very big problem. Honourable Chairperson, I urge the Government to look at that. It is not good to prohibit the people to sell their produce outside the country while it is not prepared to buy that produce; it is a big punishment to the farmers. You ought to know that. You are creating hatred among the people. The Government is creating hatred for no reason. Do you want to see the farmers boycotting or demonstrating in order for you to know that they are angry? (Clapping) (AE: Hansard 25/07/2011).

- (b) Mheshimiwa Mwenyekiti, nimevaa viatu sekondari kwa sababu baba yangu alikuwa mkulima maskini, alikuwa analima mpunga na mahindi bei anayouzia ni ya chini, nimevaa kiatu nilipokuwa sekondari. Nilivaa nikiwa *Weruweru Secondary School*, siku zote napekua baba ni maskini, kwa nini? Bei ya mazao iko chini, hapana, Mheshimiwa Waziri Mkuu angalieni hilo. Wakulima hawatendewi haki hilo nafikiri nimeeleweka. Nitakuwa Mbunge wa ajabu nikisema naunga mkono hoja Waziri amezungumza kauli ambazo sizipendi. (AE: Hansard 26/07/2011).

Honourable Chairperson, I managed to wear shoes when I was a secondary school student because my father was a peasant who grew rice and maize. The price at which he sold his maize was low. I managed to wear shoes to secondary school. I wore shoes when I was at Weruweru Secondary School. Before that I walked to school. Why? The price of crops was low. No. Honourable Prime Minister, look at that. We are not being fair to the farmers. I think that is understood. I will be a very strange Member of Parliament if I support the Minister's budget. The Minister has made statements that I don't like. (AE: Hansard 26/07/2011).

The MP in Example 36(a) advances a move on the ban government issued on selling cereal crops outside the country. The MP presents his argumentation in carefully chosen words that create an image for the audience and enhance the effect the MP wants to achieve. For example, the MP describes the ban as a 'punishment' on the citizens in the regions that produce more crops. The MP adds that it is also a punishment on the traders as they were buying and transporting the crops outside the country but now they have stopped and the farmers have no place to sell their crops. The word 'punishment' is used three times in the argumentation and, every time the word is used, a certain image is created in the mind of the audience. This word paints a bad picture of the ban as it is described as something that is terrible. The MP advises the government to rethink the ban, as the government is not prepared to buy all the farmers' crops and it is therefore a big 'punishment' on the farmers. The MP concludes his argumentation by criticising the government for creating unnecessary 'hatred' amongst the people and giving the opposition unnecessary cause to criticise. Again, the use of the word 'hatred' creates an image for the audience in relation to the effect of the ban amongst the audience. He closes his argumentation with a rhetorical question: 'Do you want to see the farmers one day protesting or marching so that you know that this thing is annoying them?'. Closing the argumentation with a rhetorical question leaves the audience thinking about the consequences the ban has for farmers, and has the effect of leaving the audience with a certain image as they try to work out the answer to the rhetorical question. The MP does not only exploit presentational devices but also chooses the perspective for the topic that he can defend and he makes sure that it is adjusted to suit the audience demand. As noted for example 35(b), there are parallels here in the Van Eemeren and Houtlosser (2001) report of their analysis of the debate in the British parliament where MPs make use of words that evoke images about foxhunting.

In Example 36(b), the MP exploits presentational devices as she makes her argumentative move on the price of farmers' crops. She supports her standpoint with personal experience of having only worn shoes when she went to secondary school because her father was a poor farmer. Her father was a rice and maize grower and the price at which he used to sell his crops was so low that it was not enough for him to afford a pair of shoes for his daughter. The phrase 'walked bare feet' in the MP's argument contributes to the effectiveness of the argumentation as it gives the audience a picture of the poverty of the family because of low prices for their crops. She makes it clear when she answers the question she posed. This makes her presentation more effective because she asks a question and provides the answers herself. Because of her personal experience, she does not want other farmers' children to have the same experience; she urges the government to look into the price farmers receive for their crops. She concludes her argumentation by refusing to support the budget the Minister presented. In this manner, the MP acts as an antagonist to the standpoint the Minister has advanced in his budget. She makes use of argumentation from example, drawing from her personal experience of her father's poverty. This is common with MPs, as Plug (2010b) also noted the use of personal and family examples as a technique of strategic manoeuvring in European legislative plenary parliamentary debate. This use of personal examples also shows how MPs play with what Ilie (2004 & 2010b) calls "multiple identities" in debates.

At the argumentation stage, the protagonist offers more argumentation for his standpoints that met challenges in the confrontation stage (Van Eemeren et al., 2007). The antagonist considers whether he/she accepts the argumentation put forward again. If they are not convincing, he/she continues to challenge them or simply request more support (Van Eemeren et al., 2007). At this stage, both the Minister and MP manoeuvre strategically. The Minister manoeuvres strategically as he continues to defend his argumentations that have encountered criticism from MPs. The MPs' strategic manoeuvring is manifested as they reject or challenge the Minister's argumentation. The strategic manoeuvring entails all the three aspects: topical potential, adaptation to the audience demand and presentational devices.

The Minister in the argumentation stage manoeuvres strategically in relation to topical potential as he chooses the topics that he thinks he can continue to defend, having been challenged in the debate. The Minister as a protagonist selects the topic that suits him best in relation to the "dialectical situation at hand" (Van Eemeren, 2010:100). This gives the Minister a loophole to evade some topics that he finds challenging to defend at this stage. The parliamentary rules do not require him to respond to every criticisms or doubt MPs raised during the debate. Example 37 provides two fragments that illustrate the manoeuvring the Minister makes in relation to topical potential:

Example 37:

- (a) Mheshimiwa Mwenyekiti, lakini pia, teknolojia hii tunaitumia pia kwa ajili ya kuendeleza kilimo cha umwagiliaji kwa njia ya matone. Umwagiliaji huu unatusaidia kwa sababu katika hali hii, hali ya sasa hivi ambayo tunajua sisi wote, maji yanapungua, lazima tutumie maji kwa umakini wa kutosha.

Tunahitaji kutumia maji kila tone liweze kwenda kuzalisha chakula. Kwa maana hiyo basi, tunataka tuweke mkazo kwenye *drip irrigation*. Wale ambao mnatembea hapa Dodoma, njia hii ya Dar es salaam, mkipata nafasi mpite pale Chinangali, Mheshimiwa Lukuvi ametusaidia sana, ame-*mobilize* vijana, wameanzisha shamba kubwa zuri la zabibu na linaendelea vizuri kwa umwagiliaji huu wa njia ya matone. Namshukuru sana Mheshimiwa Lukuvi. (*Makofi*) (AE: Hansard 26/7/2011).

Madam Chairperson, we also use this technology to develop irrigation agriculture using water drops. This irrigation is useful in that in a situation where water levels are falling, a situation we are all aware of, we must use water carefully. We must ensure that each drop is used to produce food. Therefore, we intend to put more emphasis on drip irrigation. Those who come to Dodoma by road from Dar es Salaam should, if possible, visit Chinangali. The Hon. Lukuvi has done a good job; he has mobilized the youth to start a large grape farm, which is going very well, through the drip irrigation technology. I'm very grateful to the Hon. Lukuvi. (clapping)

- (b) Mheshimiwa Mwenyekiti, matumizi ya mboji katika kilimo duniani kote, hakuna nchi hata moja ambayo imetumia mboji au mbolea ya samadi ikaleta Mapinduzi ya Kijani. Mapinduzi ya Kijani yanaletwa kwa mbolea za kemikali na mchanganyiko wa mbolea za kemikali na mbolea hiyo ya samadi na mboji. (ACE: Hansard 26/7/2011).

Madam Chairperson, regarding the use of compost and manure, there is no country in the world that has brought about a Green Revolution by using these kinds of fertilizer. A Green Revolution is normally brought about by the use of chemical fertilizer in conjunction with the other two kinds. (ACE: Hansard 26/7/2011).

In Example 37(a), the Minimiser chooses the topic of irrigation agriculture, focusing on drip irrigation. He had talked about this issue in his speech but various MPs challenged his argumentation in the debate. The Minister chooses this topic as it suits his perspectives and it is suitable for the dialectical situation at hand. The Minister emphasises the importance of the use of drip irrigation as the best technology for irrigation, and indicates that this technology allows for every drop of water to be used to produce food. He tries to make his standpoint more acceptable by making use of the argumentation from example as he provides a case where this technology is applied. He urges MPs to pass by Chinangali Scheme in Dodoma, where drip irrigation is applied.

In example 37(b), the Minister talks about the use of humus and compost fertiliser. He chooses this topic to defend his standpoint about the use of industrial fertiliser. In the debate, some MPs challenged the use of industrial fertilizer as being expensive, and they proposed to use more humus and compost manure, which are less expensive. The Minister here indicates that no single country in the world has brought about a Green Revolution by using humus or compost manure. He continues to defend his argumentation that a Green Revolution in agriculture is brought about by applying industrial fertiliser and a mixture of industrial fertiliser and humus and compost manure. The Minister makes use of causal argumentation regarding the conditions that result in a Green Revolution.

MPs at the argumentation stage also continue to attack the argumentation the Minister put forward to support his standpoint he presented in his speech. MPs select a strategic line of attack (Van Eemeren, 2010) that is effective at the stage of the discussion. MPs select topic that they think they can attack well the Minister's argumentation. The fragments in Example 38 illustrate this:

Example 38:

- (a) MHE. MAGDALENA H. SAKAYA: Mheshimiwa Mwenyekiti, ahsante. Zao la tumbaku linaingizia Tanzania fedha nyingi sana za kigeni. Zao la tumbaku ndio zao pekee linalotegemewa na Mkoa wa Tabora kama zao la biashara na linainua kipato cha Mkoa pamoja na cha wananchi kwa ujumla. Mheshimiwa Mwenyekiti, kutokana na zao hili kukosa soko, pamoja na juhudi zinazoendelea kufanywa na Serikali kutafuta masoko maeneo mbalimbali, lakini wananchi wa Mkoa wa Tabora hususani Wilaya ya Urambo na Wilaya nyingine wana hali mbaya sana ya uchumi, wanategemea wauze tumbaku waweze kumudu gharama nyingine za maisha za shule na vyakula, sasa hivi wapo wanaoshindwa hata kununua chakula kwa siku, tuliomba Serikali inunue tumbaku iliyopo kwenye maghala ya wakulima, waweze kutafuta soko baadaye lakini angalau wale wakulima kwa wakati huu waendeleo kuishi. Serikali inasemaje kuhusiana na hili, ahsante. (ACE: Hansard 26/7/2011).
- HON. MAGDALENA H. SAKAYA: Madam Chairperson, thank you. Tobacco earns Tanzania a lot of foreign exchange. Tobacco is the only cash crop on which Tabora Region depends and raises the income of the entire region, including that of the people. Madam Chairperson, due to the lack of a market for this crop, despite the Government's efforts to find a market for the crop in various areas, the people of Tabora Region, especially those of Urambo District and the other districts, live under poor economic conditions. They expect to sell tobacco to meet educational expenses and food expenses, for example; there are now people in the region who are unable to buy food for a single day's consumption. We request the Government to buy tobacco from the farmers and sell it later, for the sake of the farmers for the time being. What does the Government say about this? Thank you. (ACE: Hansard 26/7/2011).*
- (b) MHE. DESDERIUS J. MIPATA: Ninashukuru sana Mheshimiwa Mwenyekiti. Katika mchango wangu wa mazungumzo, nilizungumzia juu ya kuimarisha Vituo vya Utafiti na nikaelezea juu Kituo cha Milundikwa, ambacho kinatafiti mbegu na sasa hivi hakina uwezo wowote, hakijazingatiwa na kwenye bajeti sijaona kama wametenga pesa kwa ajili ya kukiimarisha; huku tukisema kwamba, tunataka kuimarisha kilimo katika eneo hilo lote na ni kipya. Ninataka maelezo zaidi. Ahsante sana. (AE: Hansard 26/7/2011).
- HON. DESDERIUS J. MIPATA: Thank you, Madam Chairperson. I talked of the need to enhance the Research Centres and Milundikwa Research Institute, which researches into seeds but which is now unable to do anything. It's been ignored and I've not seen in the budget an amount of money that has been set aside for strengthening this institute, although we say that we intend to advance agriculture in this area. It is a new institute. I need further clarification on this. Thank you. (AE: Hansard 26/7/2011).*

In Example 38(a), the MP brings an argumentation that was put forward in the debate, to which the Minister responded. However, the MP was not convinced and that is why she raises this argumentation in the argumentations stage. The topic she selects is the market of tobacco in Tabora Region. She emphasises that tobacco is the only crop that boosts the earning of the region and its people, so lack of market for this cash crop affects the people in the region. She adds that the situation is not good, particularly in Urambo District and other districts, since their economy depends on this crop. The people in that region rely on tobacco for their livelihoods, including paying school fees for their children, and buying food for their families. The MP concludes that the government should buy the tobacco available in the stores so that it may find a market later, and thus help the farmers to continue living. The MP presents this topic because she did not accept the Minister's argumentation, manoeuvring strategically in the choice of the topic and making a selection that is suitable at the stage of the discussion. The MP's attack appears to be effective as the Minister accepts the MP's advice about the government buying the tobacco.

In Example 38(b), the MP selects a topic on the issue of improving research centres that the Minister talked about in his speech, but he did not address the specific centre the MP talked about during the debate. The MP supports his standpoint by highlighting that Milundikwa Research Centre has not been included in the budget, despite the fact that the Centre does not have the ability to run its activities

without being allocated money. The MP challenges the Minister, as in his speech, he emphasised that the research centres would continue researching varieties of seeds. The topic the MP selects here is more specific, as it is based on his constituency. The MP's argumentation makes the Minister add further argumentation to address the issue the MP raises in his argumentation. The topic is strategically selected, as it is one of the issues the Minister talked about in his speech.

In relation to adaptation to audience demand, the arguers at this stage of the discussion choose only those arguments that agree with the audience's sphere of interest and the argumentations advanced at this stage are therefore adjusted to suit the preferences of the audience. The Minister, as he defends or adds more support to his argumentation, ensures that his argumentations are attuned to the audience demand. Likewise, MPs also at this stage make argumentative moves that agree with the audience demand. The two instances in Example 39 demonstrate how the Minister manoeuvres strategically to ensure that his argumentations agree with audience demand:

Example 39:

- (a) Ndugu zangu, ninapenda niwaambie kwamba, kama tunataka kuondoka kwenye kilimo hiki cha kujikimu, kitu muhimu ni lazima tuongeze tija. Hivi sasa wakulima wa mahindi wa kwetu wanazalisha mahindi kilo mia nane kwa hekta nzima, kwa maana ya magunia nane kwa hekta. Wanatakiwa magunia yawe elfu nane, hawa wanazalisha *one tenth*, kwa hiyo, sikilizeni jamani, suala hapa siyo kwamba, *priority* ya kwanza ni matrekta, hapana; Mkulima yeyote anaweza hekta moja, kama akilima vizuri, akatumia kilimo bora, atapata tani nane badala ya kilo mia nane, hapa ndiyo pa kuanzia na matatizo haya tunayo kwenye mpunga, kwenye ndizi, ndizi tunazalisha tani tano wakati wenzetu India wanazalisha kilo mia moja na ishirini, sisi tunazalisha tani tano, eeh! Kwa hiyo, jambo kubwa lazima tuanzie hapo katika kilimo hiki cha kujikimu. (AE: Hansard 26/7/2011).

14. Colleagues, I wish to tell you that, if we want to graduate from subsistence farming, we must increase productivity. Maize growers now harvest only eight hundred kilogrammes from a single acre, that is, eight bags per acre. They are supposed to produce eight thousand bags; instead, they produce one-tenth of that. Therefore, listen to me, my colleagues, the issue is not prioritising the use of tractors in farming activities. No, not at all. If a farmer uses modern farming methods, he or she will get eight tones of food from a single acre, and not eight hundred kilogrammes. This is where we should start and we're faced by the same problem in the production of rice and bananas. We produce only five tones while our counterparts in India produce one hundred and twenty kilogrammes. We harvest only five tons, enh! So, we must start with subsistence farming. (AE: Hansard 26/7/2011)

- (b) Mheshimiwa Mwenyekiti, kwa sababu hiyo, Serikali mwaka huu itaajiri wagani wote ambao wameshitimu katika Vyuo Vikuu, Chuo Kikuu cha Sokoine cha Kilimo, Chuo Kikuu Kishiriki cha Ushirika na Stadi za Kazi, ambao wamehitimu katika Ushirika; wote tutawaajiri; na tutaajiri wagani wengine zaidi ya elfu tano wanaotoka kwenye Vyuo wenye stashahada na astashahada katika kilimo ili kuongeza uwezo wa Wizara na Serikal, katika kutoa ushauri kwa wananchi. (ACE: Hansard 26/7/2011). *8. Madam Chairperson, therefore, the Government intends to employ all the agricultural officers who have graduated from Universities such as Sokoine University of Agriculture and Moshi Univerversity College of Cooperative and Business Studies. We shall employ all of them, besides employing more than five thousand people who have graduated from Universities and Colleges with degrees and advanced diplomas to enhance the capacity of the Ministry and the Government to provide consultancy services to the people. (ACE: Hansard 26/7/2011).*

The Minister's argumentation in Example 39(a) is an addition of argumentation on improved agriculture in the country. The Minister indicates that, in order to do away with subsistence agriculture, the key solution is to increase productivity by making use of improved agriculture tools. He further emphasises that the priority is not tractors, as if the farmers apply modern farming methods they will produce more.

The Minister's argumentation is a response to MPs contributions that challenged the Ministry and the government to help farmers acquire tractors. To a certain extent, the Minister is implicitly dismissing MPs' criticisms that cultivating many hectares is not the required focus for increasing production but the point is rather to apply modern farming methods, which will enable farmers to yield more, even if they cultivate small farms. The argumentation is adjusted to the audience demand as the Minister addresses the MPs who were demanding tractors but also, through them, the public is addressed. This is in agreement with Van Eemeren (2010), who remarks that in a debate the discussants sometimes, as they debate, may aim at larger audience through their argumentations. This is a typical case where the Minister is addressing the public through his fellow MPs, that act as the "secondary audience" (Van Eemeren, 2010:109)

Similarly, in Example 39(b), the Minister adds more argumentation on the standpoint about the intention of the government to improve agriculture by giving advice to farmers. The Minister indicates that the government this year will recruit all agricultural extension officers who will graduate from various universities and colleges, so as to ensure that the Ministry and the government in general have enough agricultural extension officers to give advice to farmers. The argumentation is a response to some MPs' standpoints about lack of agricultural extension officers and the way this affects farmers. This argumentative move is adjusted to audience preferences, which are the MPs who put forward this argumentation and all the farmers in the country. The MPs raised this issue because they see the importance of extension officers in helping the farmers to improve their agricultural practices. In the conclusion, the Minister indicates that if the extension officers are deployed they will help to improve the way the farmers practice agriculture.

At the argumentation stage, the MPs also engage in strategic manoeuvring in relation to adaptation to the audience demand with the argumentative moves they make as they continue to criticise the standpoints the Minister advanced. The fragments in Example 4) are some of the moves MPs make at this stage:

Example 40:

- (a) MHE. JOSEPH R. SELASINI: Mheshimiwa Mwenyekiti, nakushukuru. Mimi naomba kauli ya Serikali, *barrier* ya kuzuia mahindi yasiende Kenya iliyowekwa pale Himo imesababisha mahindi katika masoko yaliyo ndani ya Rombo, kwa mfano Mamsera, Mashati, kuuzwa kilo moja shilingi 800 na sababu ni kwamba watumishi walio kwenye hiyo *barrier* Himo wanawakamata mpaka wafanyabiashara wadogo ambao wana magunia matano, kumi, kumi na tano ya mahindi wanayopeleka kwenye masoko hayo na kumekuwa na biashara kubwa sana ya rushwa pale Himo. Nimeuliza swali, nimechangia katika mchango wa Waziri Mkuu, sasa naomba Serikali itueleze watu wa Rombo, kwanza Rombo ni sehemu ya Tanzania au namna gani? Kwa sababu Tarakea kuna soko kubwa, Holili kuna soko kubwa, kwa nini *barrier* zisiwekwe mpakani iwekwe pale Himo? Napenda niseme Rombo ndiyo Jimbo lililo mpakani, kwa hiyo kama Serikali inataka kuzuia mahindi, izuie mpakani ili kuruhusu wafanyabiashara wadogowadogo wa mahindi wapeleke mahindi kwenye masoko yaliyo ndani ya Rombo ili kufanya mahindi katika yale masoko yashuke bei, kilo moja ya mahindi ni shilingi 800 Rombo, naomba maelezo ya Serikali. (*Makofi*) (ACE: Hansard 26/7/2011).
- HON. JOSEPH R. SELASINI: I want to know the Government's position on the roadblock that has been set up at Himo to prevent maize from being exported to Kenya. The roadblock has caused the maize in Rombo, e.g. in Mamsera and Mashati, to be sold at Shs 800 per kilogramme, for the guards at Himo arrest even small-

scale businesspeople who sale, say, five, ten or fifteen bags of maize, and they engage in corruption. I asked a question about this during the questions to the Prime Minister session. Now, we want the Government to tell us whether or not Rombo is part of Tanzania. There is a large market in Tarakea as well as in Holili, but why has a roadblock been set up at Himo? I want to say that Rombo is a borderland constituency. Therefore, if the Government intends to set up roadblocks to prevent the maize from being transported to Kenya, it should do so at the borders so as to allow small-scale farmers to do business within Rombo. I need an explanation for this from the Government. (clapping) (ACE: Hansard 26/7/2011).

- (b) MHE. TUNDU A. M. LISSU: Mheshimiwa Mwenyekiti, katika mchango wangu wa maandishi niliomba ufafanuzi wa Serikali juu ya hali mbaya ya chakula katika nchi na hasahasa katika Mkoa wangu wa Singida na Jimbo langu la Singida Mashariki. Katika hotuba ya Mheshimiwa Waziri ametaja kwamba Mkoa wa Singida ni mmoja wa Mkoa ambao unajitosheliza kwa chakula. Hata hivyo, katika Kiambatisho Namba.2 cha hotuba yake ameonyesha kwamba Wilaya zote tatu za Mkoa wa Singida zina upungufu wa chakula. Sasa huu mkanganyiko umesababisha mpaka sasa hivi Serikali haijatoa chakula cha msaada kwa wananchi wa Mkoa wa Singida na matokeo yake watu wanataabika kwa upungufu mkubwa wa chakula. Naomba nipate ufafanuzi kutoka kwa Mheshimiwa Waziri juu ya jambo hili, ahsante sana. (ACE: Hansard 26/7/2011).
- HON. TUNDU A. M. LISSU: Madam Chairperson, in my written contribution I requested clarification from the Government concerning the terrible food crisis, especially in Singida Region, and more particularly in Singida East, where my constituency sits. In his speech, the Hon. Minister has said that Singida is one of the regions that have enough food. However, in Supplementary Document No. 2, he has shown that all three districts in Singida have food shortages. This contradiction has resulted in the Government not giving food aid to the people of Singida; as a result, the people are facing a critical shortage of food. I need some clarification from the Hon. Minister on this issue. (ACE: Hansard 26/7/2011).*

In Example 40(a), the MP advances a move about the barrier that the government has put at Himo Town as way to implement the ban for transporting cereal crops outside the country. The Minister in his winding up responded to this topic, but the MP here raises a standpoint from a specific case. The MP's standpoint relates to situating a barrier within the country and rather than on the border of Tanzania and Kenya. This raises the prices of food in his constituency. The MP demands further argumentation regarding the placement of the barrier within the country as opposed to on the border. Covertly, the MP is not concerned about the ban but is concerned with the way it is being implemented, as it affects his voters. This move is adjusted to the demand of the audience—his voters who are affected by the problem. As the MP indicates, the barrier makes it difficult for cereals, especially maize, to reach in his constituency, which causes price hikes.

Likewise, in Example 40(b), the MP demands more argumentation about the shortage of food in Singida Region. He indicates that the Minister contradicts himself as, in one of the sections in his speech, he states that Singida does not have a shortage of food and, in another section, he reports some shortage of food in three districts. The MP emphasises that Singida Region has shortage of food, including in his constituency. He supports his standpoint by pointing out that, because of this contradiction, the region has not received food aid from the government and the people there are suffering because of this. The MP concludes his argumentation by requesting the Minister to respond to his argumentation. The move is in consonance with the audience preference, since the region is facing a food crisis. The MP addressing the issue of shortage of food in his constituency and the region at large is speaking for the populace, since he represents them in the House. This echoes what Fenton-Smith (2008) reports in relation to members of the assembly, in that they speak for the people and about the people. So, the MP

has to advance argumentation that bears witness to what the electorate would wish to hear their MP speak about. The MP applies a causal relationship to his justification argumentation.

The Minister and MPs involve in strategic manoeuvring at the stage of argumentation in relation to presentational devices, by choosing the most effective way to present their moves to ensure that the moves advanced have impact on the target audience. According to Van Eemeren (2010), the discussants may present their standpoints explicitly and numbered so that the support of the standpoint becomes effective. The fragments in Example 41 and Example 42 exemplify the presentational choices the Minister and the MPs make as they advance their moves at this stage:

Example 41:

- (a) Suala muhimu ni kuhakikisha kwamba, tunalinda usalama wa nchi yetu na tunalinda usalama wa chakula. Usalama wa chakula na usalama wa kijeshi ni sawa sawa; ni aibu kubwa sisi kwenda kuomba chakula watu wanakufa kwa njaa. Jamani huku duniani wakati wa njaa siyo Tanzania peke yake imeweza kusema siuzi chakula; hivi sasa India hawauzi chakula, Indonesia hawauzi chakula na Thailand hawauzi chakula. Juzi juzi tu ndiyo Urusi wamefungua mlango wanauza baada ya mwaka mzima kuzuia kuuza chakula kwa sababu ya kuhofia wao wenyewe wasije wakaingia kwenye janga na aibu za njaa. (*Makofi*) (AE: 26/6/2011).

The important thing is for us to sustain the security of our country and to ensure food security. Food security and military security are one and the same. It is shameful for us to go outside the country to ask for food because our people are dying of starvation. Tanzania is not the only country that does not sell food during famine; Indonesia doesn't sell food and Thailand doesn't sell food either. Only a few days ago did Russia start selling food after a year of not doing so for fear that it might face the shameful problem of food. (clapping) (AE: 26/6/2011).

- (b) Mheshimiwa Mwenyekiti, jambo lingine ambalo ningependa kulitolea ufafanuzi ni suala la mauzo ya chakula nje ya nchi. Sote ni mashahidi, tumeangalia na kuona jinsi Nchi ya Somalia ilivyo na njaa kali. Tunajua kwa uhakika na kwa uyakini, jinsi Kenya walivyo na njaa. Tunajua kwa uhakika na uyakini, jinsi njaa ilivyo katika Sudan ya Kusini na jinsi upungufu wa chakula ulivyo katika nchi jirani. Sisi tumezalisha tani za nafaka milioni 7.2; tunahitaji tani milioni 7.2 kwa mwaka kwa chakula chetu sisi wenyewe, lakini tumezalisha tani milioni sita na ushee. Tuna upungufu wa tani karibu nusu milioni za nafaka. Chakula kinachoondoka hapa nchini kwenda nchi za nje, kinaondoka kwa kasi kubwa kwa sababu ya majirani walio na njaa. Eneo ambalo tuna ziada ya tani 1,300,000 ni eneo la mazao mengine ambalo linahusu muhogo, ndizi, mikunde na kadhhalika. Mengi ya mazao haya ya viazi vitamu, hayauzwi nje. Ningependa niwaombe ndugu zangu, kama tutaingia kwenye njaa itakuwa ni aibu kubwa sana. Kwa speed ambayo chakula kinapelekwa nje kupitia njia za panya ingechukua miezi mitano peke yake na sisi tungekuwa na uhaba wa chakula unaokimbilia ule wa Somalia, wa Kenya wa Sudan ya Kusini. Sisi watoto wetu wangeanza kufa kwa njaa. (ACE: Hansard 26/7/2011).

Madam Chairperson, I'd also like to talk of the selling of food outside the country. We all know that Somalia is facing famine. We know very well that Kenya is facing famine. We know very well that South Sudan is facing famine and that the other neighbouring countries do not have enough food.

We usually produce 7.2 million tones of food per year and we need the same amount, but we've produced more than six million tones. We've a shortage of half a million tones of food. The amount of food that is sold in the neighbouring countries that are facing famine is staggering. We've got cassava, bananas and legumes in excess of 1,300,000 tones. Most of these crops, including sweet potatoes, are not sold outside the country. I would like to tell you that it would be very shameful if we, too, face famine. The speed at which food is exported outside the country illegally shows that the extent of famine in our country would be similar to that of Somalia, Kenya and South Sudan. Our children would start dying of starvation. (ACE: Hansard 26/7/2011).

In Example 41(a), the Minister adds more argumentation about the ban on selling cereal crops outside the country, as a way to continue convincing MPs and the public that the government has made the right decision. The Minister manoeuvres strategically here as he emphasises that the government, through

the Ministry, is safeguarding the security of the country and safeguarding food security. He adds that food security and military security are one and the same, since it is shameful to go begging for food while people are dying. The expression that food security and military security are the same creates a certain effect in the mind of the audience and allows the audience to see the importance of the ban the government has issued. The effect created here is that shortage of food in the country is a security threat and it should not be viewed differently from military security threats. In addition, the Minister points out that begging food is a shame for a nation, which may imply that a nation can beg other aids but not food since it is basic need. The other support he gives to his standpoint is that it is not only Tanzania that has banned selling food outside the country. To justify the government's action, the Minister uses India, Indonesia, Thailand, and Russia as cases to justify his standpoint that what the government has done is a common practice. He concludes that the action of the government is to prevent the country from facing hunger and famine.

Similarly, in Example 41(b), the Minister provides more argumentation on the issues of selling food outside the country, presenting his standpoint and the arguments to support it in a way that makes them effective. The first support to his standpoint is the famine that Somalia is facing, though he does not elaborate whether Somalia is facing famine because it allowed food to be sold outside the country. The Minister also supports his standpoint by giving examples of food shortage in Kenya and South Sudan. As in the first case, he does not provide explanation as to whether the food shortage the two countries are facing is because of selling food outside their countries or because of other reasons. The Minister also indicates that the food the country has produced is not enough to meet the annual demand. He also points out that the food is being transported outside the country at high speed due to food shortages in the neighbouring countries. He concludes his argumentation by saying that, given the speed at which food is being transported outside through illegal routes, it would have taken only five months to experience the shortages approaching those of Somalia, Kenya and South Sudan. The force of the standpoint is created in the cases given. The cases of Somalia and South Sudan create images in the audience, as many people watch on television how people, and especially children, are dying in those countries. These images strengthen the force of the argumentation and increase its acceptability. The Minister selected this perspective because he believes he is able to defend it. The topic also is congruent with the audience preference, as the audience would not wish the country to experience the situation mentioned in the three cases given in support of the standpoint.

MPs at this stage manoeuvre strategically as they present their argumentation. The manoeuvres MPs engage in include the use of rhetorical questions to make the argumentation effective. The other presentational device MPs resort to is carefully chosen expressions that are aimed at adding force to the standpoint articulated in the argumentation. The fragments in Example 42 exemplify the choices MPs make in relation to presentation:

Example 42:

- (a) Mheshimiwa Mwenyekiti, pili, hakuna soko huria katika biashara ya pamba. Wanunuzi wa pamba wana-*syndication!* Wana umoja wa kupanga bei! Je, soko huria liko wapi? Je, mkulima huyu yatima, mpigakura aliyeiweka Serikali ya CCM madarakani, bado mnamtenda! Hivi sasa kuna uvumi ambao umeenea ya kwamba Serikali haiwapendi wakulima wa zao la pamba, hususan wengi wao wakiwa wa Mkoa wa Shinyanga na Mwanza na Mikoa mingine! Je, pana uhalali gani wakulima wa pamba kuendelea kuipigia kura CCM? (*Makofi*).

Mheshimiwa Mwenyekiti, ikiwa Rais wa Marekani aliweza kutoa kwa ujasiri pesa za kufidia mmomonyoko wa kampuni za Marekani, ninyi Serikali ya CCM mnashindwa nini? Pesa za dhahabu, almasi, ni kwa nini zisifidie bei ya pamba iwe ni hiyo shilingi 1,100? Tunaomba shilingi 1,100/=, kaeni mtafute pesa! Maisha bora yatapatikana wapi? Sisi dhahabu yetu ni pamba. Tunaomba maisha bora, tunaomba afya bora, hivi itapatikana vipi kwa wakulima wa pamba? Au mnataka tuendeleo kuwa manamba wa soko la Marekani na Uingereza? Tuwe malighafi? Jasho letu litatoka lini kwa Mungu kwamba na sisi tuna sadaka ya wokovu? (*Makofi*) (AE: Hansard 26/6/2011).

24. *Madam Chairperson, secondly, there is no free market in the cotton business. Those who buy cotton have got a syndicate, which they use to determine the price of cotton! Now, where is the free market? You're punishing the orphan farmer, the one who voted CCM into government! Word on the street has it that the Government doesn't like those who grow cotton, most of whom are in the regions of Shinyanga and Mwanza, as well as in the other regions! What rationale is there for the cotton growers to continue voting CCM into government? (clapping)*

Madam Chairperson, if the US President confidently bailed out American companies, why can't the CCM Government do the same to the cotton growing sector? Why can't money from gold and diamond be used to plug the deficit so that the price of cotton remains Shs 1,100? We're asking for Shs 1,100; find the money! Where will a better life come from? Cotton is our gold. We're asking for a better life, better health care. Where will the cotton growers get these from? Do you want us to continue being labourers for the US and UK markets? To be their "raw materials"? When will our sweat from God show that we, too, deserve to be saved? (clapping) (AE: Hansard 26/6/2011).

- (b) MHE. ANNE K. MALECELA: Mheshimiwa Mwenyekiti, kwanza mimi nasikitika sana, nimechangia *page* sita neno moja, nikazungumza hapa kwa masikitiko, kwamba wananchi wamejenga kiwanda chao wenyewe siyo Serikali imewajengea, nikaisihi Serikali, hii ni mara kumi naisihi, nisaaidieni miundombinu ya maji na vile vibarabara vya *farm to market*, Serikali mnashindwa kujibu na muelewe kwamba hamnijibu mimi mnawajibu wale wananchi, hamuwatendei haki, Waziri naomba majibu. (AE: Hansard 27/7/2011).

26. *HON. ANNE K. MALECELA: Madam Chairperson, I'm disappointed; I've written about this issue on six pages and solemnly said here in Parliament that the people built the factory themselves. It was not the Government that built it for them. I requested the Government, this is the tenth time I make this request, to supply water to the area and build a road from the farm to the market. But the Government hasn't responded yet; the Government should know that it is not responding to me, but rather to the people. You're not being fair to them. The Hon. Minister, I need an answer. (SM: Hansard 27/7/2011).*

The MP in Example 42(a) advances a standpoint on the cotton market and prices. In his argumentation, the MP makes use of rhetorical question to reinforce his standpoint. He highlights that the cotton buyers have syndicates when it comes to matters of cotton prices, through which they make arrangements for the price together and they stick to that. Using rhetorical questions, he wonders whether there is a free market when it comes to cotton as some cotton buyers set the prices for cotton for all buyers. The MP wonders why the CCM (ruling party in Tanzania) government is doing this to cotton growers who voted it into power and yet the government is not helping these farmers. In a rhetorical question the MP asks, 'Is it right for the cotton growers to continue voting for CCM?'. This rhetorical question is very effective as it makes the audience work out the likely answer to the question. Although the audience is left to provide the answer for the question, it is implied that the cotton growers need not continue to vote for CCM because it has failed to help them get good prices. The MP further supports his standpoint by

series of question. The series of rhetorical questions make the argumentation effective as there is a clear impact created in the mind of the audience as they try to figure out the answers for the rhetorical questions posed. The rhetorical questions in this argumentation are meant to tell the audience that the government does not care for them as it has failed to intervene on this matter. They are also meant to challenge the government that its slogan of 'Better life for every Tanzanian' will not be achieved if it allows cotton buyers to set prices for cotton without the government regulating those prices. In addition, the rhetorical questions are designed to tell the government that cotton growers would stop voting for CCM if the situation continues in this manner. The MP wanted the Minister to add more argumentation as he did not accept what the Minister has said earlier on when he was winding up. The presentation of this argumentation might have been effective as, after the MP's contribution, the Prime Minister intervened in the discussion to convince the MP and the audience at large about the government's decision on the issue.

In Example 42(b), the MP advances a standpoint that she had talked about in her contribution during the debate but to which the Minister did not respond. The standpoint she advances is that the government needs to construct water systems and roads from farms to market so that the people in her constituency can transport crops from their farms to the markets. The water system is for the ginger industry: the citizens in her constituency have constructed a ginger processing plant that needs water in order to run smoothly. The presentation of her standpoint is in the choice of words—for example, the word 'disappointed', where she says that she is disappointed that she made her contribution by writing six pages on the matter but the Minister did not respond. Use of the word 'disappointed' shows how concerned she is about the issue and the phrase 'six pages' (that she wrote as her contribution) adds emphasis to the idea that she takes the issue seriously. She also points out that it is the citizens who have constructed the facility and not the government. In a way, she challenges the government that it is not responsible and that it has failed to deliver, as the people have constructed the facility but the government is reluctant to construct the water system in the industrial area and the roads from the farms to the markets. In her presentation of the support for her standpoint, the MP also makes use of exaggeration such as 'the tenth time'. The phrase the tenth time shows how serious the issue is. In the conclusion, she urges the government to respond and the government should know that it is not responding to her but to the electorate in her constituency. She adds that the Minister and the government are not doing justice to the people by keeping quiet. The topic the MP is addressing is presented from her perspective as it is a specific case in her constituency and it is attuned to the interest of the MP's voters, as the people would like to hear what their government's response is and how they will plan to solve the issue in question.

Strategic manoeuvring also occurs at the concluding stage of the argumentation, where the protagonist and the antagonist determine what the attempt to resolve the difference of opinion has achieved (Van Eemeren et al., 2007). The difference of opinion is resolved if the parties involved in the discussion

agree that the standpoint of the protagonist is acceptable, or the antagonist withdraws his doubts or the protagonist withdraws his standpoint. The dispute will have been resolved in favour of the protagonist if the first case happens and in favour of the antagonist if the second case happens (Van Eemeren et al, 2007). In the debate analysed here, the concluding stage does not involve much argumentation. However, the few argumentations that are put forward at this stage do display strategic manoeuvring in relation to the three aspects: topical selection, adaptation to audience demand, presentational devices.

The manoeuvring at the concluding stage in relation to topical potential appears when the Minister and MPs reach agreement on various issues that are being discussed. At this stage, each party will direct all its efforts towards achieving a strategic portrayal of the scope of conclusiveness of the results of the discourse that comes closest to the outcome desired by that party (Van Eemeren, 2010). This may also include each party highlighting, from its own perspective (whether positive or negative,) implications of certain outcomes the party wants to draw attention to. Each party tries to show that the discussion ended in their favour (Van Eemeren, 2010). Example 43 contains some of the argumentations at this stage:

Example 43:

- (a) **WAZIRI WA KILIMO, CHAKULA NA USHIRIKA:** Mheshimiwa Mwenyekiti, kwanza, nikiri kwamba, suala hili lilijitokeza kwenye hoja ya Mheshimiwa Mangungu na kwamba, siyo kama nimelipuuza ni kwa kuwa hoja tulizonazo ni nyingi sana na tusingeweza kuzijibu zote kwa muda ambao tumepewa. Ninapenda kusema kwamba, *Southern Agricultural Growth Corridor* ni msukumo wa Kanda hii hapa katikati ya Tanzania, inaanzia Zanzibar inachukua Mkoa wote wa Pwani sehemu ya Mkoa wa Tanga, Morogoro, sehemu ya Mkoa wa Dodoma, haina mstari inapita *Latitude* hapa ukiwa hapa au *Latitude* hii ukiwa pale, inahusu sehemu ya katikati ya nchi ambayo unaweza kusema ungeweza kuiita *Corridor* ya TAZARA. Tunazo *corridor* zingine; *Central Corridor* hii, tuna *Mtwara Corridor*; kitu ambacho kiliamuliwa kwenye Serikali na kimejadiliwa sana, tumefikia *almost consensus* ni kwamba, tuanze utekelezaji wa *Corridor* hii. Ikishaanza ikashika moto yenyewe tuanze kutekeleza *Mtwara Corridor*, tuanze kutekeleza *Central Corridor* na tuanze kutekeleza *Northern Corridor*. Kwa maana ya kwamba, tutakuwa tumejenga uwezo wa kuweza kutekeleza maeneo haya.

Nia ni nzuri kwamba, tuongeze umwagiliaji kama ndugu yangu mmoja aliuliza juu ya kuifanya Morogoro iwe ghala la Taifa, itakuwa ghala la Taida *under this arrangement*, kwa sababu eneo kubwa la Kilombero na Ulanga, lithahusishwa katika Mradi huu kwa maana ya umwagiliaji, kuzalisha mpunga na mazao mengine. Ninataka niwaondoe hofu kabisa wenzetu wa Lindi, Mtwara, labda na sehemu ya Mkoa wa Ruvuma kwamba, maana ya kuendeleza hapa siyo kupunguza msukumo wa kuendeleza kilimo katika maeneo mengine ya nchi yetu. (ACE: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: *Madam Chairperson, first of all, I wish to admit that the Hon. Mangungu spoke of this issue and that it doesn't mean that I ignored it. Because a lot of questions were asked I couldn't answer all of them. I'd like to point out that the Southern Agricultural Growth Corridor starts from the Central Zone in Tanzania and includes Zanzibar, Coast Region, Tanga, Morogoro and a part of Dodoma Region. A latitude passes here if you are here and there if you're there. It is concerned with the central part of the country, which you could call TAZARA Corridor. We've got other corridors, namely the Central Corridor, the Northern Corridor and Mtwara Corridor. This was decided by the Government and intensely discussed and we've decided that we should start with this corridor. Later, we shall focus on Mtwara Corridor, then the Central Corridor and finally the Northern Corridor. This means that we'll have built our capacity to focus on these areas by then.*

The purpose is to improve irrigation agriculture, as one of you suggested that we should turn Morogoro into the Nation's Bread Basket. It will be the Nation's Bread Basket under this arrangement. This is because large parts of Kilombero and Ulanga will be involved in this Project, which is concerned with the growing of rice and other crops through irrigation. I'd like to tell the people in Lindi, Mtwara, and perhaps a part of Ruvuma

Region as well, that it doesn't mean that we don't want to develop agriculture in the other parts of our country. (ACE: Hansard 26/7/2011).

- (b) NAIBU WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kama alivyosema Mheshimiwa Waziri, hoja ziko nyingi kweli kweli na hii hoja ya Mheshimiwa Mbunge ninayo hapa. Nilitamka tu kidogo, ninadhani wakati tunatoa maelezo. Eneo lile nilikiri kwamba, kweli hatujalipa msukumo ambao unastahili. Hili ni eneo ambalo *potential* yake ni kubwa na nikasema tumekwishawaagiza Ofisi yetu ya Umwagiliaji ya Kanda, iende kuliangalia Bonde hilo na tayari wamekwishafanya uchunguzi wa awali na Bonde hilo sasa tutalijumlisha katika mipango yetu. Kwa hiyo, ninataka Mheshimiwa Mbunge awe na amani kabisa; tumekwishaliona Bonde hilo na Mhandisi wa Kanda analo katika orodha yake.
- DEPUTY MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, as the Minister said, there are so many questions, including the Hon. Gentleman's question. I spoke about this issue earlier. I admitted that we'd not given the area the attention it deserved. This area is very potential and I said we had directed our Zonal Office responsible for irrigation to visit the valley. They have already undertaken preliminary studies, and so the valley will be included in our plans. I'd thus like the Hon. Gentleman to be at peace; we've visited the valley and it is on the Zonal Engineer's list.*

In Example 43(a), the Minister responds to the standpoint that Lindi Region and Mtwara Region are left out in the government programme called 'Southern Agricultural Growth Corridor'. The Minister does not choose this topic but rather he is obliged to respond as the MP who advanced the standpoint wanted the government to provide explanation to why Lindi and Mtwara is not included. The Minister responds that the program is designed for certain regions only, and adds that Mtwara Region and Lindi Region will be included in another programme the government is planning. The programme is aimed at increasing productivity in those regions, as it will put much emphasis on irrigation. This will involve areas in Morogoro, which are good for irrigation for crops such as rice and others, and that, in the end, Morogoro Region may become the national granary. The Minister concludes that the people of Mtwara Region and Lindi Region and other regions which are not mentioned in the programme should not be concerned as the programme is not meant to slow down the government's efforts to develop agriculture in the country. The Minister makes some efforts to end this topic in his favour as he highlights the positive outcomes that are likely to be achieved from the programme. So, this topic ends as the Minister has given explanation to what the MP wanted to hear about Mtwara and Lindi not being in the programme.

Likewise, in Example 43(b), the Minister responds to one MP's standpoint on irrigation in the Mwomba river valley in Rukwa Region. The MP requested the Minister to provide explanations why this area is not mentioned while it has potential for irrigation. The Minister admits that they did take note of the MPs' standpoint but, due to the numerous issues that needed to be addressed, they did not manage to respond. He further admits that the areas the MP mentions do indeed have potential for irrigation and the Minister has ordered the irrigation office in Rukwa to visit the valley for preliminary observation. The Minister concludes that, after the initial investigation, the plain is now included in the Ministry's plans and the MP need not to worry, as the Ministry will work on it. This topic is concluded as the Minister accepts the MP's standpoint and agrees to act as the MP demanded. Thus, this topic is concluded in favour of the MP.

In this debate, analysis revealed one instance where the MP retracts his standpoint after the government has made efforts to convince him and other MPs who hold the same points of view. The MP advanced a standpoint on cotton price and the market for this crop, particularly in respect of the way cotton buyers have set a very low price which denies the farmers to benefit from their crop. Since the MP's argumentation is analysed elsewhere, it will not be repeated here but the focus will be only on how this topic was concluded. The Minister tried to convince the MP but the latter did not accept the argumentation the Minister was making. The MP decided not to support the budget if the government was not going to provide a satisfactory explanation for the issue. However, the MP retracted his standpoint after the Prime Minister made his contribution on the issue. Example 44 gives a fragment from the Prime Minister's contribution that led to the MP to retract his standpoint:

Example 44:

PRIME MINISTER: Mheshimiwa Mwenyekiti, cha pili. Katika kuliangalia itabidi tuhushishe Benki Kuu kwa karibu sana, kwa sababu wao ndio watatuambia. Hata huko tunakokodolea macho, mimi sijui kama uwezo wetu wa kuendelea kukopa fedha kutoka huko upo au haupo! Kwa mazingira nayoyajua mimi, hata huko inawezekana mkopo usiwe mkubwa wa kutuwezesha kupata faraja kama ambayo watu wengi tungependa! Mimi nadhani kubwa hapa, tungekubal, zao hili kama yalivyo mazao mengine ya biashara, ni eneo gumu sana ambalo linatakiwa tukae wote kwa pamoja tuangalie mazao yote kwa ujumla wake. Huko tunakokwenda, mnataka tuhimili matatizo haya kwa kiasi gani lakini haiwezi kuwa ni suluhu ya leo katika Mkutano huu tulionao, mimi nadhani itakuwa ni kazi ngumu sana. Ndilo ambalo napenda kukuomba sana na kuwaomba Waheshimiwa Wabunge, wote tusaaidiane tutoke hapa twende tukulizungumze upya tena. (*Makofi*)

PRIME MINISTER: Honourable Chairperson, the second thing, the central bank must be involved in this because they will tell us if we can to take a loan. I am not aware whether we are still qualified for a loan or not from places we would expect it. Even if we manage to secure a loan from there, for the environment that I know, it is possible the loan will not be a big amount to allow us to get a relief, as many of us would wish too. I think, the important thing here we should admit that dealing with the price of this crop like other business crops is difficult. It needs us to sit together and look at all business crops generally. One thing that needs to be discussed is the extent that you want us to handle these issues in the future. This will not be decided in this meeting today, I think it will be a very difficult task to do that. Honourable members, I beg you one thing, let us assist one another to leave here and go to discuss afresh this issues.

The Prime Minister points out that the government needs to consult the Central Bank, who should advise them on how they can get money to top up the prices cotton farmers are going to sell their cotton for. He further indicates that he is not sure whether they will get enough money for such an exercise. The Prime Minister also emphasises the need for sitting together and looking at the prices of all cash crops in general, to see how the government can handle these problems but, he states, it cannot be during this parliamentary meeting as it is not easy to resolve that issue immediately. In his conclusion, the Prime Minister urges all MPs to agree with the current situation and says that after the parliamentary sitting they will have to discuss the matter afresh. The Prime Minister's contribution is meant to plead with MPs so that they do not reject the budget. It was after this contribution that the MP who advanced this topic retracted his standpoint. Although the MP retracts his standpoint, his statement shows that he is not convinced. As he says, "for the respect I have for the Prime Minister, I retract my standpoint." This obviously shows that he is not convinced with the standpoint the Prime Minister put forward but it is possibly because he does not want to be seen as a stubborn MP that he decides to retract his statement.

In relation to adaptation to the audience at the concluding stage the strategic manoeuvring entails highlighting the results of the discussion in a way that avoids causing anger to the audience by emphasising those parts or consequences of the outcome that are not to the audience's liking. In the debate analysed here, the Minister, in concluding some of the topics, tries to point out the aspects that the audience may be comfortable with. The extracts in Example 45 illustrate argumentations at the concluding stage that are adjusted to the needs of the audience:

Example 45:

- (a) WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kwanza, ninapenda nimshukuru sana Mheshimiwa Mbunge. Tumewahi kuzungumza naye juu ya Kituo hicho. Ninapenda niwahakikishie ndugu zangu kwamba, vituo vyetu vya utafiti, vitafanyiwa kazi kubwa ya kuvikarabati na kuviongezea uwezo wa vifaa vya utafiti na kemikali kwa ajili ya kufanya utafiti; na kwenye mashamba yake yale ya kuzalisha mbegu tutayawekea mifumo ya umwagiliaji ili tuweze kuzalisha mbegu kwa misimu zaidi ya miwili kwa mwaka. Katika kufanya hivi, hatukuviorodhesha hivi vituo kimoja kimoja. Vituo vyote hivi vipo kwenye mpango mmoja wa maendeleo ya utafiti katika Wizara ya Kilimo, Chakula na Ushirika. Ningependa pia nimhakikishie Mheshimiwa Mbunge kwamba, tunataka Idara hii ya Utafiti tuiongezee uwezo wa kufanya utafiti na tuipe uhuru zaidi kwa kutengeneza Taasisi ya Utafiti wa Kilimo wa Tanzania na katika utaratibu huo itakuwa na bajeti yake, Bodi yake ya Usimamizi na itakuwa na uhuru zaidi wa kuweza kufanya mambo yake. Vituo vyote hivi vitaboreshwa zaidi na kufanya utafiti sasa wa kilimo uweze kuwa *support* kubwa kwa ajili ya mpango wa maendeleo ya Kilimo hapa nchini. (ACE: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, first all of, I thank the Hon. Gentleman. He and I have had a discussion about this centre. I'd like to assure him that our research centres will be renovated and enhanced by providing them with tools and chemicals for undertaking research. We shall also build irrigation systems on the farms so that we may produce seeds twice a year. We've not listed all the centres. All the centres are included on a single research development programme in the Ministry of Agriculture, Food and Cooperatives.

I also wish to assure the Hon. Gentleman that we want to build the capacity of the Research Department to conduct research and to give it more freedom by creating an Agricultural Research Institute of Tanzania; funds will be set aside for the institute, which will have its own Management Board and which will be free to carry out its activities. All these centres or institutes will be enhanced and will undertake research with a lot of support from the Government so as to advance agriculture in the country. (ACE: Hansard 26/7/2011).

- (b) WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, napenda nimshukuru sana Mheshimiwa Said Nkumba kwa swali hili nzuri. Napenda nimhakikishie Mheshimiwa Said Nkumba kwamba Serikali imesikia jambo hili na naiagiza Bodi ya Tumbaku kupitia Bunge lako Tukufu waitishe kikao mara moja na wanunuzi na wauzaji ili kuhakikisha kwamba masoko yanakwenda kama ambavyo yanatakiwa kwenda kila mwaka. (*Makofi*) (AE: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, I thank the Hon. Said Nkumba for his good question. I want to assure the Hon. Said Nkumba that the Government has heard the issue and I direct the Tobacco Board through your Parliament to meet with the buyers and sellers so that the selling of the crop is done in the manner it is done every year. (clapping) (AE: Hansard 26/7/2011).

In Example 45(a), the Minister talks about a research centre one MP advanced as a standpoint in the discussion. The MP in his contribution indicated that Milundikwa Research Centre is not in the budget while it does not have money to run its activities. The Minister in his argumentation indicates that research centres will be renovated, funding for chemicals and research equipment will be increased to allow them to conduct research, and irrigation systems will be constructed on their farms for producing seeds more than twice per annum. He emphasises that all the centres are in one plan for research development in the Ministry, but it was difficult to list them in the speech one by one. He further

supports his standpoint that the Ministry wants to strengthen its research department to do more research by creating an independent institute on agricultural research in the country. This will have its own budget and it will be free to plan and run its activities. In the conclusion, he indicates that all the research centres will be improved to do more agricultural research and make a great contribution to agricultural development in the country. Although the Minister was responding to the standpoint advanced about a specific centre, his response is more generally about all the agricultural research centres that are under the Ministry. He also highlights positive things about the Ministry's plans to make the centres contribute to the development of agriculture in the country. All the things highlighted are adjusted to the audience preference, since the audience would like to see these centres contributing greatly to the improvement of agriculture in the country. The Minister's argumentation is not only directed at the MP who put forward the standpoint demanding to know about Milundikwa Research Centre, but it also addresses all MPs and the public which may be following the debate through television and radio broadcasts of the Tanzanian parliament. As Ilie (2010b) points out, activities of MPs are performed in the public eye and MPs are aware of this. Thus, they make sure they address the public as they address fellow MPs in parliament. This is exactly what the Minister does to speak to a wider audience who may be watching or listening to him.

The Minister in 45(b) responds to a standpoint two different MPs put forward in their contributions. The standpoint was on the market for tobacco, which is not operating as it usually operates, which has caused problems to tobacco farmers because they cannot sell their tobacco. The MPs did not accept the argumentation the Minister advanced on the issue as he was winding up his speech, so they had to demand more argumentation during the time the parliament was going through the budget, section by section. The Minister, in his response to the MPs, directs the Tobacco Board to call a meeting of tobacco buyers and sellers so that the market starts working as it is supposed to operate. However, the Minister's response seems not to be specific to what the MPs demanded, because the MPs wanted to hear the government's stance. The Minister does not state exactly what the Tobacco Board should work on. But the MPs at least have a starting point if the Tobacco Board does not act as the Minister has ordered. Again, in this argumentation the Minister makes his argumentation to suit the needs of the audience, who are the two MPs and the public. The discussion on this issue ended as the MPs did not put forward more argumentation after the Minister's argumentation, but the discussion seems to end in the MPs favour as the Minister accepted their argumentation.

Strategic manoeuvring at the concluding stage in relation to presentational devices appears when the party that claims the discussion ended in its favour makes some efforts to indicate that in its argumentation. The outcomes of the discussion are highlighted to show who came out as a winner of the discussion. Some of the strategic moves made at this stage are shown in Example 46:

Example 46:

- (a) WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kwanza, napenda sana nimshukuru Mheshimiwa Mama Anna Abdallah kwa hoja yake aliyoitoa jana kwani ilikuwa changamoto, tumetafuta, tukaona hali ilivyo. Nataka nimhakikishie kwamba katika kikao hicho cha wadau tutajadiliana maeneo yote ili tuweze kuondoa utata wowote ambao unaweza kujitokeza ili tasnia hii ya zao la Korosho iweze kwenda vizuri kama wote tunavyotegemea.
MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Honourable Chairperson, First, I would like to thank Hon. Mama Anna Abdallah for bringing up this issue yesterday; it was a big challenge to us, we had to delve into the matter and we saw the real situation. I want to assure the Hon. that in the meeting of stakeholders we will discuss everything so as to clear out any contradiction that is likely to arise. This is to make sure that the sub-sector of cashew nut crop runs well as all of us expect.
- (b) PRIME MINISTER: Mheshimiwa Mwenyekiti, kwanza, tuipe nafasi Serikali, acha ikaliangalie jambo hili kwa kushirikiana na wadau ninyi wenyewe kwamba katika mazingira haya tushirikiane, tubadilishane mawazo, tuone ni namna gani kwa pamoja tunaweza tukakabiliana na tatizo hili. (*Makofi*) Mheshimiwa Mwenyekiti, haiwezi hata kidogo ikawa kwamba, Mheshimiwa Shibuda, leo unataka Serikali iseme ileile shilingi 1,100/= ndio tunaendelea nayo! Maana yake hapo unaiambia Serikali, leo tukatafute shilingi karibu bilioni 400 kwa ajili ya jambo hili ghafla! Bajeti yenyewe wewe unaijua, tumehangaika nayo kwelikweli, tunahangaika na umeme saa hizi, hatujapata suluhu! Ni kuitwisha Serikali mzigo ambao mimi nasema kama Watanzania, ni lazima tukubali kwamba, zao linalotawaliwa na soko la nje lina ugumu wake na jibu lake haliwezi kuwa leo! (*Makofi*)
PRIME MINISTER: Honourable Chairperson, First of all, let us give the government time to look into the matter in collaboration with stakeholders. In this situation, let us work together in exchanging views how we can tackle this problem together. (Clapping). Honourable chairperson, Hon. Shibuda wants the government to declare today that the price remains the same Shs 11,00/= , it is impossible. He wants the government immediately today to find approximately 400 billion shillings for that purpose. You know the way we are struggling with the budget; we are struggling to find money for the budget of the ministry of energy and we have not yet sorted it. This is to overburden the government with problems, which as a Tanzanians we must admit it cannot handle. It is difficult to handle the price of the crop that the world market controls and the solution for that is not a quick one.

In Example 46(a), the Minister responds to the standpoint one MP advances concerning the export levy charged for cashew nuts. Despite the response of the Minister when he was winding up, the MP did not accept the argumentation the Minister gave as she raises the issue again when the parliament was sitting as an Expenditure Committee. The Minister commends the MP for bringing up that topic and he admits that it was a challenge for them as they had to search for information in order to understand the issue clearly. In the argumentation, the Minister promises to call a meeting of stakeholders to discuss at length all matters related to the issue the MP has advanced so as to clear the contradictions that may arise. This is to make sure that all matters related to cashew nuts are sorted out so that the crop may continue to flourish as expected. The discussion of this issue ended in favour of the MP as the Minister admits that there are problems involving the export levy collected to be used for developing the crop. The fact that the Minister agrees to call a meeting of stakeholders makes it obvious that he accepts the MP's standpoint. This indicates that there are problems regarding the crops, although he does not want to disclose them publicly.

The fragment in 46(b) is the contribution of the Prime Minister in an effort to convince the MP who had threatened not to support the budget if the government does not intervene on the price of cotton. The MP who raised the issue of cotton price was not convinced by the standpoint the Minister put forward. The Prime Minister, as the spokesperson of the government in the parliament, had to join the discussion to try to end the disagreement, which he succeeded in doing. In his argumentation, the Prime

Minister pleaded with MPs to allow the government to look into the matter in collaboration with other stakeholders in order to reach a consensus. He adds that the stakeholders, together with the government, have to cooperate in exchanging ideas to see how best they may overcome the problem. The Prime Minister does not agree with the standpoint of the MP on this issue because the government will not be able to get the money if the price of cotton will be Shs 1100/= per kilogramme as such a provision would mean that the government would need to secure Shs. 400 billion immediately. He further indicates that it is not easy for them to get that money within such a short time since the government is struggling to get money for budgets of different ministries. He concludes that, since the world market controls the cotton market, it needs time to work on the issue and there is no quick answer for that. Although the Prime Minister rejects the MPs' standpoint, he does this in a skilful way as he first indicates that the government needs to exchange ideas with stakeholders so as to find the best way to handle the issue. He also shows how the government is facing hard times with money for budgets of different ministries. Thus, compensating the farmers or accepting the price of Shs 1100/= per Kilogramme will overburden the government further. Although the Prime Minister does not say it explicitly, he clearly shows that the government is not ready for this. In the conclusion, he tries to indicate that the government has little or no help since the world market controls the cotton market. In a way, he shifts the blame to the world market so that MPs and the public should not view this matter as a government failure to help its cotton farmers to get a better price. This argumentation makes the MP who had threatened not to support the budget agree to withdraw his standpoint. As such, the discussion of this topic ends in the favour of the protagonist.

4 .5.1 The pragma-dialectical rules of critical discussion in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

The pragma-dialectic theory offers rules for conducting a critical discussion. The rules are provided in the form of a simple code of conduct for reasonable discussants who want to resolve their difference of opinion by means of argumentation (Van Eemeren & Grootendorst, 2004). The code of conduct consists of ten basic requirements for reasonable behaviour, referred to as "ten commandments for reasonable discussants" (Van Eemeren & Grootendorst, 2004:190). The rules list prohibitions of moves in argumentative discourse or text that hinder or obstruct the resolution of a difference of opinion (Van Eemeren & Grootendorst, 2004). The rules, if observed in a critical discussion, will help the discussants to reach the resolution of the difference of opinion. In the speech and debate analysed in this chapter, a number of the rules are observed, as highlighted below.

Rule 1 of the code of conduct, the Freedom Rule, is designed to ensure that standpoints and doubt regarding standpoint could be freely advanced. In the debate analysed in this chapter, this rule appears to be applied by MPs as all MPs are allowed to put forward standpoints or doubt regarding the speech the Minister presented. MPs put forward the standpoints and criticisms of the speech the Minister presented. In addition, the Minister also gets an opportunity to respond to some of the challenges MPs

made on his speech. Although the MPs in this speech seem to observe this code, it is possible that they do so automatically because they may not be aware of its existence.

Rule 2, the Obligation to Defend Rule, ensures that the standpoints that are advanced and called into questions are indeed defended. Although the code appears to be observed in the debate analysed, the Minister did not respond to all MPs' criticisms because of time constraints. The time for the Minister to respond to MPs' challenges is one hour and there is no addition to that time (Bunge la Tanzania, 2007). Therefore, this rule is not fully adhered to, as the protagonist does not respond to all the criticisms.

Rule 3, the Standpoint Rule, is designed to prevent antagonists from deviating from what is claimed. In the MoAFSC speech and debate, MPs largely appear to observe this code. However, MPs' attacks, in a few instances, are mixed up with some issues that are not under discussion. An MP starts with presenting something that is not related to what is being discussed but, towards the end, he/she loosely connects it to the topic under discussion.

Rule 4, the Relevance Rule, requires standpoints to be defended by logos, not by ethos, or pathos. MPs and the Minister also observe this rule in the debate. The standpoints and the criticisms put forward are, to a greater extent, based on argumentation. In addition, the arguments that are advanced in the speech and debate are, to a greater extent relevant to the topic under discussion.

Rule 5, the Unexpressed Premise Rule, ensures that the implicit elements in argumentation are treated seriously. In the speech and debate analysed in this chapter, the protagonist does not respond to some of MPs' criticisms because there is no rule in the Standing Orders that require him to defend all the argumentation attacked by the antagonist. The Minister is free to choose the attacks that he must respond to. Since the Minister in his speech talked about numerous issue, MPs have no problem in choosing which issue to attack.

Rule 6, the Starting Point Rule, ensures that the starting point agreed upon is used properly. This code seems not to apply in the speech and the debate analysed in this chapter, since MPs do not agree on any starting point in the discussion. The only aspect that can be viewed as a common starting point in the speech and the related debate is the procedures that guide the debate and presentation of the speech. The procedures are presumably known to all MPs, and act as a guideline for carrying out the discussion.

Rule 7, the Validity Rule, requires checking, in relevant cases, whether the conclusion follows logically from the premises. This rule does not seem to apply in the speech and the debate analysed in this chapter. The Minister and MPs in the entire debate do not determine whether one party is following formal logic in their argumentation.

Rule 8, the Argument Scheme Rule, excludes improper use of argument schemes. Again, this rule does not apply in the speech and the debate analysed in this chapter because the Minister and MPs do not

discuss how argument schemes should be utilised in the discussion. Thus, there is no form of agreement on the use of argument schemes and the two parties in the discussion do not question whether arguments schemes are applied correctly.

Rule 9, the Concluding Rule, ensures that the result of the discussion is ascertained in a correct manner. The analysis of the speech of the MoAFSC and the debate indicates that the protagonist and antagonist in the concluding stage did not determine the outcome of the debate, with the exception of a few cases, where either the Minister accepted the standpoint of MPs or MPs retracted their standpoints. The Chairperson of the parliament announces the overall outcome of the discussion. This code of conduct has little to offer in the discussion of the speech analysed here.

Rule 10, the Language Use Rule, is aimed at preventing misunderstandings resulting from non-transparent, vague or equivocal formulations or inaccurate, sloppy or biased interpretations. In the debate analysed here, there are no instances where misunderstanding arises because of misinterpretation caused by formulation of standpoints. Thus, the rule appears to have been applied by the minister and the MPs in the discussion.

4.5.2 Institutional rules and regulations constraints on strategic manoeuvring in the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

The speech and its debate analysed in this chapter was presented and discussed in the Tanzanian budget parliamentary sitting, in accordance with the parliamentary rules and regulations that state the manner in which the speech is supposed to be delivered in the parliament. The debate also was guided by the institutional rules and regulations, which specify the way the discussion is supposed to be carried out, and which clearly state how MPs should make their contributions to the Minister's speech. This includes the time allowed for MPs to make their contributions and the number of times they may speak in the discussion.

Institutional rules and regulations that are formulated to guide the day-to-day activities of institutions constrain the kind of manoeuvring that may take place in these institutions. Rules and regulations are required in order for these institutions to run their activities well, without affecting the core purpose of the establishment. For instance, a parliament as an institution has different rules that are supposed to serve as part of its establishment (Van Eemeren, 2010). Apart from legislative activities, parliamentary activities include debating government budgets speech and other reports, questioning the government through ministers on a range of issues, and receiving ministerial statements on various issues that concern the country (Ilie, 2010b). The activity type that this study focuses on is the budget speech and its debate.

Van Eemeren (2010) views the communicative activity type in the political domain as prototypically based on the genre of deliberation. Such communicative activities would include deliberations such as

a presidential debate, a plenary debate and prime minister's question time, all of which have some conventions that are important in governing communication within them. The pre-established conventions form part of the crucial aspects that members in these communicative activity types have to abide by as they carry out their usual activities. Any attempt to break these pre-established conventions is treated as a misconduct and as being unacceptable.

One common aspect communicative activity types in the political domain share is "preserving a democratic political culture by means of deliberation" (Van Eemeren, 2010:140). This may be found in every communicative activity that belongs to political domain although it may vary in certain ways but remains visible in all of them. On a more striking level, individual communicative activity types usually have their own specific goals, which are important in contributing in a particular way to realising the institutional point the communicative type is associated with (Van Eemeren, 2010). For instance, the budget debates in the Tanzanian parliament are geared towards ensuring that the government expenditures do not adversely affect the public. In addition, the MPs, who are the people's representatives, scrutinise the policies, plans and proposals the government put forward in the parliament. These parameters are aimed at making the outcomes of parliamentary activities more beneficial for the nation and its people.

The rules and regulations of the Tanzanian parliament hindered the strategic manoeuvring during the discussion of the speech of the MAoFSC in certain ways. One of the ways they did so was in requiring MPs to stick to the issue being discussed at a particular time. This is clearly stated in the Standing Orders, Section 5, which states the regulations for discussion. One of the regulations in this section states, "Each member of parliament shall only speak on the matter that is being tabled in the discussion" (Bunge la Tanzania, 2007:39). The presence of such regulation in the standing orders blocks aspects of strategic manoeuvring such topic shift and topic polarization¹¹, as these aspects involve the speaker introducing a new topic or simply deviating the discussion from the topic tabled (Tonnard, 2011). Arguably to the presence of such regulation in the Standing Orders, there are no topic shifts or topic polarizations in the discussion of the speech analysed in the chapter. However, in the discussion there are argumentative moves that may be interpreted as some kinds of topic shift and topic polarization, although they are not fully executed.

In Example 47, the MPs attempt to manoeuvre strategically to shift the topic under discussion to another topic that they consider important to discuss. The change may be big shift, where the topic changes a great deal, or minor shift, in which the subject of discussion remains the same (Tonnard, 2011).

¹¹ Tonnard (2011) describes topic shift as a critical response to the initial introduced issue. It is meant to exclude the original issue from the discussion and immediately initiate a topic on another issue. Topic polarization is the move that aims to change a situation of agreement (in this case presumed agreement) between the politician and the opponent, on an issue favoured by the politician, into a situation of disagreement.

Whatever the type of shift is made on the topic, the discussant usually aims to bring into the discussion something new that he/she considers important in the discussion. The motivation for topic shift may be to bring in a topic convenient to the discussant; a topic may be more appealing to the electorate; or the discussant may want to avoid a topic that puts him/her in a difficult situation (Tonnard, 2011). In such cases, a shift makes it easy for the discussant to present his contribution in the discussion. In Example 47, the MPs try to shift the topic to make it convenient for them to make their contribution:

Example 47:

- (a) .MHE. ASHA MOHAMED OMARI Mheshimiwa Mwenyekiti, ajira kwa vijana, imekuwa wananchi wengi wakilipigia kelele suala la kupatiwa ajira kwa vijana sababu hawapatiwi nyenzo na vitendea kazi, jambo ambalo lingewafanya kuweza kuondokana na hali duni na utegemezi. Hivyo naiomba Serikali na Wizara ya Kilimo kuchukua juhudi ya makusudi kuwawezesha vijana. (CAE: Hansard 26/07).
HONOURABLE. ASHA MOHAMED OMARI: Honourable Chairperson, youth unemployment is something that the youths have been talking about but actually they mean they lack work tools, tools that could help them get rid of dependence and poor living conditions. So, I urge the Government and the Ministry of Agriculture to take purposeful initiatives to support the youths
- (b) MHE. SAID M. MTANDA Mheshimiwa Mwenyekiti, ninalo tatizo kubwa sana pale katika Jimbo langu hasa wanyama waharibifu, na mara kwa mara nimekuwa nikizungumza na Mheshimiwa Waziri kuhusu hili. Maeneo ya Kilangara na Kilolambwani yanakabiliwa sana na tatizo la Ndovu ambao wamekuwa wakivamia mashamba ya wananchi. Wananchi wamekuwa wakilalamika na kila tunapouliza *game scout*, tunaambiwa yuko Kilwa. *Game scout* yuko wapi? *Game scout* mmoja ambaye tunaye katika Mkoa mmoja hawezi kukidhi haja.
 Kwa hiyo, tumekuwa tunapata matatizo makubwa sana. Naomba sana Wizara iangalie namna nzuri tunapopatwa na matatizo ya namna hii kuweza kutusaidia. Wakati mwingine unaambiwa *game scout* hana hata risasi. Sasa hili ni tatizo, tunaomba sana hili liangaliwe. (AE: Hansard 26/07/2011).
*HONOURABLE SAID M. MTANDA: Honourable Chairperson, I have a very big problem there in my constituency; it has to do with vermin. And I have repeatedly talked with the Honourable Minister about this. Places like Kilangara and Kilolambwani are heavily infested with the problem of elephants which keep encroaching upon people's farms. The people have been complaining and whenever we ask about the game scout, we are told he is in Kilwa. Where is the game scout? The only game scout in the entire region cannot meet the demand.
 Therefore, we have a lot of problems. I would like to advise the Ministry to devise ways of dealing with big problems. Sometimes you are told something to do with the game scout who does not have bullets. We suggest that this thing be looked at very carefully. (AE: Hansard 26/07/2011).*

In Example 47(a), the MP talks about youth employment and the way the citizens have been complaining about this issue. The MP adds that the youth are not given the necessary tools that would allow them to get out of poverty and dependency. The government and the MoAFSC have to take measures to help the youth. The issue of youth employment is not one of the topics that are being discussed in the debate. The MP introduces this topic as a way of trying to shift the discussion to the issue of youth employment, which is a topic that seems to be convenient to her to discuss. However, in order not to violate the discussion orders, she loosely tries to connect her standpoint with agriculture. She does this in the conclusion by pointing out that the Ministry of Agriculture and the government should take measures to help the youth.

Likewise, the MP in Example 47(b) puts forward a standpoint about destructive animals. He shows that he has been consulting the Minister for Natural Resources and Tourism on the issue. In his standpoint, he is raising the problem of elephants destroying crops in his constituency which, he indicates, the

citizens are complaining about. The MP also points out that, every time they ask about game scout, they are told he is in Rukwa. One game scout for the whole region cannot meet the needs. The MP states that this problem and that the people affected would like to see it solved. Despite the fact that the standpoint the MP advances is about destructive animals, he shifts the topic to shortage of game scouts and other problems related to game scouts. The only aspect that is relevant to the discussion is that the animals destroy citizens' crops. This is a "big shift" (Tonnard, 2011) since it changes the topic of the discussion to the topic the MP prefers to discuss. However, the MP managed to escape being constrained by the regulations as the Chairperson did not stop him from making his contribution nor was a warning issued. It seems that the issue of game scouts was more convenient to the MP and more appealing to his electorate. This is suggested in the MP's argument as he indicates that the voters have been complaining about the problem.

Example 48 presents cases where the MPs manoeuvre strategically to polarize the topic. Topic polarization is creating in the context of two separate groups with opposite opinions or positions (Tonnard, 2011). This occurs when a politician's opponent (an MP) advances a standpoint to portray that he holds an opposite opinion from another group. The disagreement between the two parties becomes clear since the discussant describes his own standpoint or his opponent's standpoint in an extreme way. Example 48 below illustrates how MPs attempt topic polarization in the debate analysed:

Example 48:

- (a) MHE. IGNAS A. MALOCHA Mheshimiwa Mwenyekiti, ninachotaka kusema, majuzi tu Serikali imezuia Wananchi kuuza mazao nje tangu tangazo lilipotoka. Huu ndiyo mwanzo wa mateso ya Wananchi ya Mkoa inayozalisha kwa wingi na hasa Mkoa wa Rukwa. Pia ni mateso makubwa hata kwa wafanyabiashara, ambao walikuwa wananunua, maana bei ilikuwa imekwishafika mpaka gunia lilikuwa linauzwa kwa shilingi 40,000, walikuwa wanapeleka nje na wao, lakini kwa sasa wamesimama, wakulima hawana mahali pa kuuza na ni tatizo kubwa sana.

Mheshimiwa Mwenyekiti, ninaomba Serikali ilitizame hilo; kitendo cha kuzuia Wananchi wasiuzze mazao nje wakati haijajipanga kukidhi ununuzi wa mazao hayo ni mateso makubwa kwa Wakulima. Hilo lazima mlifahamu; mnatengeneza chuki kwa Wananchi. Serikali inatengeneza chuki bila sababu na mnatoa ufahari hata kwa watu wengine; hivi mnataka siku moja mwone Wakulima wanagoma au wanafanya maandamano ndiyo mjue kwamba kitendo hiki kinawaudhi? (*Makofi*) (AE: Hansard 25/07/2011).

HONOURABLE IGNAS A. MALOCHA: Honourable Chairperson, what I want to say is that a few days ago, the Government prohibited people to export crops. This is a punishment to the people in the regions (especially to the people in Rukwa Region) which produce excessively. It is also a punishment to the traders who were buying the crops as the price had risen to as high as 40,000 shillings per sack. These people were exporting and now they have stopped. Farmers have nowhere to sell their produce. It is a very big problem.

Honourable Chairperson, I urge the Government to look at that. It is not good to prohibit the people to sell their produce outside the country while it is not prepared to buy that produce; it is a big punishment to the farmers. You ought to know that. You are creating hatred among the people. The Government is creating hatred for no reason. Do you want to see the farmers boycotting or demonstrating in order for you to know that they are angry? (Clapping) (AE: Hansard 25/07/2011).

- (b) Mheshimiwa Mwenyekiti, pili, hakuna soko huria katika biashara ya pamba. Wanunuzi wa pamba wana-*syndication!* Wana umoja wa kupanga bei! Je, soko huria liko wapi? Je, mkulima huyu yatima, mpigakura aliyeweka Serikali ya CCM madarakani, bado mnamtenda! Hivi sasa kuna uvumi ambao umeenea ya kwamba Serikali haiwapendi wakulima wa zao la pamba, hususan wengi wao wakiwa wa

Mkoa wa Shinyanga na Mwanza na Mikoa mingine! Je, pana uhalali gani wakulima wa pamba kuendelea kuipigia kura CCM? (*Makofi*)

Mheshimiwa Mwenyekiti, ikiwa Rais wa Marekani aliweza kutoa kwa ujasiri pesa za kufidia mmomonyoko wa kampuni za Marekani, ninyi Serikali ya CCM mnashindwa nini? Pesa za dhahabu, almasi, ni kwa nini zisifidie bei ya pamba iwe ni hiyo shilingi 1,100? Tunaomba shilingi 1,100/=, kaeni mtafute pesa! Maisha bora yatapatikana wapi? Sisi dhahabu yetu ni pamba. Tunaomba maisha bora, tunaomba afya bora, hivi itapatikana vipi kwa wakulima wa pamba? Au mnataka tuendeleo kuwa manamba wa soko la Marekani na Uingereza? Tuwe malighafi? Jasho letu litatoka lini kwa Mungu kwamba na sisi tuna sadaka ya wokovu? (*Makofi*) (AE: Hansard 26/6/2011).

Madam Chairperson, secondly, there is no free market in the cotton business. Those who buy cotton have got a syndicate, which they use to determine the price of cotton! Now, where is the free market? You're punishing the orphan farmer, the one who voted CCM into government! Word on the street has it that the Government doesn't like those who grow cotton, most of whom are in the regions of Shinyanga and Mwanza, as well as in the other regions! What rationale is there for the cotton growers to continue voting CCM into government? (clapping)

Madam Chairperson, if the US President confidently bailed out American companies, why can't the CCM Government do the same to the cotton growing sector? Why can't money from gold and diamond be used to plug the deficit so that the price of cotton remains Shs 1,100? We're asking for Shs 1,100; find the money! Where will a better life come from? Cotton is our gold. We're asking for a better life, better health care. Where will the cotton growers get these from? Do you want us to continue being labourers for the US and UK markets? To be their "raw materials"? When will our sweat from God show that we, too, deserve to be saved? (clapping) (AE: Hansard 26/6/2011).

In Example 48(a), the MP makes a move about the government's decision to ban selling cereal crops outside the country. The MP calls the decision 'a punishment' on the citizens in the regions that produce cereal crops, including Rukwa District. He adds that the ban is also a punishment on traders who were buying the crops, expecting to transport them outside the country and get a higher price. Now that the ban is in place, everything has stopped and the farmers have no place to sell their crops. The MP further emphasises that the decision of the government to ban selling crops outside the country, while it has not prepared to buy those crops, is big punishment on the citizens. In this argumentation, the MP polarizes the topic, thereby making it difficult for the Minister to agree with him. The Minister here is forced to disagree with the MP, by stating that the government's decision is not a punishment on the farmers (as the MP puts). In his response, the Minister had to give detailed explanations to indicate his disagreement with the MP. In doing so, the Minister establishes the opposing views that exist between the Minister (as the protagonist) and the MP (as the antagonist). He does so since the MP's standpoint portrays the government negatively, suggesting that it does not care about farmers and therefore makes decisions that cause harm to the farmers in the country. The MP chooses to polarize the topic to show that he does not agree with the government's standpoint. The position the MP takes is convenient and preferred by his electorate, since the ban affects them as it cause the price of crops to fall drastically. Topical polarization also is reported to be common in the Dutch parliament as a strategic manoeuvring to introduce a preferred topic in a discussion (Tonnard, 2011).

In more or less the same way, the MP in Example 48(b) advances the standpoint that there is no free market in cotton as the cotton buyers operate in a syndicate fashion when it comes to setting a price. Due to that, the price they set will be the same for all buyers and it takes away the idea of a free market for the buyers and sellers. The MP wonders if this is what the CCM government is doing to the voters

who voted the government in power. The MP adds that there is rumour circulating that the government does not like cotton farmers. He questions if it is still legitimate for the people to continue voting for CCM (the ruling party). The MP gives an example of the US government, which managed to compensate the American companies that were affected by economic crisis, and asks why the CCM government should not do the same to cotton farmers, so that the price remains Shs 1100/= and not Shs 800/= per Kilogramme. The way the MP puts forward his standpoint makes it difficult for the government to agree with his standpoint as he suggests that the government has allowed cotton buyers to set any price they want. In certain ways, the MP is saying the government has neglected cotton farmers who also voted it into power. For that reason, the MP suggests, the farmers need not vote for CCM again when the general election comes. Again, the Minister has to provide more standpoints to disagree with the MP and show that the government has not deserted the cotton growers but that what is happening is beyond the government's capacity as cotton prices depend on the world market. However, the Minister's argumentation was not sufficient as the Prime Minister had also to elaborate on the same issue, pointing out that the government wishes to see not only cotton growers getting high prices for their produce but also farmers of other crops. The Prime Minister responds to the MP's proposal that the government compensates farmers so that the price of cotton does not fall. He indicates that it is not possible to get the money that would be required to do that, as the government is already constrained with its budgets. As in the previous example, the presence of two groups holding a different opinion on the issue is clear. The MP, by polarizing the topic, shows his disagreement on the issue but also he defends the standpoint that is likely to be preferable to his electorates. Despite this kind of argumentative move not being encouraged in the discussion, it is not blocked—probably because of the way the MP presented it. Although he makes it hard for the government to agree with him, because of portraying the government to have neglected cotton farmers, his argument, to a certain extent, remains within the scope of the discussion.

Another area where the rules and regulations constrain the strategic manoeuvring in this debate is the liberty the minister is given to choose the standpoint to respond to. After MPs have discussed the speech, the minister is given one hour to respond to the various argumentations MPs put forward, which include challenges, criticisms and doubt about the various standpoints the Minister advanced in his speech. The Minister is not obliged to respond to all MPs' criticisms, challenges, and doubt. The Standing Orders allow him to choose the standpoints that he feels that he needs to add more argumentation. This constrains strategic manoeuvring as some of the issues that the MPs would have wanted to attack in the Minister's standpoint are left out when the Minister is winding up. Thus, this denies MPs the opportunity to manoeuvre strategically as they do not get the opportunity to hear the Minister's argumentation that would have been put forward as a way to defend further his standpoints.

However, the Minister's freedom to choose which of the MPs' criticisms, challenges and doubts to respond to does not help the Minister, because MPs still have another opportunity to raise the issues the

Minister did not respond as he was winding up. They are supposed to do this during the time the parliament sits as an Expenditures Committee to endorse the budget, section by section. Surprisingly, analysis shows that the MPs in this debate did not have the opportunity to go through all the sections, as the procedure requires. Thus, a number of sections were approved en bloc without MPs going through them because time did not allow them to do so. Although the Standing Orders allows for the sections of the budget to be approved together, if the time set for the activity and the time added by the Chairperson has elapsed, this denies the MPs the opportunity to continue “demanding more argumentation” (Van Eemeren et al., 2007) from the Minister on the issues.

In some instances, the Chairperson of the House blocks MPs’ strategic manoeuvring. In the Tanzanian parliament, the Chairperson has the discretion to stop some of the argumentative moves, or any strategic manoeuvring, if he sees that the contribution violates the conventions of the parliament. The challenge of this is that it is the Chairperson who decides whether a certain strategic manoeuvring is permissible or not. MPs are supposed to obey the orders from the Chairperson, even when they are not issued in strict accordance with the regulations. In some cases in the proceedings under review, the Chairperson tries to paraphrase the Minister’s response in an effort to stop the MP, who seems not to accept what is being put forward. This is done to stop MPs from asking for more argumentation or posing more challenges to the Minister. Example 49 is a case where the Chairperson tries to block an MP from making another strategic move on the issue of cotton prices:

Example 49:

MHE. DKT. HAMISI A. KIGWANGALLA: Mheshimiwa Mwenyekiti, naomba kutoa hoja ya kuondoa shilingi!

Hon. DKT. HAMISIA. KIGWANGALLA: Honourable Chairperson, I beg to make a contrinution to reject this budget.

MWENYEKITI: Bado halijajibiwa! Unatoaje shilingi? Unajuaje kama jibu ni positive?

CHAIRPERSON: How do you make such move while you have not beem answered yet? How do you know the answer may be positive?

MWENYEKITI: Ahsante sana Mheshimiwa Waziri kwa majibu. Mheshimiwa Kigwangalla hujaridhika tu?

CHAIRPERSON: Thank you honourable minister for you answer. Hon. Kigwangalla are you still not satisfied?

Mheshimiwa Kigwangalla, mimi sikuzuii kwenda kwenye kuondoa shilingi! Serikali inasema, imezingatia kabisa hali mbaya iliyopo ya soko ya bei ya pamba na ninyi wadau ndio mliopanga lakini Serikali inaiona hatari hiyo kwamba zao hili kama bei yake kwenye Soko la Dunia imeshuka hivyo, sababu sio za ndani, sababu ni za kwenye Soko la Dunia, wanasema, watajitahidi, watafanya kila linalowezekana isihuke zaidi ya shilingi 800/= ili zao hili lisije likafa! Maana mkulima akifa na zao limekufa! Bado Kigwangalla unataka kuondoa shilingi!

Hon. Kigwangalla, Personally I do intend to stop you from rejecting the budget! The government has said here that it has put into consideration the situation of cotton price and you stakeholders were the one who set the price. But the government is fully aware of the threat if the price of this crop has gone down that much. The reasons for the price fall are not from within but they emanate from the world market. The government has said here again that is making every possible effort to ensure the price does not fall below Shs 800/= per Kilogramme so that the crop does not die. Since when the farmer dies, even the crop disappears. Do you still want to reject the budget Hon. Kigwamgalla?

In Example 49, the MP requests to be allowed to make an argumentative move to show that he will not endorse the budget if the government does not provide convincing argumentation about the issue. The Chairperson blocked the MP from making such strategic move on the grounds that the MP has to hear first the Minister's argumentation. Thus, the MP is denied the opportunity to make his move. Even after the Minister's response, the Chairperson asks if the MP still wants to make his move. The Chairperson thought the MP did not understand the argumentation the Minister made so he paraphrased the Minister's response. Although he makes it clear that he does not intend to prevent the MP from making the move he wants, it obvious that he was trying to stop the MP from making such a move. In his effort, he explains what the Minister said regarding the reason for the fall of cotton price. In the end, he asks if the MP is still determined to advance his move. Nevertheless, he allowed the MP to make his argumentative move after his efforts to stop him had failed. This provides a typical case on the way parliamentary rules and regulations, and the way the chairperson enforces them, hinder some of the strategic manoeuvring in the debate. Tonnard (2011) observed the same practice in the Dutch parliament, where the institutional rules and regulations are applied to block ministers' and MPs' attempts to engage in strategic manoeuvring. Although the rules and regulations are meant to facilitate a smooth conduct of the activities in the institution in question, there are times when they have a negative impact on carrying out critical discussion.

4.6 The nature of the difference of opinion on the speech and debate of the Ministry of Agriculture, Food Security and Cooperatives

In order to conduct an argumentative discussion, the difference of opinion is very important. The difference of opinion compels discussants to enter into a discussion to try to resolve that difference of opinion. According to Van Eemeren et al., (2002), a difference of opinion arises when one party's standpoint meets with doubt from the other party. Usually it is not common to leave that difference of opinion unresolved without trying to discuss the matter to reach some kind of agreement (Van Eemeren et al., 2002). If argumentation is used as a means to achieve a reasonable resolution of a difference opinion, the discussion may be called an argumentative discussion (Van Eemeren et al., 2002). The manner in which resolution is reached determines the kind of discussion the parties will have to undertake in order to reach a resolution.

The parties will need to externalise their difference of opinion to start a critical discussion, failing which the resolution cannot be reached. This starts with one party putting forward a standpoint on the chosen topic and another party adopting an opposing standpoint or simply expressing some doubts or going a step further to reject the standpoint (Van Eemeren et al., 2002). The parties have to make sure that their standpoints are clearly put forward so that it possible for both parties to know that the difference of opinion has arisen, otherwise it will not be possible to resolve it. However, in argumentative discourse the difference of opinions sometimes remains implicit, particularly where only one party expresses its views. The difference of opinion is explicit if both the standpoint and its rejections are clearly expressed.

The manner in which the difference of opinion is expressed determines the simplicity or complexity of resolving it. In the debate for the MoAFSC, the difference of opinions is manifested in three types—namely, single non-mixed, single mixed and multiple non-mixed. The fourth type, multiple mixed, is not applied in the debate.

The first form is single non-mixed—the elementary form that involves only one proposition (Van Eemeren et al., 2002). In a single non-mixed difference of opinion, only one standpoint (whether positive or negative) is adopted and called into doubt by the other party (Van Eemeren et al., 2002). This is the basic form of difference of opinion and is widely applied in the debate. In this form, there is only one party, which is committed to defend a standpoint that has met with doubts. The fragments in Example 50 are illustrations of this form:

Example 50:

- (a) Mheshimiwa Mwenyekiti, tutaweza tu kuwanyanyua watu wetu kutoka kwenye lindi la umaskini iwapo kilimo nchini kitakuwa cha kisasa. Napongeza jitihada za Serikali za kupanua wigo wa ruzuku ya pembejeo, dawa na mbegu bora kwa wakulima wetu. Uzoefu unaonyesha kuwa pale ambapo uelewa wa wakulima kuhusiana na matumizi ya pembejeo umeongezeka, uzalishaji umeongezeka na kipato chao pia kimeongezeka. Hata hivyo, nashauri matumizi ya pembejeo lazima yaongezeke, Tanzania bado tupo nyuma sana katika matumizi ya pembejeo ukilinganisha na nchi nyingine. Kwa takwimu zilizopo, Tanzania tunatumia wastani wa kilo tisa za mbolea kwa hekta ikilinganishwa na kilo 27 kwa hekta nchini Malawi na kilo 53 kwa hekta Afrika ya Kusini. (AE: Hansard 26/07/2011).
Honourable Chairperson, we will only liberate our people from poverty if our agriculture in the country is modern. I congratulate the Government for its effort in widening the scope of subsidies in terms of agricultural inputs, pesticides and quality seeds given to our farmers. Experience shows that when farmers' knowledge of the use of agricultural inputs increases, there is an increase in production and their earnings. However, I would like to suggest that there should be an increase in the use of agricultural inputs, as Tanzania is lagging behind other countries. According to the available statistics, we in Tanzania use approximately nine kilogrammes of fertilizer per hectare compared to 27 kilogrammes used in Malawi and 53 kilogrammes per hectare used in South Africa. (AE: Hansard 26/07/2011)
- (b) Mheshimiwa Mwenyekiti, jambo la mwisho naomba niseme kwamba *power tillers* hizi tunazoletewa kwa kweli hazitusaidi, tunachohitaji ni Serikali itusaidie tupate trekta ili ziweze kufanyakazi zenye tija zaidi. Vilevile nitapenda kuiuliza Serikali kwamba kuna msaada wa matrekta tuliletewa kutoka India ambayo nasikia yapo SUMA JKT yamekaa, ni kwa nini Serikali haiwezi ikaona kwamba iwasaidie wananchi ili wakulima wetu waweze kujikwamua kimaendeleo? (ACE: Hansard 25/07/2011).
Honourable Chairperson, lastly, let me say that the power tillers that we are given do not help us. What we need is for the Government to help us get tractors so that we may increase productivity. I would also like to ask the Government to give us tractors as I hear that there are tractors that we were given in the form of aid by India. I hear they are with SUMA JKT, lying idle. Why can't the Government give them to the farmers so that our farmers may make progress? (ACE: Hansard 25/07/2011).

In Example 50(a), the MP reacts to the Minister's standpoint on the government's effort to modernise agriculture in the country. Although the MP commends the government for the efforts, he challenges the government that Tanzania is not doing well, when compared to other countries, in the application of agricultural inputs. The MP points out that statistics show Tanzania applies fertilizer at the rate of 9 kilogrammes per hectare while Malawi applies 27 and South Africa 53 kilogrammes per hectare. The MP doubts whether the efforts the government is making are working since the country is still behind in terms of application of fertilizer, which is part of agricultural modernisation. In the argumentation,

there is only one standpoint that is being put forward and the Minister is required to respond to this argumentation.

Similarly, Example 50(b) also involves one standpoint that meets with doubts from the antagonist. The Minister, as a protagonist, advanced a standpoint in his speech that the government is trying to mechanise the agricultural sector in the country and has started providing power tillers on loan. The MP opposes by stating that the power tillers are not productive, and suggests that the government should provide the farmers with tractors on loan instead of power tillers, emphasizing that tractors are more effective than power tillers. As a way of resolving the difference of opinion, the Minister has to come up with additional argumentation or provide more support to his argumentation. In this debate, the single non-mixed form is predominant.

The second form of difference of opinion is single mixed difference of opinion, in which an opposing standpoint is adopted with respect to the same proposition (Van Eemeren et al., 2002). One party puts forward a positive standpoint and the other party rejects it and adopts a negative standpoint, thereby both expressing doubt and adopting an opposing standpoint (Van Eemeren et al., 2002). Example 51 below illustrates how MPs in the debate apply this form:

Example 51:

- (a) Mheshimiwa Mwenyekiti, matumizi ya mboji katika kilimo duniani kote, hakuna nchi hata moja ambayo imetumia mboji au mbolea ya samadi ikaleta Mapinduzi ya Kijani. Mapinduzi ya Kijani yanaletwa kwa mbolea za kemikali na mchanganyiko wa mbolea za kemikali na mbolea hiyo ya samadi na mboji. (ACE: Hansard 26/7/2011).

5. Madam Chairperson, regarding the use of compost and manure, there is no country in the world that has brought about a Green Revolution by using these kinds of fertilizer. A Green Revolution is normally brought about by the use of chemical fertilizer in conjunction with the other two kinds. (ACE: Hansard 26/7/2011).

- (b) Mheshimiwa Mwenyekiti, aidha, imeelezwa hapa kwamba, kama ukitumia mbolea ya kemikali kila mwaka unaharibu udongo; hii siyo kweli kabisa, kama mnavyoelewa, nchi ambazo zimeleta Mapinduzi ya Kilimo kama za Marekani Kaskazini (USA na Canada), Ulaya Magharibi na Asia ya Mashariki ya Mbali kama China na India, zimetumia mbolea ya kemikali kwa miaka mingi. Holland imetumia mbolea ya kemikali kwa miaka 500 mfululizo na inaendelea kutumia mpaka leo, lakini inapata mazao mengi sana na inatumia kilo za *nitrogen* 500 kwa hekta ya mbolea na udongo wake kwa miaka 500 haujaharibika. Sisi Watanzania na Nchi za Afrika Kusini mwa Jangwa la Sahara, nchi inayotumia mbolea nyingi ya kemikali ni South Africa na inatumia kilo hamsini kwa hekta. Nchi nyingine inayotumia mbolea nyingi ni Zimbabwe, Malawi inatumia kilo 16 kwa hekta, lakini ukiziangalia nchi zote, Tanzania ndiyo ya mwisho kabisa; inatumia kilo nane kwa hekta. (AE: Hansard 26/7/2011).

Madam Chairperson, it is claimed that, if you use chemical fertilizer every year you destroy the quality of soil. This is not correct. As you're aware, the countries that have brought about Green Revolutions like those in North America (the USA and Canada), Western Europe and Southeast Asia (China) and India have used chemical fertilizer for many years. Holland has used chemical fertilizer for 500 years consecutively and still uses it. It gets good harvests and uses 500 kilogrammes of nitrogen in a single acre but the quality of its soil has not deteriorated. Of all the countries in sub-Saharan Africa, South Africa uses a lot of chemical fertilizer, notably 50 kilogrammes in one acre. South Africa is followed by Zimbabwe, which is, in turn, followed by Malawi, which uses 16 kilogrammes per acre. Tanzania lags behind all the others countries; it uses 4 kilogrammes per acre. (AE: Hansard 26/7/2011).

In Example 51(a), the Minister's argumentation applies a single mixed form. The Minister was responding to one MP's standpoint that the government should put emphasis on the application of

humus and compost manure, which are less expensive than industrial fertilizer. The Minister in his response does not only disagree with such a standpoint but also adopts a different standpoint. The Minister indicates there is no country in the world that has applied humus and compost manure to bring about a Green Revolution in agriculture. On the contrary, this is brought about by applying industrial fertilizer and a mixture of it with humus and compost manure. This form of difference of opinion is complex because there is no full agreement on the proposition but also there is an opposing standpoint. If the discussion were to continue, the MP would come into the discussion with more argumentation or supporting arguments to his standpoint to make the Minister agree with it. In the current discussion, the MP did not respond to the Minister's reaction.

Similarly, in 51(b), the Minister shows doubt about the proposition put forward by one MP that chemical fertilizers spoil the soil. In addition, the Minister adopts a negative standpoint, claiming that it is not true that the use of chemical fertilizer every year spoils the soil. The Minister rejects this by indicating example of countries that have brought about a Green Revolution, such as the USA, and countries in Western Europe and Western Asia, which have used chemical fertilizers for many years and they are still producing more. The Minister indicates that, even in Africa, countries such as South Africa, Zimbabwe, and Malawi use more chemical fertilizer and their production is higher than Tanzania. He also mentions that the countries that use fertilizer that is predominantly chemical have not experienced reduced production so as to emphasize his point that it is not true that chemical fertilizer affects the soil adversely. In this example, the Minister does not only adopt a negative standpoint but he also defends it to convince the MP who advanced the standpoint and other MPs who might share the same view with the MP.

The third form of difference of opinion is multiple non-mixed, in which the standpoint relates to more than one proposition (Van Eemeren et al., 2002). A multiple difference of opinion arises when someone brings up two or more issues at the same time—for instance, by giving his standpoint on a whole series of matters (Van Eemeren et al, 2002), despite there being only one proposition. Example 52 provides illustrations of this form of difference of opinion:

Example 52:

- (a) .MHE. HAMOUD A. JUMAA Tatizo lingine kubwa linalowakabili wakulima ni ukosefu wa utaalamu wa kuhifadhi mazao. Mara baada ya kuvuna, kunakuwepo na tatizo la kuhifadhi mazao kwa kuwa wakulima hawana elimu ya kujenga maghala imara au kutumia dawa zinazoweza kuhifadhi mazao kwa muda mrefu yasiharibike hadi yapelekwe sokoni na pia kuhifadhi chakula cha akiba kwa misimu yote na hasa wakati wa kiangazi. Tatizo hili linasababisha kuwakosesha mapato na pia kuwepo na baa la njaa. Ni vyema wizara ikafundisha wataalam ambao watasaidia kuelimisha Wananchi kuondokana na tatizo hili. Kwa tatizo la njaa kutokana na mabadiliko ya hali ya hewa na ukame wa mara kwa mara, Wananchi wanatakiwa wahamasishwe kutochagua chakula, kwa mfano, kuna mikoja ambayo kutokana na hali ya hewa nzuri waliweza kulima mpunga, mahindi, maharage na ndizi; mikoja hii ni vigumu kuwaambia kwamba, kutokana na mabadiliko hayo ya hali ya hewa wanaweza kulima mihogo, mtama na mbaazi kwa chakula. (ACE: Hansard 26/07/2011).
- HONOURABLE HAMOUD A. JUMAA: Another big problem facing farmers has to do with lack of expertise on crop storage. Immediately after the harvest season, there is usually a problem of crop*

storage as farmers have no knowledge of constructing durable storage facilities or they do not use storage chemicals that may help them store food for a long time. This problem makes farmers lose income and later face famine. It is important for the Ministry to train experts who will then educate the farmers about food storage so as to address the problem. Due to famine, climate change and frequent droughts, the people should be advised not to be selective with respect to the food crops they grow. For example, there are regions where the climate allows for the production of rice, maize, beans and bananas. It is difficult to tell the people in such regions to produce cassava, sorghum and pigeon peas as food crops due to climate change. (ACE: Hansard 26/07/2011).

- (b) MHE. MARY P. CHATANDA Mheshimiwa Mwenyekiti, aidha, wataalamu wa kilimo wakiwemo wadhamiri, maprofesa, madaktari, tunao wengi vikiwemo Vyuho Vikuu kama SUA na vyuo vingine vilivyopo nchini haujasaidia ipasavyo sekta hii kwa kutumia elimu waliyopata. Naiomba Serikali kwa wataalamu hawa waisaidie sekta hii ili wananchi waweze kunufaika na utaalamu walioupata kwa lengo la kuwasaidia wananchi kubadilika na kunufaika kiuchumi kupitia kilimo bora zikiwemo zana za kilimo kama matrekta makubwa, pembejeo, dawa na kadhhalika. Mambo ambayo bado hayafanikiwi katika nchi yetu ni pamoja na matumizi ya ardhi hayajatumika ipasavyo, sera ya uwekezaji haijafanikiwa vizuri na ardhi haijauwishwa kwa kilimo. (AE: Hansard 26/07/2011).

HONOURABLE MARY P. CHATANDA: Honourable Chairperson, moreover, experts in agriculture, including guarantors, professors and doctors, who are many at SUA and other universities in the country, have not effectively helped to promote this sector using the education they have. I would like to tell the Government that these experts are supposed to help this sector so that the people may benefit from the expertise that these people happen to possess; the aim is to help "people" promote farmers economically by enabling them to engage in quality farming by using farm implements like big tractors, agricultural inputs and pesticides. Things that do not succeed in our country include land use which has not been effectively done. The investment policy has not been very successful and land has not been effectively used for farming. (AE: Hansard 26/07/2011).

The example in 52(a) is typical of a multiple non-mixed difference of opinion where the MP puts forward a standpoint on lack of skills for storing crops after harvest. This is mentioned in the standpoint as one of the problem farmers are facing. In this argumentation, the MP presents a series of issues on the topic. One is that farmers have no education on how to store food as a reserve for all the seasons. The MP points out that the Ministry should train experts who will teach farmers to overcome such a problem. The MP provides a solution for the problem of hunger, suggesting that the citizens should be motivated not to be selective when it comes to crops to grow. Because of climatic changes, they should be encouraged to grow other crops that are resistant to drought. The MP presents a standpoint which involved two propositions—one is that farmers lack crop storage skills and hence should be helped to solve that problem so that they are able to store their crops for all seasons. The other proposition is related to motivating farmers to grow crops that withstand drought so as to cope with climatic changes.

In Example 52(b), the MP advances a standpoint that the different agricultural experts have not helped the country much in terms of applying their knowledge to facilitate agricultural development. The MP urges the government to make use of these experts to help farmers to change with respect to the use of improved tools. In the same standpoint, the MP presents a proposition that land use is one of the issues the country faces. She points out that the greater part of the land has not been transformed into land suitable for agriculture and that the policy of privatization has not helped the sector to improve. The MP's argumentation is a response to the Minister's standpoint on training and employing graduates from agriculture universities and colleges, so that they can help in giving expertise advice to farmers.

The three forms of difference of opinion occur in the argumentations MPs and the Minister advance in the debate. The difference of opinion makes the debate necessary since, if there were no difference of opinion, it would be pointless to have a discussion (Van Eemeren et al., 2002). The argumentation allows MPs, through critical discussion, to try to reach a reasonable agreement on various issues. However, in this debate not all the differences of opinion are resolved because, for some of the issues where MPs seemed to have different viewpoints, the Minister did not respond to them because of the procedure that allows him to choose the argumentation to react to.

4.7. Summary

In the chapter, the MoAFSC speech and its debate were analysed. The first part of the chapter focused on critical discussion stages in the speech and the debate—these being the confrontation stage, opening stage, argumentation stage and concluding stage. At each stage, different speech acts are performed, and these facilitate the discussion to move towards a resolution of the difference of opinion. The chapter also covered the nature of argumentation in the speech and debate. The types of argumentation considered here are argument from cause and effect, argument from authority and argument from example. The focus was on how the Minister and the MPs in the speech and the debate applied these types of argumentation. In addition, the chapter analysed the argumentation in relation to argument structures, such as (a) single (b) multiple (c) coordinative (d) subordinative argumentation.

Further, the argument most frequently employed was determined. The argument from cause and effects appears to be utilised more in the speech and debate than the other forms of argumentation. This is so due to the kind of issues that the Minister and MPs discuss in the speech and debate. Apart from the three argumentations, the use of statistical argumentation in the speech and the debate were identified. The chapter also examined the criteria for evaluating the three arguments: argument from cause effect, argument from example and argument from authority. In the debate, MPs and the Minister do not apply the criteria strictly.

The chapter also covered analysis of the Minister's and MPs' strategic manoeuvring in the speech and the debate. The three aspects of strategic manoeuvring— topical potential, adaptation to audience demand and presentational devices—are examined in the four discussion stages. The chapter also included analysis of how institutional rules and procedures constrain strategic manoeuvring in the speech and debate. Finally, the chapter focused on forms of difference of opinions. Argumentations MPs put forward appear in three forms: single non-mixed, single mixed and multiple non-mixed.

CHAPTER FIVE

ARGUMENTATION IN THE SPEECH AND THE DEBATE OF THE MINISTRY OF EDUCATION AND VOCATIONAL TRAINING

5.1 Introduction

In the present chapter, a number of facets of the pragma-dialectical theory are analysed in relation to the Annual Budget Speech and the related debate for the Ministry of Education and Vocational Training (MoEVT). In section 5.2, the pragma-dialectical discussion stages—confrontation stage, opening stage, argumentation stage and concluding stage—are examined in the speech and the debate. In connection with that, the verbal moves the Minister and MPs make are considered. The verbal moves include the speech acts the minister and MPs perform in each discussion stage. In section 5.3, analysis of argument structures in the speech and the debate is completed, focusing especially on the three arguments: argument from authority, argument from cause and effect, and argument from example. In the same section any other argument the minister and MPs employ in the speech and the debate are identified. In addition, in sub-section 5.3.1, the argument that is predominantly utilised is determined and explanation (in relation to argumentation theory) is given for its preference in the speech and the discussion. Section 5.4 covers the analysis of the three arguments in relation to the criteria for evaluating them stipulated in the pragma-dialectical theory.

In Section 5.5, the Minister's and MPs' strategic manoeuvring in the speech and debate are examined. The focus is on the three aspects of strategic manoeuvring in each of the four discussion stages. In sub-section 5.5.1, the way pragma-dialectical rules for critical discussion apply in the speech and the debate is explained. Sub-section 5.5.2 comprises analysis of how parliamentary rules and regulations restrict MPs' strategic manoeuvring in the MoEVT speech and its debate in the House. Section 5.6 deals with the analysis of the forms of the difference of opinion the arguments in the speech and its debate display. Finally, in section 5.7, a summary of what the chapter covers is provided.

5.2 The discussion stages in the budget Speech and the debate of the Ministry of Education and Vocational Training

The minister for MoEVT, as the protagonist in the discussion, is the first to speak. He presents his budget speech in the Parliament for approval. As he presents, their MPs listen in order to identify some of the issues they would challenge, criticise or simply show doubt about in the discussion. MPs do not interrupt the Minister because the exchange of views in Tanzanian parliament “takes place by way of monologue” (Van Eemeren & Grootendorst, 2004:59). One party speaks at a time and the other does so afterwards. The Minister's speech is the basis of the discussion as it contains discussion of various issues the Ministry accomplished in the previous year and different proposals, plans, policies, and strategies the Ministry intend to implement in the next financial year (2011/2012). MPs attack these

issues when they discuss the speech. The Minister responds at a later stage to MPs' challenges, criticisms and doubts about his standpoints. Ideally, the Minister needs to convince the majority of the parliamentarians in the House for them to approve his budget speech.

All the procedures for delivering and debating the speech are stated in the Standing Orders, particularly Section 9 thereof (Bunge la Tanzania, 2007). The procedures require the speeches of the Chairperson of the Parliamentary Standing Committee for Social Welfare and the speech of the opposition side to follow the Minister's speech. The Social Welfare Committee Chairperson presents the opinions of the Parliamentary Standing Committee on the speech, and the opposition spokesperson presents the opinions of the opposition about the speech. On the one hand, the Minister in his speech indicates what the Ministry accomplished in 2009/ 2010 and, on the other hand, he presents what the Ministry intends to do in 2011/2012. His speech contains information about various issues related to the education sector and the way the Ministry plans to ensure the sector continues to provide good services to the citizens. He also presents explanation of some challenges the Ministry is facing and the ways it intends to deal with them so that the sector is not adversely affected.

However, there is an important observation to be made in relation to the Minister's speech. Although the speech addresses numerous issues, it contains very few arguments. Nevertheless, MPs attack the standpoints contained in the Minister's speech. The Minister's speech initiates the discussion stage as part of the confrontation stage since the Minister puts forward different standpoints that, later in the discussion, will meet challenges from his fellow MPs. Example 1 contains some of the Minister's standpoints in the speech:

The first two fragments in Example 1 indicate the achievements the Ministry has made in the previous year whereas the third extract relates to one of the in-progress activities.

Example 1:

- (a) Mheshimiwa Mwenyekiti, Elimu ya Sekondari hutolewa katika ngazi ya kawaida (*O-level*), ambayo huchukua miaka minne na ngazi ya juu (*A-level*), ambayo ni ya miaka miwili. Hadi tarehe 30 Juni, 2011, jumla ya shule zote za sekondari nchini zilikuwa 4,266. Kati ya hizo, shule 3,397 ni za serikali (3,308 za Wananchi za kutwa, 89 ni shule kongwe za Serikali) na 869 ni shule zisizo za Serikali. Jumla ya wanafunzi katika Shule za Sekondari za Serikali na zisizo za Serikali nchini ni 1,638,699. Wanafunzi wa Kidato cha 1 – Kidato cha 4 ni 1,566,685 (wasichana 699,951). Wanafunzi wa Kidato cha 5 na 6 ni 72,014 (wasichana 28,577). Idadi kubwa ya wanafunzi waliopo shuleni ni kielelezo cha juhudi za Wananchi katika kupanua na kuendeleza Elimu ya sekondari Nchini. (ACE: Hansard 20/07/2011)
- Mr. Chairperson, secondary school education is provided at the ordinary level (O-level) and lasts for four years, and at advanced level (A-level). The latter lasts for two years. Until 30 June 2011, there were 4,266 secondary schools in the country. Among these schools, 3,397 schools are government schools (3,308 are community schools which are day schools and 89 schools are old government schools) and 869 schools are private. The total number of students in the government and private secondary schools in the country is 1,638,699. Form One-to-Four students are 1,566,685 (699,951 are girls). There are 72,014 (girls: 28,577) Form Five and Form Six students. The large number of students in our schools is an indicator of the citizens' efforts to expand and develop secondary education in the country.*
- (b) Mheshimiwa Mwenyekiti, pamoja na kushuka kwa ufaulu katika mitihani ya Kidato cha Nne, idadi kubwa ya wanafunzi waliopata Daraja la I – III katika Mitihani ya Kidato cha Nne, ambao ndiyo wenye

sifa za msingi za kuchaguliwa kujiunga na Kidato cha Tano mwaka 2011, wanatoka Shule za Sekondari za Kutwa za Wananchi. Kati ya watahiniwa 38,781 waliopata Daraja la I-III katika Mitihani ya Kidato cha Nne mwaka 2010, wanafunzi 19,126 wanatoka Shule za Sekondari za Wananchi za Kutwa. Aidha, wanafunzi 3,697 wametoka katika Shule Kongwe za Sekondari za Serikali na 15,958 wanatoka katika Shule za Sekondari zisizo za Serikali. (ACE: Hansard 20/07/2011).

Mr. Chairperson, despite the fall in students' performance in the Form Four National Examinations, a large number of the students who passed in division I-III and who qualify to join Form Five in the year 2011 come from community day secondary schools. 19,126 students, out of 38,781 who passed in division I-III in the 2010 Form Four National Examinations, come from community day secondary schools. In addition, 3,697 students come from old government secondary schools and 15,958 from non-governmental secondary schools.

- (c) Chuo kikuu cha Dar es Salaam kiliendeleza ukarabati na ujenzi wa miundombinu ya chuo kama vile mabweni ya wanafunzi, madarasa, maabara, barabara, mabomba ya majisafi na majitaka ili kuinua ubora wa mazingira ya kufundishia na kujifunzia; (ACE: Hansard 20/07/2011)

The University of Dar es Salaam continued to renovate the buildings and constructed new ones at the university such as halls of residence for students, lecture rooms, laboratories, roads and installed clean water and sewage pipes to improve the quality of the teaching and learning environment

The Minister presents all the argumentations in Example 1 in causal relationships so as to indicate some course of action the Ministry took and the results thereof. In Example 1(a), the Minister presents a standpoint on the increase in schools, which is concurrent with the rate of enrolment in secondary schools. The Minister gives figures for the numbers of schools in the country up to 30 June 2011 and the total number of students in those schools. The Minister concludes that increase in the enrolment rate at the schools is an indication of the citizens' contribution to expansion and development of secondary education. This argument indicates that both schools increase and enrolment were results of the citizens' contribution to improve the education sector. The Minister wants the audience to see the achievements the Ministry has made in collaboration with the citizens in relation to secondary schools and students enrolment rate in the country. Thus, the Ministry is doing well to improve secondary schools.

In the case of Example 1(b), the Minister acknowledges that the students' performances in the 2010 Form Four national examination dropped, but he points out that, despite that performance, a large number of students who scored Division I up to Division III were from ward schools. Although he does not provide a conclusion, he implies that ward schools are performing well in examinations, regardless of criticisms the opposition and other education stakeholders have about them. This is one of the Ministry's results of their plan of introducing ward schools to ensure that no children with the ability to attend secondary school miss the opportunity simply because of shortages of schools. Thus, he indicates that the Ministry has plans that bear fruit, though they are often wrongly criticised. The Minister applies argument from cause and effect to draw a conclusion that ward schools are performing well, contrary to what the opposition, education stakeholders, and other people anticipated as, for these critics, the plan was a failure even before the Ministry started implementing it.

The other fragment in 1(c) indicates some of the Ministry's activities under implementation, specifically in relation to one of the higher learning institutions under the Ministry. The argument indicates the University of Dar es Salaam (UDSM) continued maintaining and constructing new infrastructures at the university to improve the quality of the teaching and learning environment. The Minister does not

provide a conclusion here but it may be inferred that the quality of teaching and learning environment is partly a result of good infrastructure. Thus, they need to be maintained and new infrastructure erected.

As pointed out earlier, the Minister's speech is the beginning of the confrontation stage since his standpoints have not meet with challenges. However, it becomes clear there is a difference of opinion that needs to be resolved (Van Eemeren, 2002) when MPs start discussing the speech. MPs attack the standpoint the Minister made in the speech by showing doubt and criticism, and sometimes by opposing the Minister's standpoints. The difference of opinion is vital since it is futile to hold a discussion if there is no difference of opinion to be resolved (Van Eemeren et al., 2007).

MPs present various arguments to challenge the Minister's standpoints and sometimes to show doubt about the standpoints. They challenge and criticise the government's plans, goals, proposals, and strategies to make sure that they are re-aligned to be achievable and geared towards helping the populace. In addition, MPs' challenges make the Ministry accountable for its plans of actions. Their attacks in this speech ensure that the MoEVT is forced to come up with effective plans to improve the education sector. MPs as representatives of the populace (Fenton-Smith, 2008) and one of their roles is to ensure that the government's budgets contain plans, proposals, and strategies that, if implemented, will help the citizens to improve their lives. This is to help the country to keep advancing, as the quality of education contributes greatly to the wellbeing of a society and the country at large. The fragments in Example 2 are some of the challenges MPs make to the Minister's speech:

Example 2:

- (a) Mheshimiwa Mwenyekiti, Bunge lako hili limekuwa likijadili mara kwa mara kuhusu matokeo mabaya ya wanafunzi wetu, lakini katika changamoto tulizoziona ni pamoja na suala zima la Walimu. Hapa naomba niongelee Walimu kwa ujumla wao. Walimu hawa ni kundi kubwa ambalo sasa hivi limeachwa nyuma. Napenda kumpongeza Rais wa Chama cha Walimu -Bwana Musiba kwa kazi kubwa anayoifanya kuwatetea Walimu. Ni harakati nyingi ameziendesha, lakini ukiangalia, Walimu hawa wameachwa. Leo hii katika Halmashauri zetu nyingi kumekuwa na Umangimeza, Walimu hawa hawaangaliwi stahili zao wala maisha yao yanavyokwenda. Leo hii Mwalimu anatoka kwenda kufundisha kilomita nane, aidha aanze kugombania usafiri wa baiskeli na mwanafunzi au usafiri wa pikipiki. Lakini anaendaje na kurudije? Huyu mwajiri haliangalii hili. (ACE: Hansard 19/07/2011).
Honourable Chairperson, your August House has again and again discussed the issue of students' poor performance. But among other challenges, there is a shortage of teachers in the schools. Let me talk about teachers in a general way. Teachers form a very big group which is marginalized. I would like to congratulate the President of Teachers' Union, Mr Musiba, for speaking for his fellow teachers. He has led a lot of movements aimed at expressing teachers' concerns. He has led movements, but our teachers still live in poor conditions. Today there is a lot of bureaucracy in the District Councils and teachers are not cared for, neither in terms of remuneration nor in terms of giving them assistance so that they lead better lives. Today, a teacher teaches in a place that is located eight kilometres from where he/she lives. So, the teacher has to fight for bicycle or motorbike transport with his/her students. The question is: how does he go to work and return home afterwards? This employer does not care about this. (ACE; Hansard 19/07/2011).
- (b) Mheshimiwa Mwenyekiti, nimezungumza mwanzoni kuhusu umaskini. Umaskini umekuwa kwa kweli ni tatizo. Lakini, umaskini huu ukianzia kwa mwalimu unakuwa ni tatizo kubwa zaidi. Mtu akiwa hawezi kumudu kuendesha maisha yake, hata akili yake kufanya kazi vizuri inakuwa ni tatizo. Anafungwa hata fikra kupanua wigo wa upana wa fikra zake kwa kuwa badala ya kuwaza maendeleo, badala ya kuwaza kazi ya kufanya darasani, anawaza kesho atakula nini, atalala wapi, ataishi vipi, atasafiri vipi. (*Makofi*)

Mheshimiwa Mwenyekiti, tunatakiwa kwa nguvu zetu zote kuhakikisha kwamba tunaboresha maisha ya walimu. Ukiacha kutatua matatizo ambayo yanatokana na wao kuchelewa kupata haki zao, hizo haki zenyewe ziboreshe wazote, waboreshe wazote mishahara yao, mishahara yao bado hairidhishi na mpaka sasa Serikali haijatamka wazi inapandisha mishara kwa kiwango gani. Ni bora tuweke mambo wazi ili Watanzania wajue. (ACE: Hansard 19/07/2011).

Honourable Chairperson, I earlier on talked about poverty. Poverty has become a critical problem in our country. But poverty becomes a bigger problem if a teacher is poor. If a person cannot manage his/her life, his/her mind cannot work properly, and that becomes even a bigger problem. That person will not be able to think properly, as his capacity to think will be limited. He/she will always think about how to make ends meet, instead of thinking about what to do tomorrow in class. He/she thinks about where he/she will sleep, how he/she will live and how he/she will travel. (Clapping). Honourable Chairperson, we need to make sure that we use our energy and knowledge to improve the life of the teacher. If you fail to solve problems that make it impossible for teachers to enjoy their rights,...The rights themselves ought to be revisited. Teachers' salaries ought to be raised; they are very low. So far, the Government has not said how much it will raise the salaries. It is a good idea to make things clear so that Tanzanians know what the Government intends to do. (ACE: Hansard 19/07/2011).

The MP in Example 2(a) challenges the government in relation to the scarcity of teachers in the country. The MP indicates that, apart from the scarcity of teachers, the government has marginalised the teachers by failing to provide them with good remuneration and a good living environment, such as housing and means of transport. The MP emphasises that the government, as the employer, is not concerned about these teachers. This is one of the causes of poor performance in the Form Four examination results. Although the MP does not state it clearly, he implies that, since the employer does not care about the teachers, they are not teaching effectively and hence the failure of many students in examination. Thus, the MP shows a causal relationship between teachers not teaching effectively and students' failure.

The MP in Example 2 (b) takes a different perspective to talk about the problems teachers are facing. He identifies that poverty has become a problem in the country and indicates it becomes a bigger problem when it starts with teachers. Because teachers cannot manage their lives, it affects them mentally and, instead of preparing lessons for the next day, they think about their basic needs. The MP wishes to persuade the government to improve teachers' lives by increasing their remuneration. This is a criticism to the government for failing to improve teachers' salaries and hence demoralising them which hinders them from teaching effectively. Consequently, the students perform poorly in their final examination because teachers do not teach well. Thus, the MP tries to establish "a causal relationship" (Van Eemeren et al., 2002) between, on the one hand, teachers' meagre salaries and poor teaching and, on the other, the students' failure in examinations.

The challenges MPs make to the Minister's standpoints make him prepare for more argumentation or more supports for the standpoint. The Minister, as the protagonist, has the duty to continue defending the arguments MPs criticised or simply indicated doubt about. In a way, the Minister does this to convince MPs to accept his standpoints and eventually approve the Ministry's budget. The Minister will have the opportunity to do this in the argumentation stage.

The second stage of a critical discussion is the opening stage, in which the parties have to decide on the roles to play in the discussion. The pragma-dialectical theory identifies two major roles: the protagonist

and the antagonist. The protagonist has the duty of defending all the standpoints he/she makes when the antagonist challenges them, while the antagonist has the onus of attacking the standpoints the protagonist defends (Van Eemeren & Grootendorst, 2004; Van Eemeren, 2010). The parties also have to determine if they “share sufficient starting point in terms of knowledge, values and rules” (Van Eemeren et al., 2007:11). These are very important issues to determine before the discussion starts as they have a bearing on the success of the discussion. So, the role of every party in the discussion ought to be clear from the onset of the discussion, but also the parties must have a common starting ground that they share.

In the Tanzanian parliament, the protagonist and the antagonist assume their roles by default, rather than decide about it. The Minister for MoEVT, for instance, plays the role of the protagonist since he initiates the discussion of his budget speech. He has the obligation to defend his speech if MPs challenge it. Opposition MPs take the role of the antagonist because they try to find weakness in the government’s plans, proposals, and policies. This is so because of the ‘power struggle’ between the two (Van Dijk, 2010), as is evident when the opposition tries to show that the government is not delivering and deserves, therefore, to be replaced by the opposition. Together with the two major parties (the government and the opposition) in Parliament, other MPs choose to support the protagonist on certain standpoints and the antagonist on others. The standpoint in question determines the side an MP may support. However, an MP usually considers whether, by challenging the standpoint, he/she will create a good image to the public and the electorate and increase his fame and popularity (Ilie, 2010b).

In the Tanzanian parliament, there is shared knowledge about the procedures and rules for conducting the discussion in the House, as enshrined in the Standing Orders, Section 9 (Bunge la Tanzania, 2007). Thus, since the minister is the default protagonist, the standpoints in his speech indicate that he is set to defend them. Likewise, the opposition MPs, who are the antagonists by default, indicate in their argumentations that they are challenging the Minister’s standpoints. The rest of the MPs also signal in their argumentation the role they are taking in a particular standpoint.

The examples in 3(a) and 3(b) show that the Minister is prepared to take up the role of the protagonist by defending the arguments he puts forward if they meet challenges during the discussion. At this stage, his standpoints have not met with challenges. The way the speech is presented and the manner in which the debate is held give opportunities to the protagonist to speak while the antagonist remains silent. This is the case because “the exchange of views takes place by way of monologue” (Van Eemeren & Grootendorst, 2004:59). The fragments in Example 3 are examples of the argumentation the Minister makes at the opening stage:

Example 3:

- (a) Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM),

wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora. Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni. (ACE: Hansard 20/07/2011)

Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers' teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MEM (PEDEP), which is to improve the quality of education by enhancing the capacity of the primary school teachers so that the quality of education is improved. The implementation of this strategy is done through a module system through distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

- (b) Tume ya vyuo vikuu Tanzania itaendelea kufanya kazi zifuatazo:- Kuendelea kufanya ufuatiliaji na tathmini ya uwezo wa Vyuo Vikuu vilivyopo na vipya katika kutoa elimu bora kwa kuzingatia vigezo na kutumia takwimu na taarifa mbalimbali toka Vyuo Vikuu kwa ajili ya kusaidia kutoa maamuzi sahihi kwa ajili ya maendeleo ya elimu ya juu nchini; (ACE: Hansard 20/07/2011).

The Tanzania Commission for Universities (TCU) will to continue to make follow-ups on and evaluation of the capacity of the existing universities and new universities in the provision of quality education by taking into consideration the criteria, statistics and different reports from the universities so as to make sound decisions for the development of higher education in the country.

The Minister, in Example 3(a), puts forward a standpoint about the programme the Ministry has launched in order to train in-service teachers in the country. In this programme, the Ministry aims to improve teachers' competencies in teaching at primary and nursery schools. The programme is broadly geared towards enhancing the provision of quality education. The Minister presents his argumentation in a causal relationship, pointing out that the programme offers the teachers an opportunity to be kept abreast of all the developments in the curriculum. The programme benefits include that it allows a teacher to study while continuing with his/her work at school, and it is cheaper than full-time training programme in teachers' education colleges. This argument shows the Minister is prepared to defend his standpoint if MPs challenge it. The Minister highlights the benefits of the programme to show the audience that the programme is useful and they should accept it, as apart from other benefits, it saves money.

Similarly, in Example 3(b) the Minister advances a move on the Tanzania Commission for Universities (TCU) expected activities for the following year. He indicates that the TCU will continue monitoring and evaluating the capacity of universities in the country, as a basis for making sound decisions for the development of higher education. Although the Minister leaves the conclusion unstated, it is

understandable from the context of the argumentation. Van Eemeren et al. (2002) argue that, in argumentative discourse, arguers leave out some things in the argumentation because they are obvious and sometimes arguers leave elements unexpressed to cover up the weakness of the argumentation. However, the context the argumentation occurs in can aid the audience to recover unexpressed elements easily. For instance, the unexpressed conclusion in this argumentation is that the TCU monitoring and evaluation leads to various universities offering improved quality of education, due to the fact that the TCU usually checks the universities' reports on various issues, including statistics, and sometimes provides advice on how to improve the quality of teaching and learning environment. The Minister at this stage makes his argumentation in a way that would convince the audience.

In the case of MPs at the opening stage, they also make moves that indicate the role they want to play in the discussion. Their argumentations indicate whether they are acting as protagonist or antagonist of the standpoint in question. If an MP wants to play the role of the protagonist, he/she supports the Minister's standpoint. Example 4 gives two fragments from the debate where the MPs take the role of the antagonist:

Example 4:

- (a) MHE. SALOME D. MWAMBU: Mheshimiwa Mwenyekiti, suala lingine ni Walimu, hawa Walimu wanacheleweshewa sana mafao yao ya kupandishwa madaraja na madaraja hawapati kwa wakati. Kawaida, Mwalimu anatakiwa afundishe miaka mitatu, mwaka wa nne apande daraja, lakini matokeo yake hawapandishwi. Hiyo nayo inapunguza morali ya kufundisha. Hawa Walimu wetu kweli wanafanya kazi nzito, tunatakiwa tuwaenzi, walipwe na mafao yao wanayodai na nyumba wapatiwe. Mfano Mkoa wa Singida peke yake wanadai milioni 580,900,000, deni hilo ni kwa Mkoa mmoja, sasa kwa nchi nzima ni vipi? Tumatendee haki Walimu wetu. (*Makofi*) (ACE: Hansard 19/07/2011).
HONOURABLE SALOME D. MWAMBU: Honourable Chairperson, another issue relates to teachers. Teachers are delayed in that their promotion benefits are not provided in time and promotions are not offered in time either. Normally, a teacher is supposed to teach for three years and to be promoted in the fourth year, but that is not done. This, too, demoralizes teachers. Our teachers work very hard. We ought to honour them. All their claims ought to be met and to be given housing allowances. For example, the claims for Singida region alone amount to 580,900,000 shillings. That amount is for only one region. What is the situation like countrywide? We should be fair to our teachers. (Clap) (ACE: Hansard 19/07/2011).
- (b) MHE. GEORGE B. SIMBACHAWENE: Mheshimiwa Mwenyekiti, hebu niongelee nchi ambazo zimejaribu kufanya hivyo. Ukienda katika nchi ya Uganda wao wameamua mwalimu aliyeko vijijini wampatie *percent* 30% zaidi ya mshahara wake. Kwa hiyo, mwalimu anaweza akaona ni bora aende kufundisha vijijini kuliko mjini. Tukienda Lesotho, wao wameamua kuongeza mshahara kwa takribani maloti 276 sawa sawa na shilingi za Tanzania 60,000/= . Kwa maana hiyo, mwalimu ataona amejaaliwa na atakwenda kufanya kazi katika maeneo ya vijijini. Ukienda nchini Malawi, wao wameamua kila mwalimu anayekwenda kufundisha sekondari akute nyumba tayari na ina kila kitu ndani. Utakapokwenda Mozambique, wao wameamua kutoa mshahara mara mbili, mwalimu ambaye yupo mjini kama anapata shilingi 400,000/= yule wa vijijini apate shilingi 800,000/= hiyo ime-*motivate* walimu wanaopangwa vijijini kwenda kufundisha huko. (AE: Hansard 19/07/2011).
HONOURABLE GEORGE B. SIMBACHAWENE: Honourable Chairperson, let me talk about countries that have tried to do that. In Uganda, they have decided that a teacher who teaches in rural areas receives 30% of his/her salary as extra pay. So, a teacher can see that it is better for him/her to go and teach in rural areas than work in urban areas. In Lesotho, they have decided to increase salaries by about 276 lots, which is equivalent to 60,000 Tanzania shillings, for teachers working in rural areas. That makes a teacher feel cared for and he/she, in response, goes and works in rural areas. In Malawi, they have decided that a teacher teaching in a secondary school must be given a fully furnished house. In

Mozambique, they have decided to pay teachers working in rural areas twice as much as those working in urban areas. If a teacher who teaches in a town is paid 400,000/= shillings, the one teaching in a rural area earns 800,000/= shillings. That has motivated teachers who are posted to rural areas. (AE: Hansard 19/07/2011).

The MP in Example 4(a) challenges the government for delaying teachers' promotion and promotion-related benefits. The MP shows teachers are demoralised because the government does not promote them in time. She emphasises that the government ought to pay teachers' claims and give them housing allowances. The MP further indicates that the teachers in Singida Region claim a large amount of money. The MP applies a causal relationship to link implicitly teachers' delayed promotions and payment of their benefits to the loss of teaching morale. Consequently, many students fail their final examinations. Thus, the MP challenges the Minister to devise plans to ensure teachers are promoted in time and that their promotion benefits are paid without delay.

In Example 4(b), the MP makes a move about giving hardship allowances to the teachers who are posted to teach in rural areas, as a way of motivating them to work there. The MP employs argument from example to defend his standpoint. He provides cases of countries that have different forms of hardship allowances. The cases act as justification of the MP's standpoint. The MP makes this argumentation to challenge the government to introduce some form of allowance for teachers, like the cases illustrated in the argumentation, to motivate the teachers posted in rural areas.

Ideally, the Minister is obliged to respond to all challenges MPs made on his speech, but it is not possible because there are numerous issues to address. Since the procedures allow him to choose the challenges to address, he uses that as a loophole to evade some of the issues that are difficult for him to respond or those that require him to make certain commitments. The Minister responds to some of the issues raised in the discussion when he winds up his speech.

The third stage of critical discussion is the argumentation stage, at which the protagonist provides more argumentation or support for those of his standpoints the antagonists challenged or attacked (Van Eemeren et al., 2007). The argumentation stage in this speech starts when the Minister winds up his speech. The Minister is supposed to respond to all the criticisms, doubt and challenges MPs indicated about his speech, but he usually selects only some of the issues raised to respond to. It is not clear how he selects certain issues over others but this gives him a chance to avoid certain issues. Although the Minister leaves some of the issues MPs raised during the discussion, it does not help him because MPs whose criticisms and doubts were not addressed will again raise them during the time the parliament sits as an Expenditure Committee. As at this stage, MPs are allowed to ask or raise the issues the Minister did not react to as he was summing up his speech. However, this stage also does not give enough time for MPs to raise all the issues. Example 5 provides fragments of the discussion at the argumentation stage:

Example 5:

- (a) Mheshimiwa Spika, napenda vilevile kujikita kujibu hoja ya Mheshimiwa Antony Gervas Mbassa, Mbunge wa Biharamulo, yeye alitaka kujua kwamba baadhi ya Walimu wanaomba ruhusa ya kwenda kusoma kwa kujiendeleza na waajiri wamekuwa wagumu sana kutoa ruhusa hizo kwa Walimu hao wanapotaka kwenda kujiendeleza. Nataka tu niseme kwamba taratibu za Utumishi wa Umma zinaeleweka. Pale wanapotoa ruhusa za kwenda masomoni, wanatoa bila ubaguzi. Wizara ya Elimu na Mafunzo ya Ufundi, tunakuwa tunapata matatizo ya upungufu wa Walimu kwenye shule zetu za Kata. Unapofanya ziara, unakuta shule ile ina Walimu 30, ina Walimu 20 lakini nusu ya Walimu wamekwenda kusoma. Taratibu zinasema kwamba angalau basi Mwalimu afike pale kituo cha kazi, akikaa angalau miaka miwili mpaka mitatu, anaweza sasa akapata ruhusa ya kwenda kusoma lakini, nataka tu nitoe masikitiko yangu kwamba kuna baadhi ya Walimu wakifika maeneo ya kazi hawawezi kuomba hata ruhusa kwa Mwalimu Mkuu, hawawezi kuomba ruhusa hata kwa Mkurugenzi, wanaandika barua na vyyo vinawadahili na wanakwenda kusoma. Sasa, anaporudi kwenye kituo chake cha kazi kwa mwajiri ambaye ni Mkurugenzi anakuta ameshamwandikia barua ya kusimamisha mshahara, inakuwa ni tatizo na hawa Walimu wanaanza kusema kwamba labda Serikali inatunyanyasa. (ACE: Hansard 20/7/2011). *Honourable Speaker, I would also like to respond to Honourable Antony Gervas Mbassa's (MP for Biharamulo) concern. He said that some teachers ask for permission to pursue further studies, but their employers have been very reluctant to give them permission. I just want to say that the public service procedures are known. So, if someone asks for permission to go to college, they should be given permission without bias. The Ministry of Education and Vocational Training needs teachers for the ward schools. When you visit a school you find that it has 30 or 20 teachers but half of them are on study leave. The procedures indicate that a teacher must report to their work station, work for at least two years and then they can be given permission to pursue further studies. But it is disappointing to see teachers arrive at their work stations and request neither the head master's nor the director's permission to go to college. Instead, they apply for places to colleges and the colleges enrol them. When they go back to their work stations – to their employer (the director) – they find that the director has already written to the Ministry, asking it to suspend their salaries. It becomes a problem and the teachers start saying that the government is not fair. (ACE: Hansard 20/7/2011).*
- (b) Mheshimiwa Spika, napenda kujibu hoja kubwa ambayo inategemewa sana na Wabunge na hata wananchi kwa ujumla kwamba ni namna gani migomo inakuwepo Vyyo Vikuu na namna gani Serikali imejikita kumaliza migomo hii. Watu wanaposika kwamba vijana wamegoma Vyyo Vikuu daima tunapata picha moja kwa moja kwamba labda tatizo ni Bodi ya Mikopo, lakini mpaka mgomo unatokea au kasoro yoyote inatokea katika uendeshaji wa Vyyo Vikuu, kuna vitu fulani vipo katikati kutegemeana na Taasisi husika. Vitu hivyo ni pamoja na makosa ya wanafunzi katika ujazaji wa fomu, kuna vyyo vyenyewe katika utaratibu wa kutoa matokeo, Bodi ya Mikopo yenyewe, Hazina na TCU. (ACE: Hansard 20/7/2011). *Honourable Speaker, let me respond to a very important issue, on which the MPs and the general public focus, that is, the source of student strikes in the public universities and how the Government intends to put them to an end. Whenever people hear that university students have gone on strike they always, think that maybe the Higher Education Students' Loans Board is the source of it. But students go on strike or problems occur in a particular university because there are certain interrelated issues in the institution. These include students' mistakes which they make when they fill in forms, the process of announcing exam results in the universities, HESLB, the Treasury and TCU. (ACE: Hansard 20/7/2011).*

In Example 5(a), the Minister counters one MP's challenge in the discussion. The MP during the debate talked about teachers being denied study leave. The Minister, in his response, emphasises the procedure for public servants to get permission for further study, which requires teachers to have worked for at least for two years. The Minister indicates that the teachers who follow the procedure are permitted leave by their employer but it is denied only those who do not follow the procedure. He further informs MPs that there are teachers who do not apply for permission when universities or colleges admit them. They just leave the working stations and when they come back they find the Director has blocked their salaries. These ones complain that the employer is mistreating them. The Minister indicates that it is possible to find at some schools that half of the teachers are on study leave. This affects the schools as fewer teachers remain. Thus, the Minister shows a causal relationship between the act of teachers going

for further education and the shortage of teachers and, hence, poor performance. The Minister here shows that the Ministry denies permissions to the teachers who have not met the requirements to go for further study.

In Example 5(b), the Minister responds to one argument many MPs raise in the discussion in relation to demonstrations in various universities and colleges. The MPs who spoke about this issue blamed the Higher Education Students' Loans Board (HESLB) as the source of the strikes and they wanted the Ministry to work out a way that would end them. However, the Minister rejects the argument that the HESLB is the source of the problem. For him, there are several related issues that contribute to students marching in the street or boycotting classes, including students' mistakes in the loans application forms, universities procedures for releasing results, HESLB, Treasury and TCU. The Minister does this so that MPs should not hold the government accountable for the strikes. However, the Minister's response did not convince the MPs as they raised the issue when the parliament was sitting as an Expenditure Committee.

As pointed out earlier, even after the Minister's responses to some of the challenges raised in the debate, MPs still have some issues that required the Minister to either provide more argumentation or simply support his argumentation further. The fragments in Example 6 are some of the argumentation MPs make during the time the parliament sat as an Expenditure Committee:

Example 6:

- (a) MHE. JENISTA J. MHAGAMA: Mheshimiwa Mwenyekiti, nakushukuru sana. Wakati nachangia hoja yangu katika Wizara hii kwa maandishi nilibainisha tatizo kubwa sana ambalo linazikumba shule zetu za kutokuwa na walimu wa kutosha. Kwa hali ilivyo sasa uwiano wa walimu katika kuwagawa kwenye maeneo yetu unategemea idadi ya wanafunzi. Lakini kitu hicho kwa wakati tulionao na baada ya kufungua shule nyingi kwenye Kata ni kitu ambacho hakiwezekaniki kwa sababu walimu hao wengi wamekuwa wakibakia maeneo ya mijini kwa sababu nyingine ambazo hazizuiliki. Utakuta wengine wana matatizo ya kiafya mahususi, wengine wameolewa na waume zao na hizo ni sababu za kimsingi kabisa huwezi kuvunja ndoa za watu. Kwa hiyo ziko sababu nyingi sana. Sasa naomba kumwuliza Mheshimiwa Waziri, hivi ni lini tutabadilisha Sera ya mgao wa walimu kwa uwiano wa wanafunzi na tukaongeza vipengele vingine vitakavyosaidia shule zile za vijijini ambazo mpaka sasa hatujaanzisha motisha kwa walimu kwenda kule vijijini zikapata walimu ili kusaidia na maeneo ya vijijini yakawa na walimu kwenye shule za sekondari na za msingi? (CAE: Hansard 20/7/2011).

HONOURABLE JENISTA J. MHAGAMA: Honourable Chairperson, thank you very much. In my written contribution to the debate on this Ministry's budget, I identified a very critical problem facing our schools, that is, a shortage of teachers. Currently, the allocation of teachers to a school depends on the number of students present in that school. But that is not possible now because of the establishment of many schools in the wards and many teachers prefer working in urban areas to working in rural areas due to things that are not under their control. Some have specific health concerns and others are married. These are fundamental reasons because it is not correct for anyone to cause other people's marriages to break up.

So, there are many reasons. Now, I would like to ask the Minister to tell us when the policy of posting teachers to schools will be changed so that it considers the student-teacher ratio as well as other things that will help the schools in the rural areas, to which the Government doesn't provide any incentives so that they get enough secondary and primary school teachers. (CAE: Hansard 20.7.2011).

- (b) MHE. TUNDU A.M. LISSU: Mheshimiwa Mwenyekiti, nashukuru sana. Katika mchango wangu kwenye Hotuba hii, nilizungumzia juu ya maslahi ya walimu, hasa hasa matatizo yanayotokana na walimu kutokulipwa mishahara na marupurupu wanayostahili pamoja na matatizo ya kutopata nyumba wanazostahili, kama ambavyo imeelezwa vilevile na Mheshimiwa Waziri, katika Hotuba yake.

Mheshimiwa Mwenyekiti, sasa naomba Mheshimiwa Waziri, anipe ufafanuzi na aliambie Bunge hili Tukufu, aiambie Kamati yako, kwa vile tatizo sio kwamba hakuna fedha! Tatizo ni kwamba fedha zinazotengwa na Bunge hili hazitumiki, kama nilivyoonesha jana! Mabilioni yanayotengwa kwa ajili ya nyumba hayatumiki! Mabilioni yanayotengwa kwa ajili ya uendeshaji wa shule hayatumiki! Sasa Mheshimiwa Waziri, atufafanulie ni kwa nini walimu wetu wanapata shida wakati fedha zinazotengwa hazitumiki? Pili, atuambie kwa mwaka huu wametenga fedha kiasi gani za kutatua matatizo haya ya walimu kutokuwa na nyumba, walimu kuwa na *arrears* za mishahara na marupurupu? (ACE: Hansard 20/7/2011).

HON. TUNDU A.M. LISSU: Thank you very much Honourable Chairperson. In my contribution to the debate on this Ministry's budget, I mentioned teachers' interests, especially the unpaid salaries and benefits and the housing problem mentioned in the Minister's speech.

Honourable Chairperson, now I would like to ask the Minister to tell me, to tell your Esteemed House and to tell your committee why teachers have not been paid and houses have not been constructed. I say this because I know funds are not the problem! The problem is that the allocated funds are not spent as planned by Parliament, as I pointed out yesterday! The billions of shillings allocated for the construction of houses are not spent as planned! The billions of shillings allocated for school management are not spent as planned! Now, will the Minister tell us why our teachers live under poor conditions when the funds intended to improve their lot are not spent as intended. I also wish to ask the Minister to tell us how much money has been set aside for addressing teachers' problems, including the housing problem as well as unpaid salary arrears and allowances (ACE: Hansard 20.7.2011).

In Example 6(a), the MP raises a standpoint about shortage of teachers in schools. The MP also shows doubt about the current procedure for assigning teachers based on the number of students in the regions. She points out that, because of ward schools, the procedure cannot work and many teachers prefer to remain in town for various reasons. She further questions the Minister as to when the Ministry will change the procedure and add other criteria to help schools in rural areas to get teachers. Currently, there is no motivation to help primary and secondary schools to get teachers in those areas. The MP employs argument from cause and effect to indicate that the procedure the Ministry uses to assign teachers is the cause for the shortage of teachers in some of the regions. The MP had already talked about this issue in the discussion, but the Minister did not address it while he was summing up his speech. The Minister at this stage is required to respond to the MP's challenge outright. In his response, the Minister indicates that in 2011 the Ministry used a different procedure to post teachers to different regions. The procedure considered mainly the shortage of teachers in a particular school. He stresses they considered all the schools with shortages of teachers. The Ministry assigned teachers to the schools with shortages although some of the teachers did not report. The Ministry is looking for some other means to improve the availability of teachers in those schools. In a way, the Minister accepts the MP's argumentation that the previous procedure cannot work as it results in some of the schools—especially the ones in rural areas—not getting teachers. Many teachers are not ready to work in those areas because of the hardship of the life there.

In Example 6(b), another MP brings up one issue he talked about in the discussion but the Minister did not respond. The MP talked about teachers' benefits—more specifically teachers' unpaid salaries, fringe benefits, and the problem of the scarcity of houses. He wanted the Minister to explain why teachers continue to suffer while the money allocated to solve some of the problems remains unspent. He also wanted the Minister to provide explanations about the amount of money the Ministry has allocated to solve the problems facing teachers. The MP tries to show a causal relationship between the failure to

spend money allocated for improving teachers' working environment and the problems teachers are facing. Underlying his approach, the MP is criticising the Ministry's failure to spend some of the money allocated to it. In his argumentation, he shows money is not the problem as there is money set aside every year, but the Ministry does not spend the money and there are no reasons given for that. The Minister for the Prime Minister's Office (PMO), Regional Administration and Local Government (Education) addresses the MP's challenge. The Minister indicates the government has set aside money for constructing 1200 houses in the 2011/2012 budget. Although the Minister responded, he did not address all the issues raised in the argumentation, such as the issue of teachers' unpaid salaries and other fringe benefits. He only singled out the issue of houses for teachers. Since the MP did not speak again about the issue, the Minister managed to convince the MP.

The fourth stage of a critical discussion is the concluding stage, in which the protagonist and the antagonist try to determine what the discussion has achieved (Van Eemeren & Grootendorst, 2004; Van Eemeren et al., 2007). The difference of opinion is resolved if the protagonist and the antagonist have reached an agreement that the standpoint of the protagonist is acceptable, the antagonist has withdrawn his doubt or the protagonist retracts his standpoint. In the case of the former, the dispute is resolved in favour of the protagonist while in the latter the antagonist is the winner of the discussion (Van Eemeren et al., 2007). When the parliament sits as an Expenditure Committee, it concludes some of the issues that were being discussed. MPs who still have some issues that needed clarification, explanation, or more argumentation raise them. Whenever there were no more challenges, MPs approved the section in question. The manner the sections are approved is by the chairperson asking the MPs who agree the section in particular should be approved to say "Yes" in chorus and those who do not agree to say "No" also in chorus. Then the chairperson announces whether MPs approve the section or not depending on the number of votes for and against approval. Example 7 provides instances of the argumentations MPs employ at the concluding stage:

Example 7:

- (a) MHE. ALBERT O. NTABALIBA: Mheshimiwa Mwenyekiti, nashukuru. Katika mchango wangu wa maandishi nilikuwa nimeomba, katika Jimbo langu la Manyovu, vijana wengi wanamaliza shule na wanaomba vyuo vya kujiunga na ualimu na wengi wamekuwa hawapati nafasi hizo. Niliomba Wizara je, inaweza ikaweka utaratibu kwamba *selections* zikawa zinafanyika mikoani au Wilayani kulingana na *ceiling* mtakayotupa katika Mkoa au Wilaya ili vijana wangu wa Jimbo langu la Manyovu, waweze kupata nafasi za ualimu? (AE: Hansard 20/07/2011).
HON. ALBERT O. NTABALIBA: Honourable Chairperson, thank you. In my written contribution I indicated in my Constituency, Manyovu, many youths complete their studies and they apply to teachers' colleges but many of them do not get opportunities. I wanted to know if the Ministry can devise the system so that selections of the applicants are carried out in the district councils according to the ceiling that the Ministry will give us in the regions or districts so that the youth of my constituency of Manyovu can get opportunities to join teachers' training (AE: Hansard 20/07/2011).
- (b) MHE. SAID M. MTANDA: Mheshimiwa Mwenyekiti, nakushukuru kwa kunipa nafasi. Wakati wa mchango wangu wa kimaandishi, nilizungumzia juu ya suala la Serikali kutoa *guarantee* kwa mifuko ile ya hifadhi ya jamii ili iweze kukamilisha ujenzi wa Chuo Kikuu cha UDOM kwa 50% iliyobaki, ili kuweza kukidhi haja ya kuwa na *colleges* mbili zaidi zitakazoweza kuchukua wanafunzi 20,000.

Naomba Mheshimiwa Waziri, alifahamishe Bunge hili ni lini *Government Guarantee* kwa mashirika hayo itatolewa ili ujenzi wa Chuo Kikuu cha Dodoma, uweze kutekelezeka kwa 100% badala ya 50% ya hivi sasa? (AE: Hansard 20/07/2011).

HON. SAID M. MTANDA: Honourable Chairperson, thank you for this opportunity. In my written contribution, I talked about the Government's giving guarantee to social security funds to enable them to complete the remaining 50 % of the construction of the University of Dodoma in order for it to be able to enrol 20,000 students. I ask Honourable Minister to tell your Esteemed House when will the Government's guarantee be given to these organisations so that the construction of the University of Dodoma is completed by 100 % instead of the current 50 %? (AE: Hansard 20/07/2011)

In Example 7(a), the MP advances a standpoint on the issue of many youths not getting admitted to teachers' colleges, using youths in his constituency as an example to justify his argument. The MP requests the Ministry to change the procedure of selecting students for joining colleges so that the selection starts at regional or district levels or through some other criteria the Minister may devise. He emphasises that this will help the youths in Manyovu constituency to join teachers' colleges. The MP indirectly challenges the current selection procedure the Ministry uses because it leaves out qualified youths. The Minister's response indicates that this year (2011) the Ministry used a different procedure, choosing students to join teachers' colleges based on their regions. But the Minister mentions limited chances in the colleges as one of the biggest challenges. Covertly, he is telling the MP that if there are many youths in his constituency that the Ministry did not select, it is not because of the procedure but is due to limited chances in colleges. After this response from the Minister, it seems the MP was convinced as he did not raise the issue again.

In the case of Example 7(b), the MP here reminds the Minister about his standpoint regarding the government guarantee to social security funds. Social security funds are the ones providing money for construction of the University of Dodoma (UDOM). The MP wants the Minister to inform the parliament as to when the government will give the guarantee to secure funds to finish the remaining construction. He makes use of argument from cause and effect to justify his standpoint that the government is delaying the operation of the UDOM. The Minister in his response points out that the government has managed to construct the UDOM using money from social security funds within the country. He adds the government has no other alternatives and will use the same source of funds to complete the remaining construction. However, he indicates that there are procedures and conditions to follow for the government to issue the guarantee. So, the Minister specifies that the government will give the guarantee to the security funds when the procedures are completed. The Minister does not address the MP's question as the MP wanted to know when the government would issue the guarantee but the Minister avoids making such a commitment. It seems the MP was convinced, or he was constrained by the procedures, as he did not raise the issue again.

Although the procedures require the speech to be approved, section by section, during the time the parliament sits as an Expenditure Committee, some sections in this budget speech were approved without MPs going through them. The reason given for such a procedure was time constraints, and the number of MPs who raised issues in the sections that were discussed. For those sections that were

approved en bloc, the Chairperson only mentioned their number and asked MPs whether the sections were accepted and the MPs responded in “Yes” and “No” fashion. The Chairperson announced MPs approval of the sections. However, this does not mark the conclusion of the debate as the procedures require the parliament to resume and the Minister reports the Expenditure Committee’s deliberation on the entire budget speech. The parliament does this to approve the entire budget. Again, here the Speaker asks MPs to say “Yes” if they support the entire budget and “No” if they do not. In the end, the Speaker announced the winner between the two parties and the winner were those who supported the budget. However, after MPs approved the budget, one MP asked for the ruling of the Speaker regarding the sections MPs approved together at one time. The concern of the MP was that some MPs intended to move a motion not to accept some of the sections but, when MPs passed the sections en bloc, they were denied that opportunity. He wanted to know whether the procedure that allows an MP to move a motion not to accept some sections in the budget has been revoked. The response of the Speaker was time did not allow them to go through all the sections and the procedure that was adopted to approve those sections is allowed under such circumstances.

In all the four discussion stages, the Minister and MPs perform different speech acts as they try to reach a resolution of the difference of opinion. At the confrontation stage, the Minister presents his speech for approval in the parliament but MPs have to discuss it before they approve. As MPs debate the speech, they challenge some of the issues advanced in the speech. As the Minister and MPs discuss the budget speech, they make several verbal moves that may be described as speech acts. The speech acts are assertives (expressing a standpoint), commissive (accepting a standpoint or not), directives (requesting a usage declarative), and usage declarative (providing definition, specification, and amplification) (Van Eemeren et al., 2007). The fragments in Example 8 are examples of the speech acts performed at the confrontation stage:

Example 8:

- (a) MHE. PINDI H. CHANA Mheshimiwa mwenyekiti, nichukue nafasi hii kuwapongeza sana Mkoa wangu wa Iringa na Njombe, nikiwa kama Mbunge wa Viti Maalum kipindi changu cha pili, sisi tumeweka Sera; Mkoa wa Iringa hatuna watoto wa kazi za majumbani na Mkoa wa Njombe. Niombe na mikoa mingine, umri wa kwenda shule, watoto wetu waende shule. Halafu akimaliza darasa la saba, amejua kusoma, amejua kuandika, ndio tuilizane jamani watoto wa kazi wapo? Anayetaka kuchungiwa ng’ombe, anayetaka kudekiwa nyumbani, lakini angalau apate elimu! Kwa hiyo, niwaombe sana Watanzania wenzangu, tusingie *exploitation of ignorance* za watoto wetu au jamii zetu ambazo ziko pembezoni mwa Mikoa yetu. Watoto wetu wenye umri wa kwenda shule, waende shule. Serikali imefuta ada za shule za msingi, kwa hiyo, tushikamane na tunapotaka watoto wa kazi wanapatikana waliomaliza darasa la saba, tena wengine wamesomea *VETA*, *cleaning* kabisa, vinaelewewa. Lakini tafadhali sana tutumie nafasi hii ili watoto wetu wapate elimu. (*Makofi*) (ACE: *Hansard 19/07/2011*).
- HONOURABLE PINDI H. CHANA: Honourable Chairperson, let me take this opportunity to congratulate Iringa and Njombe regions. We have a policy in Iringa and Njombe regions which does not allow people to have house maids. I would advise the other regions to do the same so that school-age children go to school. After a child completes standard seven, when he/she can read and write, we may start talking about the possibility of one having house maids. Whoever wants someone to look after his cattle, someone to mop their house must ensure the person is educated! So, I advise you, my fellow Tanzanians, not to exploit children because of ignorance, especially those in the communities in the marginalized regions. School-age children should go to school. The Government abolished school fees*

in primary schools. So, we need to cooperate with each other to ensure that our house maids have completed standard seven and some have even gone as far as VETA where they took cleaning courses, that is, we should “employ” those who know what they are doing. Let us use this opportunity to give our children an education. (Clap) (ACE: Hansard 19/07/2011).

- (b) Mheshimiwa Mwenyekiti, kwa mfano, mimi nimemaliza Chuo Kikuu mwaka jana, nakumbuka wakati nikiwa Chuo Kikuu nilikuwa Mbunge wa Serikali ya Wanachuo, nilimwita Rais baada ya kupata fununu kwamba pesa zimekuja, lakini inaonekana zimekwamia mahali fulani. Niliwachukua wanachuo, tukafanya maandamano, tukaenda kwa amani, tumeandamana tukaenda katika Benki ‘X’. Tukafika pale tukamwambia Meneja tunataka pesa zetu, tumeambiwa pesa ziko hapa. Tukamwambia usipotupa pesa, utatutambua kwamba sisi ni watu gani, kesho yake tulipata lakini tumekuwa tunazuiwa katika Vyuo Vikuu vyetu kwamba tusiandamane na kugoma. Nakumbuka wakati ule tumehangaika zaidi ya mwezi mzima, ukiuliza Bodi watakuambia kwamba pesa tumeleta, tatizo lipo huko, kwa hiyo utakuta kuna *connection* baina ya Bodi na watu wengine, sio kwamba pesa kuchelewa Vyuoni na wanafunzi kuamua kugoma kwamba wanagoma bila ya kuwa na sababu za msingi, wakati mwingine niombe mtutumie sisi vijana kwa sababu tumetoka huko majuzi, pengine tuwasaidie mawazo, tuwaambie kuna tatizo gani. Kwa sababu haiingii akilini katika mazingira ya kawaida na wale watu ambao wako katika Vyuo Vikuu, sio kwamba wote ni watoto, kuna watu wazima, kuna wazee wanasoma pale, wengine wametuzaa, lakini na wao pia wanadiriki kugoma. Kwa hiyo, hoja sio ujana wala uzee, hoja ni tuangalie ni kwa nini Wanavyuo wa Vyuo Vikuu wanagoma, ni kwa nini wanaandamana, maslahi yao yanakuwa hayajasimamiwa ipasavyo. (AE: Hansard 19/07/2011).

Honourable Chairperson, for example, I completed my university education last year. I remember when I was at the university I was a Member of Parliament in the students’ government. I talked to the president after hearing rumours that money had been disbursed, but was stuck somewhere. I organized my fellow students and we demonstrated towards Bank X. After getting there, we said to the manager, ‘We want our money. We have been told our money is here.’ ‘If you don’t give us our money, you will know who we are,’ we said. The following day, we got the money, but in our universities students are forbidden to demonstrate or boycott. I remember that we had suffered for more than a month at the time. If you ask the board, you’ll be told, ‘We have disbursed the money. The problem is at your university.’ So there is normally a connection between the board and other people. It is not true that students demonstrate without good reason. Sometimes you are advised to make use of us the youth who graduated from universities a few years ago to give you ideas, because it does not make sense under normal circumstances, not all students in the universities are young. There are adults in the universities and some of them are our parents’ agemates, but they also participate in the strikes. It’s not the question of one being young or old. We ought to examine the reasons for university students’ boycotts or demonstrations. Their grievances are not addressed well. (AE: Hansard 19/07/2011).

- (c) MHE. SUSAN A. J. LYIMO: Mheshimiwa Spika, hata Vyuo vya Elimu ya Juu vinasikitisha kuona navyo vinaporomoka kutokana na sababu mbalimbali. Kwa kwa ule utaratibu wa *Webometric Ranking System* unaoweka mkazo kwenye ubora wa kufundisha; utafiti wa 2007 ulionyesha kuwa, *UDSM* ilikuwa ya 13 kati ya Vyuo 100 Bora Barani Afrika. Cha kwanza ukiacha vya Afrika Kusini na Misri, Kusini mwa Jangwa la Sahara na juu ya Mto wa Limpopo, lakini mwaka huu Januari kimeporomoka hadi nafasi ya 34 kwa ubora. Je, ni sababu zipi zilizopelekea anguko hili?

Mheshimiwa Spika, lengo la Vyuo Vikuu ni kuwa kimbilio la kupata ukweli ambao hauna mawaa. Cha ajabu ni pale Kitengo cha Utafiti kama cha *REDET* kinapofanya utafiti kwa kushabikia waziwazi Vyama vya Siasa na hivyo kutoa mwelekeo kwa wapiga kura. Hii ni aibu na Waziri atueleze matokeo ya utafiti ya *REDET* yalipatikana kwa utafiti wa kisayansi au la; na kwa nini yalikuwa na kiwango kikubwa hivyo cha makosa (*Margin Error*)? (AA: Hansard 20/07/2011).

HONOURABLE SUSAN A. J. LYIMO: Honourable Speaker, it is saddening to see the standards of higher education falling for various reasons. According to Webometric Ranking System, which puts emphasis on the quality of teaching, UDSM ranked 13th out of 100 best African universities in 2007. The first, if we leave out those of South Africa and Egypt, south of the Sahara and above the River Limpopo, but in January this year, the university drastically fell to 34th place. What is the cause of this tragic fall?

Honourable Speaker, the purpose of a university is to provide crystal clear truth. The irony manifests itself when a research centre like REDET does research which is clearly biased in favour of certain political parties to pre-emptly influence voters. This is shameful and the Minister should tell us whether the results of the research by REDET were obtained scientifically or not and why they had that magnitude of errors (Margin Error). (AA: Hansard 20/07/2011).

- (d) MHE. ZAYNABU M. VULLU Mheshimiwa Spika, kwa umakini wa Waziri, Katibu Mkuu na Watendaji wake wote, naomba Serikali iongeze juhudi za kujenga maabara kwenye Shule za Sekondari. Kuwepo kwa maabara kwenye shule zetu kutasaidia sana kuibua vipaji vya wanafunzi na ukizingatia kwamba taaluma ya sayansi inahitajika sana nchini kwa muda huu. Naomba Serikali inieleze, imejipanga vipi katika ujenzi wa maabara mashuleni? (ACE: Hansard 20/07/2011).

HONOURABLE ZAYNABU M. VULLU: Honourable Speaker, bearing in mind how serious the Minister, the Principal Secretary and all the workers in the ministry are, I request the Government to make more effort to construct laboratories in secondary schools. The availability of laboratories in the schools will very much help in developing students' talents, bearing in mind the fact that the knowledge of science is highly needed in this country now. I request the Government to tell me the extent to which it is prepared to construct laboratories in the schools. (ACE: Hansard 20/07/2011).

In Example 8(a), the MP advances a standpoint about a policy of no employment of house helps in Iringa and Njombe. The MP points out that the regions have decided to adopt such a policy to allow children of school going age to go to school and to access education as a right. She emphasises that the people who want house helps should wait until these children have completed Primary Seven. The MP urges Tanzanians not to use children's ignorance to exploit them, especially in communities in marginalised regions. The MP uses assertive to express a standpoint in relation to the 'no house help policy' in Iringa and Njombe regions. In her argument, the MP applies argumentation from cause and effect by highlighting that the new policy will make children get education instead of working as house helps.

In Example 8(b), the MP applies a commissive speech act to refute the standpoint that students boycott classes and demonstrate without justified causes. The MP uses argument from example to advance his standpoint in relation to boycotts and demonstrations at universities. He indicates from his own experience that students demonstrate for compelling reasons and further emphasises that there are adult students at universities who also participate in strikes because there are justified causes to strike. For him, the students strike because their rights are not appropriately dealt with, such as the HESLB delaying to disburse loans. Thus, he blames the government and its institutions for failing to deal with students' rights properly and hence for causing strikes. This kind of argumentation compels the Minister to respond, when his turn to speak comes, and hence it makes the discussion continue towards a resolution.

In the case of Example 8(c) and Example 8(d), the MPs also make verbal moves that contribute to the discussion continuing towards a resolution of the difference of opinion. The MP in (c) makes a move concerning various reasons for the falling standards of higher learning institutions. The MP justifies her standpoint using the Webometric ranking system, which in 2007 ranked the UDSM 13th out of 100 best African universities while in January 2011 the same system ranked the university at 34th position. Using the Webometric as an authority, the MP concludes that the standard of higher learning institutions is falling. She also supports her standpoint by giving an example of the research results one of the UDSM's research centres released in 2010 (the Research and Education for Democracy in Tanzania (REDET)). According to the MP, REDET did biased research in favour of some political parties, contrary to what is expected of a research centre. In the conclusion, the MP performs a usage declarative to request the

Minister to provide explanation regarding the UDSM drop in the Webometric ranking and the research results the REDET released in 2010.

Similarly, the MP in 8(d) performs a usage of declarative, as she demands that the government tells the House the extent to which it is prepared to construct schools' laboratories. In her argument, she urges the government to add more efforts in secondary school laboratories construction. To make her argument more convincing, she highlights the contribution of laboratories in promoting talents among students. Thus, she employs argument from cause and effect to indicate the results of laboratories. The foundation of the MP's argument is a criticism of the government's rate of building laboratories in its secondary schools. The fact that the Minister will be obliged to provide amplification, as the MP demands, makes the discussion move towards a resolution.

MPs also perform verbal moves at the opening stage of a critical discussion. Again, the speech acts here help MPs to put forward their viewpoints in the discussion, and help also to show the role a particular MP plays whether as a protagonist, or as support for the protagonist or to play the role of the antagonist (Van Eemeren et al., 2007). The speech acts MPs perform at this stage are directive (challenge to defend the standpoint, accept a standpoint or not; accept the challenge to defend the standpoint and agreement on premises, and the discussion rule) (Van Eemeren et al., 2007). However, there were no agreements on the discussion rules for this debate, arguably because the rules are presumed to be known to MPs as they are stipulated in the Standing Orders. The other speech acts that are performed at this stage are *directive* (requesting a usage declarative) and *usage declarative* (definition, specification and amplification). Example below includes instances of these speech acts:

Example 9:

- (a) MHE. AGNES E. HOKORORO Mheshimiwa Spika, elimu ni haki ya kila mtoto ikijumuishwa na wale waliopata mimba. Watoto wa kike wanaopata mimba wanahitaji elimu zaidi kuliko watoto wengine kwa mahitaji yake na mtoto atakayezaliwa. Tanzania sasa ina mimba za utotoni kwa kiwango kikubwa. Asilimia 25 ya wanawake chini ya miaka 18 tayari ni wazazi. Kwanini Serikali isitilie mkazo suala la watoto wa kike wanaofukuzwa kwa mimba shuleni warudi kusoma? Kwanini watoto wanaozaliwa waadhibiwe kwa kuzaliwa kwao? Ni watoto *Innocent*, wasinyimwe haki ya kutunzwa vizuri. Ikumbukwe kwamba mimba nyingine ni za kubakwa na *'force sex'*, inakuwaje wanaadhibiwa? Serikali ichukue hatua na siyo kutafakari. (ACE: Hansard 20/07/2011). (SM)
- HONOURABLE AGNES E. HOKORORO: Honourable Speaker, education is the right of all children, including those who get pregnant. Female children who get pregnant need education more than others because of the needs of their babies. There are many child pregnancies in Tanzania today. 25 % of the parents are below 18 years of age. Why doesn't the Government emphasise that the female children who have been expelled from schools because of being pregnant go back to school? Why are the children being born punished for being born? They are innocent. So they should not be denied the right to be cared for well. Some of the pregnancies are the result of rape or forced sex. Why should girls be punished? The Government should take measures, rather than do nothing. (ACE: Hansard 20/07/2011)*
- (b) MHE. MENDRAD L. KIGOLA Mheshimiwa Spika, nimesoma kwa makini nikawa najiuliza mwenyewe, kwanini kiwango cha elimu sasa hivi kinashuka badala ya kupanda? Sasa ukiangalia katika shule zetu za msingi, kwanza kabisa kuna madarasa ya awali, madarasa mengi sana hayana walimu. Utakuta mtu anafundisha Darasa la Awali, ni mtu wa kujitolea. Naiomba Wizara hii iweze kutengeneza mkakati sahihi wa kupata walimu wa kufundisha madarasa yale ya awali, halafu nimeona vijijini kwa mfano kule kwenye Jimbo langu, nimekuta shule nyingi sana, mwalimu anayefundisha, yule

anayejitolea, wanasema kwamba wanachangia tu wananchi. Sasa kwanini Serikali isimwekee mshahara, alipwe mishahara kama wengine? Atachangiwa na wananchi mpaka lini? Hii inaonyesha kabisa hata mtaala ule unaofundishwa pale haukaguliwi vizuri, kwa sababu ni mtu anayejitolea, na kama mtu anajitolea kufundisha, maana yake huwezi kumkagua hata akikosea huwezi kumdhibiti. Naiomba Wizara ifikirie hilo suala. (*Makofi*) (ACE: Hansard 20/19/2011).

HONOURABLE MENDRAD L. KIGOLA: Honourable Speaker, I have read very carefully the speech and asked myself why the educational standards are falling, instead of getting better. If you look at our education at primary school level, you will see that there are kindergarten classes in the schools, most of which have no teachers. You will normally find that the person teaching a kindergarten class is a volunteer. I request this Ministry to have a strategy for training kindergarten teachers. I have seen in the villages in my constituency, for example, that in many schools the teacher teaching a kindergarten class is a volunteer. They say such teachers are supported by parents' contributions. Why doesn't the Government pay this teacher as it does other teachers? How long will this teacher depend on people's contributions? This shows that even the curriculum used is not inspected well. If a person is just a volunteer, you cannot inspect him/her because he/she is a volunteer. Even when he/she goes wrong, you cannot punish him/her. I request the Ministry to think about that matter. (Clapping) (ACE: Hansard 20/9/2011).

- (c) Ninasema hivyo kwa sababu kwa sasa hivi udahili wa Vyuo Vikuu umefikia 118,000 mpaka hapa tulipo hivi sasa. Udahili wa Vyuo vya Kati na Vyuo vya hapa, nina maana Vyuo vya Ufundi, Vyuo vya Elimu, kuna Vyuo vya Uganga kwenye Sekta ya Afya. Huduma za jamii kwenye mambo ya utalii, *tourism industry* na kilimo. Kwa hiyo, hili ni kundi kubwa sana ambalo ndiyo tunategemea hawa wanafunzi wanaomaliza Kidato cha Nne waingie kwenye lile kundi kwa kupata zile *skills* ili waweze kujajiri au kuajiriwa.

Sasa hili kundi udahili wake mpaka hivi sasa ilikuwa ni 68,000. Sasa utajiuliza; tunajenga Taifa la aina gani kama udahili wa Vyuo Vikuu unakuwa mkubwa kuliko wa kundi la tatu ambalo ndilo linafanya kazi kubwa zaidi? Wenzetu Wajerumani, Wajapani na Wamarekani, wameendelea kwa sababu nguvu kubwa wameielekeza kwenye *labour force*, kuipa *skills* za kufanyia kazi na ndiyo maana wameweza kufanikiwa. Leo sisi katika idadi yetu ya milioni 44, nguvu kazi ya milioni 21 imewezeshwa kuwa na *skills* za kufanya kazi. (*Makofi*)

Kwa hiyo, nilikuwa ninadhani hapa tukubaliane kwamba, Serikali ilete mkakati na iseme wazi kwamba, ina mpango gani wa kuona vyuo hivi nilivyovitaja, vinavyotoa stadi hizi, kwanza, vinaongezewa fedha katika vyuo vilivyopo sasa hivi na vilevile iwapo kuna upanuzi. Kwa mfano, Vyuo vya Ufundi, tumekuwa na Vyuo vya Arusha, Dar es Salaam na Mbeya. Vyuo hivi sasa hivi vimeshaanza kutoa digrii, kwa hiyo, vinaacha *gap* ya *technicians*, ambayo ndiyo muhimu sana Kitaifa. Sasa je, Serikali ina mpango gani wa kufungua vyuo vingine vya ufundi ili ku-*cover gap* hili? (AE: Hansard 19/07/2011).

I say that because student enrolment in our universities has reached 118,000. Student enrolment in the tertiary colleges has increased as well; I'm referring to vocational colleges, teacher training colleges and medical colleges. The provision of social services in the tourism industry and the agriculture sector has been improved as well. This is a very big "group" which we depend on; we expect students who finish Form Four to join them and get skills, and then get employed or be self-employed.

So far 68,000 students have been admitted to universities. You might ask yourself what kind of nation we are building if student enrolment in the universities is higher than that in the colleges, because college graduates are the ones who actually work. Our friends, the Germans, the Japanese and Americans, are developed because they have put a lot of resources into the creation of labour force, and that is why they are developed. For us, in a population of 44 million people, the labour force is made up of only 21 million people. (Clapping)

Therefore, I was thinking that the Government should bring a strategy here and tell us what strategy it has for the colleges that I have mentioned, the skills they provide and that more money will be provided to the existing colleges and those which will be set up, if there plans to establish other colleges. For example, there are technical colleges in Arusha, Dar es Salaam and Mbeya. These colleges have now started offering degrees, thus causing a critical deficit in the number of technicians who are very important to the development of the nation. Is the Government planning to open other technical colleges in order to make up this deficit? (AE: Hansard 19/07/2011)

In Example 9(a), the MP advances a standpoint about the right of every child, including the ones who fall pregnant, to have an education. The MP emphasises children who fall pregnant need education more than other children because of the needs of the baby being born. She also indicates Tanzania has many childhood pregnancies, noting that 25% of parents are below 18 years. She questions why the

government should not put emphasis on female children who fall pregnant resuming schooling after they have delivered their babies. The MP makes use of argument from cause and effect to stress the effects of denying schoolchildren who fall pregnant the opportunity to continue with studies. The MP utilises a directive speech act to challenge the government to defend its policy on pregnant schoolchildren. The MP says, “Why shouldn’t the Government put emphasis on female children who are expelled to go back to school?” This argumentation will drive the Minister to defend the position of the government on the issue.

The MP in Example 9(b), challenges the Minister about the falling education standards in the country. The MP supports his argumentation by indicating that in many primary schools most of the kindergarten classes have no teachers. The persons who teach such classes lack the necessary training, as they are volunteers. The parents contribute money to support voluntary teachers. The MP questions the act of having voluntary teachers depending on parents’ contributions and the government’s failure to pay these teachers like other teachers. In the conclusion, he requests that the Ministry devise a strategy to get kindergarten teachers. The MP is indirectly requesting the Minister to explain the lack of kindergarten teachers and the government not paying the ones who volunteer.

In Example 9(c), the MP requests for a usage declarative regarding the government plan to open other technical colleges, as many have started offering bachelor degrees which creates a gap in provision for the training of technicians. The MP indicates that the enrolment of students in various universities in the country has risen and questions why the admission in technical and medical colleges is low compared to universities. The MP says this is not a good thing because the group of students who join technical and medical colleges are an important labour force group in a nation. The MP employs argument from example, indicating that Germany, Japan, and America have developed because they concentrated resources on training a labour force, to give it working skills. Thus, the MP requests the Minister to explain the government’s plan to bridge the gap in the labour force. This is a challenge the Minister is required to counter because it has an underlying criticism of what the government has adopted as its plan in relation to technical and medical colleges.

As the discussion reaches at the argumentation stage, the Minister and the MPs perform different verbal acts in the same efforts of resolving the dispute. At this stage, the Minister, as the protagonist, advances more argumentation in response to the criticisms, doubts and challenges MPs made on his standpoints. The MPs whose challenges the Minister did not address also make some verbal moves to request the Minister to respond to their challenges. The speech acts performed at this stage are assertives (advancing argumentation), directives (requesting argumentation), commissives (rejecting or accepting a standpoint) or directive, (requesting a usage declarative), or a usage declarative, (definition, specification and amplification). Example 10 shows speech acts at this discussion stage:

Example 10:

- (a) Mheshimiwa Spika, Tume ya Rais, iliyoundwa kutoa mapendekezo ya kuboresha mfumo wa utoaji mikopo, imekamilisha kazi yake na ripoti imewasilishwa tayari Serikalini. Serikali inayafanyia kazi mapendekezo hayo. Ikiwa ni pamoja na kubainisha mbinu mbadala ya kuongeza mapato, kuweka vigezo ambavyo vitawatambua walengwa wenye uhitaji na kuimarisha utaratibu wa urejeshwaji wa mikopo. Aidha, ushauri uliotolewa na Kamati utazingatiwa ukihusisha maeneo yafuatayo: Matumizi ya vitambulisho vya Kitaifa, utaratibu wa kutoa taarifa kwa wanafunzi, uimarishaji wa dawati la malalamiko, uimarishaji wa uhusiano wa wadau na udhibiti wa ongezeko la karo za Vyuo Vikuu. (*Makofi*) (I: ACE: Hansard 20/7/2011).
Chairperson, I would like to offer the following explanation about Hon. Rashid Ali Omar's concern. As I said in my concluding speech that the President's commission set up to for review the problems of our system we use to provide loans to students of higher education has made suggestions and let me say that we are in the process of giving recommendations and what we expect is that it will provide a solution to the problems we faced in the past years since this board was established in 2005. Now I would like to assure your Esteemed House that the new criteria are meant to ensure effectiveness in the exercise of providing loans for higher education students. (Applause) (ACE: Hansard 20.7.2011).
- (b) MHE. DKT. BINILITH S. MAHENGE: Mheshimiwa Mwenyekiti, wakati nachangia niliieleza Serikali mazingira magumu ya shule zilizoko kwenye Wilaya za Njombe, Ludewa na Makete, ambazo zinakumbwa na matatizo makubwa ya UKIMWI na jioografia ngumu na hivyo kufanya walimu wengi kufika na kuripoti na baadaye kuondoka, hasa baada ya kukosa nyumba za kulala. Sasa Mheshimiwa Waziri, amesema kuna nyumba 1,200 ambazo zitajengwa, nataka kumwomba awathibitishie wananchi hawa wa Wilaya za Ludewa, Makete, Njombe, kama watakuwa ni mojawapo wa kupewa kipaumbele kwenye mgao huu wa nyumba 1,200? (ACE: Hansard 20/7/2011).
13. HONOURABLE DKT. BINILITH S. MAHENGE: Honourable Chairperson, in my contribution, I told the Government about the poor environment of the schools in the districts of Njombe, Ludewa and Makete. The schools there are affected by serious problems of AIDS and geography which make many teachers posted to these areas report to the schools and then leave. In particular, they do so because of the absence of staff houses in the schools. The Minister has said that 1,200 houses will be built. I want the Minister to assure the citizens of the districts of Ludewa, Makete and Njombe that their districts will be part of the priority areas where the 1,200 houses will be built (ACE: Hansard 20.7.2011).
- (c) MHE. RUKIA K. AHMED: Mheshimiwa Mwenyekiti, ahsante. Nilipochangia hoja hii kwa maandishi, nilisema kwamba walimu wanafanya kazi katika mazingira magumu, Serikali haiwajali walimu, haiwapi hata motisha ili wapate moyo wa kufanya kazi zao vizuri. Nilitaka Serikali iwakopeshe angalau pikipiki ili ziweze kuwarahisishia usafiri wa kufika katika shule wanazofundisha kwa sababu, wengi wao wako mbali na shule wanazofundisha, hasa kule vijijini. Kwa hiyo, je, Mheshimiwa Waziri, Serikali inatoa tamko gani hapa Bungeni leo? (ACE: Hansard 20/7/2011).
Honourable Rukia K. AHMED: Honourable Chairperson, thank you. In my written contribution to the Minister's speech, I said that teachers are working in a difficult environment but the Government is indifferent to their lot., It does not give our teachers any incentives to encourage them to do their job well. I want the Government to give them motorcycles on credit to ease the transport problem they face, and thus arrive at their workplaces in time. Most of them live far away from the schools they teach, especially in the rural areas. So, Honourable Minister, what does the Government tell Parliament about this issue? (ACE: Hansard 20.7.2011).
- (d) NAIBU WAZIRI, OFISI YA WAZIRI MKUU, TAWALA ZA MIKOA NA SERIKALI ZA MITAA (ELIMU): Mheshimiwa Mwenyekiti, naomba kujibu swali la Mheshimiwa January Makamba, kama ifuatavyo:-
Mheshimiwa Mwenyekiti, ni kweli kwamba walimu, lakini siyo walimu pekee, ni watumishi wote wa Serikali ndiyo wanaopokea mishahara yao kupitia benki ya NMB, na sababu ambazo ziliipelekea Serikali kufanya mkataba na NMB ni kwa sababu ya mtandao wake ambao umefika mpaka maeneo ya vijijini, lakini bado tumefanya mawasiliano na NMB kuweza kuanzisha *mobile bank* na tumeshaanza kuona magari yao ili utaratibu huu uweze kuwafikia watumishi wetu, walimu na sekta nyingine kwenye maeneo yao ya vijiji. Tunaendelea kufanya mazungumzo na NMB ili waongeze *mobile banks* zile ziweze kutembea maeneo yote ili walimu waweze kukutwa kule na waweze kutumia *ATM cards* zao waweze kupata mishahara yao kwenye maeneo yao. Ahsante. (*Makofi*) (ACE: Hansard 20/7/2011).
Deputy Minister, PMO, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT (EDUCATION): Hon. Chairperson, I would like to respond to the question asked by Hon January Makamba, as follows: -

Deputy Minister, PMO, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT (EDUCATION): Honourable Chairperson, I would like to respond to the question asked by Hon January Makamba as follows:

Honourable Chairperson, it is true that teachers and others are all public servants and are the ones who receive their salaries through NMB. The factors that led the Government to enter into an agreement with the NMB include its network that is spread even to the rural areas. But we are still talking with NMB so that mobile money transfer services are established. In this regard, we have started to see their vehicles, which is an indicator of the bank's intention to reach our servants, teachers and others in the villages. We will continue talking with NMB so that it introduces mobile banks that can go to all the areas where teachers are so that they use ATMs to get their salaries in the villages. Thank you. (Applause) (ACE: Hansard 20.7.2011).

The Minister, in Example 10(a), makes use of an assertive speech act to provide more argumentation regarding a Commission the President formed to provide recommendations towards improving the provision of loans. The Minister indicates that the Commission has completed its work and presented its report to the government for further action. However, he indicates that the government is considering and working on the Commission's recommendations, including identifying an alternative strategy to increase revenues, to come up with criteria that will help to identify those who need the loans, and to improve the repayment procedures. The Minister adds this argumentation after several MPs had censured the HESLB for causing strikes because of the poor mechanisms for giving loans to students.

In the case of Example 10(b), the MP requests more argumentation concerning 1,200 houses the government plans to build. He wants to know whether the government will give priority to Ludewa, Makete, and Njombe Districts. The MP asks for more argumentation because, when he was making his contribution in the debate, he indicated HIV/AIDS has affected these districts. The districts' geographical locations also deprive the districts of teachers, as many of the teachers posted to those districts report initially and then never go back to start work there, especially when they do not find houses. The districts are facing acute shortages of housing for teachers.

The MP in Example 10(c) requests amplification about the government's provision of motorcycles to teachers. The MP proposed that the government should start providing motorcycles, in the form of loans, to help teachers with transport as some live far from the schools where they teach, especially in villages. The MP also criticised the government for not improving teachers' working conditions and noted that teachers are not paid incentives to encourage them to work. So, the MP alleges that the government is not concerned about teachers. The Minister, in his response, promises to consider the issue and see how it can assist teachers to get transport.

For the case of Example 10(d), the Minister employs a commissive speech act to reject the standpoint of one MP. The MP advanced a move about the government requiring teachers to join the National Microfinance Bank (NMB), whereas other workers are free to choose the bank which receives their salaries. The Minister rejects the arguments, saying it is not only teachers that are paid their salaries through the NMB bank but that this applies to all public servants. He defends the government's decision, indicating that it signed a contract with the NMB because the bank has many branches across the

country. The Minister further emphasises that the government will discuss with NMB the possibility of introducing mobile banking to provide services in rural areas so that teachers would be able to access their salaries without traveling.

The last stage of critical discussion is the concluding stage, at which the parties involved in a discussion are supposed to establish what the discussion has achieved. The Minister and MPs at this stage make various verbal moves, which make the protagonist and the antagonist perform different speech acts. These include commissives (accepting the standpoint or not, or repeating that the standpoint is not accepted), assertives (maintaining or retracting a standpoint, establishing the result of the discussion), directive (requesting a usage declarative) or a usage declarative (providing definition, specification and amplification) (Van Eemeren, et al., 2007). Example 11 gives examples of the speech acts at this stage:

Example 11:

- (a) WAZIRI WA NCHI, OFISI YA RAIS, MENEJEMENTI YA UTUMISHI WA UMMA: Mheshimiwa Mwenyekiti, napenda kutoa ufafanuzi kwa hoja ambayo Mheshimiwa Moses Machali ameitoa ya *TSD* kuwa na hali mbaya. (*Makofi*)
Mheshimiwa Mwenyekiti, ni kweli katika kipindi cha katikati *TSD* iliyumba kutokana na uchache wa watumishi, pia kulikuwa na matatizo ya kifedha. Kuanzia mwaka jana na mwaka huu tumewaomba maombi maalum, tumewapelekea watumishi wa kutosha na mwaka huu katika Bajeti yetu tumeonesha kwamba tutawawezesha kielimu pamoja na vifaa. Ningependa tu niseme hilo suala la kwamba watu hawajawa *promoted* kwa sababu pesa tulizopeleka ni chache nadhani kidogo nina wasiwasi nalo. Ninahisi kuna matatizo ya ziada sana katika *TSD* ya Kasulu. (*Makofi*) Mheshimiwa Mwenyekiti, niombe tu kwamba aniachie na tutalifuatilia kuona tatizo ni nini lakini pia kuhakikisha kwamba wanafanyakazi kwa ufanisi. (*Makofi*)
MINISTER OF STATE, PRESIDENT'S OFFICE, AND PUBLIC SERVICE MENEJEMENTI: Hon. Chairperson, I would like to clarify the argument that Mr. Moses Machali has given the TSD is in critical condition. (Applause)
Hon. Chairperson, it is true that in this period TSD faltered due to limited staff, there were also financial problems. From last year and this year, we have made special request and we have sent them enough staff and in this year, in our budget, we have shown that we will enable them in terms of education and equipment. I would only say that the issue of people who have not been promoted because of lack of enough funds I guess is a little bit doubtful. I feel there are more extra problems in Kasulu TSD. (Applause)
- (b) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Rashid Ali Omar kama nilivyozungumza katika hotuba ya majumuisho kuwa Tume ya Mheshimiwa Rais iliyoundwa kwa ajili ya kuangalia matatizo ya mfumo wetu wa kutoa mikopo kwa wanafunzi wa elimu ya juu umefanya mapendekezo na naomba niseme kwamba tupo katika mchakato wa kupendekeza mapendekezo yale, mategemeo yetu ni kwamba yanatoa ufumbuzi wa matatizo tuliyokuwa tumekumbana nayo katika miaka ya nyuma tangu bodi hii imeundwa mwaka 2005. Sasa nilihakikishie tu Bunge lako Tukufu kwamba vigezo vipya vitahakikisha kwamba vinajikita katika ufanisi wa zoezi hili la kutoa mikopo kwa wanafunzi wa elimu ya juu. (*Makofi*) (ACE: Hansard 20/7/2011).
MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Hon. Chairperson, I would like to offer the following explanation about Hon. Rashid Ali Omar's concern. As I said in my concluding speech that the President's commission set up to review the problems of our system we use to provide loans to students of higher education has made suggestions and let me say that we are in the process of giving recommendations and what we expect is that it will provide a solution to the problems we faced in the past years since this board was established in 2005. Now I would like to assure your Esteemed House that the new criteria are meant to ensure effectiveness in the exercise of providing loans for higher education students. (Applause) (ACE:Hansard 20.7.2011).
- (c) MHE. MWIGULU L. N. MADELU: Mheshimiwa Mwenyekiti, katika mchango wangu niliongelea umuhimu wa mabweni kwa shule za kata zilizoko vijijini, mbali na umbali wa baadhi ya vijiji kwenda

kwenye kata hususan vijijini ni tofauti na mijini. Nikiangalia kama umbali wa kutoka Luono kwenda Kidalu, umbali wa kutoka Ujungu kwenda Mtekente ilipo sekondari, umbali wa kutoka Mlandala kwenda Ulugu, umbali wa kutoka Ng'anguli kwenda Kinampanda ilipo sekondari ni mbali sana. Lakini vilevile kwetu kule vijijini utamaduni wa kujenga nyumba za kupangisha haupo, kwa hiyo, unakuta vijana hata kama wangeamua kupanga, wanapanga kwenye matembe, madaftari yanavujiwa na wale wanaotaka kurudi majumbani kwao wakati mwingine wa mvua wananyeshewa mvua njiani na wamekuwa wakitumia baiskeli. Je, Serikali inatoa tamko gani sasa kuweka msisitizo kwenye kujenga hosteli kwa ajili ya wanafunzi hasa wa vijijini (ACE: Hansard 20/7/2011).

Honourable Mwigulu L. N. Madelu: Honourable Chairperson, in my contribution I spoke about the importance of hostels for the ward schools in the rural areas. Apart from the distance between one village and a ward, especially in the rural areas, the situation is different in the rural areas from the urban areas. For example, the distance from Luono to Kidalu, the distance from Ujungu to Mtekente, where the secondary school is, the distance from Mlandala to Ulugu, the distance from Ng'anguli to Kinampanda, where the secondary is, is very considerable. But also, for us in the rural areas, the culture of building houses for lease does not exist. Therefore, you find young people, if they decide to rent a house, they have to rent a tembe (a kind of thatched, wooden house), their books get wet because the roofs leak, and those wishing to return home sometimes get rained on while on the way home, since they use bicycles. What is the Government's position on the plan to build hostels in the rural areas for students? (ACE: 07/20/2011 Hansard).

- (d) MHE. JENISTA J. MHAGAMA: Mheshimiwa Mwenyekiti, nakushukuru sana. Wakati nachangia hoja yangu katika Wizara hii kwa maandishi nilibainisha tatizo kubwa sana ambalo linazikumba shule zetu za kutokuwa na walimu wa kutosha. Kwa hali ilivyo sasa uwiano wa walimu katika kuwagawa kwenye maeneo yetu unategemea idadi ya wanafunzi. Lakini kitu hicho kwa wakati tulionao na baada ya kufungua shule nyingi kwenye Kata ni kitu ambacho hakiwezekaniki kwa sababu walimu hao wengi wamekuwa wakibakia maeneo ya mijini kwa sababu nyingine ambazo hazizuiliki. Utakuta wengine wana matatizo ya kiafya mahususi, wengine wameolewa na waume zao na hizo ni sababu za kimsingi kabisa huwezi kuvunja ndoa za watu.

Kwa hiyo ziko sababu nyingi sana. Sasa naomba kumwuliza Mheshimiwa Waziri, hivi ni lini tutabadilisha Sera ya mgao wa walimu kwa uwiano wa wanafunzi na tukaongeza vipengele vingine vitakavyosaidia shule zile za vijijini ambazo mpaka sasa hatujaanzisha motisha kwa walimu kwenda kule vijijini zikapata walimu ili kusaidia na maeneo ya vijijini yakawa na walimu kwenye shule za sekondari na za msingi? (CAE: Hansard 20/7/2011).

HONOURABLE JENISTA J. MHAGAMA: Honourable Chairperson, thank you very much. In my written contribution to the debate on this Ministry's budget, I identified a very critical problem facing our schools, that is, a shortage of teachers. Currently, the allocation of teachers to a school depends on the number of students present in that school. But that is not possible now because of the establishment of many schools in the wards and many teachers prefer working in urban areas to working in rural areas due to things that are not under their control. Some have specific health concerns and others are married. These are fundamental reasons because it is not correct for anyone to cause other people's marriages to break up.

So, there are many reasons. Now, I would like to ask the Minister to tell us when the policy of posting teachers to schools will be changed so that it considers the student-teacher ratio as well as other things that will help the schools in the rural areas, to which the Government doesn't provide any incentives so that they get enough secondary and primary school teachers. (CAE: Hansard 20.7.2011).

In Example 11(a), the Minister performs a commissive speech act to accept the standpoint about the Teachers Service Department (TSD) being in a difficult situation because of a dire shortage of money to run its activities. The Minister accepts the MP's standpoint and explains that, at some point, TSD faced a shortage of workers and financial problems. However, the Minister indicates that, since last year 2010 and this year 2011, they have had enough workers and this year the Ministry has indicated in the budget that it will provide training to the workers and give them necessary materials. Although the Minister accepts the MP's standpoint, he indicates that they have taken measures to solve the problems.

The Minister, in Example 11(b), makes use of assertive speech acts to maintain his argument on the system of issuing loans to students. He emphasises that the President formed a Commission to make

recommendations to the government and the government is in the process of implementing them. He further points out that the recommendations will help to provide a solution to the problems the HESLB encountered in the years since the government established it in 2005. The Minister assures the House that new criteria will focus on efficiency of issuing loans to students. Despite the fact that the Minister maintains his standpoint on the issue, he admits the HESLB is facing problems that necessitated the President to set up the Commission of Enquiry.

In Example 11(c), the MP asks for explanation about the importance of hostels to ward schools, especially in rural areas where ward schools are located far from homes. The MP gives examples from villages in his constituency to justify his standpoint. He supports his standpoint with the fact that in rural areas there are no houses to rent because of poor housing. He points out that students are facing a difficult situation, especially during rainy season. As a result, the MP wants government commitment on construction of students' dormitories, especially in villages.

In Example 11(d), the MP performs a usage declarative regarding the shortage of teachers. The MP wants the Minister to explain when the Ministry will change the procedure for assigning teachers based on students' ratio and add more criteria to help schools, especially those in rural areas, get teachers; noting also that the government has not introduced incentives for teachers to work in rural areas so that secondary and primary schools in those areas would also get teachers. The MP challenges the procedure the government uses to assign teachers as no longer workable because of the introduction of ward schools. But another challenge is that many teachers prefer working in urban areas for different reasons. So, the MP challenges the government to devise a new procedure, with new criteria to motivate teachers to agree to work in rural areas when they are posted there.

5.3 The structure of argumentation analysed in the speech and the debate of the Ministry of Education and Vocational Training

The analysis in the previous section shows that the Minister and the MPs employ argument from cause and effect, argument from example and argument from authority as they give their viewpoints on various issues in the speech. However, it is to be noted that the Minister in his speech and response to the MPs does not make use of argument from example and argument from authority. The arguments the Minister and the MPs employ in this speech and its debates appear in different structures, depending on the defence put forward for a particular argument or on the anticipated challenges.

The pragma-dialectical theory identifies four argument structures—namely simple, multiple, coordinate and subordinative argumentation (Van Eemeren et al, 2001). The four argument structures are utilised in this speech and its debate at different stages. The issue discussed at a particular stage determines the argument the arguers employ. In the single argument, there is one argument with two premises where one of the premises is unexpressed. This makes the argument appear as if it consists of only one premise (Van Eemeren et al., 2001). A standpoint may require several arguments to defend it and this will make

the argument structure complex. One of the structures used in such a situation is multiple argumentation, where the arguer presents alternative defences, one after another, to defend the same standpoint (Van Eemeren, 2001). The alternative defences are of equal weight since they do not depend on each other to support the standpoint. Another argument structure that falls under complex argumentation is coordinative argumentation, in which the defence of the standpoint consists of a combination of arguments that must be taken together to make a conclusive defence. The defence of coordinative argumentation is dependent on each of the defences for the successful defence of the standpoint in question (Van Eemeren et al., 2001). The other type of argument structure is subordinative argumentation, in which the defence of the standpoint is in layers. The layers of argument build up, one after the other, until the defence seems conclusive (Van Eemeren, 2001). The layers of argument help to strengthen the standpoint and hence minimise criticisms. The fragments in Example 12 show the structures of the arguments in the speech and the debate:

Example 12:

- (a) CKD Kiliendeleza ukarabati na ujenzi wa miundombinu ya chuo kama vile mabweni ya wanafunzi, madarasa, maabara, barabara, mabomba ya majisafi na majitaka ili kuinua ubora wa mazingira ya kufundishia na kujifunzia; (ACE: Hansard 20/07/2011)
The University of Dar es Salaam continued continued to renovate the buildings and constructed new ones at the university such as halls of residence for students, lecture rooms, laboratories, roads and installed clean water and sewage pipes to improve the quality of the teaching and learning environment
- (b) Mheshimiwa Spika, napenda kujibu hoja kubwa ambayo inategemewa sana na Wabunge na hata wananchi kwa ujumla kwamba ni namna gani migomo inakuwepo Vyuu Vikuu na namna gani Serikali imejikita kumaliza migomo hii. Watu wanaposika kwamba vijana wamegoma Vyuu Vikuu daima tunapata picha moja kwa moja kwamba labda tatizo ni Bodi ya Mikopo, lakini mpaka mgomo unatokea au kasoro yoyote inatokea katika uendeshaji wa Vyuu Vikuu, kuna vitu fulani vipo katikati kutegemeana na Taasisi husika. Vitu hivyo ni pamoja na makosa ya wanafunzi katika ujazaji wa fomu, kuna vyuo vyenyewe katika utaratibu wa kutoa matokeo, Bodi ya Mikopo yenyewe, Hazina na TCU. (ACE: Hansard 20/7/2011).
Honourable Speaker, let me respond to a very important issue, on which the MPs and the general public focus, that is, the source of student strikes in the public universities and how the Government intends to put them to an end. Whenever people hear that university students have gone on strike they always, think that maybe the Higher Education Students' Loans Board is the source of it. But students go on strike or problems occur in a particular university because there are certain interrelated issues in the institution. These include students' mistakes which they make when they fill in forms, the process of announcing exam results in the universities, HESLB, the Treasury and TCU. (ACE: Hansard 20/7/2011).
- (c) MHE. SALOME D. MWAMBU: Mheshimiwa Mwenyekiti, suala lingine ni Walimu, hawa Walimu wanacheleweshewa sana mafao yao ya kupandishwa madaraja na madaraja hawapati kwa wakati. Kawaida, Mwalimu anatakiwa afundishe miaka mitatu, mwaka wa nne apande daraja, lakini matokeo yake hawapandishwi. Hiyo nayo inapunguza morali ya kufundisha. Hawa Walimu wetu kweli wanafanya kazi nzito, tunatakiwa tuwaenzi, walipwe na mafao yao wanayodai na nyumba wapatiwe. Mfano Mkoa wa Singida peke yake wanadai milioni 580,900,000, deni hilo ni kwa Mkoa mmoja, sasa kwa nchi nzima ni vipi? Tuwatendee haki Walimu wetu. (Makofi) (ACE: Hansard 19/07/2011).
HONOURABLE SALOME D. MWAMBU: Honourable Chairperson, another issue relates to teachers. Teachers are delayed in that their promotion benefits are not provided in time and promotions are not offered in time either. Normally, a teacher is supposed to teach for three years and to be promoted in the fourth year, but that is not done. This, too, demoralizes teachers. Our teachers work very hard. We ought to honour them. All their claims ought to be met and to be given housing allowances. For example, the claims for Singida region alone amount to 580,900,000 shillings. That amount is for only one region.

What is the situation like countrywide? We should be fair to our teachers. (Clap) (ACE: Hansard 19/07/2011).

- (d) Mheshimiwa Spika, matokeo ya kidato cha nne mwaka 2010 yanaonyesha dhahiri kuwa elimu yetu inayotolewa katika shule zetu bado ina walakini. Walakini huu umetokana na baadhi ya walimu kukata tamaa kutokana na maisha duni/mishahara duni/posho duni wanazopata. Pia mazingira duni ya wanafunzi kujifunzia nayo yamechangia kwa kiasi kikubwa kuathiri matokeo ya kidato cha nne kwa mwaka 2010. Pia ubadilishaji wa mitaala bila kufanya ushirikishaji wa wadau hususan walimu nao uliathiri kwa kiasi kikubwa matokeo hayo kuwa mabaya sana. Mitaala ilibadilishwa lakini vitabu vilichelewa kuchapishwa. Pia ukosefu wa walimu, vifaa vya kufundishia kama vile vitabu, vifaa vya maabara na vielelezo vinginevyo kama vile tufe na ramani navyo ni baadhi ya vitu vilivyochangia matokeo hayo kuwa mabaya. Naishauri Serikali ijipange ipasavyo ili kuweza kukabiliana na changamoto zilizosababisha matokeo ya mwaka 2010 yawe mabaya sana. (ACE: Hansard 20/07/2011).

Honourable Speaker, the 2010 Form Four examination results show that the quality of the education being offered in our schools is questionable. This “questinability” has been caused by teachers being desperate, due to life hardship/low salaries and low allowances. The poor learning environment also contributed to a large extent to the poor performance in the 2010 Form Four examinations. Moreover, the curriculum changes which are made without involving stakeholders, especially teachers, greatly affect students’ performance. The curricula were changed but books were not published in time. The shortage of teachers and teaching facilities like books, laboratory equipment and many others (like globes and maps) are also things that contribute to students’ poor performance. I advise the Government to have clear strategies for addressing the challenges that led to the poor performance in 2010. (ACE: Hansard 20/07/2011).

The Minister in Example 12(a) puts forward a standpoint about the UDSM continuing with renovation and construction of its infrastructure, the reason for which is to improve the quality of teaching and learning environment. This is a simple argument, as there is an unexpressed premise in the argument that construction of new infrastructures and maintenance of the existing infrastructure improve the quality of the teaching and learning environment. The unexpressed premise is understandable from the context in which the argument is made, so the audience have no problem following the argument.

The argument in Example 12(b) is a case of multiple argument as the Minister gives several reasons to defend the standpoint on the source of frequent strikes and boycotts at universities and colleges and on the way the government is determined to halt this. The Minister points out that many people, when they hear students are on strike, think the source of the problem is the HESLB but for a strike to occur there are many things involved. Although he does not explain in detail the defence, he clearly shows that one defence for the standpoint is not enough. According to his argument, the HELSB is not the only source of strikes and boycotts at universities and colleges. To a certain extent, he is criticising MPs who blamed the HESLB as the cause of strikes and boycotts.

Apart from simple and multiple argument structures, the defences of some of the Minister’s and MPs’ standpoints appear to fall under coordinative argumentation. Example 12(c) is one of these. Here, the MP advances a standpoint related to the problems teachers are faced with in the country, and points out that the delay of payment of teachers’ promotion benefits is one of the problems and the other is that the Ministry does not promote the teachers in time. She further indicates that the government is supposed to promote teachers after working for three years but this is not the case, which contributes to lowering their morale in teaching, as their employer does not observe their rights. She further adds that

teachers work very hard, so the government ought to treat them well by paying the benefits they claim and providing them with houses. The MP gives an example, stating that the amount of money teachers are claiming in Singida Region alone is Shs 580,900,000, and asks that if this is just for one region what are the amounts for the entire country. So here, the MP provides a combination of defences concerning problems teachers face: late payment of their promotion and the government's failure to promote them in time. According to Van Eemeren et al., (2002), argument can be dependent in several ways: (1) each argument cannot defend the argument conclusively, or (2), the second argument rules out possible objection to the first argument, thereby strengthening it. So, the MP applies a combination of argument to strengthen his argument.

In Example 12(d), the MP's argument appears in a subordinative argumentation structure. The MP was defending her standpoint that 2010 Form Four results show that the education offered in Tanzanian schools is questionable. The MP provides layers of defences that show a causal relationship. One of the reasons is teachers' desperation due to life hardship/low salaries and low allowances. Another reason is the poor learning environment for students. Another defence put forward for the standpoint is a change in curriculum without involving the stakeholders, especially teachers, affects performance. The last defence is the lack of teachers and teaching facilities, such as books, laboratories, globes and maps, contributes to poor performance. The MP concludes her argumentation by advising the government to have a clear strategy in dealing with the challenges that initiated the poor performance in 2010. The MP defends her standpoint in layers to strengthen the standpoint and eliminate possible criticisms.

In this speech and debate, the three arguments (argument from cause and effect, argument from example and argument from authority) are utilised at different discussion stages as the Minister and MPs continue to try to resolve the difference of opinion. Depending on the issue they are discussing, the Minister and MPs make use of these arguments in the efforts to convince their target audience for that particular argument (Van Eemeren & Grootendorst, 1992). The standpoint the Minister and MPs make in their argumentations derive their acceptability in the relation that exists between the standpoint and the argument (Van Eemeren & Grootendorst, 1992). Despite the fact that all the three arguments are utilised in the speech and debate, MPs employ argument from cause and effect more frequently in relation to the other two arguments.

The Minister, in his speech, exploits argument from cause and effect as he puts forward his standpoints. As a protagonist, he advances several standpoints in his speech, which is the basis for the difference of opinion that needs to be resolved. Example 13 contains fragments from the Minister's speech:

Example 13:

- (a) Mheshimiwa Spika, kila yule anayefaulu darasa la saba anapata fursa ya kuendelea katika shule ya sekondari, sio sawa sawa na hapo mwanzo ambapo wengine wamefaulu lakini hawapati nafasi ya kuendelea, tunasema kwamba ni uchaguzi, kwamba mmefanya mtihani lakini hawa ndiyo waliochaguliwa, sasa tunasema kwamba tumepanua wigo huo kufikia hali ambayo wote ambao wanafaulu wanaendelea kupata elimu ya shule

ya sekondari. Shule zilizojengwa kwa nguvu ya wananchi zinakabiliwa na changamoto mbalimbali, zikiwemo upungufu wa Walimu, miundombinu na samani. Ili kukabiliana na changamoto hizo, MMES awamu ya pili imeweka mkakati wa kupunguza changamoto hizi kwa kutoa kipaumbele katika kukamilisha majengo ambayo hayajakamilika na kutoa fedha za ruzuku kwa ajili ya kununua vifaa vya kujifunzia na kufundisha, kujenga maabara na nyumba za Walimu ili kuongeza ufaulu zaidi katika shule hizi. Aidha, Serikali inafuatilia kwa karibu zaidi ugawaji wa Walimu ili zile shule zilizoko kwenye mazingira magumu, nazo zipate Walimu wa kutosha. (*Makofi*) Mheshimiwa Spika, pamoja na changamoto hizo, shule zilizojengwa kwa nguvu za wananchi zina mchango mkubwa katika kuendeleza elimu ya sekondari. Kwa mfano mwaka 2009 asilimia 50.1 ya wanafunzi wote waliofaulu daraja la kwanza hadi la tatu ambao wana sifa ya kuingia kidato cha tano walitoka katika shule za sekondari za Kata. Aidha, mwaka 2010, asilimia 49.3 ya wanafunzi wote walioendelea kidato cha tano wametoka katika shule za Kata. (*Makofi*) (ACE: Hansard 20/7/2011)

Honourable Speaker, every student who passes the primary seven examination goes to secondary school. It is not the same as in the past when some students passed but didn't get the opportunity to continue with their studies. It was a matter of selection, so to speak. You take the exam, but only a few people get selected. We are now increasing the number of places in secondary schools so that all students who pass the exam go to secondary school. The schools established by the communities are facing various challenges, including a shortage of teachers, poor infrastructure and insufficient furniture. In order to deal with these challenges, MMES (now in its second phase) has come up with a strategy for reducing the number of such challenges by giving priority to the completion of unfinished buildings and providing grants to schools for buying teaching and learning materials, the construction of laboratories and staff houses. All this is done to raise student performance in examinations. In addition, the Government is monitoring very closely the allocation of teachers to schools that are located in areas with poor conditions so that they may get enough teacher. (Applause)

Honourable Speaker, despite these challenges, the schools built by the citizens play a great role in the development of secondary education. For example, in 2009, 50.1 per cent of all the students who passed in Divisions One, Two and Three and who went to high school were from such schools.

In addition, in 2010, 49.3 per cent of all the students who joined Form Five came from the same schools. (Applause) (ACE: Hansard 20/07/2011)

- (b) Mheshimiwa Spika, Tume ya Rais, iliyoundwa kutoa mapendekezo ya kuboresha mfumo wa utoaji mikopo, imekamilisha kazi yake na ripoti imewasilishwa tayari Serikalini. Serikali inayafanyia kazi mapendekezo hayo. Ikiwa ni pamoja na kubainisha mbinu mbadala ya kuongeza mapato, kuweka vigezo ambavyo vitawatambua walengwa wenye uhitaji na kuimarisha utaratibu wa urejeshwaji wa mikopo. Aidha, ushauri uliotolewa na Kamati utazingatiwa ukihusisha maeneo yafuatayo: Matumizi ya vitambulisho vya Kitaifa, utaratibu wa kutoa taarifa kwa wanafunzi, uimarishaji wa dawati la malalamiko, uimarishaji wa uhusiano wa wadau na udhibiti wa ongezeko la karo za Vyuo Vikuu. (*Makofi*) (ACE: Hansard 20/7/2011).

Honourable Speaker, the President Commission that was formed for finding ways to improve the provision of loans has completed its work and the report has already been submitted to the Government. The Government is working on the proposals which include identifying alternative ways of raising revenue, setting criteria for identifying needy applicants and strengthening mechanisms for recovering loans from the beneficiaries. Additionally, the suggestions given by the Committee will be considered in relation to the following areas: the use of national identity cards, a mechanism for providing information to students, improvement of the complaints desk, enhancement of the relations between the HESLB and its stakeholders and control of the increase in universities' tuition fees. (Applause) (I: ACE: Hansard 20.7.2011)

- (c) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi wa hoja ya Mheshimiwa Dokta Binilith Mahenge, kama ifuatavyo:- Mheshimiwa Mwenyekiti, kama alivyosema kwamba tutayaangalia kwa makini sana maeneo yale ambayo yana mazingira magumu. Lakini kama alivyosema kwamba machakato tutaufanya kati ya Wizara ya Elimu pamoja na TAMISEMI ili kuwa na uhakika kwamba, eneo tunalolibainisha, ni kweli kwamba ni eneo ambalo lina mazingira magumu, sio kwa upendeleo na huko ndiko ambako tutahakikisha kwamba tuna-*settling allowance* ya 500,000/= kwa mwalimu anayeripoti, lakini pia nyumba zile 1,200 tutaanzia katika maeneo hayo. (ACE: Hansard: 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to respond to Dr. Binilith Mahenge's concern as follows:

Honourable Chairperson, we shall consider the areas with difficult conditions. But this will be done by the Ministry of Education and TAMISEMI (Regional Administrations and Local Government) so that we are sure that there are difficult conditions in the areas identified, without bias. Teachers posted to such areas will be given Tsh 500,000 /= as a settlement allowance. Also, the construction of the 1,200 houses mentioned earlier will start in these areas. (ACE: Hansard: 07/20/2011).

In Example 13(a), the Minister talks about the way the increase of secondary schooling has increased the opportunities for children who pass Primary Seven to continue with secondary education. Contrary to previous experience, children who pass Primary Seven now get access to secondary education whereas previously some of the students who passed their examinations would not be selected by the Ministry. The Minister indicates that ward schools are facing many challenges, including scarcity of teachers, infrastructure and furniture. The Minister indicates that, in order to reduce these challenges and improve the performance of these schools, the Ministry has included a strategy in MMES II for prioritising completing unfinished buildings and providing money for teaching and learning equipment, and building laboratories and teachers' houses to. The government is undertaking a close follow-up of the exercise of assigning teachers so that schools in areas with difficult working environment also get teachers. The Minister further points out that ward schools, regardless of many challenges they are faced with, have a remarkable contribution in developing secondary education. He shows that, in 2009, 50.1% of all the students who scored divisions I, II and III and who qualified to go to high school were from ward schools and, in 2010, 49.3% of all the students who joined High School were from ward schools. In this argument, the Minister indicates that the ward schools have helped to increase the enrolment rate in secondary schools as well as the number of students who join high schools.

In the case of Example 13(b), the Minister talks about a Commission the President formed to enquire into issuing of loans and recommend to the government ways of improving the process. The Minister indicates that the government is working on the Commission's recommendations, including identifying alternative strategies to increase revenues, putting in place new criteria for identifying those who need loans and improving loans repayment procedures. The government will consider the Commission's advice, focusing on the following areas: use of national identity cards, ways of giving information to students, improvement of the complaints desk, strengthening stakeholders' relationships and regulating universities' fees. In this argument, the Minister uses a causal relationship to indicate that the Presidential Commission's recommendations will be a solution to problems of issuing loans to students, as he indicates that the government is working on the recommendations so as to implement them.

In Example 13(c), the Minister applies argument from cause and effect to respond to one MP's standpoint, which was that the government should introduce a settlement allowance for teachers who report to areas with difficult working conditions. The Minister shows that the government will identify such areas and start paying a settlement allowance of Shs 500000/= to teachers who report in such areas. He also indicates that the government housing project will start in those areas. The settlement allowance and construction of houses in areas with difficult working conditions will end the shortage of teachers in those areas. One premise that is unstated in the argument is the allowance and construction of houses in areas with difficult working conditions will enable teachers to settle in such areas.

MPs also make use of argument from cause and effect to put forward their viewpoints in relation to various standpoints the Minister advanced in his speech. MPs do this as they challenge, criticise, or simply indicate their doubts about some of the standpoints in the speech. The fragments in Example 14 are examples of causal arguments MPs make in the debate:

Example 14:

- (a) MHE. ALBERT O. NTABALIBA Mheshimiwa Mwenyekiti, vilevile nilivyokuwa najaribu kuangalia Wizara hii, inanzia Shule ya Vidudu mpaka Elimu ya Juu. Nafikiria huenda ifike mahali ugatuaji huu uliotokea hizi shule nyingine kwenda TAMISEMI, basi ningeshauri TAMISEMI iendelee ku-*deal* na sekondari, shule za msingi na shule awali ili hii Wizara ya Elimu iendelee kushughulikia *high learning institution* na *vocation training* ili viweze kufanya kazi vizuri kwa sababu elimu ni taasisi, kubwa ni pana na imesambaa nchi nzima. Kwa hiyo, naona kwamba siyo vizuri malalamiko ya Mwalimu wa Chuo Kikuu cha Dar es Salaam wanakutana tena na Mwalimu wa Shule ya Awali kwenye Ofisi ya Waziri, wanalalamikia Ofisi moja, nafikiri siyo kitu kizuri. (ACE: Hansard 19/07/2011).
HONOURABLE ALBERT O. NTABALIBA: Honourable Chairperson, moreover, the Ministry is in charge of education, from the kindergarten level to the university level. I was thinking about the decentralization of the sector, that is, the decision to put the other schools under the Local Government Authorities. I request that the Local Government Authorities continue to manage secondary, primary and kindergarten schools so that the Ministry manages institutions of higher learning and vocational training. If this is done, things will be done well. We should always bear in mind the fact that education is a big institution which is spread all over the country. So, it is not good for a University of Dar es
- (b) MHE. ABUU H. JUMAA Mheshimiwa Spika, huduma ya chakula mashuleni ni jambo lingine linalomuathiri mwanafunzi asiweze kufuata masomo yake kikamilifu kwani mtu yeyote anapokuwa na njaa akili yake haiwezi kufikiria vizuri, hivyo hata maendeleo ya mwanafunzi huyu hayatakuwa mazuri, nashauri Serikali ifanye jitihada kudisha mfumo wa kutoa chakula mashuleni ili kujenga miili na akili ya wanafunzi ambao ni vijana wetu wa Taifa la kesho. (ACE: Hansard 20/07/2011).
HONOURABLE ABUU H. JUMAA: Honourable Speaker, food provision in schools is one of the factors that make a student not work hard because any person who is hungry cannot be mentally all right in and the academic progress of such a student will not be good. I advise the Government to bring back to schools the food provision programme to build the bodies and minds of students who are the youth of tomorrow's nation. (ACE: Hansard 20/07/2011).
- (c) MHE. EUGEN E. MWAIPOSA Mheshimiwa Spika, kushuka kwa ufaulu wa kidato cha nne mwaka 2010. Kiwango cha ufaulu kilishuka kutoka 72.5% mwaka 2009 hadi 50% kwa mwaka 2010. Naomba sana Serikali iangalie kwa umakini kuporomoka kwa ufaulu ambako kuliwashua wanafunzi na wazazi wengi, hata ilifika kiwango watoto wawili kujinyonga kwa kufeli mitihani yao. Pamoja na kutokuwa na utafiti wa kutosha Wizara ifuate utaratibu wa kutumia *continues assessment* za wanafunzi katika kuamua kama mwanafunzi amefaulu au la. Hii itasaidia sana kupata ukweli wa wanafunzi wanaoibia mitihani na wale walio na uwezo wa kielimu. Ninaamimi kuwa kama hii ingetumia wanafunzi au elimu isingeweza kuporomika kwa kiwango hicho. Hali hii ya kufeli kwa wanafunzi hapo dalili kuwa wanapimwa kwa mitihani ya mwisho. (ACE: Hansard 20/07/2011).
HONOURABLE EUGEN E. MWAIPOSA: Honourable Speaker, regarding poor performance in the 2010 Form Four Examinations. Student examination performance fell from 72.5% in 2009 to 50% in 2010. I request the Government to find out the reason for this drastic fall, which shocked both students and parents and caused two children to commit suicide. Despite not having enough research results, the Ministry should use students' continuous assessments to determine whether a student has passed (an exam) or otherwise. This will help a lot to provide the truth about students who cheat in examinations and those who are academically fit. I believe that if this method were used, there would not be such a drastic fall in performance. This situation shows that students are assessed through only the final examination. (ACE: Hansard 20/07/2011).
- (d) Mheshimiwa Mwenyekiti, nizungumzuie kidogo juu ya mikopo kwa ajili ya wanafunzi. Nilishtuka sana asubuhi niliposikia hapa kwamba, Bodi ya Mikopo ivunjwe. Ingekuwa kila kitu ambacho kinakuwa na kasoro ni kukivunja ama kukiua, basi tungeua vitu vingi sana! Bodi ya Mikopo, ninavyofahamu, imetusaidia sana tena sana. Bodi ya Mikopo ilianza mwaka 2005 na wale watumishi wa kudumu ambao

waliajiriwa mwaka 2006. Chombo chochote kinachoanza, mwanzoni ni dhahiri kwamba kinaweza kuwa na matatizo. Lakini tunaweza kujisahihisha na Bodi hiyo ikaendelea kufanya vizuri.

Mheshimiwa Mwenyekiti, kabla ya Bodi ya Mikopo, mwaka 2005/2006, wanafunzi wa Vyuho Vikuu walikuwa ni takriban 30,000 tu, leo hii wako 118,000! Ni kwa sababu wengi wao wamewezeshwa. Hata kama kuna mapungufu yoyote, lakini kusema kweli wanafunzi wamewezeshwa na Bodi ya Mikopo. Naomba tuwe tayari kuisaidia na tungojee ripoti ambayo Rais, alituma Tume ili kusudi waangalie matatizo na kuweza kuyasahihisha ili iendelee kutoa hiyo mikopo. Lakini tunalaumu, mpaka sasa Bodi ya Mikopo imetoa mikopo kwa wanafunzi kiasi cha bilioni 630. Zilizoiva kwa ajili ya kurudishwa ni bilioni 21, mpaka sasa bilioni nane tayari zimesharudishwa. (*Makofi*) (ACE: Hansard 19/07/2011).

Honourable Chairperson, let me talk a little bit about students' loans. I was shocked in the morning when I heard the proposal that the Loans Board should be dissolved. If the solution to anything with problems is to dissolve or kill it, then we will dissolve so many things! The Loans Board, as I know, has helped us a great deal. It started in 2005 and the permanent and pensionable workers were employed in 2006. The beginning of anything is always tough. But we can address the problems and the board will operate as it should.

Honourable Chairperson, before the Loans Board was set up in 2005/2006, there were about 30,000 university students in the country but today they are 118,000! This is because most of them have been supported financially. Even if there are problems, the reality is that the Loans Board has supported many students. I request that we continue to support it while the Presidential Commission which was formed to look into the problems and suggest solutions to them so as to make the board continue providing loans students is doing its job. But we are blaming the board, even after it has given loans to the tune of 630 billion shillings to students. The amount that is supposed to be repaid is 21 billion shillings. So far, eight billion shillings has been repaid. (Clap) (ACE: Hansard 19/07/2011).

The MP in Example 14(a) criticises the Ministry managing all schools, from kindergarten to higher education, across the country and doubts that the Ministry has the ability to manage them effectively. Although he does not clearly state it, supports of his standpoint indicate his doubt about the Ministry. He requests that through decentralization, Local Government should continue to deal with primary schools, secondary schools, and kindergarten, while the Ministry concentrates on higher education and vocational training. He adds that this can work better because education is a broad sector which is spread across the country. Although he does not give a conclusion, it is right to infer that, since education is a big sector, the Ministry of Education cannot manage it and therefore needs the Local Government to relieve it of responsibility of all but higher education.

In Example 14(b), the MP advances a standpoint about the reintroduction of food provision programmes at schools. He points out that non-provision of food in schools is one of the factors that affect student's ability to study hard because a hungry person is mentally affected and cannot make good progress. The government should bring back food provision programmes in schools in order to build students' bodies and minds. The MP indicates a causal connection between lack of food at schools and students' poor progress, as it is hard for students to follow lessons while hungry. He suggests that provision of food at schools will lead to better performance, if the government will reintroduce it. His argument is likely to be acceptable because of the desirable results he indirectly indicates.

The MP in 14(c) advances a standpoint about the fall in performance rate in 2010 Form Four examinations. According to the MP, the performance fell from 72.5% in 2009 to 50% in 2010. She urges the government to look keenly into the reasons for the fall that shocked students and parents to a point where two children committed suicide after failing their examinations. She further advises the

Ministry to use students' continuous assessment in order to determine whether a student has passed or otherwise. This will help to identify students who are academically fit and those who cheat in their examinations. The MP believes that, if the Ministry used this method, there would be no such drastic fall. She concludes that the situation shows that the Ministry measured students only by final examinations. The MP's argument indicates the Ministry's failure to use students' continuous assessment in computing the final examination resulted in the drastic fall of students' performance rate in 2010. For her, the use of students' continuous assessment will help to know students who are fit academically and those who are not. Hence, if continuous assessment were to be used, there would be no such drastic fall in performance. The argumentation from cause and effect allows her to predict some future results if the Ministry considers students' continuous assessment. As Van Eemeren et al., (2007) remark, causal argumentation is sometimes used to make future predictions. The audience may accept the MP's argumentation because it is based on eliminating undesirable results.

In some instances, MPs apply argument from cause and effect to support the Minister's standpoint, as in Example 14(d), where the MP supports the Minister by indicating a causal relationship between the establishment of the HESLB and the increase in students' admission at universities and colleges. The MP attacks fellow MPs who suggested the government should dissolve the HESLB because it is not performing well and is causing strikes and boycotts at universities and colleges. The MP's argument shows how the HESLB has helped remarkably to increase admission of students in various universities and colleges. The MP provides figures as examples: before the HESLB, in 2005/2006, there were only 30,000 university students, but today (2011) there are 118,000 students. The increase is because of HESLB support. The Minister emphasises that even if there are problems, the reality is that the HESLB has supported many students, and requests the audience to support the HESLB while waiting for implementation of the Presidential Commission's recommendations. He applies causal argumentation to show how useful the HESLB is, providing as evidence the number of students admitted before and after the introduction of the HESLB. Here, the causal relationship is between the introduction of the HESLB and the increase in admission of students at universities and colleges. Although he concedes that the HESLB faces problems in its operations, because of the support it is giving to higher education students he does not accept the proposal of dissolving it.

Argument from example is another argument that MPs apply in presenting their viewpoints on the speech. MPs make use of the argumentation to justify their standpoint as they criticise, challenge or doubt the Minister's standpoints. The examples MPs use in their arguments are drawn from different perspectives, such as neighbouring countries, constituencies, other regions in the country, personal experience and other spheres of life. The examples applied in the argumentation, regardless of where MPs draw them from, serve to increase the acceptability of the standpoint an MP is putting forward in a particular argumentation, as, generally, arguers want to convince their listeners to accept their standpoints (Van Eemeren & Grootendorst, 1992). Usually, in argument from example, a generalisation

is made, or a rule is introduced, by putting forward a number of separate cases as indicative of the general case (Van Eemeren et al., 2002; Van Eemeren, et al., 2007). The cases used in the argument make an arguer draw a particular conclusion.

In spite of the general situation, the Minister does not employ argument from example in his speech. There are two possible reasons for this: one, the kinds of issues that he talked about in his speech did not permit him to make use of this argument; and, two, arguers are free to choose one type of argumentation over the other if they think that type of argumentation is the best route to justify their standpoint (Van Eemeren & Grootendorst, 1992). So, it is possible that the Minister did not apply argument from example because it would not enable him justify his standpoints. It would require further study to identify the reasons. Example 15 provides fragments from the debate where MPs utilise arguments from example:

Example 15:

- (a) MHE. OMARI R. NUNDU Mheshimiwa Spika, mtindo wa kutumia TEHAMA kwa masomo katika ngazi zote za elimu umeenea sana duniani sasa hivi na unaleta manufaa makubwa. Nasi pia ingekuwa vema tukautumia katika shule za sekondari sio tu kwa kupitia mtandao bali pia kutumia CD zinazosambazwa kama kule Uingereza kwa kujifundishia wanafunzi wenyewe. Vile vile vijana hawa wapewe chachu za ubunifu na utundu wa kubuni kwa kushindanishwa kutumia TEHAMA kutengeneza *robots* za mambo mbalimbali kama njia ya kukimu hamu yao ya teknolojia badala ya kucheza tu michezo ya komputa bila ya kujua michezo hiyo imebuniwa vipi. (AE: Hansard 20/07/2011).
HONOURABLE OMARI R. NUNDU: Honourable Speaker, the use of ICT in teaching at all levels of education is widespread in the world and has been very useful in bringing about efficiency. We should also use ICT in secondary schools, not just using the Internet and CDs which are distributed to schools in countries like the UK, where students use them to teach themselves. The youth should also be encouraged to be creative and should be made to compete in using ICT to make robots of various types as a way of quenching their technological thirsty, instead of simply playing computer games without thinking about how such games were made. (AE: Hansard 20/07/2011).
- (b) MHE. GEORGE B. SIMBACHAWENEMheshimiwa Mwenyekiti, hebu niongelee nchi ambazo zimejaribu kufanya hivyo. Ukienda katika nchi ya Uganda wao wameamua mwalimu aliyeko vijijini wampatie *percent* 30% zaidi ya mshahara wake. Kwa hiyo, mwalimu anaweza akaona ni bora aende kufundisha vijijini kuliko mjini. Tukienda Lesotho, wao wameamua kuongeza mshahara kwa takribani maloti 276 sawa sawa na shilingi za Tanzania 60,000/= . Kwa maana hiyo, mwalimu ataona amejaaliwa na atakwenda kufanya kazi katika maeneo ya vijijini. Ukienda nchini Malawi, wao wameamua kila mwalimu anayekwenda kufundisha sekondari akute nyumba tayari na ina kila kitu ndani. Utakapokwenda Mozambique, wao wameamua kutoa mshahara mara mbili, mwalimu ambaye yupo mjini kama anapata shilingi 400,000/= yule wa vijijini apate shilingi 800,000/= hiyo ime-*motivate* walimu wanaopangwa vijijini kwenda kufundisha huko. (AE: Hansard 19/07/2011).
HONOURABLE GEORGE B. SIMBACHAWENE: Honourable Chairperson, let me talk about countries that have tried to do that. In Uganda, they have decided that a teacher who teaches in rural areas receives 30% of his/her salary as extra pay. So, a teacher can see that it is better for him/her to go and teach in rural areas than work in urban areas. In Lesotho, they have decided to increase salaries by about 276 lots, which is equivalent to 60,000 Tanzania shillings, for teachers working in rural areas. That makes a teacher feel cared for and he/she, in response, goes and works in rural areas. In Malawi, they have decided that a teacher teaching in a secondary school must be given a fully furnished house. In Mozambique, they have decided to pay teachers working in rural areas twice as much as those working in urban areas. If a teacher who teaches in a town is paid 400,000/= shillings, the one teaching in a rural area earns 800,000/= shillings. That has motivated teachers who are posted to rural areas. (AE: Hansard 19/07/2011).
- (c) Mheshimiwa Mwenyekiti, kwa mfano, mimi nimemaliza Chuo Kikuu mwaka jana, nakumbuka wakati nikiwa Chuo Kikuu nilikuwa Mbunge wa Serikali ya Wanachuo, nilimwita Rais baada ya kupata fununu

kwamba pesa zimekuja, lakini inaonekana zimekwamia mahali fulani. Niliwachukua wanachuo, tukafanya maandamano, tukaenda kwa amani, tumeandamana tukaenda katika Benki 'X'. Tukafika pale tukamwambia Meneja tunataka pesa zetu, tumeambiwa pesa ziko hapa. Tukamwambia usipotupa pesa, utatutambua kwamba sisi ni watu gani, kesho yake tulipata lakini tumekuwa tunazuiwa katika Vyuho Vikuu vyetu kwamba tusiandamane na kugoma. Nakumbuka wakati ule tumehangaika zaidi ya mwezi mzima, ukiuliza Bodi watakuambia kwamba pesa tumeleta, tatizo lipo huko, kwa hiyo utakuta kuna *connection* baina ya Bodi na watu wengine, sio kwamba pesa kuchelewa Vyuoni na wanafunzi kuamua kugoma kwamba wanagoma bila ya kuwa na sababu za msingi, wakati mwingine niombe mtutumie sisi vijana kwa sababu tumetoka huko majuzi, pengine tuwasaidie mawazo, tuwaambie kuna tatizo gani. Kwa sababu haiingii akilini katika mazingira ya kawaida na wale watu ambao wako katika Vyuho Vikuu, sio kwamba wote ni watoto, kuna watu wazima, kuna wazee wanasoma pale, wengine wametuzaa, lakini na wao pia wanadiriki kugoma. Kwa hiyo, hoja sio ujana wala uzee, hoja ni tuangalie ni kwa nini Wanavyuo wa Vyuho Vikuu wanagoma, ni kwa nini wanaandamana, maslahi yao yanakuwa hayajasimamiwa ipasavyo. (AE: Hansard 19/07/2011).

Honourable Chairperson, for example, I completed my university education last year. I remember when I was at the university I was a Member of Parliament in the students' government. I talked to the president after hearing rumours that money had been disbursed, but was stuck somewhere. I organized my fellow students and we demonstrated towards Bank X. After getting there, we said to the manager, 'We want our money. We have been told our money is here.' 'If you don't give us our money, you will know who we are,' we said. The following day, we got the money, but in our universities students are forbidden to demonstrate or boycott. I remember that we had suffered for more than a month at the time. If you ask the board, you'll be told, 'We have disbursed the money. The problem is at your university.' So there is normally a connection between the board and other people. It is not true that students demonstrate without good reason. Sometimes you are advised to make use of us the youth who graduated from universities a few years ago to give you ideas, because it does not make sense under normal circumstances, not all students in the universities are young. There are adults in the universities and some of them are our parents' agemates, but they also participate in the strikes. It's not the question of one being young or old. We ought to examine the reasons for university students' boycotts or demonstrations. Their grievances are not addressed well. (AE: Hansard 19/07/2011).

- (d) Mheshimiwa Mwenyekiti, leo hii Jimboni kwangu kuna mzee mmoja ndio amejitolea tu, ana Chuo anakiita Chuo cha VETA. Lakini, ukiangalia Serikali haijasaidia chochote kile. Hawa watoto wanaishi katika mazingira magumu, anavyowafundisha ni yeye mwenyewe anajua, hana walimu wa kutosha, hana nini. Sasa jamani, Serikali naomba itambue hata michango ya watu binafsi, watu kama hawa wasaidiwe waongezewe nguvu kwa sababu wanasaidia kunusuru maisha ya vijana wetu, vinginevyo, tutaweka vijana wetu katika mazingira magumu. (Makofi) (AE:Hansard 19/07/2011).

Honourable Chairperson, your August House has again and again discussed the issue of students' poor performance. But among other challenges, there is a shortage of teachers in the schools. Let me talk about teachers in a general way. Teachers form a very big group which is marginalized. I would like to congratulate the President of Teachers' Union, Mr Musiba, for speaking for his fellow teachers. He has led a lot of movements aimed at expressing teachers' concerns. He has led movements, but our teachers still live in poor conditions. Today there is a lot of bureaucracy in the District Councils and teachers are not cared for, neither in terms of remuneration nor in terms of giving them assistance so that they lead better lives. Today, a teacher teaches in a place that is located eight kilometres from where he/she lives. So, the teacher has to fight for bicycle or motorbike transport with his/her students. The question is: how does he go to work and return home afterwards? This employer does not care about this. (ACE; Hansard 19/07/2011).

In Example 15(a), the MP advances a standpoint about the use of ICT in teaching at all levels, and shows that such teaching is widespread in the world and has been very useful in bringing efficiency. He urges the Ministry to use ICT in secondary schools, and not only access to internet and CDs which are being distributed. The MP stresses that students should also be encouraged to be creative and be made to compete in using ICT to make varieties of robots as a way of quenching their technological curiosity instead of simply playing computer games without thinking about how such games were made. The example of the UK and other parts of the world (which he does not identify) justify the use of ICT in

teaching. The MP uses the UK and other parts of the world to convince his audience to accept his standpoint regarding the efficiency of ICT when used in teaching. The cases mentioned are therefore used in the argumentation to justify the need for Tanzania to introduce the use of ICT in teaching.

The MP in Example 1 (b) puts forward a standpoint about provision of allowances to teachers who are posted to work in rural areas. In order to support his standpoint, he provides examples of cases of different countries that have applied various kinds of allowances. The cases cited are Uganda (which gives a teacher assigned to rural areas 30% of his/her salary as extra pay), and Lesotho (which has increased salaries by about 276 Malot, equivalent to Shs 60,000). Other countries that have a special package for teachers posted in rural areas are Malawi (where a teacher going to teach in a secondary school should find a fully furnished house), and Mozambique (which gives rural teachers salaries that are twice as much as salaries paid to teachers working in urban areas). The MP underscores that, with the allowances teachers in these countries get, they feel cared for and see teaching in rural areas as better than in urban areas. He concludes that the different forms of allowances motivate teachers posted in rural areas to teach there. Based on the examples provided, the MP challenges the Ministry to introduce a special allowance for the teachers it assigns to work in rural areas so that they can be motivated to work there. He also uses the same examples to support his standpoint that if other countries have done it, Tanzania can do the same.

In 15(c), the MP presents a personal example to defend a standpoint that students demonstrate or boycott classes because of justified causes. The MP uses his experience as a student, where loans were not disbursed in time, and the steps they took to ensure they got what they wanted. He shows money that was not paid for more than a month was disbursed the next day after marching. In his argumentation, he rejects the standpoint some MPs raised in the debate that students demonstrate without genuine reasons. He emphasises students at various universities are not children to boycott classes and start marching in the street for nothing. He also indicates there are adult students at universities and some are equal to parents of some students but they, too, participate in strikes. He states that what ought to be examined are the reasons for boycotts and demonstrations. He concludes that students strike more often because their rights are not properly dealt with. The personal experience the MP employs justifies the standpoint that students' demonstrations or boycotts in various universities occur due to compelling reasons. The MP is trying to convince the audience that the strikes that occur at universities are justified, as opposed to the viewpoints of other MPs. At the same time, the MP is criticising the government for not dealing with the issues that drive students in various universities to boycott or strike. The use of example from personal experience to justify a standpoint is common to MPs, as Plug (2010b) reports for the European parliament, where MEPs draw examples from their personal and family experiences to convince the audience to accept the standpoint they are making.

In some instances, MPs draw examples from their constituencies to justify the standpoint they are making in the discussion. The MP in 15(d) uses an example of a vocational training centre (as it is commonly referred to in Tanzania, after the name of the authority that regulates such training— Vocational Educational Training Authority (VETA)). The MP uses this centre in his constituency to explain the scarcity of teachers in the country. The training centre is ill- equipped in terms of teachers and the owner of the centre determines what he teaches there. The MP claims children at the centre live a very difficult life, though he does not elaborate this further. He asks the government to support such individuals such as the owner of the centre as they help in providing important skills to youths. If the government does not provide such skills the youth will suffer. The MP uses this case to justify the scarcity of teachers, not only in his constituency but also in the entire country, thereby using the centre to make a generalisation about the situation in the country. Apart from that, his argument raises some doubts about the efficiency of the Ministry, as the owner of the training centre in his constituency determines what he teaches. This was not supposed to happen, as the VETA is responsible for making sure the syllabus taught in all centres in the country is VETA approved. So, these circumstances show some lack of seriousness on the part of the VETA, as well as the Ministry.

As MPs make efforts to challenge the Minister's standpoint in the speech, in some instances they apply argument from authority with a view to increasing the acceptability of the arguments they are making. This leads me to the third type of argument analysed in this study, the argument from authority. However, argument from authority in this speech and related discussion is utilised by MPs only and no examples identified from the Minister's speech. This is possible because the Minister is free to choose any argumentation scheme that he thinks will allow him to justify the standpoints he/she is putting forward.

In argument from authority, there is an appeal to someone's expertise or special position, which is treated as a sign that the proposition ascribed to him is acceptable (Van Eemeren et al., 2002). The proposition attributed to the authority is regarded as acceptable because an authority says it is (Van Eemeren et al., 2002). The authority mentioned strengthens the argument the discussant is advancing and warrants acceptance of the conclusion. Argument from authority is common in argumentative discourse, although Van Eemeren et al., (2002:161) caution that, to be able to apply this argument in defence, "it is necessary that the antagonist recognises it as sound". Contrary to that, the protagonist violates one of the pragma-dialectical discussion rules and renders the argument unacceptable.

In the debate for the MoEVT, MPs utilise argument from authority in different instances as they challenge the Minister's standpoint. The authority MPs appeal to range from experts, organisations and people of heroic stature. However, MPs do not frequently use this argument, in comparison to the other two types of argument discussed. The reason for this might be that one cannot use an authority without

a prior knowledge about that authority, in relation to his/her expertise. Example 16 provides some examples of this argumentation:

Example 16:

- (a) Mheshimiwa Spika, niwaambie, mtaalam mmoja aliwahi kusema kwamba, *if you want to plan for one year sow the seeds*. Kwamba, ukitaka ku-*plan* kupanga kwa mwaka mmoja panda mbegu. *If you want to plan for ten years, plant trees*, ukitaka kupanga kwa miaka kumi panda miti. *But if you want to plan for life time, develop a man*. Ukitaka kupanga kwa miaka mingi kwa maisha, mwendeleze binadamu. Hii ndiyo kazi inayofanywa na Serikali hii ya Awamu ya Nne. Vilevile sishangai, kwa sababu wakati ninafanya *dissertation* yangu ya *Ph.D*, Profesa aliwahi kuniambia hivi; kazi ya kukosoa anaiweza kila mtu hata asiyekuwa na uwezo anaweza akakosoa, lakini kazi ya kufanya kazi siyo kila mtu anaweza. (*Makofi*) Kwa hiyo, tunaomba Wananchi waelewe kwamba, kukosoa kila mtu anaweza, lakini siyo kufanya kazi. Haya mafanikio makubwa yaliyofanyika, tulitakiwa tuyaenzi na ndiyo Mwenyezi Mungu, katubariki ili tuweze kusonga mbele zaidi. Tukipuza haya hatuwezi kufanikiwa. (*Makofi*) (AA: Hansard 20/19/2011).

Honourable Speaker, let me quote one expert who once said, 'If you want to plan for one year, sow seeds. If you want to plan for ten years, plant trees. But if you want to plan for a lifetime, develop a human being.' This is the work being done by the fourth Phase Government. I'm not surprised because when I was writing my PhD dissertation, my professor once told me, 'Criticising is something that everyone can do, even someone without ability can criticize. But not every person can do something.' (Clapping)

So, we are asking the people to understand that criticizing can be done by everyone, but not doing. For all the achievements made, we have to thank the Government, and then God might help us to move forward. If we disregard this, we cannot move forward. (Clapping) (AA: Hansard 20/19/2011).

- (b) MHE. HAROUB MOHAMED SHAMIS: Mheshimiwa Spika, elimu ni kitu muhimu sana kwa binadamu yeyote katika maisha ya hapa duniani na hata akhera (baada ya kufa). Mwenyezi Mungu (S.W.) ameonsha umuhimu wa elimu katika Qurani Tukufu kwa kumwamrisha Mtume Muhammad (S.A.W.), asome katika aya ya mwanzo ya kitabu hicho. Pia akaonesha tena umuhimu wa elimu pale aliposema katika Qurani Tukufu kwa mtindo wa kuuliza swali; Je wako sawa wale wenye elimu na wasiokuwa nayo? Bila ya shaka jawabu la swali hili alilouliza Muumba wa Mbingu na Ardhi ni hawawi sawa! Pia Kiongozi wa Umma huu; Mtume Muhammad (S.A.W.), amesema katika kutilia mkazo umuhimu wa elimu kuwa, anayeitaka dunia na asome; anayeitaka akhera na asome; na anayelitaka zote na asome! Mheshimiwa Spika, baada ya kutoa nukuu hizo kutoka katika Kitabu Kitakatifu za kuonesha umuhimu wa elimu; Serikali pamoja na kuzifahamu nukuu hizo nilizozitoa, bado haijatililia maanani umuhimu wa elimu!

Mheshimiwa Spika, ili tuweze kuwa na vijana waliojengeka kielimu ni lazima Serikali iweke mkazo wa kutoa elimu bora katika ngazi zote na hasa elimu ya msingi. Shule za Msingi ziwe na madarasa mazuri (majengo), walimu wazuri (waliomaliza kusomea ualimu), vifaa vya kufundishia pamoja na madawati ya kukalia wanafunzi. Pia walimu waboreshewe mishahara yao; walipwe stahili zao kwa wakati na wapandishwe vyeo kulingana na taaluma na jitihada zao kazini. Vilevile walimu wajengewe nyumba bora na za kutosha ili kuinua morali yao ya kazi na kuinua hadhi na heshima ya walimu. (AA: Hansard 20/07/2011).

HONOURABLE HAROUB MOHAMED SHAMIS: Honourable Speaker, education is a very important tool to humans here on earth and in the after life. The Almighty God (S.A.W.) has shown the importance of education in the Holy Quran by ordering the Prophet Muhammad (S.A.W.) to read n the first verse of that book. He has also shown the importance of education when He asks in the Holy Quran: 'Are they equal those with and those without education?' Of course, the answer to this question that the Creator of Heaven and Earth asks is that they are not equal! Also, the Leader of this Public, the Prophet Muhammad (S.A.W.), has said by way of emphasis that whoever needs the world, let him/her learn and whoever needs heaven, let him/her learn and whoever needs both, let him/her learn!

Honourable Speaker, after giving the quotations from the Holy Book which show the importance of education, I want to say that the Government, despite being aware of these quotations, has not taken education seriously!

Honourable Speaker, in order for our country to have well developed youth, we must put emphasis on the provision of quality education at all levels, especially in primary schools. Primary schools should have good classrooms (buildings), good teachers (trained teachers), teaching facilities and good desks for students to sit on. Teachers' salaries should be raised; their claims should be met timely; teachers

should be promoted based on academic merit and effort at work. Moreover, quality and enough staff houses should be built to raise teachers' work morale, status and dignity. (AA: Hansard 20/07/2011).

- (c) MHE. JOYCE J. MUKYAMheshimiwa Spika, Katika dunia ya leo, ili binadamu aweze kuboresha maisha yake, ni lazima awe na elimu. Elimu ndiyo inayomwezesha kujitambua na kujimiliki mwenyewe kwa kuyatawala na kuyatumia mazingira yanayomzunguka ili kuboresha maisha yake. Ndani ya utandawazi, elimu kidogo tafsiri yake ni umaskini zaidi na elimu zaidi tafsiri yake ni maisha bora zaidi. Naomba nimnukuu Mzee Nelson Mandela aliyekuwa Rais wa South Africa mwaka 1991 alisema hivi juu ya elimu, "Elimu ni injini kubwa ya maendeleo ya mtu. Ni kupitia elimu ndipo binti wa mkulima mdogo ataweza kuwa Daktari Bingwa, mtoto wa kibarua mgodini anakua Mkuu wa Mgodini na mtoto wa kibarua wa mashambani anakuwa Rais wa Taifa kubwa" mwisho wa kunukuu. Mheshimiwa Spika, hadi hapo umeleweka umuhimu wa elimu ni nini na kama tunataka kuwa na Tanzania bora, tuanze mapema kuhakikisha watoto wetu wanapata elimu bora na inayoendana na hali halisi ya sasa. Pia iwe ni elimu yenye mshiko yaani ni elimu ajiri, *which means* hata mtoto akimaliza shule leo anaweza kutumia elimu na ujuzi wake alioupata shuleni kujipatia kipato au hata kutumia elimu hiyo kuwanufaisha au kuwasaidia wenzake wanaomzunguka na wao waone kweli elimu ina umuhimu na wao kupata wivu wa kuitafuta hiyo elimu. (AA; Hansard 20/07/2011).

HONOURABLE JOYCE J. MUKYA: Honourable Speaker, in the world of today, in order for a human being to upgrade his/her standard of living, he/she must have an education. Education is what enables a person to be conscious of him/herself, master him/herself by mastering and using the environment surrounding him/her and upgrade his/her standard of living. In the world of globalization, being less education means being poor and being more educated means having a better life. Let me quote Nelson Mandela, the former President of South Africa. He said this on education, 'Education is a big engine for the person's development. It is through education that the daughter of a peasant may become a specialist doctor, the child of a casual labourer in a mine becomes the head of the mine and the child of a casual labourer becomes the president of a big nation.' End of quote.

Honourable Speaker, by now, the importance of education has been understood. If we want to have a better Tanzania, we need to make sure our children get quality education which matches the demands of today. It should be a practical education, which means, even if a child completes his/her education today, he/she can use the skills attained at school to earn a living or to use that education to benefit others around him/her so that they may also see that education is really important. They will also admire that person and will also want to have an education. (AA; Hansard 20/07/2011).

- (d) MHE. SUSAN A. J. LYIMO: Mheshimiwa Spika, hata Vyujo vya Elimu ya Juu vinasikitisha kuona navyo vinaporomoka kutokana na sababu mbalimbali. Kwa kwa ule utaratibu wa *Webometric Ranking System* unaoweka mkazo kwenye ubora wa kufundisha; utafiti wa 2007 ulionesha kuwa, *UDSM* ilikuwa ya 13 kati ya Vyujo 100 Bora Barani Afrika. Cha kwanza ukiacha vya Afrika Kusini na Misri, Kusini mwa Jangwa la Sahara na juu ya Mto wa Limpopo, lakini mwaka huu Januari kimeporomoka hadi nafasi ya 34 kwa ubora. Je, ni sababu zipi zilizopelekea anguko hili? Mheshimiwa Spika, lengo la Vyujo Vikuu ni kuwa kimbilio la kupata ukweli ambao hauna mawaa. Cha ajabu ni pale Kitengo cha Utafiti kama cha *REDET* kinapofanya utafiti kwa kushabikia waziwazi Vyama vya Siasa na hivyo kutoa mwelekeo kwa wapiga kura. Hii ni aibu na Waziri atueleze matokeo ya utafiti ya *REDET* yalipatikana kwa utafiti wa kisayansi au la; na kwa nini yalikuwa na kiwango kikubwa hivyo cha makosa (*Margin Error*)? (AA: Hansard 20/07/2011).

HONOURABLE SUSAN A. J. LYIMO: Honourable Speaker, it is saddening to see the standards of higher education falling for various reasons. According to Webometric Ranking System, which puts emphasis on the quality of teaching, UDSM ranked 13th out of 100 best African universities in 2007. The first, if we leave out those of South Africa and Egypt, south of the Sahara and above the River Limpopo, but in January this year, the university drastically fell to 34th place. What is the cause of this tragic fall?

Honourable Speaker, the purpose of a university is to provide crystal clear truth. The irony manifests itself when a research centre like REDET does research which is clearly biased in favour of certain political parties to pre-emptly influence voters. This is shameful and the Minister should tell us whether the results of the research by REDET were obtained scientifically or not and why they had that magnitude of errors (Margin Error). (AA: Hansard 20/07/2011).

In the example provided in 16(a), the MP utilises argument from authority to commend what the government is doing in relation to the education sector, more specifically the building of teachers' houses and classes. In order to support his standpoint, he quotes an expert that once made several statements: "if you want to plan for one year sow the seeds, if you want to plan for ten years, plant trees.

But if you want to plan for life time, develop a man". The MP connects what the fourth Phase Government is doing to what the quoted expert mentions. The MP's argument censures also the MPs who are disparaging about the government not delivering in relation to the education sector. Besides, he quotes his professor, who told him "Criticising is the work that every person can do, even a person without ability can criticise. But not every person can do". The MP's statement is an attack on opposition MPs who have criticised many issues in the speech. But he does this very cautiously because the Standing Orders forbid any forms of attacks in the House. This is in agreement with Plug (2010a), who revealed personal attacks in the Dutch parliament and the European parliament, even though the rules of procedure in those parliaments do not allow attacks. However, MPs and MEPs apply mitigation strategies to make their attacks go unnoticed. The MP concludes that the people have to appreciate the achievements the government has made and then God could bless people to move forward. If they disregard the achievements the government has made so far, they would not succeed.

There are two different appeals to authority in the same argument and each authority is utilised to serve a different purpose. The first appeal is to make the audience accept the arguer's standpoint of commending the work the government is doing: it is making lifetime plans for developing its citizens by preparing the necessary infrastructure. The second authority the MP quotes serves to attack mainly the opposition, in that they are only good at censuring and that is something everyone is capable of doing, but it is not so easy to actually achieve something. The MP concludes that the citizens ought to ignore the opposition because they are incapable of doing anything apart from criticising. Again, this is to convince the audience not to accept the opposition's arguments because they (opposition) are incapable. This is in line with Plug's (2010a) remarks that, in parliamentary debates, politicians sometimes make efforts to eliminate other politicians as serious partners in a discussion through attacks. The MP in this argumentation does the same by quoting an expert and a Professor to make his standpoint appear to be acceptable as he links it to authorities.

The MPs sometimes make use of holy books to convince their audience to accept their argument simply because they have their base in a particular deity. This is the case in Example 16(b,) where the MP challenges the government for not giving education the importance it deserves. The MP takes a number of examples from the Holy Koran makes it clear that education is of critical importance. The MP also states that the government is aware of the quotations he has cited from the Holy Koran, but it has nevertheless not taken education seriously. He stresses that, in order for the country to have well-developed youths, it must put emphasis on providing quality education at all levels. He insists that in order to achieve that, primary schools should have good classrooms (buildings), good teachers (those who have attended training in teaching), and teaching and learning facilities (including desks for students). Teachers also should have their salaries improved; should have their claims cleared in a timely manner; and they should be promoted, based on their academic achievements and efforts at work. In addition, the government should build enough quality houses to promote teachers' work morale, as

well as their status and dignity. According to the MP, if the government is able to do these, it will have given education the significance the Holy Koran mentions. He quotes the Koran to stress the importance of education but also to help him to challenge the government for failing to give education the importance it deserves, despite it being aware of what the Holy Koran says in regards to education.

In other instances, MPs quote popular people in their argument. The people quoted are usually those with iconic stature, as in Example 16(c) where the MP advances a more or less similar standpoint that, in order for a human being to upgrade their standard of living, the need to have education. Education enables a person to be conscious of themselves, and attain self-mastery by controlling and using the environment surrounding him/her in order to advance their life. She emphasises that in the world of globalisation, less education means a poorer life and more education means a better life. To support her standpoint, she quotes Nelson Mandela, the former President of South Africa. The MP uses the quotation to justify her standpoint on the importance of education in upgrading one's life. She adds a better Tanzania will be possible if children get quality education that matches with today's demands early in their childhood. It should be a practical education, which means that even if a child completes his/her education today, he/she can use the skills attained at school to earn a living or to benefit others surrounding him/her, so that they may also see the importance of education. They will also admire that person and they too will want to have that education. The MP in this argument indirectly doubts the quality of education the country provides to its people and she challenges the government to start offering children education that is more practical, so that after schooling children would be able to use their skills to earn a living, which now seems not be the case. The authority she employs support her standpoint on the importance of education and allows her to indicate that education should enable those who receive it to advance their lives.

In this debate, the MPs also make use of institution as authority to support certain standpoints. In Example 16(d), the MP employs an authority to justify her standpoint that higher learning institutions are falling in standards. She supports her standpoint by citing the Webometric Ranking System that ranked the UDSM at 13th position out of the top 100 African universities in 2007, whereas in 2011 the same system ranked the UDSM at 34th position. She questions the cause of such a drastic fall in four years. Although she does not provide any generalisation here, the way she presents her argument indicates that, based on the UDSM ranking, the standard in higher learning institutions has gone down. Another support the MP gives is the research results one of the UDSM's research centres released in 2010 (Research and Education for Democracy in Tanzania (REDET)). According to the MP, REDET's research results were biased in favour of some political parties to pre-empt the voters. The MP challenges the Minister to provide explanation on whether REDET obtained the research results scientifically as they had a large margin of error.

In the speech and debate for the MoEVT, MPs also utilise statistical argument in a few instances. The MPs apply this argument when they want to compare some figures presented in the budget, in the effort of challenging or supporting the Minister's standpoints. According to Hoeken (2001), statistical argument provides many instances in support of its claim. The arguer provides instances to support the claim that he/she is making and hence make it more acceptable. In certain instances, arguers may apply statistical argument to compare achievements. Example 17 gives the only fragments where the MPs make use of this argument:

Example 17:

- (a) MHE. SUBIRA K. MGALU Kwanza, ufinyu wa Bajeti hasa Bajeti ya Maendeleo. Kati ya Bajeti ya Maendeleo iliyoidhinishwa ya bilioni 139.632; ni shilingi bilioni 76.821 ambayo ni sawa na asilimia 55 tu. Hivyo; ni wazi kabisa shughuli za maendeleo zilizopangwa kufanyika, mfano, ujenzi wa maabara, nyumba za walimu na kadhalika, hazikutekelzwa. Inasikitisha kuona sulala la elimu ambalo ni kipaumbele cha kwanza, zaidi ya asilimia 45 za pesa za maendeleo hazikupokelewa na Wizara. (SA: Hansard 20/07/ 2011).

HONOURABLE SUBIRA K. MGALU: I will talk about budget deficits, especially deficits in the development budget. Out the development budget that was approved (139.632 billion shillings), only 76.821 billion shillings, equivalent to 55%, was disbursed. It is obvious that development activities like the buiding of laboratories, staff houses, etc. were not carried out. It is saddening that education which is a priority sector is being denied 45% of the approved budget. (SA: Hansard 20/07/ 2011).

- (b) MHE. MKIWA A. KIMWANGA Mheshimiwa Spika, mwaka 2010/2011, tulipitisha Bajeti ya shilingi bilioni 665.573 kati ya hizo billioni 525.941 matumizi ya kawaida na bilioni 139.632 zilikuwa za maendeleo. Lakini matumizi ya kawaida zilikuwa 503.379 na matumizi ya maendeleo bilioni 76.821. Katika pesa hizo upungufu mkubwa ni pesa ambazo hazikufika. Pamoja na Bajeti kuwa ndogo, lakini pamoja na hii ndogo haikukamilika. Huu ni udhaifu wa Serikali kutoa Bajeti na upelekaji wa pesa kutofikia kiwango. Ni bora kuleta Bajeti hata kama ni ndogo lakini inayotekelezeka. (SA: Hansard 20/07/2011)

HONOURABLE MKIWA A. KIMWANGA: Honourable Speaker, in the year 2010/2011, we passed a 665.573 billion shillings budget, out of which 525.941 billion shillings was for routine use and 139.632 billion shillings for development activities. But the routine use money amounted to 503.379 billion and the amount for development was 76.821 billion. The deficit is due to the money that was not disbursed. Although the budget was small, some of the funds were not disbursed. This is the Government's weakness, because the Government sets a budget but does not provide the whole amount of money. It is better for us to have a small but realistic budget. (SA: Hansard 20/07/2011)

- (c) MHE. DKT. BINILITH S. MAHENGE: Katika mahitaji ya madarasa Kitaifa kwenye Shule za Msingi yalitakiwa madarasa 985,000. *I mean* nyumba za walimu 985,000 zimeweza kujengwa. nyumba 3,874,000 kwenye Shule za Msingi. Katika madarasa, samahani kidogo hapa nirudie; madarasa yalitakiwa 198,607, Serikali imeweza kujenga madarasa 110,000 Kitaifa. Haya siyo madogo ni mafanikio makubwa. Katika nyumba za walimu, zilitakiwa nyumba 197,519, zimejengwa nyumba 39,623. Haya siyo madogo. Kwenye Shule za Sekondari, yalitakiwa madarasa 70,102, Serikali imejenga madarasa 45,645. Nyumba za walimu zilitakiwa 61,904, zimejengwa 20,187. Haya ni mafanikio makubwa sana, ambayo tuna sababu za kila aina kuishukuru Serikali. Imefanya hivyo pia kwenye suala la kuongeza idadi ya walimu na udahili wa wanafunzi wanaokwenda Shule za Sekondari. (*Makofi*) (SA: Hansard 19/07/2011)

HONOURABLE DR. BINILITH S. MAHENGE: The need for classrooms in the primary schools was 985,000 countrywide. I mean 985,000 staff houses. 3,874,000 staff houses have been built in the primary schools. As for classrooms, excuse me, let me repeat here. 198,607 classrooms were needed. The Government has built only 110,000 classrooms countrywide. That is not a small achievement, it is a big one. As for staff houses, the requirement was 197,519. That is not a small achievement either. As for secondary schools, the requirement was was 70,102 classrooms. The Government has built 45,645 classrooms. The number of staff houses required was 61,904; the Government has built 20,187. This, too, is a very big achievement. So, we have every reason to thank the Government for doing that. It has

also tremendously increased the number of teachers and student enrolment in the secondary schools. (Clapping) (SA: Hansard 19/07/2011)

In Example 17(a), the MP advances a standpoint regarding a deficit in the developmental budget. In her argument, she indicates the parliament approved 139.639 billion shillings for the developmental budget, of which the government disbursed only 76,821 billion, equivalent to 55%. This is a reason for failure to implement development activities such as building laboratories, and teachers' houses. She stresses that it is saddening that education, which is a priority sector of the government, was denied 45% of the money budgeted for. In this argument, the MP criticises the government for not disbursing all the money that was set aside for the education sector developmental budget. The statistical figures in the argument help the audience to see the point the MP is making in the argument.

The MP in Example 17(b), in a more or less the same way as the MP in 17(a), challenges the government for not disbursing in full the money that was allotted for development. The MP indicates the budget the parliament passed in 2010/2011 was 665.573 billion, out of which 525.941 was for routine expenditure and 139.632 billion was for development. The routine expenditure used amounts to 503.379 billion and the amount for development was 76.821 billion. The MP uses statistics to show how the government disbursed insufficient money for development. The MP points out that the budget was small but that, even that small money allotted to development, the government did not disburse in full. This is the weakness of the government to fail to implement its budget. The MP concludes that it is better for the government to have a small budget that it can implement.

In the case of Example 17(c), the MP applies statistical argument to support the Ministry about the achievements it has made concerning the education sector. The MP indicates that 985,000 houses were required but the government has constructed 3,874,000 for primary schools; 198,607 classrooms were needed, but the government has managed to build 110,000 classrooms at the national level. In the case of houses, the MP indicates that the requirement was 197,519 out of which the government has erected 39,639. As for secondary schools, the requirement was 70,102 classrooms and the government has built 45,645 classrooms. The houses required for teachers were 61,904, out of which the government built 20,187. He concludes that this is a big achievement for which there is every reason to be grateful to the government. The government has also made tremendous achievement in increasing the number of teacher and student enrolments in secondary schools. As he supports the government's achievement in building houses and classrooms, he also, in a way, criticises the MPs who are challenging the government for not achieving much in this sector. He criticises MPs whose arguments diverge from his, like those in example 17(a) and 17(b). The statistics show the figures of the houses and classrooms the government has constructed.

4.3.1 The predominant argument in the speech and the debate of the Ministry of Education and Vocational Training

In analysing the way the three types of arguments the Minister and MPs utilise in the speech and its discussion, it was noted that the three arguments differ in terms of the frequency of their application. In both the speech and the debate, the Minister and MPs more frequently utilise argument from cause and effect than the other two types of arguments. The Minister presents many of his arguments in causal relationship, both in the speech and in the arguments he gave as he was countering MPs' arguments and reacting to their further challenges when the parliament was sitting as an Expenditure Committee. Likewise, MPs repeatedly exploit argument from cause and effect in advancing their standpoints in the discussion.

MPs exploit argument from cause and effect during the discussion of the speech of the MoEVT. They also employ the argumentation as they challenge or support the Minister's standpoint. MPs make use of the argumentation where the subjects of discussion allow them to craft their argument in a causal relationship. The causal relationship that is in many of their argumentation indicates that a certain course of action leads to "certain desirable or favourable results" (Van Eemeren et al., 2007:166) or avoid a certain course of action that leads to undesirable or unfavourable results. The argumentation also show undesirable or desirable consequences of the course of action presented in the standpoints.

The Minister's budget speech has some proposals, plans and strategies that the government wants to implement in the following financial year. Because of this, the Minister makes his standpoints in such a way that they indicate the possible desirable or favourable results if the government implements them. The kinds of arguments the Minister advances in his speech permit MPs to utilise argument from cause and effect to attack them. Example 18 provides a set of examples of argument from cause and effect the Minister and MPs utilise:

Example 18:

- (a) Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM), wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora. Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni. (ACE: Hansard 20/07/2011)
- Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers' teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MEM (PEDEP), which is to improve the quality of education by enhancing the capacity of the primary school teachers so that the quality of education is*

improved. The implementation of this strategy is done through a module system through distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

- (b) Mheshimiwa Spika, kila yule anayefaulu darasa la saba anapata fursa ya kuendelea katika shule ya sekondari, sio sawa sawa na hapo mwanzo ambapo wengine wamefaulu lakini hawapati nafasi ya kuendelea, tunasema kwamba ni uchaguzi, kwamba mmefanya mtihani lakini hawa ndiyo waliochaguliwa, sasa tunasema kwamba tumepanua wigo huo kufikia hali ambayo wote ambao wanafaulu wanaendelea kupata elimu ya shule ya sekondari. Shule zilizojengwa kwa nguvu ya wananchi zinakabiliwa na changamoto mbalimbali, zikiwemo upungufu wa Walimu, miundombinu na samani. Ili kukabiliana na changamoto hizo, MMES awamu ya pili imeweka mkakati wa kupunguza changamoto hizi kwa kutoa kipaumbele katika kukamilisha majengo ambayo hayajakamilika na kutoa fedha za ruzuku kwa ajili ya kununua vifaa vya kujifunzia na kufundishia, kujenga maabara na nyumba za Walimu ili kuongeza ufaulu zaidi katika shule hizi. Aidha, Serikali inafuatilia kwa karibu zaidi ugawaji wa Walimu ili zile shule zilizoko kwenye mazingira magumu, nazo zipate Walimu wa kutosha. (*Makofi*)

Mheshimiwa Spika, pamoja na changamoto hizo, shule zilizojengwa kwa nguvu za wananchi zina mchango mkubwa katika kuendeleza elimu ya sekondari. Kwa mfano mwaka 2009 asilimia 50.1 ya wanafunzi wote waliofaulu daraja la kwanza hadi la tatu ambao wana sifa ya kuingia kidato cha tano walitoka katika shule za sekondari za Kata.

Aidha, mwaka 2010, asilimia 49.3 ya wanafunzi wote walioendelea kidato cha tano wametoka katika shule za Kata. (*Makofi*) (ACE: Hansard 20/7/2011)

Honourable Speaker, every student who passes the primary seven examination goes to secondary school. It is not the same as in the past when some students passed but didn't get the opportunity to continue with their studies. It was a matter of selection, so to speak. You take the exam, but only a few people get selected. We are now increasing the number of places in secondary schools so that all students who pass the exam go to secondary school. The schools established by the communities are facing various challenges, including a shortage of teachers, poor infrastructure and insufficient furniture. In order to deal with these challenges, MMES (now in its second phase) has come up with a strategy for reducing the number of such challenges by giving priority to the completion of unfinished buildings and providing grants to schools for buying teaching and learning materials, the construction of laboratories and staff houses. All this is done to raise student performance in examinations. In addition, the Government is monitoring very closely the allocation of teachers to schools that are located in areas with poor conditions so that they may get enough teachers. (Applause)

Honourable Speaker, despite these challenges, the schools built by the citizens play a great role in the development of secondary education. For example, in 2009, 50.1 per cent of all the students who passed in Divisions One, Two and Three and who went to high school were from such schools. In addition, in 2010, 49.3 per cent of all the students who joined Form Five came from the same schools. (Applause) (ACE: Hansard 20/07/2011)

- (c) MHE. ESTHER N. MATIKO Mheshimiwa Spika, mwisho katika miundombinu ya Vyuo Vikuu, Wizara pia haina budi kuhalalisha uwepo Ofisi za Wahadhiri, kwani ofisi zilizopo hazitoshelezi mahitaji ya wahadhiri, kwani sasa kuna idadi kubwa ya wahadhiri. Vilevile nyumba za wahadhiri nazo ni changamoto kubwa kwani wahadhiri, mimi mwenyewe nikiwa mhanga, tunalazimika kukaa mbali na Vyuo kama Boko, Bunju au Mbezi na foleni za Dar es Salaam na tunajilipia wenyewe, licha ya kwamba nyumba ni moja ya *package* kwa Wahadhiri, lakini inakuwa ni nadharia tu, kwani hamna majengo ya ku-*accomodate* Wahadhiri. Hii pia lazima iangaliwe kwa makini, kwani inapunguza ufanisi katika Sekta ya Elimu, kwani Wahadhiri hupoteza muda mwingi kutoka au kwenda majumbani na vyuoni. (ACE: Hansard 20/07/2011).

HONOURABLE ESTHER N. MATIKO: Honourable Speaker, let me finish by talking about the state of infrastructure in our universities. The Ministry also ought to make sure there is enough office space in such institutions for lecturers, as the available office space does not match the number of lecturers. The other big challenge relates to staff houses. I am one of the victims, we are forced to live far away from universities in places like Boko, Bunju or Mbezi, with all the traffic jam in Dar es Salaam, and we pay the bus fare ourselves although housing is among the benefits included in lecturers' package of fringe benefits. But this is mere theory, as there are no houses to accommodate lecturers. This also ought to be looked at carefully as it

affects efficiency in the education sector; I mean, lecturers waste a lot of time while on their way to universities and back home. (ACE: Hansard 20/07/2011).

- (d) MHE. ENG. GERSON H. LWENGE Mheshimiwa Spika, nizungumzie kuhusu elimu ya juu. Nashauri mikopo inayotolewa na Bodi ya Mikopo kwa wanafunzi, wabuni mfumo unaopunguza sana kiwango wanachopewa *cash* kwani maeneo mengi wanafunzi hawa hulewa na fedha hizo kila wanapopewa. Wengine hufanyia shughuli zingine kila wanapoingiziwa fedha hizo kwenye akaunti zao. Kama ni fedha za vitabu wapewe *coupons*, fedha za chakula pale vyo vina *canteens* wapewe *coupons*, wabaki na fedha kidogo ya *pocket money* na kadhalika. Fedha hizi zinawafanya wasahau kuwa ni fedha za mikopo na kwa vile wengine wanajihusisha na vitendo vya ulevi na uhuni ndiyo chanzo kikubwa cha wao kujiingiza kwenye siasa na kuanza kuipinga Serikali yao ambayo imewafadhili, fedha ya walipa kodi wa nchi hii na kujihusisha kwenye migomo na maandamano. Mbona vyo vya St. Augustine chini ya RC hawajawahi kuwa na migomo? Hebu Serikali ipate mfano huo na namna wanavyoingia mikataba na wanavyuo wanaojiunga na vyo hivyo. (ACE: Hansard 20/07/2011).

HONOURABLE ENG. GERSON H. LWENGE: Honourable Speaker, let me talk about higher education. I advise that the Students' Loans Board to devise a way which will reduce the amount of cash given to students because in most places students are confused by the money they receive. Some use the money for other purposes as soon as they receive their money in their accounts. If it is book allowances, they should be given coupons, for food allowances, there are canteens. So, they should be given coupons. They should remain with very little amount as pocket money etc. This money makes them forget that it is loaned money and because some are involved in drinking acts and hooliganism. That is the beginning for them to start to be involved in politics and to start opposing their Government which has sponsored them, forgetting that is the tax payers' money. They start involving themselves in strikes and demonstrations. Why haven't St. Augustine's colleges owned by RC have never had strikes? Let the Government learn from that example on how they enter a contract with students upon registration. (ACE: Hansard 20/07/2011).

- (e) Mheshimiwa Mwenyekiti, nizungumzuie kidogo juu ya mikopo kwa ajili ya wanafunzi. Nilishtuka sana asubuhi niliposikia hapa kwamba, Bodi ya Mikopo ivunjwe. Ingekuwa kila kitu ambacho kinakuwa na kasoro ni kukivunja ama kukiua, basi tungeua vitu vingi sana! Bodi ya Mikopo, ninavyofahamu, imetusaidia sana tena sana. Bodi ya Mikopo ilianza mwaka 2005 na wale watumishi wa kudumu ambao walijairiwa mwaka 2006. Chombo chochote kinachoanza, mwanzoni ni dhahiri kwamba kinaweza kuwa na matatizo. Lakini tunaweza kujisahihisha na Bodi hiyo ikaendelea kufanya vizuri.

Mheshimiwa Mwenyekiti, kabla ya Bodi ya Mikopo, mwaka 2005/2006, wanafunzi wa Vyo Vikuu walikuwa ni takriban 30,000 tu, leo hii wako 118,000! Ni kwa sababu wengi wao wamewezeshwa. Hata kama kuna mapungufu yoyote, lakini kusema kweli wanafunzi wamewezeshwa na Bodi ya Mikopo. Naomba tuwe tayari kuisaidia na tungojee ripoti ambayo Rais, alituma Tume ili kusudi waangalie matatizo na kuweza kuyasahihisha ili iendelee kutoa hiyo mikopo. Lakini tunalaumu, mpaka sasa Bodi ya Mikopo imetoa mikopo kwa wanafunzi kiasi cha bilioni 630. Zilizoiwa kwa ajili ya kurudishwa ni bilioni 21, mpaka sasa bilioni nane tayari zimesharudishwa. (Makofi) (ACE: Hansard 19/07/2011).

Honourable Chairperson, let me talk a little bit about students' loans. I was shocked in the morning when I heard the proposal that the Loans Board should be dissolved. If the solution to anything with problems is to dissolve or kill it, then we will dissolve so many things! The Loans Board, as I know, has helped us a great deal. It started in 2005 and the permanent and pensionable workers were employed in 2006. The beginning of anything is always tough. But we can address the problems and the board will operate as it should.

Honourable Chairperson, before the Loans Board was set up in 2005/2006, there were about 30,000 university students in the country but today they are 118,000! This is because most of them have been supported financially. Even if there are problems, the reality is that the Loans Board has supported many students. I request that we continue to support it while the Presidential Commission which was formed to look into the problems and suggest solutions to them so as to make the board continue providing loans students is doing its job. But we are blaming the board, even after it has given loans to the tune of 630 billion shillings to students. The amount that is supposed to be repaid is 21 billion shillings. So far, eight billion shillings has been repaid. (Clap) (ACE: Hansard 19/07/2011).

In Example 18(a), the Minister employs argument from cause and effect to present a standpoint concerning a strategy that the Ministry has launched in their endeavours of improving the provision of education in the country. The goal of the strategy is to improve teachers' capacities in teaching and strengthening their competencies in teaching for primary and nursery schools. The strategy fulfils the second goal of MEMEM (PEDEP), which is to improve the quality of education through capacity

building on the part of primary school teachers, to enhance the provision of quality education. The Minister indicates that the programme offers opportunities for teachers to be kept abreast of all the latest developments in the curriculum to meet societal, scientific, and technological changes, as well as to improve their professionalism. The Minister presents the argument in a way that creates a link between the strategy and teachers' improved teaching. The Minister supports his standpoint with arguments that show how beneficial and flexible the strategy is, as it does not require teachers to be full-time enrolled in college. So, the strategy, if implemented, is likely to yield the desirable results of improving the quality of education in primary schools in the country.

In Example 18(b), the Minister employs argument from cause and effect to present achievements of one of the plans the government has been implementing. The plan provides for building a school in every ward in the country. The Minister indicates that the plan has enabled many children to access secondary education, contrary to the situation in the past where some of the children who qualified for secondary education were not selected because of the scarcity of schools. The Minister also shows that the ward schools are facing many challenges, including the scarcity of teachers, infrastructure and furniture. In order to overcome such challenges, the Ministry has introduced a programme dubbed MMES II that will, among other things, focus on building infrastructure and providing money for furniture. This will eventually improve the performance of students in these schools. The Minister further indicates that, despite the challenges these schools face, they have a remarkable contribution in developing secondary school education. The Minister provides an example of students who passed with Divisions I, II and III in 2009, 50.1% of these students were from such schools. Likewise, in 2010, 49.3% of the students who were able to join High School were from these schools as well. In this argument, the Minister, exploits argument from cause and effect to indicate what the government's plan to build a secondary school in every ward achieved. The desirable results the Minister indicates are the increased numbers of students that join secondary school as well as the students from the ward schools performing well in their final examinations. Generally, the Minister's argument indicates that the plan has contributed to the improvement of secondary education in the country.

On the side of MPs, they also employ argument from cause and effect as they challenge the Minister's standpoints. The MP in argument 18(c) challenges the Minister and the government at large regarding the scarcity of offices and houses for university lecturers. The MP shows that the offices and houses are not adequate for lecturers. Consequently, they rent houses far away from their working areas. The MP emphasises that, although housing is one of the fringe benefits for lecturers, they pay for themselves. The MP concludes that the Ministry should carefully look into the issue as it affects efficiency in the education sector because lecturers waste time travelling on their way to universities or homes. This is a challenge to the Ministry that it has not been able to build enough offices and houses for lecturers. This has undesirable consequences as lecturers waste time, especially in Dar es Salaam. Subsequently, it affects their efficiency at work.

In Example 18(d), the MP presents his uncertainties about the efficacy of the way the HESLB provides loans to students. The MP challenges the HESLB to devise a new way of disbursing loans to reduce the amount of money students receive directly. He supports his standpoint with a number of arguments: students misuse the money by drinking and involving themselves in acts of hooliganism, and they involve in politics and start opposing the government that has sponsored them, forgetting that it is taxpayers' money which the government loaned to them. In addition, students involve themselves in strikes and demonstrations. The MP concludes that the government should learn from other universities, such as St Augustine University, on the way they enter into contract with students upon registration. The MP in this argument indicates that the current system of disbursing loans to students is not effective as it gives the students a big amount in cash that confuses them. Consequently, they squander all the money on drinking and hooliganism. In addition, they start indulging in other unacceptable acts such politics, strikes, and demonstrations. Although the MP does leave it unexpressed, he suggests that this affects teaching and learning in higher learning institutions.

On some occasions, MPs exploit argument from cause and effect to support the Minister and the government. This is what happens in Example 18(e), where the MP supports the Minister on how the HESLB has helped many students to access higher education. He shows the increase in admission of students to various universities and colleges since the establishment of the HESLB. The MP admits that there are problems with the HESLB, but states these are common with entities that are starting and should not be the occasion to dissolve the HELSB. The MP's argument is a counter argument to some of the MPs' arguments suggesting the government dissolve the HESLB because it has caused numerous problems. But the MP persuades the people to continue supporting the HESLB while waiting for the recommendations of the Commission the President formed to investigate the problems related to the provision of loans to students. The MP focuses on the desirable results of the HESLB, in that it has supported many students to access higher education. Thus, it has contributed to the increase in admission of students to universities and colleges. So, the MP is trying to convince the audience to focus on the desirable results of the HESLB, regardless of the problems surrounding it.

The Minister and MPs use argument from cause and effect to show that certain proposals, plans, policies and strategies, if implemented, will result in desirable or undesirable results. The results mentioned in the argument to some extent add more force to the acceptability of the argument as the audience are likely to focus on the result, especially if it is more desirable than the cause. However, the issues mentioned as the cause of the results determine the acceptability of the argument (Van Eemeren et al., 2007). The argumentation becomes less acceptable when the cause mentioned in the argumentation is not the real cause, or there is a possibility of factors other than the ones put forward in the argumentation causing the results.

The analysis of the Minister's speech and its discussion reveals that the Minister and MPs regularly employ argument from cause and effect. The frequency of this argumentation may be due to the issues that the Minister presented in the speech, which also are the ones that MPs attack in the discussion. Many of the arguments in the Minister's speech centre on plans, policies, strategies and proposals the government implemented in the previous year, and, in order for the Minister to increase audience's adherence to his arguments, he devises them to show causal relationships. The other part of the Minister's speech focuses on the same issues but, this time, the ones the Ministry expects to implement in the next financial year. Again, here, the Minister continues to exploit argument based on causal relationship, as he needs to indicate the expected results of the plans, policies, strategies and proposals the Ministry intends to implement. Argument from cause and effect seems to be suitable to achieve this as it often relates to future events (Van Eemeren et al., 2007). This argumentation scheme permits the Minister to make his arguments in such a way that the audience may be convinced to accept them (Van Eemeren et al., 2002:96), as the Minister is supposed to convince the MPs as well as the public on the plans, policies, strategies and proposals the ministry intends to implement.

MPs also utilise argument from cause and effect frequently since they challenge the issues the Minister puts forward in his speech. MPs apply this argumentation as they challenge or support the Minister's standpoints. MPs sometimes make alternative arguments to the ones the Minister presented in the speech but, even when they do so, they still present their argument in a causal relationship to show the desirable results the proposals, plans, and strategies they offer will bring if the Ministry adopts them.

In the pragma-dialectical theory, all the types of argumentations are regarded to have the same status in argumentative discourse. The discussants are free to make choice on which argumentation to apply to defend their standpoints. As Van Eemeren et al. (1992) remark, the choice of one argumentation scheme by an arguer shows that the arguer knows the route that will lead to the justification of his/her standpoint. However, the analysis of the speech and its discussion in this chapter shows that the Minister and MPs more frequently exploit argument from cause and effect than the other types of arguments. Hence, based on the analysis of this speech and its discussion, there is variation among the argumentation schemes in relation to the frequency with which the Minister and MPs utilise them. Thus, there is a need for it to be recognised in argumentation theory that these argumentation schemes are not applied the same way in argumentative discourse such as parliamentary speech and debate. There is also a need to highlight in the theory that, despite these argumentation schemes serving the same function, they differ in the way they are utilised in the actual context as arguers exploit some more than others.

5.4 The criteria for evaluating arguments in the speech and the debate of the Ministry of Education and Vocational Training

The arguments the study analyses are argument from cause and effect, argument from example and argument from authority. All these three arguments are utilised in the speech of the Minister for the

MoEVT, thought they differ in the extent to which the MPs exploit them. These arguments may be evaluated, based on the criteria stipulated in the pragma-dialectical theory (Van Eemeren & Grootendorst, 1992). The criteria are used to assess whether the argumentation in question is applied correctly, which will be so when all the criteria for evaluating it are met. Van Eemeren and Grootendorst (1992) argue that, in order to adequately support a standpoint, in every single argumentation that is put forward in defence of a standpoint, the right kind of argumentation scheme must be used and this scheme must be used appropriately. Exploiting the right kind of argumentation scheme makes the argumentation more acceptable to the audience. The arguer will have conclusively defended the standpoint if the criteria are met.

In the case of argument from cause and effect, three criteria have to be met for the argumentation to have been applied correctly and, similarly, to determine whether the standpoint is defended correctly.. The criteria are: (1) Does the stated cause, in fact, lead to the mentioned result? (2) Are there any other factors that must be present, together with the proposed cause, to create the mentioned result? (3) Could the proposed result be caused by something else as well? (Gassern (1997) cited in Van Eemeren et al., 2007). For the arguer to apply correctly the argumentation, all three questions have to be answered satisfactory. The antagonist of the standpoint is supposed to ask these questions, as a challenge to the protagonist who applies this argumentation. Example 19 shows arguments from cause and effect extracted from the speech and the debate:

Example 19:

- (a) Chuo Kikuu cha Dar es Salaam kilifanya ukaguzi wa kitaaluma, menejimenti na uendeshaji katika Vyuo vyake, Shule Kuu, Taasisi na Idara zote kwa lengo la kuimarisha ubora wa elimu inayotolewa na ufanisi wa shughuli zake. Ukaguzi ulifanywa na Kamati Teule ya Mkuu wa Chuo (*Chancellor's Visitation Team*); (ACE:Hansard 20/07/2011)
The University of Dar es Salam inspected the academic programmes and the management inspection and running of its constituent colleges, schools, institutes and all departments to strengthen the quality of the education being provided and to achieve effectiveness in various activities. This inspection was done by the Chancellor's Visitation Team.
- (b) Tume ya vyuo vikuu Tanzania itaendelea kufanya kazi zifuatazo:- Kuendelea kufanya ufuatiliaji na tathmini ya uwezo wa Vyuo Vikuu vilivyopo na vipya katika kutoa elimu bora kwa kuzingatia vigezo na kutumia takwimu na taarifa mbalimbali toka Vyuo Vikuu kwa ajili ya kusaidia kutoa maamuzi sahihi kwa ajili ya maendeleo ya elimu ya juu nchini; (ACE: Hanard 20/07/2011).
The Tanzania Commission for Universities (TCU) To continue to make follow-ups on and evaluation of the capacity of the existing universities and new universities in the provision of quality education by taking into consideration the criteria, statistics and different reports from the universities so as to make sound decisions for the development of higher education in the country.
- (c) Mheshimiwa Spika, tatizo la walimu tunalifahamu, tatizo la walimu tunalijali sana. Madeni haya ya walimu tunayajali sana, kazi ya uhakiki imefanywa na malipo yamefanywa katika awamu mbalimbali kwa kumtumia Mdhubiti na Mkaguzi Mkuu kama takwimu ambazo tumezitoa. Lakini pia tumehakikisha kwamba haya ambayo tunayahakiki sasa, tutahakikisha tunayafanyia kazi kwa umahiri na kwa haraka ili mara tu yatakapokuwa yamehakikiwa pesa ziweze kutolewa, pesa tumezitenga kwa kutambua kwamba bila mwalimu kuweza kutimizwa mahitaji yake na matakwa yake na madeni yake, hamna elimu ambayo itaweza kupatikana. Si jambo ambalo sisi tunalionga kama ni la faraja kwa Serikali hii kusikia kilio cha Walimu mara kwa mara. Tunajipanga kuhakikisha kwamba kilio cha Walimu tunakimaliza na malipo

haya tutayafanya mapema iwezekanavyo kama ambavyo tumeainisha na Walimu niwahakikishie tu kwamba jambo hili sio muda mrefu tutaliweka katika historia. (ACE: Hansard 20/7/2011).

Honourable Speaker, we know we have a shortage of teachers and we are very concerned about it. We are equally concerned about their claims and the work of verifying the claims was done in various phases through the Controller and Auditor-General, as shown in the data we have released. We also make sure that the claims we are verifying now are accurate and the verification work is done quickly so that the funds are released at the end of the exercise. We have set aside the funds because we know that if we fail to fulfil our teachers' needs there will be no education. We in Government are not happy when we hear our teachers' cries. We in Government are not happy to see our teachers cry often. We are in the process of ensuring that we put an end to our teachers' cries and pay the teachers as soon as possible. I want to assure our teachers that this will be history very soon.

In Example 19(a), the Minister puts forward a standpoint in respect of the inspection the UDSM conducted to its constituent colleges. The inspection is aimed at strengthening the quality of education provided and the efficiency of its works. The inspection is mentioned as a cause of strong and efficient works. This implicitly leads to quality education offered by the UDSM and its constituent colleges. Some of the MPs in the discussion challenged this argumentation. One of the challenges directed to this argumentation is the drop of UDSM in the 2011 Webometric ranking. Although the MP does not challenge the inspection in particular, she questions the quality of education the University offers. However, the antagonist does not evaluate this argumentation in line with the criteria in argumentation theory, as the antagonist does not raise the three questions.

In Example 19(b), the Minister advances a standpoint about the TCU making a follow-up and evaluation of the capacity of existing universities and new ones in the provision of quality education. The TCU will do this using the criteria, statistics, and different reports from various universities to make sound decisions for the development of higher education in the country. Again, here there is a causal relationship between the follow-up and evaluation that the TCU will make and the subsequent decisions. Later, the decisions will help to develop and improve the provision of higher education in the country. The criticism raised in the discussion about this standpoint does not follow the questions that are suggested in the pragma-dialectical theory. One MP raises the issue of one university in the country charging fees in dollars, contrary to the laws of the country. This implies that the TCU follow-ups and evaluation may not necessarily lead to improved provision of higher education in the country. Other MPs raised the issue of some universities in the country failing to solve students' problems, leading to recurring strikes and boycotts.

In the case of argument 19(c), the Minister responds to some of the MPs' standpoints raised during the discussion regarding the problems of teachers' unpaid arrears and promotion benefits. The Minister admits the Ministry is aware of the problems teachers are facing and that some of the claims have been verified and payment has already been made. He further emphasises that for the remaining claims that the Ministry is verifying, it will work on them quickly and, when the exercise is completed, the Ministry will pay the money immediately. He adds that they have allotted the money because they are aware that without fulfilling teachers' demands, wishes, and claims, there will be no education provided. This shows that the Ministry recognises the vital role teachers play in education. The Minister further stresses

that the Ministry is prepared to ensure teachers' claims are resolved and that the matter will soon be closed. The challenges directed to this argumentation centre around the amount of money the government has allotted as teachers claims amount to a large amount of money. One criticism is raised about teacher's meagre salaries that do not motivate them to work. So, even for this argumentation, the attacks from the antagonists do not apply the questions for evaluating the argument.

As indicated in the previous section, that MPs also make use of argument from cause and effect, and the Minister, who is the protagonist in the discussion, challenges these arguments. Example 20 provides some examples of arguments MPs make:

Example 20:

- (a) Mheshimiwa Mwenyekiti, nimezungumza mwanzoni kuhusu umaskini. Umaskini umekuwa kwa kweli ni tatizo. Lakini, umaskini huu ukianza kwa mwalimu unakuwa ni tatizo kubwa zaidi. Mtu akiwa hawezi kumudu kuendesha maisha yake, hata akili yake kufanya kazi vizuri inakuwa ni tatizo. Anafungwa hata fikra kupanua wigo wa upana wa fikra zake kwa kuwa badala ya kuwaza maendeleo, badala ya kuwaza kazi ya kufanya darasani, anawaza kesho atakula nini, atalala wapi, ataishi vipi, atasafiri vipi. *(Makofi)* Mheshimiwa Mwenyekiti, tunatakiwa kwa nguvu zetu zote kuhakikisha kwamba tunaboresha maisha ya walimu. Ukiacha kutatua matatizo ambayo yanatokana na wao kuchelewa kupata haki zao, hizo haki zenyewe ziboreshe zitoshe, waboreshe mishahara yao, mishahara yao bado hairidhishi na mpaka sasa Serikali haijatangka wazi inapandisha mishara kwa kiwango gani. Ni bora tuweke mambo wazi ili Watanania wajue. (ACE: Hansard 19/07/2011).

Honourable Chairperson, I earlier on talked about poverty. Poverty has become a critical problem in our country. But poverty becomes a bigger problem if a teacher is poor. If a person cannot manage his/her life, his/her mind cannot work properly, and that becomes even a bigger problem. That person will not be able to think properly, as his capacity to think will be limited. He/she will always think about how to make ends meet, instead of thinking about what to do tomorrow in class. He/she thinks about where he/she will sleep, how he/she will live and how he/she will travel. (Clapping). Honourable Chairperson, we need to make sure that we use our energy and knowledge to improve the life of the teacher. If you fail to solve problems that make it impossible for teachers to enjoy their rights,...The rights themselves ought to be revisited. Teachers' salaries ought to be raised; they are very low. So far, the Government has not said how much it will raise the salaries. It is a good idea to make things clear so that Tanzanians know what the Government intends to do. (ACE: Hansard 19/07/2011).

- (b) MHE. CHIKU A. ABWAO Mheshimiwa Mwenyekiti, mwisho, naomba nisisitize kuhusu migogoro ya Vyuoni, penye ukweli patabaki kuwa na ukweli siku zote. Migogoro ya wanafunzi vyuoni, migomo ya wanafunzi vyuoni inatokana na huduma mbovu ambazo haziwatoshelezi. Wakitimiziwa mahitaji yao kwa wakati na wakisikilizwa shida zao na kutekelezewa mahitaji yao, hakuna migomo itakayotokea shuleni. Matokeo yake sasa badala ya kuwatekelezea wanafunzi mahitaji yao na kuzuia migomo kwa njia za halali, kuwakamilishia yale ambayo yanawafanya wagome, Serikali imekuwa ikitumia nguvu nyingi sana. Inafikia kutumia nguvu ya Dola ikiwa ni pamoja na kuwapiga risasi za moto wanafunzi. Hili ni jambo la hatari sana. Hawa ni wanafunzi ambao bado akili zao hazijakomaa, kila siku washuhudie risasi, washuhudie virungu na mabomu, tunajenga Taifa la ukatili, tunawapa mioyo ya kikatili wanafunzi, matokeo yake nchi hii itakuwa na watu makatili na tutashindwa kuwaongoza. Tunawafundisha watoto hawa kuwa na roho mbaya, watoto hawa tunawafundisha kutokupendana, watoto hawa tunawatia ujasiri wa mapambano kinyume na taratibu za nchi yetu kama tulivyolelewa na marehemu Baba yetu wa Taifa, Mwalimu Julius Kambarage Nyerere. (ACE: Hansard 19/07/2011).

Honourable Chairperson, lastly, let me talk about the issue of conflicts in the colleges and universities. Truth will always be truth and will never go away. The conflicts going on in the colleges and universities are the result of the poor services provided to students. If all their demands are met on time, students will not go on strike. Instead of providing what they need, giving them that which makes them go on strike, the Government has been using a lot of force to "address" the problem(s). It is using the police, who attack students with guns. This is very dangerous. These are mere students whose minds are not yet mature. You expose them to bullets, batons and bombs. We are building a nation of cruel people. We are inculcating cruel attitudes in students' minds. The result of this will be a country full of cruel people and

we will fail to lead them. We are teaching these children to be hard-hearted. We are teaching them not to love each other. We are teaching them to contravene the laws of the land, something that is contrary to how we were trained by the Late Founding Father of our Nation, Mwalimu Julius Kambarage Nyerere. (ACE: Hansard 19/07/2011)

- (c) Mheshimiwa Mwenyekiti, la mwisho, katika kuchangia hotuba hii, ningeomba nieleze jambo moja. Wakati Msemaji wa Kamati ya Huduma za Jamii, akiwasilisha hapa, amezungumzia suala la migomo katika Vyuu Vikuu. Naomba niseme kwamba si kwamba wanafunzi wa Vyuu Vikuu wanapogoma kwamba wanagoma bila kujua, bila kuwa na sababu ya msingi. Kwa bahati nzuri, sisi ni vijana na tumetoka Vyuu Vikuu majuzi, tatizo kubwa ambalo limekuwa linapelekea na kuchochea migomo katika Vyuu Vikuu, ni tatizo la mikopo, Serikali mnapata kigugumizi gani kuweza kuifumua *Management* ya Bodi ya Mikopo kwa sababu tatizo litakuwa Bodi pamoja na maeneo mengine ambapo pesa za Bodi ya Mikopo hupelekwa. (ACE: Hansard 19/07/2011).

Honourable Chairperson, in making my last point in relation to this budget, I would like to explain one thing. While the Spokesperson of the Social Services Committee was talking, he talked about the issue of strikes in the universities. Let me say that it is not true that when university students go on strike, they do so unknowingly and without any reasonable reason. Fortunately, we are youth. We graduated from the universities a few years ago. The major cause of strikes in the universities is loans. Why does the Government hesitate to restructure the the Loans' Board Management; the problem is likely to be at the board or where the money is sent (ACE: Hansard 19/07/2011)

The MP in Example 20(a) applies cause and effect argument to challenge the government about the problems teachers are facing in the country. He views the problems as a source of poverty but he indicates that this kind of poverty becomes bigger when it starts with teachers. The MP stresses that if a person cannot manage their life, their mind cannot work properly and that becomes a serious problem. He adds that such a person will be limited in thinking, as their scope of thinking will be narrower. He/she will be thinking about how to cope instead of thinking what to do tomorrow in class. According to the MP, this is what teachers in the country are going through. The MP urges fellow MPs to use their energy to improve the life of teachers. In his conclusion, he urges the government to improve teachers' salaries, as they are not satisfactory. Implicitly, the MP seems to suggest this is the cause of the fall in performance, as the 2010 Form Four results have shown. The Minister, when responding to this argument and other related arguments, assured the parliamentarians and the audience that the government is prepared to solve the problems teachers are facing in the country. The Minister here does not evaluate whether the MP has correctly applied the argumentation scheme, since he does not raise the relevant questions for evaluate this argumentation scheme.

In Example 20(b), the MP criticises the government for failing to control conflicts in colleges and universities. The MP emphasises that, where there is truth, truth will always remain there. She indicates that conflicts at various colleges and universities are a result of poor and unsatisfying services in colleges and universities. She shows that if students are given all their demands on time, no strike will be witnessed. The MP also castigates the government for failing to provide what students demand and using extra force to contain them. Subsequently, the country will be full of cruel people and the government will fail to lead them. When the Minister responds to this argumentation and other related challenges, he does not consider the critical questions offered in the pragma-dialectical theory for evaluation of this argumentation scheme. The Minister simply points out that the government formed a Commission to investigate the matter and provide recommendations to the government that will help to

solve the problems. The Minister does not evaluate whether what the MP indicates in his argument as cause of conflicts is “really the cause or there are other factors involved” (Van Eemeren et al., 2007:165).

The MP in Example 20(c) puts forward a standpoint concerning strikes at universities and colleges. The MP rejects the argument that university students boycott without a reasonable cause, but indicates that the major cause of strikes at universities and colleges is funding. He wonders why the Government does not want to restructure the HESLB management because the problem is likely to be there, or elsewhere that it sends the money. Hence, the MP’s argumentation makes a causal link between loans the HESLB gives to students and strikes that arise at various universities and colleges. When the Minister was responding to this criticism, he evaluated the argumentation scheme by rejecting the viewpoint that the HESLB is the sole cause of strikes at colleges and universities. The Minister points out that, when people hear that the students are boycotting, they get the impression the cause is the HESLB. However, for a strike to occur, there are certain things that are not running well, depending on the institution in question. These include student’s mistakes in filling loan application forms, universities and colleges procedures of releasing results, and the HESLB or Treasury and TCU. Thus, the Minister’s response is a criticism of the argument that the HESLB is the only cause of the prevalent strikes. The Minister applies the first question (Does the stated cause, in fact, lead to the mentioned result?) given in the pragma-dialectical theory. As a response, the Minister simply adds the list of possible causes to the strikes in colleges and universities.

Regarding argument from example, four criteria are suggested in the pragma-dialectical theory for assessing this argument. The antagonist is supposed to use the criteria to challenge the argumentation the protagonist puts forward. The criteria proposed are: (1) Are the examples typical of the state of affairs? (2) Are the specific cases representative? (3) Are the specific cases sufficient to warrant the generalisation? (4) Are the specific cases typical of other affairs? (Van Eemeren et al., 2002; Van Eemeren et al., 2007). As the Minister in his speech does not exploit argument from example, the extracts in Example 21 are drawn from the discussion:

Example 21:

- (a) MHE. GEORGE B. SIMBACHAWENEMheshimiwa Mwenyekiti, hebu niongelee nchi ambazo zimejaribu kufanya hivyo. Ukienda katika nchi ya Uganda wao wameamua mwalimu aliyeko vijijini wampatie *percent* 30% zaidi ya mshahara wake. Kwa hiyo, mwalimu anaweza akaona ni bora aende kufundisha vijijini kuliko mjini. Tukienda Lesotho, wao wameamua kuongeza mshahara kwa takribani maloti 276 sawa sawa na shilingi za Tanzania 60,000/= . Kwa maana hiyo, mwalimu ataona amejaaliwa na atakwenda kufanya kazi katika maeneo ya vijijini. Ukienda nchini Malawi, wao wameamua kila mwalimu anayekwenda kufundisha sekondari akute nyumba tayari na ina kila kitu ndani. Utakapokwenda Mozambique, wao wameamua kutoa mshahara mara mbili, mwalimu ambaye yupo mjini kama anapata shilingi 400,000/= yule wa vijijini apate shilingi 800,000/= hiyo ime-*motivate* walimu wanaopangwa vijijini kwenda kufundisha huko. (AE: Hansard 19/07/2011).

HONOURABLE GEORGE B. SIMBACHAWENE: Honourable Chairperson, let me talk about countries that have tried to do that. In Uganda, they have decided that a teacher who teaches in rural areas receives 30% of his/her salary as extra pay. So, a teacher can see that it is better for him/her to go and teach in rural areas than work in urban areas. In Lesotho, they have decided to increase salaries by about 276

lots, which is equivalent to 60,000 Tanzania shillings, for teachers working in rural areas. That makes a teacher feel cared for and he/she, in response, goes and works in rural areas. In Malawi, they have decided that a teacher teaching in a secondary school must be given a fully furnished house. In Mozambique, they have decided to pay teachers working in rural areas twice as much as those working in urban areas. If a teacher who teaches in a town is paid 400,000/= shillings, the one teaching in a rural area earns 800,000/= shillings. That has motivated teachers who are posted to rural areas. (AE: Hansard 19/07/2011).

- (b) MHE. JANUARY Y. MAKAMBA: Mheshimiwa Mwenyekiti, ahsante. Sisi Wabunge na watumishi wengine wa umma na kwenye sekta binafsi tunapata fursa ya kuchagua mishahara yetu tuipe kwenye taasisi gani au kwenye benki gani na baadhi ya waajiri hata hutoa pesa taslimu. Lakini kwa walimu, wao wanalazimika kupokea kwenye benki moja tu NMB bila kujali umbali wa wanakotoka. Kule kwangu kuna mahali ambapo unasafiri saa nne ili kuweza kufika benki na pale benki mwisho wa mwezi walimu wanapanga msati mrefu. Sasa Serikali iseme ni lini itafanya uamuzi, mwalimu nae awe na *choice* kwamba mshahara wake aupokelee wapi, asilazimike kuchukua mshahara kupitia benki moja na vilevile Serikali iseme kama kweli siyo uonevu kwamba unakuta shule haina mwalimu hata mmoja wa hesabu lakini mtihamu wa somo la hesabu unakuja katika mitihani ya *form four*. (AE: Hansard 20/7/2011).

HONOURABLE JANUARY Y. MAKAMBA: Thank you Honourable Chairperson. We Members of Parliament and other public servants and the private sector have the opportunity to choose an institution or a bank through which to receive our salaries and some employers even pay salaries in cash. But for teachers, they are forced to receive their salaries through only one bank, NMB, regardless of the distance between where they come from and where an NMB branch is. In my constituency, there is a place where you have to travel for four hours in order to get to the bank and at the end of the month teachers form long queues at the bank. Now, I want the Government to tell me when it will allow teachers to choose a financial institution, into which their salaries should be paid. They should not be forced to receive their salaries through one bank. I also want the Government to tell me if it is truly not bullying students. You find a school does not have a mathematics teacher, but the subject features in the Form Four National Examination. (AE: Hansard 20.7.2011).

- (c) MHE. MOSES J. MACHALI: Mheshimiwa Mwenyekiti, nakushukuru kwa kunipa fursa na mimi niweze kuuliza hoja moja. Katika mchango wangu nilizungumzia suala la TSD kuwa na hali mbaya kwa sababu tunajua kwamba hii ni Idara muhimu ambayo inashughulika na masuala ya ku-*promote* walimu hususan katika miundo ya madaraja yao; lakini kumekuwa na taarifa hasa nichukue *case study* kwa Wilaya ya Kasulu, ofisi ya TSD imeweza kuthibitisha kwamba haijapokea fedha ambazo zingetumika kwa ajili ya kukaa vikao ili kuweza kupandisha madaraja ya walimu ambao ni wengi kwa Wilaya ya Kasulu, wengine wamesoma wamefikia viwango vya Shahada, wengine Stashahada na wengine kwa kigezo cha umri kazini.

Mheshimiwa Mwenyekiti, naomba Mheshimiwa Waziri wa Elimu na Mafunzo ya Ufundi, kwa kushirikiana na Mheshimiwa Waziri wa Nchi, Ofisi ya Rais, Menejementi ya Utumishi ya Umma, waieleze Kamati yako ni kwa nini mpaka leo hii tunapozungumza kwa mwaka wa fedha 2010/2011 ofisi inasema kwamba iliweza kukaa kikao kimoja na wakati ni *quarter system* na walipaswa kukaa vikao vinne ili kuweza kufanya *promotions* za walimu ambao hawajawa *promoted*? Tatizo ni nini na kwa nini fedha hizo hazijaenda (AE: Hansard 20/07/2011).

HON. MOSES J. MACHALI: Hon. Chairperson, thank you for giving me this opportunity to ask one question. In my contribution I talked about TSD, that it is in bad condition now, and we know that this is an important department that deals with teachers' promotions according to their ranks, but there have been reports and which have been proven particularly in Kasulu District as a case study, that TSD office in Kasulu has not yet received funds that would be used for meetings for promoting teachers whose number keeps increasing, where some of them have diploma, bachelor degrees, masters' degrees and some of them in terms of time at work they are supposed to be promoted.

Honourable Chairperson, may the Minister for Education and Vocational Training and the Minister of State, President's Office, and Public Service Management, tell your committee why up to now as we speak for the financial year 2010/2011, TSD says it could sit only once while it is supposed to sit quarterly in order to promote teachers who have not been promoted? What is the problem and why hasn't the money been sent? (AE: Hansard 20/07/2011).

The MP in Example 21(a) exploits argument from example to challenge the government to introduce allowances for teachers it posts in rural areas, to motivate them to work there. The current situation is that these areas have a greater scarcity of teachers than the urban areas because, when the government posts

teachers to those areas, some do not report, others report and then they process transfers immediately to urban areas. He uses the cases of Uganda, Lesotho, Malawi and Mozambique, which each has a different incentive for teachers posted in rural areas. In Uganda, a teacher assigned to teach in rural areas receives 30% of his/her salary as extra pay. In the case of Lesotho, there is an increase to the salary by about 276 Malot for a teacher posted in rural areas. In Malawi, a teacher posted to teach in secondary school will be provided with a fully furnished house. Mozambique gives salaries to rural based teachers twice the value of salaries paid to teachers working in urban areas. The MP uses these cases to challenge the government to introduce some form of incentive that would motivate the teachers assigned to rural areas. The Minister responds to this challenge with more or less the same standpoint used when he was responding to another MP's argument. The Minister accepts the argument and says the government will identify areas with difficult environments and make sure that every teacher that reports to work there gets a settlement allowance of Shs 500,000/=. But the Minister does not question the way the MP has applied the argumentation scheme in relation to the criteria for evaluating this argumentation.

In respect to Example 21(b), the MP presents an example from his constituency to criticise the government arrangement of paying teachers' salaries through the National Microfinance Bank (NMB). He specifies that, while other public servants make choices of institutions or banks through which they want to receive their salaries, the government compels teachers to receive their salaries only through the NMB, irrespective of the distance between the bank and their homes. He further informs the House that, in his constituency, there are places where one needs to travel a long distance to reach the bank and, at the bank during month end, teachers stand in long queues to get their salaries. He demands to know when the government will allow teachers to choose where they want to collect their salaries and states that the government should not force them to get their salaries through one bank only. The Minister for the Prime Minister's Office (PMO) Regional Administration and Local Government (Education) countered this argument, indicating doubt about the cases the MP uses in the argumentation. As he acknowledges that teachers receive their salaries through NMB, he also shows this arrangement is not only for teachers but applies also for other public servants. The Minister specifies that the NMB network coverage, even in rural areas, motivated the government to sign a contract with the bank. Besides, the government is negotiating with the NMB so that it introduces mobile banking. So, the Minister rejects the generalisation the MP was trying to make. He shows the government is already discussing with the NMB the introduction of mobile banking to cater for the areas that are far from the banks.

In a similar way, the MP in 21(c) exploits argument from example to criticise the government concerning the bad situation of TDS. The MP points out that despite the TSD being a crucial department that deals with teachers' promotions, the department in Kasulu District has not received money to organise its meetings to promote teachers. He wants the Minister for MoEVT and the Minister for the

President's Office, Public Service Management, to provide explanation as to why the TSD has not held all its four meetings. The Minister for Public Service Management, as she was responding, did not make use of the critical questions proposed in the pragma-dialectical theory for assessing this argumentation. She simply concedes that at some point TSD was unstable due to scarcity of employees and financial problems. The Minister further shows that from 2010 and 2011 the government has been making some efforts to send enough employees in Kasulu District to solve the problems. In her response, the Minister did not consider whether the MP's example is representative enough to warrant the conclusion. The MP used one district to generalise that TSD is in bad situation, which, in pragma-dialectical theory, is unjustified (Van Eemeren & Grootendorst, 1997) and is insufficient to warrant the conclusion. Nevertheless, the Minister confines her response to Kasulu District only. This implies she disregards the generalisation, which may be a way of shunning the provocation of a discussion on unwarranted generalisation.

The argumentation in Example 21 (a), 21(b), and 21(c) are a few examples of argument from example employed in the debate. In all the examples, except 21(b), the MPs make use of cases to draw a generalisation regarding the issues that are being discussed. In Example 21(a) and 21(c) the antagonist did not question whether the argumentation scheme is applied correctly and the standpoints are defended conclusively (Van Eemeren & Grootendorst, 1992). The Minister simply accepts the standpoint that the MPs put forward in the argumentations, without evaluating them for whether they meet the relevant criteria for acceptance. A different case is displayed in example 21(b), where the Minister indirectly dismisses a generalisation the MP was making, based on a sample that is not representative. So, although all the critical questions regarding criteria cannot be answered satisfactory in the three examples, they are not asked—except in 21(b,) where one question is indirectly asked. With respect to the lack of application of questions to criticise argument from example, a similar situation is reported by Plug (2010b) in her analysis of the use of argument from example in debate in the European Parliament. In this context MEPs employ argument from example and, in many instances, the arguments are not tested using the questions proposed in the pragma-dialectical theory.

Concerning argument from authority, during the discussion the MPs utilise this argumentation scheme to challenge various standpoints the Minister presented in his speech. The pragma-dialectical theory suggests three criteria for evaluating argument from authority. As it is for the other two arguments, the antagonist of a certain standpoint is supposed to apply the criteria to challenge the protagonist's standpoint. The criteria are: (1) Is the source's expertise relevant to the opinion? (2) Is the source trustworthy? (3) Is the expert a genuine expert? For the arguer to have defended an argument from authority conclusively, the three questions have to be answered satisfactorily (Šorm, 2010; Van Eemeren, Gassern & Meuffels, 2015).

In order to apply argument from authority, the protagonist and the antagonist have to agree in advance whether to allow this type of argumentation in the discussion (Van Eemeren & Grootendorst, 1992:166). The reason for this is the possible snag the argumentation might bring in the discussion—albeit that, in this debate, there was no form of agreement regarding its application in the discussion. Thus, MPs are not restricted from applying the argumentation from authority in the discussion if they think it will help them to challenge the protagonist’s standpoints. Nevertheless, no instances of this argumentation scheme were identified in the Minister’s speech, possibly because the Minister might not have thought that the argumentation scheme could help him better defend his standpoints than the argumentation scheme he actually employed. Example 22 provides excerpts and analysis of argument from authority that the MPs employed in the discussion:

Example 22:

- (a) Mheshimiwa Mwenyekiti, kabla sijaendelea, naomba nimnukuu Profesa mmoja ambaye ni mtalaam wa masuala ya elimu na pengine naweza kujielekeza kwenye hoja. Yeye aliweza kufafanua tafsiri ya elimu kama ifuatavyo. Alisema kwamba, education is the process of transferring desirable habits, skills, knowledge and attitudes that makes an individual fit into the society. Kuna vitu vinne (4) vya msingi ambavyo mtalaam huyu yeye aliweza kuona kwamba ni msingi kwa mtu yeyote ambaye anaweza akaonekana kwamba amepata elimu na ameelimika. Amezungumzia desirable habits, amezungumzia skills, amezungumzia knowledge na amezungumzia attitude. Kwa hiyo, mtu yeyote ambaye ameelimika, ni lazima aweze kuwa amefuzu katika vigezo/nyanja hizo nne.
- MHE. MOSES J. MACHALI: Mheshimiwa Mwenyekiti, mara nyingi tukijaribu kufanya assessment kwenye mfumo wa elimu yetu ambayo tunatoa hapa nchini, tunajikuta kwamba wakati mwingine hatuwezi kuwafikisha wanafunzi au watu mbalimbali ambao wana lengo la kujipatia elimu kwa kiwango kile ambacho mtaalam huyu alikusudia watu waweze kufikia kiwango hicho. Ni kwa nini labda pengine elimu yetu inaonekana kuwa ya kulegalega yaani haiwezi kukidhi viwango? Taifa lolote ambalo haliwezi likawaelimisha watu wake, likahakikisha kwamba wanaweza wakawa competent katika aspect hizo nne, Taifa hilo kupiga hatua katika aspect yoyote ile ya maendeleo itabaki kuwa ni ndoto ya kizungumkuti. (Makofi). (AA: Hansard 19/07/2011).
- HONOURABLE MOSES J. MACHALI: Honourable Chairperson, before I continue, let me quote one professor who is an expert in educational matters and then I'll focus on the subject under discussion. He defined education as follows: Education is the process of transferring desirable habits, skills, knowledge and attitudes that make an individual fit into the society. There are four basic things that this scholar identified which show whether someone is really educated. He talked about desirable habits, skills, knowledge and attitude. So, an educated person should ideally have all these qualities.*
- HONOURABLE MOSES J. MACHALI: Honourable Chairperson, each time we assess our education system, we find that it takes the students nowhere. It does not impart to them the things this expert mentioned. Why is it that our education is unstable in that it does not meet the standards? Any nation that cannot make its people competent in the four areas cannot make any progress in any development aspect. Progress will remain but a dream. (Clapping). (AA: Hansard 19/07/2011).*
- (b) Mheshimiwa Spika, pamoja na uchache wa wataalam wa jinsia zote katika nchi yetu, idadi ya wanasayansi, wahanisi na wavumbuzi wa kike ni ndogo zaidi ikilinganishwa na wa kiume. Hali hii inajitokeza katika ngazi za Sekondari, Vyuo na Taasisi nyingine. Ninaipongeza wizara kwa kuweka mikakati maalum ya kuwezesha ushiriki wa wasichana katika masomo ya Sayansi kwa wasichana, programu za TUSEME na Tunzo/zawadi mbalimbali kwa wasichana wanaofaulu vizuri katika masomo ya Sayansi na Hesabu ngazi ya Sekondari na vyuo kila mwaka. Aidha, nafarijika na jitihada zilizofanywa za kuongeza idadi ya wasichana kusoma masomo ya Sayansi kwa kuweka mikakati kwa pre-entry training kwa wanafunzi wa kike ili wafikie sifa stahiki za kujiunga na vyuo kusoma Sayansi na Uhandisi. Mikakati kama hii pia imepongezwa na Jumuiya ya Kimataifa kama ilivyoainishwa kwenye Ripoti ya Katibu Mkuu wa Umoja wa Mataifa katika Mkutano wa 55 wa Hali ya wanawake Duniani uliofanyika mwezi Februari, 2011. Kauli mbiu ya Mkutano huu ambayo pia ilikuwa ndiyo kauli mbiu ya Siku ya Wanawake Duniani ni “Fursa sawa katika Elimu, Mafunzo, Sayansi na Teknolojia: Njia ya wanawake kupata ajira bora.” (AA: Hansard 20/07/2011).

Honourable Speaker, despite the scarcity of experts of both sexes in our country, the number of female scientists, engineers and inventors is smaller than that of male ones. This situation manifests itself in secondary schools, colleges and other institutions. Let me congratulate the Ministry for facilitating the the study of science subjects by girls. The TUSEME programmes and different awards for girls who perform well in science and mathematics at secondary school and colleges every year have helped a lot in this regard. I am also impressed by the efforts made to increase the number of girls doing science subjects by establishing the pre-entry training programme which enables female students to have the required qualifications for joining universities to study science and engineering. Strategies like these have also been appreciated by the International Community as indicated in the UN Secretary's Report in the 55th Summit on the status of women held in February 2011. That summit's slogan was "Equal Opportunity in Education, Training, Science and Technology: A way for Women to have Quality Employment" (AA: Hansard 20/07/2011).

- (c) MHE. SUSAN A. J. LYIMO: Mheshimiwa Spika, hata Vyuo vya Elimu ya Juu vinasikitisha kuona navyo vinaporomoka kutokana na sababu mbalimbali. Kwa kwa ule utaratibu wa Webometric Ranking System unaoweka mkazo kwenye ubora wa kufundisha; utafiti wa 2007 ulionyesha kuwa, UDSM ilikuwa ya 13 kati ya Vyuo 100 Bora Barani Afrika. Cha kwanza ukiacha vya Afrika Kusini na Misri, Kusini mwa Jangwa la Sahara na juu ya Mto wa Limpopo, lakini mwaka huu Januari kimeporomoka hadi nafasi ya 34 kwa ubora. Je, ni sababu zipi zilizopelekea anguko hili?
Mheshimiwa Spika, lengo la Vyuo Vikuu ni kuwa kimbilio la kupata ukweli ambao hauna mawaa. Cha ajabu ni pale Kitengo cha Utafiti kama cha REDET kinapofanya utafiti kwa kushabikia waziwazi Vyama vya Siasa na hivyo kutoa mwelekeo kwa wapiga kura. Hii ni aibu na Waziri atueleze matokeo ya utafiti ya REDET yalipatikana kwa utafiti wa kisayansi au la; na kwa nini yalikuwa na kiwango kikubwa hivyo cha makosa (Margin Error)? (AA: Hansard 20/07/2011).
HONOURABLE SUSAN A. J. LYIMO: Honourable Speaker, it is saddening to see the standards of higher education falling for various reasons. According to Webometric Ranking System, which puts emphasis on the quality of teaching, UDSM ranked 13th out of 100 best African universities in 2007. The first, if we leave out those of South Africa and Egypt, south of the Sahara and above the River Limpopo, but in January this year, the university drastically fell to 34th place. What is the cause of this tragic fall?
Honourable Speaker, the purpose of a university is to provide crystal clear truth. The irony manifests itself when a research centre like REDET does research which is clearly biased in favour of certain political parties to pre-emptly influence voters. This is shameful and the Minister should tell us whether the results of the research by REDET were obtained scientifically or not and why they had that magnitude of errors (Margin Error). (AA: Hansard 20/07/2011).

In Example 22(a), the MP uses argument from authority to criticise the Ministry concerning the fact that the education system in the country is not offering the required skills. He substantiates his argumentation by quoting a professor who he claims is an expert in education. According to this professor, education is the process of transferring desirable habits, skills, knowledge and attitudes that make an individual fit into the society. The MP highlights four aspects from the professor's definition, namely: desirable habits, skills, knowledge, and attitude. Whoever has education must have all the four aspects. The MP further claims that the education system in the country does not give the students the basic characteristics the expert mentions. He questions why the education in the country is unstable and does not meet the standard required, though he does not specify whose standards. He concludes his argument by emphasising that any nation that cannot train its people to be competent in those four aspects cannot make any progress in any aspect of development. Although the Minister did not react critically to the MP's argument, based on the relevant criteria, it does not meet them as the relevant questions cannot be answered satisfactory. For instance, from the way the MP uses the authority, it is difficult to know whether the expertise quoted is relevant to the opinion since his/her identity is not clear in the argument. It is also not possible to tell whether the expert is genuine, as the MP does not

mention the expert's details apart from the opinion he quotes. So, the conclusion he is making in the argument can hardly be warranted.

The MP in Example 22(b) employs argument from authority to support the government's initiative to balance the number of enrolments of female and male students. She indicates scarcity of experts of both sexes in the country, but the number of female scientists, engineers and inventors is smaller than the male ones. The MP points out that the situation manifests itself in secondary schools, colleges and other institutions. The MP applauds the Ministry for introducing TUSEME programme to awards girls who perform well in science subjects and mathematics in secondary school and college every year. The MP also commends the Ministry for programmes such as those conducted pre-entry to universities, which is an effort to increase the number of girls in science subjects. The pre-entry programmes girls attend enables them to qualify to join universities in science and engineering. She points out that strategies like this are appreciated by the international community, as indicated in the UN Secretary's report in the 55th summit concerning the status of women. The summit underscored, among other things, equal opportunities in education training, especially in science and technology. The MP uses the UN Secretary's report as an authority to convince the audience that what the Ministry is doing is commendable because it is something that international organisations, such the UN, also appreciates. Hence, the audience should also support the strategies and programmes the Ministry is designing in an effort to increase the enrolment of girls in science subjects and technology. Neither the Minister nor any other MP reacted to the argument. However, the pragma-dialectical theory does not provide criteria for evaluating argument from authority that appeal to international organisations.

Regarding Example 22(c), the MP makes use of the Webmetric ranking system as an authority to challenge the Ministry that the standard of higher education in the country is falling. She uses the Webometric ranking system that ranked the UDSM at 13th position in 2007 and at 34th position in 2011, out of 100 African universities. The MP uses this Webometric ranking system to make a generalisation that the standard of higher education in the country is also falling. However, when the Minister was reacting to this argumentation, he indicated doubt about such ranking. This implies that the Minister does not regard the Webometric ranking as a suitable gauge to determine the standard of education in the country. The Minister stresses that higher education in the country is doing well, as the universities in the country receive students from other countries through exchange programmes. The Minister underlines the exchange programmes universities have with other countries signal that the quality of education is good and that is why the students from other countries come over. So, the Minister does not agree with the generalisation that the standard of education in higher learning institutions is falling because the UDSM has dropped in the Webometric ranking. Thus, the Minister dismissed the generalisation, which is not well justified. Nevertheless, the defence the Minister gives is also problematic, as exchange programmes are not the only indicator that universities in the country are providing quality education.

The examples in 22 above indicate how MPs utilise argument from authority in the discussion of the speech of the Minister for MoEVT. In Example 22(a) and 22(b) the Minister does not question whether the MPs applied the argumentation scheme correctly or not. In Example 22(c), the Minister indirectly questions the authority applied, as he points out that he does not know the ranking the MP is talking about, particularly the one that ranked the UDSM at position 34 in 2011. This is to indicate that he doubts the authenticity of the information the MP is giving, including the authority. Thus, he does not accept the generalisation the MP is making based on the Webometric ranking system.

Reviewing the analysis of the examples in 22 from the perspective of pragma-dialectical theory, argument from authority such as used in 22(b) and 22(c) are not described. The criteria stipulated in the pragma-dialectic theory are based more on “someone’s expertise or special position and holy books” (Van Eemeren & Grootendorst, 1992). To include these authorities, additional criteria are required in the pragma-dialectical theory that will encompass such authorities.

5.5 The Minister’s and MPs’ strategic manoeuvring in the speech and the debate of the Ministry of Education and Vocational Training

The Minister and MPs in the discussion of the speech present their arguments in such a way that they are acceptable to the audience, which requires that the arguments the protagonist or the antagonist advances in the discussion must be able to convince the audience. The argument the parties put forward will have convinced the audience if the audience accepts those arguments. The protagonist and antagonist achieve this by not only advancing arguments that are reasonable but also that are effective (Van Eemeren & Houtlosser, 2002a; Van Eemeren, 2010).

The strategic manoeuvring that takes place in argumentative discourse is a means for discussants to realise their rhetorical aims while complying, at the same time, with the requirements of resolving the difference of opinion in a reasonable way (Van Eemeren & Houtlosser, 2002a). In developing this concept of strategic manoeuvring, it is important to realise that the rhetorical dimension of argumentative discourse reflects that the parties involved in the discourse are only interested in having things their way. However hard they may be trying to have their points of view accepted, discussants also have to maintain the image of people who play the quest for resolution by the rules of the game (Van Eemeren, 2010). This implies that strategic manoeuvring has to abide by the discussion rules that apply at a certain discussion stage.

The strategic manoeuvring in argumentative discourse manifests in three ways that are inseparable. The three aspects are topical potential, adaption to audience demand, and presentational devices. Each of these aspects requires the discussants, at different stages of a critical discussion, to make moves that optimise the effectiveness of such moves at that stage. The aspect of topical potential focuses on making an expedient choice from alternative available viewpoints, angles and perspectives. In the case of adaption to audience demand, the concern is with tuning the moves to the listeners’ or readership’s

expectations and preferences. The third aspect of argumentational discourse is presentational devices, which has to do with the phrasing of moves in the light of their discursive and stylistic effectiveness (Van Eemeren & Houtlosser, 1999; Van Eemeren and Houtlosser, 2001; Van Eemeren & Houtlosser, 2002a; Van Eemeren, 2010). The three aspects manifest in all the four discussion stages in argumentative discourse, namely confrontation stage, opening stage, argumentation and concluding stage. The Minister and MPs make strategic moves as they advance their viewpoints in the speech and the debate of the Minister for MoEVT in the Tanzanian parliament.

In the confrontation stage, the difference of opinion is defined. It is at this stage where the discussants realise that they hold different views on the subject matter and that difference may be resolved through a discussion. The discussants at this stage make strategic moves at the level of topical potential, adaptation to the audience and presentational devices. Below are examples of how the three aspects manifest at this stage.

In respect of the topical potential at the confrontation stage, a discussant manoeuvres strategically to make the most effective choice from the alternative issues for discussion. The discussants utilise the “disagreement space” available in the dialectical stage in such a way that the confrontation is defined in accordance with the party’s performance (Van Eemeren, 2010). The minister, in this speech and in the Tanzanian parliamentary budget debate, does not have much room for choices on the topic since he/she is required to present what the ministry has accomplished in the previous year and what it intends to do the following year. So, in terms of topic selection, he confines himself to plans, policies, strategies and proposals the ministry is set to implement in the year 2011/2012. In that case, the minister’s strategic manoeuvring at the level of topical potential focuses on the issues the ministry adopted as its priorities. Nevertheless, he has to present those issues in the most effective way so that the parliamentarians may accept his budget and approve it. Example 23 below consists of the Minister for MoEVT’s strategic moves:

Example 23:

- (a) Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM), wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora. Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni. (ACE: Hansard 20/07/2011)
- Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers’ teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MEM (PEDEP), which is to improve the quality of*

education by enhancing the capacity of the primary school teachers so that the quality of education is improved. The implementation of this strategy is done through a module system through distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

- (b) Chuo kikuu cha Dar es Salaam kiliendeleza ukarabati na ujenzi wa miundombinu ya chuo kama vile mabweni ya wanafunzi, madarasa, maabara, barabara, mabomba ya majisafi na majitaka ili kuinua ubora wa mazingira ya kufundishia na kujifunzia; (ACE: Hansard 20/07/2011)

The University of Dar es Salaam continued to renovate the buildings and constructed new ones at the university such as halls of residence for students, lecture rooms, laboratories, roads and installed clean water and sewage pipes to improve the quality of the teaching and learning environment.

In Example 23(a), the Minister chooses a topic about improving the quality of education in the country. He highlights strategies the Ministry is undertaking to improve the quality of education, including an in-service teachers' training strategy the Ministry launched for primary education. The Minister indicates that the programme offers opportunity for teachers to be kept abreast of all the latest developments in the curriculum and better teaching and learning techniques so as to meet changes in society and the world, to educate themselves to improve their professionalism. He presents this topic to show that the Ministry is making efforts to ensure that the quality of education in the country is improved. And this has to start from lower level of education where learners get the foundation of education and be built on it as they continue further in their education. The Minister also describes how the programme is likely to benefit teachers. Consequently, learners will benefit from improved teaching and learning techniques that teachers have acquired in the programme. The Minister includes this topic in his speech in an effort to show the audience, who are MPs and the public, that the Ministry is committed to ensure quality education is provided in schools. Thus, MPs should approve the Ministry's budget so that it continues with such efforts to improve the quality of education in the country.

In Example 22(b), The Minister presents a standpoint concerning the UDSM. Again, the Minister tries to indicate how the UDSM will continue to engage in the same effort of improving the quality of education by improving the teaching and learning environment. He underscores that, in order to achieve this, the UDSM will carry on with maintenance and constructions of infrastructure. The Minister puts forward this argument to persuade MPs and the audience that the Ministry is determined to make sure that the institutions under it are working towards improving the provision of quality education. Hence, it is important to keep on maintaining the available infrastructure while constructing news ones.

On the side of MPs, in relation to topical potential at the confrontation stage, they have wider room for choices since the Minister's speech contains several issues for discussion. However, MPs choose topics that enable them to show their disagreement with the Minister's standpoint. They also select topics or perspectives that they consider they can defend well and, perhaps, that would enable them to end the

discussion in their favour. Example 24 reproduces some of MPs' strategic moves at the confrontation stage:

Example 24:

- (a) MHE. ESTHER N. MATIKO Mheshimiwa Spika, mwisho katika miundombinu ya Vyuu Vikuu, Wizara pia haina budi kuhalalisha uwepo Ofisi za Wahadhiri, kwani ofisi zilizopo hazitoshelezi mahitaji ya wahadhiri, kwani sasa kuna idadi kubwa ya wahadhiri. Vilevile nyumba za wahadhiri nazo ni changamoto kubwa kwani wahadhiri, mimi mwenyewe nikiwa mhanga, tunalazimika kukaa mbali na Vyuu kama Boko, Bunju au Mbezi na foleni za Dar es Salaam na tunajilipia wenyewe, licha ya kwamba nyumba ni moja ya package kwa Wahadhiri, lakini inakuwa ni nadharia tu, kwani hamna majengo ya ku-accomodate Wahadhiri. Hii pia lazima iangaliwe kwa makini, kwani inapunguza ufanisi katika Sekta ya Elimu, kwani Wahadhiri hupoteza muda mwingi kutoka au kwenda majumbani na vyuoni. (ACE: Hansard 20/07/2011).
- HONOURABLE ESTHER N. MATIKO: Honourable Speaker, let me finish by talking about the state of infrastructure in our universities. The Ministry also ought to make sure there is enough office space in such institutions for lecturers, as the available office space does not match the number of lecturers. The other big challenge relates to staff houses. I am one of the victims, we are forced to live far away from universities in places like Boko, Bunju or Mbezi, with all the traffic jam in Dar es Salaam, and we pay the bus fare ourselves although housing is among the benefits included in lecturers' package of fringe benefits. But this is mere theory, as there are no houses to accommodate lecturers. This also ought to be looked at carefully as it affects efficiency in the education sector; I mean, lecturers waste a lot of time while on their way to universities and back home. (ACE: Hansard 20/07/2011).*
- (b) MHE. CLARA DIANA MWATUKA: Mheshimiwa Spika, ninachukua hatua au nafasi ya kuchangia katika Wizara hii, nikianzia na watoa huduma ya elimu (Wizara). Wizara inachangia kwa kiasi kikubwa kuzorotesha elimu nchini. Sababu kubwa ni mitaala (silabasi), hubadilika kila kukicha, vitabu ni haba, pamoja na uhaba huo vile vya kiada navyo huwa tofauti shule hadi shule. Kwa vile inakuwa watunzi hutunga vitabu vyao na hufanyika biashara kati yao na Wizara, kinachoendelea pale ni kutokuwepo kwa utaratibu maalum. Vilevile walimu hupata shida katika utekelezaji wa kufundisha. Katika mpango wa kazi, vipengele ni vingi na katika maandalio ya masomo pia. Kwa utaratibu huu, mwalimu huandaa kazi zao si kwa manufaa, bali ni kwa ajili ya Mwalimu Mkuu na Wakaguzi ili kutimiza wajibu tu. (ACE: Hansard 20/07/2011).
- HONOURABLE CLARA DIANA MWATUKA: Honourable Speaker, I take this opportunity to make a contribution to this Ministry. I'll begin by talking about education service providers. The Ministry has played a great role in the fall of the education quality in the country. The major cause of this is the frequent curriculum (syllabus) changes and the scarcity of books. Apart from this scarcity, textbooks differ from one school to the other. Since book writers write books and do business with the Ministry, there is no system indicating how things should be done. Teachers also have difficulty in teaching. In the schemes of work, the sub-sections are difficult to handle; the same applies to the lesson plans. Because of that, teachers only prepare lesson plans to please the headmaster/headmistress and inspectors, not in order to use them. (ACE: Hansard 20/07/2011).*

The MP in 24(a) chooses to talk about university infrastructure. The MP indicates that offices and houses for lecturers at various universities are inadequate. She shows that the scarcity of houses force lecturers to rent houses far from universities where they work. Consequently, they waste a great deal of time on the road travelling to and from work. This happens despite the fact that housing for lecturers is included in their fringe benefits packages. However, they do not get houses because the available houses are insufficient compared to the number of lecturers. The MP's argument contradicts the Minister's argument in 23(b), where he indicates that the UDSM is maintaining and constructing new houses. The MP urges the Ministry to make sure availability of offices and houses for lecturers is not a problem. The MP's argument challenges the Minister because it is not possible to achieve improvement in the quality of teaching and learning environments while lecturers do not have offices and houses. So, the

MP indicates that it is necessary for the Ministry to make available adequate offices and housing for lecturers for their efforts to bear fruit.

In Example 24(b), the MP advances a standpoint about education service providers for the Ministry. She indicates that the Ministry has contributed greatly to the fall of the quality of education in the country. She corroborates her standpoint with several arguments that indicate a causal relationship: change in syllabuses and scarcity of books, difference of texts books from one school to the other and teachers facing difficulties in teaching. She emphasises that in the syllabi there are too many topics and hence sometimes teachers cannot implement them effectively. So, the MP identifies the Ministry as contributing to the fall in the quality of education in the country because it is not running things in the correct way. The Ministry cannot expect the quality of education to remain high while it keeps on changing the syllabi, without training teachers to keep them abreast with the changes. Besides, books also are very vital in the learning process. So, the scarcity of books is also a big setback to the quality of education in the country. The MP is trying to convince the audience that the Ministry is accountable for the fall of quality of education in the country.

As the Minister and MPs involve in strategic manoeuvring, at the confrontation stage, they make sure that they adjusted their moves to audience demand. The parties involved in a discussion are supposed to avoid articulation of unsolvable contradictions between the position of the party whose manoeuvring is the focus of attention and the position of the other party. This is to make sure that the disagreement between the two parties is limited to a non-mixed difference of opinion instead of a mixed difference of opinion. Non-mixed refers to the difference of opinion where only one standpoint (positive or negative) is adopted and then called into doubt by the other party, whereas a mixed difference refers to the difference of opinion where opposing standpoints are adopted regarding the same proposition (Van Eemeren et al., 2002). In the speech and the debate for the MoEVT, the Minister and MPs adjust their moves to the preferences of the audience they are targeting in a particular move. This is the case since the Minister's and MPs' arguments are directed to "multiple audience" (Ilie, 2010b). The fragments in Example 25 illustrate the Minister's argumentation as he adjusts to the audience demand:

Example 25:

- (a) Chuo kikuu cha Dar es Salaam kilifanya ukaguzi wa kitaaluma, menejimenti na uendeshaji katika Vyuo vyake, Shule Kuu, Taasisi na Idara zote kwa lengo la kuimarisha ubora wa elimu inayotolewa na ufanisi wa shughuli zake. Ukaguzi ulifanywa na Kamati Teule ya Mkuu wa Chuo (Chancellor's Visitation Team); (ACE:Hansard 20/07/2011)
The University of Dar es Salaam inspected the academic programmes and the management and running of its constituent colleges, schools, institutes and all departments to strengthen the quality of the education being provided and to achieve effectiveness in various activities. This inspection was done by the Chancellor's Visitation Team.
- (b) Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM), wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MEMEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora.

Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni. (ACE: Hansard 20/07/2011)

Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers' teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MMEM (PEDEP), which is to improve the quality of education by enhancing the capacity of the primary school teachers so that the quality of education is improved. The implementation of this strategy is done through a module system through distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

The Minister in Example 25(a) indicates that the UDSM conducted academic inspection, management and running of its colleges, schools and all departments. The inspection is intended to strengthen the quality of education the UDSM provides and the effectiveness of different services it offers. The Minister attunes the argument to the audience demand, as the audience needs to see the UDSM and its constituencies, as well as other universities in the country, providing quality education. For the UDSM to conduct academic inspection and management of its constituencies is something good for the audience. The Minister in this argumentation tries to convince the audience that the UDSM, which is under the Ministry, provides quality education and other services. This is possible if the UDSM and its constituencies are capable of ensuring that they are running smoothly.

In Example 25(b), the Minister chooses a topic about improving the quality of education in the country, highlighting relevant strategies the Ministry is adopting. This includes an in-service teachers' training strategy the Ministry launched for primary education. He presents this topic to show that the Ministry is making efforts to ensure that the quality of education in the country is improved, and that this has to start from lower levels of education, where learners ought to get a strong base and build on it as they go further on in their education. He attunes the argumentation to the audience because the audience needs to see that schools in the country are providing quality education that enables children to have the necessary skills. The Minister purposely chooses this topic to assure the audience that the Ministry is taking measures that will improve the quality of education in the country. He presents the argument in order to show MPs discontented with the quality of education in the country that the Ministry is taking some serious measures and that the MPs should support the Ministry by approving its budget.

MPs also adjust their arguments to the expectations of the audience in the discussion as they attack the protagonist's standpoints. As Ilie (2010b:67) asserts, "what is important for MPs is to consistently promote a political line which meets the general wishes of voters". MPs in their moves aim to convince both the Minister and the populace, especially voters in their constituencies. Although MPs direct their moves at the Minister, through him they are able to reach indirectly their electorates. This is echoed in the words of Van Eemeren (2010) who reports that the politicians, as they debate with fellow politicians, they also aim to reach a certain audience (other than the fellow politicians) they consider important in that particular debate. This is more often the case as the MPs usually want to "create a good image" (Ilie 2010b) to their voters, convincing them that they are representing them well. Subsequently, they increase their chances of being re-elected come next general election. Example 26 provides examples of the MPs moves:

Example 26:

- (a) Mheshimiwa Spika, kwa kutambua umuhimu na ugumu wa kazi ya mwalimu, Serikali katika Bajeti hii itawalipa walimu wote madeni yao halali na pia iwaboreshee hali ya kufanyia kazi kama kufikiria kuwakopesha pikipiki au kuwapa baiskeli za kuwawezesha kwenda mashuleni na kurudi majumbani kwao. Pia katika kila shule zijengwe nyumba bora za walimu ili waweze kukaa mahali salama penye hadhi ili kuwapa moyo wa kufanya kazi vizuri. Katika jitihada za kuboresha elimu, Serikali ipige marufuku masomo ya ziada yanayofundishwa na walimu kwa malipo kwa jina la tuition, mfumo huu umefanya walimu wengi kutofundisha vizuri darasani na kuwataka wanafunzi wabaki mashuleni kwa masomo ya tuition na kuwatoza wazazi fedha na mzazi ambaye hana pesa za kulipia tuition mwanee anabaki nyuma. Hii si haki kabisa na wala sio mfumo mzuri katika kuendeleza masomo kwa watoto wa jamii nzima ya Tanzania. (ACE: Hansard 20/07/2011).

Honourable Speaker, in recognition of how important and hard teachers' job is, the Government, according to this budget, should meet all teachers' justified claims; it should also improve the work environment by thinking of lending teachers motorbikes or giving them bicycles to enable them to go to school and return home. Also, in every school, standard staff houses should be built in order for teachers to live in a safe place which matches their status, besides encouraging them to work hard. To improve the quality of education, the Government should also ban tuition classes. This practice has made many teachers not teach well during the normal lessons and to ask students to attend tuition classes paid for by parents who can do so. As for the child whose parent does not have money, he/she lags behind those who attend the tuition classes. This is neither a fair nor a good way to run studies in Tanzania. (ACE: Hansard 20/07/2011).

- (b) MHE. EUGEN E. MWAIPOSA Mheshimiwa Spika, kushuka kwa ufaulu wa kidato cha nne mwaka 2010. Kiwango cha ufaulu kilishuka kutoka 72.5% mwaka 2009 hadi 50% kwa mwaka 2010. Naomba sana Serikali iangalie kwa umakini kuporomoka kwa ufaulu ambako kuliwashtua wanafunzi na wazazi wengi, hata ilifika kiwango watoto wawili kujinyonga kwa kufeli mitihani yao. Pamoja na kutokuwa na utafiti wa kutosha Wizara ifuate utaratibu wa kutumia continuous assessment za wanafunzi katika kuamua kama mwanafunzi amefaulu au la. Hii itasaidia sana kupata ukweli wa wanafunzi wanaoibia mitihani na wale walio na uwezo wa kielimu. Ninaamimi kuwa kama hii ingetumia wanafunzi au elimu isingeweza kuporomika kwa kiwango hicho. Hali hii ya kufeli kwa wanafunzi hapo dalili kuwa wanapimwa kwa mitihani ya mwisho. (ACE: Hansard 20/07/2011).

HONOURABLE EUGEN E. MWAIPOSA: Honourable Speaker, regarding poor performance in the 2010 Form Four Examinations. Student examination performance fell from 72.5% in 2009 to 50% in 2010. I request the Government to find out the reason for this drastic fall, which shocked both students and parents and caused two children to commit suicide. Despite not having enough research results, the Ministry should use students' continuous assessments to determine whether a student has passed (an exam) or otherwise. This will help a lot to provide the truth about students who cheat in examinations and those who are academically fit. I believe that if this method were used, there would not be such a drastic fall in performance. This situation shows that students are assessed through only the final examination. (ACE: Hansard 20/07/2011).

The MP in Example 26(a) challenges the way the government treats teachers in the country. He first applauds the government for intending to pay all teachers' claims, but he urges the government to lend motorcycles or give bicycles to facilitate teachers' transport to and from school. He also urges the government to build teachers' houses, as a way to encourage them to work hard. However, in the same standpoint, he also advises the government to ban tuition classes in order to improve the provision of education because it causes some of the teachers not to teach well in classes and require, instead, students to join their tuition classes, for which parents have to pay. This excludes children whose parents are unable to pay for such tuition classes and children suffer because they lag behind. This is not fair and not a good system for running studies for the country. The MP directs his argument, apart from the Minister, to the teachers and parents.

In the first part of the argument, the MP takes into account demands of teachers who suffer because the government does not pay in time their promotion benefits and other claims. Besides, the MP indicates that teachers live in bad houses because of the scarcity of houses. He attunes this argument to the expectations of teachers and teachers would accept this argument as it pushes the government to improve their working conditions. The MP adjusts the other argument to meet the demands of parents and schoolchildren, as he criticises the government for allowing teachers to run tuition classes that make them not to teach well sometimes so that they may get their students to join their tuition classes. This affects both children and parents, as the children whose parents cannot afford to pay tuition classes are affected. This also affects the parents who pay tuition classes for their children as they pay extra money besides school fees. So, the MP challenges the Minister to solve the problems teachers are facing to encourage them to work hard and stop running tuition classes.

In Example 26(b), the MP presents a standpoint about the fall of the performance rate in Form Four examinations in 2010. The MP challenges the government to investigate seriously the reasons for the fall, that astounded both students and parents, to the extent that two children committed suicide after failing their final examinations. Apart from that, the MP recommends to the Ministry to use continuous assessment of students to determine whether a particular student passed or otherwise. She adjusts her argument to the expectations of the audience that includes parents, children and all education stakeholders. Criticism of students' performance rates in Form Four examinations is more than welcome to the populace. The MP, in his argument, doubts the system that the Ministry used to grade students' performance as it excluded students' continuous assessment. So, the MP challenges the Minister to find out the reasons for students' failure in Form Four examinations.

The Minister and MPs not only use strategic manoeuvring to advance their moves at the confrontation stage in respect to topical potential and adaptation to the audience, but they also make sure that they present their moves in the most effective way. This relates to presentational devices which are used alongside the other two aspects. The presentational devices involve the communication means that are

employed in presenting the argumentative moves that discussants make. The discussants choose linguistic alternative available to present their specific moves to make them effective. This involves phrasing their moves in a successful way to win the discussion (Van Eemeren & Houtlosser, 2001).

The presentation of the argumentative moves in an effective way makes them more acceptable and they therefore have the desired communication and interactional effects to the target audience. The arguers make presentational devices in combination with choices regarding topical potential and adjustment to the audience views to enhance effectiveness of the argumentative moves in argumentative discourse (Van Eemeren, 2010). At this stage, the manoeuvring involves the discussants not making explicit their position with regards to the standpoint that has been advanced, so that the difference of opinion does not become evident prematurely. Example 27 and Example 28 are the examples of argumentative moves the Minister and MPs make as they exploit presentational devices:

Example 27:

- (a) Mheshimiwa Mwenyekiti, pamoja na kushuka kwa ufaulu katika mitihani ya Kidato cha Nne, idadi kubwa ya wanafunzi waliopata Daraja la I – III katika Mitihani ya Kidato cha Nne, ambao ndiyo wenye sifa za msingi za kuchaguliwa kujiunga na Kidato cha Tano mwaka 2011, wanatoka Shule za Sekondari za Kutwa za Wananchi. Kati ya watahiniwa 38,781 waliopata Daraja la I-III katika Mitihani ya Kidato cha Nne mwaka 2010, wanafunzi 19,126 wanatoka Shule za Sekondari za Wananchi za Kutwa. Aidha, wanafunzi 3,697 wametoka katika Shule Kongwe za Sekondari za Serikali na 15,958 wanatoka katika Shule za Sekondari zisizo za Serikali. (AE:Hansard 20/07/2011).

Mr. Chairperson, despite the fall in students' performance in the Form Four National Examinations, a large number of the students who passed in division I-III and who qualify to join Form Five in the year 2011 come from community day secondary schools. 19,126 students, out of 38,781 who passed in division I-III in the 2010 Form Four National Examinations, come from community day secondary schools. In addition, 3,697 students come from old government secondary schools and 15,958 from non-governmental secondary schools

- (b) Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM), wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MMEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora. Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni. (ACE: Hansard 20/07/2011)

Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers' teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MMEM (PEDEP), which is to improve the quality of education by enhancing the capacity of the primary school teachers so that the quality of education is improved. The implementation of this strategy is done through a module system through distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to

study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

The Minister, in Example 27(a), makes a move regarding students' performance in the 2010 Form Four examinations. Although the Minister does not show his position regarding this standpoint, his argument shows that he does not see the situation as alarming as do other MPs. In his argument, he indicates that, despite the fall of performance rate, a large number of students scored Divisions I, II, and III and qualified to join high schools. He underscores that many students who scored Divisions I up to III in 2010 were from ward schools and other old government schools. The Minister presents his move in such a way as to under-emphasise students' poor performance in 2010, by only highlighting students who performed comparably well. This is to show that the performance was not as bad as some MPs and other education stakeholders are trying to portray. He wants the audience to focus on the students who performed well in their examinations. With this argument, the Minister tries to convince the audience that the performance was not that bad, although there are some MPs who are exaggerating it and the audience should not take them seriously.

The Minister, in Example 27(b), advances a standpoint about improving the provision and quality of education in the country. One of the strategies the Ministry has formulated to improve teachers' capacities in teaching and to consolidate their competencies in teaching for primary and nursery schools is training. The Minister emphasises that the strategy offers the opportunity for teachers to be kept abreast of all the latest developments in the curriculum and better teaching and learning techniques to meet societal, scientific, and technological changes, as well enabling teachers to educate themselves to improve their professionalism. The Minister does not state openly that he supports the standpoint but, from the argument, it is right to infer that he supports it. His strategic manoeuvring centres on the way he supports his standpoint by highlighting the usefulness of the strategy and the way it is going to improve teachers' competencies in teaching. He also indicates that the programme allows teachers to study while continuing with their work, which is less costly, compared to full-time training education colleges provide. The Minister stresses the benefit of the programme to convince the audience to accept his standpoint.

In the case of MPs, their strategic manoeuvring in respect to presentational devices at the confrontation stage focuses on making effective their criticisms and challenges to the Minister's arguments. MPs present their moves in such way that they are more forceful so that the audience may be convinced to accept them. Example 28 provides some fragments of MPs' strategic moves:

Example 28:

- (a) MHE. RIZIKI OMAR JUMA: Mheshimiwa Mwenyekiti, walimu wetu wangehitaji kupata mafunzo ya mara kwa mara ili kuweza kuongeza taaluma yao na kupata utalam zaidi unaoendana na wakati siku hadi siku. Walimu wetu, mwalimu anaweza akaingia kazini akafika miaka 10 hajaweza kupata

nafasi ya kupata mafunzo ya ziada. Tunamtegemea mwalimu huyu atazalisha nini? Haiwezekani, suala la mwalimu kupata mafunzo ya mara kwa mara ni suala la msingi. Waswahili wanasema mwalimu ni kama vile kisu. Kisu kinahitaji kutumika, lakini baada ya muda fulani kinakosa yale makali yake, yaani kinapungua nguvu. Kwa hiyo ili kiweze kufanya kazi vizuri zaidi lazima ukinoe. Lazima kinolewe na mwalimu anahitaji kunolewa. (*Makofi*)

Mheshimiwa Mwenyekiti, mwalimu wetu tunamna kwa ajili ya kupata mafunzo. Lakini kinachoonekana, mwalimu wetu wa Tanzania na hii ndiyo inayochangia kushuka kwa kiwango cha ufaulu. Mwalimu huyu anapangiwa kwenda kufanya kazi kwenye maeneo ya pembezoni hana motisha yoyote, hana nyongeza yoyote, hana kitu chochote ambacho kinamtia hamu ya kwenda kufanya kazi kule. Hivi tunatarajia kupata elimu iliyo bora? Haiwezekani. (ACE: Hansard 19/07/2011).

HONOURABLE RIZIKI OMAR JUMA: Honourable Chairperson, our teachers were supposed to be given time for training so that they could upgrade their skills and generally enhance their expertise so that it matches the demands of the present time. The situation is bad, because a teacher can stay for 10 years without his expertise or skills being upgraded. What do we expect this kind of teacher to produce? It is impossible! It is very important for teachers to be trained from time to time. The Swahili people say a teacher is like a knife. After being used for sometime a knife becomes blunt. So, in order for it to work better, it needs to be sharpened. It must be sharpened and the teacher needs to be sharpened as well. (Clapping)

- (b) Mheshimiwa Mwenyekiti, sasa kama mwalimu wetu hatukuwahi kumwanda ipasavyo, tutamjengea mazingira magumu. Wanafunzi wake pia watamdarau. Sasa hizi *tuition classes* zitatuletea matatizo wakati mwingine kama mwalimu hatatia nia ya kufundisha vizuri darasani. Lakini tukimwezesha vizuri, akafanya kazi yake kwa kuipenda *tuition classes* zitapungua. Zinachangia kutuharibia watoto wa kike. Watoto wa kike wanaitumia fursa hii vibaya sana, fursa ya *tuition classes* wenzangu wazazi wa watoto wa kike naomba mniambie nani ana uhakika kama mtoto wake akitoka usiku kwenda *tuition classes* ana hakika ya kwenda kuhudhuria darasani? (*Makofi*)

Nani ana uhakika? Hakuna mwenye uhakika. Tunamwomba Mungu tu, tunabahatisha tu kwa sababu tunatafuta ile elimu. Lakini kumbe inawezekana mtoto anakudanganya anakuambia anakwenda kusoma kumbe anakwenda kufanya vitu vingine vya ajabu ajabu. Lakini tukiwawezesha walimu wetu vizuri tukawafanya waipende kazi yao, wengi wetu humu ndani hatukusoma kupitia *tuition classes* au siyo? Tumesoma darasani, vitabu vya kutosha vipo, tunachukua vitabu tunakwenda kufanya mazoezi nyumbani. Leo lazima wewe mzazi umnunulie mtoto kitabu. Ni wazazi wangapi wana uwezo wa kununulia watoto wao vitabu? Ni wangapi, ukiacha Waziri, Mbunge na mtu mwingine ambaye ana uwezo wake mwenyewe. Vijijini wazazi wetu wanao uwezo wa kununua vitabu vya watoto wao vya mazoezi. Mtoto anahitaji kufanya mazoezi ya kusoma. Anahitaji kufanya mazoezi ya *mathematics*, anahitaji kufanya mazoezi ya kila somo kwa kutumia vitabu ambavyo wanavipata kule shuleni. (ACE: Hansard 19/07/2011).

Honourable Chairperson, if we do not prepare our teacher well, then we are creating a hard time for him/her. Even his/her students cannot respect him/her. Also, these tuition classes will cause problems, especially if the teacher does not take normal classes seriously. But if we pay him/her well and make him/her love his/her work, the number of tuition classes will decrease or there will be no need for such classes. Tuition classes contribute to the spoiling of female children. Tell me, who is sure that, if his/her daughter attends tuition classes at night, she will be able to go to school tomorrow? (Clap)

Who is sure? No one is. We simply pray to God that she does. Indeed, we are doing a trial and error thing just because we want that education. But who knows? Maybe the child is deceiving you by telling you that she is going to attend a tuition class somewhere when in fact she is going somewhere else to do bad things. If we pay our teachers well, we will make them love their work. Most of us in this House did not attend tuition classes. Did we? We studied in the normal classes and read a lot of books because books were available in the schools. We took books home where we did homework using the books. Today you the parent must buy books for your child. How many parents can afford to buy books for their children? How many can do that, apart from a Minister, a Member of Parliament or any other person who is economically able to do it. In the villages, can parents buy books so that their children do their exercises? A child needs reading exercises. A child needs to do arithmetic exercises; of course, he/she needs to do exercises in all subjects using books which they get from school. (ACE: Hansard 19/07/2011).

The MP in example 28(a) criticises the government for not training teachers to upgrade their academic standards and increase their expertise so that they are up to date. The MP wonders at the way teachers stay for a long time without any extra training and yet are expected to do well in their teaching. She

further makes use of an image where she says, “A teacher is like a knife. A knife needs to be used but after some time, it loses its sharpness—that is, it becomes less powerful. So, in order for it to work better, it needs to be sharpened again.” This image makes the MP’s standpoint effective as it reinforces the argument since people know how sharpening a knife is important for it to function well. The same is for teachers who, after working for some time, need “sharpening” (training) so that they may continue to be effective in their teaching. The MP shows that Tanzanian teachers have contributed to the fall in performance rate since the Ministry assigns teachers to teach in marginalised areas without any incentive or extra pay, so there is no motivation for teachers to go and teach there. She further stresses that it is impossible to get quality education under such circumstances where teachers have no incentives. The argument is a challenge to the Ministry to ensure that teachers are trained after a certain period to keep their knowledge and skills current, but also that the Ministry should design incentives for teachers posted to work in marginalised areas to motivate them.

In Example 28(b), the MP presents a strategic move about good preparation of teachers. The MP points out that the failure to prepare teachers well makes their life difficult for them, as they will not be able to teach well. Consequently, the students will not respect them. In the same argument, the MP also talks about tuition classes that are likely to cause trouble to parents if a teacher does not take normal classes seriously. She provides a solution to end tuition classes and that is to pay teachers well, which will make them love their work and avoid having to give tuition classes. The MP emphasizes that tuition classes contribute to spoiling female children, as parents cannot be sure if the children have really gone for tuition classes or other things. She also shows that a child may use tuition classes as an excuse to do dubious things of which the parent is not aware. She also supports her standpoint by pointing out that the scarcity of books is also a problem because schools ask parents to buy books for their children. The MP, in her presentation, makes use of several rhetorical questions to reinforce her argument. Generally, the MP criticises the Ministry for not preparing teachers well, including paying low salaries that make them devise other means (such as tuition classes) to supplement their meagre salaries. The MP also challenges the Ministry regarding scarcity of books in schools because the schools force parents to buy books for their children, which some parents cannot afford because of their poor financial position. Thus, the Ministry must take some measures to improve the quality of education in the country.

Strategic manoeuvring also occurs at the opening stage of the argumentation, where the parties involved in the discussion work out whether they share sufficient starting points in terms of shared knowledge, values, and rules for productive discussion (Van Eemeren et al., 2007). In the Tanzanian parliament, MPs have a shared knowledge of the procedures that guide the discussion in the House, where the Standing Orders specify the procedures and other regulations for discussion and moving a motion in the House. The parties at opening stage are also expected to agree on the role of each party, including who will play the role of the protagonist and who will act as the antagonist. The protagonist’s obligation

is to defend the standpoint he/she puts forward, while the antagonist assumes the obligation of challenging the protagonist's standpoint.

When it comes to topical potential, the discussants' strategic manoeuvring at the opening stage is directed at 'creating a zone of disagreement' that provides the most advantageous procedure and material starting point. This aim can, for instance, be pursued by eliciting or calling to mind helpful 'concession' from the other party (Van Eemeren, 2010). The Minister, as the protagonist at the opening stage, presents topics that indicate that he is ready to defend them if the MPs challenge such topics at any discussion stage. Example 29 provides fragments from the Minister's speech:

Example 29:

- (a) Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Elimu ya Juu ilitolewa katika Vyuo Vikuu 19 (vya umma 8 na visivyo vya serikali 11 na vyuo vikuu vishiriki 15; vya Umma 3 na visivyo vya Serikali 12). Kazi za msingi zinazofanywa na Vyuo Vikuu ni kufundisha na kufanya utafiti ambao, pamoja na kuwa sehemu ya taaluma, unalenga katika kukuza uchumi na kupunguza umaskini miongoni mwa jamii na kutoa ushauri wa kitaalamu kwa Serikali na umma kwa ujumla. (ACE:Hansard 20/07/2011).
Mr. Chairperson, in the financial year 2010/2011, higher education was provided in 19 universities (8 public universities, 11 private universities, 15 constituent colleges (3 public constituent colleges and 12 private constituent colleges)). The basic functions of the universities are teaching and research, which, apart from being part of teaching and learning, is geared to enhance economic growth and alleviate poverty among the people and to provide professional advice to the government and the public at large.
- (b) Mheshimiwa Mwenyekiti, Elimu ya Sekondari hutolewa katika ngazi ya kawaida (O-level), ambayo huchukua miaka minne na ngazi ya juu (A-level), ambayo ni ya miaka miwili. Hadi tarehe 30 Juni, 2011, jumla ya shule zote za sekondari nchini zilikuwa 4,266. Kati ya hizo, shule 3,397 ni za serikali (3,308 za Wananchi za kutwa, 89 ni shule kongwe za Serikali) na 869 ni shule zisizo za Serikali. Jumla ya wanafunzi katika Shule za Sekondari za Serikali na zisizo za Serikali nchini ni 1,638,699. Wanafunzi wa Kidato cha 1 – Kidato cha 4 ni 1,566,685 (wasichana 699,951). Wanafunzi wa Kidato cha 5 na 6 ni 72,014 (wasichana 28,577). Idadi kubwa ya wanafunzi waliopo shuleni ni kielelezo cha juhudi za Wananchi katika kupanua na kuendeleza Elimu ya sekondari Nchini. (ACE: Hansard 20/07/2011)
Mr. Chairperson, secondary school education is provided at the ordinary level (O-level) and lasts for four years, and at advanced level (A-level). The latter lasts for two years. Until 30 June 2011, there were 4,266 secondary schools in the country. Among these schools, 3,397 schools are government schools (3,308 are community schools which are day schools and 89 schools are old government schools) and 869 schools are private. The total number of students in the government and private secondary schools in the country is 1,638,699. Form One-to-Four students are 1,566,685 (699,951 are girls). There are 72,014 (girls: 28,577) Form Five and Form Six students. The large number of students in our schools is an indicator of the citizens' efforts to expand and develop secondary education in the country.

Example 29(a) shows how the Minister makes strategic move to highlight the importance of universities in the country. He indicates the number of public and private universities that will continue providing university education in the country, and emphasises the major roles these universities play, such as teaching, research and provision of advice to the government and the public. The Minister stresses that public and private universities' roles are to enhance economic growth and alleviate poverty among the community, achieved through research, advice to the government as well as the public and the professionals they produce. The Minister presents his argument in such a way that the antagonist has to accept it as he accents the major roles various universities play in the country. So, the Minister in this argument is ready to defend his argument if MPs challenge it at the later discussion stages.

The Minister, in Example 29(b), makes a move in respect to expansion and development of secondary schools in the country. To support his argument, he provides some figures to show the way both public and private secondary schools have increased. Consequently, students' enrolment in those schools has increased, as schools have enabled many students who complete Primary Seven to access secondary education. The Minister also acknowledges the citizens' contribution in expansion and development of secondary education in the country, as evidenced in the increase in student's enrolment. This is to seek support from the public by commending its contribution in helping the government to increase secondary schools. The Minister here seeks concession from the antagonist, as any attempt to challenge his argument implies challenging also the public, as the public is also part of the increase in students' enrolment and the expansion of secondary schools.

As far as topical potential is concerned at the opening stage, MPs make various strategic moves. They choose topics or alternative perspectives that indicate their disagreement to the Minister's standpoints. The moves also signal the role an MP is taking in the discussion of a particular issue, as there are some MPs that support the Minister and act as protagonists and others who act as antagonists. Example 30 shows two strategic moves MPs make in the debate:

Example 30:

- (a) MHE. BETTY E. MACHANGU Mheshimiwa Spika, ninaomba nianze na suala la ukaguzi. Ukaguzi kitaaluma mashuleni ni Idara ambayo inaonekana imetelekezwa. Ukaguzi unakagua ufundishaji wa Shule za Msingi na Shule za Sekondari. Wapo walimu ambao wanakwepa ufundishaji hata zaidi ya asilimia 30 ya vipindi vyao. Wapo walimu ambao hawaandai hata vipindi; ukaguzi utasaidia kudhibiti utoro na ufundishaji hafifu mashuleni. Kwa mfano, ukichukulia Shule za Msingi, Halmashauri za Wilaya zina vijiji vingi na kijiji kimoja inawezekana kina shule mbili au tatu za msingi; huyu Mkaguzi anakwendaje kukagua shule hizi zote bila gari wala pikipiki? (*Makofi*)
- Mheshimiwa Spika, ninaomba Serikali sasa iangalie kwa umakini Idara ya Ukaguzi. Hatuwezi kujivunia kwamba, tunataka wanafunzi wafaulu wakati hatufanyi *monitoring and evaluation* na ukaguzi ni aina mojawapo ya *monitoring and evaluation* kuona ni kitu gani kinafanyika mashuleni. Ninaomba turekebishe sheria, Idara hii ikae chini ya Wakurugenzi wa Halmashauri ya Wilaya, *after all* wanafunzi wanapokuwa wamefanya mitihani vibaya, Mkurugenzi wa Halmashauri ndiyo anawajibika. Kwa vyovyote vile, hana sababu ya kutokuwaadabisha walimu ambao wanakwepa vipindi mara atakapokuwa amepata taarifa ya Mkaguzi. (*Makofi*) (ACE: Hansard 20/07/2015).
- HONOURABLE BETTY E. MACHANGU: Honourable Speaker, let me start with the issue of inspection. It seems that the Inspection Department has been abandoned. It inspects teaching in primary and secondary schools. There are teachers who don't teach by more than 30%. There are teachers who don't even make lesson plans. Inspection will address teacher absenteeism and poor teaching. For example, with regard to the primary schools, the district councils consist of many villages and there may be two or three primary schools in a village. How can an inspector inspect all the schools in a district if he/she doesn't have either a car or a motorbike? (Clapping).*
- Honourable Speaker, I kindly request the Government to take the Inspection Department very seriously. We cannot expect our students to pass exams when we are not monitoring and evaluating what is going on in the schools; inspection is a form of monitoring and evaluation which helps one know what is happening in schools. I suggest that we change the law; this department should be placed under the District Executive Directors. After all, when students perform poorly, the Director of District Council is held to account. However the situation is, the Director cannot hold the teachers who don't teach to account after receiving an inspector's report. (Clapping)* (ACE: Hansard 20/07/2015)
- (b) MHE. SAID R. BWANAMDOGO: Mheshimiwa Spika, ualimu unakwenda zaidi ya kisaikolojia. Mwalimu mzuri lazima uwe kisaikolojia uko sawasawa. Lakini kwa haya madai mbalimbali ya walimu, malipo ya kuanza kazi yenyewe yanakuwa kazi kuyapata, motisha ni shida; uhamisho, shida;

likizo vurugu tupu. Sasa katika hali ya kawaida, huyu mwalimu wa aina hii, hawezi kuingia darasani na akafundisha kama vile ambavyo amepanga. Ni lazima Serikali ione jinsi ya kuweza kurekebisha madai mbalimbali ya walimu ili kuwajengea saikolojia nzuri kwa ajili ya kazi yao ambayo wanaifanya kila siku. (*Makofi*) (ACE: Hansard 20/07/2011).

HONOURABLE SAID R. BWANAMDOGO: Honourable Speaker, being a teacher goes beyond psychological realms. A good teacher must be psychologically fine. But these various claims, including settlement allowances, incentives, transfer allowances and leave allowances are normally not paid. As a result, they cause a lot of chaos. Under normal circumstances, a teacher who is treated in that way cannot teach as he/she should. The Government must find a way of meeting teachers' demands so as to create a good environment for teachers to discharge their duties as they are supposed to. (Clap) (ACE: Hansard 20/07/2011).

In Example 30(a), the MP advances a standpoint concerning abandonment of the Inspection Department (ID). The MP indicates that the role of school inspectors is to monitor and evaluate teaching in primary and secondary schools. The MP also indicates there are teachers who dodge classes for more than 30% of lessons and some do not prepare lesson plans. The ID is supposed to deal with such things. On the contrary, school inspectors do not do this because the government does not enable them with means of transport. As some Districts have many villages and a village may have two or three primary schools, it becomes difficult for school inspectors to monitor all schools in a district. The MP challenges the government to take the ID seriously for students to pass their schooling. The ID is supposed to do monitoring and evaluation to schools to see what is happening but currently it does not do so. The MP also suggests changes in administration at district level so that the ID falls under District Executive Directors, which may help ID operations. The MP criticises the Ministry for not considering ID, which is an important department for monitoring and evaluating teaching in schools. So, partially, the MP shows a causal relationship between lack of schools inspection and students' failure in examination. Hence, the Ministry is accountable because it has failed to facilitate some of its departments, such as the ID, to ensure that learning in schools takes place as expected.

In the case of Example 30(b), the MP advances an argument on the government creating a good psychological environment for teachers. He supports his argument by stating that a good teacher must be psychologically secure but that difficulties getting payment for the various claims of teaching—such as settlement allowances, incentives, transfer allowances, and leave allowances—create a difficult psychological working environment for teachers. The MP insists that, due to such circumstances, a teacher cannot enter the class and teach as planned. In his conclusion, he challenges the government to find a way of regulating various teachers' claims, so as to create a good psychological working environment for teachers. This argument is difficult for the Minister to counter because the problems the MP highlights to support his argument are real in discouraging teachers from teaching well. The argument also clearly indicates the MP, in this particular issue, is playing the role of the antagonist, as he challenges the government to create a favourable psychological working environment for teachers by ensuring that it pays various teachers' claims.

The Minister's and the MPs' moves at the opening stage are also adjusted to the expectations of the audience of a particular move. The adjustment of moves involves choosing “material starting points”

(Van Eemeren, 2010:113) the audience will have no problem with. The Minister and MPs make sure that the material they choose is in agreement with the audience expectations. The material starting point also should be helpful in putting the discussion of the standpoint in a perspective that is preferable to the arguer (Van Eemeren, 2010).

The Minister adjusts his standpoints at the opening stage to meet the expectations of the audience. The audience the Minister focuses on is the opposition in the parliament and the public at large. The Minister also chooses perspectives of material starting points that are preferable to him and ones that he thinks he can defend if the antagonist challenges them. The fragment in Example 31 shows some moves that the Minister makes at this stage:

Example 31:

Tume ya vyuo vikuu Tanzania itaendelea kufanya kazi zifuatazo:- Kuendelea kufanya ufuatiliaji na tathmini ya uwezo wa Vyuo Vikuu vilivyopo na vipya katika kutoa elimu bora kwa kuzingatia vigezo na kutumia takwimu na taarifa mbalimbali toka Vyuo Vikuu kwa ajili ya kusaidia kutoa maamuzi sahihi kwa ajili ya maendeleo ya elimu ya juu nchini; (ACE: Hanard 20/07/2011).

The Commission for Tanzania Universities will to continue to make follow-ups on and evaluation of the capacity of the existing universities and new universities in the provision of quality education by taking into consideration the criteria, statistics and different reports from the universities so as to make sound decisions for the development of higher education in the country

The Minister, in Example 31, talks about the TCU making follow-ups and evaluation of the capacity of existing universities and of new ones in the country. The Minister highlights what the TCU will do to ensure that universities are providing quality education, specifying that the TCU will consider criteria, statistics, and different reports from various universities to make informed decisions for the development of higher education in the country. The criteria, statistics and reports are important to the TCU as they make it aware of what is happening at the various universities. They also help the TCU to know whether the universities are complying with the regulations issued to them upon registration. The Minister adjusts this move to the audience, since the audience would like to see that the TCU is monitoring and evaluating universities in the country to maintain the standard of education. The follow-ups and evaluations enable the TCU to make informed decisions regarding universities. This is desirable to the audience as it assures them that the TCU is doing its job of regulating the universities in the country well. The Minister makes this move because he knows that he can defend it.

MPs also adjust their moves to audience demand as they challenge or criticise the Minister's standpoints. They also ensure that their moves are in a perspective they prefer. Example 32 provides instances of the moves that MPs make at this stage:

Example 32:

- (a) MHE. UMMY A. MWALIMU Mheshimiwa Spika, mojawapo ya kiashiria (*Indicator*) ya lengo la tatu la Milenia (*MDG 3*) ni kuondoa tofauti ya kijinsia katika Elimu ya Msingi, Sekondari na ngazi zote za elimu ifikapo mwaka 2015. Wakati takwimu zinaonyesha kuwa kuna usawa katika uandikishaji wa wavulana na wasichana katika Elimu ya Msingi, bado idadi ya wavulana inazidi wasichana katika Elimu ya Sekondari na Vyuo vya elimu ya juu hasa kwa wasichana walio vijijini.

Mheshimiwa Spika, elimu kwa watoto wa kike ni kichochea cha kuondoa umasikini katika familia, jamii na nchi kwa ujumla. Kuna ushahidi unaoendelea kuonyesha kuwa elimu kwa wasichana inaweza kusaidia nchi kupata mafanikio katika utekelezaji wa malengo mengine ya Milenia hasa lengo lihusulo kupunguza vifo vinavyotokana na uzazi (MDG 5) na kupunguza vifo vya watoto wadogo (MDG 4). (ACE: Hansard 20/07/2011).

HONOURABLE UMMY A. MWALIMU: Honourable Speaker, one of the indicators of the third Millennium Development Goal (MDG 3) is removal of gender differences at all levels of education by 2015. While statistics show that there is equality in student enrolment between boys and girls in primary schools, the number of boys is bigger than that of girls in secondary schools and higher education institutions, as far as girls from the rural areas are concerned.

Honourable Speaker, the education of female children is a catalyst for poverty alleviation at the family, community and nation levels. There is evidence that shows that female children's education may help the country achieve the other MDGs, especially the goal to reduce maternity mortality rate (MDG 5) and to reduce infant mortality rate (MDG 4). (ACE: Hansard 20/07/2011).

- (b) MHE. JUMA SURURU JUMA: Mheshimiwa Spika, naamini kila mtanzania anajua kazi kubwa ya kazi ya ualimu, na sisi sote tusingefika hapa kama hatukusomeshwa vizuri na walimu hao. Aidha, kila miaka ikienda mbele maslahi ya walimu yanazidi kupungua kutokana na kuzidi kwa hali ngumu ya maisha. Hivyo, naishauri Wizara na Serikali kuanzisha posho maalum kwa ajili ya kulinda maisha ya walimu ili posho hiyo iweze kumsaidia, kwani nahisi sekta hii itakosa walimu wa kufundisha Shule zetu za *Primary* na Sekondari hasa zile za vijijini na tunaweza kukosa Taifa lililosoma hapo baadaye. (ACE: Hansard 20/07/2011).

HONOURABLE JUMA SURURU JUMA: Honourable Speaker, I believe every Tanzanian knows the big job done by teachers and all of us would not be here if we were not taught by them. As years go by, teachers' remuneration keeps going down, due to the severe life hardship. So, I advise the Ministry and the Government in general to pay our teachers special allowances. I feel that this sector will lose primary and secondary school teachers, especially those in the rural areas, and we may not have a nation of educated people tomorrow. (ACE: Hansard 20/07/2011).

In Example 32(a), the MP challenges the Ministry to balance gender in the enrolment in primary, secondary and other levels of education. The MP highlights that statistics show that, although there is equality in enrolment between boys and girls in primary schools, the number of boys remain larger than that of girls in secondary schools and colleges of higher education, especially for girls in rural areas. She supports her standpoint with the argument that education for female children is a catalyst for poverty alleviation at family level, the community, and the nation at large. The MP also emphasises that education for girls may help the country to succeed in the implementation of other millennium goals, especially the goal concerning reduced maternity mortality rate and reduced infant mortality rate. The MP criticises the government for failing to balance the number of students at different levels of education. The argument is also adjusted to the needs of the audience, especially women in the country and other stakeholders who value gender equality in education. The MP also makes this move in a perspective that she prefers.

The MP in Example 32(b), talks about the importance of the job teachers do. He highlights that teachers made them to be where they are but, as years go by, the value of teachers' remuneration goes down due to increased hardship. The MP challenges the Ministry to introduce a special allowance to protect a teacher's life. He further emphasises that, if the government does not act, the sector of education will lose teachers from primary and secondary schools especially those in rural areas. This can result in Tanzania having non-educated people in future. The MP provides supporting arguments to his standpoint to show how serious teachers' problems are. He also highlights the consequences that

Tanzania is likely to face if the Ministry does not introduce strategies to improve teachers' remuneration. The MP presents his argument in such a way that it meets the needs of teachers and other education stakeholders in the country. The public is also part of the audience the MP is targeting, because if teachers are not teaching well it will affect the entire society. The MP chooses the perspective of teachers' problems because he can make an effective move about the issue.

The protagonist and antagonist, apart from choosing topics from the available alternatives and aligning the moves to what the audience expects to hear, also present their moves in a way that convinces the audience to accept them. The Minister and MPs strive to make their moves more "reasonable and effective" (Van Eemeren & Houtlosser, 2002). In relation to the strategic manoeuvring at the opening stage, Van Eemeren (2010) argues that it may involve presenting the standpoint using a metaphor to appeal to the audience. When the arguers apply a metaphor in presenting a standpoint, it creates a certain impact in the audience and heightens the effectiveness of the standpoint. The presentational choices are made, in combination with the topical potential and the adaption to the audience's expectations, so as to reinforce the effectiveness of the standpoint. Example 33 and Example 34 below are a few examples of the strategic moves the Minister and MPs make.

As the Minister presents his moves at this stage, he chooses the most effective way to present them. This includes making linguistic choices that are appropriate to the moves he wants to advance at a particular discussion stage. According to Van Eemeren (2010), the choice has to be made for every argumentative move that is advanced at the discussion stage. Example 33 illustrates some of the Minister's presentational devices:

Example 33:

- (a) Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM), wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MMEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora. Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni. (ACE: Hansard 20/07/2011)

Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers' teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MMEM (PEDEP), which is to improve the quality of education by enhancing the capacity of the primary school teachers so that the quality of education is improved. The implementation of this strategy is done through a module system through distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to

learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

- (b) Mheshimiwa Mwenyekiti, pamoja na kushuka kwa ufaulu katika mitihani ya Kidato cha Nne, idadi kubwa ya wanafunzi waliopata Daraja la I – III katika Mitihani ya Kidato cha Nne, ambao ndiyo wenye sifa za msingi za kuchaguliwa kujiunga na Kidato cha Tano mwaka 2011, wanatoka Shule za Sekondari za Kutwa za Wananchi. Kati ya watahiniwa 38,781 waliopata Daraja la I-III katika Mitihani ya Kidato cha Nne mwaka 2010, wanafunzi 19,126 wanatoka Shule za Sekondari za Wananchi za Kutwa. Aidha, wanafunzi 3,697 wametoka katika Shule Kongwe za Sekondari za Serikali na 15,958 wanatoka katika Shule za Sekondari zisizo za Serikali. (AE:Hansard 20/07/2011).

Mr. Chairperson, despite the fall in students' performance in the Form Four National Examinations, a large number of the students who passed in division I-III and who qualify to join Form Five in the year 2011 come from community day secondary schools. 19,126 students, out of 38,781 who passed in division I-III in the 2010 Form Four National Examinations, come from community day secondary schools. In addition, 3,697 students come from old government secondary schools and 15,958 from non-governmental secondary schools.

In Example 33(a), the Minister puts forward a move about improving the quality of education in the country. The Minister shows that the Ministry has launched the in-service teachers' training strategy for primary and nursery schools. To make his argument effective, the Minister presents the supporting arguments in such a way as to underscore the relevance of the programme. For instance, the strategy has, among other things, the goal of improving the teacher's capacities in teaching and strengthening their competencies in teaching at primary and nursery schools. Some of the words that the Minister uses increase the effectiveness of the argument—for example, the explanation that the programme enables teachers to learn “new things and better teaching and learning techniques”. The Minister also highlights some of the benefits of the programme, such as that it enables teachers to respond to societal, scientific, and technological changes as well as improving their professionalism. The Minister also indicates that the programme does not require teachers to be enrolled in college, as it allows them to learn while they continue working in schools. Hence, the programme is not only cheaper than full-time training education colleges offer but also flexible.

Again, in Example 33(b), the Minister tries to downplay the fall in performance rate in Form Four examination results in 2010 by putting more emphasis on the number of students who passed the examination and omitting any mention of those who failed. This is to make sure that the audience focus their attention on the number of students who passed the examination and that way they can accept the argument. The Minister emphasises that, despite the fall in the performance rate, a large number of students scored Divisions I, II, and III and that qualifies them to join high school. However, he does not mention those who scored Divisions IV and O. This allows him to keep failure scores out of the discussion and make his argumentation more acceptable to the audience. The Minister also accentuates ward schools' performance to increase the effectiveness of his argument, because these are among public schools that many people in the country do not appreciate. The Ministry has not developed ward schools in terms of infrastructure and other facilities. But the Minister, in his argument, indicates a large number of students who performed well were from such schools. The Minister also shows that he is prepared to defend this argumentation further, if challenged.

In respect to MPs, they also present their moves strategically as they advance their standpoint in the discussion. The MPs design their moves in such a way as to enhance the effectiveness of the argumentation and to be able to convince the audience on the issues that they are addressing in a particular move. MPs' strategic manoeuvring at this stage, involves making linguistic choices MPs think will make their moves acceptable to the target audience. Example 34 shows strategic moves made by MPs':

Example 34:

- (a) MHE. ABUU H. JUMAA Mheshimiwa Spika, huduma ya chakula mashuleni ni jambo lingine linalomuathiri mwanafunzi asiweze kufuata masomo yake kikamilifu kwani mtu yeyote anapokuwa na njaa akili yake haiwezi kufikiria vizuri, hivyo hata maendeleo ya mwanafunzi huyu hayatakuwa mazuri, nashauri Serikali ifanye jitihada kurudisha mfumo wa kutoa chakula mashuleni ili kujenga miili na akili ya wanafunzi ambao ni vijana wetu wa Taifa la kesho. (ACE: Hansard 20/07/2011).
HONOURABLE ABUU H. JUMAA: Honourable Speaker, food provision in schools is one of the factors that make a student not work hard because any person who is hungry cannot be mentally all right in and the academic progress of such a student will not be good. I advise the Government to bring back to schools the food provision programme to build the bodies and minds of students who are the youth of tomorrow's nation. (ACE: Hansard 20/07/2011)
- (b) Suala lingine la muhimu ni kuhusu mishahara ya Walimu. Mishahara ya Walimu bado ni tatizo, nikianza kunukuu katika hotuba ya Rais ambayo aliitoa mwanzoni mwa Kikao cha Kwanza cha Bunge. Alisema, atahakikisha kwamba mishahara ya watumishi wa Serikali inaongezwa. Sasa naiomba Serikali katika Wizara ya Elimu hususan Walimu, waongezewe mishahara ili waridhike na wafanye kazi vizuri. Tusipowaongezea mishahara, tatizo la kufeli wanafunzi litaendelea kuwepo. Kwa mfano, Walimu wa Shule za Msingi tunajua kabisa mishahara yao ni midogo, ndiyo maana watoto hawafundishiki. Mtoto anafundishika kuanzisha Shule za Msingi, sasa asipofundishika maana yake usitegemee kwamba utakuja kuvuna tunda zuri baadaye akiwa Sekondari. Kwa hiyo, naiomba Serikali ihakikishe kwamba inawajengea mazingira mazuri Walimu wa Shule za Msingi. (ACE: Hansard 20/07/2011).
Another issue is about teachers' salaries. Teachers' salaries are still a problem. I would like to quote the President's speech which he gave when he inaugurated Parliament. He said he would make sure that civil servants' salaries are increased. Now, I request the Ministry of Education to increase teachers' salaries so that they are satisfied and work better. Unless we increase their salaries, students will continue failing exams. For example, we know that primary school teachers' salaries are low. That is why children appear to be unteachable. A child starts to be teachable from primary school onwards. If a child is not teachable at primary school, don't expect that he/she will do well at secondary school. Therefore, I urge the Government to make sure that it creates a conducive environment for primary school teachers. (ACE: Hansard 20/07/2011).

The MP's argument in Example 34(a) is presented in such a way that it is capable of convincing the target audience and criticises the government's decision to discontinue food provision in schools. The MP challenges the government to reinstate the routine of food provision in schools. He emphasises that this will enable the students to study hard because a hungry person cannot be mentally prepared for thinking and the progress of such student will not be good. The MP shows that it is almost impossible to teach a student who is hungry and expect him/her to follow the lessons. This expression used by the MP contributes to the effectiveness of his move. The MP recommends the government to consider reintroducing the food provision programme in order to build bodies and minds of students who are the youths of tomorrow's nation. Again, the expression to "build bodies and minds" in the conclusion reinforces the argumentation further as it shows the two go together. So, it is difficult to build the mind

alone while the body is weak. In fact, it becomes easier to build the mind when the body is built first or build the two together as health practitioners recommend eating well when someone is involved in mental activities such as studying. So, it makes sense when the MP urges the government to take seriously the issues of food provision in schools so that students should be ‘mentally fit’ as they take their lessons.

In Example 34(b), the MP presents a move regarding teachers’ salary problems. He challenges the Ministry to increase teachers’ salaries so that they are satisfied and work better. The MP insists that, unless teachers’ salaries are increased, the problem of students failing examinations will continue. Although the MP does not elaborate more on this, he implicitly makes a causal link between students’ examination failure and teachers’ small salaries. The MP stresses that the primary school teachers’ salaries are low and that is why children appear to be unteachable. Though he does not state why children in primary schools are unteachable, it is probably because teachers are less devoted in their teaching to make sure that children take their lessons seriously. The MP adds that a child starts to be teachable from primary school and, if he/she is not teachable at primary school, it is unexpected that he/she will yield good fruits later at secondary school. That is why the government ought to make sure it creates a conducive working environment for primary school teachers. The MP also makes use of a metaphorical expression that “if a child is not teachable at primary school, don’t expect that he/she will yield good fruits later at secondary school” Here, ‘yield good fruits’ is a metaphorical expression the MP employs to make his argument more effective. This underscores how important it is for the government to pay well primary school teachers so that they can teach the children earnestly as this is the foundation for secondary education. Failure to do that, they should not expect the children to do better at secondary school because they do not have a strong base.

As the discussion reaches at the argumentation stage, the protagonist provides more argumentations for his standpoints MPs challenged in the confrontation stage (Van Eemeren et al., 2007). The antagonist then considers whether he/she accepts the argumentation put forward again. If it is not convincing he/she continues to challenge the protagonist or simply requests for more support of the argumentation from the protagonist (Van Eemeren et al., 2007). The Minister and MPs at this stage continue to engage in strategic manoeuvring. The Minister’s strategic manoeuvring manifests as he continues to defend his standpoints MPs attacked in the discussion, while the MPs strategic manoeuvring is visible in the moves they make to criticise or challenge further the Minister’s standpoints. The strategic manoeuvring includes all the three aspects: topical potential, adaptation to the audience and presentational devices, as discussed below.

The Minister in the argumentation stage presents strategic moves in relation to topical potential as he chooses the topics that he thinks he can continue to defend after MPs have challenged them in the discussion. The Minister, as a protagonist, selects the topic that suits him best in relation to the

“dialectical situation at hand” (Van Eemeren, 2010). The parliamentary rules do not require him to respond to every criticism or doubt MPs raised in the discussion, which gives him a loophole to evade some topics that he finds more difficult to defend further or topics that are likely to provoke more challenges. The fragments in Example 35 are some of the Minister’s strategic moves at this stage:

Example 35:

- (a) Mheshimiwa Spika, naomba nizifafanue nyumba hizi 1200, ni kwa mtindo ule wa *duplex* yaani nyumba moja kwa nyumba mbili. Kwa hiyo, kwa maana nyingine tunajenga nyumba za familia 2400 kwa kuanzia. Aidha, naomba nichukue nafasi hii kutoa wito kwa Halmashauri kuweka utaratibu ambao utawawekea mazingira ya kuvutia walimu ambao watapelekwa katika maeneo hayo. Hizi ni hatua za mwanzo za Serikali na za nia thabiti, lakini haziwezi kushinda nia na juhudi thabiti za Halmashauri zenyewe kuhakikisha kwamba zinafanya kila ambalo liko katika uwezo wao kuhakikisha kwamba mazingira yale yanaboreshwa yawe mazuri zaidi na ya kuvutia kwa ajili ya walimu ambao wanakuja kuishi katika changamoto hizo. (*Makofi*) (ACE: Hansard 20/7/2011).

Honourable Speaker, let me talk about the 1200 houses, which are duplex houses, that is, two houses in one. In other words, we initially built houses for 2,400 families. May I also take this opportunity to call on the councils to create a favourable environment for attracting teachers who will be posted to those areas? These are the first steps the Government has taken and it is committed to the construction of the houses. But the steps cannot influence the councils. Instead, the councils should make sure that they do whatever they can to improve the environment so that it is beautiful and attractive to teachers who work in the areas with challenges. (Applause) (ACE: Hansard 20.7.2011).

- (b) Mheshimiwa Spika, napenda kujibu hoja kubwa ambayo inategemewa sana na Wabunge na hata wananchi kwa ujumla kwamba ni namna gani migomo inakuwepo Vyuo Vikuu na namna gani Serikali imejikita kumaliza migomo hii. Watu wanaposika kwamba vijana wamegoma Vyuo Vikuu daima tunapata picha moja kwa moja kwamba labda tatizo ni Bodi ya Mikopo, lakini mpaka mgomo unatokea au kasoro yoyote inatokea katika uendeshaji wa Vyuo Vikuu, kuna vitu fulani vipo katikati kutegemeana na Taasisi husika. Vitu hivyo ni pamoja na makosa ya wanafunzi katika ujazaji wa fomu, kuna vyuo vyenyewe katika utaratibu wa kutoa matokeo, Bodi ya Mikopo yenyewe, Hazina na TCU. (ACE: Hansard 20/7/2011).

Honourable Speaker, let me respond to a very important issue, on which the MPs and the general public focus, that is, the source of student strikes in the public universities and how the Government intends to put them to an end. Whenever people hear that university students have gone on strike they always, think that maybe the Higher Education Students’ Loans Board is the source of it. But students go on strike or problems occur in a particular university because there are certain interrelated issues in the institution. These include students’ mistakes which they make when they fill in forms, the process of announcing exam results in the universities, HESLB, the Treasury and TCU. (ACE: Hansard 20/7/2011).

The Minister, in Example 35(a), provides more support to the standpoints he made in his speech about the government making efforts in building teachers’ houses. The Minister talks about the 1200 duplex houses that the government is going to construct. In a way, the Minister chooses this topic to reject the argumentation some MPs advanced in the discussion that the government is not making any effort to improve teachers’ working environments. The Minister in the argument also directs the district councils to put in place some procedures that will create a favourable environment for teachers the Ministry will assign to work in those areas. The Minister indicates that these are initial steps the government is taking, but they do not replace what the District Councils are doing in their capacities to ensure that the environment is improved and attractive for teachers who will go to work there. The Minister chooses this topic perhaps because he knows he can defend it. What the Minister is trying to do here is to defend the Ministry by suggesting that is taking the scarcity of houses for teachers’ seriously. He also presents

his argument in causal relationship as he indicates that if the government will finish the construction of the houses it has planned, this will help to reduce the problem.

Again, in Example 35(b), the Minister chooses to respond about the HESLB. In his argument, he points out that many MPs talked about the topic in the discussion but their viewpoints on the issues are not correct because, when a strike or demonstration occurs at universities and colleges, there are many possible causes, contrary to what many people think. He rejects the argument that the HESLB is the source of the strikes and boycotts by indicating that the possible cause are students' mistakes in filling in application forms; universities in their procedures to release results, the HESLB; Treasury and TCU. Although the Minister here admits that there are problems in the provision of loans to students, this should not be attributed to the HESLB only but also to other institutions that at different levels are involved in dealing with students' loans. This is to counteract the argument so that it does not focus on the HESLB alone. Thus, the Minister diverts the views on the issue. However, the Minister's effort does not help much, because many of the institutions he lists are, in certain ways, involved in causing strikes and boycotts at universities. This is because the institutions he lists are government entities so the Ministry and the government at large are still part of the problem.

MPs are also involved in strategic manoeuvring as they continue to attack the Minister's argumentation put forward in support of his standpoints. MPs select a strategic line of attack (Van Eemeren, 2010) that is effective at the stage of the discussion. They select topics that they think they can use to attack effectively the Minister's standpoint. In Example, 36 below some of the moves MPs make at this stage are highlighted:

Example 36:

- (a) MHE. RASHID ALI OMAR: Mheshimiwa Mwenyekiti, ahsante. Kwanza napenda niishukuru Serikali kwa kuweka sera ya kuweka Bodi ya Mikopo ya Vyuo Vikuu ili kusukuma mbele gurudumu la elimu. Sasa katika mchango wangu wa maandishi nilijikita katika suala la mikopo. Kuhusu mikopo inayotolewa idadi kubwa ya wadau wetu wanaopata nafasi ya kuingia Vyuo Vikuu ni maskini. Lakini katika mchango wangu nilielekeza sana katika kuishauri Serikali, mikopo hiyo ibadili mpango wake wa awali wa kutoa mikopo kwa viwango, badala yake mikopo hii itolewe sawa kwa wale wote waliopata fursa ya kupewa mikopo hiyo. Je, Mheshimiwa Waziri atalieleza nini Bunge letu hili hapa tulipo sasa hivi kuhusiana na suala hili kutoa mikopo kwa usawa? (ACE: Hansard 20/7/2011).
HON. RASHID ALI OMAR: Thank you Honourable Chairperson. First of all, let me thank the Government for establishing the Higher Education Students' Loans Board so as to push forward the wheels of education. Now, in my written contribution I talked much about loans. Regarding the loans offered, a large number of our stakeholders who go to university are poor. So, in my contribution I advised the Government to change its original plan of offering loans by placing applicants in various categories, rather all those who deserve to be given loans should be given. What does the Minister tell Parliament now concerning the possibility of offering loans to the applicants equitably? (ACE: Hansard 20.7.2011).
- (b) MHE. TUNDU A.M. LISSU: Mheshimiwa Mwenyekiti, nashukuru sana. Katika mchango wangu kwenye Hotuba hii, nilizungumzia juu ya maslahi ya walimu, hasa hasa matatizo yanayotokana na walimu kutokulipwa mishahara na marupurupu wanayostahili pamoja na matatizo ya kutopata nyumba wanazostahili, kama ambavyo imelezwa vilevile na Mheshimiwa Waziri, katika Hotuba yake. Mheshimiwa Mwenyekiti, sasa naomba Mheshimiwa Waziri, anipe ufafanuzi na aliambie Bunge hili Tukufu, aiambie Kamati yako, kwa vile tatizo sio kwamba hakuna fedha! Tatizo ni kwamba fedha

zinazotengwa na Bunge hili hazitumiki, kama nilivyoonesha jana! Mabilioni yanayotengwa kwa ajili ya nyumba hayatumiki! Mabilioni yanayotengwa kwa ajili ya uendeshaji wa shule hayatumiki! Sasa Mheshimiwa Waziri, atufafanulie ni kwa nini walimu wetu wanapata shida wakati fedha zinazotengwa hazitumiki? Pili, atuambie kwa mwaka huu wametenga fedha kiasi gani za kutatua matatizo haya ya walimu kutokuwa na nyumba, walimu kuwa na *arrears* za mishahara na marupurupu? (ACE: Hansard 20/7/2011).

HON. TUNDU A.M. LISSU: Thank you very much Honourable Chairperson. In my contribution to the debate on this Ministry's budget, I mentioned teachers' interests, especially the unpaid salaries and benefits and the housing problem mentioned in the Minister's speech.

Honourable Chairperson, now I would like to ask the Minister to tell me, to tell your Esteemed House and to tell your committee why teachers have not been paid and houses have not been constructed. I say this because I know funds are not the problem! The problem is that the allocated funds are not spent as planned by Parliament, as I pointed out yesterday! The billions of shillings allocated for the construction of houses are not spent as planned! The billions of shillings allocated for school management are not spent as planned! Now, will the Minister tell us why our teachers live under poor conditions when the funds intended to improve their lot are not spent as intended. I also wish to ask the Minister to tell us how much money has been set aside for addressing teachers' problems, including the housing problem as well as unpaid salary arrears and allowances (ACE: Hansard 20.7.2011).

In Example 36(a), the MP makes his move about the HESLB, but he chooses a perspective that he thinks is the best for him to attack at this stage. He first commends the government for establishing the HESLB policy to develop the education sector. However, he challenges the criteria that the HESLB uses to determine the amount of money a student can receive. He urges the government to stop the current procedure of giving students loans percentage-wise rather give loans equally to all students who qualify to get such loans. The MP supports his argument by stating that many students who are admitted at various universities come from poor families. Although the MP does not conclude his argument, he covertly suggests that the current procedure the HESLB uses to allocate loans to students is likely to make students whose parents cannot afford to top up the remaining percentage fail to access higher education. He demands the Minister provide a response on the possibility of the HESLB providing equal amounts of money to all students who meet the criteria. The Minister's response does not address the standpoint the MP advanced as he simply tells him that the government is waiting for the presidential commission's recommendations. The Minister also adds that the new criteria will focus on efficient provision of loans to higher education students.

In Example 36(b), the MP criticises the government for failing to solve the problems teachers are facing, such as unpaid salaries and incentives, and the scarcity of houses. He indicates that the problem is not lack of money, because the parliament allocates money every year, but that the money is not spent. The MP demands the Minister explain why teachers are facing these problems while the money allocated is not spent. He wants the Minister also to indicate the amount of money allocated this year for solving such problems. The MP censures the Ministry for not utilising some of the money allocated for constructing houses and operating schools. In this argumentation, the MP shows that there is a problem with the administration of the Ministry because money cannot be allotted and then remain unspent. The Minister's response to this was the government this year (2010/2011) has allocated some money to construct 1200 houses for teachers. However, he does not explain why the money allotted for constructing teachers' houses and running schools in the previous year was not spent.

In relation to adaptation to audience demand, the arguers choose only those arguments that agree with the audience's sphere of interest. The Minister, as he defends or adds more support to his argumentation, ensures his argumentations are in line with the audience's demand. Likewise, MPs at this stage make argumentative moves that agree with the audience demand. The extracts in Example 37 are strategic moves the Minister makes at this stage:

Example 37:

- (a) Mheshimiwa Spika, kila yule anayefaulu darasa la saba anapata fursa ya kuendelea katika shule ya sekondari, sio sawa sawa na hapo mwanzo ambapo wengine wamefaulu lakini hawapati nafasi ya kuendelea, tunasema kwamba ni uchaguzi, kwamba mmefanya mtihani lakini hawa ndiyo waliochaguliwa, sasa tunasema kwamba tumepanua wigo huo kufikia hali ambayo wote ambao wanafaulu wanaendelea kupata elimu ya shule ya sekondari. Shule zilizojengwa kwa nguvu ya wananchi zinakabiliwa na changamoto mbalimbali, zikiwemo upungufu wa Walimu, miundombinu na samani. Ili kukabiliwa na changamoto hizo, MMES awamu ya pili imeweka mkakati wa kupunguza changamoto hizi kwa kutoa kipaumbele katika kukamilisha majengo ambayo hayajakamilika na kutoa fedha za ruzuku kwa ajili ya kununua vifaa vya kujifunzia na kufundishia, kujenga maabara na nyumba za Walimu ili kuongeza ufaulu zaidi katika shule hizi. Aidha, Serikali inafuatilia kwa karibu zaidi ugawaji wa Walimu ili zile shule zilizoko kwenye mazingira magumu, nazo zipate Walimu wa kutosha. *(Makofi)* Mheshimiwa Spika, pamoja na changamoto hizo, shule zilizojengwa kwa nguvu za wananchi zina mchango mkubwa katika kuendeleza elimu ya sekondari. Kwa mfano mwaka 2009 asilimia 50.1 ya wanafunzi wote waliofaulu daraja la kwanza hadi la tatu ambao wana sifa ya kuingia kidato cha tano walitoka katika shule za sekondari za Kata. Aidha, mwaka 2010, asilimia 49.3 ya wanafunzi wote walioendelea kidato cha tano wametoka katika shule za Kata. *(Makofi)* (ACE: Hansard 20/7/2011)
- Honourable Speaker, every student who passes the primary seven examination goes to secondary school. It is not the same as in the past when some students passed but didn't get the opportunity to continue with their studies. It was a matter of selection, so to speak. You take the exam, but only a few people get selected. We are now increasing the number of places in secondary schools so that all students who pass the exam go to secondary school. The schools established by the communities are facing various challenges, including a shortage of teachers, poor infrastructure and insufficient furniture. In order to deal with these challenges, MMES (now in its second phase) has come up with a strategy for reducing the number of such challenges by giving priority to the completion of unfinished buildings and providing grants to schools for buying teaching and learning materials, the construction of laboratories and staff houses. All this is done to raise student performance in examinations. In addition, the Government is monitoring very closely the allocation of teachers to schools that are located in areas with poor conditions so that they may get enough teachers. (Applause)*
- Honourable Speaker, despite these challenges, the schools built by the citizens play a great role in the development of secondary education. For example, in 2009, 50.1 per cent of all the students who passed in Divisions One, Two and Three and who went to high school were from such schools. In addition, in 2010, 49.3 per cent of all the students who joined Form Five came from the same schools. (Applause)* (ACE: Hansard 20/07/2011)
- (b) Mheshimiwa Spika, kuna hoja ya kuinua ubora wa ufundishaji wa masomo ya sayansi, hisabati na *English*. Serikali inatambua umuhimu wa ufundishaji wa masomo ya sayansi, hisabati na *English*, Serikali kwa kushirikiana na Shirika la Kimataifa la Kuhudumia Watoto (*UNICEF*) na *JICA* inatekeleza mkakati wa mafunzo ya ualimu kazini kwa ajili ya kuwajengea uwezo wa ufundishaji wa masomo hayo kwa umahiri. Mpaka sasa jumla ya walimu 2,462 wamenufaika na mafunzo haya. Mafunzo haya yameanza mwaka huu na yataendelea, yatawahusisha walimu wote wale ambao wanaofundisha masomo ya sayansi, hisabati na *English* ili kuhakikisha kwamba uwezo wao na kiwango chao cha kuweza kufundisha masomo hayo, kinapanda ili tuweze kupandisha ufaulu katika masomo hayo. Ni masomo muhimili muhimu ambayo yanawawekea misingi mizuri wanafunzi kwa ajili ya masomo yao baadaye. (ACE: Hansard 20/7/2011).
- Honourable Speaker, there is a need to improve the quality of teaching science, mathematics and English. The Government acknowledges the importance of teaching science, mathematics and English well. The Government, in collaboration with the United Nations International Children's Fund (UNICEF) and JICA, is providing in-serve training to teachers so as to build their capacity for teaching these subjects. A total of 2,462 teachers have benefited from this training. This training started this year, will continue for some time and will involve all those who teach science, mathematics and English to*

ensure that their capacity for teaching these subjects so improves. This will help us improve students' performance in these subjects. These are principal subjects that lay a good foundation necessary for students' success in further studies. (ACE: Hansard 20.7.2011).

In Example 37(a), the Minister continues to support his standpoint about the increase in secondary enrolment, to which ward schools have partly contributed. The Minister points out that contrary to the previous experience, currently there are opportunities for every child that passes Primary Seven to access secondary education. In the past, access to secondary education was by selection so the Ministry did not select some of the children because there were no schools to take them. He also points out that ward schools are facing many challenges, including the scarcity of teachers, infrastructure and furniture. In order to overcome those challenges, MMES (PEDEP II) has designed a strategy to finish the buildings that are not yet completed, building laboratories and teachers' houses, and providing money for furniture. He shows that this will help to raise the performance in those schools. In the conclusion, he indicates that, regardless of the challenges, ward schools are contributing remarkably in developing secondary education because of the percentage they contribute to enrolment at high schools. The Minister in this argumentation tries to meet the audience's expectations as he highlights the contribution of ward schools in the development of secondary education in the country. He also shows that currently all the children who pass primary school can access secondary education because of ward schools. The other supporting argument he gives is the government's plans to reduce the challenges facing these schools. In the conclusion, he shows the performance of these schools, especially in respect of the percentage of students who qualified to join high school.

In the case of Example 37(b), the Minister responds to the standpoint about improving teaching of Science subjects, Mathematics, and English. He points out that the government is aware of the importance of teaching such subjects, and that, in collaboration with UNICEF and JICA, is implementing in-service training to improve teaching of those subjects. About 2,462 teachers have gone through such training. The government requires all Science, Mathematics, and English teachers to attend the training to master the subjects, but also to improve on their teaching capacities. These important subjects put a good foundation for students' further studies. The argument is in tune with the audience demand because, for a long time, the performance of such subjects has been unsatisfactory and that is why the MP raised the issue. In this manner, the Minister directs his argument to both the MP who raised the argument and the parents discontented with the performance of the schools. The Minister does assure his audience that the government has already taken action to improve teaching of these subjects. Subsequently, the students' performance in such subject will also improve.

MPs also make strategic moves in relation to adaptation to audience demand at the argumentation stage, as they criticise further the Minister's standpoints. They adjust their moves to the audience's expectations and preferences. The fragments in Example 38 are some of MPs' strategic moves at this point:

Example 38:

- (a) MHE. MWIGULU L. N. MADELU: Mheshimiwa Mwenyekiti, katika mchango wangu niliongelea umuhimu wa mabweni kwa shule za kata zilizoko vijijini, mbali na umbali wa baadhi ya vijiji kwenda kwenye kata hususan vijijini ni tofauti na mijini. Nikiangalia kama umbali wa kutoka Luono kwenda Kidalu, umbali wa kutoka Ujungu kwenda Mtekente ilipo sekondari, umbali wa kutoka Mlandala kwenda Ulugu, umbali wa kutoka Ng'anguli kwenda Kinampanda ilipo sekondari ni mbali sana. Lakini vilevile kwetu kule vijijini utamaduni wa kujenga nyumba za kupangisha haupo, kwa hiyo, unakuta vijana hata kama wangeamua kupanga, wanapanga kwenye matembe, madaftari yanavujiwa na wale wanaotaka kurudi majumbani kwao wakati mwingine wa mvua wananyeshewa mvua njiani na wamekuwa wakitumia baiskeli. Je, Serikali inatoa tamko gani sasa kuweka msisitizo kwenye kujenga hosteli kwa ajili ya wanafunzi hasa wa vijijini (ACE: Hansard 20/7/2011).

Honourable Mwigulu L. N. Madelu: Honourable Chairperson, in my contribution I spoke about the importance of hostels for the ward schools in the rural areas. Apart from the distance between one village and a ward, especially in the rural areas, the situation is different in the rural areas from the urban areas. For example, the distance from Luono to Kidalu, the distance from Ujungu to Mtekente, where the secondary school is, the distance from Mlandala to Ulugu, the distance from Ng'anguli to Kinampanda, where the secondary is, is very considerable. But also, for us in the rural areas, the culture of building houses for lease does not exist. Therefore, you find young people, if they decide to rent a house, they have to rent a tembe (a kind of thatched, wooden house), their books get wet because the roofs leak, and those wishing to return home sometimes get rained on while on the way home, since they use bicycles. What is the Government's position on the plan to build hostels in the rural areas for students? (Hansard:ACE: 07/20/2011).

- (b) MHE. AL-SHAYMAA J. KWEGYIR: Mheshimiwa Mwenyekiti, ahsante. Katika mchango wangu wa maandishi, nilizungumzia kuhusu Vyuo vya Mafunzo ya Ufundi Stadi kwa watu wenye ulemavu, vyuo hivi vipo saba na katika hivyo saba, viwili tu ndio vinavyofanya kazi na pia kwa kusuasua. Athari inayowapata watu wenye ulemavu ni kuzagaa mitaani kwa sababu, hawana la kufanya. Wanazagaa mitaani, hawana lakufanya, maisha magumu! Sasa Mheshimiwa Waziri, anianiambiaje kuhusu ufufuaji wa vyuo hivi ili kuwasaidia watu wenye ulemavu, waweze kupata mafunzo na wao waweze kujikimu kimaisha? (ACE: Hansard 20/7/2011)

Honourable Al-Sahimaa J. Kwegyir: Thank you Honourable Chairperson. In my written contribution, I talked about the vocational training colleges for the disabled people. There are seven colleges of this type and out of the seven colleges only two are operating, albeit with some difficulty. The effect of this is that the disabled people just roam the streets because they have nothing to do. They roam the streets, they have nothing to do; life is hard! Honourable Minister, what do you say about these colleges? Will they be revived so that the people with disabilities get trained and then earn a living? (ACE: Hansard 20/07/2011)

At the argumentation stage, MPs who were not convinced or whose standpoints the Minister did not address when he was winding up usually raise their issues again. This is the case with the MP in Example 38(a), where he demands the Minister responds to his argument about the importance of dormitories for ward schools in villages where some of these schools are located far from homes. He draws example of villages in his constituency to justify how some of the schools are located far from the children's homes. These schools make it hard for students to walk from homes to schools and back after lessons. The supporting argument is that in villages there are no good houses to rent so, even if students decided to rent, it would not be possible. The MP wants to hear the government's stance on the issue. The standpoint about dormitories for ward schools is paramount as the dormitories may save students from walking long distances from home to school. So, the argument is adjusted to the audience demand, which includes the needs of parents, schoolchildren, teachers and education stakeholders in the MP's constituency and other parts of the country. The audience would support this argument because it touches on a crucial matter for schoolchildren. The Minister, in his response to this

standpoint, indicates the government has allocated money in its budget for 2011/2012 to construct 500 dormitories. It will send the money to the District Councils for implementation.

In Example 38(b), the MP reminds the Minister to respond to her argument about colleges that offer training to people with disabilities. She shows there are seven colleges that offer training to physically challenged people, but only two are operating. She further indicates the situation leaves people with disabilities roaming in the streets because they have nothing to do. She wants the Minister to explain when these colleges will resume operating. The colleges would enable people with disabilities to get training that may help them to access jobs and earn a living. The move is in line with the audience's expectation, especially those with disabilities who might benefit directly from such colleges. They would appreciate if the colleges would start operating and allow them to enrol and get some skills that may lead to jobs. The Minister, in his response, indicates that the government intends to improve those colleges, depending on the availability of funds. However, the Minister provides a general answer, which is not specifically addressing the MP's standpoint.

Apart from topical potential and adaptation to audience demand, the Minister and the MPs present their moves in a way that makes them effective. The strategic manoeuvring at the argumentation stage involves the Minister and MPs choosing the effective way to present their moves to ensure the moves advanced have the impact they are designed for. In the presentational aspect of strategic manoeuvring at the argumentation stage, the discussants may present their standpoint explicitly and numbered so that the support of the standpoint becomes effective (Van Eemeren, 2010). The fragments in Example 39 and Example 40 illustrate the presentational choices the Minister and MPs make as they advance their moves at the argumentation stage:

Example 39:

- (a) 6. Mheshimiwa Spika, tatizo la walimu tunalifahamu, tatizo la walimu tunalijali sana. Madeni haya ya walimu tunayajali sana, kazi ya uhakiki imefanywa na malipo yamefanywa katika awamu mbalimbali kwa kumtumia Mdhambi na Mkaguzi Mkuu kama takwimu ambazo tumezitoa. Lakini pia tumehakikisha kwamba haya ambayo tunayahakiki sasa, tutahakikisha tunayafanyia kazi kwa umahiri na kwa haraka ili mara tu yatakapokuwa yamehakikiwa pesa ziweze kutolewa, pesa tumezitenga kwa kutambua kwamba bila mwalimu kuweza kutimiziwa mahitaji yake na matakwa yake na madeni yake, hamna elimu ambayo itaweza kupatikana. Si jambo ambalo sisi tunalionga kama ni la faraja kwa Serikali hii kusikia kilio cha Walimu mara kwa mara. Tunajipanga kuhakikisha kwamba kilio cha Walimu tunakimaliza na malipo haya tutayafanya mapema iwezekanavyo kama ambavyo tumeainisha na Walimu niwahakikishie tu kwamba jambo hili sio muda mrefu tutaliweka katika historia. (ACE: Hansard 20/7/2011).

Hon. Speaker, we know we have a problem of shortage of teachers and we are very concerned about it. Honourable Speaker, we know we have a shortage of teachers and we are very concerned about it. We are equally concerned about their claims and the work of verifying the claims was done in various phases through the Controller and Auditor-General, as shown in the data we have released. We also make sure that the claims we are verifying now are accurate and the verification work is done quickly so that the funds are released at the end of the exercise. We have set aside the funds because we know that if we fail to fulfil our teachers' needs there will be no education. We in Government are not happy when we hear our teachers' cries. We in Government are not happy to see our teachers cry often. We are in the process of ensuring that we put an end to our teachers' cries and pay the teachers as soon as possible. I want to assure our teachers that this will be history very soon.

- (b) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, naomba nitoe ufafanuzi ufuatao kuhusu hoja ya Mheshimiwa Susan Lyimo kama ifuatavyo:-

Mheshimiwa Mwenyekiti, sina hakika na hizi takwimu ambazo amezitaja kwamba tumeanguka mpaka nafasi ya 34 katika Afrika lakini niseme tu kwamba tunaendelea kuvifuatilia vyuo vyetu na kuwekeza katika vyuo hivi ili viendelee kung'ara katika Bara la Afrika. (*Makofi*) Katika *exchange program* kati yetu na Uganda na kati yetu na Msumbiji nimetoa taarifa hapa katika Bunge lako Tukufu kwamba tuna wanafunzi wengi zaidi wa Uganda na Msumbiji ambao wametaka kuja kusoma hapa kuliko wale wa Tanzania ambao wamekubali kwenda kusoma katika nchi hizo. Kwa kuonyesha kwamba wanapata elimu nzuri zaidi hapa kuliko kule lakini naona elimu hii hasa katika Vyuo Vikuu itaboresha zaidi pale ambapo Waheshimiwa Wabunge wengine watakapoacha taratibu za kugeuza vyuo vile kuwa sehemu za kufundishia siasa kuliko elimu. (*Makofi*) (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, allow me to talk about what Honourable Susan Lyimo has said:

Honourable Chairperson, I am not sure about these figures which show that we have fallen to 34th place in Africa, but I will only say that we should continue to "monitor" our universities and invest in them so that they continue to shine in Africa. (Applause).

In a student exchange programme between us and Uganda and Mozambique, I remember I said here in Parliament that there are more students from Uganda and Mozambique who want to study here than those from our country who want to study in these countries. This shows that they receive a better education here than there. But I think our education, especially university education, will improve when other Honourable MPs stop using universities to teach politics to students, rather than offering them education. (Applause) (ACE: Hansard 20/7/2011).

In Example 39(a), the Minister counters the argument on the problems facing teachers in the country. He points out that he is aware of the problems and he is concerned about them. He also shows that the Ministry has verified some of the claims and it has made part of the payment. The Minister also indicates that even for those claims that the Ministry is still verifying, it will make sure it completes the work quickly and efficiently and, when finished, the Ministry will pay the money promptly because the money is allocated for that in the budget. This has been done because, without fulfilling teachers' needs and wishes, there will be no provision of education. The Minister further assures teachers that their problems soon will be resolved as the government is prepared to listen to their grievances and pay their claims as soon as possible. In this argument, the Minister explicitly tries to highlight how the government is prepared to address the problems facing teachers. The effectiveness of the argument is in the way the Minister presents the steps the government is taking in processing teachers' claims. There are certain expressions that reinforce the argument, such as: "we are aware of teacher's problems and we are concerned about them, we are concerned about teachers' claims and these problems will soon be a history." These expressions show the concerns of the Ministry. The Minister makes use of these expressions to convince MPs to accept the argument and approve the Ministry's budgets, so that the plans it has for teachers can materialise. As for teachers, they have to support the Minister in his efforts to put to an end the problems they are facing.

As the Minister adds more supports to some of his standpoint, he presents his argumentation in such a way that they are effective to the audience. In Example 39(b) the Minister reacts to one MP's argumentation that higher education standards have fallen because, the UDSM has dropped in the Webometric ranking system. The Minister rejects the argument, stating that he is not sure of the ranking the MP was citing. The Minister also insists that they are monitoring universities in the country so that

they continue to do well in the African continent. Another support to his argument is that, in the exchange programmes between Uganda and Mozambique, there are more students from the two countries that come to study in the Tanzanian universities than the numbers of the Tanzanian students who wish to study in their countries. This shows they get better education within the country than in those countries. The Minister tries to convince the audience that, since universities in the country are attracting many exchange students from Uganda and Mozambique, the standard of education is higher than in those countries. The Minister also indicates the small numbers of the Tanzanian students who want to study in those countries justifies the high quality of education in the country. Nevertheless, he forgets that apart from education standards, the students might have some other reasons for their decisions on where to take up their study.

As MPs continue to challenge the Minister's standpoints, they also involve in strategic manoeuvring in presenting their moves, including the use of rhetorical questions to make their arguments more effective. MPs also choose carefully expressions to present their argumentation so as to add more force to their argumentation. The fragments in Example 40 exemplify the choices MPs make in relation to presentational devices:

Example 40:

- (a) MHE. HALIMA J. MDEE: Mheshimiwa Mwenyekiti, nashukuru. Nchi yetu sasa hivi inakaribia kukumbwa na janga lingine la Kitaifa la kuwa na watoto mambumbumbu. Ninazungumza hili kutokana na matokeo ya kidato cha nne ya mwaka jana ambapo asilimia 88 walipata *zero na division four* na asilimia 11.8 ndiyo walipata *division one* sababu kubwa iliyosababisha kufeli huko ni upungufu wa walimu wa sayansi na hisabati. Mheshimiwa Mwenyekiti, utakumbuka Bunge lililopita tulipitisha Itifaki ya Afrika Mashariki ambayo pamoja na mambo mengine ilikuwa inaruhusu *movement* ya walimu kutoka nchi moja kwenda nyingine, lakini kitu ambacho kinatubana kama nchi tumejifunga mpaka mwaka 2015. (*Makofi*) Kwa kuzingatia unyeti wa suala hili je, Serikali haioni kwamba kuna haja ya kufungua hicho kizingiti tulichokiweka mpaka mwaka 2015 wakati tunazalisha walimu wetu wa ndani kuweza kupata walimu wengine kwa mkataba wa muda mfupi? (ACE: Hansard 20/7/2011).
- 31. Honourable Halima J. Mdee: Thank you Honourable Chairperson. Our country is now about to be hit by another national catastrophe of having ignorant children. I say so because of last year's Form Four National Examination results, where 88 per cent of the candidates got Division Zero and Division Four, while 11.8 per cent passed in Division One. The major reason for this failure was a shortage of science and mathematics teachers.*
- Honourable Chairperson, you will remember that during the last Parliament we passed the East African Protocol which, among other things, allows the movement of teachers from one country to another, but as a country we hinder ourselves from getting teachers until 2015. (Applause)*
- Considering the sensitivity of this issue, I want to know if the Government sees the need to open the door that has been closed until 2015. As we train our local teachers, we should employ foreign teachers on a short-term basis. (ACE: Hansard 20.7.2011).*
- (b) MHE. RUKIA K. AHMED: Mheshimiwa Mwenyekiti, ahsante. Nilipochangia hoja hii kwa maandishi, nilisema kwamba walimu wanafanya kazi katika mazingira magumu, Serikali haiwajali walimu, haiwapi hata motisha ili wapate moyo wa kufanya kazi zao vizuri. Nilitaka Serikali iwakopeshe angalau pikipiki ili ziweze kuwarahisishia usafiri wa kufika katika shule wanazofundisha kwa sababu, wengi wao wako mbali na shule wanazofundisha, hasa kule vijijini. Kwa hiyo, je, Mheshimiwa Waziri, Serikali inatoa tamko gani hapa Bungeni leo? (ACE: Hansard 20/7/2011).
- Honourable Rukia K. AHMED: Honourable Chairperson, thank you. In my written contribution to the Minister's speech, I said that teachers are working in a difficult environment but the Government is indifferent to their lot., It does not give our teachers any incentives to encourage them to do their job well. I want the Government to give them motorcycles on credit to ease the transport problem they face,*

and thus arrive at their workplaces in time. Most of them live far away from the schools they teach, especially in the rural areas. So, Honourable Minister, what does the Government tell Parliament about this issue? (ACE: Hansard 20.7.2011).

The MP in Example 40(a) criticises the government as the country is about to face another national problem of having ignorant children. The MP supports her standpoint by using 2010 Form Four national examination results. She points out that 88% of the children got Divisions IV and 0 and only 11.8 got Division I and that the major reason for such failure is the scarcity of science and mathematics teachers. The MP further challenges the Ministry and the government that, despite parliament passing the East African protocol, which, among other things, allowed movement of teachers within the member countries, Tanzania has refused to implement the Protocol until 2015. In conclusion, she questions whether the government does not see the necessity of removing such a condition and allowing teachers from other member countries to come and work on contract basis as the country continues to train its own teachers. She presents her argumentation in carefully chosen expressions, such as the “country is likely to face a disaster of having ignorant children”, which contributes to the effectiveness of the argumentation. This shows that the MP is addressing something serious that is likely to have negative consequences for the nation in future. Another expression is “as a country we prevent ourselves from getting teachers until 2015”, which shows that there is a solution to the problem but the government has decided not to make use of it. The solution is allowing movement of teachers from East African member countries. So, with this expression the MP doubts whether the government is serious about addressing this critical problem. But the MP views only the scarcity of science and mathematics teachers to be the cause of the problems, which may not necessarily be the case. The Minister’s response, to a certain extent, rejects the MP’s argument as he shows that the government has opened the boundaries for science teachers from the East African countries to come to Tanzania. However, he cautions that allowing teachers from East African member countries is not a solution since Kenya has a shortage of teachers too. So, not many teachers will come, as the government would have expected.

Similarly, the MP in Example 40(b) presents his argumentation using a very carefully chosen expression. The MP talks about the way teachers work under difficult environments and the government does not care about them, as the government does not give them any incentives. The MP advises the government to give motorcycle to teachers to facilitate their transport as many of them, especially in rural areas, live far from places of work. She wants the government to give its stance on the issue. The expressions the MP employs include: “teachers are working in difficult environment but the government is indifferent to them”. The MP employs this expression to show the serious problems that teachers face in the country and the way the government has failed to take appropriate measures to solve them. This contradicts the Minister’s argument in Example 39(a) that the government is aware of and concerned about the problems teachers are facing. The Minister in his response rejects the MP’s proposal because teachers, as public servants, are allowed to get loans through the procedures the sector has set. However, he promises the government will revisit the procedures and see if it may simplify them for teachers.

The Minister's response shows that the government is not ready to lend motorcycles to teachers as the MP suggested in his argument.

The Minister and MPs are also involved in strategic manoeuvring at the concluding stage of the discussion. The strategic manoeuvring appears as each party tries to show that the discussion ended in its own favour. In the pragma-dialectical theory, at the concluding stage, the protagonist and the antagonist determine what the attempt to resolve the difference of opinion has achieved (Van Eemeren et al., 2007). The difference of opinion is resolved if the parties involved in the discussion agree that the standpoints of the protagonist are acceptable, the antagonist has withdrawn his doubt or the protagonist withdraws his standpoints. If the first case happens, the dispute is resolved in favour of the protagonist and if the second case happens it is resolved in favour of the antagonist (Van Eemeren et al., 2007). However, in this debate, the concluding stage does not involve much argumentation. Nevertheless, the few argumentations the Minister and MPs put forward at this stage still show some aspect of strategic manoeuvring.

The manoeuvring at the concluding stage in relation to topical selection appears when the Minister and MPs reach an agreement on various issues that they were discussing. At this stage, each party will direct all its efforts towards achieving the outcome desired by that party (Van Eemeren, 2010). This may also include each party highlighting, from his own perspective (positive or negative), implications of certain outcomes the party wants to draw. Each party tries to show that the results ended in their favour (Van Eemeren, 2010). Example 41 contains some of the strategic moves at the concluding stage:

Example 41:

- (a) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi wa hoja ya Mheshimiwa Jenista Mhagama kama ifuatavyo:-

Mheshimiwa Spika, utaratibu ambao tunatumia kwa ajili ya kugawa walimu kwenda shule za sekondari hasa katika mwaka huu, walimu ambao tumewagawanya mwezi wa kwanza tumetumia kigezo cha upungufu wa walimu katika shule husika. Kwa hiyo, tumeangalia shule zote kwa ujumla, tukaangalia mapungufu yako kiasi gani na tumepeleka walimu huko kufuatana na mapungufu ya walimu katika shule hizo. Nadhani hicho ni kigezo kikubwa kwa sababu tukiweza kuwa na walimu wa kutosha katika shule au ambao kidogo wana nafuu katika kila shule basi hiyo itatuwezesha sisi kuweza kuboresha mazingira katika shule zetu. Changamoto ambayo Mheshimiwa Jenista Mhagama ameisema ni kweli ipo pamoja na kwamba tumepeleka hivyo lakini kuna ambao hawakuripoti katika maeneo yao. Tutaangalia taratibu zingine ambazo zitawezesha kuboresha upatikanaji wa walimu katika shule hizo. (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Hon. Chairperson, I would like to talk about Honourable Jenista Mhagama's concern as follows: Honourable Speaker, as for the procedure that we use in posting teachers to secondary schools, especially this year, teachers were posted to schools in January by considering schools that have a shortage of teachers. Therefore, we first considered all the schools, and then we posted teachers to the schools that have very few teachers. That way, we were able to post a somewhat satisfactory number of teachers to every school. I hope this will enable us to ease the problem facing our schools. The challenges that Honourable Mhagama mentioned are real, because although we posted teachers to the schools some of them did not go to the schools. We will find other mechanisms for increasing the number of teachers in such schools. (ACE: Hansard 20.7.2011).

- (b) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Rashid Ali Omar kama nilivyozungumza katika hotuba ya majumuisho kuwa Tume ya Mheshimiwa Rais iliyoundwa kwa ajili ya kuangalia matatizo ya mfumo wetu wa kutoa mikopo kwa wanafunzi wa elimu ya juu umefanya mapendekezo na naomba niseme

kwamba tupo katika mchakato wa kupendekeza mapendekezo yale, mategemeo yetu ni kwamba yanatoa ufumbuzi wa matatizo tuliyokuwa tumekumbana nayo katika miaka ya nyuma tangu bodi hii imeundwa mwaka 2005. Sasa nilihakikishie tu Bunge lako Tukufu kwamba vigezo vipya vitahakikisha kwamba vinajikita katika ufanisi wa zoezi hili la kutoa mikopo kwa wanafunzi wa elimu ya juu. (*Makofi*) (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to give the following explanation in relation to Honourable Rashid Ali Omar's concern. As I said in my concluding speech, the Presidential Commission was formed so that it could review the weaknesses of the approach we use in providing loans to higher education students. It has made some recommendations and let me say that we are in the process of giving recommendations... What we expect is that they will help us address the weaknesses of this board, which was established in 2005. Now, I would like to assure your Esteemed House that the new criteria are meant to ensure effectiveness in the provision of loans to higher education students. (Applause) (ACE: Hansard 20.7.2011)

In relation to topical potential at the concluding discussion stage, the Minister does not make any choice, but rather responds to what the MPs are raising in the discussion. The Minister in Example 41(a) responds to the issue of the scarcity of teachers one MP raised in the discussion, indicating some doubt about the procedure the Ministry uses to assign teachers as it contributes to the problem. The Minister, in his response, indicates that this year (2011) the Ministry assigned teachers based on the scarcity of teachers in a particular area. The Minister adds that if the government manages to have teachers in the areas where schools currently have few teachers it will help them to improve the environment. The Minister also addresses the challenge the MP mentioned about teachers who do not report when posted and those who report and then process transfers to urban areas. He admits that this is a challenge, as amongst the teachers the Ministry assigned this year some did not report in such areas. The government is considering other procedures that will improve availability of teachers in those areas. The discussion seems to have ended in favour of the MP as the Minister admits that this year they used a different procedure to post teachers. In a way, he admits that the previous procedure was not effective. The Minister also admits that some of the teachers, when assigned to teach in rural areas, do no report or report and process transfers to urban areas.

Again, in Example 41(b), the Minister addresses a standpoint raised by one MP regarding whether government could start providing loans equally to all students who qualify to receive those loans because many of them come from poor families. The Minister, when responding to this standpoint, indicates that they are going through the Presidential Commission's recommendations. They expect that the recommendations will provide solutions to the problems encountered since the government established the HESLB in 2005. He ensures the parliament that the new criteria will be based on the efficient provision of loans to higher education students. Again, for the President to form the Commission of Enquiry is a clear indication that there was a problem with the process of loans provision to students. The Minister and the government expect that, when they implement the Commission's recommendations, it will help to solve the problems the HESLB encountered since the government formed it. The government also expects to introduce new criteria that will focus on the efficient provision of loans to higher education students. Although the Minister's response is not specific to the standpoint the MP raised, it ends the discussion because the Minister admits there were problems related

to provision of loans and the government has formed a Commission to probe into the matter so it is pointless to continue discussing the issue. Again, the discussion on this topic seems to have ended in favour of the MP.

The aspects of adaptation to the audience demand at the concluding stage involves highlighting the results of the discussion in a way that does not upset the audience by emphasising those parts or consequences of the outcome that are not to its liking (Van Eemeren et al., 2007). In this discussion, the Minister, in concluding some of the topics, tries to point out the aspects that the audience may have no problem with. Example 42 illustrates some of the argumentations at the concluding stage:

Example 42:

- (a) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, naomba kutoa ufafanuzi wa hoja ya Mheshimiwa Kisyeri Chambiri, kama ifuatavyo:-Mheshimiwa Mwenyekiti, tumeweka mkakati maalum kuhakikisha kwamba tunaziboresha shule zetu hizi za sekondari na kwa upande wa sayansi, tunachukua kila hatua inayowezekana ili kuhakikisha kwamba maabara zinajengwa katika shule zote zenye mikondo ya sayansi. Hakika tutaenda awamu kwa awamu na kama nilivyosema awali kupitia Mpango wa Maendeleo ya Elimu ya Sekondari, awamu ya pili, tutaangalia maeneo yale ambayo yana changamoto kubwa ili tuweze kuanza kujengea miundombinu yake kukamilisha shule hizi ili ziweze kutoa elimu bora. (ACE: Hansard 20/7/2011).

THE MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to clarify what Honourable Kisyeri Chambiri has said in the following way: Honourable Chairperson, we have set up a specific strategy to ensure that we improve conditions in our secondary schools, and as for science subjects, we are taking every step possible to ensure that all the schools with science combinations have labs. We will certainly do it phase by phase and, as I said earlier, through the Secondary Education Development Plan. In the second phase, we will look at areas that face the biggest challenge and build infrastructure in the schools located in such areas so that they can provide a better education. (ACE: Hansard 20.7.2011).

- (b) NAIBU WAZIRI, OFISI YA WAZIRI MKUU, TAWALA ZA MIKOA NA SERIKALI ZA MITAA (ELIMU): Mheshimiwa Mwenyekiti, naomba kujibu swali la Mheshimiwa Mwigulu linalotaka kujua mpango wa Serikali wa ujenzi wa mabweni kwa matatizo yanayopatikana kwa watoto wetu. Kwa msimu huu wa mwaka 2011/2012 kupitia mpango wa maendeleo ya sekondari (MMES), tumepanga kujenga mabweni kwenye shule zetu yapatayo 500. Utaratibu tunaotumia ni kutoa mgao kwa mikoa, halafu mikoa inafikisha kwenye Halmashauri na pale ambako kuna ugumu ambao unaikabili na ni mzito zaidi ndiko ambako unapeleka *priority*.

Kwa hiyo, Halmashauri zenyewe zinaona ni shule gani ipo mbali sana na vijiji vyake ili kupeleka ile *priority* ya kujenga lile bweni na wewe mwenyewe kwa sababu Mheshimiwa Mbunge ni mmoja kati ya wadau kwenye Halmashauri ile kama Diwani mwenza una nafasi pia kushawishi kwa kuangalia mazingira haya. (Makofi)

Deputy Minister, PMO, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT (EDUCATION): Honourable Chairperson, allow me to answer Mr. Nchemba, who wants to know if the Government plans to construct dormitories to overcome the challenges that our children go through. This year, through the Secondary Education Development Plan (SEDP), we will build about 500 dormitories in our schools. The procedure is that we provide funds to the regions and the regions give the funds to the district councils and priority is given to places where the problem is bigger than in other places.

Therefore, the councils decide on which school is very far from the villages and prioritises the building of hostels in such a school. So, since you are an MP and a co-councillor, you should persuade your council to look at this issue. (Applause)

In Example 42(a), the Minister gives a response concerning the scarcity of laboratories in ward schools in one MP's constituency. The Minister points out that the government has introduced some strategies to ensure that ward schools are improved. In the case of science-biased schools, the Ministry plans to

make sure that it constructs the laboratories at such schools. It will do this in batches through PEDEP II. In this project, the government will identify the areas with more challenges than others, and start building the infrastructure to improve the quality of education. The Minister adjusts his standpoint to the audience demand as he tries to highlight some of the government's plans to improve ward schools. The plans the Minister highlights would not provoke the audience so his argument may be accepted.

In Example 42(b), the MP had raised a standpoint about the importance of dormitories in ward schools. The MP urged the government to construct dormitories for ward schools because many of them are located far from homes. The Minister for the Prime Minister's Office (PMO), Regional Administration and Local Government (Education) responds to the MP's argumentation. The Minister indicates that in the year 2011/2012, through the secondary development programme (MMES) (PEDEP), the government intends to build 500 dormitories in its schools. The money allotted will be sent to the regions and the regions will divide it to be used by the councils giving priority to those councils which are facing difficulties. The Minister shows that the councils will decide on schools that are located far from the homes and construct dormitories. The response seemed to have convinced the MP since he did not make any additional move on the issue. The Minister, in his response, tries to adjust his argumentation to the audience demand and hence avoid touching on issue that might annoy the audience.

As regards presentational devices at the concluding stage, these appear when the party which claims the discussion ended in its favour makes some efforts to indicate that in their argumentation. At the concluding stage, the parties highlight outcomes of the discussion to show the discussion winner. Two examples in relation to presentational devices at the concluding stage are considered in Example 43:

Example 43:

- (a) **WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI:** Mheshimiwa Mwenyekiti, ningependa kufafanua hoja ya Mheshimiwa Said Mtanda, kama ifuatavyo:-
Mheshimiwa Mwenyekiti, ujenzi wa Chuo Kikuu cha Dodoma wote kabisa, umefanywa kwa fedha ambazo zimetokana na mifuko ya hifadhi nchini mwetu, ni hela ya humuhumu Tanzania. Tumefanya hivyo kwa Serikali, kupitia Hazina, kutoa *guarantee* kwa pesa zile ambazo zimetumika. Kitu ambacho kimefanywa, ujenzi huu unakwenda awamu kwa awamu. Serikali, ime-*guarantee* awamu ya kwanza, sasa tunakwenda katika awamu nyingine ya ujenzi kama vile ambavyo tumefanya kwenye awamu ya kwanza. Hatuna njia nyingine ya kufanya bali ni kuhakikisha kwamba tunatoa *guarantee* tena ili ujenzi huu uweze kuendelea. Mheshimiwa Mwenyekiti, lakini kuna taratibu maalum ambazo zinafuatwa na kuna Masharti na Kanuni ambazo inabidi zitekelezwe. Hicho ndicho ambacho kinaendelea hivi sasa mpaka pale tutakapofikia Serikali kuweza kutoa *guarantee* hii kwa Mifuko hii. (*Makofi*)
MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, the construction of the whole University of Dodoma was funded by the social security funds in the country. As a Government, we have done so through the Treasury to provide guarantee for the money that has been spent. So what has been done is that, the construction is done in phases. The Government guaranteed the first phase and now we are going to the next phase of the construction as we did in the first phase. We have no other way but to make sure that we give a guarantee again so that this construction can continue. Hon. Chairperson, but there are special procedures that are followed and there are conditions and rules which must be operationalized. That is what is happening right now until we reach the stage that the Government can provide this guarantee to the Funds. (Applause)

- (b) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Obama kwamba, kwa ombi ambalo amelifanya, linafanana sana na utaratibu ambao tumeutumia safari hii katika kuchagua walimu wanafunzi au wanafunzi ambao wataingia katika mafunzo ya ualimu katika vyuo vyetu. Kwa kawaida tunaangalia ufaulu na kima cha chini kabisa ni *point* 28 kwa wale wanaomaliza Kidato cha IV, lakini kuwaorodhesha hawa mpaka idadi ya nafasi katika vyuo vyetu vilivyopo, kuna baadhi ya mikoa unaweza ukaiacha kabisa kama vile Kigoma, Mkoa wa Mheshimiwa. Lakini Wizara imetumia busara ya kuhakikisha kwamba inachagua wanafunzi kuingia kwenye mafunzo ya ualimu kufuatana na mikoa yao. (*Makofi*)

Mheshimiwa Mwenyekiti, kwa hiyo, kuna yule ambaye amepata nafasi akiwa Mkoa wa Pwani, anaweza akawa na ufaulu ambao uko tofauti na yule ambaye anatoka Mkoa wa Lindi. Nafasi hizi tumezigawa kwa namna hiyo ili kila Mkoa uweze kushiriki katika mafunzo ya ualimu na tutaendelea kufanya hivyo ili kuhakikisha kwamba kuna uwiano mzuri wa mafunzo haya ya ualimu. Changamoto kubwa, nafasi ni chache sana. (*Makofi*)

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, his request is very similar to the system we used this time to get applicants who joined teachers' training this year in our colleges. We normally consider the pass mark and the minimum pass mark is 28 points for form four leavers. However, if we take only those applicants with these points to cover all the limited opportunities available some regions will be left out including Kigoma, where the MP comes from. But the Ministry found it wise to select applicants joining the teachers' colleges in accordance with their regions. (Applause)

Honourable Chairperson, therefore, one selected applicant from Pwani may have a different pass mark compared to the one from Lindi Region. We have divided the opportunities that way in order to ensure that each region takes part in teachers' training and we will continue to do so to make sure that there is a good ratio in the provision of teachers' training. The main challenge is that there are very limited opportunities.

The Minister in 43(a) reacts to a standpoint one MP raised about the government guarantee to social security funds to finish the remaining 50% of the University of Dodoma (UDOM) construction. The Minister, in his response, indicates that the government is constructing the UDOM using internal funds especially from social security funds. The government provided a guarantee for the first phase of construction and that is why the construction is being done in phases. The government will also provide a guarantee for the second phase. The Minister insists that there is no other way but to make sure the government provides guarantees so that the construction may continue. However, the Minister points out some procedures the government is following, together with conditions that need to be fulfilled. The government will be able give the guarantee after the social security funds meet the procedures and conditions. In this argument, the Minister shows that the government is committed to make sure the UDOM construction is completed but normal government procedures are delaying the guarantee. In this argumentation, the Minister seems to have ended the discussion in his favour. However, he presents his argument in a more careful way, avoiding to provoke a debate on the issue.

The Minister in Example 43(b) responds to one MP's argumentation regarding youths failing to get enrolment to teachers' college in Manyovu constituency in Kigoma. The MP requested a revision of the selection procedures so that the regions or districts participate in teachers' training depending on the ceiling the Ministry would give them. In his response, the Minister shows the procedure the MP is suggesting is similar to the one the Ministry used in 2011. The Minister indicates that normally the Ministry considers Division IV, 28 points, to be the minimum pass mark for Form Four leavers. He further points out that if the Ministry was to follow the procedure suggested, the applicants with 28 points alone would fill the limited opportunities available. This could result in leaving out some regions

like Kigoma. As an alternative, the Ministry selected applicants in accordance with their regions to ensure that each region takes part in teachers' training. He emphasises that the Ministry will continue following such procedure to make sure that there is a good ratio in the enrolment of students for teachers' training.

In this argument, the Minister carefully rejects the MP's argument in a way that does not fuel a discussion on the issue. In the argument, he insists that the Ministry will continue selecting the applicants for teachers' training college according to the regions. The Minister also explains that the Ministry coincidentally used a similar procedure to the one the MP is proposing. So, he indirectly suggests that the MP has nothing to worry about. But the procedure the Ministry used is not similar because it is done centrally while the MP proposed for a procedure that would allow the regions or the districts select the applicants, according to the ceiling the Ministry would provide for a particular region. The Minister in this argument tries to highlight the benefit of the procedure they used in 2011, which allowed all the regions to take part in the training. However, he does not indicate the way the Ministry divided the applicants into the regions. The discussion of this topic seems to have ended in favour of the Minister.

In the concluding stage, the Minister is the one who, in certain ways, ends the discussion of a certain topic. This is because, when the MPs are making argumentative moves at this stage, it depends on the response the Minister gives in relation to that argumentative move. If the Minister's response convinces the MP who advanced the standpoint, then the discussion on that topic/issue ends. But if the Minister's response does not convince the MP, then he/she will make another move on that topic. However, this did not happen in the discussion since the Minister conceded many of the issues the MPs raised, except for few issues where the discussion ended in favour of the Minister. For moves where the discussion ended in the Minister's favour, he was careful in presenting them to avoid provoking another discussion.

5.5.1 The pragma-dialectical rules of critical discussion in the speech and debate of the Ministry of Education and Vocational Training

The pragma-dialectic theory offers rules for conducting a critical discussion. The rules are provided in the form of a simple code of conduct for reasonable discussants who want to resolve their difference of opinion by means of argumentation (Van Eemeren & Grootendorst, 2004). These rules are ideally supposed to be observed in a critical discussion. The code of conduct consists of ten basic requirements for reasonable behaviour, referred to as "ten commandments for reasonable discussants" (Van Eemeren & Grootendorst, 2004:190). The rules list prohibitions of moves in argumentative discourse or texts that hinder or obstruct the resolution of a difference of opinion (Van Eemeren & Grootendorst, 2004:190). The rules, if observed in a critical discussion, will help the discussants to reach the resolution of the difference of opinion reasonably. In the speech and debate analysed in this chapter, the Minister and MPs appear to observe some of these rules, as highlighted below:

Rule 1, the Freedom Rule, is designed to ensure that standpoints and doubt regarding standpoints can be freely advanced. This code in the debate analysed here appears to be observed, as MPs are given opportunity to put forward their standpoints and criticisms of the Minister's speech. In addition, the Minister also gets opportunity to advance his standpoints and to counter some of the challenges MPs posed about his speech. Although MPs in this speech seem to observe this code, they do so naturally. They are not necessarily aware of the existence of the code.

Rule 2, the Obligation to Defend Rule, ensures that the standpoints that are advanced and called into question are indeed defended. The code appears to apply in the debate analysed. However, the Minister did not respond to all criticisms of his standpoints because of time constraints. The Minister is given one hour to respond to MPs' challenges and there is no addition of time (Bunge la Tanzania, 2007). Therefore, this code of conduct is not fully adhered to, as the protagonist does not respond to all the criticisms.

Rule 3, the Standpoint Rule, is designed to prevent antagonists from deviating from what is claimed. However, in the discussion on the MoEVT budget speech, MPs appear partially to observe this code. There are instances where MP's attacks are not on the standpoint the Minister presented in his speech. They criticise or bring up in the discussion issues that the Minister did not talk about but the issues that nevertheless fall under his portfolio.

Rule 4, the Relevance Rule, requires standpoints to be defended by logos, not by ethos, or pathos. MPs and the Minister seem to observe this rule to a certain extent in the discussions. However, there are instances where the Minister gives defence on the issues raised on a general basis and not specifically addressing the issue raised. The Minister's standpoints largely are not argumentation but rather reports or statements, though the criticisms put forward are to a great extent base on argumentation. Nevertheless, the arguments that are advanced in the speech and debate largely are relevant to the standpoints at issue.

Rule 5, the Unexpressed Premise Rule, ensures that the implicit elements in argumentation are treated seriously. In the speech and debate analysed in this chapter, the protagonist did not respond to some of the MPs' criticisms because he is not obliged to do so by the discussion rules of procedures in the parliament. The Minister is free to choose the criticism to respond too. Since the Minister in his speech talked about numerous issues, MPs have no problem in choosing issues to attack.

Rule 6, the Starting Point Rule, ensures that the starting points agreed upon are used properly. This code seems not to apply in the speech and debate analysed in this chapter since the Minister, and MPs do not agree on any starting point in the discussion. The only thing that can be viewed as a common starting point in this speech and the debate is the procedures that guide the debate and presentation of the speech. The procedures are presumably known to all MPs.

Rule 7, the Validity Rule, requires checking, in cases where this is due, whether the conclusion follows logically from the premises. This code of conduct does not seem to apply in the speech and debate analysed in this chapter. The Minister and MPs in the entire debate seem not to determine whether one party is following formal logic in their argumentation.

Rule 8, the Argument Scheme Rule, excludes improper use of argument schemes. Again, this rule seems not to apply in the speech and debate on the MoEVT analysed in the chapter because the parties do not discuss how argument schemes should be utilised in the discussion. Thus, there is no form of agreement on how argumentation schemes should be applied. Besides, the two parties involved in the discussion are flexible in the application of arguments schemes; they do not question whether the argumentation schemes are applied correctly.

Rule 9, the Concluding Rule, ensures that the result of the discussion is ascertained in a correct manner. Contrary to this code, the protagonist and the antagonist in the speech and debate did not determine the outcome of the debate. However, there are a few instances on particular topics/issues where the Minister accepted MPs' standpoints. The chairperson of the parliament announces the overall outcome of the discussion. This rule in the code of conduct has little to offer in the discussion of the speech analysed here.

Rule 10, the Language Use Rule, is aimed at preventing misunderstandings resulting from non-transparent, vague or equivocal formulations or inaccurate, sloppy or biased interpretations. In the speech and debate analysed here, there are no instances of misunderstanding arising because of misinterpretation caused by formulation of standpoints. Seemingly, the protagonist and the antagonist in the speech and the debate appear to abide by this rule of the code of conduct.

5.5.2 Constraints imposed by Tanzanian parliamentary rules and regulations on strategic manoeuvring in the speech and the debate of the Ministry of Education and Vocational Training

Notwithstanding their role in ensuring that activities run smoothly, the institutional rules and regulations formulated to guide the day-to-day activities of institutions sometimes constrain the kinds of manoeuvring that can take place in these institutions. More specifically, the rules and regulations can restrict the strategic manoeuvring in parliamentary activities and may, for example, act as constraints to MPs' argumentative moves. In the parliamentary speech and debate under review in this chapter, there is evidence that, in some respects, strategic manoeuvring was hindered during the discussion of the speech of the MoEVT by parliamentary rules and regulations.

One of the ways in which the regulations hinder the strategic manoeuvring is requiring MPs to stick to the issue under discussion at a particular time. The Standing Orders, especially Section 5, clearly states the regulations for discussions—one of which is that “Each member of parliament shall only speak on

the matter that is being tabled in the discussion” (Bunge la Tanzania, 2007:39). The presence of such regulation in the Standing Orders blocks aspects of strategic manoeuvring such as topic shift and topic polarization, as these aspects involve the arguer introducing a new topic or simply deviating the discussion from the topic tabled (Tonnard, 2011). The presence of such rules and regulations in the Standing Orders limits the occurrence of topic shifts and topic polarizations in the discussion of the speech analysed in this chapter. However, in the discussion there are argumentative moves that are, to a certain extent, kinds of topic shift and topic polarization, albeit that they are not fully executed.

In Example 44(a), 44(b), and 44(c), the MPs make argumentative moves to shift the topic from discussing the issues related to education by introducing the issue of demonstration into the discussion. The MP’s move in (a) is blocked whereas those in (b) and (c) they are not. I discuss these moves below:

Example 44:

- (a) MHE. JOSEPH O. MBILINYI: Mheshimiwa Mwenyekiti, kumekuwa na shutuma nyingi dhidi ya CHADEMA kwamba tunapeleka siasa vyuoni. Mimi naomba niseme hivi, wote tunapeleka siasa vyuoni kwa sababu tunaona kila siku Katibu Mwenezi wa CCM, Nape yuko UDOM. Afadhali hata angekuwa Mbunge, eehe, yeye ni kiongozi wa Chama wa Uenezi, anakwenda pale kufanya uenezi na hakuna kitu kingine. (*Makofi*)(TS: Hansard 19/07/2011)
HONOURABLE JOSEPH O. MBILINYI: Honourable Chairperson, there has been a lot of allegations against CHADEMA; the party is accused of “taking” politics to the universities in the country. Let me say that all of us take politics to the universities because every day we see CCM Secretary for Publicity Nape visiting UDOM. He is not a Member of Parliament, but rather he is a party leader and goes to the university to publicise his party, nothing else. (Clapping)(Hansard 19/07/2011).
- (b) MHE. HENRY D. SHEKIFU Mheshimiwa Mwenyekiti, mimi nashauri wale wenzangu wenye kutamka kwamba maandamano ndiyo silaha ya mwisho kutafuta haki, inawezekana tukaichukua katika *narrow mind*. Siamini kwamba tumefika mahala mpaka tunaenda kuitisha migomo au tukafanya mambo ambayo ni ya aibu; tukachoma madarasa, tukavunja milango, halafu kesho tena tunatengeneza, kwa kweli si burasa. (*Makofi*)
 Sisi Wabunge tuepuke kauli za kuchochea fujo, hilo ndiyo ombi langu. Wabunge wote tuepuke kauli za kuchochea fujo, Mbunge anayechochea fujo mimi nafikiri sasa tubadilishe Kanuni zetu. Unatamka hapa nendeni mkagombane na wewe tutakujadili kwa sababu huitakii heri nchi yetu. Kwa hiyo, mimi nilikuwa naomba hilo. (*Makofi*) (TS: Hansard 19/07/2011).
HONOURABLE HENRY D. SHEKIFU: Honourable Chairperson, let me advise my friends who say demonstrations are the last weapon used in the search for justice. We perhaps have a narrow sense of demonstrations. I don’t believe we have reached the point of going on strike or doing such shameful things as setting classrooms ablaze, smashing doors and building new ones tomorrow. That is not wisdom. (Clapping)
We Members of Parliament should avoid making statements that incite.... That is my request. All Members of Parliament should refrain from making such statements. For the Members of Parliament who make such statements, I think it is high time we changed our Standing Orders and punished them. If you make a statement here telling people to go and fight, we will discuss you here because you don’t wish our country good. So, I was making that request. (Clapping) (Hansard 19/07/2011).
- (c) HONOURABLE DR. BINILITH S. MAHENGE: Niseme kwa wenzetu ambao wamezungumzia suala la maandamano kwamba, maandamano ambayo wanayafanya wao siyo maandamano yanayoitwa na Wananchi, yanatoka juu kwenda chini, lakini tukipeleka *skills*, vijana hawa ninaowasema wote zikapatikana, tutakuwa tumefanya jambo la maana sana. Tusipopeleka hawa, ndiyo watakuja kuanzisha maandamano ya kweli, siyo haya yanayosemwa na mwenzetu hapa. (*Makofi*) (Hansard 20/07/2011).
Let me say that those who have said something about demonstrations should know that demonstrations are not initiated by the people but they are a top-down kind of thing. But if we give skills to our people, all these youth will have skills and that will be good for our country. If we don’t give them skills, these

are the ones who will stage real demonstrations, not those who are being talked about by our friends. (Clapping) (Hansard 20/07/2011).

The MP in 44(a) introduces into the discussion the issue of demonstrations. The MP indicates that there have been accusations against CHADEMA (an opposition party) that it is practising politics in various universities. The MP emphasises that it is not only the opposition that is doing this because the CCM (the ruling party) Secretary for Publicity has also been visiting UDOM frequently. The MP questions what the Secretary goes to do there, since he is not an MP. For the speaker, the Secretary is a political party leader so what he does at UDOM is publicise his party. The MP was trying to defend his party (CHADEMA) because many MPs accused it of inciting students to demonstrate in various universities. The MP shows that it is not only them (the opposition) who are engaging in political activities in colleges and universities as it is also the ruling party, through its Secretary engaging in publicity. However, the MP does not realise that, by accusing the ruling party that it is also doing the same, he is confirming the allegations directed at CHADEMA. The MP did not go further in defending his argument before the Chairperson stopped him, reminding him to stick to the topic about the education sector. The Chairperson says, “Please take your seat! According to the Standing Order number 64, a member of parliament shall not talk about something that is out of the current discussion. I request you to focus on education sector, Mbeya demonstration is not our discussion today.” Thus, the Chairperson blocks the MP’s strategic move, citing the discussion rule the MP infringed for making such a move. For his part, the MP wanted to shift the topic so that he may defend the issue of demonstrations, which his party considers as an important tool for demanding rights.

In Example 44(b), another MP makes a move to shift the topic to demonstrations, but with a slightly different perspective. This time the MP is criticising those who are making demonstration as a last weapon in demanding justice. The MP points out that using demonstration as a weapon for claiming justice is wrongly taking demonstration in a narrow sense. He emphasises that it has not reached a point of calling for or doing what he calls ‘shameful acts’ like setting classes alight, smashing doors and later make new ones. This, he argues, is not wisdom. He advises all the parliamentarians to refrain from making seditious statements. He goes further, advising the parliament to think about revising its Standing Orders so as to allow the parliament to discuss an MP who incites people, as such an MP does not wish the country good. This is a criticism to the opposition in the House as, for them, demonstration is part of a strategy to make the government or other institutions act.

The move in 44(b) is similar to the move the MP in 43(c) makes about the same issue of demonstrations. In the latter, the MP points out that the demonstrations that the opposition is talking about and organising are top-down kinds of demonstrations, since the people do not initiate them. The MP insists that, if the government provides skills to the youth, they are ones who will bring about true demonstrations. Although the MP tries not to criticise the opposition directly, it is still clear from the context that she is censuring the opposition concerning demonstration.

Interestingly, the Chairperson did not interrupt either of the MPs in 44(b) and 44(c)—despite their argumentations not being focused on the topic of the discussion—but allowed the two to continue their argument until they finished. It is difficult to tell why the Chairperson did not interrupt the two MPs who also made a gross violation of the Standing Order the chairperson cited when he stopped the move of the MP in 43(a). The only possible reason is inconsistency in the application of the Standing Orders in the parliament as the rules and regulations are supposed to be applied in the same way for all the parliamentarians in the House. Another thing noted in the two examples is that other MPs did not raise the issue to the Chairperson. The Standing orders, under such situations, allow any MP in the parliament to bring the issue to the attention of the Chairperson so that the Chair may exercise his power.

Regarding polarisation, there are a few instances in the discussion where MPs make some moves to polarise the topic. Polarisation is a strategy designed to create two groups with opposite opinions or positions (Tonnard, 2011). This occurs when a politician's opponent (an MP) advances a standpoint to portray that he holds an opposite opinion (Tonnard, 2011), and thereby forces the politician to take sides, more often by disagreeing with the opponent's standpoint. The disagreement between the parties becomes clear since the discussant describes his own standpoint, or his opponent's standpoint, in a way that forces the opponent to disagree. The fragments in Example 45 indicate the polarisation moves MPs make in the debate analysed:

Example 45:

- (a) Mheshimiwa Mwenyekiti, mwisho, naomba nisisitize kuhusu migogoro ya Vyuoni, penye ukweli patabaki kuwa na ukweli siku zote. Migogoro ya wanafunzi vyuoni, migomo ya wanafunzi vyuoni inatokana na huduma mbovu ambazo haziwatoshelezi. Wakitimiziwa mahitaji yao kwa wakati na wakisikilizwa shida zao na kutekelezewa mahitaji yao, hakuna migomo itakayotokea shuleni. Matokeo yake sasa badala ya kuwatekelezea wanafunzi mahitaji yao na kuzuia migomo kwa njia za halali, kuwakamilishia yale ambayo yanawafanya wagome, Serikali imekuwa ikitumia nguvu nyingi sana. Inafikia kutumia nguvu ya Dola ikiwa ni pamoja na kuwapiga risasi za moto wanafunzi. Hili ni jambo la hatari sana. Hawa ni wanafunzi ambao bado akili zao hazijakomaa, kila siku washuhudie risasi, washuhudie virungu na mabomu, tunajenga Taifa la ukatili, tunawapa mioyo ya kikatili wanafunzi, matokeo yake nchi hii itakuwa na watu makatili na tutashindwa kuwaongoza. Tunawafundisha watoto hawa kuwa na roho mbaya, watoto hawa tunawafundisha kutokupendana, watoto hawa tunawatia ujasiri wa mapambano kinyume na taratibu za nchi yetu kama tulivyolelewa na marehemu Baba yetu wa Taifa, Mwalimu Julius Kambarage Nyerere. (ACE: Hansard 19/07/2011).
- Honourable Chairperson, lastly, let me talk about the issue of conflicts in the colleges and universities. Truth will always be truth and will never go away. The conflicts going on in the colleges and universities are the result of the poor services provided to students. If all their demands are met on time, students will not go on strike. Instead of providing what they need, giving them that which makes them go on strike, the Government has been using a lot of force to "address" the problem(s). It is using the police, who attack students with guns. This is very dangerous. These are mere students whose minds are not yet mature. You expose them to bullets, batons and bombs. We are building a nation of cruel people. We are inculcating cruel attitudes in students' minds. The result of this will be a country full of cruel people and we will fail to lead them. We are teaching these children to be hard-hearted. We are teaching them not to love each other. We are teaching them to contravene the laws of the land, something that is contrary to how we were trained by the Late Founding Father of our Nation, Mwalimu Julius Kambarage Nyerere. (ACE: Hansard 19/07/2011)*
- (b) HONOURABLE CONCHESTA L. RWAMLAZA Mheshimiwa Spika, nichangie kuhusu matabaka ya elimu nchini. Nchi yetu imejenga matabaka ya viwango vya elimu kati ya walionacho na wasiokuwa nacho. Shule za *English Medium* zimeleta matabaka, zina kila *facility*, vitabu, maabara, walimu,

mazingira na hivyo kutoa elimu bora kwa watoto wa watu wenye uwezo. Matabaka hayo yatakwenda hadi katika ajira, watoto wa vigogo wenye uwezo ndio watakaoajiriwa na si watoto wa wakulima katika shule za kata. Zamani ilikuwa ni fahari kushinda kwenda shule ya Serikali sasa imekuwa mkosi. Serikali iangalie mpango wa ushindani kati ya shule zake na shule binafsi ili kupunguza matabaka yanayojitokeza. (ACE: Hansard 20/07/2011).

Honourable Speaker, let me say something about education-based classes in our country. Our country has developed education-based classes of the haves and the have-nots. English-medium schools are the ones that have brought about these classes. They have facilities, books, laboratories, teachers and a good learning/teaching environment and therefore they provide quality education to people with money. These classes will manifest themselves in employment, as only the children of the rich will be employed, and not the children of peasants who study in community schools as well. In the past, it was pride for one to pass an examination and join Government schools, but now it is a curse. The Government should look at the competition plan between its schools and private schools to mitigate this situation. (ACE: Hansard 20/07/2011).

- (c) MHE. DKT. MARY M. MWANJELWA Mheshimiwa Spika, mikopo katika elimu ya juu haikidhi haja ya watoto wa Kitanzania wa kipato cha chini. Utaratibu mzuri ufanyike kwa sababu watoto wanaotokana na familia nzuri zaidi ndiyo wananufaika na mikopo hiyo, kiasi cha kwamba, wao wenyewe wanaanza kuwasaidia kuwapatia pesa wasio nacho. Mantiki yake ikoje hapo? Wasio nacho wanazidi kuumia. Hali hii inachangia pia migomo isiyo na tija (*demoralization*), katika wanafunzi, hence, kutofanya vizuri katika masomo. Lugha itumikayo katika mikopo iwe ni moja. (ACE: Hansard 20/07/2011).

HONOURABLE DR. MARY M. MWANJELWA: Honourable Speaker, the loans provided to students in the higher learning institutions do not meet the needs of Tanzanian students, especially the needs of those from poor families. A good mechanism should be put in place, because children who come from well-to-do families are the ones who benefit from those loans and some of them lend the money to those who do not have it. Is there any logic there? The have-nots continue to suffer. This situation also leads to unnecessary strikes and demoralization of students, hence the poor performance in their exams. The "language" used in the loans should be one and the same. (ACE: Hansard 20/07/2011).

The fragment in Example 45(a) is a move the MP makes to polarise the topic of conflicts in colleges and universities. To support his standpoint, he points out that conflicts in colleges are a result of poor services, which are unsatisfying. The MP emphasises that, if the students are given all their demands in time, there will be no strikes. On the contrary, instead of providing what the students need and meeting the demands that lead them to boycott, the government has been using extra force to contain them. The MP indicates that the government is using the police force, including firing bullets at students. The MP polarises this topic because he attributes the cause of conflicts and boycotts to unsatisfactory services delivered to the students. The government is the cause of this, as it does not attend students' demands on time. The MP continues to polarise the topic even further, describing the government's efforts to stop the students' fury as inculcating cruel attitudes, hatred, and boldness in the students' immature minds. Consequently, the nation will end up having many cruel and ungovernable people. This is dangerous to the well-being of the nation. The MP's move makes the government the one to blame for failing to meet the students' demands. Besides, the measures it takes to calm the situation are more dangerous; that makes the government to be doing more harm to students and the future of the nation. This argument, although not countered, forces the protagonist (the minister) to disagree with the MP.

Example 45(b) is another move to polarise the topic of discussion. The MP in this example talks about education classes in the country, and supports her standpoint with the argument that the country has developed education classes divided between the haves and the have-nots. The MP points out the cause

of these class divisions are English medium schools, which have multiplied in the country. They have facilities, books, laboratories, teachers, and conducive environments and hence they provide quality education for people with money. The MP predicts that, as days pass by, the class divisions will go as far as the employment level, as only the children of the rich will be employed and not the children of the poor peasant studying in public schools. Albeit the MP does not explain the reason for this, the quality of education given in public schools does not give children the skills needed in job markets to compete with those who go to the English medium schools. The MP also points out that, in the past, it was a matter of pride to pass and join government schools but now “it is a curse”. The MP concludes that the government must look at the competition plan between its schools and private schools to lessen the evolving class divisions. The way the MP presents her move indicates that the English medium schools, contrary to what is expected, have led to the emergence of class differentiations in the country. Instead of helping the country in providing education to its citizens, these schools are creating divisions among the people due to the discrepancy in the availability of teaching and learning facilities. But the MP goes further, polarising the topic by describing joining government schools as a curse. Although she does not elaborate on this, it might be due to the scarcity of teachers, teaching and learning facilities in these schools. In any case, this is an extreme explanation of the issue and it forces the protagonist (the minister) to disagree with the MP. Unfortunately, the polarisation failed because the Minister did not react to the argument.

In similar ways, the MP in example 45(c) polarises the issue of the provision of loans for higher education, which, the MP argues, do not meet the needs of the Tanzanians students, especially those of low income. She stresses that the government must put in place a good mechanism because children who come from moneyed families are the ones who benefit from these loans, to the point of themselves lending money to those who do not have. This is contrary to the whole idea of having higher education loans, because the loans were supposed to help children whose parents cannot afford the costs of universities and colleges. What the MP shows in her argument contravenes even the law that established the system of loans in the country. The MP further questions the logic of what the government is doing in relation to higher education loans, as the have-nots continue to suffer. The MP points out that the situation leads to pointless strikes and demoralisation of students who, as a result, perform poorly in their studies. The MP in the argument makes a move that higher education loans do not meet the needs of the Tanzanians, especially the poor and those who need them most, because they are given to children from wealthy families. Consequently, they lead to unnecessary strikes and demoralisation of students. This contradicts the government statement that the higher education loans are of great help to children from lower income families. The Minister did not react to this argument specifically, but he gave a response that the government is working on the recommendations of the Presidential Commission that was formed to probe into the problems related to provision of loans and to recommend the best ways to give loans to higher education students.

One interesting thing noted from topic polarisation is that the chairperson did not interrupt the MPs who were making these moves, but left them until they finished everything they wanted to say in support of their argumentations. Probably, this is due to the fact that, in topic polarisation, there is no overt attempt to shift the topic of the discussion but the MPs only present their arguments in such a way that they show extreme disagreement with the opponent. The Standing Orders do not mention this kind of presenting argument in the House as unacceptable. Thus, the MPs do not infringe any Standing Order by presenting their argumentation this way.

The other way institutional rules and regulations impose some constraints on strategic manoeuvring in the speech and debate analysed here is the degree of freedom that is given to the Minister. The procedures do not require the Minister to respond to all the challenges, criticisms and doubts MPs directed to some of his standpoints. In this debate, the Minister was given one hour to respond to MP's challenges, but he only selects some of the criticisms to respond to and leaves many of them unaddressed because of limited time. On the one hand, this restricts the strategic manoeuvring because it denies MPs opportunity to challenge further the Minister's arguments. On the other hand, the Minister misses an opportune time to make more strategic moves to defend further his standpoints that have encountered challenges in the discussion.

Even though the Minister eludes some of the MPs' challenges, criticisms and doubts, MPs still have another opportunity to raise the issues that the Minister evaded when he is winding up his speech. This is during the time the parliament is sitting as an Expenditure Committee to approve the budget, section-by-section (called the sub-vote). Unexpectedly, even at this stage, not many MPs did have the opportunity to raise the issues that the Minister did not react to as he was summing up his speech. MPs went through a few sections, and the remaining ones were approved together because the allocated time elapsed before going through all of them one by one, as the Standing Orders require. Despite the fact that the Standing Orders permit sections of the budget to be approved en bloc, when the allocated time ends, this denies MPs the opportunity to manoeuvre strategically as they "demand for more argumentation or support of argumentation" (Van Eemeren et al, 2007) on the issues.

5.6 The difference of opinion that arises on the speech and the debate of the Ministry of Education and Vocational Training

Difference of opinion is vital in any critical discussion in argumentative discourse because without it there is no critical discussion. Difference of opinion enables discussants to hold a discussion to try to resolve the difference of opinion by means of dialogue. This happens when one party makes a standpoint and the other party doubts or does not agree with that standpoint. The parties will try to discuss the matter to reach some kind of agreement (Van Eemeren et al., 2002). The party that made the standpoint has the duty to justify its standpoint so that the other part may accept that standpoint and withdraw its

doubt. The manner in which they try to reach the resolution determines the kind of discussion the parties will have to hold in order to reach a resolution.

For the parties to hold a critical discussion, they will need to externalise their difference of opinion to start a critical discussion so as to reach a resolution. The difference of opinion ought to be clear to all the parties so that they can work out a resolution. This starts with one party putting forward a standpoint on whatever matter and another party adopting an opposite standpoint, simply expressing some doubt, or going a step further to reject the standpoint (Van Eemeren et al., 2002). This marks the beginning of the critical discussion.

The manner in which the arguers express the difference of opinion determines the simplicity or complexity of resolving it. In the debate for the MoEVT, the difference of opinions appears in three forms—namely, single no mixed, single mixed and multiple no mixed. The fourth type, multiple mixed, does not surface.

The first form is single no mixed, which is the elementary form that involves only one proposition (Van Eemeren et al., 2002). In a single no mixed difference of opinion, only one standpoint (whether positive or negative) is adopted and called into doubt by the other party (Van Eemeren et al., 2002). This is the basic form and is widely applied in the debate, where many of the argumentations fall under this form. In this form, only one party is committed to defend a standpoint that has met with doubt, as in Example 46 below:

Example 46:

- (a) Mheshimiwa Mwenyekiti, naomba nizungumzie kuhusu OC ya Idara ya Elimu, tunaenda wapi? Idara ya Elimu ni Idara kubwa sana Mkoani, lakini sasa hivi imekuwa ni kieneo kidogo, kimekuwa chini ya Meneja wa Cluster. Meneja wa Cluster anashika Idara karibu tano, Mhandisi wa Maji, Idara ya Kilimo iko chini yake, Idara ya Utamaduni na Michezo, Idara ya Elimu pamoja na Afya, hivi kweli huyu mtu mmoja mkimkabidhi Idara hizi zote ziwe chini yake, Afisa Elimu wa Mkoa akitaka kufanya kazi zake ni mpaka aende kuomba hela kwa Meneja wa Cluster, hivi kweli mnamtendea haki Afisa Elimu? Taasisi kubwa kama hiyo, si afadhali Afisa Elimu angepewa U-Meneja wa Cluster tungeelewa, Idara kubwa ndani ya Mkoa. Tunaiomba Serikali, Idara ya Elimu ipewe OC yake. Kumtegemea mtu tunakwamisha taaluma katika Mikoa yetu. Najua kupanga ni kuchagua lakini hapa mimi sioni kama tumekwenda vizuri. (*Makofi*) (ACE: Hansard 19/07/2011).

Honourable Chairperson, let me talk about the OC of the Department of Education. Where are we heading? The Education Department is a very big department in the region, but it has remained as something very small for a long time. It is now under the Manager of the Cluster Centre. The manager leads about five departments; the Department of Agriculture is under the Water Engineer; the Department of Water is under him; the Department of Culture and Sports is under him; and the Departments of Education and Health are under him. Is it really possible for a single person to manage all these departments? If the Regional Educational Officer wants to discharge his duties, then he should go and see the Manager of the Cluster Centre. Are you really being fair to the Regional Educational Officer? Such a big institution? Is it not a good idea to make the Regional Educational Officer the Cluster Centre Manager? This is the biggest department in the region. We request the Government to give the Department of Education its own OC. Depending on one person hinders the progress of education in our region. I know that to plan is to choose, but I don't think that we have done well with regard to this issue. (Clap) (ACE Hansard 19/07/2011).

- (b) MHE. DIANA M. CHILOLO Mheshimiwa Mwenyekiti, naomba nizungumzie kuhusu mikopo ya Vyuo Vikuu, hivi tangu tumeanza kuwakopesha hawa wanafunzi wa Vyuo Vikuu, ni shilingi ngapi

ambazo tumewakopesha na ni shilingi ngapi zimesharejeshwa? Utafiti wangu unaonyesha kwamba ni fedha nyingi zinazokopeshwa hazirejeshwi na hazirejeshwi kwa sababu wasomi hawa wanapomaliza masomo yao wanakosa ajira, kujiajiri hawawezi. Hivi huyu msomi atarejeshwa vipi pesa kama hana ajira? Natoa ombi kwa Serikali na naomba Wabunge mniunge mkono, naiomba Serikali ifikie mahali sasa tuwape fedha hizi wanafunzi wa Chuo Kikuu bure, tusiwakopeshe tena kwa sababu ni kama tunatwanga maji kwenye kinu hazirudi, sasa kama pesa hazirudi, si bora tujue kwamba hizi tumetoa bure tu. Naishauri Serikali kwamba tutoe fedha hizi bure kwa sababu urejeshwaji wake ni utata, mpaka sasa hivi hata takwimu sidhani kama ziko sawasawa (ACE: Hansard 19/07/2011). (strategic m)

HONOURABLE DIANA M. CHILOLO: Honourable Chairperson, let me talk about university students' loans. By the way, since we started lending money to university students, how much have we lent them and how much has been repaid? My research shows that most of the money lent to them is not being repaid and it is not being repaid because the graduates do not have jobs and cannot employ themselves. How do you expect an educated person to repay the money while he/she has no job? I would like to urge the Government and request you Members of Parliament to support me in this. I urge the Government to give the students that money for free. We should not lend them. This is like pounding water in a mortar because the money won't be repaid. It is better we know that we gave them the money free of charge than hope that it will be repaid. I advise the Government to do so because it is not being repaid. I don't think the statistics are put rightly. (ACE: Hansard 19/07/2011).

In Example 46(a), the MP's argumentation indicates that there is a difference of opinion that needs to be resolved. The MP talks about the Other Charges (OC)—the money that the government sends to different departments for their regular expenditures. The MP supports her standpoint with the argument that the Education Department is a very big department in the region but, it has remained something very little because it has now been put under the Manager of Cluster Centre. The Manager of Cluster Centre leads about five departments and the MP doubts whether the Manager will be able to deal with matters of all the five departments. The MP does not think it is proper for the Regional Educational Officer to go to see the Manager of Cluster whenever he/she wants to carry out his/her duties. She wonders how such a big institution is under the Cluster Centre. On the contrary, it would be better for the Regional Education Officer be made the Manager of Cluster Centre because it is the biggest department in the region. The MP insists that the government ought to give the Department of Education its own OC because depending on one person hinders the progress of education in the regions. In this argumentation, the MP expresses doubt regarding the Minister's argumentation about putting the Department of Education under the Manager of Cluster and hence it will not have its own OC. The MP gives several argumentations to support her standpoint, such as the Department of Education is big and it plays a crucial role so it can stand on its own. The other support is that the Manager of Cluster Centre already has four departments so adding a fifth department is to overburden the department and may reduce efficiency. The other argument in support of the standpoint is that putting the department of education under the Cluster centre means making all the five departments the responsibility of one person, which is not correct.

In the case of Example 46(b), the MP doubts the efficiency of the higher education funding system. To support her argument, she questions the amount of money the HESLB has disbursed to students so far and the amount that graduate students have repaid. The MP, from her own research, shows that the graduate students do not pay the money lent to them because they lack employment and they cannot

employ themselves. The MP proposes the government give the students the money as a grant and not lend it to them. It is better if it is known that the money given to them is free of charge. So, in this argument the MP doubts the efficiency of the system of giving loans to higher education students. Since it is not clear how much money the government has given to the students nor how much graduate students have repaid. So, the MP generally indicates that the system is not working and hence the government ought to do away with it and give students free money because it is pointless to give loans that you know the graduate students will not repay.

In a critical discussion, there are times when the standpoint advanced does not simply meet with doubt but the antagonist may reject it as well. This results into the second form of difference of opinion, single mixed difference of opinion: in this form, an opposing standpoint is adopted with respect to the same proposition (Van Eemeren et al., 2002). One party puts forward a positive standpoint and the other party rejects this and adopts a negative standpoint. The other party does not simply express doubts but also responds by adopting an opposing standpoint (Van Eemeren, 2002:9). The fragments in Example 47 below are example of single mixed form:

Example 47:

- (a) Mheshimiwa Mwenyekiti, nizungumzuie kidogo juu ya mikopo kwa ajili ya wanafunzi. Nilishtuka sana asubuhi niliposikia hapa kwamba, Bodi ya Mikopo ivunjwe. Ingekuwa kila kitu ambacho kinakuwa na kasoro ni kukivunja ama kukiua, basi tungeua vitu vingi sana! Bodi ya Mikopo, ninavyofahamu, imetusaidia sana tena sana. Bodi ya Mikopo ilianza mwaka 2005 na wale watumishi wa kudumu ambao walijiriwa mwaka 2006. Chombo chochote kinachoanza, mwanzoni ni dhahiri kwamba kinaweza kuwa na matatizo. Lakini tunaweza kujisahihisha na Bodi hiyo ikaendelea kufanya vizuri.

Mheshimiwa Mwenyekiti, kabla ya Bodi ya Mikopo, mwaka 2005/2006, wanafunzi wa Vyuho Vikuu walikuwa ni takriban 30,000 tu, leo hii wako 118,000! Ni kwa sababu wengi wao wamewezeshwa. Hata kama kuna mapungufu yoyote, lakini kusema kweli wanafunzi wamewezeshwa na Bodi ya Mikopo. Naomba tuwe tayari kuisaidia na tungojee ripoti ambayo Rais, alituma Tume ili kusudi waangalie matatizo na kuweza kuyasahihisha ili iendelee kutoa hiyo mikopo. Lakini tunalumu, mpaka sasa Bodi ya Mikopo imetoa mikopo kwa wanafunzi kiasi cha bilioni 630. Zilizoiva kwa ajili ya kurudishwa ni bilioni 21, mpaka sasa bilioni nane tayari zimesharudishwa. (*Makofi*) (ACE: Hansard 19/07/2011).

Honourable Chairperson, let me talk a little bit about students' loans. I was shocked in the morning when I heard the proposal that the Loans Board should be dissolved. If the solution to anything with problems is to dissolve or kill it, then we will dissolve so many things! The Loans Board, as I know, has helped us a great deal. It started in 2005 and the permanent and pensionable workers were employed in 2006. The beginning of anything is always tough. But we can address the problems and the board will operate as it should.

Honourable Chairperson, before the Loans Board was set up in 2005/2006, there were about 30,000 university students in the country but today they are 118,000! This is because most of them have been supported financially. Even if there are problems, the reality is that the Loans Board has supported many students. I request that we continue to support it while the Presidential Commission which was formed to look into the problems and suggest solutions to them so as to make the board continue providing loans students is doing its job. But we are blaming the board, even after it has given loans to the tune of 630 billion shillings to students. The amount that is supposed to be repaid is 21 billion shillings. So far, eight billion shillings has been repaid. (Clap) (ACE: Hansard 19/07/2011).

- (b) WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, naomba nitoe ufafanuzi ufuatao kuhusu hoja ya Mheshimiwa Susan Lyimo kama ifuatavyo:-

Mheshimiwa Mwenyekiti, sina hakika na hizi takwimu ambazo amezitaja kwamba tumeanguka mpaka nafasi ya 34 katika Afrika lakini niseme tu kwamba tunaendelea kuvifuatilia vyuo vyetu na kuwekeza katika vyuo hivi ili viendelee kung'ara katika Bara la Afrika. (*Makofi*)

Katika *exchange program* kati yetu na Uganda na kati yetu na Msumbiji nimetoa taarifa hapa katika Bunge lako Tukufu kwamba tuna wanafunzi wengi zaidi wa Uganda na Msumbiji ambao wametaka kuja kusoma hapa kuliko wale wa Tanzania ambao wamekubali kwenda kusoma katika nchi hizo. Kwa kuonyesha kwamba wanapata elimu nzuri zaidi hapa kuliko kule lakini naona elimu hii hasa katika Vyuo Vikuu itaboresha zaidi pale ambapo Waheshimiwa Wabunge wengine watakapoacha taratibu za kugeuza vyuo vile kuwa sehemu za kufundishia siasa kuliko elimu. (*Makofi*) (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Hon.Chairperson, allow me to explain about the argument of Honourable Susan Lyimo as follows: -

26. MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, allow me to talk about what Honourable Susan Lyimo has said:

Honourable Chairperson, I am not sure about these figures which show that we have fallen to 34th place in Africa, but I will only say that we should continue to "monitor" our universities and invest in them so that they continue to shine in Africa. (Applause)

In a student exchange programme between us and Uganda and Mozambique, I remember I said here in Parliament that there are more students from Uganda and Mozambique who want to study here than those from our country who want to study in these countries. This shows that they receive a better education here than there. But I think our education, especially university education, will improve when other Honourable MPs stop using universities to teach politics to students, rather than offering them education. (Applause) (ACE: Hansard 20.7.2011).

In Example 47(a), the MP talks about student's loans, especially the proposal of dissolving the HESLB. Many MPs proposed that the government dissolve the HESLB because it is not efficient in the provision of loans to higher education students. The MP doubts whether this would be the right decision because the HESLB has helped a great deal in giving loans to higher education students. The MP indicates that there may be problems in the operations of the HESLB, but they can be corrected so that it may work better rather than dissolve it. In order to support his argument, he reminds the parliamentarians the number of higher education students admitted before and after the HESLB. The number of higher education students has remarkably increased, from approximately 30,000 students before the HESLB to 118,000 students after it. So, despite the problems, the board has supported many students. The other support to his standpoint is that people should wait for the report of the Presidential Commission the government formed to enquire about the HESLB operations in relation to provision of loans to students and to recommend the way forward. The MP provides more support to his argumentation by indicating the amount of money the Board has given to students, the amount that is mature and ready for repaying, and the amount that have been repaid so far. The supports the MP gives justify that the HESLB should not be dissolved because it has helped exceedingly in giving loans to higher education students, and suggest that instead a way of solving the problems related to its operation should be sought.

The example in 47 (b) is one of the Minister's responses to one MP who talked about the higher education standards falling, mainly because the UDSM has dropped places on the Webometric ranking system. In this argument, the Minister does not only doubt the MPs standpoint but he also indirectly rejects it and adopts an opposing standpoint. The Minister, in his response, indicates that he is not sure about the ranking the MP mentioned in her argument. He adds that the Ministry is monitoring and investing on its universities so that they continue to do well on the African continent. The Minister uses

the exchange programme as a justification that the higher education standard is not falling because there are many exchange students from Uganda and Mozambique who come to study in the country. This is because universities in the countries provide quality education. In contrast, only a few Tanzanian students have accepted to go to study in those countries, which implies that, they get better quality education within the country than in those countries. Even though the Minister does not directly indicate that he rejects the MP's argument, it is obvious from the support of his argumentation that he does actually reject the MP's standpoint.

There are times in a critical discussion when the discussants present one proposition that relates to multiple issues. In this form, although there is one proposition, the discussant presents his standpoint on a number of issues. The fragments in Example 48 are some examples of multiple no mixed form of difference of opinion:

Example 48:

- (a) Mheshimiwa Spika, napenda vilevile kujikita kujibu hoja ya Mheshimiwa Antony Gervas Mbassa, Mbunge wa Biharamulo, yeye alitaka kujua kwamba baadhi ya Walimu wanaomba ruhusa ya kwenda kusoma kwa kujiendeleza na waajiri wamekuwa wagumu sana kutoa ruhusa hizo kwa Walimu hao wanapotaka kwenda kujiendeleza. Nataka tu niseme kwamba taratibu za Utumishi wa Umma zinaeleweka. Pale wanapotoa ruhusa za kwenda masomoni, wanatoa bila ubaguzi. Wizara ya Elimu na Mafunzo ya Ufundi, tunakuwa tunapata matatizo ya upungufu wa Walimu kwenye shule zetu za Kata. Unapofanya ziara, unakuta shule ile ina Walimu 30, ina Walimu 20 lakini nusu ya Walimu wamekwenda kusoma. Taratibu zinasema kwamba angalau basi Mwalimu afike pale kituo cha kazi, akikaa angalau miaka miwili mpaka mitatu, anaweza sasa akapata ruhusa ya kwenda kusoma lakini, nataka tu nitoe masikitiko yangu kwamba kuna baadhi ya Walimu wakifika maeneo ya kazi hawawezi kuomba hata ruhusa kwa Mwalimu Mkuu, hawawezi kuomba ruhusa hata kwa Mkurugenzi, wanaandika barua na vyuo vinawadahili na wanakwenda kusoma. Sasa, anaporudi kwenye kituo chake cha kazi kwa mwajiri ambaye ni Mkurugenzi anakuta ameshamwandikia barua ya kusimamisha mshahara, inakuwa ni tatizo na hawa Walimu wanaanza kusema kwamba labda Serikali inatunyanyasa. (ACE: Hansard 20/7/2011). *Honourable Speaker, I would also like to respond to Honourable Antony Gervas Mbassa's (MP for Biharamulo) concern. He said that some teachers ask for permission to pursue further studies, but their employers have been very reluctant to give them permission. I just want to say that the public service procedures are known. So, if someone asks for permission to go to college, they should be given permission without bias. The Ministry of Education and Vocational Training needs teachers for the ward schools. When you visit a school you find that it has 30 or 20 teachers but half of them are on study leave. The procedures indicate that a teacher must report to their work station, work for at least two years and then they can be given permission to pursue further studies. But it is disappointing to see teachers arrive at their work stations and request neither the head master's nor the director's permission to go to college. Instead, they apply for places to colleges and the colleges enrol them. When they go back to their work stations – to their employer (the director) – they find that the director has already written to the Ministry, asking it to suspend their salaries. It becomes a problem and the teachers start saying that the government is not fair. (ACE: Hansard 20/7/2011).*
- (b) MHE. UMMY A. MWALIMU Mheshimiwa Spika, mojawapo ya kiashiria (*Indicator*) ya lengo la tatu la Milenia (*MDG 3*) ni kuondoa tofauti ya kijinsia katika Elimu ya Msingi, Sekondari na ngazi zote za elimu ifikapo mwaka 2015. Wakati takwimu zinaonyesha kuwa kuna usawa katika uandikishaji wa wavulana na wasichana katika Elimu ya Msingi, bado idadi ya wavulana inazidi wasichana katika Elimu ya Sekondari na Vyuo vya elimu ya juu hasa kwa wasichana walio vijijini. Mheshimiwa Spika, elimu kwa watoto wa kike ni kichochea cha kuondoa umasikini katika familia, jamii na nchi kwa ujumla. Kuna ushahidi unaoendelea kuonyesha kuwa elimu kwa wasichana inaweza kusaidia nchi kupata mafanikio katika utekelezaji wa malengo mengine ya Milenia hasa lengo lihusulo kupunguza vifo vinavyotokana na uzazi (*MDG 5*) na kupunguza vifo vya watoto wadogo (*MDG 4*). (ACE: Hansard 20/07/2011).

HONOURABLE UMMY A. MWALIMU: Honourable Speaker, one of the indicators of the third Millennium Development Goal (MDG 3) is removal of gender differences at all levels of education by 2015. While statistics show that there is equality in student enrolment between boys and girls in primary schools, the number of boys is bigger than that of girls in secondary schools and higher education institutions, as far as girls from the rural areas are concerned.

Honourable Speaker, the education of female children is a catalyst for poverty alleviation at the family, community and nation levels. There is evidence that shows that female children's education may help the country achieve the other MDGs, especially the goal to reduce maternity mortality rate (MDG 5) and to reduce infant mortality rate (MDG 4). (ACE: Hansard 20/07/2011).

The Minister in Example 48(a) responds to one MP's standpoint that teachers' employers deny them study leave. The MP talked about teachers who want to undertake further studies and their employers have been reluctant to release them. In response to this standpoint, the Minister talks about a number of issues, one of which is that the Ministry is facing scarcity of teachers in its schools, especially wards schools. The Minister indicates that sometimes, when they visit a school with 20 or 30 teachers, they find only half of the teachers at the school and the other half are on study leave. The Minister also points out that the procedure regarding civil servants who want to go for their further studies requires a civil servant to have worked for at least years. On the contrary, some of the teachers do not even apply for permission from the headmaster or the Executive Director of the Council. Such teachers apply for studies and, when admitted, they just leave. These teachers are surprised when they come and find the Executive Director has stopped their salaries. In this argument, the Minister talks about the scarcity of teachers and the procedure for civil servant to engage in further studies. He also talks about the teachers who go for further studies without permission and the measures taken against them. The MP puts forward the standpoint about the employer denying study leave for some of the teachers but the Minister brings into the argumentation a number of issues.

In similar way, the MP in Example 48(b) focuses on gender imbalances in primary schools and secondary schools. The MP points out that one of the indicators of the third Millennium Development Goal is the removal of gender difference in education. The MP further indicates that the figures show that there is equality in enrolment between boys and girls in primary schools, but the number of boys is bigger than that of girls in secondary schools and colleges of higher education especially, for girls in rural areas. The MP also points out that education for female children facilitates poverty alleviation in families, communities, and the nation at large. The MP does not elaborate on this argument. She stresses that there is evidence that continues to show that education of female children may help the country to get prosperity in the implementation of other Millennium Development Goals, especially those that concerns reduced maternity mortality and reduced infant mortality. The MP makes her argument on a series of issues relating to the standpoint about gender difference in primary, secondary, and other levels of education.

5.7 Summary

In this chapter, the discussion stages in the MoEVT budget speech and the debate have been examined. All the four discussion stages appear in the speech and the debate. However, there are slight difference

from the way it is suggested in the pragma-dialectical theory and the way the outcome of this discussion was determined. The structures of arguments that are made in the speech and the debate have also been examined. The argumentations in this speech and the debate fall under four argument structures: simple, multiple, coordinative and subordinative argumentations.

Determination has also been made of the extent to which the Minister and MPs make use of the three arguments investigated in the study: argument from cause and effect, argument from example and argument from authority. Both the Minister and MPs make use of argument from cause and effect, but only MPs utilise argument from example and argument from authority. In addition, it was noted that statistical argument was applied in the debate, albeit that there are only a few instances where this argument is applied. Argument from cause and effect is the most frequently utilised argument in the speech and the debate.

The chapter also covers the examination of criteria for evaluating the three arguments in the speech and the debate. The analysis shows that the Minister and MPs are flexible in the use of the criteria postulated in argumentation theory. In many cases, the Minister and MPs seem not to follow strictly the various criteria for evaluating a particular argumentation, thereby deviating from the criteria proposed by pragma-dialectical.

The chapter also explores how the Minister and MPs involve in strategic manoeuvring in their presentation of moves. The three aspects of strategic manoeuvring manifest in all the four discussion stages. Examination of the pragma-dialectical rules in relation to the speech and the debate analysed in this chapter revealed that the Minister and MPs observe a number of the discussion rules. Nevertheless, the Minister and MPs possibly apply the discussion rules naturally, as they may not necessarily be aware of the existence of such rules. Finally, analysis of the forms of the difference of opinion in the speech and debate showed that the arguments appear to fall under three forms: single no mixed, single mixed, and multiple no mixed.

CHAPTER SIX

CONCLUSION

6.1 Introduction

This chapter provides the conclusion of this study. The aim of the study was to examine argument quality in Tanzanian parliament discourse in Kiswahili. The study focused on the way ministers and MPs utilised three arguments—argument from cause and effect, argument from example and argument from authority—in the Annual Budget Speeches (ABS) and related debates in the parliament. The findings based on the research questions the study was set to address are presented in section 6.2. These questions are answered in the analysis in chapters 5 and 6. Section 6.3 presents some other findings the analysis has revealed in relation to the ABS and debates. In section 6.4, areas that would be worthwhile investigating in the future are outlined. Section 6.5 indicates the contributions of the study to scholarly literature and argumentation theory. Finally, section 6.5, provides a conclusion of the study.

The study addressed the following questions:

- (1) To what extent do Tanzanian MPs make use of (a) argument from example, (b) argument from authority, and (c) argument from cause and effect in budget speeches and debates in Tanzanian parliamentary discourse?
- (2) Which type of arguments are utilised more frequently between argument from authority, argument from cause and effect and argument from example in budget speeches and debates in the Tanzanian parliament? How can the preferences for certain types of arguments be explained and accounted for in argumentation theory?
- (3) To what extent do the arguments in Kiswahili budget speeches and debates conform to, or deviate from, the criteria of evaluation established in argumentation theory? How can these properties be explained and accounted for in argumentation theory?
- (4) How do Tanzanian MPs present their arguments in budget speeches and debates in parliament?
- (5) How do Tanzanian MPs make moves that accord to audience expectations and preferences on budget speeches and debate in parliament?
- (6) How is strategic manoeuvring exhibited by Tanzanian MPs in budget speeches and debates in defending topics they consider important to their target audience in budget speeches and debates?

6.2 Research findings based on the research questions

Regarding the first question, relating to the use of argument from cause and effect, argument from example and argument from authority, the ministers and MPs employed these three arguments in advancing their viewpoints in the two ABS and related debates. However, there is variation in the extent

to which ministers and MPs employ these arguments. Argument from cause and effect is widely employed in both speeches and debates. The ministers and MPs mostly employed this argument where a minister or MPs wanted to show that a particular course of action led to particular results or will lead to certain results, favourable or unfavourable. In the case of argument from authority, it was less employed in both ABS and debates. This argument was applied differently to the way is suggested in the pragma-dialectical theory in so far as it is stipulated that the protagonist and the antagonist must agree beforehand on the utilisation of argument from authority to avoid problems that may arise because of applying it. In the Ministry of Education and Vocational Training (MoEVT) speech, the Minister did not apply this argument. One possible reason for this is that argument from authority requires the speaker to be familiar with the expertise of the authority to be able to link the opinion of the authority to the standpoint in question. The other possible reason is that the nature of the issues the Minister presented in the speech and the response to MPs did not allow him to employ such an argument. Moreover, the Minister is free to choose the type of argument he uses to defend his standpoints. It is possible that argument from authority was not the suitable argument for him.

Concerning argument from example, it was applied in the debate and the speech, except by the Minister for the MoEVT. The Minister of Agriculture, Food Security and Cooperatives (MoAFSC) applied argument from example only when he was responding to MPs' challenges to his standpoints, but his speech did not contain this argument. The possible reasons for the Minister for the MoEVT not applying argument from example is that the nature of the issues that he presented would not allow him to make use of such argument. The other reason is that he is at liberty to choose any argument that is suitable to defend his standpoints. The MPs and the MoAFSC Minister drew the examples they utilised from different spheres of life, such as constituencies, personal experience and policies implemented in other countries. This resonates with Plug's (2010) observation on the use of argument from example in the European Parliament, where Members of European Parliament (MEPs) draw personal examples and examples from their home countries in their arguments to justify their standpoints.

Regarding the second question, concerning the frequency of use of the different types of argument, the analysis in this study has shown that argument from cause and effect is more frequently utilised in the the ABS and related debates. The predominance of this argument can be attributed to the issues ministers' speeches addressed. These speeches contained arguments on what ministries accomplished in 2010. As such, ministers applied argument from cause and effect to indicate the results of various policies, plans, proposals and strategies the ministries implemented the previous year. Ministers also utilised argument from cause and effect to show possible results of the various policies, plans, proposals and strategies ministries are set to implement in the year 2011/2012. On the side of MPs, since they challenged ministers' policies, proposals, plans and strategies, they also applied argument from cause and effect to criticise them, or they showed that certain proposals, policies, plans and strategies, if implemented, would have resulted in certain desirable results. MPs sometimes presented alternative

proposals, plans, and strategies, but they still employed argument from cause and effect to show the possible results of such proposals, strategies and plans if the ministries adopted them. The analysis in this study revealed that this argument is more frequently employed in argumentative discourse such as parliamentary speeches and debates. However, in the pragma-dialectical theory the preference of certain argumentation over others is not considered. The proponents of the theory might need to consider the difference in the extent to which these argumentations are applied in real situations in argumentative discourse such as parliamentary speech and debates.

Turning to the third question, regarding the criteria of evaluation established in argumentation theory, this study has revealed that the arguments in the ABS and related debates diverge from the criteria. This is mainly because many of the arguments advanced in the speeches and related debates analysed in this research are not fully evaluated in accordance with the criteria proposed in pragma-dialectical theory. For instance, the antagonists in both debates did not strictly use the critical questions proposed in pragma-dialectical theory to evaluate argument from cause and effect advanced in the debates. However, there are a few instances where one of the questions is applied to challenge the argumentation. This is so for MPs, when they were challenging ministers' standpoints, and ministers, when they were responding to MPs' challenges.

With respect to argument from authority, the ABS and debates analysed show flexibility in the use of the criteria stipulated in pragma-dialectical theory. The antagonists either challenged or accepted the arguments without subjecting them to all the critical questions. However, there are some arguments from authority in the debate that, even if the antagonists were to evaluate them, it would not be possible to assess them because pragma-dialectical theory does not include criteria for evaluating such kinds of appeal to authority—specifically holy books, iconic people, and organisations such as the UN. Although pragma-dialectical theory mentions holy books as one of the authorities arguers can appeal to, it does not propose criteria for evaluating such arguments from authority. The other authorities are not mentioned in the theory, although the analysis in this study has shown that MPs apply them in the same way as other arguments from authority. Thus, it is worthwhile to consider enriching the criteria for evaluating this argument so as to be able to evaluate argument from authority such as the one employed in the debates this study analyses.

Concerning argument from example, the analysis shows flexibility in the application of the criteria proposed in pragma-dialectical theory. There was one instance where the minister rejected a generalisation one MP was making. But, even with that example, not all critical questions were applied.

Therefore, based on what the analysis in this research has shown, the criteria proposed in pragma-dialectical theory for evaluating the three argumentations apply only to a certain extent in speeches and debates analysed in this study since, with the exception of a few instances, the antagonist and

protagonist did not strictly apply the criteria to evaluate the argument presented. Even for the few instances where these criteria are applied, their application is more coincidental than deliberate.

Concerning the fourth question, regarding the manner of presentation of arguments, the study noted that ministers' and MPs' presentation of arguments in the ABS and related debates vary, depending on the discussion stage and issue under discussion. Ministers' and MPs' presentation of arguments were analysed in the four discussion stages as one of the aspects of strategic manoeuvring. The study concludes that ministers and MPs presented their moves in a way that makes them effective. In the confrontation stage, the Minister for the Ministry of Agriculture, Food Security and Cooperatives (MoAFSC) presented his argument in such way that he avoided being held accountable for undesirable results, which he attributed to some other causes that are beyond the Ministry's capacity (such as floods, droughts and plummeting of cash crop prices at the world market). In other instances, the Minister highlighted the expected outcomes of the course of actions the Ministry would take in the year 2011/2012. He presented this in a causal relationship between the course of actions and the expected results. In the case of the Minister for Education and Vocational Training (MoEVT), the presentation of some of his arguments, highlighted the Ministry's achievements in the previous years and downplayed any negative aspects so as to avoid being held accountable. He employed argument from cause and effect to highlight the Ministry's achievements. Although the Minister did not state explicitly his position about the standpoints, it is implied in the arguments. This is in line with the indication from pragma-dialectical theory that "at the confrontation stage, the Protagonist avoids making explicit his position about the standpoint" (Van Eemeren, 2010:121). The Minister presented some of the arguments in causal relationship to show the various plans and their expected outcomes. These are plans the Ministry wants to implement in the next year to improve the education sector in the country.

As MPs presented their argument in the confrontation stage, they showed that they were criticising ministers' standpoints contained in their speeches. The analysis of the debates of the two speeches concludes that MPs in both speeches employed rhetorical question, metaphorical expressions, and carefully chosen words to enhance the effectiveness of their arguments (see section 4.5 in Chapter 4, example 31 and Section 5.5 in Chapter 5, example 28). MPs also made use of images and sayings in their arguments as they challenged ministers' standpoints. Van Eemeren and Houtlosser (2001) also report the use of images in their analysis of the debate on the fox hunting bill in the British parliament. The analysis has shown that MPs in both speeches at this stage made explicit their positions on their standpoints.

With respect to the presentation in the opening stage, the ministers and MPs presented their arguments in different ways. Ministers and MPs strived to make their arguments both reasonable and effective. The Minister for the MoAFSC employed metaphors to present some of his arguments so as to make them appealing to the audience, in line with that which is articulated in the pragma-dialectical theory

(Van Eemeren, 2010:121). He also presented his arguments in carefully chosen words to create a certain impact for the topic under discussion. Likewise, the analysis has shown that the Minister for the MoEVT presented his arguments in carefully chosen words and phrases to make them more effective to the audience. Similarly, a careful choice of words in the presentation of arguments is noted in the debate on the fox hunting bill in the British parliament (Van Eemeren & Houtlosser, 2001). The Minister also underplayed any negative aspects of the standpoints to make the audience focus on the positive aspect of the issue under discussion and, hence, increase acceptability of the standpoint.

MPs at the opening stage presented their arguments in ways that indicated the role they are playing in the discussion, whether supporting the protagonist or acting as antagonist. MPs in the debate for the MoAFSC framed their arguments in words that they chose carefully to create certain images, bad or good, about the issues under discussion. In other instances, they utilised rhetorical questions to make their argument more effective for the audience. On the side of the MoEVT debate, MPs presented their arguments in carefully chosen expressions that reinforced the argument presented. They also utilised metaphorical expression to appeal to the audience.

The presentation of argument in the argumentation stage involved ministers defending further some of their arguments that MPs challenged in the discussion. MPs also posed more challenges to the ministers' arguments. The Minister for the MoAFSC utilised various expressions to make his arguments more effective, which reinforced the arguments he presented in the discussion. He also made use of certain words that create images about the issue under discussion, thereby strengthening the arguments. Likewise, the Minister for the MoEVT applied certain expressions to enhance the arguments he presented in the debate. To make the defence of the standpoints clear, he also presented his arguments to indicate some of the steps the government is taking.

MPs in the debate of the Minister for MoAFSC applied rhetorical questions to present their arguments in the discussion. They did this as they demanded more arguments or clarifications from the Minister. They also presented their arguments in words that created a certain image in an effort to make their argument effective to the audience. On the part of the MoEVT debate, MPs employed carefully chosen words and expressions to make effective criticisms of the Minister's standpoints. MPs at this stage advanced more challenges after the Minister's response to their criticisms, for the standpoints in the Minister's responses that the MPs did not find convincing.

In the concluding stage, MPs initiated the presentation of arguments. The minister at this stage is required to respond to the issues MPs query in the discussion. The analysis of the two debates has shown that the protagonist (the minister) concluded the discussion, since his response to the issues raised could either end the discussion on the issue in question or it could trigger more discussion. This finding is in line with Jakaza's (2013) observation about the mover of the motion concludes the speech. The Minister in the debate on the MoAFSC accepted some of the arguments MPs advanced. He did this in a careful

way, avoiding fuelling a discussion on the issues. The Minister also rejected some of MPs' arguments, but he did so in a skilful way so that he would not provoke a debate on the topic as his response could compel MPs either to challenge the standpoint further or to end the discussion on the issue. In the case of MoEVT debate, the Minister, in the same ways as the MoAFSC Minister, accepted some of the arguments MPs advanced in the discussion in a careful way, ensuring not to raise another discussion. In some of the arguments, he highlighted the benefits of certain procedures and courses of action the government took, or will take, in the following year. This was to underscore how important it is for the government to adopt such procedures or courses of action.

In relation to the fifth question, about the moves that accord to audience expectations and preferences, the analysis has shown that the arguments advanced in the speech and the discussions of the two speeches were aimed at a particular audience, which included fellow MPs, opposition MPs, particular groups in society, voters in MPs' constituencies and the general public, depending on the topic being discussed.

In the confrontation stage, the Minister for MoAFSC presented arguments that are in line with the views and preference of the audience. The MoAFSC advanced arguments that emphasised the desirable outcomes of the plans the Ministry wants to implement in the year 2011/2012, or indicating the favourable results of the plans the Ministry implemented in the previous year 2009/2010. On other occasions, the Minister emphasised the strategies the Ministry wants to implement to avoid certain undesirable results for the audience or he highlighted the outcome of a strategy the Ministry implemented the previous year which helped to avoid certain undesirable results. Similarly, the Minister for the MoEVT advanced arguments that are in agreement with audience expectations about the success of some of the strategies the Ministry implemented the previous year and the anticipated desirable outcomes of the Ministry's plans for the education sector. In some of his arguments, the Minister indicated efforts the Ministry is making to end some of the problems that have been facing education sector for many years and how the results will be beneficial for the populace. The study concludes that, the protagonists (the ministers) in their arguments strived to make moves that are in line with the audience expectations and preferences.

MPs also adjusted their arguments to meet audience expectations and preferences in the debates. In the discussion of the MoAFSC speech, MPs challenged the Minister's standpoints, while highlighting plans or strategies the Ministry could have implemented to better the lives of the people. They also challenged some of the plans and proposals the Minister put forward in the 2011/2012 ABS, arguing that they are not likely to have desirable results. MPs adjusted many of their arguments to the target audience's expectations—more specifically that of the voters in their constituencies and the public. In the discussion of the MoEVT speech, MPs also advanced their arguments in the confrontation stage, choosing the issues that are pertinent to the audience. They did this by indicating in their arguments,

which plans, and strategies the Ministry should have adopted to help the populace. They also pointed out what the Ministry should do in order to improve the education sector in the country. In some of their arguments, they provided some alternative proposals the Ministry should implement in order to improve the sector.

In the opening stage, Ministers and MPs made arguments that are in the interest of the audience. Again, the analysis has shown that the Minister for MoAFSC advanced arguments that show how the strategies the Ministry is implementing have desirable effects to the citizens. The Minister also, in his arguments, highlighted the expected results of some of the plans and strategies the Ministry intended to implement the following year. He indicated how such plans and strategies would transform the lives of the citizens, particularly those who practice agriculture. The Minister for the MoEVT advanced arguments that meet the audience expectations. He highlighted some of the achievements of the plans the Ministry implemented the previous year. In his arguments, he specified the way such achievements will benefit the public. He also underscored the expected outcomes of the Ministry's plans and strategies to improve the education sector in the following year.

In regard to MPs in the discussion of the MoAFSC speech, they challenged the plans and strategies the Ministry adopted the previous year, and indicated that such plans and strategies did not have desirable results for farmers. MPs also challenged some of the Ministry's proposals included in the budget, pointing out how such proposals are not implementable. In some of their arguments, MPs advanced some alternative proposals for the Ministry to consider implementing.

In the discussion of the MoEVT speech, MPs criticised the Minister's standpoints, indicating how the Ministry's policies and plans have led to undesirable results. MPs in their arguments suggested plans the Ministry might consider implementing to revamp the education sector. In some of the arguments, they pointed out the problems the education sector is faced with and they provided solutions to such problems. The Minister's arguments conform to what is stated in the pragma-dialectical theory, in that, at the opening stage, the arguers' arguments consist of issues that the audience would like to hear and they have to be helpful to the arguer in putting the discussion of the standpoint at issue in a perspective that is favourable to him/her (Van Eemeren & Grootendost, 2004).

In the argumentation stage, ministers and MPs continued to make arguments that they adjusted to the preferences of the audience. The Minister for the MoAFSC advanced more arguments to respond to some of the challenges MPs posed. Although the Minister at this stage defended his arguments, he also made sure his arguments were in line with the audience interest. The Minister's target audience was the particular MPs who raised the challenge, but indirectly he also aimed at the public. Many of the Minister's arguments defended some course of actions that the Ministry took which led to outcomes that were not desirable. He also showed the expected favourable results of some of the plans and proposals in his budget for the year 2011/2012. The Minister for MoEVT also advanced arguments at

this stage that met the audience demand. Although the Minister responded to the criticisms MPs directed at some of his standpoints, he made sure to adjust his responses to the audience needs. The Minister in his arguments pointed out some of the plans the Ministry is implementing that may have desirable outcomes. He also rejected some of the MPs' arguments that blamed the Ministry for little improvement in the education sector by indicating some of the Ministry's measures to improve the sector.

In the discussion of the speech for the MoAFSC, MPs demanded more argumentation and support for some of the standpoints from the Minister and continued to challenge some of the standpoints in the speech. They indicated that some of the plans the Ministry implemented were not beneficial to the people. Thus, they pressed the Ministry to adopt either the plans MPs proposed or come up with different plans. In other cases, MPs predicted undesirable results for some of the programmes the Minister presented in the speech and urged the Ministry not to implement such programmes to avoid negatively affecting the agricultural sector in the country. On the MoEVT debate, MPs also advanced arguments to challenge the Minister's arguments put forward to defend some of his standpoints. In their arguments, MPs showed that the plans and proposals the Ministry has been implementing have resulted to undesirable results, affecting the sector adversely. In some instances, MPs proposed that the Ministry should learn from neighbouring countries' policies on improving the education sector, such as creating incentives for teachers and making teachers' working environment more favourable. MPs adjusted many of their arguments to meet the views of the audience, such as teachers, education sector stakeholders and the populace whose children attend public schools.

In the concluding stage of the discussion, ministers and MPs tuned the arguments presented in the debate to agree with the audience demand. The Minister for the MoAFSC accepted some of the MPs' arguments, while trying to show the efforts the government has been having. This showed the audience efforts or measures the government was taking on the issues. The Minister, in other arguments that ended in his favour, simply highlighted some of the expected outcomes of the plans or proposals, avoiding to broach the issues that are not to the audience liking. The audience the Minister aimed at was MPs who raised the issues in question, as well as the public. In concluding the discussion of the standpoints, the Minister for the MoEVT highlighted some of the positive results of the proposals the government implemented the previous year. In other arguments, the Minister indicated that the government has planned some new projects that will end some of the problems the education sector has been facing for many years, such as shortage of teachers, housing and classrooms.

Regarding the sixth question, on strategic manoeuvring, ministers and MPs exhibited strategic manoeuvring in budget speech and debate, in all the four discussion stages, as they defended the topics they considered important to the audience. Ministers did not have much choice in terms of topics as they presented issues that their ministries adopted as their priority issues in the previous year and the following year. At the confrontation stage, the Minister for MoAFSC chose topics that indicated the

agriculture sector is growing well, highlighting evidence to show that the sector is growing. The Minister, in his topics, puts much emphasis on improved methods of agriculture that the Ministry plans to implement, indicating such improved methods would be beneficial to farmers. In the case of the MoEVT, the Minister chose topics that allowed him to show the efforts the government is making in improving the quality of education in the country. These included topics that showed the outcomes of strategies and programmes the Ministry implemented the previous year. Again, the Minister underscored the topics that showed the commitment of the government to providing good working conditions for teachers, who are key players in education. He indicated specific projects designed in order to achieve the government plans.

MPs at this stage chose topics that enabled them to make effective challenges. MPs in the debate on the MoAFSC speech chose topics or perspectives that contradicted the Minister's standpoints. They highlighted some of the strategies the Ministry had implemented in order to improve the agriculture sector. In their arguments, they chose perspectives of the topics that indicated there is much that the Ministry needs to do in order to improve the sector. In some of their arguments, they indicated how some of the Ministry's plans are not achievable or not realistic because they do not address real problems facing the farmers. MPs also provided their own alternative plans that the Ministry should consider implementing for desirable results. MPs in the discussion on the MoEVT speech, like in the discussion of the MoAFSC speech, chose topics that helped them to show that the plans the Ministry is implementing are not achieving what they were planned for. MPs gave some alternative plans that the Ministry might adopt in order to improve the education sector in the country. In some of the arguments, MPs blamed the Ministry for not coming up with some strategies to run the sector properly.

At the opening stage, ministers chose topics that they thought they could defend if MPs challenged them in the discussion. The Minister for MoAFSC, in his arguments at this stage, showed the strategies that the Ministry has designed for the following year would be able to facilitate development of the agriculture sector in the country. These included the use of new agricultural technology and improved seeds varieties. He applied argument from cause and effect to predict the outcomes of such strategies. In some of the arguments, the Minister simply pointed out the achievements the Ministry has made in the previous year after it implemented certain strategies or projects. The MoEVT Minister chose topics that showed how the Ministry is committed to improving the provision of education in the country. This was done by ensuring that the Ministry would supervise all the institutions under it, with the aim of improving the provision of services to the public so that the public could benefit. In other cases, the Minister in his argument emphasised the results of the Ministry's performance in the previous year, thereby showing the achievements of some of the Ministry's plans.

MPs at this stage chose topics that indicated their disagreement about the ministers' standpoints. When debating the speech of the Minister for MoAFSC, MPs indicated the small contribution agriculture is

making towards poverty eradication, contrary to what the Minister indicated in his speech. They also proposed some strategies the Ministry should implement in order for agriculture to contribute more effectively to poverty eradication. MPs also indicated some problems with some of the steps the Ministry was taking to address food security in the country, pointing out that the steps were not favourable to farmers in the country as they deny them access to some of the crop markets. MPs in the debate for the MoEVT speech chose topics that indicated failure of the Ministry to coordinate satisfactorily some of its departments to achieve better performance of the education sector. In their arguments, they suggested ways in which these departments can be coordinated to ensure they contribute in a meaningful way to improving the education sector. In other occasions, they challenged the Ministry to design strategies that will improve the working conditions of teachers so that the education sector may continue to flourish.

At the argumentation stage, ministers selected from available issues arguments that suited them best in defending the arguments the MPs challenged. The Minister for MoAFSC gave more argumentations to some of the topics MPs challenged. He emphasised the benefits and efficiency of some of the technologies of the proposed projects to the farmers. He also indicated in his arguments that some of the alternative proposals MPs put forward in their arguments were undesirable and that what MPs proposed had no benefit to farmers. This was to show the audience that the government, in contrast, has desirable proposals. The Minister for MoEVT also responded to MPs' arguments by underlining the importance of some of the projects the Ministry is planning for 2011/2012. The Minister applied a causal relationship to show how his projects will have desirable results. In some of his arguments, like the MoAFSC Minister, he rejected arguments MPs put forward to oppose his arguments, by highlighting what the government is doing and plans to do in the next year to improve the provision of the quality of education in the country. This was contrary to the views of MPs that the Ministry is not doing enough to develop the sector.

MPs at the argumentation stage chose topics that enabled them to make effective attacks on ministers' standpoints. They also demanded responses from ministers for some of the issues they had raised during the debate but which ministers did not address. MPs in the discussion on the speech of the MoAFSC showed the Ministry is not doing well to ensure availability of reliable markets for some of the cash crops produced in the country. This affects farmers as they lack a reliable market to sell their produce. MPs suggested measures that the Ministry ought to take to resolve such a problem. MPs in the discussion of the MoEVT speech put forward arguments that showed some weaknesses of the higher education funding policy the Ministry is implementing, and suggested how higher education funding ought to be organised. MPs also indicated lack of good strategies from the Ministry to motivate teachers, such as providing them with incentives, housing, transport and other facilities to make their working environment favourable. MPs also showed dissatisfaction with the pace at which the Ministry was improving the existing schools' infrastructure and creating new ones to improve the teaching and

learning environment. In their arguments, they tried to suggest ways that the Ministry could improve the schools' infrastructure.

At the concluding stage, ministers did not have much choice on topics because they responded to issues on which MPs demanded more argumentations or the issues MPs queried. The Minister for MoAFSC highlighted in his arguments the benefits of some of the projects the Ministry is implementing to improve agriculture, including irrigation schemes, provision of tractors in the form of loans, fertilisers and pesticides. The Minister in some of the topics conceded and accepted MPs' standpoints. In this case, the Minister indicated that the Ministry would include MPs' proposals. The Minister for the MoEVT, at the concluding stage, accepted some of the arguments MPs put forward for improving teachers' working environment, such as the construction of teachers' houses, provision of incentives to teachers posted in rural areas and payment of teachers' claims. In other instances, the Minister rejected some of MPs' proposals. He indicated that the government has in place other plans to solve some of the problems the education sector was facing in the country. He did this by highlighting some of the money that the Ministry had allotted in the 2011/2012 budget for implementing plans, such as construction of classrooms, laboratories, and dormitories for public schools.

6.3 Other findings of the study

Apart from the research questions-based findings, the analysis of the two speeches and debates has revealed other aspects covered of the discussion stages, the pragma-dialectical rules, critical discussion and Tanzanian parliamentary rules and regulations.

With regard to the discussion stages, they are manifested in the speech of the MoAFSC and the MoEVT. The stages are confrontation stage, opening stage, argumentation stage and concluding stage. The confrontation stage is in line with what is predicted by pragma-dialectical theory. However, the opening stage, the argumentation stage and the concluding stage diverge from what is proposed in the pragma-dialectical theory. In the opening stage of both speeches, the protagonist and the antagonist did not agree on these roles—rather, the roles are just assumed to the two parts. The ministers who move the motions of budget speeches have the responsibility of defending the standpoints in those speeches. As such, they acted as the protagonists in the discussion. Opposition MPs assumed the role of the antagonist as they have the obligation to challenge the ministers' standpoints. Other MPs supported the protagonists' standpoints in some of the standpoints and acted as protagonists, whereas in others opposed the protagonists' standpoints and played the role of the antagonist. In addition, the analysis revealed that, in the opening stage, there is no agreement on the material starting points, contrary to what is proposed in pragma-dialectical theory. The only aspect in the debate that may be regarded as the material starting point is the parliamentary rules and regulations stipulated in the Parliamentary Standing Orders.

Turning to the argumentation stage, in the MoAFSC and the MoEVT debates, the protagonists responded to only some of the challenges, criticisms, and doubts about their standpoints. In the debates, the antagonists attacked many of the protagonists' standpoints, but the protagonists did not address all the challenges and time was used as a pretext for this. The Tanzanian parliamentary rules and regulations do not require ministers (protagonists) to respond to all criticisms MPs (antagonists) raised about various standpoints. This gives the protagonists freedom to choose criticisms to respond to in the argumentation stage. Consequently, this denies the antagonists the opportunity to continue challenging the protagonists' standpoints. This departs from what is held to be the case in pragma-dialectical theory—namely that the protagonist has the obligation to defend all his standpoints that the antagonist challenged in the discussion.

Regarding the concluding stage, the protagonists and the antagonists in the debate of the two speeches did not determine the outcomes of the discussion. In both debates, the Chairperson determined and announced the outcomes of the discussion. Even for the overall outcomes of the debates, the Chairperson announced those who were in support of the two budget speeches won. The Tanzanian parliamentary rules and regulations give the Chairperson such discretion. This is contrary to what is proposed in the pragma-dialectical theory, which proposes that the protagonist and the antagonist determine what the attempt to resolve the difference of opinion has achieved.

The analysis of the ABS and the debates also revealed that the protagonists for the two speeches were the winner of the overall discussions, since the discussions ended in their favour. The Chairperson of each debate announced that those who supported the budget speeches won the discussion and MPs approved the budget speeches. However, in both debates, there are a few instances in the discussion of particular topics where the protagonists accepted the antagonists' arguments, and others where the antagonists accepted the protagonists' standpoints. Nevertheless, MPs concluded the overall discussions of the two speeches by voting in favour of the protagonists.

More generally, the analysis of the two debates revealed limited critical discussion of the two speeches. This is because the protagonists and the antagonists were flexible in the use of the criteria for evaluating arguments that are proposed in pragma-dialectical theory. As such, there were arguments that are based on reasonableness and effectiveness but they were not accepted. Equally, there were also arguments in the debates that when subjected to evaluation did not meet the necessary criteria, but they were accepted despite not being defended properly. For instance, many of the arguments in the MoEVT speech are not defended well but they are not questioned. Hence, they seemed to be acceptable regardless of not being defended properly. The analysis of the two speeches and the debates has shown that MPs do not engage much in critical discussion. Often arguments seemed to be accepted because of partisan orientations. This is contrary to what is held in the pragma-dialectical theory about acceptance of an argumentation, where reasonableness and effectiveness are of prime importance.

Additionally, the analysis of the speeches and debates revealed that the pragma-dialectical rules generally have little to contribute to the debates. This is because some of the rules are only partially adhered to; a few rules seemed to apply in the discussion; and others seemed not to apply at all (see Section 4.5.2 of Chapter 4 and Section 5.5.2 of Chapter 5). However, even for the rules that MPs applied in the debates, they seemed to observe them subconsciously. This corroborates for little critical discussion in the debates analysed.

This research further revealed that the Tanzanian parliamentary rules and regulations constrain the strategic manoeuvring in the debates in certain ways. The freedom that the Standing Orders provide to ministers (protagonists) in the discussion restricts the antagonists (MPs) of those standpoints from challenging them. For instance, the Standing Orders do not require ministers (protagonists) to respond to all the criticisms put forward about their standpoints. This allows the protagonists to choose to address only the challenges they prefer. Besides, the rules and regulations constrain strategic manoeuvring by giving the Chairperson/Speaker power to decide whether a topic raised in the discussion is relevant. This sometimes led to the Speaker/Chairperson allowing MPs to discuss certain issues that seemed not to be relevant to the debate while, for other issues, stopped the discussion despite that it sounded similar to the ones he/she permitted. For details about the way parliamentary rules constrained strategic manoeuvring, see Sections 4.4.2 Chapter 4 and 5.5.2 Chapter 5).

6.4 Areas for further research

This study has employed the pragma-dialectical theory in the analysis of two budget speeches and related debates. In the light of the findings, the following can be considered as areas for further research:

- It would be worthwhile if the theory were applied to analyse parliamentary discourse in other African parliaments, since many instances of African parliamentary discourse have received little attention in terms of analysis from a linguistic perspective.
- It would be intriguing for a study to be carried out on the treatment of fallacies in pragma-dialectical theory in relation to parliamentary discourse—more specifically, on how fallacies manifest in the discussion and how they are handled.
- A further area that would be interesting for future research is personal attacks in parliamentary debates. This would include the nature and the strategies to avoid breaking rules of procedure that MPs apply to make personal attacks.
- The final area that would be considered for further research is the Prime Minister's question time, focusing on the Prime minister's evasion of some of the questions to avoid making commitments.

6.5 Contributions of the study

The present study contributes to knowledge on parliamentary discourse and argumentation theory. More specifically:

- This study contributes to knowledge on parliamentary discourse because parliamentary discourse has received little attention, particularly research from a linguistic perspective. Thus, the analysis of Tanzanian parliamentary discourse adds insight to the field.
- The present study applied the pragma-dialectical theory to analyse parliamentary speeches and debate. As such, the study contributes to enrichment of the theory, particularly on the criteria for evaluating arguments in so far as the analysis revealed flexible use of such criteria in the debates.

6.6 Conclusion

The analysis of the two budget speeches and debates in the Tanzanian parliament has shown that criteria that are put forward in the pragma-dialectical theory, as properties of argument quality, are not exemplified in the speeches and debates analysed. Hence, the theory may be made less prescriptive to allow flexibility in the evaluation of arguments. The antagonists and the protagonists in the speeches and debates analysed indicate flexibility on the use of criteria in evaluating the arguments in the debates. The antagonists in the two debates applied some of the criteria in a few instances. Again, in the two debates analysed, arguments that might be considered not defended properly in the pragma-dialectical theory are accepted in the discussion without being questioned. Hence, the analysis of the debates showed a lenient critical discussion. Thus, properties of argument quality in the two parliamentary speeches and debates largely diverge from the criteria established in argumentation theory.

Concerning strategic manoeuvring in the speeches and debates, the ministers and MPs manoeuvred strategically: they selected topics or perspectives that interest them and the ones they are able to defend. They also made sure that the topics they chose touch on the issues that are of interest to the audience. Apart from that, they presented the topics they selected using various strategies to make them effective to the audience. They aligned the topic to the audience interests and needs, and they presented the topic/perspective in a manner effective in communicating with the target audience.

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APPENDIX: PARLIAMENTARY SPEECHES AND DEBATES

THE FIRST SPEECH

HOJA ZA SERIKALI Government Motion

Makadirio ya Mapato na Matumizi ya Serikali kwa Mwaka 2011/2012 - Wizara ya Kilimo, Chakula na Ushirika Estimates of Government Revenue and Expenditure for the Fiscal Year 2011/2012 for the Ministry of Agriculture, Food Security and Cooperatives

Literal translation

WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, naomba kutoa hoja kwamba Bunge lako Tukufu baada ya kuzingatia taarifa iliyowasilishwa hapa Bungeni leo na Mwenyekiti wa Kamati ya Bunge ya Kudumu ya Kilimo Maji na Mifugo inayohusu Wizara ya Kilimo Chakula na Ushirika, sasa lijadili na kukubali kupitisha Makadirio ya Matumizi ya Kawaida na ya Maendeleo ya Wizara ya Kilimo Chakula na Ushirika kwa mwaka wa Fedha wa 2011/2012.
Honourable Chairperson, basing on the report presented by the Chairperson of the Standing Parliamentary Committee of Agriculture, Water and Livestock, I wish to move that this esteemed House now resolve to debate and approve the estimates of the revenue and expenditure of the Ministry of Agriculture, Food and Cooperatives for the fiscal year 2011/2012.

Mheshimiwa Mwenyekiti, kwa niaba yangu binafsi na kwa niaba ya wananchi wa Jimbo la Mwanga, tunaungana na Watanzania wenzetu kumpongeza Mheshimiwa Dkt. Jakaya Mrisho Kikwete, kwa kuchaguliwa kwa mara nyingine tena kuwa Rais wa Jamhuri ya Muungano wa Tanzania. Aidha, ninampa heko Mheshimiwa Rais kwa kuongoza Chama cha Mapinduzi na kupata ushindi mkubwa katika Uchaguzi Mkuu wa Rais kupata asilimia 74 wa Wabunge wote wa Bunge hili na asilimia 84.5 ya Madiwani wote katika Jamhuri ya Muungano wa Tanzania. Ushindi huo ni kielelezo cha imani na matumaini waliyonayo Watanzania kwa uwezo alionao wa kuliongoza Taifa letu. Aidha, nawapongeza Waheshimiwa Dkt. Mohamed Gharib Bilal kwa kuchaguliwa kuwa Makamu wa Rais wa Serikali ya Jamhuri ya Muungano wa Tanzania na Dkt. Ali Mohamed Shein kuwa Rais wa Zanzibar na Mwenyekiti wa Baraza la Mapinduzi. *(Makofi)*

Honourable Chairperson, on behalf of the people of Mwanga Constituency, I would like to join my fellow Tanzanians to congratulate His Excellency, Dr. Jakaya Mrisho Kikwete, for being re-elected as president of the United Republic of Tanzania. Additionally, I congratulate him for making CCM an overall winner in the 2010 Tanzania general elections, in which 74% and 84.5 % of the elected MPs and ward councillors were from CCM. This great victory is a sign of the faith and hope that the Tanzanians have in President Kikwete. Similarly, I would like to congratulate Dr. Mohamed Gharib Bilal for being elected as vice-president of the United Republic of Tanzania and Dr. Ali Mohamed Shein for being elected as president of Zanzibar and chairperson of the Revolutionary Council. (Applause)

Mheshimiwa Mwenyekiti, naomba pia nitumie fursa hii kumpongeza Mheshimiwa Mizengo Kayanza Peter Pinda (Mb.) kwa kuchaguliwa tena na wananchi wa Jimbo la Katavi na kwa kuteuliwa kwake na Mheshimiwa Rais na kupitishwa na Bunge hili kuwa Waziri Mkuu. Kuteuliwa kwake kunatokana na uwezo wake mkubwa na umahiri aliuonyesha katika kutenda na kusimamia kazi za Serikali. *(Makofi)*

Honourable Chairperson, I would also like to take this opportunity to congratulate Honourable Mizengo Kayanza Pinda (MP) for being re-elected by the people of Katavi as their MP and for being re-appointed by the President as Prime Minister. His appointment was due to his great ability that he demonstrated in executing and supervising governmental responsibilities. (Applause)

Mheshimiwa Mwenyekiti, napenda kumpongeza Mheshimiwa Anne Semambo Makinda, Mbunge wa Njombe Kusini kwa kuchaguliwa kuwa Mbunge na Spika wa Bunge letu Tukufu. Aidha, nampongeza Mheshimiwa Job Yustino Ndugai Mbunge wa Kongwa kwa kuchaguliwa kuwa Naibu Spika.

Nawapongeza pia wewe mwenyewe Mheshimiwa Jenista Joakim Mhagama, Mbunge wa Peramiho, Mheshimiwa Sylvester Massele Mabumba, Mbunge wa Dole na Mheshimiwa George Boniface Simbachawene, Mbunge wa Kibakwe kwa kuchaguliwa kuwa Wenyeviti wa Bunge letu Tukufu. *(Makofi)*

Honourable Chairperson, I want also to congratulate Honourable Anne Semambo Makinda, South Njombe Constituency MP, for being elected Speaker of our Parliament. Similarly, I congratulate Honourable Job Yustiono Ndugai, Kongwa MP, for being elected Deputy Speaker of our Parliament. I also congratulate Honourable Jenista Joakim Mhagama, Peramiho MP, Honourable Sylvester Massele Mabumba, Dole MP, and Honourable George Boniface Simbachawene, Kibakwe MP, for being elected as chairpersons of our esteemed Parliament. (Applause)

Mheshimiwa Mwenyekiti, naomba kutumia fursa hii kuwapongeza Waheshimiwa Wabunge wote kwa ama kuchaguliwa au kuteuliwa kuwa Wabunge. Kuchaguliwa na kuteuliwa kwao kunatokana na uwezo wao wa kuongoza na kuaminika kwa wananchi waliowachagua na Rais aliyewateua. Katika Uchaguzi Mkuu uliopita, wananchi wamekipa tena Chama cha Mapinduzi (CCM) ridhaa ya kuliongoza Taifa hili kwa kuwachagua Rais wa Jamhuri ya Muungano wa Tanzania na Rais wa Serikali ya Mapinduzi Zanzibar pamoja na Wabunge wengi kutoka Chama cha Mapinduzi. Huu ni ushahidi kuwa Sera za Chama cha Mapinduzi zinakubalika na zinatekelezeka. Nawapongeza Waheshimiwa Wabunge kwa kuzinadi Sera hizo kwa

umahiri mkubwa mpaka CCM ikapata ushindi mkubwa. Kazi iliyo mbele yetu sasa ni kuzitekeleza vizuri sera hizo ili kuhakikisha CCM inaendelea kuongoza Taifa hili kwa miaka mingi ijayo. Aidha, nawapongeza Mawaziri wenzangu na Naibu Mawaziri kwa kuteuliwa na kupewa madaraka hayo na Mheshimiwa Rais. (Makofi)

Honourable Chairperson, may I also take this opportunity to congratulate all the MPs for being elected or appointed as MPs. Their being elected or appointed as MPs was due to the ability they have to lead the people who elected them and the President's faith in them. In the last elections, the Tanzanians once again elected CCM to be their ruling party by electing both the President of the United Republic of Tanzania and that of the Revolutionary Government of Zanzibar from CCM. Additionally, the majority of the MPs who were elected come from CCM. This is a clear demonstration that the party policies are both trustworthy and implementable. I congratulate the Honourable MPs, and what remains now is for us to implement these policies so that CCM continues to rule this country for many years in the future. I would also like to congratulate my fellow ministers and deputy ministers for being appointed to the positions they hold by His Excellency the Head of State. (Applause)

Mheshimiwa Mwenyekiti, napenda kuwashukuru viongozi wa ngazi za juu wa Serikali kwa kukipa kilimo msukumo mpya. Kwa mfano, Mheshimiwa Rais Dkt. Jakaya Mrisho Kikwete, wakati alipozindua Bunge hili Tukufu tarehe 18 Novemba, 2010 aliainisha maeneo ambayo yataleta mapinduzi katika kilimo.

Aidha, katika kipindi hicho kifupi tayari Mheshimiwa Rais alitembelea Wizara ya Kilimo Chakula na Ushirika; Wakala wa Taifa wa Hifadhi ya Chakula; alizindua Kituo Mahiri cha Teknolojia (*Dakawa Center of Excellence*); alizindua Andiko (*Blue Print*) la Mpango wa Kilimo wa Ukanda wa Kusini mwa Tanzania (*Southern Agriculture Growth Corridor of Tanzania-SAGCOT*) Davos, Uswisi na kuwa mgeni rasmi kwenye siku ya Ushirika Duniani. Katika shughuli zote hizo alitoa miongozo na maagizo ambayo yametupa changamoto na mchango mkubwa katika kutekeleza majukumu ya Wizara. Vilevile, katika hotuba zake za mwisho wa mwezi, Mheshimiwa Rais amekuwa akifafanua masuala mbalimbali kuhusu kilimo ambayo yametoa hamasa kubwa kwa wadau wa kilimo. Hii inaonyesha namna ambavyo Mheshimiwa Rais anavyotoa kipaumbele katika maendeleo ya kilimo nchini. Tunamshukuru sana Mheshimiwa Rais kwa uongozi wake wa karibu kwa Wizara yetu. (Makofi)

Honourable Chairperson, I would like to congratulate the top leadership for making the agricultural sector the top priority. For instance, when His Excellency the President, Dr. Jakaya Mrisho Kikwete, was launching this esteemed Parliament on 18th Nov 2010, he specified the areas that would revolutionise agriculture. In this short period of time, the President has already paid visits to the Ministry of Agriculture, Food and Cooperatives and the National Food Agency. He also launched the Dakawa Centre of Excellence and the blue print of the Southern Agriculture Growth Corridor of Tanzania (SAGCOT) in Davos in Switzerland and was the guest of honour on the World Day of Cooperatives. In all those activities, he gave us directives and orders which challenged us but they later became very constructive in performing the Ministry's responsibilities. Also, in his monthly speeches, His Excellency President Kikwete has given explanations on various issues concerning agriculture that have motivated agricultural stakeholders. This shows how His Excellency President Kikwete gives priority to agricultural development in the country. We would like to thank Mr. President for being concerned about the Ministry. (Applause)

Mheshimiwa Mwenyekiti, napenda kuwapongeza na kuwashukuru wajumbe wa Kamati ya Bunge ya Kudumu ya Kilimo, Maji na Mifugo chini ya Mwenyekiti wake Mheshimiwa Profesa David Mwakyusa, Mbunge wa Rungwe Magharibi, kwa ushauri, maoni na ushirikiano mkubwa waliutoa wakati wa maandalizi ya bajeti ya Wizara yangu kwa mwaka 2011/2012. Naishukuru sana Kamati kwa kuipokea na kuifanyia uchambuzi wa kina Taarifa ya Utekelezaji ya Mapato na Matumizi ya mwaka 2010/2011 na Makadirio ya Mapato na Matumizi ya mwaka 2011/2012 katika kikao chake kilichofanyika Dar es Salaam tarehe 1 na 2 Juni, 2011. Napenda kulihakikisha Bunge lako Tukufu kwamba, maoni, ushauri na mapendekezo yaliyotolewa yamezingatiwa katika bajeti hii.

Honourable Chairperson, I would like to congratulate and thank the members of the Parliamentary Standing Committee of Agriculture, Livestock and Water, under the leadership of Hon. Professor David Mwakyusa, West Rungwe Constituency MP, for the contributions, suggestions and cooperation they offered in the course of preparing the budget of the Ministry for the 2011/2012 fiscal year. I thank the Committee for accepting and analyzing critically the report of revenue and expenditure estimates for the 2010/2011 fiscal year at a meeting held in Dar es Salaam on 1st-2nd June 2011. I would like to assure your esteemed House that all the opinions, pieces of advice and suggestions that were provided have been considered in this budget. Mheshimiwa Mwenyekiti, natoa shukrani na pongezi za pekee kwa wananchi wa Jimbo langu la Mwanga kwa kunichagua tena kuwa Mbunge wao katika Uchaguzi Mkuu uliofanyika mwaka 2010. Nawaahidi kuwa nitaendelea kuwatumikia kwa moyo wangu wote na kuwashirikisha Wanamwanga wote ili kuharakisha maendeleo ya Wilaya yetu. Aidha, napenda kuishukuru familia yangu kwa kunipa ushirikiano na kuwa wavumilivu katika kipindi chote ninapokuwa katika majukumu ya Kitaifa. (Makofi)

Honourable Chairperson, I would like to express my gratitude and appreciation to all the voters of Mwanga Constituency for electing me again as their MP in the 2010 general elections. I promise to continue serving them diligently and I will involve them in various issues so that we can jointly speed up the development of our district. Also, I would like to thank my family for their cooperation and tolerance during the whole period when I am serving the nation. (Applause)

Mheshimiwa Mwenyekiti, nitumie fursa hii kwa mara nyingine tena kuwapongeza Waziri Mkuu, Mheshimiwa Mizengo Kayanza Peter Pinda (Mb.), Mheshimiwa Mustafa Haidi Mkulu (Mb.), Waziri wa Fedha na Mheshimiwa Stephen Masato Wasira (Mb.), Waziri wa Nchi, Ofisi ya Rais, Mahusiano na Uratibu, kwa hotuba zao zilizotoa ufafanuzi kuhusu Hali ya Uchumi na Mwelekeo wa Bajeti ya Serikali na kuelezea kwa muhtasari hali ya kilimo chetu ilivyo hivi sasa na mwelekeo kwa mwaka ujao. Aidha, Mpango wa Maendeleo wa Miaka Mitano uliowasilishwa umeainisha kilimo kama mojawapo ya maeneo makuu ya kipaumbele. Nawashukuru Waheshimiwa Wabunge waliotumia mijadala ya hotuba hizo kutoa michango ya namna ya kuendeleza sekta ya kilimo.

Honourable Chairperson, may I take this opportunity to once again congratulate the Prime Minister, Hon. Mizengo Kayanza Peter Pinda (MP), Hon. Mustafa Haid Mkulo (MP), Minister of Finance and Economic Affairs, and Hon. Stephen Masato Wasira (MP), Minister of the Nation in the President's Office, Relationship and Coordination, for their speeches that clarified the economic situation and the direction of the Government budget and the summery of the current agricultural situation and its prospect next year. Moreover, the presented Five-year Development Plan also includes agriculture as one of the major priorities. I thank all the Hon. MPs who used the budgetary discussions to provide ideas on how to develop the agricultural sector.

Mheshimiwa Mwenyekiti, Mchango na Ukuaji wa Sekta ya Kilimo. Sekta ya Kilimo inatoa mchango mkubwa katika ukuaji wa uchumi mpana (*Broad Based Growth*) kwa kutoa ajira kwa asilimia 77.5 ya Watanzania wote na kuchangia wastani wa asilimia 95 ya chakula tunachokula nchini. Katika mwaka 2010, Sekta ya Kilimo ilikua kwa asilimia 4.2 ikilinganishwa na asilimia 3.2 ya mwaka 2009. Ukuaji huo ulitokana na kuongezeka kwa uzalishaji katika sekta ndogo ya mazao ambayo ilikua kwa asilimia 4.4 mwaka 2010 ikilinganishwa na asilimia 3.4 mwaka 2009. Ukuaji huo ulitokana na kuwepo kwa hali nzuri ya hewa katika msimu wa kilimo wa mwaka 2009/2010; kuimarika kwa miundombinu ya umwagiliaji; jitahada za Serikali za kuongeza ruzuku ya pembejeo za kilimo; na utekezaji wa Programu ya Kuendeleza Sekta ya Kilimo (*Agricultural Sector Development Programme-ASDP*). Ukuaji wa Sekta ya Kilimo kwa kiasi kikubwa ulichangia katika ukuaji wa Pato Halisi la Taifa ambalo lilikua kwa asilimia 7.0 ikilinganishwa na ukuaji wa asilimia 6.0 mwaka 2009. Aidha, kilimo kilichangia asilimia 24.1 ya Pato la Taifa ikilinganishwa na asilimia 24.6 ya mwaka 2009 ikiashiria kuongezeka kwa shughuli za kilimo zinazolenga biashara zaidi kinyume na kilimo cha kujikimu.

Honourable Chairperson, regarding the contribution and development of the agricultural sector, the sector has a substantial contribution to the Broad-Based Growth as it provides employment to 77.5 % of Tanzanians and contributes about 95 per cent of the food we consume in this country. In 2010, the agricultural sector grew by 4.2%, compared to 3.4% in 2009. The growth was due to the good climatic condition in 2009/2010, the improvement of the irrigation infrastructure, the Government's efforts to increase government subsidies in agricultural equipment and the implementation of the Agricultural Sector Development Programme (ASDP). The growth of the sector, to a large extent, contributed to the growth of the Gross National Product (GNP) that grew by 7.0% in 2008, compared to the 6.0% growth in 2009. The sector also contributed about 24.1% to the Gross Domestic Product (GDP). This growth indicated that more emphasis was put on commercial agriculture than on subsistence agriculture.

Mheshimiwa Mwenyekiti, mwaka 2010, thamani ya mauzo ya bidhaa za mazao makuu ya biashara iliongezeka hadi Dola za Kimarekani milioni 559.0, kutoka Dola milioni 479.6 mwaka 2009, sawa na ongezeko la asilimia 16.6. Ongezeko hilo kwa kiasi kikubwa lilichangiwa na kuongezeka kwa bei za mazao mbalimbali, hususan tumbaku na korosho. Mazao hayo yalichangia asilimia 41.6 na asilimia 17.3 mtawalia.

Honourable Chairperson, the value of the sales of the main cash crops increased to 559.0 million USD in 2010 from 479.6 million USD in 2009, which is equal to a 16.6 per cent increase. This increase was mainly due to the increase in the sales of various crops, especially tobacco and cashew nuts. These crops contributed 41.6 per cent and 17.3 per cent to the increase.

Mheshimiwa Mwenyekiti, hali ya chakula kwa mwaka 2010/2011 katika mwaka 2010/2011, hali ya chakula nchini ilikuwa ya kuridhisha kutokana na uzalishaji mzuri wa mazao ya chakula katika msimu wa 2009/2010. Tathmini ya uvunaji wa mazao ya chakula kwa mwaka 2009/2010 na upatikanaji wa chakula kwa mwaka 2010/2011, iliyofanywa mwezi Desemba 2010 ilionyesha kuwa uzalishaji wa mazao ya chakula kwa ujumla katika msimu huo ulifikia tani milioni 12.32 zikiwemo tani milioni 7.39 za nafaka na tani milioni 4.92 za mazao mengine. Uzalishaji huo ulitosheleza mahitaji ya chakula ya tani milioni 11.15 kwa mwaka 2010/2011 na kuwepo kwa ziada ya tani milioni 1.18.

Honourable Chairperson, the food security situation in 2010/2011 was satisfactory due to the rise in food crop production in the 2009/2010 agricultural season. A 2009/2010 food crop production survey and a 2010/2011 food availability forecast conducted in December 2010 showed that the production of food crops in that season reached 12.32 million tonnes, including 7.39 million tonnes of cereals and 4.92 million tonnes of other crops. The production satisfied the needs of food, reaching about 11.5 millions tonnes for consumption and 1.18 million tonnes for storage in 2010/2011.

Mheshimiwa Mwenyekiti, pamoja na hali hiyo nzuri kulikuwepo na maeneo yenye upungufu. Tathmini ya kina iliyofanyika kati ya mwezi Septemba 2010 na mwezi Mei 2011, ilibaini kuwa jumla ya watu 1,484,190 walihitaji tani 36,970 za chakula cha msaada. Hadi tarehe 30, Juni 2011 jumla ya tani 30,301.9 za mahindi zilikuwa zimechukuliwa na Halmashauri husika kutoka Wakala wa Taifa wa Hifadhi ya Chakula (*NFRA*) kwa ajili ya kusambazwa kwa walengwa.

Honourable Chairperson, despite such a satisfactory food situation in the country, there were areas which had inadequate food supplies. An extensive research that was carried out between September 2010 and May 2011 showed that 1,484,190 people needed 36,970 tonnes of food assistance. Until June 30th 2011, about 30,301.9 tonnes of maize had been collected by the respective district councils through the National Food Reserved Agency (NFRA) in order to distribute it to the affected areas.

Mheshimiwa Mwenyekiti, ili kupunguza makali ya kupanda kwa bei za chakula katika soko, Serikali iliendelea na zoezi la kuuza tani 50,000 za mahindi kutoka *NFRA* kupitia wafanyabiashara wenye mashine za kukoboa na kusaga. Utaratibu huo ulihusisha mikoao 13 ya Dar es Salaam, Pwani, Arusha, Dodoma, Kilimanjaro, Singida, Morogoro, Mwanza, Mara, Mtwara, Lindi, Shinyanga na Tabora. Hadi tarehe 30 Juni 2011, jumla ya tani 35,334.3 zilikuwa zimeuzwa chini ya utaratibu huo kwa mgawanyo ufuatao; Mkoa wa Dar es Salaam tani 12,196.1; Mtwara tani 2,000.0; Pwani tani 1,914.0; Shinyanga tani 2,045.0; Morogoro tani 970.0; Lindi tani 1,250; Mwanza tani 962.0; Kagera tani 468.2; Arusha tani 2,625.8; Kilimanjaro tani 3,196.6; Mara tani 2,161.8; Singida tani 850.0; na Dodoma tani 5,162.9. Serikali ilipunguza bei ya mahindi yanayouzwa na Wakala wa Taifa wa Hifadhi ya Chakula kutoka Shilingi 38,000 kwa gunia hadi Shilingi 30,000.

Honourable Chairperson, in order to lower the rise of food prices in the market, the Government continued to sell the 50,000 tonnes of maize from the NFRA through traders with mills. This involved 13 regions, namely Dar es Salaam, Pwani, Arusha, Dodoma, Kilimanjaro, Singida, Morogoro, Mwanza, Mara, Mtwara, Lindi, Shinyanga and Tabora. Until June 30th 2011, a total of 35,334.3 tonnes had been sold in this way in the following regions: Dar es Salaam 12,196.1 tonnes; Mtwara 2,000.0 tonnes; Pwani 1,914.0 tonnes; Shinyanga 2,045.0 tonnes; Morogoro 970.0 tonnes; Lindi 1,250 tonnes; Mwanza 962.0 tonnes; Kagera 486.2 tonnes; Arusha 2,625.8 tonnes; Kilimanjaro 3,196.6 tonnes; Mara 2,161.8 tonnes; Singida 850.0 tonnes and Dodoma 5,162.9 tonnes. The Government reduced the price of the maize sold by the National Food Reserve Agency from 38,000 shillings per sack to 30,000 shillings per sack.

Mheshimiwa Mwenyekiti, matarajio ya upatikanaji wa chakula mwaka 2011/2012. Kati ya mwezi Mei na Juni 2011, Wizara kwa kushirikiana na Sekretarieti za Mikoa na Halmashauri za Wilaya Tanzania Bara ilifanya tathmini ya awali ya hali ya uzalishaji wa mazao ya chakula na utabiri wa hali ya chakula kwa mwaka 2011/2012. Matokeo ya tathmini hiyo yanaonyesha kwamba uzalishaji wa mazao ya chakula utafikia tani 12,810,818 ikilinganishwa na mahitaji ya chakula yanayokadiriwa kuwa tani 11,499,414 kwa mwaka 2011/2012. Hivyo, Taifa linatarajia kujitosheleza kwa chakula na kuwa na ziada ya tani 1,311,404. Tathmini hii ilibaini kuwepo na ziada ya chakula katika Mikoa saba ya Rukwa, Ruvuma, Mbeya, Iringa, Kigoma, Mtwara na Kagera; utoshelezi katika Mikoa nane ya Morogoro, Lindi, Tanga, Dodoma, Singida, Tabora, Kilimanjaro na Manyara; na upungufu katika Mikoa sita ya Mwanza, Shinyanga, Mara, Arusha, Pwani na Dar es Salaam.

Honourable Chairperson, on the expectation of food availability for 2011/2012: between May and June 2011, the Ministry, in collaboration with the regional and district councils in Mainland Tanzania, did a preliminary survey on food crops production and a food security prediction for 2011/2012. The results of the survey showed that the production of food crops would reach 12,810,818 tonnes, compared to the needs for food that are predicted to be 11,499,414 tonnes for 2011/2012. Hence, the country expects to have enough food and to have 1,311,404 tonnes in reserve. This survey discovered that the reserved food would be in 7 regions, namely Rukwa, Ruvuma, Mbeya, Iringa, Kigoma, Mtwara and Kagera; sustainability in 8 regions: Morogoro, Lindi, Tanga, Dodoma, Singida, Tabora, Kilimanjaro and Manyara; and a shortage of food in 6 regions: Mwanza, Shinyanga, Mara, Arusha, Pwani and Dar es Salaam.

Mheshimiwa Mwenyekiti, uzalishaji wa chakula nchini, hususan nafaka kwa msimu wa kilimo 2010/2011 (chakula kinachovunwa sasa) unatarajiwa kufikia tani 6,786,600 wakati mahitaji ni tani 7,200,340 na hivyo kuwa na upungufu Kitaifa wa tani 413,740 za nafaka. Aidha, uzalishaji wa mazao ya chakula yasiyo ya nafaka (viazi, muhogo, ndizi, maharagwe, n.k.) unatarajiwa kuwa tani 6,024,217 wakati mahitaji ya Taifa ni tani 4,299,073, hivyo kuwa na ziada ya tani 1,725,143. Pamoja na ziada hiyo na kwa vile wananchi wengi hutumia zaidi vyakula vya nafaka, ni dhahiri kuwa upungufu wa nafaka wa tani 413,740 unaleta tafsiri ya upungufu wa chakula nchini. Tathmini ya awali ya upatikanaji wa chakula imebainisha pia kuwepo kwa upungufu wa chakula katika Wilaya 56 zilizo katika Mikoa 16.

Honourable Chairperson, food production in the nation, especially grains in the cultivation season of 2010/2011 (being harvested now), expected to reach 6,786,600 tonnes, whereas the need is 7,200,340 tonnes. Therefore, there is a shortage of 413,740 tonnes of grains in the country. Also, the production of food crops which are non-grains (potatoes, cassava, bananas, beans, etc.) is expected to be 6,024,217 tonnes, whereas the nation needs is 4,299,073 tonnes. Hence, there will be a reserve of 1,725,143 tonnes. Despite this surplus, most of the Tanzanians eat grain food. It is obvious that the shortage of grains, which is about 413,740 tonnes, shows clearly that there is a shortage of food in the country. The research on food availability also showed a shortage of food in 56 districts in 16 regions.

Mheshimiwa Mwenyekiti, bei ya mazao ya nafaka katika masoko makuu nchini bado iko juu licha ya kuwa huu ni mwanzo wa mavuno na licha ya juhudi za Serikali kutoa akiba kutoka kwenye maghala ya Taifa ili kukabiliana na kupanda kwa bei hizo. Kwa mfano, bei ya mahindi kwa kilo kwa baadhi ya Miji ni kama ifuatavyo: Musoma ni Shilingi 630, Moshi Shilingi 550, Mwanza Shilingi 600, Singida Shilingi 485, Arusha Shilingi 465, Tabora Shilingi 420, Dar es Salaam Shilingi 430 na Shinyanga Shilingi 500. Bei ya wastani ya mahindi ya tarehe 30 Juni ilikuwa Shilingi 430 kwa kilo, bei ya mchele kwa kilo iliongezeka kutoka Shilingi 1,040 mwezi Januari hadi Shilingi 1,225 mwezi Juni 2011 wakati bei za mazao mengine hususan maharagwe nazo zimeendelea kupanda.

Honourable Chairperson, the price of cereal crops in big markets in the country is still high, although this is the beginning of the harvest season and the Government is making efforts to take out the surplus from the national granaries in order to overcome the rising of the price. For example, the price of maize per kilo in some towns is as follows: Musoma Tsh 630 Tsh., Mosh Tsh 550, Mwanza Tsh 600, Singida Tsh 485, Arusha Tsh 465, Tabora Tsh 420, Dar es Salaam Tsh 430 and Shinyanga Tsh 500. The average price of maize in June was 430 shillings per kilo; the price of rice rose from 1,040 in January to 1,225 in June 2011, and at the same time the price of other crops, especially beans, has also been rising.

Mheshimiwa Mwenyekiti, hali ya chakula Duniani na nchi jirani. Taarifa ya Shirika la Chakula na Kilimo la Umoja wa Mataifa (FAO) iliyotolewa mwezi Mei 2011, inaonyesha kuwa katika mwaka 2010/2011, uzalishaji wa nafaka duniani unatazamiwa kushuka kwa asilimia 1.2. Kutokana na kushuka huko takriban nchi 30 duniani zinatazamiwa kukabiliwa na upungufu wa chakula na zitahitaji chakula cha msaada.

Nyingi ya nchi hizo ziko katika kundi la nchi maskini zenye kipato kidogo za Afrika, kusini mwa Jangwa la Sahara.

Honourable Chairperson, with respect to the food situation in the world and neighbouring countries, the report of Food and Agriculture Organization (FAO), which was released in May 2011, shows that in the year 2010/2011, cereal production in the world is expected to decrease by about 1.2 per cent. Because of that decrease, about 30 countries in the world are expected to face a shortage of food and to be in need of food subsidies. Many of those countries are found in the developing countries of Africa south of the Sahara desert.

Mheshimiwa Mwenyekiti, kwa ujumla mavuno pungufu hasa kwa mazao ya nafaka yanayotazamiwa katika msimu wa 2010/2011, yataathiri hali ya chakula hususan miongoni mwa jamii za wafugaji katika nchi za Afrika Mashariki. Aidha, baadhi ya nchi jirani hususan Burundi, Somalia, Kenya, Uganda, Congo (DRC), Sudan ya Kusini, Madagascar na Msumbiji zinatazamiwa kuwa na maeneo yatakayokabiliwa na upungufu wa chakula kutokana na sababu mbalimbali hasa ukame na vita vya wenyewe kwa wenyewe.

Honourable Chairperson, in general it is expected that the harvest of crops, especially of cereal crops, will be low in 2010/2011 and will affect the food situation in Africa, especially among the pastoralist societies in the East African countries. Also, some of the neighbouring countries, particularly Burundi, Somalia, Kenya, Uganda, Congo (DRC), South Sudan, Madagascar and Mozambique, are expected to have areas that will face a shortage of food because of various reasons, the major ones being drought and civil wars.

Mheshimiwa Mwenyekiti, kutokana na upungufu huo, bei za nafaka katika maeneo hayo hususan, Kenya, Uganda, Somalia ya Kusini na Sudan ya Kusini zimeendelea kupanda kuanzia kipindi cha Januari hadi Mei 2011. Bei za juu zaidi zimeripotiwa katika masoko ya Kampala, Mogadishu, Juba na Nairobi ambako kwa ujumla bei za sasa za mahindi zimepanda kwa zaidi ya asilimia 120 ikilinganishwa na viwango vya mwezi Aprili 2011. Kwa mfano, katika soko la Nairobi bei ya mahindi imepanda kutoka Dola za Kimarekani 215 kwa tani au Shilingi 323 za Kitanzania kwa kilo, mwezi Januari hadi kufikia Dola za Kimarekani 465 kwa tani au Shilingi 744 za Kitanzania kwa kilo mwezi Juni 2011 sawa na ongezeko la asilimia zaidi ya 130. Kwa upande wa Kenya tatizo hilo limeongezeka kutokana na kuporomoka kwa thamani ya Shilingi ya Kenya na hivyo bei ya mahindi kupanda sana kwa walaji. Aidha, Serikali ya nchi hiyo imetangaza kushuka kwa uzalishaji wa mahindi kwa magunia milioni 14.8 au tani milioni 1.32. Hali hiyo ya ongezeko la bei ya mazao ya chakula hususan yale ya nafaka imechochea kwa kiwango kikubwa ongezeko la biashara ya mazao ya chakula kutoka nchini kwenda nchi hizo zenye uhaba wa chakula.

Honourable Chairperson, because of that shortage, the price of cereal food in those countries, especially in Kenya, Uganda, Southern Somalia and South Sudan rose between January and May 2011. The highest price was reported in Kampala, Mogadishu, Juba and Nairobi, where generally the current maize price has risen to more than 120 per cent, compared to the price rates of April 2011. For instance, at a market in Nairobi, the price of maize rose from 215 USA dollars per tonne or Tsh 323 per kilo in January to 465 USA dollars per tonne or Tsh 744 per kilo in June 2011, which is more than 130 per cent. In Kenya, this problem has become bigger due to the devaluation of the Kenyan shilling, which has made the price of maize rise. Moreover, the Kenyan government has declared the decrease of about 14.8 million sacks or 1.32 tonnes in maize production. The rise of the price of food crops, especially of cereals, has been contributed much by the increase of commercial food production in the country for export to countries with shortages of food.

Mheshimiwa Mwenyekiti, ili kukabiliana na hali ya upungufu wa chakula, hususan nafaka katika mwaka 2011/2012 na kuendelea kupanda kwa bei za vyakula, Serikali inachukua hatua zifuatazo:-

- (i) Kuhamisha tani 115,000 za akiba ya nafaka iliyopo kwenye maghala yaliyopo Sumbawanga, Makambako na Songea kwenda kwenye maghala yaliyo karibu na maeneo yenye upungufu wa chakula ya Dar es Salaam, Dodoma, Shinyanga na Arusha. Hatua hiyo itaiwezesha Serikali kukabiliana na upungufu wa chakula na mahitaji mengine ya soko kwa haraka zaidi na pia itatoa nafasi ya kuhifadhi nafaka zitakazonunuliwa msimu wa ununuzi wa 2011/2012;
- (ii) Kuiwezesha NFRA kununua tani 200,000 za nafaka kutoka kwa wakulima wa Mikoa ya Rukwa, Iringa, Mbeya na Ruvuma;
- (iii) Kuiwezesha Bodi ya Nafaka na Mazao Mchanganyiko kununua tani 16,000 za mazao (kwa kuanzia) kutoka kwa wakulima wa mikoa ya Rukwa, Kigoma, Iringa, Mbeya, Ruvuma na Morogoro na kuyauza katika Mikoa yenye upungufu wa chakula. Manunuzi hayo yatumia fedha zilizotengwa kwenye bajeti ya mwaka 2011/2012 na mikopo kupitia taasisi za fedha;
- (iv) Kuhimiza wananchi kutumia aina mbalimbali za vyakula ikiwa ni pamoja na muhogo, viazi vitamu, viazi mvingo, ndizi na vyakula vingine ambavyo vinapatikana kwa wingi katika maeneo yao; na
- (v) Serikali imeagiza Mikoa na Halmashauri za Wilaya zenye upungufu wa chakula kuongeza upatikanaji wa chakula katika maeneo yao kwa kuhamasisha wafanyabiashara wenye uwezo wa kununua chakula kutoka Mikoa yenye ziada na kuuza kwenye maeneo yenye upungufu wa chakula.

The Government intends to transport 115,000 tonnes of reserved cereals from Sumbawanga, Makambako and Songea to the granaries that are near the food deficit areas of Dar es Salaam, Dodoma, Shinyanga and Arusha. This will enable the Government to overcome immediately the problem of food and other market-related challenges and reserve cereals that will be supplied in the year 2011/2012.

Measures:

To enable the NFRA to buy 200, 000 tonnes of cereals from the farmers in Rukwa, Iringa, Mbeya and Ruvuma;

To enable the Board of Cereals and Mixed Crops to buy 16,000 tonnes of crops (initially)from the farmers in Rukwa, Kigoma, Iringa, Mbeya, Ruvuma and Morogoro and sell them in regions with food shortages. The Government will use money allocated in the 2011/2012 budget and loans from financial institutions to buy those crops;

To encourage the citizens to use different foods like cassava, sweet potatoes, Irish potatoes, bananas and other types of food which are plenty in their areas; and

The Government has ordered the regions and district councils that have food shortages to increase the availability of food in their respective areas by encouraging traders to buy food from the regions with surplus food and sell it in the areas with food shortages.

Mheshimiwa Mwenyekiti, kutokana na bei nzuri ya mahindi na mpunga na mazao mengine ya chakula kwa wakulima, wakulima wengi wanauzia mazao yao shambani na kuna hatari ya kuuzwa mavuno yote bila ya kujiwekea akiba. Hivyo, Serikali inawahimiza wananchi wote katika ngazi ya kaya hususan wakulima kujiwekea akiba ya chakula cha kutosha kwa ajili ya mahitaji ya kaya zao mpaka msimu ujao. Aidha, ili kuepuka hatari ya Taifa kukumbwa na tatizo la upungufu wa chakula, Serikali imefuta vibali vyote ambavyo vilikwishatolewa kwa ajili ya kusafirisha mazao ya chakula nje ya nchi na kusitisha uuzaji wa mazao hayo nje ya nchi kwa kipindi cha miezi 6, kuanzia tarehe 1 Julai, 2011 hadi tarehe 31 Desemba, 2011.

Honourable Chairperson, due to the good price of maize, rice and other food crops, many farmers sell their produce in the field and there is a danger of selling all the harvests without reserving anything. Therefore, the Government is encouraging all citizens, especially farmers, at all levels to reserve enough food for consumption by their families until the next harvest season. Moreover, in order to avoid food shortages in the country, the Government has cancelled all permits which were issued for food export for a period of six months starting from 1st July 2011 to 31st December 2011.

Mheshimiwa Mwenyekiti, hali ya ushirika nchini, katika mwaka 2010/2011, Wizara iliendelea kuimarisha Ushirika kupitia utekelezaji wa Programu Kabambe ya Mageuzi na Modernaizesheni ya Ushirika nchini (*Cooperative Reform and Modernization Program –CRMP*). Vyama vya Ushirika viliendelea kufanya vizuri kwa kutoa huduma mbalimbali zikiwemo ununuzi wa mazao na usambazaji wa pembejeo kwa wanachama wake na jamii kwa ujumla. Hadi kufikia Machi 2011, kulikuwa na jumla ya Vyama vya Ushirika 9,397 vikiwemo Vyama vya Msingi 9,316, ambavyo vipo katika mchanganuo ufuatao: Ushirika wa Mazao (*Agricultural Marketing Cooperative Societies - AMCOS*) 2,811, Vyama vya Ushirika wa Akiba na Mikopo (*SACCOS*) 5,251, Umwagiliaji 108, Mifugo 158, Uvuvi 112, Nyumba 30, Madini 58, Viwanda 178, Walaji 102, Huduma 214 na aina nyingine za Vyama vya Ushirika 293. Aidha, kuna Vyama Vikuu 41, Benki za Ushirika mbili, Chama Kilele kimoja, Shirikisho la Vyama vya Ushirika na miradi 36 ya Pamoja ya Ushirika (*Joint Enterprises*). Idadi ya wanachama wa vyama vyote hivyo iliongezeka kutoka wanachama 2,100,000 mwaka 2009/2010 na kufikia 2,244,727 mwaka 2010/2011. *Honourable Chairperson, with regard to the condition of the cooperatives in the country, during the year 2010/2011, the Ministry continued to strengthen the cooperatives through the implementation of the Cooperative Reform and Modernization Programme (CRMP). The cooperative unions continued to do well in providing various services such as buying products and distributing agricultural subsidies to their members and communities. Up to 21st March 2011, there were a total of 9,397 cooperative unions as follows: 2,811 Agricultural Marketing Cooperative Societies (AMCOS), 5,251 Saving and Credit Cooperatives (SACCOS), 108 Farm Irrigation 158; Livestock Keeping 112 Fisheries, 30 Houses, 58 Minerals, 178 Factories, 102 Consumer societies, 214 Social services and 293 other types of cooperative unions. Others are 41 main cooperative unions, the Federation of Cooperative Unions and 36 Joint Enterprises. The number of the members of these cooperative unions has increased from 2,100,000 in 2009/2010 to 2,244,727 in 2010/2011.*

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, mitaji ya Vyama vya Ushirika kwa ujumla ukiondoa *SACCOS* ilifikia Shilingi bilioni 7.01 ikilinganishwa na Shilingi bilioni 4.32 za mwaka 2009/2010. Vyama vya Ushirika wa Akiba na Mikopo vilikuwa na mitaji wa kukopesha (hisa, akiba na amana) wa Shilingi bilioni 236.80 ikilinganishwa na Shilingi bilioni 211.30 mwaka 2009/2010 sawa na ongezeko la asilimia 12. Aidha, mikopo iliyotolewa kwa wanachama iliongezeka kutoka Shilingi bilioni 463.40 hadi Shilingi bilioni 539.20 katika kipindi hicho ambayo ni sawa na ongezeko la asilimia 16. Mikopo iliyotolewa ilitumiwa katika shughuli za biashara, kilimo, viwanda vidogovidogo, ufugaji, ujenzi wa nyumba, karo za shule, ununuzi wa matrekta madogo (*power tillers*), matrekta makubwa na pembejeo za kilimo.

Honourable Chairperson, in the year 2010/2011, the capital of the cooperative unions, with the exclusion of that of SACCOS, reached 7.01 billion, compared to 4.32 billion in the year 2009/2010. The cooperative unions providing loans and savings services had capital lending (shares, savings and deposits) of about 236.80 billion shillings, compared to 211.30 billion shillings in 2009/2010, representing an increase of 12%. The loans which were given to the members increased from 463.40 to 539.20 billion shillings in that period, which is equal to an increase of 16 per cent. The loans which were provided were used for businesses, agriculture, small industries, livestock keeping, house construction, payment of school fees, purchasing small tractors (power tillers) and big tractors, and other agricultural equipment.

Mheshimiwa Mwenyekiti, taarifa ya utekelezaji mwaka 2010/2011, Fungu 43, Wizara ya Kilimo Chakula na Ushirika kwa mwaka 2010/2011, ilikadiriya kukusanya mapato ya kiasi cha Shilingi bilioni 1.438 kutokana na vyanzo mbalimbali ikiwa ni pamoja na malipo ya hati za ukaguzi wa usafi wa mazao ya kuuzwa nje ya nchi na yanayoingizwa nchini; uandikishaji wa madawa ya kilimo; na malipo ya zabuni mbalimbali. Hadi tarehe 30 Juni, 2011, kiasi cha Shilingi bilioni 2.234 sawa na asilimia 155 ya makadirio kilikuwa kimekusanywa.

Honourable Chairperson, the implementation report for the year 2010/ 2011 showed that the Ministry of Agriculture, Food and Cooperatives expected to collect revenue of about 1.438 billion shillings from different sources, including fees from hygienic inspection, from exported and imported produce, from registration of agricultural pesticides and funds from different tenders. By 30th June 2011, about 2.234 billion shillings, which is equal to 155 per cent of the estimates of the revenue collection, had been collected.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ya Kilimo Chakula na Ushirika kupitia Fungu 43 ilitengewa jumla ya Shilingi bilioni 253.35. Aidha, Wizara ilipokea fedha za nyongeza kutoka Hazina Shilingi bilioni 57 kwa ajili ya ununuzi na usafirishaji wa nafaka kupitia Wakala wa Taifa wa Hifadhi ya Chakula na Shilingi bilioni 4.337 kwa ajili ya deni la mbolea ya Minjingu na hivyo kufanya bajeti ya Fungu 43 kufikia jumla ya Shilingi bilioni 314.690. Kati ya fedha hizo,

Shilingi bilioni 210.738 ni fedha za Matumizi ya Kawaida na Shilingi bilioni 103.952 ni fedha za Maendeleo. Kati ya fedha za Maendeleo, Shilingi bilioni 3.416 ni fedha za ndani na Shilingi bilioni 100.535 ni fedha za nje.

Honourable Chairperson, in the year 2010 /2011, the Ministry of Agriculture, Food and Cooperatives was allocated a total of 253.35 billion shillings. The Ministry received an additional amount of 57 billion shillings for the purpose of buying and transporting cereals through the National Food Reserve Agency and 4.337 billion shillings for repaying the Minjingu fertilizer debt of 314.690 billion shillings. From that amount, 210,073 billion shillings was for recurrent expenditure and 103.952 billion shillings for development projects. Out of the amount set aside for the development projects, 3.416 billion shillings is from the Government and 100.535 billion shillings is from external sources.

Mheshimiwa Mwenyekiti, hadi tarehe 30 Juni, 2011 fedha za Matumizi ya Kawaida zilizopokelewa kutoka Hazina ni Shilingi bilioni 179.76 sawa na asilimia 85.30 ya kiasi kilichoidhinishwa. Matumizi yalifikia Shilingi bilioni 178.57 sawa na asilimia 99.35 ya kiasi cha fedha kilichotolewa. Aidha, fedha za Bajeti ya Maendeleo zilizotolewa ni Shilingi bilioni 93.88 sawa na asilimia 90.30 ya fedha za maendeleo zilizoidhinishwa. Jumla ya Shilingi bilioni 90.59 zilitumika sawa na asilimia 96.49 ya fedha zilizotolewa.

Honourable Chairperson, by 30th June 2011, the amount of money received by the Ministry for recurrent expenditure from the Treasury was 179.76 billion shillings, which is equal to 85.30 per cent of the amount approved. The expenditure reached 178.57 billion shillings, which is equal to 99.35 per cent of the money which was issued. Furthermore, the development budget funds issued amounted to 93.88 billion shillings, which is equal to 90.3% of the total amount approved. A total of 90.59 billion shillings was used, and this is equal to 96.49 per cent of the amount of money provided.

Mheshimiwa Mwenyekiti, utekelezaji wa azma ya Kilimo Kwanza. Azma ya Kilimo Kwanza katika Sekta ya Kilimo inatekelezwa kupitia Programu ya Kuendeleza Sekta ya Kilimo (ASDP) na Programu Kabambe ya Mageuzi na Modenaizesheni ya Ushirika (CRMP).

Honourable Chairperson, regarding the implementation of the Kilimo Kwanza (agriculture first) initiative, the initiative is implemented under the Agricultural Sector Development Programme (ASDP) and the Cooperative Reform and Modernization Programme (CRMP)

Mheshimiwa Mwenyekiti, Programu ya Kuendeleza Sekta ya Kilimo inatekelezwa katika ngazi ya Wilaya kupitia Mipango ya Maendeleo ya Kilimo ya Wilaya (District Agricultural Development Plans-DADPs) na katika ngazi ya Kitaifa kupitia Wizara za Sekta ya Kilimo na Taasisi zake.

Honourable Chairperson, the programme for developing the agricultural sector is implemented at district level through the District Development Plans (DADPs) and at national level through the Ministry of Agriculture and its institutions.

Mheshimiwa Mwenyekiti, Mipango ya Maendeleo ya Kilimo ya Wilaya – DADPs. Katika mwaka 2010/2011, Wizara za Sekta ya Kilimo ziliendelea kuimarisha utekelezaji wa ASDP katika ngazi ya Wilaya kwa kuboresha Mwongozo wa kuandaa Mipango ya Maendeleo ya Kilimo ya Wilaya (DADPs) kwa kuongeza masuala yanayohusu mazingira, elimu ya biashara, matumizi na usimamizi wa fedha za Mfuko wa Kuendeleza Umwagiliaji ngazi ya Wilaya (District Irrigation Development Fund – DIDF).

Honourable Chairperson, as far as the District Development Plans (DADPs) are concerned, in the year 2010/2011, the ministries connected to the agricultural sector continued to improve the implementation of the District Development Plans (DADPs) by taking on board issues related to the environment, business education, and the use and management of funds of the District Irrigation Development Fund (DIDF).

Aidha, mafunzo yalifanyika kwa Timu za Wawezeshaji wa Wilaya na Waratibu wa ASDP wa Mikoa kwa ajili ya kuboresha uandaaji wa DADPs. Moja ya mafanikio ya mafunzo hayo ni ongezeko la miradi ya umwagiliaji iliyoombewa fedha kutoka DIDF kutoka miradi 262 mwaka 2010/2011 hadi 358 mwaka 2011/2012. Kati ya miradi 358 iliyoombewa fedha, miradi 136 imetengewa fedha katika mwaka 2011/2012.

Additionally, training was offered to teams of district facilitators and regional ASDP coordinators so that they could prepare the DADPs. One of the achievements of the training is an increase in the number of the irrigation projects that applied for funds from the DIDF. The number of such projects rose from 262 projects in 2010 /2011 to 358 in 2011/2012. Of the 358 projects for which funds were requested, 136 projects have been given funds in the year 2011/2012.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ilisimamia utekelezaji wa miradi ya umwagiliaji iliyoibuliwa na wakulima na kujumuishwa katika DADPs. Aidha, wataalam katika Kanda za Umwagiliaji waliendelea kutoa ushauri wa kitaalam wa utayarishaji, usanifu na usimamizi wa utekelezaji wa miradi ya umwagiliaji iliyojumuishwa kwenye mipango hiyo. Kutokana na ushauri huo skimu 113 zilizosanifiwa zilitengewa jumla ya Shilingi bilioni 31.107 kutoka DIDF kwa utekelezaji. Hivi sasa miradi hiyo ya DADPs iko katika hatua mbalimbali za utekelezaji. Miradi mingine iliyotekelezwa ni pamoja na ujenzi wa kilometa 150 za barabara za vijijini; mabwawa 18; masoko 10 ya mazao na masoko matatu ya mifugo; maghala 31 ya kuhifadhi mazao; machinjio matano na mabanda matatu ya kuanikia ngozi. Vilevile, mashine za kukoboa nafaka 26, kahawa tatu na 31 za kukamulia mafuta zilitolewa kwa wakulima kwa mfumo wa kuchangia gharama.

Honourable Chairperson, in the year 2010/2011, the Ministry supervised the implementation of the irrigation projects which were initiated by farmers and added to the DADPs. Also, the experts in the irrigation zones continued to provide technical advice on the preparation, designing and management of the irrigation projects that were incorporated into those plans. Following that support, 113 schemes drawn were allocated a total of 31.107 billion shillings from the DIDF for their implementation. Currently, the DADP projects are in different stages of implementation. Other projects that were implemented include the construction of rural roads of 150 kilometres, 18 dams, 10 markets for agricultural products, three livestock markets, 31 facilities for storing crop yields, 5 slaughterhouses and three sheds for animal skin drying.

Mheshimiwa Mwenyekiti, jumla ya matrekta madogo ya mkono (*power tiller*) 430 na matrekta makubwa 42 yalinunuliwa na Halmashauri na kusambazwa kwa vikundi vya wakulima kwa utaratibu wa uchangaji wa asilimia 20 ya gharama (*cost sharing arrangement*). Aidha, mafunzo mbalimbali kwa wakulima na wafugaji yalitolewa ikiwa ni pamoja na mafunzo ya uzalishaji wa mazao ya kilimo kwa Wakulima 34,685; ufugaji bora kwa wafugaji 5,590 na masuala ya masoko na usindikaji kwa wakulima na wafugaji 39,158. Vilevile, mashamba darasa 1,630 na vituo vya mafunzo tisa (9) viliendelezwa. Pia Vituo vya Taaluma vya Kata (*Ward Agricultural Resource Centres – WARCs*) 21 vilijengwa na Maafisa Ugani 5,814 walipatiwa mafunzo mbalimbali ili kuboresha utendaji wao wa kazi.

Honourable Chairperson, a total of 430 small tractors (power tillers) and 42 big tractors were bought by the district councils and distributed to various groups of farmers at a 20% cost sharing agreement. Training in production, marketing, agricultural products processing and livestock keeping was offered to 39,158 best livestock keepers and 39158 farmers. Also, nine (9) modal farms and 21 training centres were developed. Ward Agricultural Resource Centres (WARCs) and 5,814 agricultural officers were given various kinds of training to improve their efficiency.

Mheshimiwa Mwenyekiti, Wizara za Sekta ya Kilimo ziliendelea kuboresha Takwimu za Kilimo (*Agricultural Routine Data System*) kwa kufanya majaribio katika Wilaya za Morogoro Vijijini na Kilosa Mkoa wa Morogoro na Wilaya za Mpwapa na Kondoa katika Mkoa wa Dodoma na kuunganishwa na mtandao wa kompyuta wa *Local Government Monitoring Database System - LGMD2*. Lengo ni kuwezesha upatikanaji wa takwimu na taarifa za kupima utekelezaji wa *ASDP*. Aidha, mafunzo yalitolewa kwa Maafisa Ugani 546 wa Vijiji na Kata, 29 wa Wilaya na wanne wa Sekretarieti za Mikoa hiyo ili waweze kutumia mfumo huo. Mfumo huo ukionyesha mafanikio utaenezwa katika Mikoa na Halmashauri zote nchini.

Honourable Chairperson, the ministries related to the agricultural sector continued to improve the agricultural data system (Agricultural Routine Data System) by doing pilot projects in Morogoro Rural, Kilosa district, Mpwampwa district and Kondoa district. The project involved connecting the districts to the Local Government Monitoring Data System (MDLG2) network. The aim is to enable people to have access to the data and information on the implementation of the ASDP. Also, training was provided to 546 extension officers in 29 districts. Among the trainees, 4 were from regional secretariats; these were trained so that they could use the system. If this system becomes successful it will be used in all the regions in the country.

Mheshimiwa Mwenyekiti, Mradi wa Uwekezaji katika Sekta ya Kilimo Wilayani (*District Agricultural Sector Investment Project – DASIP*) ambao unatekelezwa katika Halmashauri za Wilaya 28 za Mikoa ya Kagera, Kigoma, Mara, Mwanza na Shinyanga unatumia mfumo wa *DADPs*.

Honourable Chairperson, the District Agricultural Sector Investment Project (DASIP), which is being implemented in 28 district councils of Kagera, Kigoma, Mwanza and Shinyanga regions, is using the DADP system.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Mradi wa *DASIP* ulitoa mafunzo kwa wataalam 168 wa Wilaya na 10 wa Mikoa kuhusu kuandaa na kutekeleza *DADPs* yaliyowezesha Vijiji 780 kuibua miradi na kuandaa Mipango ya Maendeleo ya Kilimo ya Vijiji hivyo. Kutokana na mafunzo hayo, jumla ya miradi 291 ya kilimo iliibuliwa na jamii. Miradi hiyo ni pamoja na majosho 24, mabanio ya mifereji nane, maghala 23, masoko 23, Malambo 18, barabara za Vijijini 45 zenye jumla ya urefu wa kilomita 110. Miradi mingine iliyotekelezwa ni pamoja na machinjio 21, mabwawa ya kufugia samaki 17, mabirika ya kunywea maji mifugo 11, pampu ya kusukuma maji kwa njia ya upepo moja, vituo vya kukobolea kahawa 13, vituo vya afya na huduma za mifugo vitatu, Vituo vya Taaluma vya Kata vitatu, vituo vya kufundishia wanyamakazi vinne, pampu za umwagiliaji 28, zana za kupandia na kupalilia 25, vituo vya uhamilishaji vitatu na miradi ya hifadhi ya mazingira 20.

Honourable Chairperson, in the year 2010/2011, the DASIP project carried out training for 168 district experts and 10 regional experts concerning the preparation and implementation of the DADPs. The training enabled 780 villagers to initiate projects and prepare development plans of their villages. After the training, a total of 291 agricultural projects were initiated by the communities. Those projects include 24 water distribution systems, 23 facilities for preserving agricultural products, 23 markets, 18 dams, 45 village roads with the total of 110 km. Other projects which were implemented include 21 slaughterhouses, 17 dams for fish keeping, 11 containers of water for animals, one water pump that uses wind energy, centres for coffee processing, 3 veterinary centres, 3 ward resource centres, four in-service training centres, 28 irrigation pumps, and 25 machines for planting and weeding.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, jumla ya matrekta madogo (*power tillers*) 300 yalinunuliwa na kusambazwa kwa vikundi 300 vya wakulima katika Wilaya 17 ambavyo vilichangia asilimia 20 ya gharama. Katika kuhakikisha matrekta hayo yanaendeshwa kwa ufanisi na kwa faida, mafunzo yalitolewa kwa wataalam 35 wa zana za kilimo katika Wilaya zilizopata matrekta hayo kwa lengo la kuelimisha wanavikundi walionufaika na matrekta hayo. Mafunzo pia yalitolewa kwa ajili ya kuandaa mipango biashara kwa vikundi hivyo ili matrekta hayo yarudishe gharama za ununuzi na kuzalisha faida. Vilevile, vikundi 3,007 vilivyohitimu mafunzo ya shamba darasa msimu wa 2009/2010, vilipatiwa mafunzo ya kuandaa mipango biashara ili kuviwezesha kuzalisha kwa ufanisi na kwa faida.

Honourable Chairperson, in the year 2010/2011, a total of 300 power tillers were bought and distributed to 300 groups of farmers in 17 districts that contributed twenty per cent of the money. In order to ensure that those tractors are run efficiently, training was offered to 35 experts in agricultural equipment in the districts which were given those tractors for the purpose of educating the group members who got the tractors. Training was also given in order to prepare business plans for the groups so that through the use of the tractors the money used to buy the tractors could be recovered and some profit could be made. Additionally, 3,007 groups that attended the model farm class in the 2009/2010 season were given training in business planning in order to enable them to produce effectively and for profit.

Mheshimiwa Mwenyekiti, kupitia *DASIP*, jumla ya skimu za umwagiliaji 27 zilifanyiwa usanifu wa awali mwaka 2010/2011. Kati ya skimu hizo, skimu 23 zilifanyiwa usanifu wa kina na skimu 20 kati ya hizo ujenzi utanza mwaka 2011/2012. Skimu hizo ni Ishololo (Shinyanga Vijijini), Kahanga (Kahama), Mwasubuya (Bariadi), Mwangwila (Meatu), Nyenze (Kishapu), Masinono (Musoma), Nyamitita (Serengeti), Kisangwa (Bunda), Lutubiga (Magu), Sukuma (Sengerema), Miyogwezi (Ukerewe), Lwenge (Geita), Luhala (Kwimba), Nyisanzi (Chato), Mwiruzi (Biharamulo), Kyakakera (Misenyi), Kyamyorwa (Muleba), Kabanga (Kasulu), Mgondogondo (Kibondo) na Mkuti (Kigoma Vijijini). Skimu zote 20 zitakapokamilika zitakuwa na uwezo wa kumwagilia hekta 3,000.

Honourable Chairperson, through the DASIP, a total of 27 irrigation schemes were studied in 2010/2011. Among those schemes, visibility studies have been done on 23 schemes and the setting up of 20 schemes, out of 23, will begin in 2011/2012. The schemes are Ishololo (Shinyanga Rural), Kahanga (Kahama), Mwasubuya (Bariadi), Mwangwila (Meatu), Nyenze (Kishapu), Masinono (Musoma), Nyamitita (Serengeti), Kisangwa (Bunda), Lutubiga (Magu), Sukuma (Sengerema), Miyogwezi (Ukerewe), Lwenge (Geita), Luhala (Kwimba), Nyisanzi (Chato), Mwiruzi (Biharamulo), Kyakakera (Misenyi), Kyamyorwa (Muleba), Kabanga (Kasulu), Mgondogondo (Kibondo) and Mkuti (Kigoma Rural). When all 20 schemes have been completed, they will be used to irrigate 3, 000 hectares.

Mheshimiwa Mwenyekiti, kilimo cha umwagiliaji, katika mwaka 2010/2011, Wizara iliendelea kutekeleza Mpango Kabambe wa Taifa wa Umwagiliaji (*National Irrigation Master Plan*) wa mwaka 2002. Mkazo uliwekwa katika utayarishaji, usanifu, usimamiaji wa ujenzi, ukarabati wa skimu za umwagiliaji na mabwawa. Aidha, uhamasishaji wa matumizi ya maji chini ya ardhi na teknolojia za umwagiliaji zenye ufanisi katika matumizi ya maji zilipewa msukumo maalum.

Honourable Chairperson, regarding irrigation in 2010/2011, the Ministry continued to implement the National Irrigation Master Plan of 2002. An emphasis was put on the preparation, visibility studies, construction management, repair of the irrigation schemes and dams. Also, the use of underground water and effective irrigation technology were encouraged.

Mheshimiwa Mwenyekiti, miradi ya umwagiliaji na ujenzi wa mabwawa. Katika mwaka 2010/2011, Wizara ilijenga na kukarabati skimu 47 zenye eneo la hekta 14,200 ikilinganishwa na lengo la hekta 18,000 na hivyo kuongeza eneo linalomwagiliwa kutoka hekta 331,490 mwaka 2009/2010 hadi hekta 345,690 mwaka 2010/2011.

Honourable Chairperson, with respect to irrigation and dam construction projects, in the year 2010/2011, the Ministry constructed and repaired 47 schemes consisting of 14,200 hectares, compared to 18,000 targeted hectares. Thus the number of irrigation schemes increased from 331,490 in 2009/2010 to 345, 690 in 2010/2011.

Mheshimiwa Mwenyekiti, hadi kufikia Juni 2011, ujenzi wa mabwawa mawili ya Kahama Nhalanga (Nzega) yenye uwezo wa kumwagilia hekta 500 na Maliwanda (Musoma Vijijini) hekta 100 ulikamilika. Mabwawa mengine sita ya Lwanyo (Mbarali) hekta 1,000; Inala (Tabora Manispaa) hekta 400; Misozwe (Muheza) hekta 100; Mahiga (Kwimba) hekta 242; Mwangeza Iramba hekta 400; na Mesaga (Serengeti) hekta 250 yanaendelea kujengwa na yanatarajiwa kukamilika mwaka 2011/2012. Matarajio kutoka ujenzi wa skimu hizo na mabwawa hayo ni kuongeza eneo la umwagiliaji na uzalishaji wa mpunga, mahindi na mazao ya bustani.

Honourable Chairperson, by June 2011, the construction of two dams of Kahama Nhalanga (Nzega), with the capacity of irrigating 500 hectares and Maliwanda (Musoma Rural) 100 hectares were completed. Other six dams of Lwanyo (Mbarali) 1,000 hectares, Inala (Tabora Municipality) 400 hectares, Misozwe (Muheza) 100 hectares, Mahiga (Kwimba), 242 hectares, Mwangeza Iramba 400 hectares, and Mesaga (Serengeti) 250 hectares have been constructed and are expected to be completed in 2011/2012. The aim of constructing these schemes and dams is to increase the irrigation area for rice and maize cultivation, and horticulture.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ililenga kufanya upembuzi yakiniifu na usanifu wa skimu za umwagiliaji zenye ukubwa wa hekta 95,000 kwenye kanda zote saba za umwagiliaji nchini. Hadi kufikia mwezi Juni 2011, usanifu ulikamilika katika skimu 25 zenye eneo la hekta 54,010.

Honourable Chairperson, in the year 2010/2011, the Ministry aimed to do visibility studies of irrigation schemes for 95, 000 hectares in all seven irrigation zones in the country. Up to June 2011, visibility studies of 25 schemes covering 54, 010 hectares were completed.

Mheshimiwa Mwenyekiti, teknolojia za umwagiliaji zenye ufanisi na tija. Katika mwaka 2010/2011, Wizara iliendelea kuwahamasisha wadau katika matumizi ya teknolojia za umwagiliaji kwa njia ya matone (*drip irrigation systems*) katika maeneo yote yenye maziwa, mito na yenye uwezekano wa kupata maji chini ya ardhi. Vilevile, uhamasishaji ulihusu matumizi ya pampu za kusukuma maji kwa miguu, upepo, mionzi ya jua na nishati ya mafuta kwa ajili ya kusukuma maji kwa matumizi ya umwagiliaji. Aidha, Wizara iliendelea kusimamia uanzishaji na upanuzi wa mashamba yanayotumia teknolojia ya umwagiliaji kwa njia ya matone kwa kutumia maji chini ya ardhi katika skimu ya Kisasida (Singida Mjini) yenye hekta 150 kwa kilimo cha mbogamboga na Chinangali (Chamwino) yenye hekta 120 kwa kilimo cha mizabibu. Umuhimu zaidi unatolewa katika kutumia kilimo cha umwagiliaji kwa njia ya matone kutokana na maji yanayosukumwa kwa kutumia nishati ya jua. Aidha, faida ya teknolojia hizo za umwagiliaji ni kutumia maji kwa ufanisi zaidi; kuongeza tija na uzalishaji; kuongeza misimu ya kilimo kwa mwaka; na kuweza kulima mazao mengi kwa mzunguko (*crop rotation*). Utaratibu huo unawahakikisha wakulima usalama wa chakula na kuongeza pato la kaya.

Honourable Chairperson, on effective and profitable irrigation technologies, in 2010/2011 the Ministry continued to encourage stakeholders to use drip irrigation systems in all the areas with lakes and rivers, and in the areas where underground water is available. Also, the use of water pumps that are run manually and other sources of energy such as wind, solar power and fuel to pump water for irrigation was encouraged. Similarly, the Ministry continued to supervise the opening and expansion of farms for irrigation by using irrigation technology such as drip irrigation systems in Kisasida scheme (Singida town) that have 150 hectares for horticulture and in Chinangali (Chamwino), which has 120 hectares. The top priority

is given to drip irrigation systems of agriculture by using water pumped from the source by machines using solar energy. The advantages of this irrigation technology include effective use of water, an increase in food production and profit, an increase in the number of agricultural seasons per year and an increase in crop production through crop rotation. The system assures farmers of food security and an increase in the family income.

Mheshimiwa Mwenyekiti, Wizara ilihamasisha matumizi bora na endelevu ya maji kwa umwagiliaji kupitia maonesho ya Biashara ya Kimataifa ya Sabasaba na Sikukuu ya Wakulima (Nane Nane). Lengo lilikuwa kuonesha aina mbalimbali za mifumo ya umwagiliaji yenye kutumia maji kwa ufanisi zaidi na tija katika uzalishaji wa mazao. Kadhalika fursa za kutumia nishati mbadala za upepo na jua katika kuendesha pampu za kusukuma maji kwa ajili ya umwagiliaji zilioneshwa.

Honourable Chairperson, the Ministry encouraged the use of good irrigation methods and water development through the Saba Saba International Trade Exhibition and Nane Nane. The aim was to show different kinds of irrigation systems that use water more effectively and which are profitable in crop production. Also, the use of other energy sources such as wind and solar power for running water pumps for irrigation schemes was demonstrated.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara iliendelea kuratibu na kutoa huduma za kitaalam kwa Halmashauri za Wilaya katika kuandaa na kusimamia utekelezaji na uendeshaji wa skimu 113 za umwagiliaji zilizotengewa fedha kutoka Mfuko wa Kuendeleza Umwagiliaji Ngazi ya Wilaya (DIDF) na 47 zilizotengewa fedha kutoka Mfuko wa Kuendeleza Umwagiliaji Ngazi ya Taifa (NIDF).

Honourable Chairperson, in the year 2010/2011, the Ministry continued to coordinate and give technical expertise services to the district councils concerning the preparation, supervision and management of 113 irrigation schemes that were financed by the District Irrigation Development Fund (DIDF) and 47 districts got fund from the National Irrigation Development Fund (NIDF).

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ilishirikiana na Taasisi zinazotoa elimu ya juu ambazo ni Chuo cha Maendeleo na Usimamizi wa Maji (Water Development Management Institute - WDMI) na Chuo cha St. Joseph College of Engineering (SJCE) kuandaa mitaala ya ufundishaji wa kozi za umwagiliaji ngazi za Vyeti, Stashahada na Shahada. Kukamilika kwa mitaala hiyo kutawezesha taasisi hizo kutoa wataalam wenye uelewa wa kina wa fani ya umwagiliaji. Chuo cha Ufundi cha Arusha tayari kimeanza kufundisha wanafunzi 25 ngazi ya Shahada baada ya kukamilika kwa mitaala ya ufundishaji wa kozi za umwagiliaji.

Honourable Chairperson, in the year 2010/2011, the Ministry cooperated with higher learning institutions, Water Development Management Institute (WDMI) and St. Joseph College of Engineering (SJCE) to prepare teaching curricula in irrigation courses for certificate, diploma and degree programmes. The completion of the curricula will enable those institutions to produce professionals with a good understanding of the area of irrigation. Arusha Vocational College has already started to offer a degree programme to 25 students following the completion of the irrigation curricula.

Mheshimiwa Mwenyekiti, awamu ya pili ya mradi wa ushirikiano wa kitaalam kati ya Tanzania na Japan (Tanzania Japan Technical Cooperation Project-TCP) itakayokuwa ya muda wa miaka mitatu imeanza kutekelezwa. Mradi huo umefuatia kukamilika kwa awamu ya kwanza iliyowezeshwa uandaaji wa miongozo ya kitaalam ya kutekeleza miradi ya umwagiliaji kupitia DADPs. Awamu ya pili itahusisha kufundisha namna ya kutumia miongozo hiyo kwa kutumia skimu saba za umwagiliaji za mfano zilizochaguliwa kutoka kila kanda ya umwagiliaji. Skimu hizo ni Mvumi (Kilosa); Kivulini (Mwanga); BahiSokoni (Bahi); Inala (Tabora Manispaa); Mahiga (Kwimba); Mshewe (Mbeya); na Narunyu (Lindi Vijijini).

Honourable Chairperson, the second phase of the Tanzania-Japan Technical Cooperation Project (TCP) lasting for three years is being implemented. That project is the result of the completion of the first phase that enabled the preparation of professional procedures for implementing irrigation projects through the DADPs. The second phase will focus on how the procedures will be used in seven irrigation model schemes selected from the irrigation zones. The schemes are Mvumi (Kilosa), Kivulini (Mwanga), Bahi Sokoni (Bahi), Inala (Tabora Municipality), Mahiga (Kwimba), Mshewe (Mbeya) and Narunyu (Lindi Rural).

Mheshimiwa Mwenyekiti, Tume ya Taifa ya Umwagiliaji, katika mwaka 2010/2011, Wizara ilianza kutekeleza maagizo ya Mheshimiwa Rais kupitia tamko alilolitoa tarehe 2 Februari 2011 la kuundwa kwa Tume ya Taifa ya Umwagiliaji itakayokuwa chombo maalum cha kuendeleza na kusimamia masuala ya umwagiliaji nchini. Katika mwaka 2010/2011, Wizara ilikusanya maoni ya wadau mbalimbali kuhusu muundo, majukumu na vipengele muhimu vitakavyotumika katika kuandaa mapendekezo ya Muswada wa Sheria ya kuanzisha Tume hiyo.

Honourable Chairperson, on the National Irrigation Commission, in 2010/2011 the Ministry started to implement orders of His Excellency the President through his declaration of the 2nd February 2011 on the formation of a National Irrigation Commission specially for developing and supervising irrigation activities in the country. In the year 2010/2011, the Ministry collected opinions from various stakeholders on the structure and duties of the commission and on the criteria that would be considered in the preparation of the bill for the formation of the commission.

Mheshimiwa Mwenyekiti, utafiti wa kilimo katika mwaka 2010/2011, Wizara iliendelea kuimarisha huduma za utafiti ambazo ziliwezeshwa kubuni teknolojia bora za kumwezesha mkulima kuongeza uzalishaji wa mavuno na tija. Utafiti huo ni pamoja na mbegu bora, rutuba ya udongo na ushauri wa mifumo ya kilimo na uchumi jamii. Wizara kupitia ASDP iliimarisha Mifuko ya Utafiti na Maendeleo ya Kanda (Zonal Agricultural Research Development Fund-ZARDEFs) na usimamizi wa utafiti kwa kutumia mfumo naoawalenga wadau (Client Oriented Research and Development Management Approach-CORDEMA). Katika mwaka 2010/2011, kupitia ZARDEFs, miradi 123 ya utafiti iliendelea kutekelezwa. Kati ya hiyo, miradi 12 ilikamilika na usambazaji wa matokeo kwa walengwa unaandaliwa.

Honourable Chairperson, concerning agricultural research, in 2010/2011 the Ministry continued to consolidate research activities that facilitated the invention of good technology that enabled farmers to increase agricultural production and profit. The research focused on improved seeds, fertility and advice on farming systems and social economy. The Ministry, through the ASDP, developed a Zonal Agricultural Research Development Fund (ZARDEF) and a Client Oriented Research and Development Management Approach (CORDEMA). In 2010/2011, through the ZARDEF, 123 research projects continued to be carried out. Out of these, 12 projects have been completed and the dissemination of the results to the beneficiaries is still being planned.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara kupitia vituo vyake vya utafiti ilitoa aina mpya 21 za mbegu za mazao zenye sifa zaidi ya zile zinazotumiwa na wakulima kwa sasa. Mbegu hizo ni kahawa Robusta (4) na Arabica (1), viazi vitamu (2), dengu (4), soya (1), nyanya (2), figiri (2), mnavu (2), ngogwe (1) na mchicha (2). Mbegu hizo ziliidhinishwa kitaifa kwa ajili ya matumizi ya wakulima. Aidha, kampuni binafsi iitwayo *Pioneer Hybrid Seed Ltd.* ilifanya majaribio ya mbegu ya mahindi aina ya P2859 kuhusu ustawi wa mbegu hiyo katika mazingira ya Kitanzania ambapo Kamati ya Taifa ya Mbegu iliridhika na matokeo na kuidhinisha matumizi yake nchini.

Honourable Chairperson, in the year 2010/2011, the Ministry, through its research centres, released 21 new varieties of seeds of crops that are better than those which are currently used by farmers. The seeds include Robusta coffee (4) and Arabica coffee (1), sweet potatoes (2), lentils (4), soybeans (1), tomatoes (2), radish plant (2), nightshade (2), greentomatos (1) and spinach (2). The seeds were approved for use by farmers. In addition, a private company called Pioneer Hybrid Seed Ltd. conducted trials of maize seed varieties P2859 to see if the seeds were appropriate to the Tanzanian environment and the National Seed Committee was satisfied with the result and approved its use in the country.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ilizalisha jumla ya tani 25.92 na vipingili 450,000 za mbegu mama (*Breeders' seed*) za mbegu bora ili kukidhi mahitaji ya Wakala wa Mbegu za Kilimo (*Agricultural Seed Agency - ASA*) kuweza kuzalisha mbegu za msingi. Hatua hiyo inalenga kuhakikisha kuwa mbegu bora zinawafikia wakulima. Aidha, Wizara kwa kushirikiana na Halmashauri za Wilaya katika Mikoa ya Mtwara na Lindi kupitia vikundi vya wakulima, ilizalisha tani 65 za mbegu za Daraja la Kuazimiwa (*Quality Declared Seeds - QDS*). Kati ya hizo tani 35 ni za karanga na tani 30 za ufuta. Vilevile, Wizara kwa kushirikiana na Halmashauri za Wilaya za Lushoto na Babati kupitia vikundi vya wakulima ilizalisha mbegu za maharagwe aina ya Lyamungo85 tani 3 na Lyamungo90 tani 2.45.

Honourable Chairperson, in the year 2010/2011, the Ministry produced a total of 25.92 tonnes of seeds and 450,000 breeders' quality seeds to meet the criteria of the Agricultural Seed Agency (ASA) for producing basic seeds. The aim is to ensure that high quality seeds reach the farmers. In addition, the Ministry, in collaboration with the District Councils in the regions of Mtwara and Lindi through groups of farmers, produced 65 tonnes of Declared Quality Seeds (DQS). Similarly, the Ministry, in collaboration with the Councils of Lushoto and Babati districts and through groups of farmers, produced 3 tonnes of a variety of bean seeds.

Mheshimiwa Mwenyekiti, Wizara ilifanikiwa kubuni mbinu za uzalishaji wa mazao ambazo zitaongeza tija. Teknolojia hizo ni pamoja na zile za kutumia mbinu endelevu za kupunguza matawi na kuelekeza mizabibu (*pruning and training of grapes*) na kupelekwa kwa wakulima wa Kanda ya Kati. Katika zao la korosho utafiti umependekeza kwa wakulima dawa aina ya *Weedall* na *Kalachi* zenye nguvu za kuuwa magugu aina zote katika mashamba ya mikorosho. Aidha, Wizara imetathmini na kupendekeza aina tatu za dawa ya *Bayfidan*, *Timefon* na *Falmenol* pamoja na Salfa ya maji aina ya *Uganoll 580 WP*.

Honourable Chairman, the Ministry succeeded in designing crop production technologies that will enhance productivity. These technologies include those using sustainable methods of pruning grapes which were imparted to farmers in the Central Zone. As for cashew nuts, the farmers have been advised to use the Weedall Kalachi spray, which is capable of killing weeds of all types on cashew plantations. In addition, the Ministry has examined and recommended three types of pesticides, namely Bayfidan, Timefon, Falmenol and a Uganoll 580 WP variety of liquid Sulphur.

Mheshimiwa Mwenyekiti, katika kuhakikisha kuwa wakulima wa zao la migomba wanakuwa na ndizi katika kipindi chote wakati wanaendelea kudhibiti ugonjwa wa mnyauko, utafiti umependekeza utaratibu wa kung'oa migomba yenye ugonjwa na kupandikiza migomba mipya kwa awamu (*Sequential Uprooting and Replanting*) ambao umeonyesha kuwa unarudisha uhai wa shamba la migomba bila kukosa mazao kabisa.

Honourable Chairperson, in order to ensure that banana farmers get bananas throughout the year when they are struggling to overcome a banana wilting disease, research has recommended a mechanism called Sequential Uprooting and Replanting that restores the life of fields, instead of incurring a total loss of harvests.

Mheshimiwa Mwenyekiti, katika kudhibiti magugu, magonjwa na wadudu waharibifu wa mimea na mazao, Wizara ilitoa teknolojia za matumizi ya madawa ya asilia, madawa ya madukani na udhibiti husishi. Baadhi ya matokeo ya utafiti huo ni matumizi ya Muarobaini na Dawa ya *Carbofuran 5G* katika kupunguza mashambulizi ya fukuzi kwenye migomba na matumizi ya dawa aina ya '*Amistar 330EC*' kudhibiti magonjwa ya majani kwenye ngano na shayiri. Vilevile, utafiti uliofanyika katika zao la korosho ulionyesha kuwa dawa aina ya *Weedall* na *Kalachi* zina nguvu za kuuwa magugu aina zote katika mashamba ya mikorosho.

Honourable Chairperson, in controlling weeds, diseases and pests in plants and crops, the Ministry provided a technology involving the use of natural remedies, drugs and participatory control. Some of the results of that research show that the use of Carbofuran5G and the neem tree (Muarobaini), and the use of Amistar 330EC for controlling leaf diseases affecting wheat and barley. Similarly, a survey conducted on cashew nuts showed that Weedall and Kalachi weeds can kill all species of grass on cashew plantations.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, ili kupunguza matumizi ya madawa ya viwandani, gharama za matumizi ya madawa pamoja na kuhifadhi mazingira, utafiti umetathmini na kupendekeza matumizi ya manyigu (*Diadegma sp.*) ili kudhibiti nondo mwenye mgongo wa almasi (*Diamond back moth*) ambaye anashambulia zao la kabeji. Teknolojia hiyo imepokelewa na kuleta mafanikio kwa wakulima wa Arumeru na Lushoto. Aina mpya 361 za nasaba za mimea zilikusanywa ambazo ni pamoja na aina 200 za migomba, aina 24 za muhogo, aina 50 za kunde, aina 20 za mbaazi na aina 17 za soya. Pia aina 50 za nasaba za viungo zilihifadhiwa. Aidha, aina mpya ya mgomba ijulikanayo kama *East African Highland Bananas 'Sensu Lato'* ambayo ni tofauti na aina zingine za "*East African Highland Banana 'Sensu Stricto'*" ilitambuliwa na hivyo kuongeza idadi ya nasaba zinazojulikana duniani.

Honourable Chairperson, in the year 2010/2011, for the purpose of reducing the use of industrial pesticides, the cost of using pesticides and of environment conservation, researchers evaluated and recommended the use of wasps (Diadegma sp.) to control the diamond back moth (Diamond Back Moth) that destroys cabbage. The technology has been adopted and brought about successes to farmers in Arumeru and Lusho. About new 361 varieties of Genealogical species of plants were collected, including 200 banana varieties, 24 cassava varieties and 50 varieties of beans.

Mheshimiwa Mwenyekiti, utafiti wa mifumo ya kilimo na uchumi sayansi jamii, katika mwaka 2010/2011, Wizara iliendelea kufanya utafiti wa kutathmini gharama na mapato yanayoweza kupatikana katika kilimo cha mazao mbalimbali katika maeneo tofauti. Matokeo yanaonesha kuwa faida anayopata mkulima inaongezeka kama akitumia pembejeo kwa kuzingatia kanuni bora za kilimo. Kwa mfano, wakulima wa mpunga wa Kanda ya Ziwa waliopanda mbegu bora za mpunga na kufuata ushauri wa kilimo bora, walipata faida ya Shilingi 1,407,000 kwa hekta wakati wale ambao hawakutumia mbegu bora na bila kufuata kanuni bora walipata faida ya Shilingi 639,200 tu ikiwa ni pungufu kwa Shilingi 767,800 ambayo ni pungufu zaidi ya asilimia 100. Kwa upande wa kilimo cha mahindi faida inayoweza kupatikana ni Shilingi 516,100 kwa hekta kwa kutumia pembejeo zilizopendekezwa, ikilinganishwa na Shilingi 367,000 kwa wale wasiotumia pembejeo zilizopendekezwa kikamilifu. Mwelekeo huo unaonekana kwenye mazao mengine kama pamba, kahawa, mtama, korosho, ufuta na alizeti. Matokeo hayo yanaonyesha kuwa matumizi ya teknolojia bora na kuzingatia kanuni za kilimo bora yana faida kubwa kwa wakulima.

Honourable Chairperson, on research on agricultural systems and social economic science, in the year 2010/2011 the Ministry continued to evaluate the cost that can be incurred and the income that can be generated in different areas. The results show that the profit that farmers get increases if they make proper use of agricultural equipment. For instance, rice growers from the Lake Zone who planted quality seeds and followed good farming methods got a profit of about 1,407,000 million shillings per hectare, while those who did not use quality seeds and good farming methods got 639,200 shillings only as profit, which is less than that obtained by their counterparts by 100 per cent. In maize production, the profit obtained was 516,100 shillings per hectare, compared to 367,000 shillings obtained by those who did not use the recommended agricultural inputs. The situation is the same in other crops such as cotton, coffee, cashew nuts, palm oil and sunflower. These results show that the use of advanced technology and good farming methods help farmers get somewhat big profits.

Mheshimiwa Mwenyekiti, kuboresha Vituo na kuimarisha uwezo wa Watafiti katika mwaka 2010/2011, Wizara ilifanya ukarabati wa nyumba 13 za watumishi katika Vituo vya Makutupora, Ukiriguru, Uyole, Naliendele, Tumbi, Ilonga na Maruku na ujenzi wa nyumba mpya Seliani. Aidha, vituo vitano vya Utafiti vya Tumbi, Mikocheni, Uyole, Naliendele, Selian na Makutupora, vilipatiwa samani za ofisi ikiwa ni pamoja na viti, meza na kabati. Vilevile, ulifanyika ununuzi wa magari matatu kwa ajili ya Vituo vya Mlingano na Makao Makuu ya Wizara.

Honourable Chairperson, to improve research centres and consolidate researchers' ability, in the year 2010/2011 the Ministry repaired 13 staff houses in the following centres: Makutupora, Ukiliguru, Uyole, Naliendele, Tumbi, Ilonga and Makuru, and constructed new staff houses in Seliani. Also, five research centres of Tumbi, Mikocheni, Uyole, Naliendele, Selian and Makutupora were provided with pieces of furniture for office use (e.g. chairs, tables and cupboards). Also, three cars were bought for Mlingano centre and the Ministry headquarters.

Mheshimiwa Mwenyekiti, Wizara kwa kushirikiana na Serikali ya Jamhuri ya Watu wa China ilikamilisha ujenzi wa Kituo cha Utafiti na Mafunzo kwa Wakulima Dakawa, Morogoro. Kituo hicho kilifunguliwa rasmi na Mheshimiwa Dkt. Jakaya Mrisho Kikwete, Rais wa Jamhuri ya Muungano wa Tanzania tarehe 2 Aprili, 2011. Kituo kitakuwa na kazi zifuatazo: kuonyesha teknolojia za Kitanzania na Kichina; kutoa mafunzo kwa wakulima ikiwa ni pamoja na ujasiriamali kwenye kilimo cha mbogamboga, mahindi na ufugaji wa kuku wa kisasa; kuzalisha miche kwa njia ya Tishu (*Tissue Culture*); na kufanya utafiti kwa mazao ya mahindi, mpunga na mazao ya mbogamboga.

Honourable Chairperson, the Ministry, in cooperation with the Government of the People's Republic of China, completed the construction of a research and training centre in Dakawa Morogoro. This centre was inaugurated by His Excellency Dr. Jakaya Mrisho Kikwete, the President of the United Republic of Tanzania on 2nd April 2011. The centre will have the following functions: to organise exhibitions of Tanzania and China technologies, to provide training to farmers in entrepreneurship for the production of vegetables, maize and modern poultry, to produce seedlings through a tissue culture and to conduct research into maize, rice and vegetables.

Mheshimiwa Mwenyekiti, Wizara iliendelea kuimarisha Kituo cha KATRIN ili kukipandisha hadhi ya kuwa Kituo Mahiri cha Utafiti (*Centre of Excellence*) kwa zao la mpunga. Kituo hicho kimepatiwa vitendea kazi kupitia Programu ya Kilimo ya Kuendeleza Tija na Uzalishaji katika Afrika ya Mashariki (*Eastern Africa Agricultural Productivity Programme*). Aidha, kupitia programu hiyo, Vituo vya Dakawa, Uyole, Ukiriguru na Mikocheni vimenufaika kwa kupatiwa vitendea kazi vikiwemo magari manne, mashine za kurudufia 13 na kompyuta 29. Serikali itawekeza zaidi katika vifaa vya maabara, mafunzo kwa wataalam na nyenzo za utafiti katika kukitayarisha Kituo cha KATRIN ili kifikiye matarajio ya kitaifa, kikanda na kimataifa.

Honourable Chairperson, the Ministry will continue to consolidate the KATRIN centre in order to raise its status to a CENTER OF EXCELLENCE in rice production. This centre has been provided with working facilities through the Eastern African Agricultural Productivity Programme. Also, through this programme the other centres of Dakawa, Uyole, Ukiliguru and

Mikocheni have been provided with work facilities, including 8 cars, 13 photocopy machines and 29 computers. The Government will invest much in laboratory apparatus, the training of professionals and research facilities to enable the KATRIN centre to meet its National, Regional and International obligations.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara iliharamia mafunzo kwa watafiti kwa lengo la kuwajengea uwezo. Jumla ya watafiti 20 walipatiwa mafunzo ya muda mrefu katika ngazi ya Shahada ya Uzamili na Uzamivu. Kati ya hao watafiti 11 ni wa Shahada ya Uzamili (MSc) na watafiti tisa (9) ni wa Shahada ya Uzamivu (PhD). Vilevile, Watafiti 45 walipata ufadhili wa mafunzo kupitia fedha zilizotengwa kuimarisha uwezo wa Watafiti kutoka Tume ya Sayansi na Teknolojia (COSTECH). Kati ya hao Watafiti 33 ni wa Shahada ya Uzamili na 12 ni wa Shahada ya Uzamivu. Watafiti wengine 20 walipata mafunzo ya muda mfupi ya mbinu za utafiti (*research methodologies*) na wengine 40 walipata mafunzo katika fani ya Uandishi wa Tungo (*Winning Proposal Writing*). Pia, Watafiti Wachumi 35 walipata mafunzo ya wiki moja ya jinsi ya kufanya uchambuzi wa mnyororo wa thamani ya mazao (*value chain analysis*) na jinsi ya kufanya uchambuzi wa upokeaji wa teknolojia na matokeo yake (*Adoption and impact analysis*) kwa kutumia programu ya kompyuta ijulikanayo kama *Data Analysis and Statistical Software (STATA)*.

Honourable Chairperson, in the year 2010/2011 the Ministry financed the training of researchers in order to build their capacity. A total of 20 researchers were sponsored to pursue Master's and PhD degrees. Out of them, 11 were Master's students (Msc) and 9 were PhD students. Also, 45 researchers were financially facilitated to attend the training offered by the commission of Science and Technology (COSTECH). Out of them, 33 were Master's students and 12 were PhD students. Furthermore, 20 researchers attended short courses on research methodology and 40 were training in proposal writing. Also, 35 economists received one week training in value chain analysis and adoption and in impact analysis by using STATA.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ikishirikiana na TAMISEMI iliendelea kuimarisha Huduma za Ugani kwa wakulima kwa kutumia mbinu shirikishi jamii katika kilimo, hususan Shamba Darasa. Wizara ilitoa mafunzo rejea ya Wakufunzi Wawezeshaji (*Training of Trainers-TOT*) wa Shamba Darasa kwa Maafisa Ugani 73 kutoka Halmashauri 40 za Mikoa ya Mara, Mwanza, Kigoma, Kagera, Tabora na Shinyanga. Aidha, kupitia Programu ya Kilimo ya Kuendeleza Tija na Uzalishaji (*Eastern Africa Agricultural Productivity Programme- EAAPP*), Tanzania ikiwa ni kina katika kilimo cha mpunga, Wizara ilitoa mafunzo ya Wakufunzi Wawezeshaji katika kilimo cha mpunga kwa Maafisa Ugani 100 kutoka Halmashauri 20 za Igunga, Nzega, Bahi, Bagamoyo, Rufiji, Kilombero, Mvomero, Kilosa, Kahama, Shinyanga, Sengerema, Misungwi, Kwimba, Bukombe, Maswa, Kibondo, Magu, Mbarali, Kyela na Iringa ambayo yalifanyika *Kilimanjaro Agricultural Training Center (KATC)*. Pia ziara za mafunzo zilifanyika kwa wakulima 40 na Maafisa Ugani wanne kutoka Halmashauri za Mvomero, Mwanga na Moshi. Wakulima kutoka Kilombero na Mwanga walitembelea wakulima wenzao katika skimu za umwagiliaji za Mkindo na Lower Moshi.

Honourable Chairperson, in the year 2010/2011 the Ministry, in cooperation with the Regional Administration and Local Government Authorities (RALGAs), continued to provide agricultural technical services to farmers using community cooperatives in agriculture, especially in the model farm classes. The Ministry has provided "training of trainers" (TOT) of model farm classes to 73 agricultural technicians from 40 Councils of Mara, Mwanza, Kigoma, Kagera, Tabora and Shinyanga. Also, through the Eastern Africa Agricultural Productivity (EAAPP), the Ministry provided "training of trainers" in rice production (because Tanzania is the major rice grower) to 100 agricultural technicians from 20 Councils of Igunga, Nzega, Bahi, Bagamoyo, Rufiji, Kilombero, Mvomero, Kilosa, Kahama, Shinyanga, Sengerema, Misungwi, Kwimba, Bukombe, Maswa, Kibondo, Magu, Mbarali, Kyela and Iringa. The training was offered at the Kilimanjaro Agricultural Training Centre (KATC). Also, tour studies were made by 40 farmers and four agricultural technicians in Mvomero, Mwanga and Moshi councils. Farmers from Kilombero and Mwanga visited the farmers in the irrigation schemes found in Mkindo and Lower Moshi.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara iliboresha Mwongozo wa kuanzisha na kuendesha Vituo vya Taaluma vya Kata (*Ward Agricultural Resource Center - WARC*) na kutoa toleo la pili ambalo lilifanua zaidi matumizi ya WARC na namna ya uendeshaji wa vituo hivyo kwa kushirikisha Sekta binafsi. Aidha, Wizara iliwezesha wakulima 593,400 kupata mafunzo ya kilimo bora na taarifa mbalimbali zikiwemo bei za mazao katika vituo hivyo kwa kuandaa mashamba ya majaribio na kutoa machapisho kupitia Ofisi za Kiungo za Kanda za Utafiti.

Honourable Chairperson, in the year 2010/2011 the Ministry modified the structure for establishing and running Ward Agricultural Resources (WARCs) and came up with the second version that describes in detail the uses of the WARCs and how to run the centres by involving the private sector. Also, the Ministry helped 593,400 farmers to be trained in good farming methods and in how to get information about the prices of crops in the centres by preparing model farms and producing publications through the zone research coordinating offices.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara iliendelea kuimarisha mfumo wa mkulima kufundisha mkulima (*Farmer-to-Farmer Extension*) kwa kutoa mafunzo kwa wakulima 26,400 ambao wanaendelea kuwafundisha wakulima wenzao mbinu bora za kilimo. Aidha, elimu ilitolewa kwa wakulima kupitia vipindi vya redio, vijitabu, machapisho, vipeperushi, mabango na kuonyesha sinema Vijijini kwa kuzingatia kanda za kilimo.

Honourable Chairperson, in the year 2010/2011 the Ministry continued to consolidate Farmer-to-Farmer Extension by training 26,400 farmers who are teaching other farmers good farming methods. Also, training was offered through radios, flyers, publications, posters and cinema shows in villages on the basis of agricultural zones.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara kwa kushirikiana na TAMISEMI iliajiri vijana ambao ni Wagani tarajali 742 na hivyo kufanya idadi ya Maafisa Ugani kufikia 5,181. Kati ya hao, wataalam 64 wana Shahada ya Uzamili (MSc.), 475 wana Shahada ya Kwanza (BSc.), 4,100 wana Astashahada (Diploma) na 542 wana Cheti (*Certificate*). Mahitaji

ya wataalam katika ngazi ya Kata na Vijiji ni 15,082. Pia, Wizara kwa kushirikiana na TAMISEMI ilianzisha mchakato wa kuweka vigezo vya kupima utendaji kazi wa Maafisa Ugani wa ngazi ya Kata na Vijiji.

Honourable Chairperson, in the year 2010/2011 the Ministry, in cooperation with the Regional Administrative and Local Government Authorities (RALGAs), employed 742 vegetarians, thereby increasing their number to 5,181. Out of them, 64 experts have Master's degrees, 475 are Bachelor degree holders, 4,100 are Diploma holders and 542 are Certificate holders. The demand for agricultural experts at the ward and village levels is 15,082. Also, the Ministry, in collaboration with the Local Government Authorities, initiated the process of setting criteria for measuring the performance of extension officers at Ward and Village levels.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ilitaribu na kushiriki maadhimisho ya Nane Nane ambayo yalifanyika kitaifa Mkoani Dodoma kwenye Uwanja wa Nzuguni. Kauli mbiu ya maadhimisho hayo ilikuwa “*Kilimo Kwanza, Mapinduzi ya Kijani, Uhakika na Chakula na Kipato*”. Katika maadhimisho hayo, Wizara ilitoa zawadi mbalimbali kwa washindi ambapo mkulima bora kitaifa alitoka Halmashauri ya Kongwa ambaye alizawadiwa trekta lenye jembe la thamani ya Shilingi 27,000,000, madawa yenye thamani ya Shilingi 12,000, fedha taslim Shilingi 350,000 na Cheti. Mshindi wa pili alitoka Halmashauri ya Manyoni ambaye alizawadiwa trekta dogo la mkono (*power tiller*) lenye thamani ya

Shilingi 7,000,000, madawa ya Shilingi 12,000, fedha taslim Shilingi 300,000 na Cheti. Mshindi wa tatu alitoka Halmashauri ya Wilaya ya Iramba na kuzawadiwa jembe la kukokotwa na ng'ombe, mbolea na mbegu vyenye thamani ya Shilingi 1,921,400 na Cheti. Washindi kutoka makundi ya Vyama vya Ushirika akiwemo mshindi wa kwanza, wa pili na wa tatu walipewa zawadi mbalimbali zenye thamani ya Shilingi 5,675,000. Vilevile, washindi watatu kutoka Bodi za Mazao ya Kahawa na Chai walipewa zawadi zenye thamani ya Shilingi 3,750,000 na mshindi kutoka sekta binafsi alipewa zawadi ya Shilingi 10,000,000. Katika kuhamasisha matumizi bora na endelevu ya maji, washindi bora watatu wa kilimo cha umwagiliaji walipewa vifaa vya umwagiliaji vyenye thamani ya Shilingi 7,500,000.

Honourable Chairperson, in the year 2010/2011 the Ministry coordinated the Nane Nane celebrations which were held at national level in Dodoma at the Nzuguni Grounds. The motto of the celebrations was “Agriculture First, A Green Revolution, Food Security and Livelihood”. During the celebrations the Ministry offered various prizes to winners. The best farmer Nationwide was from Kongwa Council and got a big tractor which was worth 27,000,000 shillings, pesticides worth 12,000, 350,000 shillings in cash and a certificate. The runner-up came from Manyoni and he was awarded a power tiller worth 700,000 shillings, pesticides worth 12,000 shillings and 300,000 shillings in cash and a certificate. The person who held the third place came from Iramba Council. He was awarded an animal plough costing 1,921,400 shillings and a certificate. Winners from the cooperative unions, especially the first three winners, were awarded 5,675,000 shillings. Also, three winners from the Coffee and Tea Board were awarded 3,750,000 shillings. Winners from the private sector were awarded 10,000, 000 shillings. To emphasize sustainable use of water, three winners of irrigation farming were given irrigation facilities worth 7,500, 000 shillings.

Mheshimiwa Mwenyekiti, napenda kuwatambua wadau 15 wa kilimo waliochangia katika kutoa zawadi hizo kama ifuatavyo: *Kihelya Auto Tractor-Mwanza, Suba Agro, NMB, INCAR Dar es Salaam, AGRICOM, Tanzania Farmers Service Center (TFSC) Arusha, YARA (CHAPA MELI), Tanzania Fertilizer Company Ltd. (TFC), Export Trading, Minjingu Company Ltd., Pannar Seed Company Ltd., PASS, Bodi ya Chai, Wakala wa Wakulima Wadogo wa Chai-Tanzania Smallholder Tea Development Agency - TSHTDA na Bodi ya Kahawa. Napenda kutumia nafasi hii kuwaomba wadau hawa na wengine kuendelea kuchangia katika kutoa zawadi kwa washindi watakapatikana katika maadhimisho ya mwaka huu yatakayofanyika Nzuguni, Dodoma. (Makofi)*

Honourable Chairperson, I would particularly like to recognize 15 agricultural stakeholders who offered those prizes. They are Kihelya Auto Tractor – Mwanza, Suba Agro, NMB, INCAR Dar es Salaam, AGRICOM, Tanzania Farmers Service Centre (TFSC) Arusha, YARA (CHAPA MELI), Tanzania Fertilizer Company Ltd. (TFC), Export Trading, Minjingu Company Ltd., Pannar Seed Company Ltd., PASS, the Tea Board, Tanzania Smallholders Tea Development Agency (TSHTDA) and the Coffee Board. I would like to use this opportunity to ask these and other stakeholders to give the prizes to this year's winners during the celebrations, which will take place at Nzuguni, Dodoma. (Applause)

Mheshimiwa Mwenyekiti, mafunzo kwa wakulima, katika mwaka 2010/2011, Wizara kwa kushirikiana na TAMISEMI na Shirika la Maendeleo la Japan - JICA kupitia DADPs ilitoa mafunzo ya msingi (*standard training*) ya kilimo bora cha uzalishaji wa zao la mpunga kwa njia ya umwagiliaji. Mafunzo yalitolewa kwa wakulima 3,072 katika skimu 12 za Tungamalenga (Iringa Vijijini), Kasyabone/Kisegese (Rungwe), Mshewe (Mbeya Vijijini), Mfumbi (Makete), Madaba (Tunduru), Mvumi (Kilosa), Lupilo (Ulanga), Mbarangwe (Morogoro), Ngongowe (Liwale), Sawenge (Magu), Chereche (Rorya) na Ngage (Simanjiro). Aidha, mafunzo ya uzalishaji wa mpunga aina ya NERICA inayolimwa kwenye maeneo ya juu (*Upland*) yalifanyika kwa wakulima katika wilaya za Muheza, Kyela, Makete, Morogoro Vijijini, Ulanga, Bagamoyo, Bukombe, Lindi Vijijini na Nachingwea.

Honourable Chairperson, on training farmers, in 2010/2011 the Ministry, in collaboration with TAMISEMI and JICA through the DADPs, carried out standard training in good rice farming methods through irrigation. The training was offered to 3,072 people for 12 days at Tungamalenga (Iringa Rural), Kasyabone/Kisegese (Rungwe), Mshewe (Mbeya Rural), Mfumbi (Makete), Madaba (Tunduru), Mvumi (Kilosa), Lupilo (Ulanga), Mbarangwe (Morogoro), Ngongowe (Liwale), Sawenge (Magu), Chereche (Rorya) and Ngage (Simanjiro). Also, training in NERICA rice production in highlands was offered to the farmers of Muheza, Kyela, Makete, Morogoro Rural, Ulanga, Bagamoyo, Bukombe, Lindi Rural and Nachingwea.

Mheshimiwa Mwenyekiti, mafunzo ya kilimo kwa wataalam, katika mwaka 2010/2011, Wizara iligharamia mafunzo ya wanafunzi 5,557 ngazi ya Stashahada (Diploma) na Astashahada (Cheti). Aidha, wanafunzi 1,942 walihitimu masomo mwezi Novemba 2010 na wengine 2,588 wamehitimu mafunzo yao mwezi Juni 2011. Wizara pia ilidahili wanafunzi 1,072 katika Vyuo vya Kilimo ambao watahitimu mwezi Juni 2012. Wakufunzi wa kilimo 57 walipatiwa mafunzo ya muda mfupi kuhusu

mbinu sahihi za ufundishaji pamoja na usimamizi na uendeshaji wa Vyuo. Mafunzo ya Astashahada ya Kilimo yameanza kutolewa kwa wanafunzi 45 katika Chuo cha Mtakatifu Maria Goreti (Ilula- Iringa) kupitia mfumo wa *Public-Private Partnership (PPP)* kuanzia Aprili 2011.

Honourable Chairperson, with regard to agricultural training for experts, in the year 2010/2011 the Ministry financed the training of 5, 557 diploma and first degree students. Also, 1,942 students completed their training in November 2010 and 2,588 students completed their training in June 2011. The Ministry registered 1,072 students in agricultural colleges; the students will graduate in June 2012. A total of 57 "agriculture trainers" were provided with short courses on good teaching methodologies, management and college supervision. In April 2011, St. Merry Goreti College (Ilula Iringa) has begun offering Agricultural degree courses to 45 students through the Public-Private Partnership (PPP) system.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ilitoa mafunzo ya muda mrefu na mfupi kwa watumishi ili kuimarisha utendaji kazi. Jumla ya wataalam watatu waliendelea kupata mafunzo ya Shahada za Uzamivu (*PhD.*), 25 katika Shahada ya Uzamili (*MSc.*) na 23 Shahada ya Kwanza (*BSc.*). Mafunzo hayo yalihusu Uhandisi wa Kilimo, Uchumi Kilimo, Umwagiliaji, Kanuni Bora za Kilimo na Usimamizi wa Fedha. Wizara pia ilitoa mafunzo ya muda mfupi kwa watumishi katika fani mbalimbali. Jumla ya watumishi 149 walipatiwa mafunzo kuhusu uchambuzi wa sera; uandaaji wa bajeti; usimamizi wa fedha; matumizi ya zana za kilimo; usindikaji wa mazao; uchumi; matumizi bora ya maji; uendeshaji, utunzaji, usanifu, usimamizi wa ujenzi wa miundombinu ya umwagiliaji; na matumizi ya teknolojia ya kuvuna maji.

Honourable Chairperson, in the year 2010/2011 the Ministry offered long and short courses to workers in order to consolidate accountability. 3 experts continued with PhD courses, 25 Masters and 23 Bachelor degree courses. The training involved agricultural engineering, agricultural economics, irrigation, good farming methods and finance management. Also, the Ministry offered short courses to workers in different professions. A total of 149 workers were provided with training in policy analysis, budget preparation, finance management, the use of agricultural tools, crop preservation, economics, good water management, preservation OF WHAT???, prospection, supervision of irrigation infrastructure and water exploitation technology.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, makadirio ya mahitaji ya mbolea yalikuwa tani 385,000 zikiwemo tani 200,000 za mbolea ya ruzuku na tani 185,000 za mbolea isiyo ya ruzuku. Jumla ya tani 275,684.8 za mbolea sawa na asilimia 72 zilipatikana. Kati ya hizo, tani 201,050 zilikuwa ni mbolea ya ruzuku ikiwemo mbolea ya kupandia tani 100,525 na mbolea ya kukuzia tani 100,525 ikilinganishwa na tani 150,000 ambazo zilitolewa mwaka 2009/2010. Mbolea ya ruzuku ilinufaisha wakulima 2,011,000 ikilinganishwa na wakulima 1,500,000 walionufaika mwaka 2009/2010. Wakulima walioongezwa walitoka katika Wilaya za Sikonge, Urambo na Igunga (Tabora); Tarime, Serengeti, Rorya na Bunda (Mara); Kahama na Bukombe (Shinyanga); Chato na Karagwe (Kagera); Geita na Sengerema (Mwanza); Mtwara, Newala na Masasi (Mtwara); Lindi (V), Nachingwea na Ruangwa (Lindi); Korogwe, Lushoto, Kilindi, Handeni na Muheza (Tanga); Mpwapwa, Kongwa na Bahi (Dodoma); Bagamoyo na Rufiji (Pwani); Singida (V), Manyoni na Iramba (Singida).

Honourable Chairperson, in the year 2010/2011 the estimated demand for fertilizer was 385, 000 tonnes, including 200, 000 tonnes of subsidized fertilizer and 185, 00 tonnes of nonsubsidized fertilizer. A total of 275, 684.4 tonnes, which is equal to 72 per cent of it, were made available to farmers. Out of 201, 050 tonnes of subsidized fertilizer, 100,525 tonnes were planting fertilizer and 100,525 crop growing fertilizer, compared to 150,000 tonnes provided in the year 2009/2010. Subsidized fertilizer benefited 2,011,000 farmers, compared to 1,500,000 beneficiary farmers in the year 2009/2010. The farmers were from Sikonge, Urambo and Igunga (Tabora); Tarime, Serengeti, Rorya and Bunda (Mara); Kahama and Bukombe (Shinyanga); Chato and Karagwe (Kagera); Geita and Sengerema (Mwanza); Mtwara, Newala and Masasi (Mtwara); Lindi (V), Nachingwea and Ruangwa (Lindi); Korogwe, Lushoto, Kilindi, Handeni and Muheza (Tanga); Mpwapwa, Kongwa and Bahi (Dodoma); Bagamoyo and Rufiji (Pwani); Singida (V), Manyoni and Iramba (Singida).

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, upatikanaji wa mbegu bora ulifikia tani 26,545 ikilinganishwa na tani 16,148.20 mwaka 2009/2010. Mbegu hizo zinajumuisha mbegu za mazao ya mahindi tani 22,725; mpunga tani 896; mbegu za mafuta tani 676; mikunde tani 486; ngano tani 138; na mtama tani 1,624. Mbegu hizo zilitokana na sekta binafsi na sekta ya umma ambapo sekta ya umma ilizalisha tani 5,678.6, kati ya hizo tani 1,881 ni kutoka ASA; tani 1,489.1 kutoka Magereza na JKT na wakulima wadogo walizalisha tani 2,308 za mbegu za Daraja la Kuazimiwa (*Quality Declared Seed – QDS*). Aidha, sekta binafsi ilichangia jumla ya tani 20,866.4. Kati ya hizo tani 8,149.4 zilizalishwa nchini na tani 12,717 ziliagizwa kutoka nje ya nchi.

Honourable Chairperson, in the year 2010/2011 the availability of better quality seeds reached 26,545 tonnes, compared to 16,148.20 tonnes in 2009/2010. These seeds included 22,725 kg of maize seeds, 896 tonnes of rice, 676 oil seeds, 486 beans, 138 tonnes of wheat and 16,224 tonnes of millet seeds. These seeds were obtained from both the public and private sectors. The public sector produced 5,678.6 tonnes, of which 1,881 tonnes were from ASA and 1,489 from the Prisons and JKT; peasants produced 2,308 tonnes of Declared Quality Seeds (DQS). Also, the private sector produced a total of 20, 866.4 tonnes, of which 8, 149.4 tonnes were produced in the country and 12717 tonnes were imported from outside the country.

Mheshimiwa Mwenyekiti, Wizara ilitoa ruzuku ya tani 20,357.86 za mbegu bora za mahindi na mpunga ikilinganishwa na tani 15,150 zilizotolewa mwaka 2009/2010. Aidha, Wizara ilitoa tani 15,375 za mbegu ya pamba kwa utaratibu wa vocha. Mbegu za mahindi na mpunga zilisambazwa katika Mikoa 20 inayozalisha mazao hayo kwa wingi na mbegu za pamba zilisambazwa katika Mikoa tisa inayozalisha zao hilo. Vilevile, Wizara ilitoa ruzuku ya mbegu bora za mtama tani 356.25 na alizeti tani 50 nje ya utaratibu wa vocha ikilinganishwa na tani 289.8 za mtama na tani 85.4 za alizeti mwaka 2009/2010 ambazo zilisambazwa kwenye Mikoa ya Singida, Shinyanga, Mwanza, Tabora, Dodoma na Morogoro. Jumla ya wakulima 110,600 wa zao la mtama na wakulima 10,392 wa zao la alizeti walinufaika.

Honourable Chairperson, the Ministry provided 20,357.86 tonnes of quality maize and rice seeds to farmers, compared to 15,150 tonnes of seeds provided in 2009/2010. The Ministry gave 15,375 tonnes of cotton seeds to farmers through vouchers.

Rice and maize seeds were distributed to 20 regions that produce that crop in a great quantity. Cotton seeds were distributed to nine regions that produce this crop. Also, the government provided 356.25 tonnes of sorghum and 854 tonnes of sunflower seeds in the year 2009/2010. They were distributed to Singida, Shinyanga, Mwanza, Tabora, Dodoma and Morogoro. A total of 110,600 sorghum farmers and 10,392 sunflower farmers benefited from the seeds.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Taasisi ya Zao la Kahawa (*Tanzania Coffee Research Institute-TaCRI*) ilizalisha miche bora ya kahawa 14,430,000 sawa na asilimia 96.2 ya lengo la kuzalisha miche 15,000,000. Aidha, kupitia Wakala wa Wakulima Wadogo wa Chai, wakulima 2,227 katika vikundi 178 walizalisha miche bora ya chai 10,141,000 na Taasisi ya Utafiti wa Chai Tanzania (*Tea Research Institute of Tanzania- TRIT*) ilizalisha miche 3,200,000 na hivyo kufanya uzalishaji wa miche kufikia 14,341,000. Uzalishaji huo ni sawa na asilimia 96 ya lengo la kuzalisha miche 15,000,000. *Honourable Chairperson, in the year 2010/2011 the Tanzania Coffee Research Institute (TaCRI) produced 14, 430,000 high quality coffee seedlings, which are equal to 96.2 per cent of the estimated production of 15, 000, 000 seedlings. Through Tea peasant dealers 2,227 farmers in 178 groups produced 10,141,000 quality seedlings and the TaCRI produced 3,200,000 seedlings, thereby making the seedling production reach 14, 341,000. This production is equivalent to 96 per cent of the estimated production of 15, 000, 000 seedlings*

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara ilitoa ruzuku ya madawa ya pamba na korosho ambapo jumla ya acrepack 4,653,159 za madawa ya pamba zilizotosheleza ekari 1,537,500 zilitolewa. Madawa hayo yalinufaisha wakulima 576,710 wa Mikoa ya Mwanza, Shinyanga, Mara, Tabora, Singida, Kigoma, Morogoro, Manyara na Pwani. Aidha, jumla ya tani 148 na lita 153,395 za madawa ya korosho zilisambazwa kwa wakulima wa Mikoa ya Mtwara, Lindi, Pwani, Morogoro, Ruvuma na Tanga.

Honourable Chairperson, in the year 2010/2011 the Ministry provided cotton subsidies and cashew nut pesticides to farmers, where 4,653, 159 pesticides covered 1,537,000 acres. These pesticides benefited 576,710 farmers in Mwanza, Shinyanga, Mara, Tabora, Singida, Kigoma, Morogoro, Manyara and Pwani. So, 148 tonnes and 153,395 litres of cashew pesticides were distributed to farmers in Mtwara, Lindi, Pwani, Morogoro, Ruvuma and Tanga.

Mheshimiwa Mwenyekiti, Wizara kwa kushirikiana na taasisi ya *Citizen Network for Foreign Affairs (CNFA)* ilitoa mafunzo kwa Mawakala 3,855 wa Pembejeo za Kilimo (*Rural agro-dealers*). Mafunzo hayo yalihusu uendeshaji wa biashara, matumizi na hifadhi salama ya pembejeo. Mawakala hao walitoka katika Mikoa ya Arusha, Kilimanjaro, Morogoro, Iringa, Mbeya, Ruvuma, Rukwa, Manyara, Kigoma, Tabora, Mara, Tanga, Shinyanga, Kagera, Mwanza, Lindi, Singida, Dodoma, Pwani na Mtwara. Aidha, kati ya hao, Mawakala 511 walidhaminiwa kupata mikopo yenye thamani ya Shilingi bilioni 6.7 kutoka NMB. *Honourable Chairperson, the Ministry, in collaboration with the Citizen Network for Foreign Affairs (CNFA), provided training to 3,855 rural agro-dealers. The training was about business management and the use and proper storage of agricultural equipment. The dealers were from Arusha, Kilimanjaro, Morogoro, Iringa, Mbeya, Ruvuma, Rukwa, Manyara, Kigoma, Tabora, Mara, Tanga, Shinyanga, Kagera, Mwanza, Lindi, Singida, Dodoma, Pwani and Mtwara. Following the training, 511 dealers got 6.7 billion shillings from NMB in loans.*

Mheshimiwa Mwenyekiti, mfumo wa utoaji wa pembejeo kwa kutumia vocha, Wizara ilifanya tathmini kuanzia mwezi Oktoba 2010 hadi Aprili 2011 katika Mikoa ya Kagera, Mwanza, Mara, Tabora, Shinyanga, Kigoma, Arusha, Manyara, Kilimanjaro, Tanga, Morogoro, Singida, Dodoma, Pwani, Lindi na Mtwara. Tathmini hiyo ilibaini kuwa wakulima walionufaika na pembejeo kuanzia mwaka 2010/2011 wanatarajia kuongeza mavuno kwa ekari kutoka wastani wa tani 0.7 hadi wastani wa tani 2 kwa ekari kwa zao la mahindi na kutoka wastani wa tani 0.4 hadi wastani wa tani 2.5 kwa ekari kwa zao la mpunga. Aidha, Wakulima walionufaika na utaratibu huo kuanzia miaka ya nyuma tangu mpango uanze, wanatarajia kuongeza uzalishaji kuanzia wastani tani 2 hadi tani 2.7 kwa ekari kwa zao la mahindi na mpunga kwa wastani wa tani 2.5 mpaka tani 3.5 kwa ekari. Aidha, uelewa wa wakulima kuhusiana na matumizi ya pembejeo, hususan mbegu bora na mbolea umeongezeka. Hii inadhahirishwa na wakulima kununua pembejeo hizo nje ya mfumo wa ruzuku.

Honourable Chairperson, with respect to the provision of subsidies through vouchers, the Ministry evaluated this system from October 2010 to April 2011 in Kagera, Mwanza, Mara, Tabora, Shinyanga, Kigoma, Arusha, Manyara, Kilimanjaro, Tanga, Morogoro, Singida, Dodoma, Pwani, Lindi and Mtwara. The evaluation discovered that the farmers who benefited from the subsidies expected to increase crop production from an average of 0.7 to 2 tonnes of maize and an average of 0.4 to 2.5 tonnes of rice per acre. Moreover, the farmers who had been benefitting from this system since its inception expected to increase crop production from about an average of 2 tonnes to 2.7 of maize and rice to from an average of 2.5 to 3.5 tonnes per acre. Also, the farmers' understanding of agricultural inputs, especially quality seeds and fertilizers, has increased. This is shown by their tendency of buying unsubsidized inputs themselves.

Mheshimiwa Mwenyekiti, matumizi ya zana bora za kilimo yameanza kuongezeka kutokana na jitahada za Serikali za kuhamasisha matumizi ya zana hizo. Takwimu zinaonyesha kuwa matumizi ya trekta yameongezeka kutoka asilimia 10 mwaka 2005 hadi asilimia 12 mwaka 2010. Aidha, matumizi ya jembe la kukokotwa na wanyamakazi yameongezeka kutoka asilimia 20 mwaka 2005 hadi asilimia 24 mwaka 2010. Kutokana na ongezeko la matumizi ya zana hizo, matumizi ya jembe la mkono yamepungua kutoka asilimia 70 mwaka 2005 hadi asilimia 64 mwaka 2010.

Honourable Chairperson, the use of quality agricultural inputs has increased due to the Government's efforts to encourage the use of those inputs. Statistics show that the use of tractors has grown from 10 per cent in 2005 to 12 per cent in 2012. Also, the use of ploughs grew from 20 per cent in 2005 to 24 per cent in 2010. Consequently, the use of the hand hoe fell from 70 per cent in 2005 up to 64 per cent in 2010.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, sekta binafsi iliingiza nchini matrekta makubwa 986, matrekta madogo ya mkono 991 na majembe ya kukokotwa na wanyamakazi 103,343. Aidha, Wizara ilitoa matrekta madogo ya mkono 35 kwa vikundi vya wakulima 35 vyenye wakulima 880 kwa utaratibu wa vikundi kuchangia asilimia 20 kufuatana na mwongozo wa DADPs. Matrekta hayo yalitolewa kwenye vikundi vilivyoko kwenye skimu za umwagiliaji za Ruvu (Bagamoyo), Mkula na Njagi (Kilombero), Minepa (Ulanga), Bahi na Matajira (Bahi), Lumuma (Mpwapwa), Mwangeza (Iramba), Kisasida (Singida Mjini) Chikuyu (Manyoni), Nyanzwa na Irindi (Kilolo), Mlenge (Iringa Vijijini), Mpitimbi (Songea), Lekindo (Tunduru), Kasyabone (Rungwe), Mshewe (Mbeya Vijijini), Ngana (Kyela), Mbebe (Ileje), Naming'ongo (Mbozi) Sakalilo (Sumbawanga), Uruira (Mpanda), Ochuna na Chereche (Rorya), Buswahili (Musoma Vijijini), Nyatwali (Bunda), Rungwe Mpya (Kasulu), Rumashi na Ruhwiti (Kibondo), Kitivo (Lushoto), Mombo (Korogwe), Ngage na Lemkuna (Simanjiro), Lekitatu (Meru) na Kitere (Mtwara Vijijini).

Honourable Chairperson, in the year 2010/2011 the private sector imported 986 tractors, 991 power tillers and 103,343 ploughs. Also, the Ministry distributed 35 power tillers to groups of 880 farmers, where the farmers contributed 20 per cent of the total amount. The tractors were given to the groups of farmers in the irrigation schemes of Ruvu (Bagamoyo), Mkula and Njagi (Kilombero), Minepa (Ulanga), Bahi and Matajira (Bahi), Lumuma (Mpwapwa), Mwangeza (Iramba), Kisasida (Singida town), Chikuyu (Manyoni), Nyanzwa and Irindi (Kilolo), Mlenge (Iringa town), Mpitimbi (Songea), Lekindo (Tunduru), Kasyabone (Rungwe), Mshewe (Mbeya province), Ngana (Kyela), Mbebe (Ileje), Naming'ongo (Mbozi), Sakalilo (Sumbawanga), Uruira (Mpanda), Ochuna and Chereche (Rorya), Buswahili (Musoma province), Nyatwali (Bunda), New Rungwe (Kasulu), Rumashi and Ruhwiti (Kibondo), Kitivo (Lushoto), Mombo (Korogwe), Ngage and Lemkuna (Simanjiro), Lekitatu (Meru) and Kitere (Mtwara Rural Constituency).

Mheshimiwa Mwenyekiti, pia, matrekta mengine madogo ya mkono matano yalitolewa kwa utaratibu huo ili kuendeleza Kilimo Hifadhi kwenye Mikoa ya Arusha na Kilimanjaro kwa vikundi vya: Kilimapunda na Merikinoi (Meru), Mwangaza B (Karatu), Lukundo na Jitegemee (Moshi Vijijini). Aidha, Wizara ilianzisha mashamba darasa yenye ukubwa wa ekari moja katika skimu hizo ambapo wakulima walipatiwa mafunzo kuhusu kilimo bora cha mpunga na matumizi bora ya matrekta madogo ya mkono. Vilevile, mafunzo kuhusu matumizi na huduma ya matengenezo ya matrekta madogo ya mkono yalitolewa kwa maopereta 72 kutoka skimu hizo.

Honourable Chairperson, also, other 5 power tillers were distributed through this system so as to ensure sustainable farming in the regions of Arusha and Kilimanjaro to groups of farmers in Kilimapunda and Merikinoi (Meru), Mwangaza B (Karatu), Lukundo and Jitegemee (Moshi Constituency). Also, the Ministry established 1-acre model farms in schemes where the farmers were given training about better rice farming and better use of power tillers. Additionally, training in power tiller repair services was given to 72 operators of those schemes.

Mheshimiwa Mwenyekiti, Wizara ilitayarisha mwongozo kwa ajili ya watumiaji wa matrekta makubwa na matrekta madogo ya mkono (*powertiller*) ili kuwawezesha watumiaji hao kuyatumia matrekta hayo kwa usahihi kwa lengo la kuongeza tija. Vilevile, Wizara ilitoa viwango vya ufundi (*technical specifications*) kwa ajili ya matrekta madogo ya mkono, mitambo ya kukobolea mpunga na mashine za kukamulia mafuta. Aidha, Wizara kwa kushirikiana na Halmashauri katika Mikoa ya Kanda ya Ziwa na ya Kusini ilifanya ukaguzi wa matrekta ya mkono kabla ya kupokelewa (*pre-delivery inspection*) kwa lengo la kudhibiti ubora wa matrekta yanayotolewa na makampuni yaliyoshinda zabuni.

Honourable Chairperson, the Ministry prepared guidelines for tractors and power tiller users so as to enable them to use the tractors to maximise profit. Also, the Ministry released technical specification rates for power tillers, rice processing machines and oil exploitation machines. The Ministry, in collaboration with the councils in the Lake Zone regions and the southern zone, conducted a pre-delivery inspection of the power tillers so as to assure only the companies that sold quality tractors won the tenders.

Mheshimiwa Mwenyekiti, Wizara ilitoa mafunzo kwa wakulima na maopereta 215 juu ya matumizi na matunzo ya zana mbalimbali ikiwa ni pamoja na matrekta makubwa na madogo, mashine za kupandikiza mpunga (*rice transplanters*), mashine za kunyunyizia dawa (*boom sprayers*), mashine ya kupukuchua mahindi na mashine ya kupura mpunga. Wakulima hao walitoka katika Wilaya za Korogwe, Muheza, Tunduru, Njombe, Kongwa, Babati, Morogoro, Mbozi, Ileje, Mbeya Vijijini, Kyela, Sumbawanga, Nkasi, Mpanda na Simanjiro. Aidha, mafunzo kuhusu kuendesha, kufanya matengenezo madogo na kutunza mashine za kuchakata muhogo na kusindika mbegu za mafuta kwa wakulima 53 yalitolewa katika Wilaya za Kisarawe, Mkuranga na Rufiji. Vilevile, Wizara iliandaa na kutoa mafunzo kwa wakulima 85 katika fani za matumizi bora ya maji, uendeshaji, utunzaji wa miundombinu ya umwagiliaji na matumizi ya teknolojia ya kuvuna maji.

Honourable Chairperson, the Ministry offered training to 215 farmers and operators in the use and safety of various types of equipment, including tractors and power tillers, rice transplanters, boom sprayers, maize grinding machines and rice processing machines. The farmers were from the districts of Korogwe, Muheza, Tunduru, Njombe, Kongwa, Babati, Morogoro, Mbozi, Ileje, Mbeya, Kyela, Sumbawanga, Nkasi, Mpanda and Simanjiro. Also, training in the coordinating, repairing and managing of the machines for processing cassava and oilseeds was offered to 53 farmers in the districts of Kisarawe, Mkuranga and Rufiji. Similarly, the Ministry provided training to 85 farmers in the areas of water management, coordination and conservation of irrigation infrastructure, and the use of water harvesting technology.

Mheshimiwa Mwenyekiti, Mashamba Darasa 94 yenye wakulima 8,612 yaliendelezwa katika Wilaya za Meru, Arusha, Karatu, Babati, Hanang na Moshi Vijijini ambapo wakulima waliendelea kujifunza kwa vitendo juu ya matumizi ya zana bora za kilimo hifadhi kama vile ripa na mashine za kupanda bila kukatua (*direct seeders*). Aidha, wakulima wengine 527 walipata mafunzo katika Mashamba Darasa hayo na kuwezesha kuanzisha mashamba ya mfano ya nusu eka kila moja katika mashamba yao binafsi. Vilevile, Wizara kwa kushirikiana na Mtandao wa Kilimo Hifadhi Afrika (*African Conservation Tillage Network - ACT*) na Halmashauri za Wilaya za Kiteto, Kongwa, Kilosa na Mvomero ilianzisha Mashamba Darasa 20

ya matumizi ya zana bora za kilimo hifadhi zinazokotwa na matrika. Mashamba Darasa hayo yana ukubwa wa eka tano kila moja na yanasimamiwa na wakulima wenyewe.

Honourable Chairperson, 94 model farms with 8,612 farmers were opened in Meru, Arusha, Karatu, Babati, Hanang and Moshi districts, where farmers continued to learn in practice how to use high quality agricultural inputs such as rippers and direct seeder machines. Also, other 527 farmers were trained on the model farms, thus enabling them to open half-acre model farms on their own farms. The Ministry, in cooperation with the African Conservation Tillage Network (ACT) and the district councils of Kiteto, Kongwa, Kilosa and Mvomero, opened 20 model farms using conservative agricultural equipment pulled by tractors. The model farms of 5 acres each are supervised by the farmers themselves.

Mheshimiwa Mwenyekiti, mkopo wa masharti nafuu kutoka India, katika mwaka 2010/2011, Serikali ilipata mkopo wenye masharti nafuu (*line of credit*) kutoka India wa Dola za Kimarekani milioni 40 uliowezesha kuingiza nchini matrika makubwa 1,860 na zana zake, matrika madogo ya mkono 400 na pampu za kusukuma maji 1,100 ambayo yanauzwa na SUMA JKT. Wakulima wanashauriwa kutumia fursa ya mikopo inayotolewa na Dirisha la Kilimo katika Benki ya Rasilimali (*Tanzania Investment Bank-TIB*), Mfuko wa Taifa wa Pembejeo na taasisi zingine za fedha zitakazowawezesha kununua matrika hayo na pembejeo nyingine za kilimo.

Honourable Chairperson, on soft loans from India, in the year 2010/2011 the Government got 40 million US Dollars from India which enabled it to import 1,860 big tractors and their accessories, 400 power tillers and 1,100 water pumps which are sold by SUMA JKT. Farmers are advised to use the loans provided by the Tanzania Investment Bank (TBI), the National Equipment Fund and other financial institutions to buy those tractors and other agricultural facilities.

Mheshimiwa Mwenyekiti, Mfuko wa Pembejeo za Kilimo, katika mwaka 2010/2011, Mfuko wa Pembejeo ulitengewa jumla ya Shilingi bilioni 3.8 kwa ajili ya kutoa mikopo ya kununulia na kusambaza pembejeo na zana za kilimo. Aidha, Mfuko ulikusanya marejesho ya madeni ya nyuma ya kiasi cha Shilingi bilioni 3.94. Hadi mwezi Juni, 2011 Mfuko ulipata jumla ya Shilingi 6,484,738,294 kwa ajili ya kutoa mikopo na matumizi ya ofisi. Kati ya kiasi hicho Shilingi 2,540,002,000 zilitoka Serikalini na Shilingi 3,944,736,294 ni marejesho ya mikopo. Mfuko ulitoa mikopo yenye thamani ya Shilingi 4,516,770,056 ikiwa Shilingi 3,498,768,556 kwa ajili ya ununuzi wa matrika makubwa 96, Shilingi 217,000,000 kwa ajili ya ununuzi wa matrika madogo 19, ununuzi wa pembejeo za kilimo na mifugo yenye thamani ya Shilingi 717,001,500, kukarabati matrika makubwa manne Shilingi 34,000,000 na kununua zana za umwagiliaji zenye thamani ya Shilingi 50,000,000. Mikopo hiyo ilitolewa kwa wakulima binafsi, wasambazaji wa pembejeo za kilimo na mifugo na zana za kilimo kupitia Benki ya Biashara na Uchumi ya Mkoa wa Kilimanjaro, Benki ya Wananchi Mbinga, Benki ya Ushirika Kagera na Benki ya Wananchi Tandahimba.

Honourable Chairperson, regarding the Agricultural Equipment Fund, in the year 2010/2015 the Agricultural Equipment Fund was given a total of 3.8 billion shillings so that it could provide loans for buying and distributing agricultural equipment. Additionally, the fund got money to the tune of about 3.94 billion shillings from those to whom it had given loans. By July 2011 the fund had a total of 6,484,738,294 shillings for providing loans to farmers and for meeting office expenses. Out of that amount, 2,540,002,500 shillings came from the Government and 3,944,736,294 were loans repayments. The fund provided loans worth 4,516,770,056 shillings; 3,498,768,556 shillings was for buying 96 big tractors, 217,000,000 shillings for buying 19 small tractors, 717,001,500 shillings for buying agricultural and livestock equipment, 34,000,000 shillings for the maintenance of four big tractors and 50,000,000 for buying irrigation equipment. The loans were provided to individual farmers and distributors of agricultural and livestock equipment through the commercial and economic banks of Kilimanjaro Region, Mbinga Citizen Bank, Kagera Cooperative Bank and Tandahimba Community Bank.

Mheshimiwa Mwenyekiti, matumizi bora ya ardhi, katika mwaka 2010/2011, Wizara ilipima maeneo ya ardhi ya Wizara katika Kituo cha Utafiti cha KATRIN (Kilombero) na shamba la mbegu la Bugaga (Kasulu). Aidha, upimaji unaendelea katika shamba la mbegu la Dabaga (Kilolo) na eneo la utafiti wa kilimo ARI-Seliani (Arusha). Lengo ni kupata hatimiliki ya ardhi ya Serikali na kupunguza migogoro inayotokana na uvamizi unaojitokeza mara kwa mara.

Honourable Chairperson, regarding proper use of land, in the year 2010/2011 the Ministry measured its land at KATRIN Research Centre (Korombero) and Bugaga (Kasulu). The survey is in progress at the Dabaga (Kilolo) seed farm and the ARIS-Seliani agricultural research area (Arusha). The aim is to get the title deeds issued by the Government in order to avoid conflicts that are caused by frequent encroachments on land.

Mheshimiwa Mwenyekiti, Wizara ilitoa mafunzo kwa wataalam 31 waliopo kwenye Vituo vya Kanda na Halmashauri 23. Mafunzo hayo yalikuwa teknolojia mbalimbali za hifadhi ya udongo na maji mashambani; utambuzi wa aina za udongo na virutubisho vyake; tathmini ya ubora wa udongo kwa kilimo; uchukuaji wa sampuli za udongo kwa ajili ya tathmini kwenye maabara za udongo; uandaaji wa kina wa mipango ya matumizi bora ya ardhi; kilimo mseto; na ukusanyaji na utunzaji wa takwimu za rasilimali ardhi. Lengo lilikuwa kupata taarifa sahihi za kutumia wakati wa utoaji wa huduma za matumizi bora ya ardhi kwa wakulima. Halmashauri zilizohusika ni Mufindi, Mbeya, Sumbawanga Vijijini, Sumbawanga Mjini, Iringa, Mbarali, Ileje, Mpanda, Tarime, Kishapu, Magu, Bunda, Musoma, Maswa, Bukoba, Kondo, Iramba, Singida Vijijini, Hanang, Mbulu, Chamwino, Dodoma Mjini na Dodoma Vijijini.

Honourable Chairperson, the Ministry provided training to 31 experts from the zone centres and 23 councils. The training was in various technologies for conserving soil and water on the farm, determining soil types and its nutrients, research on soil quality for farming purposes, the taking of soil samples for soil laboratory research, comprehensive preparation of land plans, modern agriculture and the collection and preservation of information on soil resources. The aim was to get correct information that would be used for proper use of land by farmers. The councils involved were Mufindi, Mbeya, Sumbawanga Rural, Sumbawanga Rural, Iringa, Mbarali, Ileje, Mpanda, Tarime, Kishapu, Magu, Bunda, Musoma, Maswa, Bukoba, Kondo, Iramba, Singida Rural, Hanang, Mbulu, Chamwino, Dodoma Urban and Dodoma Rural.

Mheshimiwa Mwenyekiti, Wizara kwa kushirikiana na Halmashauri ya Wilaya ya Kisarawe ilianza kutekeleza Mpango wa Usimamizi na Matumizi Bora ya Ardhi ya Kilimo (*Agricultural Land Use Management Plan*) katika kijiji cha Zegero kilichoteuliwa kama kijiji cha mfano kwa kukusanya sampuli za udongo kwa ajili ya kutathmini ubora wake. Wakulima 50 wa kijiji hicho walifundishwa kuandaa mipango ya kina ya usimamizi na matumizi bora ya ardhi ya kilimo ambao wamekuwa chachu kwa wakulima wenzao katika kuhimiza matumizi endelevu ya ardhi ya kilimo. Kazi nyingine zilizofanyika ni kupima eneo la kila mkulima na kukusanya takwimu zinazohusu uwezo wa rasilimali za asili, uzalishaji wa mazao ya kilimo na vyanzo vya upatikanaji wa kipato kwa wakulima. Wizara itatumia matokeo ya kazi hiyo katika kuimarisha na kusimamia matumizi bora ya ardhi kwenye maeneo mengine nchini.

Honourable Chairperson, the Ministry, in cooperation with Kisarawe District Council, started to implement an Agricultural Land Use Management Plan at Zegero that was selected as a modal village for collecting soil samples in order to evaluate its quality. 50 farmers in this village were trained into the preparation of plans for supervising and better use of land for farming that has become an example for their fellow farmers. Other projects involved measuring each farmer's area and collecting figures concerning the availability of natural resources, the production of agricultural crops and the sources of farmers' incomes. The Ministry will use the results of this project to improve and supervise better use of land in other areas in the country

Mheshimiwa Mwenyekiti, hifadhi ya mazingira, katika mwaka 2010/2011, Wizara iliendelea kutathmini athari za shughuli za kilimo kwenye mazingira katika Halmashauri 10 za Wilaya za Hanang, Babati, Mbulu, Kilolo, Iringa Vijijini, Kisarawe, Kibaha, Lindi Vijijini, Ruangwa na Kondo. Tathmini hiyo ilibaini uharibifu wa mazingira katika vyanzo vya maji na ardhi, ukataji na uhomaji ovyo wa misitu, mifugo mingi kuliko uwezo wa malisho pamoja na uchafuzi wa maji kutokana na matumizi mabaya ya mbolea na madawa ya kuua wadudu.

Honourable Chairperson, on environmental conservation, in the year 2010/2011 the Ministry continued to analyze the effects of agricultural activities on the environment in 10 districts councils of Hanang, Babati, Mbulu, Kilolo, Iringa Rural, Kisarawe, Kibaha, Lindi Rural, Ruangwa and Kondo. The research discovered environmental degradation in water sources and land, deforestation, overgrazing and water pollution due to improper use of fertilizers and pesticides.

Mheshimiwa Mwenyekiti, Wizara ilitoa mafunzo ya Tathmini ya Mazingira Kimkakati kwa wataalam wa Wizara ya Kilimo Chakula na Ushirika waliopo katika ngazi ya Kanda. Mafunzo hayo yalitolewa kwa wataalam 57 kutoka Kanda za Umwagiliaji, Idara ya Matumizi Bora ya Ardhi, Vituo vya Utafiti, Vyuo vya Mafunzo na Vituo vya Afya ya Mimea. Aidha, Wizara iliandaa Mpango Kazi wa Mazingira wa Miaka Mitano (5) utakaotumika kutekeleza shughuli za mazingira katika sekta ya kilimo kwa lengo la kupunguza uharibifu wa mazingira unaosababishwa na shughuli za kilimo na uelewa mdogo wa wadau.

Honourable Chairperson, the Ministry provided training in the analysis of environmental projects to experts from the Ministry of Agriculture, Food and Cooperatives at the zone level. Training in proper use of land was given to 57 experts from the irrigation zones, departments, research centres, colleges and plant health centres. Also, the Ministry prepared a 5-year environment work plan that will be used in carrying out environmental activities in the agricultural sector in order to decrease the environmental degradation caused by agricultural activities and ignorance among the stakeholders.

Mheshimiwa Mwenyekiti, udhibiti wa visumbufu vya mimea na mazao ya kilimo, katika mwaka 2010/2011, Wizara ilidhibiti kikamilifu Nzige Wekundu makundi yapatayo 400 yenye ukubwa wa kuanzia nusu eka mpaka eka 50 kwa kila kundi katika Mbuga za Katavi, Ikuu, Bonde la Ziwa Rukwa na Wembere. Nzige hao walidhibitiwa katika eneo la hekta 19,778. Kutokana na udhibiti huo katika maeneo ya mazalia zaidi ya eka 800,000 za mazao ya nafaka katika Mikoa ya Rukwa, Tabora na Kigoma zilisalimika kutokana na mashambulizi ya nzige hao. Hivyo, wananchi katika maeneo hayo waliweza kuvuna mpunga, mahindi, mtama na ndizi pasipo kuathirika. Aidha, kutokana na kazi nzuri inayofanyika ya udhibiti wa nzige wananchi wengi hawajui kuwa Tanzania kuna nzige wengi kuliko nchi nyingine yoyote ile Kusini na Kati mwa Afrika na mlipuko mkubwa uliotokea kwa mara ya mwisho mwaka 1944 haujatokea tena.

Honourable Chairperson, with regard to the prevention of plant and agricultural crop pests, in the year 2010/2011 the Ministry controlled 400 insects in groups ranging from half up to 50 acres at Katavi, Ikuu, Lake Rukwa Valley and Wembere fields. The insects were controlled in 19,778 hectares. Following this control, 800,000 tones of grains in Rukwa, Tabora and Kigoma were saved. Hence, people in those areas were able to harvest rice, maize, millet and banana as desirable. Also, as a result of these efforts of preventing pests, many people do not know that Tanzania has many pests, compared to other countries in Southern and Central Africa, where huge eruptions of pests happened in 1944 for the last time.

Mheshimiwa Mwenyekiti, Wizara kwa kushirikiana na Shirika la Kudhibiti Nzige wa Jangwani ilidhibiti ndege aina ya Kwelea Kwelea milioni 110.4 na hivyo kuokoa tani 1,104 kwa siku za mazao ya nafaka ikiwa ni pamoja na mpunga, mtama, uwele, ulezi na ngano. Ndege hao walidhibitiwa katika Halmashauri za Wilaya za Same, Chamwino, Bahi, Kongwa, Mpwapwa, Dodoma Vijijini, Kondo, Igunga, Misungwi, Bunda, Musoma Vijijini, Singida Vijijini, Mvomero, Kilosa, Mbarali na Mbulu.

Honourable Chairperson, the Ministry, in collaboration with the organisation for controlling pests and birds, controlled 110.4 million birds, thus saving 1,104 tonnes of rice, millet, wheat, and sorghum during the harvesting season. The birds were controlled in the district councils of Same, Chamwino, Bahi, Kongwa, Mpwapwa, Dodoma Rural, Kondo, Igunga, Misungwi, Bunda, Musoma Rural, Singida Rural, Mvomero, Kilosa, Mbarali and Mbulu.

Mheshimiwa Mwenyekiti, katika mwaka wa 2010/2011, Wizara ilitoa mafunzo ya utabiri shirikishi na udhibiti wa Viwavijeshi kwa wakulima 160 katika Wilaya za Bahi, Kongwa, Mvomero na Kilosa. Vilevile, wakulima 391 wa pamba kutoka Mikoa ya Mara, Shinyanga na Mwanza walipatiwa mafunzo kuhusu udhibiti husishi. Aidha, uzalishaji na usambazaji wa viumbe vya kudhibiti visumbufu vya mimea na mazao kibiolojia uliendelea katika Mikoa ya Pwani, Tanga, Morogoro, Arusha, Dar es Salaam, Ruvuma, Dodoma, Kigoma, Mwanza, Kagera na Mara. Vilevile, ili kupunguza athari katika mazingira na kwa afya

ya binadamu zinazosababishwa na matumizi mabaya ya viuatilifu, mafunzo ya matumizi sahihi ya viuatilifu yalitolewa kwa wadau 35 katika Mkoa wa Iringa.

Honourable Chairperson, in the year 2010/2011 the Ministry provided training in cooperative expectation and control of insects to 160 farmers in Bahi, Kongwa, Mvomero and Kilosa. Also, 391 cotton growers from Mara, Shinyanga and Mwanza were trained into collective insect control. The production and distribution of organisms for preventing plant and crop pests biologically continued in Pwani, Tanga, Morogoro, Arusha, Dar es Salaam, Ruvuma, Kigoma, Mwanza, Kagera and Mara. In order to decrease the effects of pesticides on the environment and on human health which are sometimes caused by improper use of pesticides, training in proper use of pesticides was given to 35 stakeholders in Iringa.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, jumla ya Hekta 4,836.9 za mazao ya nafaka zilizovamiwa na Viwavijeshi katika Wilaya za Newala, Masasi, Morogoro Vijijini, Mvomero, Lindi Mjini, Lindi Vijijini, Moshi Vijijini, Korogwe, Handeni na Arusha Mjini ziliokolewa. Aidha, kutokana na jitihada za kushirikisha jamii, utabiri na udhibiti hufanyika mapema na hivyo, milipuko mikubwa ilipungua kutoka Wilaya 19 mwaka 2009/2010 hadi kufikia Wilaya 10 zilizovamiwa katika mwaka 2010/2011. Milipuko ya panya ilidhibitiwa katika vijiji 636 katika Mikoa ya Kilimanjaro, Dar es Salaam, Dodoma, Morogoro, Mtwara, Pwani, Lindi, Mbeya, Arusha, Ruvuma na Shinyanga kwa kutumia chambo chenye sumu ambapo kilo 160,252 za sumu hiyo zilitumika.

Honourable Chairperson, in the year 2010/2011 a total of 4,836.9 hectares of grain crops that were attacked by insects in Newala, Masasi, Morogoro Rural, Mvomero, Lindi Rural, Moshi Rural, Lindi Urban, Korogwe, Handeni and Arusha Urban were rescued. Since efforts are being made to involve the people, the control and prediction of problems are done earlier. As a result, huge eruptions of diseases decreased from 19 districts in 2009/2010 to 10 districts in 2010/2011. Mice eruption was controlled in 636 villages in Kilimanjaro, Dar es Salaam, Dodoma, Morogoro, Mtwara, Pwani, Lindi, Mbeya, Arusha, Ruvuma and Shinyanga by using 160,252 kilos of poison.

Mheshimiwa Mwenyekiti, udhibiti wa nzi wa matunda anayeitwa *Bactrocera Invadens* ulifanyika katika maeneo mbalimbali nchini ikiwemo Mikoa ya Dar es Salaam, Morogoro, Pwani, Tabora na Tanga. Katika udhibiti huo wakulima walifundishwa na kuhimizwa kutumia mbinu za Udhibiti Husishi (*Integrated Pest Management - IPM*) ikiwa ni pamoja na usafi wa mashamba na kutumia kivotia wadudu (*pheromone*) aina ya *Methyl Euginol* na kutumia nyigu aitwaye *fopius arisanus* anayekula nzi hao. Serikali imewaleta mabuu (*pupa*) wa nyigu huyo 30,000 kutoka *International Center for Insect Physiology and Ecology – ICIPE* ili wazalishwe kwa wingi na kusambazwa kote nchini kwa ajili ya kuwadhibiti nzi hao. Aidha, wakulima 300 kutoka Mikoa ya Dar es Salaam na Pwani walipatiwa mafunzo husika kwa njia ya vikundi shirikishi. Kutokana na udhibiti wa Nzi wa Matunda, wakulima waliweza kuongeza mavuno hususan wilaya ya Muheza (Tanga) ambapo inakisiwa walipata Shilingi bilioni 2.16 kwa kuvuna tani 72,000 za machungwa.

Honourable Chairperson, the control of fruit flies called Bactrocera Invadens was done in different areas in the country, including Dar es Salaam, Morogoro, Pwani, Tabora and Tanga. During the exercise, farmers were taught and encouraged to use Integrated Pest Management (IPM) methods, including farm cleanliness by using pheromone insects of Methyl Euginol and fopius arisanus that eat those flies. The Government has brought into the country 30,000 pupa from the International Physiology and Ecology (ICIPE) to be reproduced at a high rate and to be distributed farmers all over the country for controlling the flies. Also, 300 farmers from Dar es Salaam and Pwani were trained into cooperative group methods. Following the control of bactocera flies, farmers increased their harvests, especially in Muheza (Tanga), where it is estimated that the farmers obtained 2.16 billion shillings from 72,000 tonnes of oranges.

Mheshimiwa Mwenyekiti, Wizara ilifanya ukaguzi wa mazao yanayoingia nchini na yanayosafirishwa nchi za nje katika vituo vya mipakani ili kudhibiti ueneaji wa visumbufu vya mimea na kurahisisha biashara ya mazao ndani na nje ya nchi. Jumla ya tani 447,738.82 za mazao mbalimbali zilikaguliwa na kusafirishwa nchi za nje ambapo vyeti 8,952 vya usafi vilitolewa. Aidha, jumla tani 750,251.32 za mazao ziliingizwa nchini na vibali 511 vya kuingiza mazao vilitolewa. Vilevile, Wizara kwa kushirikiana na Shirika la Kimataifa la Chakula na Kilimo (*Food and Agriculture Organization-FAO*) ilitoa mafunzo kwa wakaguzi 22 wa mazao na Afisa Maabara sita.

Honourable Chairperson, the Ministry inspected imported grains and those exported to other countries at the boarders and centres so as to prevent the transmission of plant pests and to simplify internal crop business and the external market. A total of 447,738.82 tonnes of different crops were inspected and exported outside the country and 8,952 certificates of cleanliness were issued. A total of 750,251.32 tonnes of crops were imported into the country and 511 licences were issued. The Ministry, in collaboration with the UN's Food and Agriculture Organization (FAO), trained 22 inspection officers in six laboratories.

Mheshimiwa Mwenyekiti, uendelezaji wa mazao ya kilimo, uzalishaji wa mazao makuu ya biashara, katika mwaka 2010/2011, uzalishaji wa mazao makuu ya biashara ya kahawa, chai, korosho, miwa, pamba, mkonge, pareto na tumbaku ulikua kwa viwango tofauti. Kwa ujumla kulikuwa na ongezeko la uzalishaji kwa mazao ya tumbaku, pareto, mkonge, kahawa na korosho na kupungua kwa uzalishaji wa pamba, chai na sukari.

Honourable Chairperson, on the development of agricultural products and production of major commercial crops, in the year 2010/2011 the production of commercial crops such as coffee, tea, cashew nuts, sugar cane, cotton, sisal, pyrethrum and tobacco made some progress. Generally, there was a production increase in tobacco, pyrethrum, sisal, coffee and cashew nut production and a decrease in cotton, tea and sugar cane production.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa chai ulipungua kutoka tani 33,160 mwaka 2009/2010 hadi tani 32,000 ikilinganishwa na lengo la kuzalisha tani 35,000. Upungufu huo ulitokana na ukame na kufungwa kwa Kiwanda cha Chai Lupembe ambacho kilisababisha chai katika shamba la Mlangali lenye ukubwa wa hekta 200 kutovunwa. Aidha, Serikali inaendelea kusuluhisha mgogoro kati ya Chama cha Wakulima Wadogo wa Chai Rungwe (*RSTGA*) na waliokuwa wanachama wa Chama cha Ushirika wa Chai Rungwe (*RUTECO*) ambacho kilifutiwa usajili.

Honourable Chairperson, in the year 2010/2011 the production of tea fell from 33,160 tonnes in 2009/2010 to 32,000 tonnes, compared to the plan of producing 35,000 tonnes. This fall was due to drought and the closure of the tea factory in Lupembe, which caused the tea grown at the Mlangali farm (200 hectares) not to be harvested. Also, the Government continued to settle the disputes between Rungwe Small Tea Growers Association (RSTGA) and Rungwe Tea Cooperation (RUTECO), whose license was suspended.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa sukari ulipungua kutoka tani 279,850 mwaka 2009/2010 hadi tani 263,460.69 mwaka 2010/2011. Lengo la uzalishaji wa sukari kwa mwaka huo lilikuwa tani 317,000. Upungufu huo ulitokana na ukame ulioyakumba maeneo yanayozalisha miwa. Maeneo yaliyoathirika zaidi ni yale ya viwanda vya *Tanganyika Planting Company Ltd. (TPC)* na Kagera hali iliyosababisha kufungwa kwa viwanda mapema kutokana na kukosekana kwa malighafi ya miwa ya kutosha. Aidha, kuharibika kwa mtambo wa kusindika sukari katika Kiwanda cha *TPC* kumechangia kushuka kwa uzalishaji wa sukari katika kipindi hicho.

Honourable Chairperson, in the year 2010/2011 sugar cane production decreased from 279,850 tonnes in 2009/2010 to 263,460.69 tonnes in 2010/2011. The plan was to produce 317,000 tonnes of sugar in that year. This fall was due to drought in the sugar cane production areas. The areas that were adversely affected were those of Tanganyika Planting Company Ltd (TPC) and Kagera. The factories were closed due to lack of enough raw materials. Moreover, the TPC machinery for sugar processing was broken down, and as a result sugar production fell at that time.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa tumbaku uliongezeka hadi tani 130,000 ikilinganishwa na tani 60,900 mwaka 2009/2010 ikiwa ni ongezeko la asilimia 113. Ongezeko hilo lilitokana na kuongezeka kwa bei ya tumbaku katika soko la dunia kulikotokana na kupungua kwa uzalishaji wa tumbaku nchini Brazil uliosababishwa na mafuriko yaliyotokea msimu wa 2009/2010. Hali hiyo ilisababisha bei ya tumbaku nchini kupanda kutoka wastani wa Shilingi 1,100 hadi Shilingi 3,100 kwa kilo ya tumbaku ya mvuke na Shilingi 682 hadi 2,000 kwa kilo ya tumbaku ya hewa.

Honourable Chairperson, in the year 2010/2011 the production of tobacco increased up to 130,000 tonnes, compared to 60,900 tonnes in 2009/2010, which is equal to a 113 per cent increase. This increase was due to the rise in the price of tobacco at the world market which was caused by the fall of tobacco production in Brazil due to the 2009/2010 floods. The situation led to the increase in the price from 1,100 shillings to 3,100 shillings for a kilo of smoked tobacco in the country and from 682 shillings to 2,000 shillings for a kilo of tobacco dried by air.

Mheshimiwa Mwenyekiti, baada ya mafuriko nchini Brazil, uzalishaji wa tumbaku nchini humo katika msimu wa 2010/2011 uliongezeka kuliko hali ya kawaida. Ongezeko hilo pamoja na ongezeko la uzalishaji hapa nchini lilisababisha uhaba wa soko la tumbaku yetu. Hivyo, Wizara kwa kushirikiana na Wizara ya Viwanda na Biashara inafanya jitihada ya kutafuta masoko mengine kwa ajili ya kuuza ziada ya tumbaku.

Honourable Chairperson, after the floods, the production of tobacco in Brazil, during the period of 2010/2011, increased more than before. That increase in production led to the increase in the amount of tobacco produced, which in turn led to the fall of the price of our tobacco. Hence, the Ministry, in collaboration with the Ministry of Industries and Trade, search for a market for our tobacco.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa pamba mbegu ulipungua kutoka tani 267,004 mwaka 2009/2010 hadi tani 163,644, ikiwa ni chini ya lengo la kuzalisha tani 260,000. Sababu kuu iliyochangia kushuka kwa uzalishaji wa pamba ni bei ndogo iliyotolewa katika msimu uliotangulia ambayo ilisababisha wakulima kulima mazao mengine. Sababu nyingine ni ukame ulioyakumba maeneo yanayolimwa pamba hususan katika Kanda ya Magharibi kati ya mwezi Desemba 2009 na Machi 2010; mvua kubwa kupita kiasi iliyonyesha katika baadhi ya maeneo ya Kanda ya Magharibi kati ya mwezi Aprili na Juni 2010; na kutoeleweka vyema kwa utaratibu wa ruzuku ya pembejeo ambako kulisababisha watoa huduma wa pembejeo hususan madawa kutoratibiwa ipasavyo na hivyo kutoa madawa yasiyokidhi viwango. Suala hilo sasa limepatiwa ufumbuzi ambapo ruzuku ya pembejeo kwa zao la pamba kuanzia msimu ujao itatolewa kupitia Mfuko wa Maendeleo wa Zao la Pamba ambapo uratibu wa watoa huduma utaboreshwa.

Honourable Chairperson, in 2010/2011 the production of cotton seeds fell from 267,004 tonnes in 2009/2010 to 163,644 tonnes, which is below the objective of producing 260,000 tonnes. The main reason for the fall of cotton production was the low price offered in the previous season that made farmers shift to the production of other crops. Other factors were drought in the production areas, especially in the western zone between December 2009 and March 2010, heavy rains in some parts of the western zone between April and June 2010 and poor understanding of the system of cost sharing for agricultural inputs that led to mismanagement of the distribution of pesticides by supervisors. This resulted in the distribution of low quality pesticides. This problem has already been addressed; hence the agricultural inputs for cotton production will be distributed by the Cotton Development Fund and the way the services are provided will also be improved.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, uzalishaji wa pareto uliongezeka kutoka tani 3,320 mwaka 2009/2010 hadi tani 5,000. Ongezeko hilo lilichangiwa na kupanda kwa bei ya pareto kutoka wastani wa Shilingi 1,200 kwa kilo mwaka 2009/2010 hadi wastani wa Shilingi 1,700 kwa kilo mwaka 2010/2011. Kutokana na hali hiyo, uuzaji nje sumu ghafi (*crude extracts*), *pyrethrum grist* na unga (*powder*) wa pareto ulilingizwa Taifa wastani wa Dola za Kimarekani milioni tano (5) ikilinganishwa na Dola za Kimarekani milioni 4.8 mwaka 2009/2010.

Honourable Chairperson, in the year 2010/2011 the production of pyrethrum increased from 3,320 tonnes in 2009/2010 to 5,000 tonnes in 2010/2011. This increase was due to the rise in the price of pyrethrum from the average price of 1,200 shillings to the average price of 1,700 shillings per kilo in 2010/2011. Owing to this situation, the sales of crude extracts, pyrethrum grist and powder brought the country an average of 5 million USA dollars, compared to 4.8 million USA dollars earned in 2009/2010.

Mheshimiwa Mwenyekiti, uzalishaji wa mkonge uliongezeka kutoka tani 26,363 mwaka 2009/2010 hadi tani 35,000 mwaka 2010/2011. Ongezeko hilo lilitokana na kupanda kwa bei ya mkonge kutoka wastani wa Dola za Kimarekani 820 kwa tani mwaka 2009/2010 hadi Dola za Kimarekani 1,200 kwa tani mwezi Machi, 2011 kwa mkonge wa daraja la UG. Aidha, ongezeko la bei lilisababishwa na kuongezeka kwa mahitaji ya mkonge na bidhaa zake katika soko la dunia, hususan kwenye nchi za China, Saudi Arabia, India, Hispania, Uingereza, Ujerumani, Kenya, Uganda na Nigeria. Pamoja na ongezeko kubwa la bei, bado kasi ya kufufua mashamba ya mkonge ni ndogo. Serikali inaendelea kujadiliana na wadau na kuhimiza Bodi ya Mkonge kuongeza uzalishaji na mauzo ya nje.

Honourable Chairperson, the production of sisal increased from 26,363 tonnes in 2009/2010 to 35,000 tonnes in 2010/2011. This increase was due to the rise in the sisal price from 820 USA dollars per tonne in 2009/2010 to 1,200 USA dollars per tonne in March 2011 for sisal class UG. Also, the increase in the price was due to the increase in the sisal needs at the world market, especially in China, Saud Arabia, India, Spain, United Kingdom, Germany, Kenya, Uganda and Nigeria. In spite of the increase in the price, the efforts to re- open sisal farms are still small. The Government continues to discuss with the stakeholders and to encourage the Sisal Board to increase sisal production and sales outside the country.

Mheshimiwa Mwenyekiti, uzalishaji wa kahawa uliongezeka kutoka tani 40,000 mwaka 2009/2010 hadi tani 60,575 mwaka 2010/2011. Ongezeko hilo lilichangiwa na hali nzuri ya hewa na tabia ya zao la kahawa kuongeza tija msimu unaofuatia msimu wa uzalishaji mdogo (*biannual bearing*). Aidha, bei ya kahawa katika msimu wa 2010/2011 iliendelea kuwa nzuri na kufikia Shilingi 7,000 kwa kilo ya kahawa safi ya Arabica kutoka wastani wa Shilingi 5,000 mwaka 2009/2010.

Honourable Chairperson, the production of coffee increased from 40,000 tonnes in 2009/2010 to 60,575 tonnes in 2010/2011. This increase was due to good climate and coffee trees' tendency to increase productivity in every next season of biannual bearing. Also, the price of coffee in 2010/2011 was reasonable and reached 7,000 shillings for a kilo of clean Arabica coffee from 5,000 shillings in 2009/2010.

Mheshimiwa Mwenyekiti, uzalishaji wa korosho uliongezeka kutoka tani 74,169 mwaka 2009/2010 hadi tani 121,070 mwaka 2010/2011 ikiwa ni ongezeko la asilimia 63.2. Ongezeko hilo kwa kiasi kikubwa lilitokana na bei nzuri waliyopata wakulima kutokana na kutumia Mfumo wa Stakabadhi za Maghala. Kupitia Mfumo huo, wakulima walipata malipo ya ziada (majaliwa) na kuweza kupandisha bei ya kilo ya korosho kati ya Shilingi 1,420 na 1,660.70 ikilinganishwa na bei waliyokuwa wakipata kabla ya Mfumo, ya kati ya Shilingi 200 na 350 kwa kilo. Aidha, mfumo huo umepusha ununuzi holela usiomfuaisha mkulima. Sababu nyingine zilikuwa ni hali nzuri ya hewa na utoaji wa ruzuku ya pembejeo kwa wakulima, hususan madawa ya kuua wadudu.

Honourable Chairperson, the production of cashew nuts increased from 74,169 tonnes in 2009/2010 to 121,070 tonnes in 2010/2011. This is equal to an increase of 63.2 per cent. This increase was due to the fair prices given to farmers through the warehouse receipt system. Through this system, farmers got extra payments that increased the price of cashew nuts between 1,420 and 1,660.70 shillings per kilo, compared to the price that had been offered before this system, that is, 200 shillings and 350 shillings per kilo. Also, this system has reduced the tendency of buying crops from farmers at low prices. The other reason was a good climatic condition and the provision of agricultural inputs through the cost sharing system, especially the cost of controlling pests.

Mheshimiwa Mwenyekiti, uzalishaji wa mazao ya mbegu za mafuta, katika mwaka 2010/2011, Wizara ilishirikiana na wadau mbalimbali zikiwemo Halmashauri za Wilaya, Mashirika yasiyo ya Kiserikali na makampuni binafsi katika kuendeleza uzalishaji na usindikaji wa mazao ya alizeti, ufuta, karanga, michikichi, mbegu za pamba na soya. Uzalishaji huo umekuwa ukiongezeka mwaka hadi mwaka. Kwa mfano, uzalishaji wa alizeti uliongezeka kutoka tani 348,877 mwaka 2009/2010 hadi tani 786,902 mwaka 2010/2011. Ongezeko la uzalishaji wa mbegu za mafuta lilitokana na kupanuka kwa soko la ndani kufuatia kuenea kwa teknolojia ya usindikaji wa mbegu za mafuta na kilimo cha mkataba.

Honourable Chairperson, regarding the production of oilseeds, in the year 2010/2011 the Ministry cooperated with various partners, including the district councils, Non-Government Organizations and private companies, to maintain the production and processing of sun flower products, oil, groundnuts, palm, cotton seeds and soybeans. The production of these commodities has been increasing each year. For instance, the production of sunflower increased from 348,877 tonnes in 2009/2010 to 786,902 tonnes in 2010/2011. The increase in the production of oilseeds was due to the expansion of the internal market which was influenced by the development of the oil seeds processing technology and contractual farming.

Mheshimiwa Mwenyekiti, uzalishaji wa mazao ya bustani, katika mwaka 2010/2011, Wizara ilitunza bustani za Mpiji (Bagamoyo), Jaegetal (Lushoto), Songa na Kizugu (Muheza), Igurusi (Mbarali) na Bugaga (Kasulu) kwa ajili ya kupata vikonyo vya mazao ya bustani ili kuzalisha miche bora. Miche 365,000 ya matunda ilizalishwa katika bustani hizo na kusambazwa kwa wakulima. Aidha, Wizara kwa kushirikiana na Baraza la Kuendeleza Mazao ya Bustani (*Horticulture Development Council of Tanzania - HODECT*) na wadau wengine iliandaa Mkakati wa Kitaifa wa Kuendeleza Mazao ya Bustani (*National Horticulture Development Strategy*).

Honourable Chairperson, on horticulture, in 2010/2011 the Ministry oversaw Mpiji (Bagamoyo), Jaegetal (Lushoto), Songa and Kizugu (Muheza), Igurusi (Mbarali) and Bugaga (Kasulu) projects in order that the projects could get hybrids for quality products. 365,000 fruit hybrids were produced in the gardens and distributed to the farmers. Also, the Ministry, in collaboration with the Horticulture Development Council of Tanzania (HODECT) and other partners prepared a National Horticulture Development Strategy.

Mheshimiwa Mwenyekiti, maeneo ya kimkakati yatakozongatiwa katika utekelezaji wa programu ya kuendeleza sekta ya mazao ya bustani ni pamoja na: kuongeza uwekezaji na ugharamiaji wa muda mrefu katika sekta ya mazao ya bustani; kuainisha na kushughulikia changamoto na vikwazo vya miundombinu katika sekta ndogo ya mazao ya bustani; kuwezesha

upatikanaji wa masoko ya mazao ya bustani; kuongeza uzalishaji wenye tija na ubora; na kujenga uwezo wa rasilimali watu ili kutekeleza kwa mafanikio mkakati huo.

Honourable Chairperson, the strategic areas to be considered in the implementation of the development programme of the horticulture sector are increasing investments and long-term financing in the horticulture sector, analysing and addressing the challenges and obstacles pertinent to infrastructure in the small-scale horticulture sector, ensuring that there is a market for our farmers, increasing the production and quality of crops and profit, and improving human resources so as to successfully implement the strategies.

Mheshimiwa Mwenyekiti, uwekezaji katika kilimo, mwezi Julai, 2010, Serikali ilisaini makubaliano ya kutekeleza Programu Kabambe ya Maendeleo ya Kilimo Afrika (*Comprehensive Africa Agriculture Development Programme - CAADP*). Makubaliano hayo yataiwezesha Tanzania kunufaika na fursa zilizopo katika Umoja wa Afrika za kuendeleza kilimo hususan kuimarisha usalama wa chakula. Makubaliano hayo yatatekelezwa kupitia mfumo wa utekezaji wa ASDP utakaoboreshwa kuhusisha wadau wengi zaidi. Tayari Wizara za Sekta ya Kilimo kwa kushirikiana na wadau mbalimbali zinakamilisha uandaaji wa Mpango wa Uwekezaji.

Honourable Chairperson, on agricultural investment, in July 2010 the Government signed an agreement for implementing a Comprehensive Africa Agriculture Development Programme (CAADP). That agreement will enable Tanzania to get opportunities for developing agriculture and improving food security from the African Union. This agreement will be put into practice through the ASDP, which will be improved in order to involve more partners. The Ministries connected to the agricultural sector, in cooperation with various stakeholders, are finalizing the Investment Plan.

Mheshimiwa Mwenyekiti, Wizara ilishiriki katika kuandaa Mpango wa Kukuza Kilimo katika Ukanda wa Kusini mwa Tanzania (*Southern Agriculture Growth Corridor of Tanzania – SAGCOT*) ambao utatekelezwa katika Mikoa ya Dar es Salaam, Pwani, Morogoro, Iringa, Ruvuma, Mbeya na Rukwa. Aidha, Mpango utatekelezwa pia Zanzibar. Mpango huo ni sehemu ya utekezaji wa Sera ya Ubia baina ya Sekta ya Umma na Sekta Binafsi ya mwaka 2010 (*Public-Private Partnership Policy 2010*). Kwa upande wa Serikali, Mpango huo utasimamiwa na Mamlaka ya Uendelezaji wa Bonde la Mto Rufiji (*Rufiji Basin Development Authority- RUBADA*). Mamlaka hiyo itafanyiwa maboresho ili iweze kumudu majukumu hayo mapya. Wizara pia kwa kushirikiana na wadau imekamilisha maandalizi ya miradi ya *Bread Basket* ambayo nayo inalenga kuongeza usalama wa chakula na kuzalisha ziada kwa ajili ya kuuza nje ya nchi.

Honourable Chairperson, the Ministry participated in preparing the Southern Agriculture Growth Corridor of Tanzania (SAGCOT), which will be implemented in Dar es Salaam, Pwani, Morogoro, Iringa, Ruvuma, Mbeya and Rukwa. Also, this project will be implemented in Zanzibar. The project is part of the implementation of the Public-Private Sector Policy 2010. On the part of the Government, this project will be supervised by the Rufiji Basin Development Authority (RUBADA). The authority will be improved so that it is able to carry out this new responsibility. Also, the Ministry, in collaboration with the stakeholders, has completed the preparation of the Bread Basket and Feed the Future, which also aims at increasing food security and selling surplus food outside the country.

Mheshimiwa Mwenyekiti, katika utekezaji wa Sera ya Ubia baina ya Sekta ya Umma na Sekta Binafsi RUBADA imeendelea kutekeleza makubaliano ya ubia na kampuni ya Agrica ya Uingereza katika kuendeleza kilimo cha mpunga katika shamba la Mngeta kwa kushirikiana na Kampuni ya ubia ya *Kilombero Plantations Ltd*. Ubia huo umewezesha uwekezaji wa Dola za Kimarekani milioni 25 na kuendeleza eneo la hekta 4,150 za kilimo cha mpunga. Hadi tarehe 30 Juni, 2011 jumla ya tani 12,000 za mpunga zilikuwa zimevunwa katika eneo la hekta 3,000. Matarajio ya mavuno kwa hekta zote 4,150 ni kati ya tani 15,000 hadi tani 16,000 za mpunga. Aidha, ili kuongeza tija, kampuni imeanza kujenga miundombinu ya umwagiliaji na eneo lote la hekta 5,000 litalimwa msimu ujao. Vilevile, kampuni imetoa ajira mpya 172 ya wafanyakazi wa kudumu na vibarua 650. Wizara itaendelea kuhamasisha uwekezaji wa namna hiyo katika maeneo mengine nchini.

Honourable Chairperson, in implementing the public and private partnership (PPP) policy, RUBADA has continued to implement the partnership agreement between Agrica Company from the UK and Kilombero Plantation Ltd in developing rice cultivation at the Mgeta farm. This step has yielded an investment worth 25 million US dollars and developed 4,150 hectares for rice cultivation. By 30th June 2011, a total of 1200 tonnes of rice was harvested from 3,000 hectares. The estimation of the harvest for all 4,150 hectares is expected to rise from 15,000 tonnes to 16,000 tonnes of rice. In order to increase production, the company has started to build irrigation infrastructure and all 5000 hectares will be cultivated in the next season. Also, the company has provided employment to 172 permanent workers and 650 labourers. The Ministry will continue to emphasize this kind of investment in other areas in the countr

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara kwa kushirikiana na Wizara ya Fedha iliendelea kupitia kodi mbalimbali zinazohusu Sekta ya Kilimo katika kuhamasisha uwekezaji katika sekta hiyo. Kutokana na mapitio hayo, Serikali imefanya marekebisho katika Sheria ya Kodi ya Ongezeko la Thamani (VAT) kwenye zana za kilimo kama ifuatavyo:-

- (i) Kusamehe Kodi ya Ongezeko la Thamani kwenye mashine za kupura (*threshers*), mashine za kukaushia na kukoboa mpunga (*rice dryers and mills*), mashine za kupandia mbegu (*planters*) na matrekta ya kukokota kwa mkono (*power tiller*); na
- (ii) Kusamehe Kodi ya Ongezeko la Thamani kwenye vipuri vya mashine za kunyunyizia na kutifua udongo (*Sprayers and Harrows*) na mashine za kupandishia nafaka (*Grain Conveyors*).

Honourable Chairperson, in the year 2010 the Ministry, in collaboration with the Ministry of Finance, continued to review various taxes relating to the agricultural sector for the purpose of encouraging investment in this sector. As a result, the Government has made amendments to the VAT law with regard to agricultural equipment, as follows:

1. To remove VAT from thresher machines, rice dryers and mills, planters and power tillers; and
2. To remove VAT from machine accessories for sprayers, harrows and grain conveyors.

Honourable Chairperson, in 2010 the Ministry also participated in the implementation of the Roadmap for the improvement of the enabling environment for investment and trade basing on the indicators outlined in the report by the World Bank (World Bank Doing Business Report 2010) by preparing principles for boards of crops and suggesting amendments of The Plant Protection Act, 1997, and removing things that bother investors and agricultural product traders.

Mheshimiwa Mwenyekiti, katika mwaka 2010, Wizara pia ilishiriki katika utekelezaji wa Roadmap ya maboresho ya mazingira wezeshi ya uwekezaji na biashara kupitia viashiria vilivyoainishwa katika ripoti ya Benki ya Dunia (World Bank Doing Business Report 2010), kwa kuandaa kanuni za Bodi za Mazao na kupendekeza marekebisho katika Sheria ya Hifadhi ya Mimea (The Plant Protection Act, 1997) kwa lengo la kuondoa kero zinazokwaza wawekezaji na wafanyabiashara katika mazao.

Honourable Chairperson, in 2010 the Ministry also participated in the implementation of the Roadmap for the improvement of the enabling environment for investment and trade basing on the indicators outlined in the report by the World Bank (World Bank Doing Business Report 2010) by preparing principles for boards of crops and suggesting amendments of The Plant Protection Act, 1997, and removing things that bother investors and agricultural product traders.

Mheshimiwa Mwenyekiti, usalama wa chakula, katika mwaka 2010/2011, Wizara ilifanya mafunzo kwa watoa taarifa na takwimu za mvua na hali ya mazao mashambani wapatao 284. Watoa taarifa hao walitoka katika Halmashauri za Wilaya 73 za Mikoa ya Kanda ya Mashariki (Morogoro, Tanga, Pwani na Dar es Salaam); Kanda ya Kati (Dodoma na Singida); Kanda ya Ziwa (Shinyanga, Mwanza, Mara na Kagera); na Kanda ya Kusini (Mtwara na Lindi). Lengo la mafunzo hayo lilikuwa ni kuboresha ukusanyaji wa taarifa na takwimu hizo kwa kutumia mfumo wa moja kwa moja wa kutumia simu za viganjani na kompyuta (Automation). Pia, ukaguzi na ukarabati wa vituo vya kutoa taarifa za mvua na hali ya mazao mashambani ulifanyika katika mikoa ya Kilimanjaro, Manyara, Mwanza na Kagera ili viweze kutoa taarifa na takwimu kwa wakati.

Honourable Chairperson, as far as food security is concerned, in the year 2010/2011 the Ministry trained reporters into statistics of rainfall and crop situations on 284 farms. The reporters were from 73 regions, including the Eastern Zone (Morogoro, Tanga and Dar es Salaam), the Central Zone (Dodoma and Singida), the Lake Zone (Shinyanga, Mwanza, Mara and Kagera) theand Southern Zone (Mtwara and Lindi). The aim of the training was to improve the distribution of reports in the form of statistics by using automation. Also, inspection and rehabilitation of stations producing rainfall and crop situation reports on farms was done in Kilimanjaro, Manyara, Mwanza and Kagera so as to enable them to collect data and produce reports on time.

Mheshimiwa Mwenyekiti, hifadhi ya chakula na usindikaji, katika mwaka 2010/2011, Wizara iliainisha wasindikaji wa mazao mbalimbali ya nafaka, mbegu za mafuta, matunda na mbogamboga katika Halmashauri za Wilaya za Kilosa, Tunduru na Korogwe ambapo jumla ya wasindikaji 30 waliainishwa. Lengo lilikuwa ni kuwatambua, kubaini shughuli zao na kubuni utaratibu wa kuanzisha ubia wa usindikaji kati ya Serikali na wakulima/wajasiriamali (Public Private Partnership –PPP). Katika kuhakikisha kuwa wakulima wanapata bei nzuri kwa zao la mpunga, Wizara ilitoa mafunzo kwa wakulima 150 wa zao hilo kuhusu usindikaji na upangaji wa madaraja. Mafunzo hayo yalitolewa katika skimu za umwagiliaji za Mbarali, Lower Moshi na Mkindo.

Honourable Chairperson, on food storage and processing, in the year 2010/2011 the Ministry identified 30 processors of various types of grains, oilseeds, fruits and vegetables in Kilosa District Council, Tunduru District Council and Korogwe District Council. The aim was to recognize them, identify their activities and develop means for establishing processing ventures between the Government and farmers/entrepreneurs (the Public-Private Partnership). In order to ensure that farmers sell paddy at a fair price, the Ministry trained 150 farmers in processing and placement of the crop into classes. The training was carried out in the irrigation schemes of Mbarali, Lower Moshi and Mkindo.

Mheshimiwa Mwenyekiti, hifadhi na ununuzi wa chakula kupitia NFRA, katika mwaka 2010/2011, Wakala wa Taifa wa Hifadhi ya Chakula (National Food Reserve Agency - NFRA) ilipanga kununua jumla ya tani 200,000 za mahindi. Hadi tarehe 30 Juni 2011, NFRA ilikuwa imenunua tani 181,019 za mahindi sawa na asilimia 90.5 ya lengo. Hata hivyo, lengo la ununuzi halikufikiwa kutokana na kupungua kwa mahindi katika maeneo ya ununuzi na kupanda kwa bei ya mahindi katika kipindi hicho. Ununuzi huo ukijumuishwa na akiba iliyokuwepo mwanzoni mwa msimu ya tani 47,685.6 za mahindi na tani 9.2 za mtama, ulifanya akiba ya chakula kufikia tani 228,713.8.

Honourable Chairperson, regarding the buying and reservation of food through the NFRA, in the year 2010/2011 the National Food Reserve Agency planned to buy a total of 200,000 tonnes of maize. By 30th June 2011, the NFRA had bought 181,019 tonnes of maize. This is equal to 90.5 per cent. However, the goal was not reached due to lack of maize in the markets and the rise of the price of maize during the time. The purchase in the early season was 47,685.6 of maize and 9.2 tonnes of millet. Thus, surplus food reached 228,713.8 tonnes.

Mheshimiwa Mwenyekiti, kurekebisha na kuhuisha Sera na Sheria, katika mwaka 2010/2011, Wizara ilisambaza nakala za vitabu vya Sera ya Taifa ya Umwagiliaji ya mwaka 2010 kwa wadau. Wizara pia iliandaa mapendekezo ya kuhuisha Sheria ya Mfuko wa Pembejeo za Kilimo (The Agricultural Inputs Trust Fund Act, 1999) na Sheria ya Hifadhi za Mimea (Plant Protection Act, 1997). Vilevile, Wizara iliandaa mapendekezo ya Miswada ya Sheria za Kusimamia Rasilimali za Kilimo (The Agricultural Resource Management Legislation); Sheria ya Nasaba kwa ajili ya Kilimo na Chakula (The Plant Genetic

Resource for Food and Agriculture Legislation); na Sheria ya Tume ya Maendeleo ya Ushirika (*The Cooperative Development Commission Legislation*). Pia Kanuni za Sheria ya Bodi ya Nafaka na Mazao Mchanganyiko; Sheria ya Mbolea (*The Fertilizer Regulations*); na kanuni za Sheria za Mazao ya Pareto, Chai, Sukari, Korosho, Tumbaku, Pamba, Kahawa na Mkonge ziliandaliwa.

Honourable Chairperson, on amendments of the law and policy, in 2010/2011 the Ministry distributed copies of the 2010 national policy to the stakeholders. The Ministry also prepared suggestions concerning the Agricultural Inputs Trust Fund Act of 1999, the Plant Protection Act of 1997, the Agricultural Resources Management Legislation, the Plant Genetic Resource for Food and Agriculture Legislation and the Cooperative Development Commission Legislation. The Fertilizer Regulations and the Crop Regulations for pyrethrum, tea, sugar, cashew nuts, tobacco, cotton, coffee and sisal were prepared as well.

Mheshimiwa Mwenyekiti, maendeleo ya watumishi, katika mwaka 2010/2011, watumishi 234 walipandishwa na kubadilishwa cheo katika madaraja mbalimbali kwa kuzingatia Sera ya Menejimenti na Ajira katika Utumishi wa Umma. Aidha, Watafiti Wastaafu 36 walipewa mikataba mipya ya kazi. Wizara ilikamilisha mapitio ya Mkataba wa Huduma kwa Mteja kwa ajili ya kuboresha huduma zake. Katika utekelezaji wa malengo ya utawala bora, Wizara ilisimamia Mfumo wa Wazi wa Mapitio na Tathmini ya Utendaji kazi (*Open Performance Review Appraisal System - OPRAS*) ambapo asilimia 73 ya watumishi wote walifanyiwa tathmini katika mfumo huo. Watumishi wengine waliendelea kufanyiwa mafunzo ya OPRAS.

Honourable Chairperson, concerning employees' development, in the year 2010/2011 234 employees got promoted to different levels in accordance with the civil servants' management and employment policy. Also, 36 retired experts were given new contracts. The Ministry completed the analysis of customer services so as to improve its services. In exercising good governance, the Ministry supervised the Open Performance Review Appraisal System (OPRAS), whereby 73 per cent of the workers were evaluated through this system. Other employees continued with training in OPRAS.

Mheshimiwa Mwenyekiti, katika jitihada za kupunguza makali ya UKIMWI, Wizara iliendelea kuwapatia vyakula vyenye virutubisho pamoja na matibabu watumishi 17 wanaoishi na virusi vya UKIMWI na kuhamasisha upimaji wa afya wa hiari miongoni mwa watumishi.

Honourable Chairperson, in making efforts to reduce the effects of HIV/AIDS, the Ministry continued to give food with nutrients and treatment to the 17 workers living with HIV/AIDS and encouraged its workers to have regular check-ups.

Mheshimiwa Mwenyekiti, Wizara iliendelea kujenga uwezo wa Kamati ya Jinsia ya Wizara kwa kutoa mafunzo kwa wajumbe sita wa Kamati hiyo katika Chuo cha *Eastern and Southern Africa Management Institute (ESAMI)*. Aidha, rasimu ya Mwongozo wa Jinsia ya Kuingiza Masuala ya Jinsia kwenye Sekta ya Kilimo iliwasilishwa kwa wadau ili kupata maoni yao kabla ya kukamilishwa. Wizara inaendelea kukamilisha mwongozo huo baada ya kupata maoni ya wadau na utakuwa tayari kwa matumizi katika mwaka 2011/2012.

Honourable Chairperson, the Ministry continued to build the capacity of the Ministry's Gender Committee by offering training to six members of the committee at the Eastern and Southern Africa Management Institute (ESAMI). Also, the draft on how to incorporate gender issues in the agricultural sector was presented to the stakeholders in order to get their views before its completion. The Ministry is still improving this draft while getting the views of the stakeholders and the draft will be completed in the year 2011/2012.

Mheshimiwa Mwenyekiti, Fungu 24, katika mwaka 2010/2011, Wizara kupitia Fungu 24 ilitengewa jumla ya Shilingi bilioni 6.708. Kati ya hizo, Shilingi bilioni 6.608 ni fedha za matumizi ya kawaida na Shilingi milioni 100.0 ni Fedha za Maendeleo. Hadi tarehe 30 Juni, 2011, Fedha za Matumizi ya Kawaida zilipokelewa kutoka Hazina zilikuwa Shilingi bilioni 5.576 sawa na asilimia 83.13 ya kiasi kilichoidhinishwa. Matumizi yalifikia Shilingi bilioni 5.497 sawa na asilimia 98 ya kiasi cha fedha kilichotolewa. Aidha, hadi tarehe 30 Juni, 2011, Fedha za Bajeti ya Maendeleo zilipokelewa ni Shilingi milioni 30.0 sawa na asilimia 30 ya fedha zilizoidhinishwa ambazo zote zilitumika.

Honourable Chairperson, in the year 2010/2011 the Ministry, as indicated in Section 24, was given 6.708 billion shillings, of which 6.608 billion shillings was for recurrent expenditure and 100.0 billion shillings was for development activities. By 30th June 2011, the amount of money for recurrent expenditure received from the Treasury was 5.576 billion shillings, which is equal to 83.13 per cent of the approved amount. Expenditures reached 5.497 billion shillings, which is equal to 98 per cent of the amount of money received. Also, by 30th June 2011, the amount of money for development budget that had been received was 30.0 billion shillings, which is equal to 30 per cent of the approved amount.

Mheshimiwa Mwenyekiti, Programu Kabambe ya Mageuzi na Modenaisesheni ya Ushirika, katika mwaka 2010/2011, Wizara iliimarisha Ushirika kupitia utekelezaji wa Programu Kabambe ya Mageuzi na Modenaisesheni ya Ushirika nchini. Maeneo yaliyofanyiwa kazi ni pamoja na kuimarisha uongozi wa Vyama vya Ushirika; kuwahamasisha wananchi kuanzisha na kujiunga na Vyama vya Ushirika; kuimarisha masuala ya mazao ya wakulima kwa kuenea matumizi ya Mfumo wa Stakabadhi za Maghala; kufufua na kuimarisha Vyama vya Ushirika; kuimarisha uendeshaji wa Vyama vya Ushirika wa Akiba na Mikopo - (*Savings and Credit Cooperative Society - SACCOS*) na Benki za Ushirika; kuimarisha ukaguzi na usimamizi wa Vyama vya Ushirika; kuimarisha taasisi za ushirika; na kuendelea na mchakato wa kuanzisha Tume ya Maendeleo ya Ushirika.

Honourable Chairperson, on the Cooperative Reform and Modernization Programme (CRMP), in the year 2010/2011 the Ministry improved the cooperatives in the country through the implementation of the Cooperative Reform and Modernization Programme. The areas involved in the implementation of the programme include the improvement of cooperative leadership, encouraging citizens to come together and initiate cooperative unions, improving issues of crop reserves by spreading the warehouse receipt system throughout the country, re-establishment and consolidation of cooperative unions, improvement in the management of the Savings and Credit Cooperative Society (SACCOS) and cooperative banks, improving the auditing and management of the cooperative unions and continuing with the process of establishing a Commission for Cooperative Development.

Mheshimiwa Mwenyekiti, kuimarisha uongozi wa Vyama vya Ushirika, katika mwaka 2010/2011, Wizara kwa kushirikiana na TAMISEMI ilisimamia chaguzi za theluthi moja ya wajumbe wa Bodi katika maeneo ya Vyama Vikuu ambao muda wao uliisha. Vyama hivyo ni Chama Kikuu cha Ushirika wa Akiba na Mikopo (*Savings and Credit Cooperative Union League of Tanzania Ltd. – SCCULT*), *Biharamulo Cooperative Union Ltd. (BCU) (1986) Ltd.*, Mradi wa Ushirika wa pamoja Kanyovu (*Kanyovu Cooperative Joint Enterprise*), Chama Kilele cha Tumbaku (*Tanzania Tobacco Cooperative Apex - TTCA*) na *Central Tobacco Cooperative Union Ltd. (CETCU)*.

Honourable Chairperson, as far as the strengthening the leadership of the cooperatives is concerned, in 2010/2011 the Ministry, in collaboration with the TAMISEMI (Regional Administration and Local Government Authorities), supervised one-third of the election of board members in the cooperatives whose board members had retired. The cooperatives in question include Savings and Credit Cooperative Union League of Tanzania Ltd. (SCCULT), Biharamulo Cooperative Union Ltd. (BCU) (1986) Ltd., Kanyovu Cooperative Joint Enterprise, Tanzania Tobacco Cooperative Apex (TTCA) and Central Tobacco Cooperative Union Ltd. (CETCU).

Mheshimiwa Mwenyekiti, Wizara ilisimamia na kufuatilia kwa karibu hatua za ujenzi wa mitaji ya Benki za Kilimanjaro *Cooperative Bank Limited (KCBL)* na *Kagera Farmers Cooperative Bank Limited (KFCB)* kwa ajili ya kuimarisha Benki hizo. Wizara pia iliendelea na usuluhishi wa migogoro mbalimbali ya Vyama vya Ushirika vikiwemo Rusaba, Matiazo na Mkabogo Cooperative Society (*RUMAKO*), *Coast Region Cooperative Union (1984) Ltd. (CORECU)*, Chama cha Mazao RUARUKE, *Mosemo Cooperative Marketing (MCM) SACCOS*, Buguruni Traders *SACCOS*, Luiche *SACCOS* na *Dar es Salaam Airport Tax Drivers Cooperative Society*.

Honourable Chairperson, the Ministry supervised and closely monitored the accumulation of capital for strengthening Kilimanjaro Cooperative Bank Limited (KCBL) and Kagera Farmers Cooperative Bank Limited (KFCB). The Ministry also continued to resolve conflicts of various cooperatives, including Rusaba Cooperatives, Matiazo and Kabogo Cooperative Society (RUMAKO), Coast Region Cooperative Union (1984) Ltd. (CORECU), Association of Crop Ruaruke, Mosemo Cooperative Marketing (MCM) SACCOS, Buguruni Traders SACCOS, Luiche SACCOS and Dar es Salaam Airport Tax Drivers Cooperative Society.

Mheshimiwa Mwenyekiti, vilevile, Wizara iliendelea na uhamasishaji na uimarishaji wa Chama Kikuu cha Ushirika wa Wakulima wa Mara (*WAMACU*) na ilishughulikia ufilisi wa Vyama vya Ushirika vya *Vumilia Producers Cooperative Societies (VUPO)*, *TUKE Consumers Cooperative Society*, *Mbinga Cooperative Union Ltd. (MBICU)* na ufufuaji wa *Mbinga Farmers Cooperative Union Ltd. (MBIFACU)*.

Honourable Chairperson, in addition, the Ministry continued with the promotion and strengthening of the central cooperative society of Mara farmers (WAMACU) and handled the insolvency of Vumilia Producers Cooperative Societies (VUPO), TUKE Consumers Cooperative Society and Mbinga Cooperative Union Ltd. (MBICU), and the revival of the Mbinga Farmers Cooperative Union Ltd. (MBIFACU).

Mheshimiwa Mwenyekiti, katika kuboresha utendaji wa viongozi wa Vyama vya Ushirika, mafunzo ya uendeshaji wa Vyama vya Ushirika yalitolewa kwa viongozi 40 kutoka Chama Kikuu cha Ushirika cha *Igembensabo Cooperative Union Ltd. (ICU)*, Shirikisho la Vyama vya Ushirika Tanzania (*Tanzania Federation of Cooperatives Ltd. - TFC*), *SCCULT*, *Kilimanjaro Native Cooperative Union Ltd. (KNCU)*, *KCBL*, *Vuasuu Cooperative Union Ltd. (VCU)* na *Arusha Cooperative Union Ltd. (ACU)* kwa lengo la kuviwezesha vyama hivyo kuzingatia misingi ya utawala bora. Aidha, mafunzo ya cheti yalitolewa kwa watendaji wa *SACCOS* kutoka Mikoa ya Arusha, Tabora na Singida.

Honourable Chairperson, in improving the performance of the leaders of the Cooperatives, training in cooperative operations was provided to 40 leaders from Igembensabo Cooperative Union Ltd. (ICU), the Confederation of Cooperatives of Tanzania (Tanzania Federation of Cooperatives Ltd. (TFC), SCCULT, Kilimanjaro Native Cooperative Union Ltd. (KNCU), KCBL, Vuasuu Cooperative Union Ltd. (VCU) and Arusha Cooperative Union Ltd. (ACU) to enable the cooperatives to comply with the principles of good governance. In addition, training was provided to SACCO employees from Arusha, Tabora and Singida.

Mheshimiwa Mwenyekiti, wananchi kujiunga na Vyama vya Ushirika, katika mwaka 2010/2011, Wizara ilihamasisha wananchi ama kuanzisha au kujiunga na Vyama vya Ushirika kupitia maadhimisho ya Nane Nane na Siku ya Ushirika Duniani. Siku ya Ushirika Duniani ilijikita katika kuhamasisha wanawake kushiriki katika ushirika, kaulimbiu ikiwa “*Ushirika Hujasirisha Wanawake*”. Siku ya *SACCOS* duniani lililenga katika kuhamasisha wanachama na kuzitaka jamii kujiunga kwa wingi kupitia kaulimbiu ya “*SACCOS zetu ni Tegemeo kwa Maendeleo ya Jamii*”. Katika maadhimisho hayo vyama vilivyoshiriki ni pamoja na *TFC*, *KNCU*, *Karagwe District Cooperative Union Ltd. (KDCU)*, *BCU*, *KFCB*, *KCBL*, *Kagera Cooperative Union Ltd. (KCU)*, *Tanga Dairy Cooperative Union Ltd. (TDCU)*, *Western Zone Tobacco Growers Cooperative Union Ltd. (WETCU)*, *Masasi Mtwara Cooperative Union Ltd. (MAMCU)*, *Tunduru Agricultural Marketing Cooperative Union Ltd. (TAMCU)*, *Dar es Salaam Region Cooperative Union Ltd. (DARECU)*, *Tandahimba Newala Cooperative Union Ltd. (TANECU)*, *ICU*, *ACU*, *Riftvalley Cooperative Union Ltd. (RIVACU)*, *Songea Namtumbo Agriculture Marketing Cooperative Union Ltd. (SONAMCU)*, *Kigoma Tobacco Growers Cooperative Union Ltd. (KTCU)*, *Central Zone Tobacco Growers Cooperative Union Ltd. (CETCU)*, *SCCULT* na *Chunya Tobacco Growers Cooperative Union Ltd. (CHUTCU)*. Vilevile, Vyama vya Msingi vya mazao 20, Ufugaji/Maziwa vitano, *SACCOS* 35 pamoja na vikundi 20 navyo vilishiriki kwenye maadhimisho hayo.

Kutokana na uhamasishaji huo vyama vyenye mitaji na uwezo mdogo wa kujiendesha vilihamasishwa kuungana. Kutokana na jitihada hizo idadi ya wanachama wa Vyama vya Ushirika imeongezeka.

Honourable Chairperson, regarding citizens joining the cooperatives, in 2010/2011 the Ministry encouraged citizens to either establish or join cooperatives through Nane Nane and the World Cooperative Day. The World Cooperative Day encouraged women to join cooperatives through the slogan “Cooperative makes Women Confident”. The World SACCOs Day focused on

mobilizing members and called on communities to abide with the theme “Our SACCOs is for Social Development”. The cooperatives which took part in the celebrations include TFC, KNCU, Karagwe District Cooperative Union Ltd. (KDCU), BCU, KFCB, KCBL, Kagera Cooperative Union Ltd. (KCU), Tanga Dairy Cooperative Union Ltd. (TDCU), Western Zone Tobacco Growers Cooperative Union Ltd. (WETCU), Masasi Cooperative Union Ltd. (MCU) in Mtwara, Tunduru Agricultural Marketing Cooperative Union Ltd. (TAMCU), Dar es Salaam Region Cooperative Union Ltd. (DARECU), Tandahimba Newala Cooperative Union Ltd. (TANECU), ICU, ACU, Riftvalley Cooperative Union Ltd. (RIVACU), Songea Namtumbo Agriculture Marketing Cooperative Union Ltd. (SONAMCU), Kigoma Tobacco Growers Cooperative Union Ltd. (KTCU), Central Zone Tobacco Growers Cooperative Union Ltd. (CETCU), SCCULT and Chunya Tobacco Growers Cooperative Union Ltd. (CHUTCU). Similarly, 20 basic crop unions, five farming/dairy unions, 35 SACCOs and 20 groups participated in the celebrations.

The cooperative societies with limited capacity and capital were encouraged to merge. Due to these efforts, the number of members of the cooperatives has increased.

Mheshimiwa Mwenyekiti, kuimarisha matumizi ya Mfumo wa Stakabadhi za Maghala, katika mwaka 2010/2011, Wizara ilieneza matumizi ya Mfumo wa Stakabadhi za Maghala katika Mikoa inayozalisha korosho, kahawa, pamba na alizeti. Kupitia Mfumo huo, Vyama vya Ushirika vya Korosho katika mikoa ya Mtwara, Lindi, Pwani na Ruvuma (Tunduru) viliwalipa wakulima malipo ya ziada (majaliwa) na kuwezesha kupata bei nzuri ya korosho. Aidha, mfumo huo umewezesha Vyama vya Ushirika kukopesheka, kuongeza ubora na thamani ya zao, matumizi ya vipimo sahihi, upatikanaji wa ushuru wa Halmashauri za Wilaya na uchangiaji wa huduma za kijamii kama shule na zahanati. Kwa mfano wakulima wanaohudumiwa na Chama cha TANECU wameweza kuchangia ushuru wa

Halmashauri Shilingi bilioni mbili (bilioni 2), Vyama vya Ushirika vya Msingi Shilingi bilioni 2.5, mchango wa madawati shuleni Shilingi milioni 360 na ujenzi wa maghala Shilingi milioni 900. Pia mfumo huo umewasaidia kuepuka ununuzi holela usiomnufaisha mkulima.

Honourable Chairperson, on strengthening the use of the warehouse receipt system, in 2010/2011 the Ministry spread the use of the system to the regions producing cashew nuts, coffee, cotton and sunflower. Through this system, Cashew Cooperatives in Mtwara, Lindi, Coast and Ruvuma (Tunduru) paid farmers an extra amount of money (endowment). In addition, the system has enabled the cooperatives to have creditworthiness, increase the quality and value of produce, use appropriate scales, collect district councils' duties and contribute to the establishment of schools, dispensaries, and the like. For example, the farmers who are served by the Association of TANECU paid duties to the council, amounting to two billion shillings and the basic cooperative unions contributed 2.5 billion shillings. The donation for school desks was 360 million shillings and that for the construction of warehouses was 900 million shillings. Also, the system helped the farmers avoid the unorganised purchase of their crops which does not benefit them.

Mheshimiwa Mwenyekiti, Wizara kwa kushirikiana na Wizara ya Viwanda na Biashara ilifanya tathmini ambayo ilibaini kuwa baadhi ya gharama za masoko na uendeshaji wa Mfumo huo zilikuwa kubwa na hivyo kushauri kupunguza gharama hizo kwenye usafirishaji, ushuru wa Vyama na Halmashauri za Wilaya ili kumwezesha mkulima kupata malipo mazuri zaidi. Aidha, Wizara ilihamasisha matumizi ya Mfumo huo kwenye mazao ya kahawa katika Wilaya za Mbinga na Tarime; pamba katika Wilaya za Igunga, Nzega, Musoma na Bunda; ufuta kwenye Wilaya zote za Mikoa ya Lindi na Mtwara; na alizeti katika Mkoa wa Singida.

Honourable Chairperson, the Ministry, in collaboration with the Ministry of Trade and Industry, conducted a review which found that some of the costs of marketing and operating the system were huge, and so suggested the reduction of the cost of transport, the duties charged on district council unions and the provision of help to the farmer so that he or she could sell her crops at a good price. In addition, the Ministry encouraged the use of the system in coffee production in Mbinga and Tarime, cotton production in Igunga, Nzega, Musoma and Bunda, sunflower production in all the districts of Mtwara and Lindi regions and in sunflower production in Singida.

Mheshimiwa Mwenyekiti, kufufua na kuimarisha Vyama vya Ushirika, katika mwaka 2010/2011, Wizara iliendelea kulipa madeni ya Vyama vya Ushirika ambapo jumla ya Shilingi 745,925,000 zilitumika kwa ajili ya kulipa mafao ya watumishi na madeni ya Vyama vya Nyanza Cooperative Union Ltd. (NCU), ACU, Mbeya Ileje Cooperative Union Ltd. (MICU) na Kyela Cooperative Union Ltd. (KYEUCU). Aidha, baadhi ya Vyama vya Ushirika vilivyofutiwa madeni vya KCU, KNCU, ICU na TDCU vimeonesha mafanikio makubwa. Kwa mfano, Chama Kikuu cha KCU (1991) Ltd. kimeweza kuongeza uzalishaji wa Kahawa Hai (*Organic Coffee*) aina ya Robusta kwa kuuza na kuwalipa wakulima Shilingi 3,600 kwa kilo ikilinganishwa na kahawa ya kawaida Shilingi 1,800 kwa kilo ya kahawa safi. Vilevile, KNCU (1984) Ltd. iliwalipa wakulima Shilingi 3,200 kwa kilo ya kahawa aina ya Arabica ikilinganishwa na malipo ya awali ya Shilingi 3,000 kwa kilo. Vyama hivyo viliajiri Maafisa Ugani 77 (45 KCU na 32 KNCU) wanaohudumia wakulima katika vyama wanachama. Aidha, TDCU iliwezesha idadi ya wafugaji katika Vyama vya Msingi kuongeza upatikanaji wa maziwa kutoka lita 6,200,000 hadi lita 7,750,000 ikiwa ni ongezeko la asilimia 25. Vilevile, wafugaji walipata bei nzuri ya maziwa kutoka wastani wa Shilingi 350 kwa lita mwaka 2009/2010 hadi Shilingi 550 kwa lita mwaka 2010/2011.

Honourable Chairperson, as far as the reviving and strengthening of the cooperatives is concerned, in 2010/2011 the Ministry continued to pay the debts of the cooperatives, that is, 745.925 million shillings that was used to pay employees' benefits and liabilities of such cooperatives as Nyanza Cooperative Union Ltd. (NCU), ACU, Mbeya Ileje Cooperative Union Ltd. (ICU) and Kyela Cooperative Union Ltd. (KYEUCU). Moreover, some of the cooperatives whose debts were cancelled such as KCU, KNCU, ICU and TDCU have become very successful. For example, KCU (1991) Ltd. has been able to increase the production organic Robusta coffee by selling and paying farmers 3,600 shillings per kilogramme, compared to the regular coffee price of 1,800 shillings for a kilo of fresh coffee. Similarly, KNCU (1984) Ltd. paid farmers 3,200 shillings for a kilo of Arabica coffee, compared with an initial payment of 3,000 shillings per kilo. The cooperative recruited 77 extension officers (45 KCU and 32 KNCU) who serve farmers in the member associations. Also, TDCU facilitated a number of breeders in the basic cooperatives

to increase milk production from 6.2 million litres to 7.75 million litres, an increase of 25 per cent. Likewise, breeders got a good price for their milk from an average of 350 shillings per litre in 2009/2010 to 550 shillings per litre in 2010/2011.

Mheshimiwa Mwenyekiti, katika kuviongezea nguvu Vyama vya Ushirika, baadhi ya Vyama viliungana kwa kuunda miradi ya pamoja na hivyo kuweza kuuza mazao nje ya nchi. Kwa mfano, mradi wa pamoja wa ushirika wa KANYOVU (Kigoma) uliua kahawa aina ya Arabica kwenye soko maalum la *fair trade* ambapo wakulima walilipwa hadi Shilingi 5,600 kwa kilo ikilinganishwa na malipo ya Shilingi 3,400 kwa kilo mwaka 2009/2010. Chama hicho kilipewa tuzo ya kahawa bora Afrika Mashariki.

Honourable Chairperson, on empowering the cooperatives, some cooperatives came together and developed joint projects and sold products abroad. For example, a joint venture partnership of KANYOVU (Kigoma) sold Arabica coffee during a trade fair, where farmers were paid up to 5,600 shillings per kilo, compared to 3,400 shillings per kilo in 2009/2010. The cooperative was given the best coffee award in East Africa.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Wizara iliendelea kuimarisha Vyama vya Ushirika vinavyolima tumbaku vya WETCU, Kahama Cooperative Union Ltd. (KACU), CETCU SONAMCU, Lake Tobacco Growers Cooperative Union Ltd. (LATCU), CHUTCU, KTCU na Vyama vya Msingi vya wakulima wa tumbaku wa Iringa vya Mfyome, Magubike, Mhanga na Kiwemu ili viweze kukopesheka. Vyama hivyo vilipata mikopo ya jumla ya Shilingi bilioni 123.6 (sawa na Dola za Kimarekani 85,802,212 wakati mkopo ulipochukuliwa) kutoka benki za CRDB plc. na NMB kwa ajili ya ununuzi na usambazaji wa pembejeo kwa wakulima. Pembejeo zilizonunuliwa ni pamoja na mbolea aina ya NPK 10:18:24 mifuko 925,683, CAN 27% mifuko 233,221, NPK 20:10:10 mifuko 57,600 na UREA mifuko 237,619. Madawa ya Confidor 70 WG (30gm) paketi 531,939, Yamaotea lita 108,182, Actara 25 WG (4gm) paketi 84,884, Bill dock kilo 2,691, Decis vidonge 873,413, vifungashio aina ya New hessian cloth marobota 6,222, Jute twine marobota 3,865 na Cotton twine 1.5 kilo spool.

Honourable Chairperson, in the year 2010/2011, the Ministry continued to enhance the cooperatives that produce tobacco, including WETCU, Kahama Cooperative Union Ltd. (KACU), CETCU SONAMCU, Lake Tobacco Growers Cooperative Union Ltd. (LATCU), CHUTCU, KTCU and the basic cooperative unions of tobacco farmers of Mfyome, Magubike, Mhanga and Kiwemu in Iringa so that they could have creditworthiness. The cooperatives secured loans totalling 123.6 billion (equivalent to US \$ 85,802,212 when the loan was taken) from CRDB plc banks and NMB for the purchase and distribution of inputs to farmers. The purchased inputs include fertilizers (NPK 10:18:24) 925,683 bags, CAN 27% 233,221 bags, NPK 20:10:10 (57,600 bags) and UREA 237,619 bags, Confidor 70 WG (30gm) 531 939 packets, 108 182 litres of Yamaotea, Actara 25 WG (4GM) 84,884 packets, Bill dock 2691 kg, decis 873,413 tablets, 6,222 packaging sacks, new hessian cloth, 3,865 jute twine sacks and 1.5 kg cotton twine spool.

Mheshimiwa Mwenyekiti, katika mwaka 2010/2011, Vyama Vikuu 41 na Chama Kilele vinavyojishughulisha na mazao ya kahawa, korosho, tumbaku, pamba na mazao mchanganyiko viliweza kupata mikopo kutoka NMB na CRDB plc. Mikopo ilitolewa kwa zao la kahawa Shilingi bilioni 18.6; korosho Shilingi bilioni 16.6; pamba Shilingi bilioni 6.6; tumbaku Shilingi bilioni 123.6 na mazao mchanganyiko Shilingi milioni 500. Vyama hivyo vilitoa huduma kwa wanachama na wasio wanachama ambapo kwa kipindi hicho viliweza kutoa huduma kwa wakulima zaidi ya milioni sita (milioni 6).

Honourable Chairperson, in the year 2010/2011, 41 main cooperative unions and one apex cooperative union dealing with coffee production, cashew nuts, tobacco, cotton and mixed crops were able to get loans from NMB and CRDB plc. The loan provided for coffee production was 18.6 billion shillings, cashew production 16.6 billion shillings, for cotton production 6.6 billion shillings, for tobacco production 123.6 billion shillings and 500 million shillings for mixed crop cooperatives that provided services to members and non-members, in addition to providing services to over six million farmers.

Mheshimiwa Mwenyekiti, kuimarisha uendeshaji wa SACCOS na Benki za Ushirika, katika mwaka 2010/2011, Wizara ilitoa mafunzo kwa Maafisa Ushirika 42 wa Mikoa ya Iringa, Mbeya, Lindi, Mtwara, Rukwa na Ruvuma kwa ajili ya kuwajengea uwezo wa kusimamia na kukagua SACCOS ili ziweze kuendeshwa kwa kuzingatia sheria, taratibu na viwango vinavyotakiwa. Aidha, Wizara ilichambua na kuidhinisha Mipango ya muda wa mwaka mmoja ya Vyama Vikuu vya Ushirika 23, benki za ushirika mbili na SACCOS 10 zenye mahitaji ya mikopo zaidi ya Shilingi milioni 500 na kuvipatia hati ya ukomo wa madeni (*maximum liability certificates*).

Honourable Chairperson, on the strengthening of the operation of SACCOS and cooperative banks, in the year 2010/2011 the Ministry provided training to 42 officers of the regional cooperatives of Iringa, Mbeya, Lindi, Mtwara, Rukwa and Ruvuma for building their capacity to monitor and audit SACCOS so that they can comply with the laws, regulations and standards. Similarly, the Ministry analyzed and approved one-year plans of 23 major cooperative unions, two cooperative banks and 10 SACCOS that need over 500 million shillings in loans and gave them maximum liability certificates.

Mheshimiwa Mwenyekiti, kuimarisha ukaguzi na usimamizi wa Vyama vya Ushirika, katika mwaka 2010/2011, Wizara kwa kushirikiana na TAMISEMI ilifanya ukaguzi maalum wa SCCULT, WETCU, MBIFACU, SONAMCU, TAMCU, ICU, NCU, KNCU, MBOCU, RUCU, MICU, KYECU, RIVACU, G32, RUARUKE, MCU, VUPO (chini ya Ufilisi) na Vyama 119 vya Ushirika vya Msingi ambavyo wanachama wa vyama hivyo waliwasilisha maombi kwa lengo la kubaini hali ya uendeshaji wa vyama husika. Matokeo yalionyesha kuwepo dosari mbalimbali kwa baadhi ya vyama ikiwa ni pamoja na uandishi mbovu wa vitabu, kutotunza vizuri daftari la wanachama na daftari la mali za chama, ucheleweshaji wa marejesho ya mikopo, matumizi makubwa kuliko mapato, ubadhirifu wa fedha za vyama na kutozingatiwa kwa utekelezaji wa baadhi ya vifungu vya sheria. Wizara imetoa maelekezo kwa wanachama kuwawajibisha viongozi wa Bodi na Watendaji kupitia Mikutano Mikuu na kuchukua hatua za kisheria pale inapostahili.

Honourable Chairperson, regarding the strengthening, auditing, and management of the cooperatives, in 2010/2011 the Ministry, in collaboration with TAMISEMI (Local Government Authorities), conducted a special audit in SCCULT, WETCU, MBIFACU, SONAMCU, TAMCU, ICU, NCU, KNCU, MBOCU, RUCU, ICU, KYECU, RIVACU, G32, Ruaruke, MCU, VUPO

(under insolvency) and 119 basic cooperative societies whose members had submitted an application to determine the operating conditions of their cooperative unions. The results showed the existence of various flaws in some of the cooperative unions. The flaws included incorrect records, failure to keep well member registers and associations' asset registers, delays in loan repayment and greater expenditure than incomes, misappropriation of associations' funds and non-compliance with the implementation of certain legal provisions. The Ministry has issued instructions to the members to hold accountable board leaders and executives through general meetings and take legal action where appropriate.

Mheshimiwa Mwenyekiti, kuimarisha taasisi za ushirika, katika mwaka 2010/2011, Wizara iliendelea kuimarisha taasisi za ushirika kwa kufanya maboresho ya uongozi, usimamizi na utendaji. Maboresho hayo yalifanywa katika Shirikisho la Vyama vya Ushirika pamoja na SCCULT ili kuwezesha vyama hivyo kutoa huduma zinazotarajiwa na wanachama. Aidha, Wizara iliendelea kushirikiana na Chuo Kikuu cha Ushirika na Stadi za Biashara (*Moshi University College of Cooperative and Business Studies - MUCCoBS*) katika kufanya utafiti wa maendeleo ya ushirika na kutoa mafunzo kwa watumishi wa Idara ya Maendeleo ya Ushirika, viongozi pamoja na watendaji wa Vyama vya Ushirika.

Honourable Chairperson, on the strengthening of corporate entities, in the year 2010/2011 the Ministry continued to enhance corporate institutions by making improvements to the areas of leadership, management and performance. These improvements were made by the Federation of Cooperatives and SCCULT in order to enable the cooperatives to provide expected services to the members. Similarly, the Ministry continued collaborating with the Moshi University College of Cooperative and Business Studies (MUCCoBS) in carrying out research into cooperative development and the training of the staff of the Department of Cooperative Development as well as the leaders and executive officers of the cooperative unions.

Mheshimiwa Mwenyekiti, Wizara iliendelea kulipatia ruzuku Shirika la Ukaguzi na Usimamizi wa Vyama vya Ushirika (COASCO) ili kuimarisha shughuli za ukaguzi wa vyama. Kwa mwaka 2010/2011, Shirika lilifanya ukaguzi katika Vyama 1,419. Vyama vilivyokaguliwa ni pamoja na AMCOS 644; SACCOS 711 na Vyama 64 vya aina nyingine. Aidha, Wizara ilitoa mafunzo kwa watumishi 30, kati yao watumishi 10 waliendelea kupata mafunzo ya uzamili, saba mafunzo ya stahhada, mmoja mafunzo ya cheti na 12 walipata mafunzo ya muda mfupi ndani na nje ya nchi. Vilevile, Idara ilipatiwa vitendea kazi mbalimbali yakiwemo magari mawili ili kutekeleza majukumu yake ya kila siku.

Honourable Chairperson, the Ministry continued to provide grants to the cooperative inspection and management agency (COASCO) in order to strengthen the inspection activities of the cooperative unions. In the year 2010/2011, the Agency inspected 1,419 cooperative unions. The cooperatives that were audited include AMCOS 644, 711 SACCOS and 64 other kinds of cooperatives. Moreover, the Ministry provided training to 30 staff, out of whom, 10 were undergoing postgraduate training, 7 were pursuing diplomas, 1 was studying for a certificate and 12 had done short courses inside and outside the country. Similarly, the department was provided with various kinds of resources, including two cars, for carrying out its daily activities.

Mheshimiwa Mwenyekiti, kuanzisha Tume ya Maendeleo ya Ushirika, katika mwaka 2010/2011, Wizara iliendelea na mchakato wa uanzishaji wa Tume ya Maendeleo ya Ushirika kama alivyoagiza Mheshimiwa Rais kwa lengo la kuleta msukumo mkubwa katika uhamasishaji, uanzishaji, uendelezaji, uimarishaji na usimamizi wa ushirika nchini. Baadhi ya majukumu ya Tume ya Maendeleo ya Ushirika yameanza kutekelezwa ikiwa ni pamoja na kuhamasisha uendelezaji wa maendeleo ya ushirika hususan katika ushirika wa masoko (*Cooperative Marketing*), Ushirika wa fedha (*Cooperative Microfinance*), Benki za Ushirika (*Cooperative Banks*) na usimamizi wa biashara ya vyama vya ushirika ili viweze kununua na kuuza mazao pamoja na kuwafikishia pembejeo wakulima. Aidha, mapendekezo ya Muswada wa Sheria ya kuanzisha Tume ya Maendeleo ya Ushirika yameandaliwa.

Honourable Chairperson, on the establishment of the Commission for Cooperative Development, in the year 2010/2011 the Ministry will continue with the process of establishing this commission as it was ordered by His excellence the President for the purpose initiating, developing, consolidating and supervising cooperatives in the country. Some of the commissions' objectives are being implemented, including emphasizing the development of the cooperative unions (especially cooperative marketing, cooperative microfinance, cooperative banks and business management of the cooperative unions) so that these cooperatives are able to buy and sell crops and agricultural facilities to farmers. Also, the bill of the law for the establishment of the commission for the development of the cooperative unions is ready.

Mheshimiwa Mwenyekiti, mpango wa mwaka 2011/2012, malengo ya Wizara, mpango na bajeti ya mwaka 2011/2012 umelenga katika kutekeleza Mpango wa Maendeleo wa Miaka Mitano kuanzia 2011/2012 hadi 2015/2016 wenye lengo la kutekeleza Dira ya Taifa ya Maendeleo (*Tanzania Development Vision - TDV 2025*). Aidha, mpango na bajeti utaendelea kutekeleza Malengo ya Maendeleo ya Milenia; MKUKUTA II; Ilani ya Uchaguzi ya CCM kwa ajili ya Uchaguzi Mkuu wa Mwaka 2010; Azma ya Kilimo Kwanza; na Maagizo ya Rais wa Jamhuri ya Muungano wa Tanzania Mheshimiwa Dkt. Jakaya Mrisho Kikwete alipotembelea Wizara ya Kilimo Chakula na Ushirika.

Honourable Chairperson, regarding the 2011/2012 Ministry plans, through the year 2011/2012 budget the Ministry is planning to implement the five-year plans from 2011/2012 to 2015/2016 with the purpose of achieving the Tanzania Development Vision (TDV 2025). Additionally, the plans and the budget will be used to implement the Millennium Development Goals, MKUKUTA II, CCM's 2010 general election manifesto, Agriculture First and orders of His Excellency the President of the United Republic of Tanzania, Dr. Jakaya Mrisho Kikwete.

Mheshimiwa Mwenyekiti, Wizara pia itatekeleza Programu Kabambe ya Maendeleo ya Kilimo Afrika (*Comprehensive Africa Agriculture Development Programme - CAADP*) kupitia Mpango wa Uwekezaji ulioandaliwa na wadau (*Tanzania Agriculture and Food Security Investment Plan - TAFSIP*); Mpango wa Ukanda wa Kilimo wa Kusini mwa Tanzania (*SAGCOT*); na Miradi ya *Feed the Future* na *Bread Basket*. Mipango hiyo inayolenga katika kuongeza tija na uzalishaji, kuimarisha usalama wa chakula na kuongeza kipato cha mkulima itatekelezwa chini ya Programu ya Kuendeleza Sekta ya Kilimo (*ASDP*).

Honourable Chairperson, we have a number of plans, namely the Southern Agriculture Growth Corridor of Tanzania (SAGCOT), the Comprehensive Africa Agriculture Development Programme (CAADP) through Tanzania Agriculture and Food Security Investment Plan (TAFSIP) and THE Feed the Future and Bread Basket. These plans are aimed at increasing production and profit to improve food security and increase farmers' income. They will be implemented through the Agricultural Sector Development Programme (ASDP).

Mheshimiwa Mwenyekiti, katika kutekeleza mipango hiyo, Wizara inalenga kukabiliana na vikwazo vinavyokwamisha ukuaji wa Sekta ya Kilimo kama vilivyoainishwa kwenye Mpango wa Maendeleo wa Miaka Mitano. Baadhi ya vikwazo hivyo ni pamoja na kilimo cha kutegemea mvua pekee; uwekezaji mdogo; upatikanaji mdogo wa mikopo; tija ndogo; masoko duni; mabadiliko ya tabianchi (ukame na mafuriko); na uthamanishaji mdogo.

Honourable Chairperson, in implementing those programmes, the Ministry aims to tackle the obstacles that hinder the growth of the agriculture sector as identified in the Five-Year Development Plan. Some of these obstacles are depending on rainfall alone for farming, small investments, limited availability of credit, low productivity, poor marketing, climate change (droughts and floods) and limited addition of value to products.

Mheshimiwa Mwenyekiti, ili kuondoa vikwazo hivyo, Wizara itatekeleza maeneo ya kipaumbele yafuatayo: kupanua eneo la umwagiliaji; kuhimiza na kuongeza matumizi ya pembejeo na zana bora za kilimo; kuimarisha huduma za kitaalam (utafiti, ugani na mafunzo); kuhimiza matumizi bora ya ardhi ya kilimo; kuimarisha ushirika nchini; kuhimiza kilimo cha kibiashara na uongezaji thamani ya mazao; na kuendeleza rasilimali watu.

Honourable Chairperson, in dealing with these obstacles, the Ministry will focus on the following priority areas: expanding the area used for irrigation farming, encouraging and increasing the use of inputs and improved farming tools, strengthening technical support services (research, extension and training), encouraging efficient use of land, strengthening the cooperatives in the country, encouraging commercial farming and value addition to products and developing human resources.

Mheshimiwa Mwenyekiti, maeneo hayo yatatekelezwa kupitia ASDP ambayo hutekelezwa katika ngazi ya Taifa na Wizara za Sekta ya Kilimo na katika ngazi ya Halmashauri kupitia Mipango ya Maendeleo ya Kilimo ya Wilaya (DADPs). Utekelezaji wa DADPs unaimarisha sera ya ugatuuji wa madaraka kwenda ngazi ya Halmashauri (Decentralization by Devolution – D-by-D) hivyo kuwawezesha wakulima kuibua, kupanga, kutekeleza na kusimamia miradi ya maendeleo yao katika kilimo na ushirika.

Honourable Chairperson, these will be done through the ASDPs which are implemented at national level by the Ministry of Agriculture Sector and the Council through the District Agricultural Development Planning (DADPs). The implementation of the DADPs makes the decentralization policy go to the Council (Decentralization by Devolution), thus enabling farmers plan, implement and manage their development projects in agriculture.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itasimamia na kuratibu utekelezaji wa ASDP katika ngazi ya Kitaifa na ngazi ya Halmashauri. Aidha, Wizara kwa kushirikiana na Wizara za Sekta ya Kilimo, Wabia wa Maendeleo pamoja na wadau wengine itafanya tathmini ya utekelezaji wa awamu ya kwanza ya ASDP. Matokeo ya tathmini hiyo yatatumika katika kuandaa awamu ya pili ya ASDP.

Honourable Chairperson, in the year 2011/2012, the Ministry will oversee and coordinate the implementation of the ASDPs at the national and Council levels. In addition, the Ministry, in collaboration with the Ministry of Agriculture Sector, Development Partners and other stakeholders, will assess the implementation of the first phase of the ASDPs. The results of the evaluation will be used in preparing the second phase of the ASDPs.

Mheshimiwa Mwenyekiti, Fungu 43, Kilimo cha Umwagiliaji, maji ndiyo pembejeo ya umuhimu wa kwanza katika kilimo. Kulingana na Mpango wa Maendeleo wa Miaka Mitano na Ilani ya Uchaguzi ya CCM kwa ajili ya Uchaguzi Mkuu wa mwaka 2010, lengo ni kuongeza eneo la umwagiliaji kufikia hekta 1,000,000 ili kujitosheleza kwa chakula na kuuza ziada ifikapo mwaka 2015. Eneo la umwagiliaji lililoendelezwa hadi sasa ni hekta 345,690. Kutokana na ufinyu wa rasilimali tulizonazo itachukua muda mrefu kufikia lengo la hekta 1,000,000 kwa utaratibu ambao umekuwa ukitumika wa kutegemea miundombinu mikubwa peke yake ambayo ina gharama kubwa. Hivyo, msukumo mkubwa utawekwa katika kutumia teknolojia mbalimbali zikiwemo zenye ufanisi, gharama nafuu na kuhusisha sekta binafsi.

Honourable Chairperson, as far as irrigation is concerned, water is very important. According to the Five-Year-Development Plan and CCM's 2010 Election Manifesto, the goal is to increase the area used for irrigation to 1,000,000 hectares in order to achieve self-sufficiency in food and sell surplus food by 2015. The area that has been developed for irrigation so far is 345,690 hectares. Due to limited resources, it will take a long time to reach the goal of 1,000,000 hectares by relying on large infrastructure alone, which is costly. Thus, we will use various technologies, including effective, affordable technologies and will involve the private sector.

Mheshimiwa Mwenyekiti, kuanzisha Tume ya Taifa ya Umwagiliaji. Katika mwaka 2011/2012, Wizara itatekeleza agizo la Rais wa Jamhuri ya Muungano wa Tanzania Mheshimiwa Dkt. Jakaya Mrisho Kikwete la kuunda Tume ya Taifa ya Umwagiliaji itakayosimamia kwa ukamilifu shughuli za umwagiliaji kwa kuandaa mapendekezo ya Muswada wa Sheria ya kuanzisha Tume hiyo. Aidha, kufuatia kukamilika kwa Sera ya Taifa ya Umwagiliaji, Wizara itaitafsiri Sera hiyo kwa lugha ya kiswahili na lugha nyepesi kwa ajili ya kuifikisha kwa umma; kukamilisha uandaaji wa Mkakati wa Umwagiliaji; na kuandaa mapendekezo ya Muswada wa Sheria ya Umwagiliaji. Jumla ya Shilingi milioni 51.88 zimetengwa kwa utekelezaji wake.

Honourable Chairperson, on the establishment of the National Irrigation Commission, in the year 2011/2012, the Ministry will implement the order of the President of the United Republic of Tanzania, Hon. Jakaya Mrisho Kikwete, by establishing the National Irrigation Commission that will fully regulate irrigation activities by preparing a bill to establish the commission.

In addition, after the completion of the National Irrigation Policy, the Ministry will translate the policy in a simplified Kiswahili for the public; complete the preparation of the National Irrigation Strategy; and prepare the irrigation bill. A total of 51.88 million shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, utekelezaji wa maendeleo ya kilimo cha umwagiliaji utazingatia Sera ya Taifa ya Umwagiliaji (2010) na Mpango Kabambe wa Taifa wa Umwagiliaji (2002). Katika utekelezaji huo, maeneo yanayolengwa ni: uendelezaji wa miundombinu ya umwagiliaji; matumizi bora ya teknolojia za umwagiliaji zenye ufanisi na tija; kutoa huduma za kitaalam kwa Halmashauri; kuandaa Mkakati na Sheria ya Umwagiliaji; na kukamilisha uanzishaji wa Tume ya Taifa ya Umwagiliaji. Jumla ya Shilingi milioni 409.85 zimetengwa kwa ajili ya kazi hiyo.

Honourable Chairperson, in the year 2011/2012, the implementation of the irrigation projects will be based on the National Irrigation Policy (2010) and the Comprehensive National Plan of Irrigation (2002). The focus will be on the promotion of irrigation infrastructure, an effective use of irrigation technology and productivity, provision of technical support services to the Board, preparation of a strategy and the Irrigation Act and completion of the establishment of the National Irrigation Commission. A total of 409.85 million shillings has been set aside for the task.

Mheshimiwa Mwenyekiti, uendelezaji wa miundombinu ya umwagiliaji, Wizara itaendeleza miradi ya umwagiliaji yenye jumla ya hekta 40,000 na hivyo kufanya eneo la umwagiliaji kuongezeka kutoka hekta 345,690 mwaka 2010/2011 hadi hekta 385,690 mwaka 2011/2012. Kazi zitakazotekelezwa ni pamoja na kujenga na kukarabati miundombinu ya umwagiliaji katika skimu 24, mabwawa nane na mashamba mawili ya Wakala wa Mbegu za Kilimo ya Kilangali na Msimba (Kilosa) kwa kutumia fedha za Mfuko wa Kuendeleza Umwagiliaji ngazi ya Taifa (*National Irrigation Development Fund – NIDF*) ambapo Shilingi bilioni 10.60 zimetengwa katika kutekeleza kazi hizo. Aidha, skimu 136 zitaendelezwa kwa kutumia fedha za *DADPs* na Mfuko wa Kuendeleza Umwagiliaji ngazi ya Wilaya (*District Irrigation Development Fund – DIDF*) ambapo Shilingi bilioni 32.89 zitatumika. Aidha, mitambo mikubwa 13 ya ujenzi wa miundombinu ya umwagiliaji iliyopo katika kanda za umwagiliaji itakarabatiwa kwa lengo la kuzipa kanda hizo uwezo zaidi wa kuongeza eneo la umwagiliaji. Jumla ya Shilingi milioni 140.62 zimetengwa kwa kazi hiyo.

*Honourable Chairperson, in relation to the development of irrigation infrastructure, the Ministry will maintain the irrigation schemes totalling 40,000 hectares and the land used for irrigation activities increased from 345,690 hectares in 2010/2011 to 385,690 hectares in 2011/2012. The work will involve the construction and rehabilitation of the irrigation infrastructure in 24 schemes, eight pools and two plots of the Agriculture Seed Agency of Kilangali and Msimba (Kilosa) using funds from the irrigation development fund at the national level (National Irrigation Development Fund). 10.60 billion shillings has been allocated for carrying out those tasks. In addition, 136 schemes will continue to receive money from the *DADPs* and the District Irrigation Development Fund (*DIDF*). It will be 32.89 billion shillings. Moreover, maintenance of the existing 13 major irrigation infrastructure in the irrigation zones will be done so enable the regions to increase the land used for irrigation purposes. A total of 140.62 million shillings has been set aside.*

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itafanya upembuzi yakinifu na usanifu wa miradi ya umwagiliaji 95 yenye jumla ya hekta 70,500. Miradi hiyo itatoka katika kanda zote saba za umwagiliaji kama ifuatavyo: Morogoro (27); Tabora (9); Mwanza (8); Kilimanjaro (5); Mbeya (13); Mtwara (15); na Kanda ya Kati (18). Miradi ambayo tayari imefanyiwa upembuzi yakinifu na usanifu na kuwa kwenye hatua mbalimbali ni 122 yenye eneo la hekta 81,182. Miradi hiyo ikijumuishwa na ile itakayofanyiwa upembuzi yakinifu mwaka 2011/2012 itafanya jumla ya miradi iliyofanyiwa upembuzi yakinifu kufikia 217 na hivyo kufanya eneo lote lililofanyiwa upembuzi yakinifu kufikia hekta 151,682. Jumla ya Shilingi bilioni 1.036 zimetengwa kwa ajili ya utekelezaji wa kazi hiyo.

Honourable Chairperson, in the year 2011/2012, the Ministry will conduct a feasibility study and design 95 irrigation projects which will cover 70,500 hectares. Such projects will come from all seven regional irrigation schemes as follows: Morogoro (27), Tabora (9), Mwanza (8), Kilimanjaro (5), Mbeya (13), Mtwara (15) and the Central regions (18). Feasibility studies have already been and the designing of 122 projects involving 81,182 hectares is in various stages. If these projects are combined with the projects for which the visibility studies will be done in the year 2011/2012, they will be 217 in total and the area that will have been covered will be 151,682 hectares. A total of 1.036 billion shillings has been set aside for this

Mheshimiwa Mwenyekiti, katika kuongeza eneo la umwagiliaji Wizara pia itaweka msukumo zaidi katika kutumia teknolojia za umwagiliaji zenye uwezo na ufanisi mkubwa katika matumizi ya maji. Teknolojia hizo ni pamoja na utumiaji wa mabomba kwa ajili ya kupitisha maji kutoka kwenye vyanzo; matumizi ya maji chini ya ardhi; matumizi ya pampu zinazotumia umeme na nishati mbadala ya jua na upepo; na umwagiliaji kwa njia ya matone na unyunyiziaji ambao utawezesha kwa kiasi kikubwa kuzalisha mazao yenye thamani kubwa (mbogamboga, zabibu, viungo, maua n.k.).

Honourable Chairperson, to increase the land used to undertake irrigation activities, the Ministry will also focus much on irrigation technology with the capacity and efficiency in water use. The technologies include the use of pipes to get water from the sources, the use of underground water, the use of electric-powered pumps and renewable energy from the sun and winds and drip irrigation and irrigation which will enable the farmers to significantly produce valuable crops (vegetables, raisins, spices, flowers, etc.).

Mheshimiwa Mwenyekiti, faida ya teknolojia hizo ni pamoja na kutumia maji kwa ufanisi zaidi; kuongeza tija na uzalishaji; kuongeza misimu ya kilimo kwa mwaka; na kuweza kulima mazao ya aina nyingi kwa mzunguko kwa mwaka (*crop rotation*). Utaratibu huo unawahakikishia wakulima usalama wa chakula na kuongeza pato la kaya. Mfano wa miradi ya aina hiyo ni pamoja na Misufini/Kochakindo hekta 50, Kyomu hekta 50 na Miwaleni hekta 100 (Moshi Vijijini); Kirya hekta 640 (Mwanga); Kisasi hekta 150 (Singida Manispaa); Chinangali hekta 200 (Chamwino); Mgama hekta 300, Wangama hekta 150, Tanangozi hekta 50 na Igingilanyi hekta 10 (Iringa Vijijini); Msoga hekta 200 (Bagamoyo); Nyatwali-Green Triangle Group hekta 5 (Bunda); Shirati-Bubombi Group hekta 5 (Rorya) na Gollan-Shuta-Shuta hekta 30 (Jiji la Tanga). Aidha, Wizara

itatuma timu ya wataalam kwenda India kujifunza namna nchi hiyo ilivyoweza kuendeleza kilimo kwa kutumia teknolojia rahisi za umwagiliaji ikiwemo umwagiliaji kwa kutumia njia ya matone na matumizi ya nishati ya jua.

Honourable Chairperson, the benefits of these technologies include using water more efficiently; increasing productivity and production; increasing agricultural seasons per year; and planning to produce in many cycles in a year (crop rotation). This system assures the farmers of food security and an increase in household incomes. An example of such projects include Misufini Kochakindo (50 hectares), Kyomu (50 hectares), Miwaleni in Moshi Rural (100 hectares), Kirya in Mwangi (640 hectares), Kisasida in Singida Municipality (150 hectares), Chinangali in Chimwano (200 hectares), Mgama (300 hectares), Wangama (150 hectares), Tanangozi (50 hectares), Igingilanyi in Iringa Rural (10 hectares), Msoga in Bagamoyo (200 hectares), Nyatwali-Green Triangle Group in Bunda (5 hectares), Shirati-Bubombi Group in Rorya (5 hectares) and Gollan-shuta-shuta in Tanga (30 hectares). In addition, the Ministry will send a team of experts to India to learn how that country developed agriculture by using simple irrigation technologies such as drip irrigation and solar energy.

Mheshimiwa Mwenyekiti, mpango wa Taifa wa Umwagiliaji, Wizara yangu itafanya mapitio ya Mpango Kabambe wa Taifa wa Umwagiliaji wa mwaka 2002 ili kuuboresha kulingana na hali halisi na malengo ya Taifa ambayo ni pamoja na kupanua eneo la umwagiliaji kufikia hekta 1,000,000 na kujitosheleza kwa chakula (mpunga na mahindi) kwa kiwango cha asilimia 120 ifikapo mwaka 2015.

Honourable Chairperson, with regard to the National Irrigation Program, my Ministry will review the Master Plan of the National Irrigation Programme of 2002 so as to improve it basing on the realities and the national goals, which include expanding the land used to do irrigation farming up to 1,000,000 hectares and making the country 120 per cent self-sufficient in food (rice and corn) by 2015.

Mheshimiwa Mwenyekiti, aidha, Wizara itafanya utafiti katika masuala ya teknolojia mbalimbali za umwagiliaji zenye kuongeza na kuuboresha uzalishaji na tija kwa mazao kutokana na matumizi ya maji ya umwagiliaji kwa ufanisi. Lengo ni kuhakikisha kuwepo kwa ufanisi na tija katika kuendeleza kilimo cha umwagiliaji. Pamoja na hatua hizi, Wizara itaanzisha Kituo cha Utafiti na Mafunzo mkoani Morogoro kwa ajili ya utafiti wa teknolojia za umwagiliaji. Lengo ni kuongeza uzalishaji na tija na matumizi ya maji ya umwagiliaji kwa ufanisi. Vilevile, Wizara itawezesha kufanyika tathmini ya mazingira (*Environmental and Social Impact Assessment-ESIA*) katika miradi 13 za umwagiliaji katika kanda zote saba za umwagiliaji. Jumla ya shilingi milioni 400.58 zimetengwa kutekeleza kazi hizo.

Honourable Chairperson, additionally, the Ministry will conduct research on various aspects of irrigation technologies that help to increase and improve crop productivity by using water efficiently. The aim is to ensure efficiency and productivity in developing irrigation. With these measures, the Ministry will establish a research and training in relation in irrigation technologies in Morogoro. The goal is to increase productivity and use water efficiently. Similarly, the Ministry will facilitate the undertaking of environmental and social impact assessments (ESIA) in 13 irrigation projects in all seven irrigation zones. A total of 400.58 million shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, kuongeza tija katika skimu za umwagiliaji, Wizara imedhamiria kuongeza tija katika uzalishaji wa mpunga kwa kiwango cha kati ya asilimia 75-100 kwa kuanza na skimu 27 za umwagiliaji katika awamu ya kwanza zenye jumla ya hekta 10,159. Skimu hizo zitakarabatiwa na ujenzi wake kukamilishwa kwa kutumia fedha za DIFD ambazo zimetengwa moja kwa moja katika bajeti za Halmashauri na fedha za NIFD. Wakulima katika skimu hizo watawezesha kupitia ruzuku ya pembejeo na DADPs kupata mbolea, mbegu bora, huduma za ugani, zana za kilimo na elimu ya matumizi bora ya ardhi na maji.

Honourable Chairperson, on increasing productivity in the irrigation schemes, the Ministry is determined to increase productivity in rice production to between 75–100 per cent, starting with 27 irrigation schemes involving 10,159 hectares in the first phase. These schemes will be renovated and their reconstruction will be funded through the DIFD budget that was allocated in the councils' budgets for the NIFD. Farmers in these schemes will be facilitated by being given input subsidies and the DADPs so that they have access to fertilizer, improved seeds, extension services, agricultural tools and knowledge to better use of land and water.

Mheshimiwa Mwenyekiti, kuongeza thamani ya zao la mpunga, Wizara kwa msaada wa Serikali ya Japan, (*Japan Policy and Human Resource Development – PHRD Grant P125484*) itaongeza tija na uzalishaji wa zao la mpunga kwa kuwezesha wakulima katika skimu za umwagiliaji 20 zenye hekta 15,431 kuanza kulima zao hilo kibiashara. Wakulima wapatao 33,108 wa skimu hizo watawezesha kuongeza thamani ya zao la mpunga kwa kutumia mashine bora za kuvuna, kukoboa, kuchambua mawe na kupanga mchele kulingana na madaraja mbalimbali. Kiasi cha shilingi bilioni 10.945 zitatumika.

Honourable Chairperson, regarding the increase in the value of rice, the Ministry, with support from the Government of Japan (Japan Policy and Human Resource Development – PHRD Grant P125484), will increase productivity and the production of rice by enabling the farmers in 20 irrigation schemes with 15,431 hectares to start commercial rice cultivation. About 33,108 farmers belonging to these schemes will be empowered to increase the value of their rice using the best harvesting machines, pulping, removing stones and putting rice in different grades. 10.945 billion shillings will be used to do this.

Mheshimiwa Mwenyekiti, mafunzo ya umwagiliaji kwa wataalam na wakulima, katika mwaka 2011/2012, Wizara itawezesha mafunzo ya muda mrefu kwa watumishi 20 na mafunzo ya muda mfupi kwa watumishi 45 katika fani mbalimbali za umwagiliaji. Aidha, wakulima wa umwagiliaji 105 watapatiwa mafunzo kwa lengo la kuwawezesha kuzitambua na kuzitumia teknolojia mbalimbali zenye kutumia maji ya umwagiliaji kwa ufanisi na uzalishaji wa mazao wenye tija. Ili kufikia lengo hilo, Wizara itawawezesha Wahandisi wa umwagiliaji na Mafundi Sadifu (*Irrigation Technicians*) wa umwagiliaji kupata mafunzo katika Chuo cha Maendeleo na Usimamizi wa Maji (*Water Development and Management Institute – WDMI*), Chuo cha Ufundi cha Arusha (*Arusha Technical College - ATC*), Chuo Kikuu cha Kilimo cha Sokoine (*SUA*) na MATI Igurusi –

Mbeya. Lengo ni kuongeza upatikanaji wa watumishi wa fani hiyo kwa ajili ya kusimamia ujenzi wa miundombinu ya umwagiliaji na matumizi bora ya maji ya umwagiliaji. Jumla ya shilingi milioni 613.25 zimetengwa kwa utekelezaji wake.

Honourable Chairperson, about training, irrigation experts and farmers, in the year 2011/2012, the Ministry will facilitate long-term training of 20 employees and short-term training of 45 employees in various fields of irrigation. In addition, 105 irrigation farmers will be trained to enable them to identify and use different technologies and use water efficiently and increase productivity. To achieve this goal, the Ministry will help the irrigation engineers and irrigation technicians to be trained at the Water Development and Management Institute (WDMI), Arusha Technical College (ATC), Sokoine University of Agriculture (SUA) and MATI Igurusi – Mbeya. The objective is to increase the number of field staff for managing the construction of irrigation infrastructure and efficient use of water. A total of 613.25 million shillings has been allocated for its implementation.

Mheshimiwa Mwenyekiti, katika kupunguza tatizo la upungufu wa wataalam wa umwagiliaji, Wizara inatarajia kupata wataalam 18 kutoka Vietnam kupitia mpango wa *South South Cooperation*. Kati ya wataalam hao, Wahandisi wa Umwagiliaji watakuwa sita na Mafundi Sadifu 12. Hatua hiyo ni ya muda mfupi wakati Wizara inaendelea kujenga uwezo. Jumla ya Shilingi milioni 61.47 zimetengwa kwa kazi hiyo.

Honourable Chairperson, on reducing the shortage of irrigation experts, the Ministry expects to receive 18 experts from Vietnam through a South-South Cooperation programme. Out of these experts, 6 will be engineers and 12 irrigation technicians. The intervention is temporary, while the Ministry is building its own capacity. A total of 61.47 million shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, ushirikiano kati ya Tanzania na Japan, Wizara itaendelea kutekeleza awamu ya pili ya Mradi wa Ushirikiano wa Kitaalam kati ya Tanzania na Japan (*Tanzania Japan Technical Cooperation Project-TCP*). Katika awamu hii, utekelezaji utahusisha kufundisha wataalam wa umwagiliaji na wakulima namna ya kutumia miongozo ya umwagiliaji iliyoandaliwa katika awamu ya kwanza. Mafunzo hayo yatatolewa katika skimu saba za umwagiliaji za mfano zilizochaguliwa kutoka katika kila kanda ya umwagiliaji. Skimu hizo ni Mvumi (Kilosa); Kivulini (Mwanga); Bahi-Sokoni (Bahi); Inala (Tabora Manispaa); Mahiga (Kwimba); Mshewe (Mbeya); na Narunyu (Lindi Vijijini). Wataalam wa kanda za umwagiliaji na Halmashauri husika pamoja na wakulima 13,468 watanufaika na mafunzo hayo.

Honourable Chairperson, on the cooperation between Tanzania and Japan, the Ministry will continue to implement the second phase of the technical cooperation project between Tanzania and Japan (Tanzania-Japan Technical Cooperation Project). In this phase, the implementation will involve training irrigation experts and farmers in how to use the irrigation guidelines developed in the first phase. The training will be given in seven irrigation scheme models selected from each irrigation region. The schemes are: Mvumi (Kilosa), Kivulini (Mwanga), Bahi-Marketplace (Bahi), Inala (Tabora Municipality), Mahiga (Kwimba), Mshewe (Mbeya) and Narunyu (Lindi Rural). Experts from the irrigation zones and the councils concerned and 13,468 farmers will benefit from the training.

Mheshimiwa Mwenyekiti, pembejeo na zana za kilimo, katika kuharakisha mapinduzi ya kijani, matumizi ya pembejeo na zana bora za kilimo ni muhimu katika kuongeza uzalishaji na tija. Hata hivyo, matumizi ya pembejeo na zana za kilimo ni madogo hapa nchini kutokana na sababu mbalimbali hususan gharama kubwa ya pembejeo na zana na hivyo kufanya mkulima mdogo kushindwa kumudu gharama hizo. Kutokana na hali hiyo Serikali ilianzisha utaratibu wa kutoa ruzuku mwaka 2003/2004 ili kumwezesha mkulima kupata pembejeo na zana kwa bei nafuu.

Honourable Chairperson, with respect to agricultural implements and inputs, in order to accelerate the green revolution, it is important to use of inputs and improved farming tools. However, the use of agricultural inputs and tools is little in the country due to various reasons, particularly the high cost of inputs and tools that makes small farmers unable to buy them. Given this situation, the Government introduced a system of subsidizing these in 2003/2004 to enable the farmers to buy them.

Mheshimiwa Mwenyekiti, Mpango wa Ruzuku. Katika mwaka 2011/2012, Wizara itaendelea kugharamia ruzuku ya mbolea, mbegu bora, miche bora ya kahawa na chai pamoja na madawa ya pamba na korosho. Idadi ya wakulima watakuonufaika na mpango wa ruzuku kwa mazao ya chakula kwa utaratibu wa vocha ni 1,800,000. Aidha, jumla ya mbolea itakayotolewa kwa utaratibu wa ruzuku ni tani 180,000 na mbegu bora kwa mazao ya mpunga na mahindi ni tani 18,157. Idadi ya wakulima wanufaika kwa mazao ya chakula itapungua ikilinganishwa na idadi ya wakulima 2,000,000 wa mwaka 2010/2011 kutokana na ufinyu wa bajeti. Aidha, wakulima 737,000 walioanza kupata ruzuku tangu mwaka 2008/2009 kwa utaratibu wa vocha wametimiza miaka mitatu ya kupata ruzuku na hivyo, tunaamini kuwa wakulima hao wana uwezo wa kununua pembejeo bila kutegemea tena ruzuku ya Serikali.

Honourable Chairperson, regarding grants plans, in the year 2011/2012, the Ministry will continue to provide subsidies for fertilizers, improved seeds, coffee seedlings and tea, as well as cotton and cashew drugs. The number of farmers who benefited from the subsidy scheme for food crops through vouchers is 1,800,000. In addition, the amount of fertilizer to be provided under the subsidy system is 180,000 tonnes and that of high quality seeds of rice and maize is 18,157 tonnes. The number of beneficiary farmers in food products will decrease due to financial constraints. Moreover, 737,000 farmers who started to get a grant from 2008/2009 under the voucher system have completed three years of receiving subsidies. Therefore, we believe that these farmers are able to buy inputs and they will no longer rely on the government subsidies.

Mheshimiwa Mwenyekiti, Serikali pia itaendelea kutoa ruzuku kwa mbegu bora za mtama tani 356, ambapo wakulima wapatao 127,300 kutoka Mikoa yenye ukame ya Dodoma, Shinyanga, Singida, Tabora, Mwanza na Mara watanufaika. Aidha, mikoa ya Shinyanga na Singida itapata mbegu za alizeti tani 50 kwa utaratibu wa ruzuku. Wizara pia itatoa ruzuku kwenye miche ya chai na kahawa. Jumla ya miche milioni 10 ya kahawa na milioni 10 ya chai itazalishwa na kusambazwa. Aidha, ruzuku itatolewa kwa ajili ya tani 19,475 za mbegu za pamba na *acrepack* 3,324,200 za madawa ya pamba. Ruzuku pia itatolewa kwa madawa ya korosho tani 64,000. Jumla ya fedha zilizotengwa kwa mpango wa ruzuku ni Shilingi bilioni 136.67.

Honourable Chairperson, the Government will continue to subsidize improved sorghum seeds amounting to 356 tonnes. About 127,300 farmers from the semi-arid regions of Dodoma, Shinyanga, Singida, Tabora, Mwanza and Mara will benefit from this arrangement. In addition, Shinyanga and Singida will receive 50 tonnes of sunflower seeds as subsidy. The Ministry will also provide grants for the production of tea and coffee seedlings. A total of 10 million seedlings of coffee and 10 million of tea seedlings will be generated and distributed to farmers. Similarly, subsidies will be provided for the production of 19,475 tonnes of cotton seeds and 3,324,200 acre pack of cotton pesticides. Grants will also be provided for purchasing 64,000 tonnes of cashew pesticides. 136.67 billion shillings will be used to do all that

Mheshimiwa Mwenyekiti, uzalishaji wa Mbegu Bora. Kwa ujumla mahitaji ya mbegu bora nchini ni makubwa. Mahitaji ya mbegu bora za nafaka, mikunde na mbegu za mafuta iwapo kila mkulima atatumia mbegu bora (*potential demand*) ni tani 120,000 kwa mwaka. Aidha, mahitaji halisi (*actual demand*) ya mbegu yanakadiriwa kuwa tani 60,000 kwa mwaka. Hata hivyo, uzalishaji wa mbegu bora nchini kwa sasa ni tani 13,828 tu, hivyo Wizara itatekeleza mpango wa kuongeza uzalishaji wa mbegu bora nchini kwa lengo la kufikia angalau tani 60,000 kwa mwaka katika kipindi cha miaka mitatu. Maeneo ya utekelezaji yatakayozingatiwa ni pamoja na kuongeza uwezo wa ASA wa kuzalisha mbegu kwa wingi kwa kufufua mashamba ya mbegu ya Serikali ikiwa ni pamoja na kupanua eneo linalolimwa na kuweka miundombinu ya umwagiliaji ili kuwezesha uzalishaji wa mbegu kufanyika mpaka mara tatu kwa mwaka; kuiwezesha ASA kuingia mikataba na makampuni ya mbegu ya Tanzania ili kuzalisha mbegu za msingi; kuhamasisha na kuyawezesha makampuni binafsi ya Tanzania kuanzisha mashamba ya mbegu au kuingia ubia na Serikali; na kuruhusu Sekta binafsi (Makampuni Binafsi) kuzalisha mbegu za msingi kwa kutumia mbegu mama zinazozalishwa na Vituo vya Utafiti vya Wizara.

Honourable Chairperson, on quality seed production, the overall demand for quality seeds in the country is high. The demand for quality cereal, legume and oilseed seeds, if every farmer uses improved seeds, is 120,000 tonnes per year. In addition, the actual demand for seeds is estimated at 60,000 tonnes per year. However, at present our country produces only 13,828 tonnes of seeds, so the Ministry will implement the plan to increase seed production in order to reach at least 60,000 tonnes per year for three consecutive years. In the implementation of this plan priority will be given to the need to increase the capacity of ASA to produce more seeds. This will involve reviving the Government seed farms by expanding the land and putting irrigation infrastructure in place to facilitate the production of seeds three times a year; enabling the ASA to enter into agreements with the seed production companies in Tanzania to produce basic seeds; encouraging and enabling private companies in Tanzania to establish seed farms or enter into partnerships with the Government; and allowing the private sector (private companies) to produce basic seeds from the seeds produced by the Ministry's research centres.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara kwa kupitia Wakala wa Mbegu za Kilimo itaongeza uzalishaji wa mbegu bora kutoka tani 1,881 msimu wa 2010/2011 hadi tani 4,000. Pia, kwa kupitia utaratibu wa makubaliano yaliyopo kati ya ASA na Jeshi la Magereza/Jeshi la Kujenga Taifa (*JKT*), jumla ya tani 3,000 za mbegu bora zitazalishwa. Sekta binafsi inatarajiwa kuzalisha tani 15,000. Hivyo, uzalishaji wa mbegu bora nchini unatarajiwa kufikia tani 22,000. Miche ya matunda 200,000 na vipando vya mihogo 25,000,000 vitazalishwa.

Honourable Chairperson, in 2011/2012, the Ministry, through the Agriculture Seed Agency, will increase seed production from 1,881 metric tonnes of the 2010/2011 season to 4000 metric tonnes. Also, through the existing agreement between the ASA and the Prison/National Service (JKT), a total of 3,000 tonnes of improved seeds will be produced. The private sector is expected to produce 15,000 tonnes. Thus, the production of improved seeds is expected to reach 22,000 tonnes. 200,000 fruit seedlings and 25,000,000 stalks of cassava crop will be produced.

Mheshimiwa Mwenyekiti, ukarabati wa mashamba matatu ya mbegu ya Arusha (hekta 50), Msimba (hekta 100) na Kilangali (hekta 200) utaendelea ambapo ujenzi wa miundombinu ya umwagiliaji utafanyika ili kuwa na uhakika wa upatikanaji wa mbegu katika msimu wa uzalishaji. Jumla ya Shilingi bilioni 7.28 zimetengwa kwa kazi hizo.

Honourable Chairperson, the rehabilitation of three seed farms in Arusha (50 hectares), Msimba (100 hectares) and Kilangali (200 hectares) will continue; the construction of irrigation infrastructure will be done so that seeds are available in the breeding season. A total of 7.28 billion shillings has been set aside for carrying out these activities.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara kupitia Taasisi ya Udhhibiti wa Ubora wa Mbegu (*Tanzania Official Seed Certification Institute- TOSCI*) itakagua jumla ya hekta 6,000 za mashamba ya mbegu za mazao mbalimbali ya makampuni binafsi, ASA na wakulima wanaozalisha Mbegu za Daraja la Kuazimiwa (*QDS*). Aidha, kazi nyingine zitakazofanyika ni pamoja na kupima ubora wa mbegu zinazozalishwa nchini na zinazolingizwa nchini kiasi cha takriban tani 18,000; kuthibitisha uhalisia wa aina 30 za mbegu mpya; na kukamilisha maandalizi ya taratibu za kujiunga na mashirika ya *Organisation for Economic Cooperation and Development (OECD)*, *International Seed Testing Agency (ISTA)* na *The International Union for the Protection of New Varieties of Plants - UPOV* ili mbegu zinazozalishwa nchini ziweze kufikia viwango vya ubora vinavyokubalika Kimataifa. Katika kufanikisha hilo, Wizara itaijengea uwezo *TOSCI* kwa kununua vifaa vya maabara, madawa na jenereta ili kuiwezesha kutekeleza wajibu wake wa ukaguzi wa ubora wa mbegu zilizo sokoni katika Halmashauri za Wilaya 40 ili kukabiliana na tatizo la mbegu zisizo na ubora.

Honourable Chairperson, in the year 2011/2012, the Ministry, through the Institute for Quality Management database (Tanzania Official Seed Certification Institute), will review a total of 6,000 hectares of crop seeds produced by various private companies, the ASA and the farmers who produce QDS seeds. The other tasks to be undertaken include testing the quality of the seeds produced in the country and the imported ones amounting to approximately 18,000 tonnes; proving the reality of 30 new seed varieties; and finalizing the procedures of joining the Organisation for Economic Cooperation and Development (OECD), the International Seed Testing Agency (ISTA) and the International Union for the Protection of New Varieties of Plants so that the seeds produced in the country can meet the international quality standards. In order to achieve this, the Ministry is building the capacity of the TOSCI to purchase laboratory equipment, medicines and generators to enable it to discharge its duty to examine the quality of seeds on the market in 40 district councils to tackle the problem of quality seeds.

Mheshimiwa Mwenyekiti, zana za kilimo. Katika mwaka 2011/2012, Wizara itaendelea kuhamasisha matumizi ya zana bora na mashine za usindikaji mazao ya kilimo kibiashara. Aidha, kwa kushirikiana na *Center for Agricultural Mechanization and Rural Technology (CAMARTEC)*, *Tanzania Automotive Technology Center (TATC)* na *Mzinga Corporation* itaendeleza teknolojia zilizobuniwa kwenye Taasisi za utafiti katika Halmashauri 10. Halmashauri hizo ni Korogwe, Muheza, Handeni, Morogoro Vijijini, Kilosa, Newala, Tandahimba, Masasi, Nanyumbu na Lindi Vijijini. Mashine sita za kuchuna katani (*decorticator*) na mashine 30 za kubangua korosho zitanunuliwa na mafunzo juu ya uendeshaji wa mashine hizo yatatolewa katika Halmashauri husika; kazi hiyo imetengewa Shilingi milioni 36.9.

Honourable Chairperson, with regard to agricultural tools, in the year 2011/2012, the Ministry will continue to promote the use of effective tools and machinery for processing commercial agricultural products. In addition, in collaboration with the Centre for Agricultural Mechanization and Rural Technology (CAMARTEC), Tanzania Automotive Technology Centre (TATC) and Mzinga Corporation, the Ministry will promote technologies developed at the research institutions in 10 councils. The councils are: Korogwe, Muheza, Handeni, Morogoro Rural, Kilosa, Newala, Tandahimba, Masasi, Nanyumbu and Lindi Rural District. Six machines for harvesting hemp (decorticators) and 30 cashew crashing machines will be bought and training in how to operate these machines will be provided in the relevant councils. 36.9 million shillings will be spent on all this.

Mheshimiwa Mwenyekiti, Wizara itashirikiana na Wizara ya Viwanda na Biashara, *CAMARTEC*, *SUA*, *TATC*, *MZINGA*, Shirika la Viwanda Vidogo na Tume ya Sayansi na Teknolojia kuandaa taratibu za usimamizi wa ubora wa mashine za kilimo zinazolingizwa nchini. Aidha, Wizara kwa kushirikiana na Halmashauri za Wilaya za Mtwara Vijijini, Kibaha, Mbarali na Singida itaanzisha na kuendeleza viwanda vinne vidogo vyenye uwezo wa kusindika tani 10 za mihogo kwa siku. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 119. Vilevile, Wizara itahamasisha matumizi ya zana zinazoendeshwa na matrekta madogo ya mkono kwa kutoa mafunzo kwa wakulima katika skimu 40 za umwagiliaji. Mafunzo hayo yatahusu matumizi ya mashine za kukata mpunga; kupura mpunga na za kunyunyizia dawa. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 81.

Honourable Chairperson, the Ministry will collaborate with the Ministry of Industry and Trade, CAMARTEC, SUA, TATC, HIVE, Small Industries Corporation and the Commission of Science and Technology to prepare procedures for quality management of the agricultural machinery imported into the country. In addition, the Ministry, in collaboration with the Mtwara Rural District Council, Kibaha, Mbarali and Singida, shall establish and develop four small factories capable of processing 10 tonnes of cassava per day. The funds allocated for this activity is 119 million shilling. Similarly, the Ministry will encourage the use of tools operated by tillers for training farmers in 40 irrigation schemes. The training will be in the use of machines to cut, thrash and spray rice. 81 million shillings will be spent on this.

Mheshimiwa Mwenyekiti, Wizara itaendelea na kutoa msukumo wa matumizi ya zana za kilimo hifadhi zinazokokotwa na trekta dogo la mkono (kipandio na tindo) kwenye Halmashauri 10 na kuhamasisha utengenezaji wa zana hizo hapa nchini. Halmashauri zitakazohusika ni Karatu, Arusha, Meru, Babati, Hanang, Handeni, Kiteto, Kongwa, Kilosa na Mvomero. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 105. Aidha, Wizara itatathmini mahitaji ya nguvu za mashine za kilimo kwenye kanda nne za kilimo za Nyanda za Juu Kusini, Kanda ya Ziwa, Kanda ya Kati na Kanda ya Magharibi ikijumuisha kukusanya takwimu, kuzihakiki na kuzihifadhi. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 37.

Honourable Chairperson, the Ministry will continue to give impetus to the use of agricultural implements which conserve the environment and which are pulled by power tillers in 10 councils and encourage the manufacturing of these tools in the country. The councils include Karatu, Arusha, Meru, Babati, Hanang, Handeni, Kiteto, Kongwa, Kilosa and Mvomero. 105 million shillings has been set aside for this activity. In addition, the Ministry will evaluate the needs of the power of agricultural machinery in four agricultural zones of Southern Highlands, the Lake Zone, the Central Zone and the West Zone. The exercise will involve data collection as well as data approval and management. The Ministry has set aside 37 million shillings for this.

Mheshimiwa Mwenyekiti, Wizara itatoa mafunzo ya muda mfupi na mrefu kwa wataalam 15 wa zana kuhusu mashine za kilimo, usindikaji mazao ya kilimo na nishati jadidifu (*renewable energy*). Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 106.4.

Honourable Chairperson, the Ministry will offer short-term and long-term training to 15 tool experts in agricultural machinery, agricultural products processing and renewable energy. The Ministry has set aside 106.4 million shillings for this.

Mheshimiwa Mwenyekiti, Mfuko wa Pembejeo. Katika mwaka 2011/2012, Mfuko wa Pembejeo utatoa mikopo yenye thamani ya Shilingi bilioni 6.7 ikiwemo mikopo ya matrekta mapya makubwa 119 yenye thamani ya Shilingi bilion 4.76; matrekta madogo ya mkono (*power tiller*) yenye thamani ya Shilingi milioni 900; pembejeo za kilimo na mifugo (mbolea, mbegu, vifungashi, sumu na madawa ya mimea na mifugo) kwa wasambazaji 65 yenye thamani ya Shilingi milioni 744.74; vifaa vya umwagiliaji vyenye thamani ya Shilingi milioni 160; na vifaa vya usindikaji vyenye thamani ya Shilingi milioni 180.

Honourable Chairperson, on the Inputs Fund, in the year 2011/2012, the fund will provide input loans worth 6.7 billion shillings, including loans for 119 new big tractors that will cost 4.76 billion shillings, power tillers worth 900 million shillings, agriculture and livestock inputs (fertilizers, seeds, containers, poison and drugs for crops and livestock) to 65 suppliers worth 744.74 million shillings, irrigation equipment worth 160 million shillings, and processing equipment worth 180 million shillings.

Mheshimiwa Mwenyekiti, Huduma za Kitaalam. Utafiti wa Kilimo. Katika mwaka 2011/2012, Wizara kwa kupitia vituo vyake vya utafiti itaendelea kutafiti aina za mbegu mpya za mazao zenye sifa za kuzaa sana, kukomaa mapema, kustahimili ukame, zenye ukinzani dhidi ya magonjwa na visumbufu vya mimea na zinazokidhi viwango vya ubora na matakwa ya wadau na soko. Lengo ni kupata mbegu bora ambazo mkulima akizitumia atavuna mazao mengi hivyo kujitosheleza kwa chakula na kujiongezea kipato.

Honourable Chairperson, on expertise services and agricultural research, in the year 2011/2012, the Ministry, through its research centres, will continue researching into new seeds of the crops containing bearing features of very early maturity, drought tolerance, which can resist diseases and pests and which meet the standards and requirements of the stakeholders and the market. The goal is to get the best seeds which will help the farmer get more harvests and become self-sufficient in food and increase his/her income.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara inatarajia kutoa angalau aina tano za mbegu bora za mazao mbalimbali ya nafaka, jamii ya mikunde, mbogamboga na matunda. Vilevile, Wizara itaendelea kutafiti mbinu bora za kilimo cha uzalishaji wa mazao mbalimbali katika maeneo husika kufuatana na ikolojia yanapolimwa katika kanda zote saba ili kuweza kupata angalau teknolojia bora tano za agronomia. Wizara inategemea kupata angalau teknolojia aina tatu za kudhibiti visumbufu vya mimea pamoja na madawa ya asilia na ya viwandani. Katika kutekeleza hayo mbinu za ushirikishwaji wa wadau zitatumika ikiwa ni pamoja na kufanya utafiti kwa kutumia mashamba ya wakulima (*on-farm research*); shilingi milioni 902.76 zitatumika.

Honourable Chairperson, in the year 2011/2012, the Ministry intends to issue at least five varieties of improved seeds of various of grains, legumes, vegetables and fruits. Similarly, the Ministry will continue to explore the best methods of cultivation of various crops in the respective areas, according to the ecology in which they are grown in all seven zones in order to get at least five best technologies of agronomy. The Ministry expects to receive at least three kinds of technology for pest control that use natural and industrial medicines. In implementing these plans, the Ministry will use collective techniques that will involve stakeholders and will conduct research by using farms owned by individuals. 902.76 million shillings will be used to do this.

Mheshimiwa Mwenyekiti, kuzalisha Mbegu Mama (*Breeder's Seeds*). Wizara itaendelea kuhifadhi na kuzalisha mbegu mama tani 30 za mazao ya jamii za nafaka, mikunde, mbegu za mafuta na vipingili 1,000,000 vya mazao ya mizizi. Mbegu mama ni chanzo cha mbegu bora ambazo zikizalishwa katika daraja la mbegu za msingi, zitawezesha kuzalisha mbegu zilizothibitishwa na kuweza kumpatia mkulima mbegu bora. Jumla ya Shilingi milioni 152.38 zimetengwa kwa kazi hiyo.

Honourable Chairperson, producing Breeder's Seeds; the Ministry will continue to preserve and produce 30 tonnes of breeder's seeds of grains varieties, legumes, oilseeds and 1,000,000 stalks of root crops. Breeder's seeds are the source of quality seeds that if produced in the basic grade seeds, will facilitate the production of certified seeds and provide farmers with better seeds. A total of 152.38 million shillings has been set aside for the job.

Mheshimiwa Mwenyekiti, utafiti wa udongo na rutuba ya ardhi. Katika mwaka 2011/2012, Wizara, kupitia vituo vya utafiti vya Mlingano, Uyole, Selian na Ukiriguru itahakiki na kupendekeza teknolojia angalau tano za urutubishaji husishi wa udongo (*Integrated Soil Fertility Management options*) kulingana na ikolojia za kilimo zilizoko katika Wilaya 53 ambazo zinapata ruzuku ya pembejeo. Lengo ni kuwezesha wakulima kutumia aina na viwango sahihi vya mbolea kulingana na aina ya udongo katika maeneo yao. Aidha, Wizara itaendelea kutathmini hali ya udongo wa maeneo mbalimbali na kutoa ushauri wa matumizi sahihi ikiwa ni pamoja na kuhakiki na kutoa mapendekezo kuhusu viwango vya matumizi ya mbolea. Jumla ya Shilingi milioni 486.13 zitatumika kwa kazi hiyo.

Honourable Chairperson, regarding the study of soil and soil fertility, in the year 2011/2012, the Ministry, through the research centres of Uyole, Selian and Ukiriguru, will review and recommend at least five technology integrated soil fertility options (Integrated Soil Fertility Management Options) according to the agro-ecological data present in 53 district councils that receive grant inputs. The aim is to enable farmers to use appropriate types and levels of fertilizer, according to the soil types in their areas. In addition, the Ministry will continue to evaluate the soil conditions of different areas and give advice on proper use of fertilizer. 486.13 million shillings will be used to do this.

Mheshimiwa Mwenyekiti, uboreshaji wa uratibu wa utafiti nchini. Katika mwaka 2011/2012, Wizara itaendeleza mchakato wa uanzishwaji wa Taasisi inayojitegemea ya Utafiti wa Kilimo ili kuboresha utafiti na kuhakikisha kuwa teknolojia zinamfikia mkulima. Jumla ya Shilingi milioni 91.70 zimetengwa ili kutekeleza mchakato huo.

Honourable Chairperson, on the improvement of research coordination in the country, in the year 2011/2012, the Ministry will continue with the process of establishing independent institutes of agricultural research to enhance research and ensure that the technologies reach the farmers. 91.70 million shillings has been set aside for this.

Mheshimiwa Mwenyekiti, utafiti wa mifumo ya kilimo na Sayansi ya Jamii. Katika mwaka 2011/2012, Wizara itaendelea kufanya uchambuzi wa gharama na mapato (*farm budgets*) inayopatikana katika kilimo kwenye ngazi ya wakulima vijijini ili kuwaonesha wakulima faida ya matumizi bora ya teknolojia kwa lengo la kuwawezesha kuchagua aina ya teknolojia zinazowafaa. Ili kujua kiwango na mafanikio yanayopatikana katika teknolojia zilizopelekwa kwa wakulima, Wizara itafanya tathmini za mafanikio ya upokeaji ya teknolojia. Shilingi milioni 367.00 zimetengwa kwa kazi hiyo.

Honourable Chairperson, with respect to research on agricultural systems and the social sciences, in the year 2011/2012, the Ministry will continue to analyze the costs and revenues (farm budgets) that the farmers incurred and obtained from agriculture in the villages in order to show the farmers the benefits of using technology efficiently; the objective is to enable them to select the type of technology that best suits them. In order to determine the benefits from the technologies transferred to the farmers, the Ministry will review the progress made through the technologies. 367.00 million shillings has been allocated for this activity.

Mheshimiwa Mwenyekiti, kuboresha Vituo na Kuimarisha Uwezo wa Watafiti. Katika mwaka 2011/2012, Wizara kupitia ASDP na Programu ya Kilimo ya Kuendeleza Tija na Uzalishaji katika Afrika ya Mashariki (*Eastern Africa Agricultural Productivity Programme – EAAPP*), itaendelea kukarabati baadhi ya nyumba za kuishi wafanyakazi wa vituo vya Selian kwa kujenga nyumba mpya moja, kufanya ukarabati wa nyumba moja kituo cha Ilonga na kujenga miundombinu ya vituo vya

KATRIN pamoja na Ukiriguru ili kuboresha mazingira ya kufanyia kazi watafiti. Katika kuhakikisha teknolojia zinapatikana haraka kwa muda mfupi, vituo vya KATRIN, Ukiriguru na Dakawa vitajengewa mifumo ya umwagiliaji katika mashamba ya majaribio. Vilevile, Wizara itaendelea kupunguza matatizo ya vitendea kazi ikiwa ni pamoja na ununuzi wa magari matano, pikipiki 15 na ukarabati wa nyumba mbili. Aidha, watafiti 11 wakiwemo tisa wa shahada za uzamili na wawili wenye shahada ya uzamivu watahitimu masomo yao. Pamoja na hao, jumla ya watafiti 60 watajengewa uwezo katika mafunzo ya muda mrefu. Kati ya hao watafiti 46 watapata ufadhili kutoka fedha zilizotengwa na Serikali kupitia *COSTECH*. Vilevile, watafiti na watumishi wengine wapatao 100 watapatiwa mafunzo mbalimbali kulingana na fani zao. Jumla ya Shilingi bilioni 2.54 zimetengwa kwa kazi hiyo.

Honourable Chairperson, on improving the facilities and the capacity of researchers, in the year 2011/2012, the Ministry, through the ASDP and Eastern Africa Agricultural Productivity Programme (EAAPP), will repair some of the staff houses at Selian Centre, build a new house, rehabilitate one house at Ilonga centre and build infrastructure at KATRIN and Ukiriguru stations for the purpose of improving the working environment for the researchers. In order to ensure that technologies are accessed within a short time, irrigation systems will be constructed on the model farms at KATRIN, Ukiriguru and Dakawa stations. Similarly, the Ministry will continue to buy five vehicles as well as 15 motorbikes and renovate two houses. Furthermore, 11 researchers, of whom nine are Master's Students and two PhD students will complete their studies. Also, 60 researchers will get scholarships from the funds set aside by the Government through COSTECH. Similarly, about 100 researchers and other staff will get various training based on their fields of specialization. A total of 2.54 billion shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itashirikiana na Ofisi ya Makamu wa Rais Mazingira kufanya marekebisha ya kanuni za kusimamia matumizi salama ya bayoteknolojia (*biotechnology*) ili kuweka mazingira mazuri ya kuhawilisha na kuendeleza utafiti na matumizi ya taaluma ya uhandisi jeni (*Genetic Engineering*) katika Sekta ya Kilimo.

Honourable Chairperson, in the year 2011/2012, the Ministry will collaborate with the Office of the Vice-President (Environment Division) to amend the regulations for safe use of biotechnology in order to create a good environment for discussion and further research, and application of genetic engineering disciplines in the agriculture sector.

Mheshimiwa Mwenyekiti, huduma za Ugani. Katika mwaka 2011/2012, Wizara itashirikiana na TAMISEMI kuimarisha utoaji wa huduma za ugani kwa wakulima kwa kuboresha uenezaji wa teknolojia kwa kutumia mbinu shirikishi jamii katika kilimo. Mbinu shirikishi katika kilimo zitaongeza matumizi ya Shamba Darasa kutoka mashamba 6,393 yenye wakulima 157,782 mwaka 2010/2011 hadi 9,500 yenye wakulima 237,500 katika Halmashauri zote nchini.

Honourable Chairperson, about extension services, in the year 2011/2012, the Ministry will work with TAMISEMI (Regional Administration and Local Government Authorities) to strengthen the extension services provided to farmers to improve technology transfer by using participatory approaches in agriculture. Participatory approaches in agriculture will intensify the use of farm classes from 6393 farms with 157,782 farmers in 2010/2011 to 9,500 farms with 237,500 farmers in all the councils in the country.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara kupitia Programu ya Kilimo ya Kuendeleza Tija na Uzalishaji katika Afrika ya Mashariki itatoa mafunzo kwa wakulima 280 na wataalam wa ugani 150 katika maeneo yanayozalisha mpunga, muhogo na ngano; na pia itahamasisha uanzishaji na uendelezaji wa vikundi vya usindikaji 10 katika mazao hayo katika mikoa ya Kanda ya Kusini, Kanda ya Ziwa, Kanda ya Nyanda za Juu Kusini, Kanda ya Mashariki na Kanda ya Kaskazini. Aidha, Wizara itaboresha uandaaji na uenezaji wa teknolojia sahihi katika kilimo hususan kwa mazao ya mpunga, muhogo na ngano kwa kutumia vipindi 36 vya redio na vipindi vinane vya TV.

Honourable Chairperson, in the year 2011/2012, the Ministry, through agricultural programme for improving productivity and production in East Africa, will train 280 farmers and 150 extension officers in the areas producing rice, cassava and wheat; it will also encourage the formation and development of 10 groups for processing these crops in the regions in the Southern Zone, the Lake Zone, the Southern Highlands Zone, the Eastern Zone and the Northern Zone. In addition, the Ministry will improve the development and dissemination of appropriate technologies in agriculture, particularly for such crops as rice, cassava and wheat through 36 radio programmes and eight TV shows.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itaboresha Kitengo cha Ukulima wa Kisasa ili kiweze kutoa elimu bora kwa wadau kwa njia ya redio, TV na machapisho na kusambaza teknolojia 20 za mazao mbalimbali hususan mpunga, mahindi, mtama, muhogo, mbegu za mafuta, mbogamboga na matunda katika Vituo vya Taaluma vya Kata 127 na Ofisi Kiungo za Mawasiliano za Kanda.

Honourable Chairperson, in the year 2011/2012, the Ministry will improve the modern farming unit so that it is able to provide quality education to the stakeholders through radio, TV and publications. That way, it will disseminate the technologies applied to 20 different crops, particularly rice, maize, millet, cassava, oil seeds, vegetables and fruits in the Agricultural Education Centres of 127 wards and the zone communication linking offices.

Mheshimiwa Mwenyekiti, mfumo wa kutumia mkulima kiongozi kuwafundisha wakulima wenzake (*Farmer-to-Farmer Extension*) utaimarishwa kwa kutoa mafunzo kwa wakulima ili waweze kusimamia uzalishaji wa mpunga katika skimu 27 za umwagiliaji katika mikoa 17 na wakulima wa mazao ya mahindi, muhogo, matunda, mbogamboga na mazao ya mbegu za mafuta. Vilevile, elimu kwa wakulima itatolewa kupitia vipindi vya redio, vijitabu, machapisho, vipeperushi, mabango na sinema vijijini kwa kuzingatia kanda za kilimo kwa kutumia Ofisi Kiungo za Mawasiliano za Kanda. Pia, Wizara itawezesha maonyesho ya teknolojia mbalimbali katika maadhimisho ya Sikukuu ya Wakulima Nane Nane na Siku ya Chakula Duniani na Miaka 50 ya Uhuru. kupitia mpango huo, kazi hizo zimetengewa kiasi cha Shilingi bilioni 1.6

Honourable Chairperson, the system of using a farmer as a leader to teach fellow farmers (Farmer-to-Farmer Extension) will be strengthened to provide training to farmers in how to manage rice production in 27 irrigation schemes in 17 regions and

this will involve the farmers producing maize, cassava, fruits, vegetables and nut crops. Similarly, education will be given to farmers via radio, pamphlets, leaflets, posters and movies in the villages in relation to the agricultural zones through the communications offices. Also, the Ministry will facilitate various technology exhibitions during Nane Nane, on the World Food Day and during the celebration of the 50 years of the independence of our country. About 1.6 billion shillings has been set aside for these activities.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itadahili na kufundisha vijana 3,500 ngazi ya Stashahada na Astashahada kwa ajili ya kuongeza idadi ya Maafisa Ugani. Kazi hiyo itagharimu Shilingi bilioni 3.59. Aidha, Wizara itakarabati mabweni mawili ya Chuo cha Mbondo (Kigoma) ili kuweza kupokea wanafunzi 80 kuanzia Novemba - Desemba 2011. Kazi hiyo itagharimu Shilingi milioni 139.94. Vilevile, Wizara itanunua vifaa vya kufundishia na kujifunzia na kuboresha mazingira ya mafunzo kwenye chuo cha MATI Igurusi kwa kununua vifaa vya teknolojia ya kisasa vya kufundishia somo la umwagiliaji na matumizi bora ya ardhi.

Honourable Chairperson, in the year 2011/2012, the Ministry will train 3500 students at diploma and advanced diploma levels in order to increase the number of extension officers. The work will cost 3.59 billion shillings. In addition, the Ministry will renovate two dormitories at Kibondo College (Kigoma) to enable it to accommodate 80 students from November to December 2011. The work will cost 139.94 million shillings. Similarly, the Ministry will buy teaching and learning materials and improve the training environment of MATI College at Igurusi by purchasing modern technology equipment used for teaching irrigation and land use.

Mheshimiwa Mwenyekiti, Wizara itawajengea uwezo wafanyakazi wa kilimo kwa kutoa mafunzo ya muda mrefu na muda mfupi ambapo watumishi 150 watapata mafunzo katika fani mbalimbali. Kazi hiyo itagharimu Shilingi milioni 287. Aidha, Wizara kwa kushirikiana na TAMISEMI itatoa mafunzo ya kilimo cha umwagiliaji kwa wakulima wa zao la mpunga katika skimu 12 za umwagiliaji. Lengo ni kuongeza tija ya uzalishaji wa mpunga kufikia tani 5 kwa hekta; kazi hiyo imetengewa Shilingi milioni 100.

Honourable Chairperson, the Ministry will offer short- and long-term training in various skills to 150 employees for capacity building. The work will cost 287 million shillings. Additionally, in collaboration with the Local Government Authorities, the Ministry will provide training in irrigation to paddy farmers in 12 irrigation schemes. The aim is to increase the production of rice to 5 tonnes per hectare. 100 million shillings will be used to do this.

Mheshimiwa Mwenyekiti, udhibiti wa visumbufu vya mimea na mazao. Katika mwaka 2011/2012, Wizara itaendelea na udhibiti wa milipuko ya visumbufu mbalimbali ikiwemo ya nzige wekundu, kwelea kwelea, viwavijeshi na panya. Jumla ya Shilingi bilioni 2.99 zimetengwa kwa kazi hiyo. Vilevile, Wizara itaendelea kuimarisha uwezo wake wa kusimamia utekelezaji wa Sheria ya Afya ya Mimea kwa kutoa mafunzo kwa wakaguzi na kuajiri wakaguzi 52 wa mazao na madawa ya mimea ili wasimamie ipasavyo utekelezaji wa sheria hiyo kwa ufanisi zaidi. Aidha, Wizara itatoa huduma ya karantini ya mimea na mazao ili kuepukana na athari ya kuenea kwa visumbufu. Ili kukidhi viwango vya ubora unaotakiwa na masoko ya nje na kudhibiti uingizaji wa magonjwa ya mazao nchini, Wizara itaimarisha huduma ya ukaguzi wa mazao.

Honourable Chairperson, regarding plants and crops pest control, in the year 2011/2012, the Ministry will continue to control the outbreaks of various pests, including red locusts, armyworms and mice. A total of 2.99 billion shillings has been set aside for this activity. Similarly, the Ministry will continue to strengthen its capacity to oversee the implementation of the Plant Health Act, to provide training to extension officers and employ more than 52 crop and pesticide inspectors in order to oversee the implementation of the law more effectively. In addition, the Ministry will provide plant and crop quarantine services to prevent the spread of the pest. In order to meet the standards required by foreign markets and prevent the transmission of diseases among crops, the Ministry will strengthen the inspection of crops.

Mheshimiwa Mwenyekiti, uendelezaji wa mazao ya kilimo. Uzalishaji wa Mazao Makuu ya Biashara. Wizara kupitia Bodi za Mazao Makuu ya Biashara itatekeleza mikakati inayolenga kuongeza tija, uzalishaji na ubora wa mazao. Juhudi maalum zitaelekezwa katika kuhakikisha wakulima wanapata bei ya haki kulingana na nguvu ya soko, na gharama za uzalishaji, hivyo Wizara itafanya tathmini ya makato yote yanayofanyika wakati wa kukokotoa bei za wakulima.

Honourable Chairperson, with respect to the promotion of agricultural products (the production of major commercial crops), the Ministry, through the Board of the Major Commercial Crops, will implement strategies aimed at increasing productivity as well as the production and quality of crops. Special efforts will be directed at ensuring that farmers get a fair price according to market realities and production costs, so the Ministry will review all the deductions when determining crop prices.

Mheshimiwa Mwenyekiti, aidha, Bodi za Mazao zitaendelea kutoa huduma za elimu ya kilimo bora cha mazao hayo moja kwa moja kwa wakulima au kupitia kwa wataalam wa ugani katika Halmashauri zinazozalisha mazao hayo, kusimamia sheria na kanuni za uzalishaji na biashara ya mazao hayo na kuwapatia wakulima taarifa za bei dira za mazao yao.

Honourable Chairperson, additionally, the Crop Boards will continue to provide educational services directly to farmers or through extension officers in the councils that produce these crops, oversee the rules and regulations pertinent to the production and selling of these crops and provide farmers with compass pricing information.

Mheshimiwa Mwenyekiti, katika kuboresha mfumo wa masoko wa mazao, Wizara itashirikiana na Wizara za Kisekta, Wizara ya Fedha na wadau wengine kuandaa utaratibu utakaohakikisha kunakuwepo na mfumo rasmi wa masoko ya mazao ya wakulima kwa kutumia utaratibu wa *Commodity Exchange Markets*. Mfumo huo utanza kutekelezwa katika mazao ambayo tayari yana mifumo ya ushirika na utaratibu wa kuuza mazao kupitia Stakabadhi za Maghala. Fedha zilizotengwa kwa ajili ya Bodi za Mazao ili kutekeleza majukumu hayo ni Shilingi bilioni 8.19. Pamoja na hatua hizi Serikali kwa kushirikiana na Benki

ya Dunia imeanzisha kikosi kazi cha kuharakisha mchakato wa uanzishaji wa mfumo wa kuuza mazao kupitia *Commodity Exchange*.

Honourable Chairperson, on improving the crop marketing system, the Ministry will collaborate with the sectors related to it such as the Ministry of Finance and other stakeholders to prepare a mechanism that will ensure there is a formal marketing system of through the Commodity Exchange Markets. The system will start to be used for the crops that are already in the cooperative systems in which farmers sell their crops through Warehouse Receipts. 8.19 billion shillings has been set aside for the Crop Boards to carry out these activities. In addition to these steps, the Government, in collaboration with the World Bank, has established a task force to speed up the process of establishing the system for selling farmers' products through the Commodity Exchange Markets.

Mheshimiwa Mwenyekiti, pamba, matarajio ya uzalishaji wa pamba msimu wa 2011/2012 ni tani 250,000 za pamba mbegu kutoka katika hekta 469,345 zilizolimwa. Ongezeko la uzalishaji unaotarajiwa utachangiwa na bei waliolipwa wakulima msimu 2010/2011.

Honourable Chairperson, regarding cotton production, it is expected that 250,000 tonnes of cotton seeds will be produced in 2011/2012 in 469,345 hectares. The increase in the number of producers will be triggered by the prices at which farmers sold their products in 2010/2011.

Mheshimiwa Mwenyekiti. Tumbaku, katika mwaka 2011/2012, tani 93,000 za tumbaku zinatarajiwa kuzalishwa ikilinganishwa na tani 130,000 zilizozalishwa mwaka 2010/2011. Hali hiyo inatokana na kuwepo kwa tumbaku nyingi katika masoko asilia ya tumbaku ya Tanzania hususan masoko ya Ulaya, Marekani na Japan ikilinganishwa na mahitaji. Kutokana na tatizo hilo la soko, Wizara kwa kushirikiana na Wizara ya Viwanda na Biashara itaendelea kutafuta masoko mengine duniani ili kupanua wigo wa soko la tumbaku ya Tanzania.

Honourable Chairperson, on tobacco production, it is expected that 93,000 tonnes of tobacco will be produced in 2011/2012, compared to 130,000 tonnes produced in 2010/2011. The situation is due to the availability of more Tanzanian tobacco in the markets, especially in Europe, America and Japan, compared to the demand for the crop. Being aware of the tobacco market problem, the Ministry, in collaboration with the Ministry of Industry and Trade, will continue to explore other world markets in order to expand the scope of the market for the tobacco produced in our country.

Mheshimiwa Mwenyekiti, pareto, lengo la uzalishaji wa pareto katika mwaka 2011/2012 ni tani 5,600. Lengo hilo linatarajiwa kufikiwa kutokana na upatikanaji wa miche bora, kuimarisha huduma za ugani, kuimarisha utafiti katika Kituo cha Uyole na kuongeza ubora wa maua. Aidha, wastani wa tani 4,000 za pareto zinatarajiwa kusindikwa na kutoa wastani wa kilo 160,000 za sumu ghafi zenye thamani ya Dola za Kimarekani milioni 9.6.

Honourable Chairperson, on pyrethrum, the target for pyrethrum production in 2011/2012 is 5,600 tonnes. We will reach this objective because seedlings are available, extension services have been strengthened, research is going on at Uyole Agricultural Centre and the quality of flowers has been improved. In addition, approximately 4,000 tonnes of processed pyrethrum are expected to provide approximately 160,000 kg of crude toxin worth 9.6 million US dollars.

Mheshimiwa Mwenyekiti, chai, katika mwaka 2011/2012, uzalishaji wa chai unatarajiwa kufikia tani 35,000. Uzalishaji huo utachangiwa na ujenzi wa Kiwanda cha Kusindika majani mabichi ya chai katika Tarafa ya Lupembe unaofanywa na Kampuni ya Chai na Kahawa ya Mufindi (*Mufindi Tea and Coffee Company Limited*), kufufuliwa kwa mashamba ya Mlangali ambayo huchangia tani 300 za chai kwa mwaka na kuhamasisha matumizi ya pembejeo kwa wakulima wadogo wa chai.

Honourable Chairperson, on tea production, tea production is expected to reach 35,000 tonnes in 2011/2012. The increase in the production of tea will mainly be the result of the establishment of the factory in Lupembe Division by Mufindi Tea and Coffee Company Limited for processing green tea, the revival of the plantations at Mlangali which produce about 300 tonnes of tea per year and the move to encourage small-scale tea farmers to use proper inputs.

Mheshimiwa Mwenyekiti, sukari, katika mwaka 2011/2012, uzalishaji wa miwa unatarajiwa kufikia tani milioni 3.28 ikiwa ni sawa na tani 317,000 za sukari. Ongezeko hilo litafikiwa kutokana na uhamasishaji wa uzalishaji wa mashamba makubwa (*block farming*), kuimarisha utafiti wa mbegu mpya za miwa zilizozalishwa kutoka Afrika ya Kusini, Mauritius na Reunion chini ya usimamizi wa Kituo cha Utafiti wa Miwa (*Sugar Research Institute-SRI*) na kuhamasisha matumizi endelevu ya zao la miwa ili liweze kutumika katika kuzalisha nishati mbadala ya *ethanol* pamoja na umeme (*co-generation*).

Honourable Chairperson, with respect to sugar production, sugarcane production is expected to reach 3.28 million tonnes in 2011/2012. This is equivalent to 317,000 tonnes of sugar. This increase will be the result of the mobilization of large-scale production (block farming), the strengthening of research on new varieties of cane imported from South Africa, Mauritius and Reunion under the supervision of the Sugar Research Institute (SRI) and the promotion of sustainable use of sugarcane so that it can be used in the production of alternative energy.

Mheshimiwa Mwenyekiti, kahawa, katika mwaka 2011/2012, uzalishaji wa kahawa unatarajiwa kupungua kutoka tani 60,575 za mwaka 2010/2011 hadi tani 45,000. Upungufu huo unatokana na tabia ya zao la kahawa kupungua uzalishaji katika msimu unaofuatia msimu wa uzalishaji ulioongezeka.

Honourable Chairperson, on coffee production, it is expected that coffee production will decrease from 60, 57 tonnes in 2010/2011 to 45,000 tonnes in 2011/2012. This decrease is due to the tendency of coffee to decrease in each subsequent production season.

Mheshimiwa Mwenyekiti, mkonge, katika mwaka 2011/2012, uzalishaji wa zao la mkonge unatarajiwa kuwa tani 35,000 sawa na msimu wa 2010/2011 kutokana na tatizo la umeme katika viwanda vya usokotaji wa mkonge. Aidha, uzalishaji wa mbegu za mkonge kwa kutumia teknolojia ya vikonyo (*meristematic tissue culture*) utaimarishwa; kuendeleza soko la mkonge na

bidhaa zake ndani na nje ya nchi, kushirikiana na vituo vya utafiti na vyuo vikuu ili kuongeza teknolojia na utaalim katika hatua za uzalishaji (upandaji, palizi, uvunaji) na uzalishaji wa bidhaa za mkonge na kuendeleza kilimo cha mkataba kati ya wakulima wadogo na Kampuni ya Katani Ltd.

Honourable chairperson, with respect to sisal production, it is expected that 35, 000 tonnes will be produced in 2011/2012, an amount that was produced in 2010/2011 as well. This is due to electricity problems in the sisal industries. Also, the production of sisal, through the meristem tissue culture technology, will be improved. The market for sisal and its products inside and outside the country will be developed and cooperation with the research centres and universities in order to advance production technology (in crop planting, loading, harvest) and the production of sisal products and improve contract agriculture between small-scale farmers and Katani Ltd will be enhanced.

Mheshimiwa Mwenyekiti, korosho, katika msimu wa 2011/2012, matarajio ni kuongeza uzalishaji kutoka tani 121,070 za msimu 2010/2011 hadi tani 127,000 za korosho ghafi. Lengo hilo linatarajiwa kufikiwa kutokana na kuongezeka kwa bei ya korosho msimu uliopita iliyosababishwa na matumizi ya Mfumo wa Stakabadhi za Maghala na uhamasishaji wa matumizi ya korosho na mazao yake nchini na nje ya nchi. Aidha, Wizara itaendelea kuhamasisha ongezeko la uwezo wa ubunguaji korosho nchini hadi kufikia wastani wa asilimia 40 mpaka 45 ikilinganishwa na wastani wa asilimia 30 hadi 40 kwa sasa.

Honourable Chairperson, regarding cashew growing, the expectation is to increase cashew production from 121, 070 tonnes in 2010/2011 to 127,000 tonnes of unprocessed cashew in 2011/2012. This estimation is based on the increase in cashew price in the last season which was the result of the use of the warehouse receipt system and the encouragement given to farmers to sell cashew products inside and outside of the country. Also, the Ministry will continue to build cashew processing industries in the country to 40 to 45 per cent from 30-40 per cent.

Mheshimiwa Mwenyekiti, uendelezaji wa mazao ya bustani. Mazao ya bustani yana umuhimu mkubwa katika kuboresha lishe na katika kuongeza kipato kwa wakulima na kulipatia Taifa fedha za kigeni hasa kwa sababu mazao hayo yana thamani kubwa. Katika mwaka 2011/2012, Wizara kwa kushirikiana na wadau itaandaa Programu ya Kitaifa ya kutekeleza Mkakati wa Kuendeleza Mazao ya Bustani na kusimamia utekelezaji wake. Aidha, Wizara itaimarisha bustani za Mpiji, Bugaga, Igurusi, Jaegetal, Kizugu na Songa ili kuhifadhi vinasaba vya mazao ya bustani kwa ajili ya utafiti na uzalishaji wa miche bora. Vilevile, Wizara itaendelea kuingiza nchini vinasaba bora zaidi vya mazao ya bustani kwa ajili ya kuboresha vinasaba vilivyopo nchini.

Honourable Chairperson, with respect to the development of horticulture, horticulture is very important in improving diets and increasing farmers' income and foreign currency because of its value. In the year 2011/2012, the Ministry, in collaboration with the stakeholders, will prepare and supervise national programmes for developing garden crops. This will consolidate the gardens in Mpiji, Bugaga, Igurusi, Jaegetal, Kizugu and Songa. Breeds from the gardens will be used in research activities and the production of quality seedlings.

Mheshimiwa Mwenyekiti, Wizara pia itaendelea kuainisha na kuwasajili wazalishaji wa miche ya mazao ya bustani na kuwajengea uwezo kimafunzo ili wazalishaji wazalishaji wa miche bora itakayoongeza uzalishaji na ubora wa mazao. Aidha, Wizara itaendelea kushirikiana na sekta binafsi katika kuendeleza mazao ya bustani katika nyanja mbalimbali zikiwemo: kuanzisha vituo vya ukusanyaji na uhifadhi wa mazao ya bustani; kuimarisha mfumo wa upatikanaji na usambazaji wa taarifa za masoko na bei ya mazao ya bustani; kuimarisha uwezo wa Chuo cha HORTI - Tengeru ili kitoe mafunzo yanayolingana na mahitaji ya wadau kwa mazingira ya sasa; na kushiriki katika maonyesho mbalimbali ya kitaifa, kikanda na kimataifa ili kutangaza na kupanua wigo wa soko la bidhaa za Tanzania za mazao ya bustani.

Honourable chairperson, the Ministry will continue to outline and register horticulturalists and empower them through training so that they produce high quality seedlings, which will lead to more production of flowers. Also, the Ministry will continue to cooperate with the private sector in different aspects, including the establishment of collection and storage centres for garden crops, improvement of sources of information and distribution of market information and the price for garden crops to the horticulturalists; to improve the capacity of HORTI in order to offer training that relates to the needs of the current partners; and participate in various national, regional and international anniversaries in order to advertise and sell the garden crops.

Mheshimiwa Mwenyekiti, mbegu za mafuta. Wizara inatambua umuhimu wa kuendeleza mazao ya mbegu za mafuta ili kuzalisha mafuta ya kula kwa lengo la kukidhi mahitaji ya soko la ndani na hivyo kupunguza uagizaji wa mafuta kutoka nje ya nchi na ikiwezekana kuuza ziada nje ya nchi.

Honourable Chairperson, on oil seeds, the Ministry recognises the importance of developing oil seeds for producing cooking oil to meet the local demand for it and to reduce the importation of cooking oil into the country.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara itaendelea kusimamia utafiti na kuhamasisha uzalishaji wa mbegu za mafuta. Aidha, itaratibu na kuwaunganisha wadau wote wa sekta ndogo ya mazao ya mbegu za mafuta za ufuta, alizeti, karanga, kartamu (*safflower*), pamba, michikichi na soya pamoja na kusaidia katika kuanzisha umoja kati yao ili kuwa na uzalishaji endelevu na wa kibiashara kwa mazao hayo.

Honourable Chairperson, in the year 2010/2012, the Ministry will continue to supervise, research into and emphasize on the production of oil seeds, sunflower, groundnuts, safflower, cotton, palm trees as well as soya beans, and will help the producers to form groups in order for them to produce sustainably and commercially.

Mheshimiwa Mwenyekiti, usalama wa chakula. Katika mwaka 2011/2012, Wizara itafanya savei tatu za utabiri wa uzalishaji wa mazao ya chakula ili kubaini hali ya chakula nchini na hatua za kuchukuliwa. Aidha, kwa kushirikiana na wadau wa usalama wa chakula itafanya tathmini za kina za hali ya chakula kwa lengo la kutambua kaya zenye upungufu wa chakula na

kupendekeza hatua za kukabiliana na upungufu huo. Wizara itakusanya takwimu za hali ya mazao na mvua katika vituo 600 na kutoa ushauri na pia itaainisha na kusambaza teknolojia mbalimbali za kuhifadhi mazao ya chakula. Shilingi milioni 550 zimetengwa kwa ajili ya kazi hizo.

Honourable Chairperson, regarding food security, in the year 2011/2012, the Ministry will conduct three surveys to predict food crop production. The overall objective is to determine the situation of food production in the country and take appropriate measures. Also, in collaboration with food security stakeholders, the Ministry will make a detailed assessment of the food situation for the purpose of identifying all households with food shortages and propose measures to address the deficit. The Ministry will collect data on crop and precipitation in 600 centres so as to provide advice to people and shall specify and supply various technologies for preserving food products. 550 million shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, hifadhi ya chakula. Katika mwaka 2011/2012, Wakala wa Taifa wa Hifadhi ya Chakula imepanga kununua tani 200,000 za nafaka kutoka Mikoa ya Rukwa, Iringa, Mbeya, Ruvuma na Kigoma na kuzihifadhi katika maghala yake ili kukabiliana na upungufu wa chakula utakaoweza kujitokeza. Jumla ya Shilingi bilioni 17.6 zimetengwa katika bajeti kwa ajili ya kazi hiyo. Aidha, fedha nyingine zinategemewa kutokana na mauzo ya mahindi.

Honourable Chairperson, regarding food storage, in the year 2011/ 2012 the National Food Storage Agency is planning to buy 200,000 tonnes of cereal food from Rukwa, Iringa, Mbeya, Ruvuma and Kigoma regions and store them in the food storage facilities in order to avoid food shortage that can occur. A total of 17.6 billion shillings has been set aside in the budget for this activity. Also, the provision of other funds will depend on the sales of maize.

Mheshimiwa Mwenyekiti, matumizi bora ya ardhi. Katika mwaka 2011/2012, Wizara itatoa mafunzo ya kitaalam kwa maafisa 10 wa Kanda na 44 kutoka Halmashauri za Wilaya za Moshi Vijijini, Bahi, Kongwa, Kondo, Chamwino, Kishapu, Meatu, Bariadi, Maswa, Igunga, Iramba na Singida Vijijini. Nyingine ni Kisarawe, Kilwa, Kilosa, Mvomero, Morogoro Vijijini, Handeni, Kilombero, Ngara, Karagwe na Misenyi. Mafunzo hayo yatahusu teknolojia za hifadhi ya udongo na maji mashambani na jinsi ya kuibua miradi ya matumizi bora ya ardhi ya kilimo katika Halmashauri hizo. Kazi hiyo imetengewa Shilingi milioni 114.28.

Honourable Chairperson, on proper use of land, in the year 2011/2012, the Ministry will train 10 zone workers and 44 council workers from Moshi Rural, Bahi, Kongwa, Kondo, Chamwino, Kishapu, Meatu, Bariadi, Maswa, Igunga, Iramba and Singida Rural district. Other districts are Kisarawe, Kilwa, Kilosa, Mvomero, Morogoro Rural, Handeni, Kilombero, Ngara, Karagwe and Misenyi. The training will be in land and water conservation technology on farms and on how to initiate projects for proper use of land in those councils. 114.28 million shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, Wizara itaendelea kushirikiana na Wizara ya Maendeleo ya Mifugo na Uvuvi na FAO kutekeleza mradi wa *Globally Important Agricultural Heritage Systems* unaolenga kuainisha mifumo mbalimbali asilia ya kilimo na ufugaji endelevu katika Mikoa ya Manyara, Arusha, Kilimanjaro, Tanga, Morogoro na Ruvuma. Katika mwaka 2011/2012, shughuli za mradi huo zitatelezwa katika Wilaya za Moshi Vijijini, Kata ya Uru, Kijiji cha Uru Shimbwe na Ngorongoro katika Kijiji cha Engaraseo ambapo mafunzo yatatolewa kwa wakulima kuhusu matumizi sahihi ya teknolojia za kilimo mseto, matumizi endelevu ya ardhi ya kilimo na mbinu za kukabiliana na athari zitokanazo na mabadiliko ya tabianchi yanayosababisha kuongezeka kwa joto duniani. Jumla ya Shilingi milioni 28.51 zimetengwa kwa kazi hiyo.

Honourable Chairperson, the Ministry will continue to collaborate with the Ministry of Livestock and Fisheries Development and FAO to carry out the Globally Important Agricultural Heritage Systems project that aims at outlining traditional systems of sustainable agriculture and livestock keeping in Manyara, Arusha, Kilimanjaro, Tanga, Morogoro and Ruvuma regions. In the year 2011/2012, those project activities will be transferred to Moshi Rural district, Uri ward, Shimbwe village in Uru and Ngorongoro in Engaraseo. Also, training in proper use of technology in modern agriculture, progressive use of land and methods of combating the effects of climate change which cause the rise in the level of heat on earth will be offered to farmers. A total of 28.51 million shillings will be spent to do this.

Mheshimiwa Mwenyekiti, katika jitihada za kuchochea kasi ya uwekezaji katika kilimo cha kibiashara, Wizara kwa kushirikiana na Wizara ya Ardhi Nyumba na Maendeleo ya Makazi, Sekretarieti za Mikoa na Tume ya Taifa ya Matumizi Bora ya Ardhi itaendelea kutambua na kupima maeneo yanayofaa kwa kilimo cha kibiashara katika vijiji 10 vya mikoa ya Morogoro na Pwani vilivyoandaliwa mipango ya matumizi bora ya ardhi ili hatimaye yajumuishwe kwenye benki ya ardhi (*Land Bank*). Aidha, mipaka ya maeneo ya kituo cha Mabogini (Moshi Vijijini), kituo cha majaribio Magugu (Babati), shamba la majaribio Ngaramtoni (Arusha Mjini), Shamba la mbegu Dabaga (Kilolo), shamba la Mpiji (Bagamoyo) na Taasisi ya Utafiti wa Madawa ya Visumbufu vya Tropiki (*Tropical Pesticides Research Institute-TPRI*) (Arusha), itahuishwa na kupimwa ili yapatiwe hati miliki ya ardhi ya Serikali. Fedha zilizotengwa kwa kazi hiyo ni Shilingi milioni 84.63.

Honourable Chairperson, with respect to commercial agricultural investment, the Ministry, in collaboration with the Ministry of Land, Housing and Settlement Development, Regional Secretariats and the National Commission for Proper Use of Land will continue to select and assess conducive areas for doing commercial agriculture in 10 villages in Morogoro and Coast regions that have been prepared for proper use of land strategies in order to include them in the land bank. Also, the boundaries of Mabogini (Moshi Rural), Magugu (Babati) Experimental Centre, Ngaramtoni Experimental Farm (Arusha Urban), Dabaga Seed Farm (Kilolo), Mpiji Farm (Bagamoyo) and Tropical Pesticides Research Institute (Arusha) will be revived and assessed in order to be approved by the Government. The money set aside for this activity is 84.63 million shillings.

Mheshimiwa Mwenyekiti, hifadhi ya mazingira. Katika mwaka 2011/2012, Wizara itaendelea kuratibu, kudhibiti na kuhamasisha shughuli za hifadhi ya mazingira katika maendeleo ya kilimo. Wizara pia itatoa mafunzo kwa Halmashauri kuhusu masuala ya hifadhi ya mazingira katika kilimo kwa kuzingatia Sheria ya Usimamizi wa Mazingira. Vilevile, Wizara itafanya tathmini ya athari za shughuli za kilimo kwenye mazingira katika skimu za umwagiliaji zilizopo katika Wilaya za

Kwimba, Nzega, Mpwapwa, Mbarali, Kilolo, Mtwara Vijijini, Kilosa na Moshi Vijijini. Jumla ya Shilingi milioni 47.56 zimetengwa kwa kazi hiyo.

Honourable Chairperson, on environmental conservation, in the year 2011/2012, the Ministry will continue to coordinate and encourage environmental conservation activities for the development of agriculture. The Ministry will also provide training in environmental issues in agriculture to some councils in accordance to the environmental conservation law. Also, the Ministry will evaluate the effects of farming on the environment in the irrigation schemes in Kwimba, Nzega, Mpwapwa, Mbarali, Kilolo, Mtwara Rural, Kilosa and Moshi Rural districts. A total of 47.56 million shillings has been set aside for carrying out this work.

Mheshimiwa Mwenyekiti, maendeleo ya rasilimali watu. Katika mwaka 2011/2012, Wizara itapandisha cheo watumishi 290 katika madaraja mbalimbali na kuajiri watumishi wapya 588 wa kada mbalimbali. Kati yao 142 ni Wahandisi wa Umwagiliaji, 52 ni Wakaguzi wa mazao, 60 ni Watafiti, 15 ni Wahandisi wa zana za kilimo na waliobaki 319 ni wa kada nyingine. Aidha, Wizara itashirikiana na TAMISEMI kuajiri wagani 5,089 (wakiwemo 4,291 wa Astashahada na Stashahada; na 798 wa Shahada) na Maafisa Ushirika 435 waliohitimu mwaka 2010 na 2011.

Honourable Chairperson, with regard to human resource development, in the year 2011/2012, the Ministry will promote 290 workers to different grades and employ 588 workers from various zones. Out of them, 142 are irrigation engineers, 52 seed checkers, 60 researchers, 15 agricultural facility engineers and 319 people are from other fields. Also, the Ministry will cooperate with the Regional Administrative and Local Government Authorities (RALG) to employ 5,089 veterinary officers (including 4,291 certificate and diploma holders and 798 degree holders) and 435 cooperative workers graduated from colleges and universities in 2010 and 2011.

Mheshimiwa Mwenyekiti, Wizara itaendelea kuwawezesha watumishi 17 wanaoishi hivi sasa na VVU na watakojitokeza kupata lische bora na matibabu. Kazi hiyo itagharimu Shilingi milioni 30. Aidha, Wizara itaendelea kusimamia Mfumo wa Wazi wa Tathmini ya Utendaji Kazi (OPRAS) katika vituo vyote vya Wizara. Kazi hiyo itagharimu Shilingi milioni 30. Vilevile, Wizara itaendelea kufanya ukaguzi wa watumishi (*Human Resources Audit*) ili kuiwezesha Wizara kusimamia vyema anka ya mishahara na kupanga matumizi bora ya rasilimali watu; kazi hiyo itagharimu Shilingi milioni 40.

Honourable Chairperson, the Ministry will continue to improve the health condition of 17 employees living with HIV/AIDS and those who need better meals and treatment. This work will cost 30 million shillings. Also, the Ministry will ensure that OPRAS are completed in all of the Ministry's departments. This work will cost 30 million shillings. Also, the Ministry will continue to conduct Human Resources Auditing in order to enable the Ministry to pay salaries to the workers and to make proper use of human resources. This activity will cost 40 million shillings.

Mheshimiwa Mwenyekiti, pamoja na mafanikio ya Sekta ya Ushirika, sekta hiyo inaendelea kukabiliwa na vikwazo vingi ikiwa ni pamoja na idadi ndogo ya Maafisa Ushirika ikilinganishwa na idadi ya Vyama vya Ushirika. Kwa sasa Afisa Ushirika mmoja anasimamia vyama 17 ikilinganishwa na uwiano unaotakiwa wa Afisa Ushirika mmoja kusimamia vyama saba. Pia, baadhi ya viongozi na watendaji wa Vyama vya Ushirika kukosa uaminifu na kutokuwajibika katika kutekeleza majukumu yao ipasavyo; vyama vingi kukosa watendaji wenye sifa; na mitaji midogo katika kuendesha shughuli za vyama.

Honourable Chairperson, despite the achievements in the cooperative sector, the sector is still facing many challenges, including a shortage of officers, compared to the number of cooperative unions. Currently, one cooperative officer supervises 17 cooperative unions, although one cooperative officer is supposed to supervise seven cooperative unions. Also, there is lack of honest and responsible leaders and cooperative union executives to perform their duties, lack of qualified workers in some of the cooperative unions and low capital for running cooperative unions.

Mheshimiwa Mwenyekiti, katika kukabiliwa na vikwazo hivyo, katika mwaka 2011/2012, Wizara itaendelea kutekeleza Programu Kabambe ya Mageuzi na Modenazesheni ya Ushirika ikiwa ni pamoja na kutekeleza Sera, Sheria, Mikakati na usimamizi katika sekta ya Ushirika; kuimarisha na kuwezesha Asasi za Wananchi katika Ushirika; kuanzisha na kuijengea uwezo Tume ya Maendeleo ya Ushirika ikiwa ni pamoja na kuajiri maafisa ushirika 20 ili kutekeleza majukumu yake; kuimarisha Mfumo wa Ukusanyaji, Uhifadhi, Uchambuzi na Usambazaji wa takwimu na taarifa za Vyama vya Ushirika; kuimarisha utekezaji endelevu wa Mkakati wa Taifa wa kupambana na rushwa; na kuboresha huduma na kupunguza maambukizi ya Virusi vya UKIMWI.

Honourable Chairperson, to overcome the impediments, the Ministry will, in the year 2011/2012, continue to implement a comprehensive revolutionary programme and modernisation of the cooperatives which will involve the implementation of the policy, regulations and strategies, as well as improvement of the management of the cooperatives; empowering and strengthening of citizens' organisations in the cooperative sector and establishing and building the capacity of the Cooperative Development Commission by employing 20 cooperative officers so as to enable it to perform its responsibilities. Other things that will be undertaken by the Ministry include consolidating the system for collecting, storing, analysing and disseminating figures and the cooperative unions' reports; sustainably implementing the National Strategy for Combating Corruption; and improving the provision of social services and reducing HIV infections.

Mheshimiwa Mwenyekiti, Sera, Sheria, Mikakati na Usimamizi katika Sekta ya Ushirika. Katika mwaka 2011/2012, Wizara itaendelea kutekeleza Sera ya Maendeleo ya Ushirika kwa kuhamasisha wananchi wengi kujiunga na Vyama vya Ushirika katika sekta mbalimbali za uchumi; kuandikisha Vyama vya Ushirika imara kiuchumi na vyenye uwezo wa kujiendesha kibiashara; kuimarisha usimamizi na utawala wa fedha katika vyama vya ushirika wa akiba na mikopo (SACCOS) na mabenki ya Ushirika; kusimamia na kuendeleza maadili, misingi ya ushirika, utawala bora; na kusimamia manufaa yatokanayo na ushirika kwa wanachama wake na jamii. Aidha, Wizara itachukua hatua zenye lengo la kuimarisha ukaguzi na usimamizi wa Vyama vya Ushirika. Jumla ya vyama 100 vitasajiliwa; mafunzo yatatolewa kwenye vyama vya ushirika 350; na ukaguzi

utafanyika kwenye Vyama vya Ushirika 3,900 na Benki mbili za Ushirika. Vilevile, miongozo mitatu ya ukaguzi na 14 ya usimamizi wa vyama vya ushirika itakamilishwa na kusambazwa kwa wadau.

Honourable Chairperson, on the policy, rules, strategies and supervision of cooperative sector, in the year 2011/2012 the Ministry will continue to implement the cooperative development policy by encouraging more people to join the cooperative unions in various economic sectors; registering financially stable cooperative unions that can run businesses on their own; consolidating supervision and financial management in SACCOS and cooperative banks; overseeing and perpetuating ethics, the cooperative bases, good governance; and managing the profit made from the cooperatives for the benefit of both the members and the society. Additionally, the Ministry will take measure with the aim of consolidating the auditing and management of the cooperative unions. A total of 100 cooperative unions will be registered; training will be offered to 350 cooperative unions and 3,900 cooperative unions and two cooperative banks will be audited. Similarly, three auditing guidelines and 14 management guidelines for the cooperative unions will be completed and distributed to the stakeholders.

Mheshimiwa Mwenyekiti, matokeo ya utekezaji wa mpango huu ni kuwa na Vyama vya Ushirika imara kiuchumi vinavyojitegemea na vinavyoendeshwa kibiashara, kuweka nidhamu katika uendeshaji; kuimarisha uongozi; kuwepo kwa utawala bora; kudhibiti ubadhirifu ndani ya vyama kwa kuzingatia maadili ya uongozi; na kuwepo kwa taasisi imara za fedha za kiushirika. Aidha, kuunganisha au kufuta vyama dhaifu na kuondoa utitiri wa vyama vidogo vidogo katika kujenga vyama vikubwa vyenye nguvu na vitakavyokidhi mahitaji ya soko. Fedha iliyotengwa kwa kazi hiyo ni Shilingi bilioni 1.357.

Honourable Chairperson, the product of the implementation of this strategy will be the presence of economically strong cooperative unions in the country which are self reliant and which are run commercially. Other things include ensuring discipline in the management, consolidation of the leadership, good leadership, fighting against embezzlement of funds by establishing leadership ethics and the availability of strong cooperative financial institutions. Also, this will involve uniting or abolishing weak cooperative unions and discouraging the multiplicity of small cooperative unions by establishing big and strong cooperative unions which will meet the demands of the market. The amount of money allocated for this work is 1.357 billion shillings.

Mheshimiwa Mwenyekiti, kujenga uwezo wa Asasi za Wananchi za Ushirika. Katika mwaka 2011/2012, Wizara itaendelea kuimarisha asasi za wananchi za ushirika kwa kuwezesha kuwepo kwa weledi, utaalam wa masoko na uongezaji wa thamani ya mazao katika Vyama vya Ushirika. Aidha, mafunzo yatatolewa kwa Vyama vya Ushirika vya mazao 400, SACCOS 300 na Benki za Ushirika mbili. Mafunzo hayo yatahusu uzalishaji na masoko na utawala wa fedha ikiwemo ujenzi wa mitaji ya vyama na mikopo. Pia, vijana wanaoshiriki katika kilimo watahamasishwa kuunda Vyama vya Ushirika vya uzalishaji na kusaidiwa kupata mitaji na masoko. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 349.7.

Honourable Chairperson, on building the capacity of the cooperative unions, in the year 2011/2012, the Ministry will continue to consolidate citizens' organizations by ensuring that the marketing of crops is done professionally and adding value to the crops produced by the cooperative unions. Also, training will be offered to 400 cooperative unions, 300 SACCOS and two cooperative banks. The training will be in the production and marketing of crops and in financial management such as the management of the cooperative unions' capital accumulation. Also, the youth who engage in farming will be encouraged to initiate cooperative unions and will be helped to get capital and access markets for their crops. The amount of money allocated for this work is 349.7 million shillings.

Mheshimiwa Mwenyekiti, Tume ya Maendeleo ya Ushirika. Katika mwaka 2011/2012, Wizara itakamilisha mapendekezo ya Muswada wa kutunga Sheria ya kuanzisha Tume ya Maendeleo ya Ushirika na kuijengea uwezo Tume hiyo.

Honourable Chairperson, on the National Cooperative Commission, in 2011/2012, the Ministry will introduce a bill for the formation and building of the capacity of the Commission of Cooperative Development.

Mheshimiwa Mwenyekiti, takwimu na Taarifa za Vyama vya Ushirika. Katika mwaka 2011/2012, kwa kutambua umuhimu wa kuwa na takwimu sahihi katika kuendeleza ushirika, Wizara itaendelea kuboresha utaratibu wa kukusanya, kuchambua na kusambaza takwimu za ushirika kwa wadau. Mafunzo yatatolewa kwa Maaflisa Ushirika 84 kutoka mikoa ya Arusha, Manyara, Kigoma, Singida, Tabora na Dodoma. Mafunzo hayo yatahusu ukusanyaji wa takwimu, kuzitumia na kuzihifadhi. Aidha, kompyuta moja itatolewa kwa kila mkoa kwa ajili ya kuhifadhi takwimu zitakazokusanywa. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 169.2.

Honourable Chairperson, on statistics and cooperative unions' information, in the year 2011/2012, taking into consideration the importance of having correct statistics in the course of developing cooperatives, the Ministry will continue to improve the process of collecting, analysing and disseminating cooperative's information to the stakeholders. Training will be offered to 84 cooperative workers from Arusha, Manyara, Kigoma, Singida, Tabora and Dodoma. The training will cover data collection, use and storage. Also, one computer will be provided to each region for storing data. 169 million shillings has been set aside for this.

Mheshimiwa Mwenyekiti, mkakati wa Taifa wa Kupambana na Rushwa. Katika kutekeleza Mkakati wa Taifa wa Kupambana na Rushwa, Wizara itaendelea kutoa elimu kwa Watumishi wa Tume ya Maendeleo ya Ushirika na Wanaushirika wa vyama 15 kuhusu mkakati wa kuzuia rushwa. Katika kutekeleza mkakati huo, vijarida na vipeperushi vinavyoonesha madhara ya rushwa vitachapishwa na kusambazwa kwa watumishi na Wanaushirika. Fedha iliyotengwa kwa kazi hiyo ni Shilingi milioni 14.67.

Honourable Chairperson, in implementing the National Strategy for Combating Corruption, the Ministry will continue to educate workers of the National Cooperative Commission and cooperative members on the strategy for combating corruption. In implementing the strategy, pamphlets and fliers that carry the theme of the effects of corruption will be published and distributed to cooperative members. 14.67 million shillings has been set aside for this activity.

Mheshimiwa Mwenyekiti, UKIMWI. Katika mwaka 2011/2012, Wizara itatoa elimu kwa watumishi 150 kuhusu kujikinga na maambukizi ya virusi vya UKIMWI na UKIMWI na itawahamasisha kupima kwa hiari. Aidha, wale watakojitokeza kuhitaji huduma za lishe na matibabu watasaidiwa; kazi hiyo itagharimu shilling milioni 33.45

Honourable Chairperson, on HIV/AIDS, in the year 2011/2012, the Ministry will provide training to 150 workers in how to take care of themselves and to prevent the spread of HIV/AIDS. It will also encourage its staff to get tested for HIV voluntarily. Also, those who will need food and treatment will be helped. 33.45 million shillings has been set aside for this.

Mheshimiwa Mwenyekiti, shukrani. Naomba nitumie nafasi hii kuzishukuru Nchi na Mashirika mbalimbali ya Kimataifa ambayo yamesaidia sana Wizara katika juhudi za kuendeleza kilimo. Kwanza, napenda kuzishukuru nchi za Japan, Ireland, China, India, Israel, Indonesia, Korea ya Kusini, Marekani, Misri, Ubelgiji na Uholanzi. Nayashukuru pia Mashirika na Taasisi za Kimataifa zifuatazo: Benki ya Dunia, Benki ya Maendeleo ya Afrika, AU, IFAD, DFID, UNDP, FAO, JICA, EU, UNICEF, WFP, CIMMYT, ICRISAT, ASARECA, USAID, KOICA, ICRAF, IITA, IRRI, CFC, AVRDC, AGRA, WARDA, Rockefeller Foundation na Bill and Melinda Gates Foundation. Ushirikiano na misaada ya Nchi na Mashirika hayo bado tunahitaji ili tuweze kuendeleza kilimo nchini. (Makofi)

Honourable Chairperson, thank you very much. I would like to take this opportunity to thank the countries and various international organizations which have helped the Ministry to develop agriculture in our country. Firstly, I would like to thank Japan, Ireland, China, India, Israel, Indonesia, South Korea, America, Egypt, Belgium and Holland. I would also like to thank the following international organizations and institutions: the World Bank, African Development Bank, AU, IFAD, DFID, UNDP, FAO, JICA, EU, UNICEF, WFP, CIMMYT, ICRISAT, ASARECA, USAID, KOICA, ICRAF, IITA, IRRI, CFC, AVRDC, AGRA, WARDA, the Rockefeller Foundation and the Bill and Melinda Gates Foundation. We still need cooperation and aid from those countries and organizations in order to develop agriculture further in our country. (Applause)

Mheshimiwa Mwenyekiti, napenda kutoa shukrani za pekee, kwa wakulima wa nchi hii kwa kazi kubwa wanayofanya katika uzalishaji wa mazao ya chakula na biashara pamoja na mazingira magumu waliyonayo. Napenda kumshukuru Naibu Waziri wa Kilimo Chakula na Ushirika Mheshimiwa Mhandisi Christopher Kajoro Chiza, Mbunge wa Buyungu; Katibu Mkuu Bwana Mohamed Said Muya; Naibu Katibu Mkuu Bibi Sophia Elias Kaduma; Naibu Katibu Mkuu Mhandisi Mbogo Futakamba; Wakurugenzi wa Idara; Taasisi na Asasi zilizo chini ya Wizara; watumishi wote wa Wizara; na wadau mbalimbali wa Sekta ya Kilimo kwa juhudi, ushirikiano na ushauri uliowezesha kutekelezwa kwa majukumu ya Wizara kwa mwaka 2010/2011 kama nilivyofafanua katika hotuba hii. Ni matarajio yangu kwamba Wizara itaendelea kupata ushirikiano wao katika mwaka 2011/2012. Mwisho, natoa shukrani kwa Mpiga Chapa Mkuu wa Serikali kwa kufanikisha kuchapishwa kwa hotuba hii. (Makofi)

Honourable Chairperson, I would like to give special thanks to all the farmers in our country for producing food and cash crops despite the challenges they face. I would like to thank the Deputy Minister for Agriculture, Food and Cooperatives, Hon. Eng. Christopher Kajoro Chiza, the MP for Buyunga, General Secretary Mr. Mohamed Said Muya, Dep. Eng. Mbogo Futakamba, Department Managing Directors, Government institutions and organizations which are under the Ministry, all Ministry staff and various stakeholders of the agricultural sector for their efforts and advice that lead to the carrying out of the Ministry's responsibilities in 2010/2011 as I have explained in this speech. I expect that the Ministry will continue to receive their support in the year 2011/2012. Lastly, I thank the Government Publisher for publishing this speech. (Applause)

Mheshimiwa Mwenyekiti, maombi ya fedha za mpango kwa Mwaka 2011/2012. Kwa kuzingatia maelezo niliyoyatoa, naomba sasa Bunge lako Tukufu liidhinishe Shilingi 258,350,877,100 kwa ajili ya matumizi ya Wizara ya Kilimo, Chakula na Ushirika, Fungu 43. Kati ya fedha hizo, Shilingi 152,406,152,000 ni kwa ajili ya Matumizi ya Kawaida na Shilingi 105,944,725,100 ni kwa ajili ya Matumizi ya Maendeleo. Kati ya fedha za bajeti ya Maendeleo, Shilingi 14,260,042,000 ni fedha za ndani na Shilingi 91,684,683,100 ni fedha za nje.

Mheshimiwa Mwenyekiti, katika mwaka 2011/2012, Wizara yangu kupitia Fungu 24 inaomba Shilingi 6,660,012,000 kwa ajili ya shughuli za kuendeleza ushirika nchini.

Honourable Chairperson, on the request for funds for the fiscal year 2011/2012, basing on the explanations I have given, I move that your esteemed House approve Tsh 258, 350,877,100 for the Ministry of Agriculture, Food and Cooperatives' expenditures. Out of this amount, Tsh 152, 406, 152,000 is for recurrent expenditure and Tsh 105, 944, 725,000 for development projects. As for the development budget, Tsh 14 2,60 0,420.0 will come from internal sources and Tsh 91,684, 683, 100 from external sources.

Honourable Chairperson, in the fiscal year 2011/2012, my Ministry is asking for Tsh 6,660,012,000 for carrying out the cooperative unions' activities.

THE FIRST DEBATE**Majadiliano Wizara ya Kilimo Chakula na Ushirika Julai 25 211****Parliamentary Debate on the Ministry of Agriculture, Food Security and Cooperatives Budget****Literal translation**

1. MHE. HEZEKIAH N. CHIBULUNJE Mheshimiwa Mwenyekiti, sasa nikianza kwenye shughuli za Ushirika kwa mfano, kazi za Ushirika sasa hivi zinakwenda lakini nasikitika kusema kwamba haziendi kwa jinsi inavyotakiwa ziende. Shughuli moja kubwa sana ya Wizara inayosimamia Ushirika ni kufanya ukaguzi wa Vyama vya Ushirika ili viweze kujiendesha ipasavyo, lakini kwa sasa hivi kwa bahati mbaya kazi hiyo haifanyiki vilivyo. Zamani kulikuwa na kile kitengo cha *Corporative Inspection* na sasa hivi nadhani watu wamesahau kabisa kwamba kulikuwa na watu wanaitwa *Corporative Inspectors*, hawa ndiyo watu ambao walikuwa wanasimamia ukaguzi wa mara kwa mara wa Vyama vya Ushirika na hatimaye vyama hivyo vilikuwa vinakwenda vizuri. Sasa hivi pamoja na ongezeko la vyama hivyo ambavyo vimetolewa taarifa kwenye hotuba hii, lakini hotuba yenyewe imekiri kwamba uwiano wa idadi ya Wakaguzi na Vyama hauendi sawasawa. (ACE: Hansard 25/07/2011)

HONOURABLE HEZEKIAH N. CHIBULUNJE: Honourable Chairperson, let me start with Cooperatives activities. For now, Cooperatives activities are going on smoothly, although they do not go as smoothly as they are supposed to be going. One of the main duties of the Ministry responsible for Cooperatives is to inspect the cooperative societies to make them capable of managing themselves. But that work is unfortunately not done properly. In the past, we used to have a Cooperative Inspection Section and I think people have forgotten that there used to be Cooperative Inspectors. These were people responsible for the day-to-day inspection of cooperative societies and those cooperative societies were run smoothly. Now, the cooperative societies which have been mentioned in the speech do not have a good number of inspectors compared to the number of cooperative societies. Even the speech has conceded that. (ACE: Hansard 25/07/2011)

2. Mheshimiwa Mwenyekiti, eneo la umwagiliaji. Nimefurahi sana kusikia kwamba itaanzishwa Tume ya Taifa ya Umwagiliaji. Kilimo chetu Mkoa wa Dodoma hapa ni cha wasiwasi sana kwa sababu ni ukame, hakuna maji na Waziri amesema kwamba pembejeo namba moja katika kilimo ni maji, bila maji hakuna kilimo. Sisi Mkoa wetu wa Dodoma ni mkame, nilitegemea sana kwamba Tume hii ya Taifa ya Umwagiliaji itakapokuwa imeanza kufanya kazi zake itajikita katika maeneo kama Dodoma, ilete mipango yake thabiti kabisa kuhakikisha kwamba matunda yanapatikana. Maana yake sisi udongo wetu hapa Dodoma ni mzuri sana, unamea karibu kila kitu, kama maji yanapatikana. Maana udongo wetu unaota mazao ya nafaka, matunda, miti na kila kitu na Mheshimiwa Waziri anajua. Lakini kutokana na kwamba tumekosa maji, mambo hayaendi vizuri, hebu mpango huu wa umwagiliaji ujielekeze katika Mkoa wa Dodoma kwa nguvu zote kuhakikisha kwamba na sisi tunaingia katika watu wanaozalisha mazao ya kilimo bila wasi wasi na bila mashaka. (ACE: Hansard 25/07/2011)

Honourable Chairperson, let me talk about irrigation. I have been very much pleased to hear that a National Irrigation Commission will be started. Our farming here in Dodoma is very unreliable because the place is arid. There is no water and the Minister has said that in agriculture the input number one is water. Without water, agricultural activities cannot be undertaken. Our Dodoma region is arid and I expect that, when the Irrigation Commission starts, it will start with regions like Dodoma. It should come up with a strategy that will make sure that fruits are grown. Our soil is good for cereal crops, fruits, trees and everything else and you, Honourable Minister, know this. But because we lack water, things do not go smoothly. Let this irrigation scheme be directed to Dodoma to make sure we become part of those who produce crops without any problem. (ACE: Hansard 25/07/2015)

3. Mheshimiwa Mwenyekiti, niseme tu kwamba sasa hivi ziko *scheme* chache ambazo zimetajwa hata kwenye hotuba nimeziona na sisi kwa upande wa Chilonwa tunashukuru sana. Hapo kwenye shamba la zabibu Chinangali nadhani sasa hivi tumekuwa ni mfano wa umwagiliaji wa matone, lakini pale Chalinze kuna bwawa kubwa kabisa ambalo lilianzishwa kipindi kile cha ile Idara ya zamani iliyokuwa inajulikana kama *WD and ID*. Hata pale wananchi wa eneo lile walikuwa wanapaita *Debrid* kwa maana ya *WD and ID*. Bwawa lile Mheshimiwa Naibu Waziri analifahamu vizuri sana, ningeoomba nguvu zote sasa zielekezwe katika hizi *scheme* kuhakikisha kwamba zinazaa matunda na zionyeshe mfano na sisi Wanadodoma wanapozungumzia habari ya uzalishaji wa kilimo angalau tuwe na uhakika wa kilimo ambacho kinatuvusha, hatupati njaa za mara kwa mara, hatupati upungufu wa mazao ya biashara. Hapa Dodoma ukisikia majina hata ya watoto mengi yanaashiria njaa njaa hivi, kwa sababu hatuna mazao ambayo yanazalishwa kwa uhakika. Mkimkuta mtoto wa kiume anaitwa *Malogo* huyo ni njaa na wa kike *Ilogo* ni njaa. Unawakuta namna hiyo, kwa sababu njaa ni kitu cha kila mara na si kwamba hatuwezi kulima lakini udongo wetu unahitaji maji na maji hatupati na kwa hiyo, tunakuwa na janga hili. Tuondokane na janga hili kwa kutuletea kilimo cha umwagiliaji kuhakikisha kwamba tunaondokana na janga hilo la njaa. (ACE: Hansard 25/07/2011)

Honourable Chairperson, let me say that there are few schemes mentioned in the Minister's speech and we in Chilonwa thank the Minister very much. At the Chinangali Grapes farm there is a good example of drip irrigation. At Chalinze there is an extremely large dam which was constructed in the era of the old department which was called WD and ID. The natives of that place used to call the place Debrid to mean WD and ID. The Honourable Deputy Minister knows that dam very well. I would request that all the energy be directed towards these schemes to make sure they produce the expected outcomes that will show a good example to the people of Dodoma so that we are sure that agriculture can take us somewhere. It should shield us from frequent famines; we do not lack cash crops. Here in Dodoma, if you hear the names of children in Dodoma, they reflect

famine because we do not have food that we produce reliably. If a male child is called Malogo, it means famine and if a female child is called Ilogo, it also means famine. They are given those names because famine is the order of the day, because we cannot produce food as our soil needs water and we do not get water. As a result, we have this catastrophe. We will be free from this catastrophe if you bring us irrigation farming. (ACE: Hansard 25/07/2015)

4. Mheshimiwa Mwenyekiti, mwisho, nizungumzie zao la biashara Dodoma. Waziri amezungumza habari ya mazao ya biashara. Mkoa wa Dodoma sisi hapa hatuna zao la biashara la kudumu na sababu kubwa ni hiyo hiyo tu ya kwamba eneo letu ni kame. Lakini bahati nzuri kwetu zao la zabibu limekubali kumea. Siku za nyuma kidogo wakulima walichangamkia lakini Kiwanda cha Zabibu cha DOWICO kikafilisika na zao lenyewe likadorora kidogo. Lakini sasa hivi tuna bahati kwamba kuna Kiwanda kikubwa cha Mvinyo kule Hombolo pamoja na wazalishaji wengine wadogo wadogo wamefufua hali mpya ya soko la zabibu hapa Dodoma na sasa hivi watu wameshaanza kulima mashamba ya zabibu kule kwenye maeneo yao.

Mheshimiwa Mwenyekiti, ombi langu, hebu mkitazame kilimo hiki cha zabibu hapa Dodoma. Tunacho Kiwanda cha Utafiti hapa Makotopora, ningepomba kiwanda kile kipanuliwe na kipewe nyenzo kuweza kufanya utafiti wa zao la zabibu na wananchi wa Dodoma waweze kupata ahueni angalau ya kupata zao la kudumu la biashara ili nasi angalau tuwe tunazungumza kama watu wengine wanavyozungumzia habari ya kahawa, niache hawa akina Nkumba wanaozungumza habari ya tumbaku, lakini na sisi tupate zao la biashara ambalo linaweza likatukomboha katika Mkoa wetu wa Dodoma. (ACE: Hansard 25/07/2011)

Honourable Chairperson, lastly, let me talk about cash crops in relation to Dodoma. The Minister has talked about cash crops. In Dodoma region, we do not have a permanent cash crop and the main reason is that the area is arid. Fortunately for us, grapes can thrive here. In the past, people were very active in grape production but unfortunately for them the Grapes Factory (DOWICO) got shut down and the crop deteriorated. However, we are lucky as there is a big wine factory in Hombolo plus other small-scale wine producers. They have revived the production of grapes here in Dodoma and now people have started cultivating grapes in different parts of the region.

Honourable Chairperson, it is high time the Minister looked at this type of farming. We have a research factory in Makotopora. I would like to suggest that that factory be expanded and be given research tools for researching into grapes as a crop so that the people of Dodoma can get relief by having a permanent cash crop so that we can as well be talking like other people who are talking about coffee, leaving Nkumba and others who are talking about tobacco. We need a cash crop that will liberate us the people of Dodoma region from famine. (ACE: Hansard 25/07/2011)

5. MHE. SELEMANI S. BUNGARAMheshimiwa Mwenyekiti, kwanza nashukuru sana kupata nafasi hii ya kuzungumza kidogo kuhusu kilimo katika nchi yetu ya Tanzania. Natambua tulipopata uhuru mwaka 1961, maadui wetu walikuwa watatu, umaskini, ujinga na maradhi. Lakini kwa miaka 50 ya uongozi wetu wa Serikali yetu Tukufu maadui hawa watatu bado hatujawatoa hata robo yake. Waheshimiwa Wabunge pia Mwalimu Julius Kambarage Nyerere alitambua ili tuendeleo tunahitaji vitu vinne kwanza ardhi, watu, siasa safi na uongozi bora. Tunashukuru sana ardhi tunayo, watu wapo na mpaka sasa hivi tunapanga mpango wa uzazi wa mpango ili watu wapungue kwa kuwa watu wako wengi sana. Tatu, Siasa safi, siasa yetu tunaiona tangu mwaka 1961 ni Siasa ya Ujamaa na Kujitegemea.

HONOURABLE SELEMANI S. BUNGARA: Honourable Chairperson, first of all, I am thankful for getting this opportunity to talk just a little bit about agriculture in our country, Tanzania. I recognize that after getting independence in 1961, the enemies of our country were three, namely poverty, ignorance and disease. But 50 years of the leadership of our glorious Government, the three enemies have not been reduced to even a quarter. Honourable Members of Parliament, Mwalimu Julius Kambarage Nyerere also told us that in order to develop, we need four things which include land, people, good politics and good leadership. We thank God that we have land and people, and we have reached a point where we practise birth control to decrease the number of people because they are so many. Third, good politics, we have had our Socialism and Self-reliance since 1961.

6. Mheshimiwa Mwenyekiti, lakini miaka 50 ya uhuru nchi yetu ya Tanzania hatujaweza kujitegemea, kama hatuwezi kujitegemea kama alivyosema Mwalimu Julius Kambarage Nyerere, mtu asiyeweza kujitegemea hayupo huru, kwa hiyo, sisi tunaishukuru Serikali ya CCM kwa kuendelea kuwa ombaomba kwa miaka 50 ya uhuru. Jambo la nne, anasema uongozi safi. Tunaishukuru Serikali ya CCM uongozi wao ni safi na mzuri imefikia hatua leo CCM asilimia 87 ya bajeti ya Serikali ya kilimo tunategemea wafadhili, tunawashukuru sana Serikali ya CCM. Tunaamini kabisa kwa uongozi wa miaka 50 ya CCM siasa hapa mlitotufikisha *Alhamdulillah*, tunashukuru sana. Naamini tukiwapa tena miaka 50 mingine basi watatufikisha maahali pabaya kuliko hapa tulipofika

*Honourable Chairperson, but after 50 years of independence, our country, Tanzania, has not been able to be self-reliant. If we cannot develop, if we cannot manage to be self-reliant, as Mwalimu Julius Kambarage Nyerere once said, "A person who is not self-reliant can never be free." We thank the CC Government for its good leadership, which has enabled it to depend by 87% of its agriculture budget on donors. We thank the CCM Government very much. We believe that the 50 years of CCM leadership have taken us to a point where we can say *Alhamdulillah*. We thank you very much. I believe if we give them 50 more years, they will take us somewhere worse than where they have taken us to so far. (ACE: Hansard 25/07/2011).*

7. Mheshimiwa Mwenyekiti, baada ya maneno hayo, leo nazungumzia sana habari ya zao la ufuta katika Wilaya ya Kilwa, ndio mada yangu leo. Kabla sijaanza napenda kumpongeza sana Mkuu wa Mkoa wa Lindi Mheshimiwa Sadiki kwa kuwazuia wakulima wa Mkoa wa Lindi wasiuzie ufuta katika masoko yenye bei zaidi namshukuru sana. Nampongeza Mkuu wa Wilaya kwa kuzuia watu wa Wilaya ya Kilwa wasiuzie ufuta kwenye bei nzuri ili wauze kwa bei ya shilingi 1,000/=. Nampongeza sana Mkuu wa Wilaya ya Kilwa, nampongeza mno na Mungu amzidishie kwa sababu yeye anapozuia watu wasiuzie ufuta katika bei nzuri basi Chama cha Mapinduzi kinatetea katika Mkoa wa Lindi, Namshukuru sana kwa kutuongozea nguvu

Upinzani katika Mkoa wa Lindi, namshukuru sana Mkuu wa Mkoa wa Lindi na Mkuu wa Wilaya ya Kilwa. (ACE: Hansard 25/07/2011)

Honourable Chairperson, after those remarks, I want to talk about simsim in Kilwa District, and that is my point of focus today. Before I start, let me congratulate the Lindi Regional Commissioner, Honourable Sadiki, for prohibiting the people of Lindi region from selling their crops to the people who buy them at a higher price. I thank him very much for this. I congratulate the Kilwa District Commissioner for forbidding the people of Kilwa to sell their simsim at 1,000/= shillings a kilo. I congratulate the Kilwa District Commissioner on this. I thank him very much and God bless him because he is preventing the people from selling simsim at a good price and Chama cha Mapinduzi will perish in Lindi region. I thank him very much for strengthening the power of the opposition in Lindi region. I thank the Lindi Regional Commissioner and the Kilwa District Commissioner. (ACE: Hansard 25/07/2011)

8. Mheshimiwa Mwenyekiti, nahakikisha kabisa kwamba chama cha Ilulu kinawanyonya wakulima wa Mkoa wa Lindi. Naamini hivyo na ni kweli kabisa wanawanyonya wakulima wa Mkoa wa Lindi na hii Mwalimu Julius Kambarage Nyerere alisema, nchi yenye utajiri ukiona wananchi wao si matajiri basi kuna mlango umefungwa. Kuna mlango umefungwa, kuna kikundi kidogo cha watu kinawanyonya watu na hiyo inadhihirika katika Mkoa wa Lindi kwamba kuna kikundi cha watu wachache kikiingozwa na Mkuu wa Mkoa kuwanyonya wakulima wa ufuta wa Mkoa wa Lindi. Ni mpango rasmi, haiwezekani Chama cha Msingi kinanunua ufuta shilingi 1,000/= na kuna wafanyabiashara wananunua ufuta shilingi 1,500/= unawazuia. Huu ni mpango rasmi na ukimwambia Waziri Mkuu anamwogopa Mkuu wa Mkoa, ukimwambia Waziri wa Kilimo anamwogopa Mkuu wa Mkoa, twende wapi sisi wakulima wa Mkoa wa Lindi? (AA: Hansard 25/07/2011)

Honourable Chairperson, I can assure you that the Ilulu Cooperative Society is exploiting the farmers of Lindi region. I believe so and it is true that they are exploiting the people of Lindi region, as Mwalimu Julius Kambarage Nyerere once said, "In a rich country, if you see that the people are poor, know that there is a closed door somewhere and that there is a small group of people that is exploiting others." That is evident in Lindi region. There is a group led by the Lindi Regional Commissioner in exploiting the people who grow simsim in Lindi region. It is something that has been officially planned. It is unbecoming for the Cooperative Society to buy simsim at 1,000/= shillings a kilo when there are business people who buy simsim at 1,500/= shillings a kilo, and you forbid them! This is a planned strategy and if you ask the Prime Minister, he is afraid of the Regional Commissioner. If you tell the Minister for Agriculture about this, he is afraid of the Regional Commissioner. Where should we the farmers of Lindi region go? (AA: Hansard 25/07/2011)

9. MHE. DONALD K. MAX: Mheshimiwa Mwenyekiti, sasa mimi kinachonishangaza zaidi ni kwamba kila tunapokaa kwenye haya makabrasha Wizara mara nyingi inatambia kwamba tuna miradi, tunaunda aina fulani ya kumboresha mkulima. Wakati wewe unajaribu kuleta miradi wadau wapo kule huwahusishi, hiyo miradi itakwendaje. Kwa sababu pale Nzera, kule Geita kwa sababu nilikuwa natembelea sana tuliambiwa kwamba kuna mradi wa *irrigation, pump na motors* kila kitu hakuna walishang'oa wakaondoka lakini hakuna anayeguswa pale. Unapokuja kwa huyu Afisa Ushirika mimi nina takwimu sahihi za Jimbo la Nyang'hwale, Busanda na Geita tuseme Wilaya nzima najua kila kijiji gani kinalima heka ngapi.

Lakini nikiingia kwenye ofisi ya kilimo hawana takwimu, wanataka mimi ndiyo niwape. Sasa ndiyo nasema hatuwezi kuendelea hili zao bila takwimu na kingine ni kwamba kwa nini hawa wakulima hawasajiliwi kwenye vijiji vyao. Kwa sababu kama wale wakulima wanasajiliwa mle sisi tunaweza kujua kwamba Wilaya nzima ya Geita inahitaji mbolea kiasi fulani na dawa kiasi fulani. Sasa hapa inakuwa tu wakulima wa pamba, wakulima wa pamba ukiuliza takwimu hazipo, maendeleo ya kilimo hayataweza kutokea hata siku moja, tunapokuja kwenye suala hili la pesa za maendeleo zinatumiwa vibaya kwa sababu yale maendeleo hayapo. Huwezi kuniwekea mimi Afisa Ushirika kwenye Wilaya moja ambayo ni kubwa kuliko Mkoa wa Lindi, kubwa kuliko Zanzibar unaniwekea Afisa Ushirika mmoja hana pikipiki, hana usafiri. Hivi hiyo kazi tutaifanyaje? (AE:Hansard 25/07/2011).

HONOURABLE DONALD K. MAX: Honourable Chairperson, what surprises me is that every time we are given these documents, the Ministry tells us that we have projects, we are putting in place a mechanism for improving the living standards of the farmers. While you are planning to bring about progress, stakeholders are there, you do not involve them on how projects will be carried out. Because I used to visit frequently Nzera, in Geita, and we were told there were an irrigation project, a pump and motor vehicles, when in fact there is nothing at Nzera. Everything has been taken away from Nzera; they left but no one is being taken to task. On this Cooperative Society Officer, I have all the correct statistics of Nyang'hwale, Busanda and Geita constituencies, let us say, the whole District, I know how many hectares every village is cultivating now. But when I visit the agriculture office, they have no statistics. They want me to give them the statistics. That is why I am saying we cannot sustain this crop without proper statistics. Another thing is about why farmers are not being registered in their villages. Doing so is important because if farmers are registered we will know how much fertilizer and pesticides the entire Geita District needs. But here we are talking about the cotton growers only. If you ask the cotton growers, they tell you there are no statistics. Progress in agriculture will never be realized. Let us now talk about development funds. These are misused because such development is non-existent. You can't give me one Cooperative Society Officer in a district bigger than Lindi region and bigger than Zanzibar; you give me one Cooperative Society Officer who has no motor cycle, no means of transport. How will we manage that? (Hansard 25/07/2011).

10. Mheshimiwa Mwenyekiti, sasa mimi ombi langu, kuna Wabunge wenzangu wameuliza na mimi nimeangalia hii *volume two sub-vote* kuanzia ya 1001 mpaka 5001 ukiziangalia hizi *sub-vote* hizi *traveling expenses* ni kubwa sana. Sasa kama *traveling expenses* ni kubwa hivi kama Mheshimiwa Hezekiah Chibulunje alisema kila siku ni hizi *trip* za Dodoma - Dar es Salaam, wakati mwingine ni Dar es Salaam - Mwanza. Hizi *traveling expenses* wakati unakuta huku kwenye *research* vilevile zinatumiwa pesa nyingi lakini ukiangalia ile *production* yenyewe haipo. Mbegu ya pamba kila baada ya miaka mitano lazima

utoe mpya, lakini hapa unasikia unatumia UK 77, unatumia UK 99 sasa mimi sidhani kama tutaweza kuendelea namna hii. Kwa hiyo, sasa badala ya hizi pesa kukaa tunazivuruga ni mara kumi kuajiri mabwana shamba mtu una tarafa mbili unakuwa na mabwana shamba hata wanne wanagawana zile kata kuweza kuelimisha hawa wananchi (ACE: Hansard 25/07/2011).

Honourable Chairperson, my request is, as my fellow Members of Parliament, and I have looked at volume two, sub-votes from 1001 to 5001. If you look at these sub-votes, these travelling expenses are too high. If the travelling expenses are as huge as Honourable Hezekiah Chibulunje said, the trips are Dodoma–Dar es Salaam, and sometimes they are Dar es Salaam–Mwanza, then the expenses are like the research expenses. So much money is used but if you look at production itself, you find nothing. As for cotton seeds, every five years you need new seeds but you hear people say that we should page 77, you see page 99. I don't think we can develop this way. So, we squander this money instead of saving it. It is better to employ extension officers. Let us say, you have two divisions, you should have at least two extension officers. They divide the wards among themselves and train the people in agricultural issues. (ACE: Hansard 25/07/2011).

11. Mheshimiwa Mwenyekiti, la mwisho naomba kusema kwamba unapobuni miradi naomba tuwe waangalifu kidogo. Hizi *power tillers* aliyebuni simuelewi. *Power tillers* zote zipo vijijini kule, kule vijijini watu hawazitumii kwenye mashamba kwa sababu haiwezekani kuitumia ile *power tiller* shambani. Geita nililima hekari 1000, nilikuwa nina *farm track*, trekta za India tano, nimelima pale miaka mitatu, nikaanguza vidole hekari 1000 nikaacha. Hizi *power tillers* umeleta, *power tillers* unaweza kutumia kwenye mashamba ya Arusha ambayo hayana kisiki, hayana mawe ni *plain land*, unaweza kuyatumia Morogoro na unaweza kutumia kwenye mbuga za Shinyanga. Geita unaweza ukaleta *power tillers* kwenye mashamba na kulazimisha, wamenifuata wengi wenye SACCOS, kila wakiangalia wanaonunua wanafunga toroli kule nyuma wanaanza kusombea mawe na tofali. Tunafanyaje hapo? Ndiyo sababu nasema *research* hii sijui inafanyikaje? Wahusika wapo kule, lazima tuifanye ile kazi baada ya kuwauliza wenyewe. Lakini mtu anayebuni miradi hata sisi zile *farm track* zilituunguzia vidole. Mtu analeta *farm track* anazi-dump pale watu wanakuja wanakuzunguka zunguka, mkubali kuyanunua na ndicho tunachofanya hapa. *Power tillers* haziwezi kufaa maeneo ya visiki na mkulima hayupo tayari kuanza kung'oa visiki ni kazi ngumu. Mimi ilinipata nilipoteza dola laki mbili. Kwa hiyo, mimi nafikiri vitu vingine kwanza tuwaulize wenyewe wale wahusika ambao wanashughulika na hii kazi (AE:Hansard 25/07/2011).

Honourable Chairperson, the last thing I would like to say is that when we are setting up projects, we should be a little careful. I do not know the person who came up with the idea of power tillers. All power tillers are in villages and people are not using them in farming activities because it is impossible for them to use the power tillers on their farms. I cultivated 1000 hectares in Geita, as I had five tractors which I had imported from India and I have spent three years farming there. I burnt my fingers in 1000 hectares and I finally stopped it. You can use these power tillers on farms in Arusha where there are no stumps and stones. You can also use them in Morogoro and you can use them in Shinyanga grassland as well. You may bring power tillers to Geita and try to use them on the farms there. Many people who are SACCOS members wonder when they see the people who have power tillers harnessing them with wheelbarrows or use them to carry stones or bricks. What do we do in that situation? That is why I am wondering how research is done. There are people responsible for all that in this country. We must do the work we do after consulting them. But a person who conceives the idea of setting up a project should be careful unlike what we did about tractors. The projects caused our fingers to get burnt. Someone just comes with tractors and dumps them somewhere. Then other people come over and go around the tractors until you agree to buy them. That is what we are doing here. Power tillers are not suitable for areas with stumps. It is hard work. I experienced that after losing two hundred thousand dollars. Therefore, we should ask the people responsible for this work certain things. (AE: Hansard 25/07/2011).

12. MHE. ANNA M. ABDALLAH Mheshimiwa Mwenyekiti, hivi ninavyosema, hakuna pembejeo za zao la korosho, katika mikoa yote imeadimika. Tangu kulikuwa na zile kidogo ambazo sisi wenyewe wakulima tulichangia fedha tukapewa kidogo, dukani hakuna *sulfur*. Leo Masasi mfuko wa *sulfur* ni shilingi 50,000/= kwa mfuko mmoja wa kilo 25. Kwa shamba langu mimi nahitaji angalau kwa mpulizo mmoja mifuko 25. Nikinunua kwa shilingi 50,000/=, hiyo korosho itauzwa kwa shilingi ngapi kwa kilo mpaka mimi nipate *break even*? Vema mimi na hao wakulima wengine je, na hiyo *sulfur* inayopatikana ni kwa magendo, hakuna *sulfur* madukani? Sijui mikoa ya watu wengine, lakini kwa Mtwara ninao uhakika huo, hakuna *sulfur*. (AE: Hansard: 25/07/2011).

HONOURABLE ANNA M. ABDALLAH: Honourable Chairperson, as I speak now, there are no cashew agricultural inputs. They have scarce in all the regions in the country. Since the time when we had a few inputs, for which we farmers also contributed some money and got a small amount of inputs, there has not been sulphur in the shops. Today, one bag (25kg) of sulphur sells at 50,000/= shillings in Masasi. For my farm, I need 25 bags at one spray. If I buy a bag at 50,000/= shillings, then how much will I have to sell one kilo of cashewnuts to reach a breakeven point? I am better off, but what about other farmers? And I hear sulphur itself is sold on a black market. It is not available in the shops. I do not know about other regions, but as far as Mtwara region is concerned I am sure there is no sulphur there. (AE: Hansard: 25/07/2011).

13. MHE. SHAFFIN A. SUMAR Mheshimiwa Mwenyekiti, ushirika unatusaidia sana na Rais amejitahidi sana kulipa madeni ya ushirika na kuyafufua upya, lakini bado Maafisa Ushirika hasa wa Wilaya hawajapewa uwezo mzuri wa kuweza kusafiri kwenda kukagua maeneo yao ya Vyama vya Ushirika hali ambayo inazorotesha sana utendaji mzuri wa vyama vyetu. Lakini pia kuna maafisa wachache wa ushirika ambao wanasababisha kabisa kwa maksudi kuhakikisha kwamba vyama vya ushirika vinakufa, naomba Serikali yetu isiruhusu hali kama hii, na pindi mtakaposikia sisi Wabunge tunalalamika kuhusu Afisa fulani basi tupewe ushirikiano mzuri ili vyama vyetu vya ushirika visije vikafa, masuala ya kulindana tunasema sasa basi. (AE: Hansard 25/07/2011).

HONOURABLE SHAFFIN A. SUMAR: Honourable Chairperson, the cooperatives are very beneficial to us and the President has helped a great deal to clear the debts of the cooperatives and revive them. But the District Cooperative Cooperative Officers do not have the capacity to travel in order to inspect the cooperative societies, something that hinders the performance

of our cooperative societies. There are also a few cooperative societies officers who purposely make sure that the cooperative societies die. I urge our Government not to allow this to happen. When we Parliamentarians complain about a certain officer, we should be given some cooperation so that our cooperative societies do not die. The habit of defending each other should come to end. (AE: Hansard 25/07/2011).

14. Mheshimiwa Mwenyekiti, jambo la mwisho naomba niseme kwamba *power tillers* hizi tunazoletewa kwa kweli hazitusaidi, tunachohitaji ni Serikali itusaidie tupate trekta ili ziweze kufanyakazi zenye tija zaidi. Vilevile nitapenda kuiuliza Serikali kwamba kuna msaada wa matrekta tuliletewa kutoka India ambayo nasikia yapo SUMA JKT yamekaa, ni kwa nini Serikali haiwezi ikaona kwamba iwasaidie wananchi ili wakulima wetu waweze kujikwamua kimaendeleo? (ACE: Hansard 25/07/2011).

Honourable Chairperson, lastly, let me say that the power tillers that we are given do not help us. What we need is for the Government to help us get tractors so that we may increase productivity. I would also like to ask the Government to give us tractors as I hear that there are tractors that we were given in the form of aid by India. I hear they are with SUMA JKT, lying idle. Why can't the Government give them to the farmers so that our farmers may make progress? (ACE: Hansard 25/07/2011).

15. MHE. MARTHA J. UMBULLA Mheshimiwa Mwenyekiti, lakini tukiangalia kwenye takwimu za Dira ya Taifa ya 2025 bado tunaona kwamba kilimo bado kiko mbali sana katika kufikia malengo hayo. Kwa mfano, takwimu zinasema kwamba katika hekta milioni 44 zinazofaa kwa kilimo bado ni asilimia 23.1 tu ambayo imelimwa na katika hekta milioni 29 ni asilimia moja tu ambayo inafaa kwa *irrigation* ambayo imekwishatumika, kwa hiyo tukiangalia kwa mapana kabisa bado kilimo chetu kiko mbali sana na Dira ya Taifa ya 2025, kwa hiyo ni changamoto ambayo Wizara inabidi iangalie kwa upana ili tuweze kufanikiwa katika kilimo. (SA: Hansard 25/07/2011).

HONOURABLE MARTHA J. UMBULLA: Honourable Chairperson, but when we look at the statistics found in Vision 2025, we still see agriculture cannot attain the goals. For example, the statistics show 44 million hectares which are suitable for cultivation, but only 23.1% of them has been cultivated and out of 29 million hectares that are suitable for irrigation, only 1% has been used. So, if we carefully examine our agriculture, we find it to be very far behind Vision 2025. So, this is a challenge which the Government has to address if we are to succeed in agriculture. (SA: Hansard 25/07/2011).

16. Mheshimiwa Mwenyekiti, nikichangia kidogo kuhusu kilimo na idadi ya watu na changamoto kubwa ya ardhi finyu, umuhimu na uhitaji wa rasilimali ardhi unazidi kuongezeka siku hadi siku, tunaambiwa kwamba kesi nyingi zilizoko mahakamani sasa hivi hasa mkoani kwetu Manyara nyingi ni kesi za migogoro ya ardhi, baina ya wakulima kwa wakulima, wakulima kwa wafugaji na wananchi wenyewe. Nadhani hii ni changamoto kwa sababu ardhi ni mali na watu wanaongezeka ardhi inabaki ile ile na kwa hiyo Wizara ya Kilimo pamoja na Wizara ya Ardhi hii ni changamoto ambayo siyo ya kupuuza kwa sababu tukitizama asilimia 75 ya ardhi ya nchi yetu, haina wakazi, haifikiki, ni miamba na miteremko, hailimiki, kuna mbung'o, mvua haitabiriki na kadhalika. Kwa hiyo, nadhani ni vizuri badala ya kuangalia tu wawekezaji wanaokuja katika nchi yetu kuweka viwanda na uzalishaji wa kupata mapato, ni vizuri pia tukaangalia ni namna gani tunaweza sasa tukakomboa kidogo kidogo hiyo asilimia 75 ya ardhi yetu ambayo haifai kwa kilimo. Ongezeko hili la watu ni vizuri tukafikiria kwa mapana kwamba tutaongezaje sehemu ya ardhi yetu ambayo inaweza ikalimika (AE: Hansard 25/07/2011).

Honourable Chairperson, let me talk about agriculture and the number of people and the challenge of shortage of land and the importance and need for land resource which keeps increasing every day. We are told that most of the cases in the courts of Manyara Region are about land-related conflicts between farmers and farmers, farmers and livestock keepers and between "the people" themselves. I think this is a challenge because land is property and the number of people is increasing while land is fixed; therefore, this is a challenge to the Ministry of Agriculture and the Ministry of Land and Human Settlements Development. It is not something that should be ignored, bearing in mind that 75% of our country's land is not inhabited, not accessible, rocky and full of steep slopes, not suitable for agriculture, infested by tsetse flies, characterized by unreliable rainfall, etc. I think it is important to think of ways we can use to gradually reclaim the 75% of the land that is not suitable for farming, instead of simply concentrating on investors. We better think broadly about the increase in population by increasing the size of arable land. (AE: Hansard 25/07/2011).

17. Mheshimiwa Mwenyekiti, lipo jambo moja ambalo linasikitisha zaidi, jambo hili ni la wakulima na wafugaji, migogoro baina ya wakulima na wafugaji ni suala ambalo limechukua sura na limekaa muda mrefu hapa nchini kwetu, lakini halijaweza kufikiwa na kupewa ufumbuzi wa kudumu. Kwa mfano mkulima anapolima anaacha shamba lake linakuwa ni alama, mbaya zaidi ardhi yetu sasa hivi inamilikishwa kwa hiyo mkulima akikaa kwa muda fulani anaweza akamilikishwa hiyo ardhi ambayo mwanzoni pengine ilikuwa ardhi ya wafugaji.

Mheshimiwa Mwenyekiti, wafugaji wenzetu wanahamama, wanakwenda mbali pengine wanatoka Arusha wanakwenda mpaka Mkoa wa Lindi na huko wanafukuzwa wanaporudi kwenye ardhi yao wanakuta imamilikishwa. Hili linasikitisha, nadhani ni vizuri Serikali ikaanza kufikiria kwa upana badala ya kufikiri tu kwa wepesi kuona kwamba hawa ni wafugaji wanahamama, lakini huko tunakoenda ardhi yetu inazidi kuwa ndogo, wafugaji hawatakuwa na kwao, wao hawatakuwa na ardhi hata ya kusema kwamba watamilikishwa ardhi yao. (Makofi) (ACE: Hansard 25/07/2011).

Honourable Chairperson, there is another thing which is very saddening. It has to do with conflicts between farmers and livestock keepers. The conflict between farmers and livestock keepers is widespread and has gone on for a very long time in our country. For example, when a farmer tills a piece of land, this signals that he or she owns it. Worse still, land is now given to people. So, if a farmer stays for some time in a piece of land, he/she can be given a title deed indicating that he/she owns the land which was probably owned by some livestock keepers.

Honourable Chairperson, our fellow livestock keepers move from place to place. They sometimes go to Lindi from Arusha and when they come back to their land, they find that it has been given to other people. This is very saddening as they get expelled from wherever they go and when they come back, they find their land has been given to other people. This is saddening and I think it is better for the Government to start thinking broadly, instead of thinking narrowly and saying it is just pastoralists who move from place to place. But as time goes by our land is becoming smaller and smaller. Pastoralists will have no homes. They will have no land for which they may be given title deeds. (Clap) (ACE: Hansard 25/07/2011).

18. Mheshimiwa Mwenyekiti, naomba nizungumzie kidogo kuhusu pembejeo za kilimo, hili ni eneo ambalo limekuwa kama wimbo. Mimi tangu niingie hapa Bungeni tangu waanze kutoa ruzuku na vocha za pembejeo, Wabunge wanalalamika, Kamati asubuhi imelalamika, Kambi ya Upinzani inalalamika, mimi naona kama ni wimbo sasa maana yake sioni kama Serikali inachukua jukumu ama kuweka mkakati mzuri wa namna gani wakulima watapewa utaratibu mzuri wa kutumia pembejeo za kilimo, dawa, mbolea na mbegu. (Makofi)

Mheshimiwa Mwenyekiti, kwa mfano, unapoleta mbegu wakati mkulima tayari amekwishapanda, sielewi zile vocha sasa zinakwenda kufanya nini, ama unapoleta mbolea ya kupandia wakati mkulima anakaribia kufanya palizi, inakuwa ni hasara na haieleweki sasa zile vocha zinakwenda kufanya nini. Unapoleta mbolea ya kukuzia (NPK) kwa mfano, mkulima anahitaji sulphate ammonium anakuwa hawezi kutumia kwa msimu huo, sasa naona kama hili ni tatizo ambalo linawapata wakulima wengi sana nadhani ni nchi nzima lakini sioni kama linapatiwa ufumbuzi wa kudumu. (AE:Hansard 25/07/2011).

Honourable Chairperson, let me talk a little bit about agricultural inputs. This area has become a song. Since I entered this House, since they started offering these agricultural input subsidy vouchers, Members of Parliament have been complaining; the Committee complained in the morning and the Opposition Camp is complaining, too. I see it as a song and I don't think that the Government is planning any strategies of how farmers will be taught a better way of using the agricultural inputs, pesticides, fertilizer and seeds. (Clap)

Honourable Chairperson, for example, you bring seeds while the farmers have already planted seeds on their farms. I don't know why those vouchers are brought to the farmers. Why should you bring fertilizer which is used as basal dressing while a farmer is about to start weeding? It becomes but a loss and it is not clear of what use those vouchers become. When you decide to bring top dressing such as NPK for example, while a farmer needs ammonium sulphate, he/she cannot use that fertilizer that season. So, I see this as a problem which faces many farmers and I think it is a problem in the entire country. But I don't see any permanent solution being sought. (AE: Hansard 25/07/2011).

19. MHE. FELISTER A. BURA Mheshimiwa Mwenyekiti, nilete kilio cha Wanadodoma katika Bunge lako Tukufu kwamba mwaka huu hatukupata mvua ya kutosha kwa hiyo, Mkoa wa Dodoma tuna njaa ya kutisha. Kutokana na taarifa za wana hali ya hewa na Maafisa Kilimo ni kwamba mwezi Novemba tulipata mvua kwa siku tatu tu, lakini mwezi Disemba tukapata mvua kwa siku nane, Januari tulipata mvua kwa siku 12 na mwezi wa pili tulipata mvua kwa siku kumi na mwezi wa tatu tulipata mvua kwa siku saba, mwezi wa Aprili tulipata mvua kwa siku mbili. Ukiangalia hali ilivyokuwa kwa mtawanyiko wa mvua ni kwamba hatuwezi kuvuna kitu, kwa hiyo, Mkoa wa Dodoma una njaa na hasa Wilaya ya Dodoma Mjini ambayo ina Kata 37 na wakazi wengi tu. (Makofi)

Mheshimiwa Mwenyekiti, katika takwimu ambazo tunazo hadi Juni, tulikuwa tumevuna tani 52,508 mazao ya chakula kwa asilimia 40 na tani 30,472 mazao ya biashara. Kwa hiyo, ukiangalia hali halisi utaona kwamba kwa vyovyote hatutakuwa na chakula cha kutosha kwa mwaka huu kwa wananchi wetu, hivyo Serikali ituangalie kwa jicho la huruma, siyo kwamba tuna njaa kwa sababu hatukulima, tuna njaa kwa sababu hatukupata mvua za kutosha. (CAE and SA: Hansard 25/07/2011).

HONOURABLE FELISTER A. BURA: Honourable Chairperson, let me bring to you the cry of the people of Dodoma in your August House. This year we didn't get enough rain and, therefore, we in Dodoma Region are suffering from severe famine. According to the Tanzania Meteorological Agency and extension officers, we got rain for only three days in November but in December we got rain for eight days. In January, we got rain for 12 days and in February we got rain for ten days and in March for seven days. In April, we got rain for two days. If you examine how rainfall was distributed, you will easily see that we cannot harvest anything. Therefore, Dodoma Region is highly affected by famine, especially Dodoma Town, which has 37 wards and quite a big population. (Clap)

Honourable Chairperson, according to the statistics that we have, we had harvested 52,508 tonnes of food crops and 30,472 tonnes of cash crops by June. Therefore, if you look at the real situation, you will realize that we are going to have enough food this year. So, the Government should look at us with a merciful eye. We have famine not because we did not cultivate but rather because we did not get enough rain. (CAE and SA: Hansard 25/07/2011)

20. Mheshimiwa Mwenyekiti, tulipoanza kutekeleza azma ya Kilimo Kwanza, ni vizuri sasa tukatafakari tumepiga hatua kiasi gani. Tukiangalia matumizi ya zana bora za kilimo, nikinukuu Hotuba ya Waziri wa Chakula, Kilimo na Ushirika, mwaka 2005 ni asilimia 10 tu ya Watanzania waliweza kutumia trekta. Lakini mwaka 2010 ni Watanzania asilimia 12 tu ambao walitumia trekta kwa ajili ya kilimo. Ndani ya miaka mitano kuna ongezeko la asilimia mbili tu. Lakini pia mwaka 2005 asilimia 20 ya Watanzania walikuwa wanatumia majembe ya wanyamakazi. Lakini mwaka Watanzania asilimia 24 tu ndio wanaotumia majembe ya wanyamakazi yaani ongezeko la asilimia 4 tu. Mwaka 2005 asilimia 70 ya Watanzania walikuwa wanatumia majembe ya mkono, lakini mwaka 2010 asilimia 64 ya Watanzania wanatumia jembe la mkono. Kwa hiyo, utaona jinsi ambavyo kilimo chetu kilivyo duni na jinsi Watanzania walio wengi bado wanatumia vifaa duni. Nikisema hivyo ina maana kwamba hatuwezi kusema kilimo chetu kinakuwa. Kilimo hakiwezi kukua kama Watanzania asilimia 64 bado wanatumia jembe alilotumia babu yangu na bibi miaka 50, 60 iliyopita. Ni vizuri sasa tufike wakati Wizara hii iangalie namna ya

Watanzania wengi watakavyoweza kutumia vifaa vya kisasa au pembejeo za kisasa katika kilimo (CAE and SA: Hansard 25/07/2011).

Honourable Chairperson, we have begun implementing the Kilimo Kwanza programme and it is high time we looked how far we have gone. If we look at good use of quality farm implements ... Let me quote the speech of the Minister for Agriculture, Food and Cooperatives of 2005, it was only 10 per cent of Tanzanians who used tractors. But in 2010 it was 12% of Tanzanians who used tractors in farming. Within five years, there was an increase of only 2%. Also, in 2005, 20% of Tanzanians used ploughs drawn by draught animals. But in ... only 24% of Tanzanians used ploughs drawn by draught animals, which means that there is only 4%. In 2005, 70% of Tanzanians were using hand hoes and in 2010 64% of Tanzanians are still using hand hoes. Therefore, you will see how much underdeveloped our agriculture is and how a large part of Tanzanians still use poor tools. When I say that I mean we are not making good progress in the area of agriculture. Agriculture cannot develop if 64% of Tanzanians still use the hoe that my grandfathers and grandmothers used 50, 60 years ago. It is high time the Ministry thought about how the majority of Tanzanians could be enabled to use modern equipment or agricultural inputs in farming. (CAE and SA: Hansard 25/07/2011).

21. Mheshimiwa Mwenyekiti, bila shaka utumiaji wa vifaa duni ndio pia unaleta upungufu wa chakula katika nchi yetu. Kundi kubwa pia la vijana katika nchi yetu hawajahamasika kulima, ndio maana wengi wako mjini kutafuta kazi kwa sababu kilimo wanacholima katika vijiji vyetu havilipi. Kule vijijini hawana zana za kilimo, pembejeo hazitoshelezi. Wanatumia mbegu kama mahindi ambazo ni mbegu za kumaliza miezi sita ndiyo wavune, kama ni karanga hakuna pembejeo. Mimi nadhani ifike wakati vijana watumike katika kilimo. Lakini hawawezi kutumika kama hawatawezesha. (ACE: Hansard 25/07/2011).

Honourable Chairperson, it is obvious that it is the use of poor tools that causes shortages of food in the country. A group of the youths, who are in the majority, is not motivated to take part in agricultural activities. That is why most of them are in towns looking for jobs; the type of agriculture they are taking part in in the rural areas does not pay. In the villages, people do not have farm implements and agricultural inputs are not adequate. They use seeds like maize seeds and harvest the crops after six months. There are no agricultural implements and farm implements for growing groundnuts in Dodoma. I think it is high time we used our youths in farming activities. But they cannot be used, unless they are empowered. (ACE: Hansard 25/07/2011).

22. Mheshimiwa Mwenyekiti, pia nimeona katika maonyesho mbalimbali, wanawake sasa hivi wanajitahidi kusindika matunda, mboga mboga na mazao mbalimbali, wengine wanauza asali, lakini soko la uhakika hawana. Wanategemea soko la humu ndani na soko la humu ndani pia siyo la uhakika. Hawana masoko ya kuuzia mazao. Siku kwa siku wanajikuta wanaendelea kuwa masikini pamoja na kutumia jembe la mkono pamoja na kuumia sana kwa kazi ngumu za tangu asubuhi, lakini bado hawana masoko ya uhakika, bado hawana vifungashio kwa wale ambao wanajitahidi kutengeneza au kusindika mazao bado hawana vifungashio. Lakini hata vifungashio vinavyopatikana, bado ni vya ghali. Ninaomba Serikali yetu Tukufu iangalie namna ya kuwasaidia wanawake hawa pamoja na vikundi vya vijana vitakavyoundwa, kwa sababu vijana ndio nguvu kazi ya Taifa letu (ACE: Hansard 25/07/2011).

Honourable Chairperson, I have witnessed in various exhibitions that women are involved in canning fruits, vegetables and many other crops. Some sell honey but they are not sure of the market. They depend on the home market, which is unfortunately not reliable. They have nowhere to sell their products. They keep on getting poorer and poorer despite using the hand hoe and despite suffering a great deal from the hard work they do from morning until evening. They are not sure of the market for their products, and they have no packing containers. Those who make the products that need packing lack packing materials. But even when packing containers are available, they are very expensive. I request our Glorious Government to see how it can support these women as well as the youth groups that will be formed. This is because the youths are the drivers of our economy. (ACE: Hansard 25/07/2011).

23. Mheshimiwa Mwenyekiti, nadhani ufike wakati wa kuweka kilimo katika dhana ambayo tunaitarajia sisi Watanzania. Dhana ya Kilimo Kwanza pia mimi ninavyoiona haijaleweka kwa Watanzania. Azma ilikuwa ni kuleta kichocheo kwa kuongeza uzalishaji kwa wananchi, lakini hebu tuangalie wananchi, uzalishaji umeongezeka kiasi gani? Kama Watanzania bado wanatumia jembe la mkono, uzalishaji umeongezeka? Mimi sioni kama uzalishaji umeongezeka. Kama kweli azma ni kuongeza uzalishaji, kuongeza usindikaji wa mazao tunapopita katika maeneo mengine tunakuta machungwa yameoza, nyanya zimeoza, matunda mengi, mananazi yameoza mkulima anapata kitu gani? Mkulima anafaidi kitu gani kama lengo letu ni kuwawezesha wakulima wafaidi kila wanachokifanya ili kufaidi jasho lao? (AE: Hansard 25/07/2011).

Honourable Chairperson, I think it is high time we turned agriculture into what we want it to be we as Tanzanians. In my view the Kilimo Kwanza concept has not been well understood by Tanzanians. The rationale for this programme was to stimulate production among citizens by increasing production. But let us now look at our citizens. How much has food production improved? While Tanzanians still use the hand hoe, has production improved? I for one don't think that food production has improved. If the aim is to improve food production and to improve the packing of food products, why is it that we find oranges, tomatoes, pineapples and other types of fruit rotten on the street? How does the farmer benefit, if our aim is to make people benefit from their sweat? (AE: Hansard 25/07/2011).

24. MHE. SAID JUMA NKUMBA Mheshimiwa Mwenyekiti, jambo langu la kwanza ambalo nataka kulichangia hapa ni suala la wataalam kwa maana ya Maafisa Ugani katika maeneo ya vijijini. Kilimo cha kisasa ambacho mwamko wake ni kutoa tija kwa wakulima ama mapinduzi ya kijani ambayo tunayahubiri kila wakati hayawezi yakafanikiwa kama hatuna wataalam

kule vijijini. Naangalia takwimu hapa za watalaam wanaoandikwa katika karatasi kila mwaka kwamba kuna watalaam hawa wanapelekwa vijijini. Lakini ukienda vijijini hawapo. (*Makofi*)

Mimi leo nilikuwa naulizana hapa na Maafisa wangu pale Sikonge wale ambao niliwaleta mwaka jana, mwaka juzi wengine wameshaolewa, wameshaondoka, wanahamia mijini. Naomba sana Serikali iangalie sasa, maana inawezekana kabisa hata hawa vijana ambao tunawaandaa kwa ajili ya kuwapeleka katika hivi vyuo, hatuna maandalizi na hatuwajui. Wengine wanaamua kupitia tu anasema nataka nipite Uyole nisome halafu baada ya hapo nikishapata *Diploma* nitaendelea na msafara wangu mwingine. Chuo cha Kilimo kinakuwa ni njia tu ya kupitia. Nilikuwa naomba sana Serikali katika jambo hili iangalie sana. Naomba sana Wizara ihakikishe ajira ambazo kwa kweli zinafanyika mwelekeo wake mkubwa iwe kuwasambaza vijana hawa vijijini. (ACE:Hansard: 25/07/2011)

HONOURABLE SAID JUMA NKUMBA: Honourable Chairperson, the first thing I want to talk about has to do with experts, specifically extension officers in the rural areas. The modern farming whose aim is to increase crop productivity among farmers or a green revolution which we keep preaching cannot materialize if we do not have experts in the rural areas. I am talking about the statistics on experts which are kept in papers and which indicate that experts are sent to the rural areas every year. But if you go to the rural areas, you do not find them there. (Clap)

Today, I was talking with my officers at Sikonge, those whom I brought there last year and the year before last. Some of them are already married. They have already left the place. They usually relocate to towns. I seriously urge the Government to look at the matter more closely. It is possible that we don't know the youths that we are planning to enrol into the colleges. Some just decide to 'pass through' the colleges. You hear them say 'I want to pass through Uyole and, after getting my diploma, I will continue with my other journey'. So, the college of agriculture remains but a mere way to 'pass through'. I would request the Government to be very keen on this matter. I humbly ask the Ministry to make sure that the jobs created are directed towards taking these young men/women back to the villages. (Hansard 25/07/2011).

25. Mheshimiwa Mwenyekiti, jambo ljingine naomba nizingumzie suala la mpango wa mbolea ya ruzuku. Mimi nasema wale wanaobeza mpango huu hawana la kusema. Mpango huu umetusaidia sana, Serikali ya Chama cha Mapinduzi imeandaa utaratibu mzuri wa kuwasaidia wakulima ambao hawana kipato kikubwa waweze kushiriki katika shughuli za kilimo kwa kutumia kanuni bora za kilimo ambazo zinaambatana na mbolea, mbegu bora pamoja na madawa.

Kwa hiyo, mpango huu kwa kweli haupaswi kupuuzwa na watu ambao kwa kweli hawakitakii mema Chama cha Mapinduzi. Nilikuwa nataka niendeleo kusema kwamba mpango huu uendeleo kuwa endelevu pamoja na kwamba mwaka huu tutakuwa na uwigo mdogo kidogo kuliko mwaka uliopita. Lakini naiomba Serikali iendeleze mpango huu kwa sababu mbadala wa mpango huu ni Serikali kuamua kuwa na viwanda vya kutosha hapa nchini. Kama hakuna viwanda vya kutosha hapa nchini mpango huu ndiyo mpango mbadala wa kumsaidia mkulima aweze kupata pembejeo hizi kwa gharama nafuu. Hata Mataifa mengine makubwa yanatoa ruzuku kwa wakulima wao. (*Makofi*) (ACE: Hansard 25/07/2011).

Honourable Chairperson, another thing that I find worth discussing has to do with a plan for fertilizer to be given to farmers as a subsidy. I am saying that those who despise this plan have nothing else to talk about. This programme has been very beneficial to some of us. The Chama cha Mapinduzi Government has a very good system of supporting farmers whose income is not good so that they can take part in agricultural activities while observing principles of good farming, which, among other things, include the use of fertilizer, quality seeds as well as pesticides.

This programme is, therefore, not supposed to be neglected by people who do not wish Chama cha Mapinduzi good. I wanted to continue to argue that this programme ought to go on and should be sustainable although this year the scope will be narrower than that of last year. Despite all that, I would like to urge the Government to go on with this programme as the only alternative to this programme is for the Government to have enough industries here in the country. If there are no enough industries in the country, this is the viable alternative for assisting a farmer to get agricultural inputs at a cheap price. Even big nations give subsidies to their farmers. (Clap (ACE: Hansard 25/07/2011).

26. Mheshimiwa Mwenyekiti, jambo lingine ambalo naomba nizingumze kidogo, ni suala la Benki ya Wakulima. Nashukuru sana Serikali ya Chama cha Mapinduzi katika kuhakikisha kwamba chombo hiki kinaendelea hatua kwa hatua kupata fedha kwa ajili ya dirisha ambalo linaanzishwa ili ya kuwasaidia wakulima kupata mikopo.

Mheshimiwa Mwenyekiti, nilikuwa na maombi yafuatayo, kwamba wakati Benki hii ya wakulima haijaanza rasmi, basi uwepo mfumo kupitia *TIB* utakaunganisha *TIB* na Benki zilizopo vijijini ambazo zipo karibu zaidi na wananchi ili madirisha haya yaweze kuwasaidia wananchi/wakulima walioko katika maeneo ya vijijini. Nani anayetoka Mole, Tututua Usoke, Isongea atakwenda *TIB* Dar es Salaam? Tunataka mambo haya yaende kwa wakulima huko. Naendelea kuisisitiza kwamba Benki ya Wakulima iwanufaishe wakulima wadogo wadogo walioko vijijini. Hapa watazuka watu hawalimi, lakini wanalima kwa kutumia karatasi, anakwenda kukopa fedha nyingi, anakwenda anafanyia shughuli zake nyingine, anarejesha. Tunahitaji Benki hii ya wakulima itakapokuwa inaanza hata kuanzia sasa iwanufaishe wakulima waliopo katika maeneo ya vijijini. (AE: Hansard 25/07/2011).

Honourable Chairperson, another issue that I would like to talk about a little bit has to do with Farmers' Bank. I thank the Chama cha Mapinduzi Government for making sure that this organ develops stage by stage by raising money for the window that was specifically opened to assist farmers in securing loans.

Honourable Chairperson, I had the following requests: Before the Farmers' Bank officially starts operating there should be a mechanism via the TIB which will link the TIB with the banks found in the rural areas which are, of course, closer to the people so that these windows may be of use in the rural areas. Who will travel from Mole, Tututua Usoke and Isongea to Dar es Salaam where the TIB is? We want these things to be where farmers are. I continue to emphasize that the Farmers' Bank should benefit the small-holder farmers in the rural areas. There will emerge people who do not take part in farming activities but who cultivate through paper, who will borrow a huge amount of money and then go and use the money for other purposes. But the farmers will have to repay the money. We need this Farmers' Bank from its very start to benefit the farmers found in the rural areas. (AE: Hansard 25/07/2011).

27. Mheshimiwa Mwenyekiti, la mwisho, nimesema nitataja mambo manne yatawatosheni. Napenda kuchambua mchango mkubwa wa mazao ya biashara. Nikisimama hapa nisipotaja mazao ya biashara sitaeleweka sana huko ninakotoka. Kwanza, nawapongeza wakulima wetu wa mazao makuu yakiwemo pamba, korosho, kahawa, chai lakini bila kusahau tumbaku.

Nawapongeza sana kwa kazi nzuri wanayoifanya ya kukuza uchumi na hasa kwa kukusanya kipato kikubwa sana cha fedha za kigeni nchini. Lakini yako matatizo, kwa mfano mwaka huu tunashuhudia matatizo ya kushuka kwa bei kwenye mazao makuu hasa mawili ambayo ni pamba na tumbaku. Bei imeshuka. Lakini mazao haya ukiunganisha na korosho na mazao mengine chai na kadhali ni mazao ambayo yanasaidia sana kukuza Pato la Taifa mwaka hadi mwaka. Sasa Serikali inasema nini? (*Makofi*)

Mheshimiwa Mwenyekiti, wakati ambapo wakulima hawa wanaendelea kupata fedha zao vizuri katika miaka mingine, mimi sina maneno. Lakini Serikali kwa nini isiandae utaratibu wa kuhakikisha inatoa fidia au inatengeneza utaratibu kama Bima? Sasa tuna Bima za ajali za magari, lakini kwa wakulima wetu hawa tunawaacha tu, wakipata ajali, bei imeanguka, tunakaa na sisi tunaangalia. Hapana, lazima Serikali sasa ithubutu kuhakikisha kwamba inaunda angalau mfuko wa kusaidia mazao haya ya wakulima pale ambapo mazao haya yanapopata muanguko wa bei. Hili ndilo jambo litakalawasaidia wakulima kuiona Serikali hii ya Chama cha Mapinduzi kwamba iko pamoja nao. (*Makofi*) (ACE: Hansard 25/07/2011).

Honourable Chairperson, the last thing is that I said I would make four points which I think will be enough for you. Let me assess the importance of cash crops to the economy. If I stand here and remain silent about cash crops, I won't be understood, especially by the people whom I represent. Let me first of all congratulate all producers of cash crops, including the growers of cotton, cashewnuts, coffee, tea and tobacco.

I congratulate them on the good work that they are doing in growing the economy, especially in helping the nation earn foreign exchange. But there are problems. For example, this year we have witnessed a fall in price in two main cash crops, namely cotton and tobacco. The price has gone down. But these crops, together with cashewnuts and other crops like tea and others, help a great deal in income generation for the nation. What does the Government say on this? (Clap)

Honourable Chairperson, while these farmers enjoy getting their money in other years, I don't have any questions on that. But why does the Government not have in place a policy of compensating like that of the insurance companies? Now, we have insurance for car accidents but we leave our farmers empty-handed. If they get accidents or the price falls, we just look at them. No. The Government should at least put in place a supporting fund for the farmers' crops when there is a fall in price. This is something that will make the farmers see that the Chama cha Mapinduzi Government is with them. (Clap) (ACE: Hansard 25/07/2011).

28. MHE. AMOS G. MAKALLA Mheshimiwa Mwenyekiti, jambo la nne ambalo ndiyo kubwa kwangu, ni kiwanda cha sukari Mtibwa. Tangu nimeingia hapa, nimeshaongea mara nne kuhusu kiwanda cha Mtibwa, nilichangia hotuba ya Rais, nikauliza swali, nimechangia hotuba ya Waziri ya Mkuu, nimeuliza swali tena hivi majuzi, lakini matatizo kiwanda cha Mtibwa bado yanaendelea na yameanza muda mrefu toka kiwanda hiki kibinafsishwe mwaka 1997. Mimi sitachoka kuongelea suala la Mtibwa. Sitachoka, najua kwamba nikiongea suala la Mtibwa kwa wananchi wangu watafurahia, lakini kuna watu wachache litawaudhi sana. Lakini kwa kuwa mimi nimechaguliwa na wananchi, nasema mpaka kieleweke, matatizo ya Mtibwa yatatuliwe. (*Makofi*)

Mheshimiwa Mwenyekiti, katika kiwanda cha Mtibwa, kuna matatizo pale ya wakulima. Wakulimwa wanalipwa bei ndogo ya miwa. Mkulima wa Mtibwa anatomia Sh. 43,000/= lakini anauza kwa Sh. 42,000/=, hii ni biashara gani? Sh. 43,000 ndiyo gharama halafu wewe unauza kwa Sh. 42,000/=, na nasikia sasa hivi ameongeza ni Sh. 42,500/=. Lakini wenzetu wa Kilombero wanauza miwa kwa Sh. 56,000/=. Hivi karibuni niliuliza swali juu ya kuwepo kiwanda mbadala nikaambiwa kwamba kuna sheria kwamba kiwanda kingine kijengwe kilomita 80. Sasa hii sheria kwani ni torati? Hakuna ushindani hapa. Kwa hiyo, wananchi hao wataendelea tu kunyanyasika eti kwa sheria kwamba kiwanda kingine kijengwe kilomita 80. Nilikuwa naomba sana Serikali iangalie upya, hii sheria ni ya ukandamizaji. Wananchi hawa watakwenda wapi? Kwa hiyo, mnunuzi ni mmoja anapanga bei mwenyewe, kama ukikataa utamuuzia nani miwa yako? Kwa hiyo, nilikuwa naomba sana suala hili Serikali ilianganalie. (AE: Hansard 25/07/2011).

HONOURABLE AMOS G. MAKALLA: Honourable Chairperson, the fourth point, which is an issue to me, is to do with Mtibwa Sugar Factory. Since I entered this House as a Member of Parliament, I have talked about this matter four times. I took part in the discussion concerning estimates of the President's Office. Later, I asked a question, I participated in the discussion of the Prime Minister's speech, I asked another question recently, but the problems of Mtibwa Sugar Factory still exist and, indeed, they have existed for quite a long time since the factory was privatized in 1997. I will never get tired of talking about the problems of Mtibwa. I won't get tired because I know if I talk about the Mtibwa problems my people will be

happy although a few people will be offended. But since I was elected by the people, I say no stone shall be left unturned. The Mtibwa problems must be solved. (Clap)

Honourable Chairperson, there are problems at Mtibwa Sugar Factory involving farmers. Farmers sell their sugar cane at a very low price. The farmer of Mtibwa spends 43,000/= shillings as a production cost but sells his/her sugar cane at 42,000/= shillings. What kind of business is this? 43,000 shillings is the production cost but you sell sugar cane at 42,000/= shillings. I hear that the factory owner has raised up to 42,500/= shillings. But our friends in Kilombero are paid 56,000/= shillings. I recently asked a question about the establishment of an alternative factory. I was told that there is a law that shows how far a factory can be from another.

I am wondering: Is this law a Torah? There is no competition here. So people will continue to suffer in the name of abiding by the law which requires a factory be located 80 kilometres from another. I urge the Government to take a very serious note of this. This law is oppressive. Where will my people go? The buyer is one and he is the one who sets the price. If you object to the price, where will you sell your sugar cane? So, I request the Government to take a very serious note of this matter. (Hansard 25/07/2011).

29. MHESHIMIWA MURTAZA MANGUNGU: Mheshimiwa Mwenyekiti, hili mimi nitasema kwamba itabidi nipate ufafanuzi. Leo asubuhi hii nilitamani niwe karibu na Waziri wa Maliasili na Utalii. Wananchi wa Kilwa hasa Kaskazini wanyanyaswa na wanyama waharibifu. Wanajitahidi kulima, lakini hawapati nafasi ya kuvuna mazao yao yote na tunapoleta malalamiko yetu Serikalini inaweza ikachukua miezi mitatu bado hujajibiwa.

Kwa mfano, mwaka huu, watu walilima na walikuwa wanategemea kupata mazao makubwa sana. Lakini wanyama waharibifu wakiwemo panya wanasumbua, wanakula mbegu. Halmashauri ya Wilaya ya Kilwa iliomba ipewe *at least* kwa makadirio ya chini tani moja na nusu ya sumu, wamepewa kilo 45. Sasa sisi hatuna haja ya kupita kuomba vyakula. Tunajitolea wenyewe kulima, lakini tunaomba msaada, basi mtuletee. Chakula hatuwezi kupata, tupeni basi sumu tuuwe hivi viumbe. Tembo wanavamia mazao, wanyama wengine wote wanavamia mazao na hata panya nao, sisi hatuli panya. (AE: Hansard 25/07/2011).

HONOURABLE MURTAZA MANGUNGU: Honourable Chairperson, on this, I will continue to speak until I get clarification. This morning I wished I had sat near the Minister for Natural Resources and Tourism. People of Kilwa North are teased by wild animals a great deal. They struggle to cultivate but they are not given the opportunity to harvest all of their crops and when we bring our complaints here, the Government takes up to three months to respond.

For example, this year, people planted their crops and expected to have very good harvests. But vermins, including rodents, are very disturbing as they eat seeds. The Kilwa District Council asked to be given at least a tonne of poison on average. But they have been given only 45 kg. Let me tell you that we don't need to be going around asking for food. We want to cultivate but we need support. Give us that support. We can't get food, give us that poison so that we can kill these creatures. Elephants invade farms. Other animals, including rodents, also invade farms. We the people of Kilwa don't eat rodents. (AE: Hansard 25/07/2011).

30. MHE. LIVINGSTONE J. LUSINDE Mheshimiwa Mwenyekiti, habari ya kusema tena kilimo ni uti wa mgongo tutakuwa tunawadanganya watu. Mgongo ulishavunjika, watu wako hoi, wanasubiria kuzikwa. Huwezi ukawa unasema kila kukicha kwamba katika Taifa hili kilimo ni uti wa mgongo. Huyu mtu nyama zinaongezeka, uzito unakuwa mkubwa na uti wenyewe unazidi kukonda, mtu wa namna hiyo hawezi kuishi. Kama tunasema kilimo ni uti wa mgongo, basi lazima vitendo viendane na kauli hiyo. (Makofi)

Mheshimiwa Mwenyekiti, tunapozungumzia suala la kilimo, nataka niseme adui mkubwa wa Chama cha Mapinduzi siyo Wapinzani, wala siyo CHADEMA. Adui mkubwa wa CCM ni Watendaji wetu hawa ndiyo watatua. Mipango wanayotuletea kila siku haitekelezeki, haina maendeleo makubwa, tunafika mahali kila siku tunawakuza tu watu, wenyewe hawana kitu chochote hapa. (Makofi) (ACE: Hansard 25/07/2011).

HONOURABLE LIVINGSTONE J. LUSINDE: Honourable Chairperson, if we keep saying agriculture is the backbone, we shall be deceiving our people. The back got broken many years ago. The people are in a miserable situation, waiting to be buried. You can't continue saying day in day out that agriculture is the backbone of this nation. This person is experiencing an increase in mass, so he or she is increasing in weight while the backbone is getting thinner and thinner. A person of that kind cannot live. If we are saying agriculture is the backbone, our acts must match our words. (Clapping)

Honourable Chairperson, when we talk about agriculture, let me say the worst enemy of Chama cha Mapinduzi is neither the opposition nor CHADEMA. The worst enemy of CCM are the technocrats. These are the ones who are killing us. The plans that they bring to us every day are unimplentable. They don't lead us to any progress. We have reached a point where we keep magnifying the people who are practically not very important. (Clapping) (ACE: Hansard 25/07/2011).

31. Mheshimiwa Mwenyekiti, Tanzania ndiyo nchi pekee duniani ambayo inamshangaza hata Mungu. Mvua ikinyesha sana janga, isiponyesha janga. Sasa Mungu atufanyie nini? Maana inafika mahali inashindikana, huwelewi hawa watu wanataka nini. Ikinyesha sana mvua utasikia dini zote wakisema tukusanyike kuomba janga la mafuriko. Isiponyesha, tukusanyike kuomba janga la mvua. Nyinyi mnataka nini sasa? Wasomi wetu wanafika mahali wanashindwa hata kuiga tu. Nchi za

wenzetu zimeendeleaje? Maana huwezi kusema kuna jambo la utafiti, mimi hilo sikubaliani nalo. Kuna nchi ambazo zimetoka kwenye umaskini wa chakula, kwa nini tusiige tu? Hata kuiga nako ni shida!

Honourable Chairperson, Tanzania is the only country in the world which surprises even God. If it rains heavily, that is a catastrophe. If it doesn't rain, it is a catastrophe. What should God do for us then? Because it reaches a point where you don't understand what these people want. If it rains, you hear people from all the religions gathered somewhere to pray so that God saves them from floods. If it doesn't, they gather somewhere to pray against drought. What do you want then? Our educated fellows fail even to copy... How have other people's countries developed? You can't talk of research. I don't personally support that. There are countries that have liberated themselves from food-related poverty. Why don't we just copy...? Even copying is a problem?

32. Mheshimiwa Mwenyekiti, juzi Mheshimiwa Rais alikuwa Malaysia. Unaona vitu vya ajabu hata kwenye TV! Ameongozana na wataalam, lakini Rais ndio anayeomba *business cards* za watu ili waje wawekeze huku. Wao wenyewe wapo, tumeona mpaka kwenye TV! Mambo ya aibu kabisa! Sasa hawa wataalam wanafuatana na Rais kwenda kufanya nini? Kumbe hata vitu vizuri hawavioni mpaka Rais tunamwona anaomba *business card*, anawaambia, “nitakutafuta,” wakati wataalam wapo kwenye msafara. Msiende! Aende Rais peke yake. (*Makofi*) (AE: Hansard 25/07/2011).

Honourable Chairperson, a few days ago, the President was in Malaysia. You see wonderful things even on TV! He was accompanied by experts. It is the President who was asking for the business cards of the people so that they could come and invest in our country. But the experts were just there, sitting idle. We saw that on TV! What a shame! Why do these experts accompany the President? It appears that they do not see good things to the extent that they make the President ask for other people's business cards. He could say, "I will communicate with you" while the experts are part of the entourage. You should not go with the President anywhere. Let the President go abroad alone. (Clapping) (AE: Hansard 25/07/2011).

33. Mheshimiwa Mwenyekiti, tufike mahali mtusaidie, tukishiba, watu watawaza namna ya kufanya. Hata hao vijana ambao tunasema, ooh, vijana warudi nyumbani wakalime. Hebu tuanzishe shamba la Bunge twende tukalime kwa mikono kama tutaweza! Maana tusiwe tunasemea watu tu wakati sisi wenyewe hatufanyi. Kama tunataka kujua uchungu na ugumu wa kilimo tuanzishe shamba la Bunge. Halafu sisi Wabunge twende tulime, mwone shughuli yake kama hatujaghairi na kuliacha hilo shamba. Shughuli ya kilimo siyo mchezo! Hakuna kijana anayeweza kwenda kulima kilimo kisichokuwa na tija na halafu asomeshe ndugu zake, asomeshe watoto, auze mazao hayo hayo, halafu anunue nguo. Hawezi kufanya biashara hiyo. (*Makofi*) (AE: Hansard 25/07/2011).

Honourable Chairperson, it is high time you helped us after we have eaten enough become full. People, including the youths that we encourage to go back the village and take part in farming, may wonder what to do. I propose that we set up a Parliament farm where all of us should go and cultivate using hand hoes to see if we can produce anything! We should not be telling others to do what we ourselves don't do. If we really want to experience the "bitterness" of farming, let us start such a farm. Then we Members of Parliament should go and cultivate it. You will see how hard it is and I am sure we will abandon that farm. Farming is not a light task! No youth can go and take part in the kind of farming that does not enable him/her to take his/her relatives and children to school and buy clothes for them after selling the crops. He/she cannot do such as business. (Clapping) (AE: Hansard 25/07/2011).

34. Mheshimiwa Mwenyekiti, mazao yanapatikana kwa taabu. Sasa hivi nimesoma hapa Mfuko wa Taifa wa Pembejeo, wanataka Shilingi bilioni 14 tu ili waweze kufanya maajabu. Lakini sisi hapa tunawapangia, tunapeleka Shilingi bilioni moja. Unapeleka, mara milioni 300, hawawezi kutoka watu kwenye umasikini kama hatujakuwa *serious*. Wizara nyingine tunazochangia kwa uchungu kama Wizara ya Nishati na Madini, inaonekana kama vile Wabunge tuna hasira, kwa sababu kwenye friji zetu nyama zinaoza. Lakini Wizara inayotakiwa tuchangie kwa hasira ni hii ya Kilimo. (*Makofi*) (AE: Hansard 25/07/2011).

Honourable Chairperson, farms hardly yield any crops. I have just read about the National Agricultural Inputs Fund, which wants 14 billion shillings to be able to do wonders. But we here give them only one billion shillings. At times you give them 300 million shillings. The people cannot be lifted out of poverty if we are not serious. When airing our views about the estimates of some ministries like those of the Ministry of Minerals and Natural Resources, we do that in a seemingly angry manner. That is because meat is rotting in our refrigerators. But in actual fact it is the Ministry of Agriculture and Cooperatives with which we ought to be angry as we make our contributions to it. (Clapping) (AE: Hansard 25/07/2011).

35. MHE. JITU V. SONI: Mheshimiwa Mwenyekiti, kila mwaka tunakakaa, tunazungumza, Wabunge waliopita tumeona wanazungumzia kwamba matunda yanaoza Tanga, sasa hivi bado nyanaoza, hata viwanda vidogo vya kusindika jamani! Inakuwaje? Halafu tunaambiwa kuna mtaalam, hawa wataalam wamesoma wapi? Mbona hawafanyi vitu vikaonekana? Vinginevyo, watolewe waje wengine. Kuna Watanzania wana hamu ya kufanya kazi. Kwa hiyo, ndugu zangu tusiweke watu ambao wanatufanya tukosane na wananchi kwa kuleta mipango isiyotekelezeka. Haiwezekani! Tuokoe matunda ya wakulima wetu, tuokoe mazao yale yanayoweza kutuletea tija. (AE: Hansard 25/07/2011).

HONOURABLE JITU V. SONI: Honourable Chairperson, every year we sit here and talk. The Members of Parliament who have talked before me have said fruits are rotting in Tanga. They are still rotting. We fail even to have small fruit canning industries. Oh poor us! Why? But we are told that we have experts. Where did these experts go to school? Why don't they make things happen and be seen to be doing so? Otherwise, they should be sacked and new ones be employed in their place. There are Tanzanians who are very eager to work. So, it is high time, dear brothers and sisters, we stopped employing people who make us quarrel with our people by setting plans that are unimplementable. That is impossible! We need to save our people from losing their fruits and crops that may be profitable to them. (AE: Hansard 25/07/2011).

36. Mheshimiwa Mwenyekiti, pia katika suala la mbolea, tuna viwanda ambavyo vinazalisha mbolea, wangepewa jukumu basi wao moja kwa moja waifikishe hadi kwa mkulima. Katika hiyo mbegu, bei ya mbegu hakuna haja ya kuwa na mfumo wa vocha. Bei ya mbegu ipunguzwe, Serikali itoe ruzuku kwa wanaozalisha mbegu. Ikishatoa kwa wanaozalisha mbegu, *automatically* bei itapungua. Leo hii shilingi 220 ni ushuru wa mazao tu kwenye hiyo kilo. Kwenye shilingi 1,500; shilingi 220 ni ushuru wa mazao tu, ukiondoa na zile kodi za ASA na TOSKI ambayo wanatoza wazalishaji, bei ingeweza kuwa shilingi 1,000. Serikali ikiongeza ruzuku yake pale, wala hakuna haja ya kutoa hizi vocha ambazo wananufaika watu wachache. Ina maana bei ya mbegu ikiwa chini wote tutanufaika. (*Makofi*)

Honourable Chairperson, about fertilizer, we have factories which manufacture fertilizer. These were supposed to be given the responsibility of taking fertilizer directly to farmers. As for seeds, there is no need for the price of seeds to be determined on the basis of vouchers. The price of seeds should be reduced. The Government ought to subsidize the seed producers. That will make the price of seeds automatically go down. As of today, 220 shillings is paid as duty for a kilo of crops. Out of 1,500 shillings, 220 shillings is crops duty, excluding the fees paid in the form of ASA and TOSKI which producers are levied. The price would fall to as low as 1,000 shillings. If the Government puts its subsidy, there will be no need for giving the vouchers which just a few people benefit from to them. That means if the price of seeds falls, we will all benefit from the low price. (Clapping)

37. Mheshimiwa Mwenyekiti, ninaomba nichangie Sekta ya Umwagiliaji. Hii ni Sekta ambayo inaweza kutondoa katika umaskini. Umwagiliaji umeondolewa katika Wizara ya Maji umeletwa Kilimo, lakini fedha zote ambazo ilitakiwa ihame nazo, zimebaki kule, imekuja tu umwagiliaji katika Wizara ya Kilimo. Fedha hizi hazitoshi katika mambo ya umwagiliaji. Pia ninaomba katika Miradi hii yote ambayo imeandikwa kwamba wataanzisha umwagiliaji katika Bonde la Kati, Wilayani kwangu Babati Vijijini, ni eneo pekee ambalo lina maji ya mtiririko. Sijaona mahali ambapo umewekwa Mradi hata mmoja wa umwagiliaji. Tunaanazisha Miradi mipya mingi, lakini ile ya zamani ambayo inahitaji ukarabati sijaona. Kwa mfano, ile ya Masware, Kisangaji, Shaurimoyo na visima 15, ambayo imeshafanyiwa upembuzi na wataalamu wameshapima, sijaona mahali ambapo imetamkwa kwamba itafanyiwa kazi. (AE: Hansard 25/07/2011).

Honourable Chairperson, let me make my contribution to the Irrigation Sector. This is the sector that can liberate us from poverty. Irrigation has been transferred from the Ministry of Water to the Ministry of Agriculture. This amount of money is not enough for irrigation. I also request that in all the projects they should start irrigation schemes in the Central Basin, in my district Babati Rural, which is the only place in the country where there is "flowing" water. I have not seen any irrigation project being implemented anywhere. We are busy setting new projects but I haven't seen any old projects being carried out. For example, it is pointed out anywhere that projects like those at Masware, Kisangaji and Shaurimoyo which have 15 wells and for which a feasibility study has been carried and which were surveyed by experts, will be implemented. (AE: Hansard 25/07/2011).

38. Mheshimiwa Mwenyekiti, lingine ni suala la bei ya mazao. Mimi ninaomba Serikali iangalie sana, kwa sababu mwaka ambao ni wa njaa ndiyo Mkulima anaona kidogo afadhali mazao yake yanapata bei; lakini hapo hapo Serikali inatoa mahindi ya msaada, mkulima anakandamizwa. Wafanyakazi wakihitaji mshahara wakigoma wanapandishiwa. Hivi Mkulima anaweza kugoma? Hivi wakijifunza na wakiweza kugoma; siku mbili tu wasipopeleka mazao sokoni; nchi hii kweli itaendesheka? Mimi ninaomba wao pia waangaliwe. Wao pia zile siku ambazo wanafanya kazi, waangaliwe kama Wafanyakazi wengine ili bei ya mazao na kitu wanacholima pia wapate tija. Siyo mtu anafanya kazi kwa kusaidia hii *Middle Class* na *Upper Class*; wao pia wanahitaji kuwa na maisha bora. (AE: Hansard 25/07/2011).

Honourable Chairperson, another thing I would like to talk about concerns the price of crops. I ask the Government to be very keen because in a year when there is famine people see it as a good time for their crops to enjoy good prices. But at the same time, the Government provides maize for free. The farmer is then adversely affected. When workers boycott, their salaries are increased. Can a farmer boycott? Suppose these farmers learn something from the workers and boycott for two days by not taking their crops to the market for two days. Will this country be manageable? I ask that these people be considered too. They should be treated like the workers when it comes to working days so that the price for their crops may be reasonable. It should not be the case that a person works just to help the Middle Class and the Upper Class. Farmers also need a better life. (AE: Hansard 25/07/2011).

39. MHE. DKT. KEBWE S. KEBWE: Mheshimiwa Mwenyekiti, ninaomba suala zima la ku-*survey* nchi, ukienda Mataifa mengine kila kipande cha ardhi unachogusa kiko-*surveyed*. Nchi ndogo kama ya Swaziland, ambayo wanazalisha mazao mengi sana yakiwemo mananasi kwenda South Africa, asilimia 85 ya *imports* za mazao ya kilimo inatoka Swaziland. Sisi leo hii kilimo cha kumwagilia, hizi hekta ambazo tunasema tunazo milioni 44, asilimia 20 ndiyo zinalimwa. Kama ingewezekana suala la umwagiliaji likaimarishwa, mbona fursa ziko nyingi; hizi hekta milioni 29 ambazo tunasema tunazo, ni asilimia moja tu ambayo kuna kilimo cha kumwagilia. Kwa kweli unaweza ukawa na macho lakini usione; katika Kanda ya Ziwa, nimepitia kitabu hiki cha Waziri, hakuna Mradi hata mmoja wa masuala ya umwagiliaji. Maji haya ambayo Mwenyezi Mungu ameumba dunia akatupatia Kanda ya Ziwa, ni vipi yanakwenda Sudan wanafanya kilimo kikubwa sana, kama kule *Swan Dam*, wanamwagilia; Misri vivyo hivyo wanamwagilia maji haya ambayo yanatoka hapa nyumbani! (AE: Hansard 25/07/2011).

HONOURABLE DR. KEBWE S. KEBWE: Honourable Chairperson, let me say something about surveying the country as a whole. When you visit other countries, you find every piece of land in the country has been surveyed. A small country like Swaziland which is the exporter of various types of crops, including pineapples, to South Africa, where 85 per cent of the crops imported into the country come from Swaziland. For us what could be of help today is irrigation farming. Out of these 44 million hectares that we claim to have, only 20 per cent are cultivated. If we improved irrigation farming, there would be a lot of opportunities. Out of these 29 million hectares which we claim to have, only two per cent are used for irrigation farming. In fact you can have eyes but be unable to see anything. There is no single irrigation project in the Minister's speech for the

Lake Zone. Almighty God gave us this water and placed us in the Lake Zone. How come we allow this water to go to Sudan where they use in large-scale farming? For example, at Swan Dam, they carry out irrigation farming, in Egypt as well. They use this water that comes from our very home! (AE: Hansard 25/07/2011).

40. MHE. DKT. AUGUSTINO L. MREMA Mheshimiwa Mwenyekiti, la mwisho ni kuhusu njaa; nilimweleza Waziri kwamba, mahindi yanakwenda Kenya na kweli yanakwenda pamoja na kuweka askari barabarani; ninachotaka kukwambia, yale mahindi bado yanakwenda Kenya. Hali ya chakula kule Vunjo siyo nzuri, nikaomba tuwe na soko pale Himo; Watu wa Sudan na wana fedha za kigeni, Watu wa Somalia wana njaa, Watu wa Kenya wana njaa, kwa nini tuwapelekee mahindi kupitia vichochoroni? Kwa nini tusifanye soko kubwa pale Himo na tayari umekwishatenga milioni 93 kwa ajili ya kujenga soko kubwa pale Njiapanda? Kwa nini tusiwe na soko la Kimataifa pale Himo? Kwa nini msitangazie dunia nzima kwamba kama unataka mahindi ya Tanzania tena kwa fedha za kigeni njooni Himo; tatizo ni nini? (ACE: Hansard 25/07/2011).

HONOURABLE DR. AUGUSTINO L. MREMA: Honourable Chairperson, the last point is about famine. I told the Minister that maize goes to Kenya, and indeed it goes despite there being police officers on the way. What I want to tell them is that the maize still goes to Kenya. There is no food security in Vunjo. I suggested that we should have a market at Himo. The people of Sudan have foreign exchange, the people of Somalia are starving, the people of Kenya are starving, too. Why should we sell them maize through illegal means? Why don't we establish a very big market at Himo? You have already put aside 93 million shillings for setting up a large international market at Himo. Why don't we tell the whole world that if they need maize from Tanzania, they should come to Himo and buy maize using foreign exchange? What is the problem? (ACE: Hansard 25/07/2011).

41. MHE. IGNAS A. MALOCHA: Mheshimiwa Mwenyekiti, ninachotaka kusema, majuzi tu Serikali imezuia Wananchi kuuza mazao nje tangu tangazo lilipotoka. Huu ndiyo mwanzo wa mateso ya Wananchi ya Mkoa inayozalisha kwa wingi na hasa Mkoa wa Rukwa. Pia ni mateso makubwa hata kwa wafanyabiashara, ambao walikuwa wananunua, maana bei ilikuwa imekwishafika mpaka gunia lilikuwa linauzwa kwa shilingi 40,000, walikuwa wanapeleka nje na wao, lakini kwa sasa wamesimama, wakulima hawana mahali pa kuuza na ni tatizo kubwa sana.

Mheshimiwa Mwenyekiti, ninaomba Serikali ilitizame hilo; kitendo cha kuzuia Wananchi wasiuzze mazao nje wakati haijajipanga kukidhi ununuzi wa mazao hayo ni mateso makubwa kwa Wakulima. Hilo lazima mlifhamu; mnatengeneza chuki kwa Wananchi. Serikali inatengeneza chuki bila sababu na mnatoa ufahari hata kwa watu wengine; hivi mnataka siku moja mwone Wakulima wanagoma au wanafanya maandamano ndiyo mjue kwamba kitendo hiki kinawaudhi? (*Makofi*) (AE: Hansard 25/07/2011).

HONOURABLE IGNAS A. MALOCHA: Honourable Chairperson, what I want to say is that a few days ago, the Government prohibited people to export crops. This is a punishment to the people in the regions (especially to the people in Rukwa Region) which produce excessively. It is also a punishment to the traders who were buying the crops as the price had risen to as high as 40,000 shillings per sack. These people were exporting and now they have stopped. Farmers have nowhere to sell their produce. It is a very big problem.

Honourable Chairperson, I urge the Government to look at that. It is not good to prohibit the people to sell their produce outside the country while it is not prepared to buy that produce; it is a big punishment to the farmers. You ought to know that. You are creating hatred among the people. The Government is creating hatred for no reason. Do you want to see the farmers boycotting or demonstrating in order for you to know that they are angry? (*Clapping*) (AE: Hansard 25/07/2011).

42. Mheshimiwa Mwenyekiti, jambo lingine ni kuhusu umwagiliaji. Ninamshukuru Mwenyezi Mungu, katika eneo ambalo limejaliwa kuwa na maeneo mazuri ya umwagiliaji ni pamoja na Mkoa wa Rukwa, Jimbo la Kwera. Jimbo la Kwera, Ukanda wa Ziwa Rukwa, lina mito mingi sana, yaani unapotembea kilomita tano au nane lazima ukute mto tena usiokauka. Tuna mito mingi na mabonde mazuri ambayo muda wote unaweza kulima kama miundombinu itatengenezwa vizuri ni kilimo cha mwaka mzima, yaani mzunguko. Pamoja na mito mingi, Serikali imegusia mto mmoja katika Kijiji cha Sakarilo.

Ninashukuru kwani mafanikio ni mazuri na tunakwenda vizuri, lakini ningeishawishi Serikali itumie ile mito ambayo imebaki katika kuzalisha. Tumesikia wenzetu wanalalamika njaa, lakini mimi mtu akisema njaa kwenye Mkoa wangu ninamwonea huruma, kwa sababu vyakula vinaoza na hata ukienda kwenye maghala ya Mkoa wa Rukwa, hakuna hata pa kuweka kwani mazao yako chini na mengine yanaoza na hatujui hata mwaka huu Serikali ikitaka kununua itanunua itaweka wapi? (AE: Hansard 25/07/2011).

Honourable Chairperson, another thing that I want to talk about has to do with irrigation. I thank God because among the blessed areas suitable for irrigation is Rukwa Region, Kwera Constituency. Kwera Constituency, which is located along the Lake Rukwa shore, has a lot of rivers. You hardly walk for five or eight kilometres without coming across a river that is permanent. We have many rivers and river valleys that you can use for irrigation farming for the whole year if infrastructure is put in place. Among many rivers, the Government has talked about only one river found at Sakarilo village.

I thank God because there is a good achievement and we are going on smoothly but I would like to advise the Government to use those remaining rivers in food production activities. We have heard others complain about famine but in my region if a person mentions famine, I sympathize with him/her because the food is rotting and even if you visit the Government food reserves in Rukwa Region, there is no space for keeping food and some of it is put on the floor and some of it is rotting. We don't know where the Government will put food if it decides to buy it this year. (AE: Hansard 25/07/2011).

43. MHE. ALLY K. MOHAMED Mheshimiwa Mwenyekiti, pili, Waziri amehakikisha katika Kitabu chake kwamba, atanunua mazao katika Mkoa wa Rukwa, Mbeya, Iringa na Ruvuma, tani 200,000 na wakati huo huo amefunga mipaka. Wananchi walianza kununua mahindi Rukwa lakini leo Wananchi wa Nkansi wananihangaisha, kila siku wananipigia simu wanasema kwamba, mahindi yalikuwa yanunuliwa kwa shilingi 30,000 mpaka 35,000, lakini leo yanunuliwa kwa shilingi 24,000 mpaka shilingi 20,000 na hawana mahali pa kuuzia. (AE: Hansard 25/07/2011).

HONOURABLE ALLY K. MOHAMED: Honourable Chairperson, secondly, the Minister has stated, in his book, that he will buy crops from Rukwa, Mbeya, Iringa and Ruvuma, amounting to 200,000 tonnes and at the same time he has closed the borders. People started buying maize in Rukwa but today the people of Nkansi are being harassed and they call me every day to say that maize was being bought at between 30,000 and 35,000 shillings, but today it is being bought at between 24,000 and 20,000 shillings and that they have nowhere else to sell it. (AE: Hansard 25/07/2011).

44. MHE. DKT. FESTUS B. LIMBU Nitaanza kwa kuchangia kuhusu kilimo cha pamba Tanzania. Baadhi ya sifa za kilimo ama viashiria vya kilimo chetu cha pamba ni kama ifuatavyo: Kwanza, tija ndogo sana katika sekta yetu, uzalishaji kwa ekari moja ni kilo mia tatu (300) ukilinganisha na kilo 1500 au 3000 katika baadhi ya nchi na hata baadhi ya wakulima wetu ndani ya nchi ambao wanafuata kanuni bora za kilimo cha pamba.

Mheshimiwa Mwenyekiti, pili, ubora wetu uko chini ukilinganishwa na zao hili katika nchi zingine. Tatizo linalochangia ubora kuwa chini ni pamoja na wakulima kuweka mchanga, kuweka maji, kuweka magadi na kutumia mifuko ya sandarusi, hii imesababisha ubora wa pamba yetu kuwa chini na hivyo kupata bei ya chini kuliko ilivyokuwa hapo awali katika soko la dunia. (ACE: Hansard 26/07/2011).

HONOURABLE DR. FESTUS B. LIMBU: I will start my contribution by talking about cotton farming in Tanzania. Some indicators of our cotton farming are as follows: First, there is very little productivity in that sector. The production of one kilogramme costs three hundred (300) shillings, compared with the 1500 or 3000 kilogrammes spent in other countries and by some of the cotton growers within the country who follow the cotton farming principles.

Honourable Chairperson, secondly, the quality of our cotton is poorer than that of the cotton produced in other countries producing. The thing that lowers the quality of cotton is that farmers use sand, water, soda and gum copal plastic bags. This has caused the quality of our cotton to be poor and therefore to sell at a lower price, contrary to how the situation was in the past at the world market. (ACE: Hansard 26/07/2011).

45. Mheshimiwa Mwenyekiti, jambo la sita kilimo chetu kinategemea mvua, hatuna kilimo cha umwagiliaji katika sekta ya pamba. Mwisho lakini siyo kwa umuhimu, ni matumizi ya pembejeo na zana za kilimo katika sekta ya pamba bado ni kidogo, mbolea inatumika kidogo sana, madawa ya kuulia wadudu yanayotumika ni kidogo sana kiasi kwamba tija inakuwa ndogo na bado wakulima wa pamba wanatumia jembe la mkono mkulima. (ACE: Hansard 26/07/2011).

Honourable Chairperson, the sixth point is that our farming depends on rain. We do not have irrigation farming in the cotton sector. Also, the use of farm inputs and agricultural implements in the cotton sector is still very low, the use of fertilizer is very low, the use of pesticides is too low that productivity is very low and the cotton producers still use hand hoes. (ACE: Hansard 26/07/2011).

46. Mheshimiwa Mwenyekiti, ili tumkomboe mkulima wa pamba kutoka katika hali hii ya kuzalisha kilo mia tatu katika ekari moja, tumependekeza katika azma ya Serikali ya kilimo kwanza, kwamba kwenye kilimo cha pamba tuwe na kilimo cha mkataba. Kilimo cha mkataba kimefanyiwa majaribio kwa miaka mitatu sasa, katika Mkoa wa Mara na katika Kata mne za Wilaya ya Bariadi toka mwaka 2008. Mafanikio yameonesha kuwa kilimo hiki kinafaa na kinafaa kuenezwa nchi nzima. Lakini wadau wamekubaliana kwamba *Competitive contract farming* ndiyo itumike, ambapo makampuni zaidi ya moja yashiriki katika eneo moja. Kwa hiyo, kilimo cha mkataba wadau wamekubaliana kwamba kinafaa, kiboreshwe na kiwe *competitive contract farming*. (AE: Hansard 26/07/2011).

Honourable Chairperson, in order for us to liberate the cotton farmer from this situation of producing three hundred kilogrammes out of an acre, we have proposed in the Government's Kilimo Kwanza programme that we should have contractual cotton growing. This contractual cotton growing has been tested for three years now in Mara Region and in four wards in Bariadi District since 2008. The results have shown that this type of farming is profitable, and so it ought to be spread throughout the country. The stakeholders have agreed that competitive contractual cotton growing is the type of farming that should be practised. Therefore, different companies ought to operate in the same area. The stakeholders have agreed that contractual cotton growing is good and that it should be practised and be competitive as well. (AE: Hansard 26/07/2011).

47. MHE. SALIM HEMED KHAMIS Mheshimiwa Mwenyekiti, Serikali inaji-contradict yenyewe kwa sababu Serikali yenyewe ndiyo inasema kwamba wakulima wazalishe kibiashara. Hasa kama mkulima ana gunia zake kumi au ishirini anataka kuuza kwa ajili ya maendeleo yake unamzuia kuuza, maana yake mwakani mkulima huyu hatoweza kuzalisha hata nusu yake. Lakini kama Serikali inataka kuzuia basi iwafidie wakulima na hili siyo jambo geni.

Mheshimiwa Mwenyekiti, hivi karibuni nimesikia nchi ya Ujerumani imezuia kwa muda wa wiki mbili uuzaji wa maharage kutokana na ugonjwa wa *E. coli* lakini siyo kuzuia tu bali imefidia Euro bilioni mbili kwa wakulima kwa wiki mbili tu, leo itakuwaje sisi tuwazuie wakulima wanyonge wasiuzwa kwa sababu ya usalama wa chakula, tafuteni chakula na mwache wakulima wauze mazao yao ili wapate manufaa. (AA: Hansard 26/07/2011).

HONOURABLE SALIM HEMED KHAMIS: Honourable Chairperson, the Government is contradicting itself because it is the Government itself that says farmers ought to produce commercially. Then comes a situation when a farmer has ten or twenty

bags and the Government forbids such a farmer from selling his produce for his own good. This means next year, this farmer will not produce even half of that produce. If the Government wants to ban the selling of produce, it should compensate farmers, and that is not something new.

Honourable Chairperson, a few days ago, I heard that Germany has banned the selling of beans for two weeks due to the outbreak of E. coli and it has gone beyond banning but it has compensated the farmers with two billion Euros just because of a two-week ban. How come today we are preventing the farmers from selling their crops in the name of food security? Look for food and let the farmers sell their crops so that they can get profit by it. (AA: Hansard 26/07/2011).

48. Mheshimiwa Mwenyekiti, Serikali imezoea, mwaka 2009/2010, Kamati ya Kilimo ilitembelea Kilombero Kijiji cha Mwanga kukutana na wakulima kusikiliza matatizo yao, wakulima walilalamikia Serikali kwamba imewatia hasara kubwa kwa sababu wana mpunga mwingi wamekuja wafanyabiashara kutoka Malawi lakini Serikali ikasema hakuna ruhusa ya kuuza. Wafanyabiashara wale waliondoka na walipotoa ruhusa ya kuuza walikuwa wameshapata soko sehemu nyingine. Kwa hiyo, Serikali ambayo imesema inajali wakulima, ni lazima ibadilike katika utekelezaji wake wa mambo kwa sababu kuwazuia wakulima unawavunja nguvu hawawezi hata kidogo kuzalisha katika mwaka unaofuata. (AE: Hansard 26/07/2011).

Honourable Chairperson, the Government is used to that habit. In 2009/2010, the Agriculture Standing Committee visited Kilombero, particularly Mwanga village, where it met with farmers and listened heard their problems. The farmers complained that the Government has made them incur losses as they have a lot of rice and buyers from Malawi went to Kilombero but the Government prohibited the farmers from selling their produce. The buyers left and by the time the Government allowed the farmers to sell their rice, the buyers had already got rice from somewhere else. So, the Government that claims to care for farmers ought to change in the way it implements its programmes because prohibiting farmers to sell their crops demoralizes them. They cannot afford to produce in the next year. (AE: Hansard 26/07/2011).

49. Mheshimiwa Mwenyekiti, nizungumzie haraka haraka suala la maagizo ya Mheshimiwa Rais, ambayo yamezungumzwa. Mwaka 2006 Mheshimiwa Rais wa Tanzania Mheshimiwa Dokta Jakaya Mrisho Kikwete, alipotembelea Mkoa wa Morogoro alisema Morogoro litakuwa ghala la Taifa. Tamko hili lilikuwa na kila uhalali kwa sababu Morogoro ni Mkoa wenye ardhi nzuri kwa kilimo na una mito isiyokauka 176 mwaka mzima. Kwa hiyo, ni kweli kwamba Morogoro ingetumiwa kuwa Ghala la Taifa. Lakini kwa mshangao wetu sote ni kwamba hadi leo Morogoro imekuwa ghala bila ya chakula. Kuna baadhi ya maeneo ya Morogoro yanaomba chakula. Tunamtaka Mheshimiwa Waziri atakapokuja jioni atumbie ni kwa nini Morogoro hadi leo siyo Ghala la Taifa wakati kuna rasilimali zote? (Makofi) (AE: Hansard 26/07/2011).

Honourable Chairperson, let me briefly talk about the order of the President which have has been talked about. In 2006, His Excellency the President of Tanzania Dr Jakaya Mrisho Kikwete, during his visit to Morogoro Region, he said Morogoro would be a national granary. That statement was justified because Morogoro is a region with soil that is suitable for farming activities and it has 176 rivers that never dry out throughout the year. So, it would be appropriate for Morogoro to be used as the National Granary. To the surprise of all of us, as of now, Morogoro has become a granary without food. There are areas in Morogoro where people are begging for food. We want the Minister, when his is summing up this evening, to come and tell us why Morogoro is not a National Granary despite having all the resources. (Applause) (AE: Hansard 26/07/2011).

50. MHE. ANNE KILANGO MALECELA: Mheshimiwa Mwenyekiti, lakini twende kwenye Bajeti ya Mheshimiwa Waziri. Waheshimiwa Wabunge, nashika Katiba hii kabla sijasoma. Katiba ya Jamhuri ya Muungano wa Tanzania toleo la mwaka 1977, sehemu ya 2, Ibara ya 8(c) na ibara ya 9(i) inasema hivi kwa kifupi kwamba: “Serikali itawajibika kwa wananchi na pia itatumia utajiri wa Taifa kuondoa umaskini, ujinga na maradhi”.

Serikali hamfanyi hivyo. Namchukua mkulima wa Rukwa, namchukua mkulima wa Iringa anayejitahidi kulima mahindi mchana na usiku Serikali inasema hivi, naomba kunukuu, Bajeti ya Mheshimiwa Waziri ukurasa wa 13 anasema hivi: “Aidha, ili kuepuka hatari ya Taifa kukumbwa na tatizo la upungufu wa chakula Serikali imefuta vibali vyote ambavyo vilikwishatolewa kwa ajili ya kusafirisha mazao ya chakula nje ya nchi na kusitisha uuzaji wa mazao haya nje ya nchi kwa kipindi cha miezi sita kuanzia tarehe 1 Julai, 2011 hadi tarehe 31 Desemba, mwaka 2011”. Hapa sipapendi. (Makofi) (AE: Hansard 26/07/2011).

HONOURABLE ANNE KILANGO MALECELA: Honourable Chairperson, let us look at the Honourable Minister’s budget. Honourable Members of Parliament, let me hold this constitution before I read it. The Constitution of the United Republic of Tanzania issued in 1977, in part 2, Article 8(c) and Article 9(i), reads, “The Government will be accountable to the people and also it will use the national resources in eradicating poverty, ignorance and diseases”.

You in government are not doing that. Let me take an example from a farmer in Rukwa and from a farmer in Iringa. They work very hard day and night and the Government says this, let me quote the Minister’s budget, especially from page 13 where he says: “Moreover, in order to prevent the nation from facing a shortage of food, the Government has banned all food export permits and has banned the selling of these crops outside the country for six months with from 1st July 2011 to 31st December 2011”. I don’t like this. (Applause) (AE: Hansard 26/07/2011).

51. Mheshimiwa Mwenyekiti, nimevaa viatu sekondari kwa sababu baba yangu alikuwa mkulima maskini, alikuwa analima mpunga na mahindi bei anayozia ni ya chini, nimevaa kiatu nilipokuwa sekondari. Nilivaa nikiwa Weruweru Secondary School, siku zote napekua baba ni maskini, kwa nini? Bei ya mazao iko chini, hapana, Mheshimiwa Waziri Mkuu angalieni hilo. Wakulima hawatendewi haki hilo nafikiri nimeleweka. Nitakuwa Mbunge wa ajabu nikisema naunga mkono hoja Waziri amezungumza kauli ambazo sizipendi. (AE: Hansard 26/07/2011).

Honourable Chairperson, I managed to wear shoes when I was a secondary school student because my father was a peasant who grew rice and maize. The price at which he sold his maize was low. I managed to wear shoes to secondary school. I wore shoes when I was at Weruweru Secondary School. Before that I walked to school. Why? The price of crops was low. No. Honourable Prime Minister, look at that. We are not being fair to the farmers. I think that is understood. I will be a very strange Member of Parliament if I support the Minister's budget. The Minister has made statements that I don't like. (AE: Hansard 26/07/2011).

52. MHE. LEDIANA M. MNG'ONG'O: Mheshimiwa Mwenyekiti, naomba nianze kwa kuchangia mazao ya mboga na matunda. Mkoa wa Iringa una mazao yote yale ambayo yanapatikana kwenye nchi za baridi. Mkoa wa Iringa ukitaka *peaches* zimejaa, *plums* zimejaa, *apples* ni nyingi sana na parachichi. Lakini huu mkoa haujawekewa utaratibu mzuri, tunaona matunda ya namna hii yanaagizwa kutoka Afrika ya Kusini yanakuja wakati sisi ukifika msimu wa mavuno matunda haya yamejaa, hakuna mnuuzi, wananchi wanatupa tu. Wilaya ya Makete karibu yote ukiacha Tarafa ya Matamba, matunda yanapatikana, Wilaya ya Kilolo, Tarafa ya Kilolo matunda haya yanapatikana, Wilaya ya Lupembe, Igominyi, Imalinyi, matunda haya yapatikana na Wilaya ya Mufindi sehemu kubwa sana ya Wilaya ya Mufindi matunda haya yanapatikana yote niliyoyataja.

(Makofi)

Mheshimiwa Mwenyekiti, lakini hakuna utaratibu wowote ambao umewekwa kuhakikisha kwamba haya matunda yanapata soko. Lakini pia tunapewa mbegu ambazo ni za kisasa, zinazozaa haraka na ujuzi wa wale wakulima wanapewa ujuzi tuweze kuuza matunda yetu. Kwa nini tuagize matunda kutoka nje ya nchi wakati sisi tuna matunda yanaoza, hayana soko? *(Makofi)*

Mimi nilikuwa namwomba Mheshimiwa Waziri, tuangalie hili ili tuwe na viwanda vidogo vidogo, tusindike matunda yetu au tuyahifadhi na sisi tuweze kuyauza. Nina uhakika kwamba mazao haya yangeweza kubadilisha hali ya umaskini uliopo Mkoa wa Iringa na ukizingatia kwamba msimu wa haya matunda yanakuwa hayana kazi pamoja na nyanya zetu. *(Makofi)* (ACE: Hansard 26/07/2011).

HONOURABLE LEDIANA M. MNG'ONG'O: Honourable Chairperson, let me start by making my contribution with respect to vegetable products and fruits. Iringa Region has all the crops that are found in cold countries. In Iringa Region, if you want peaches, they are plenty. Plums are plenty. Apples as well as avocados are plenty in Iringa. But there is no programme for this region as we see these types of crops being imported from South Africa. These crops are being into our country while during the season, these fruits are plenty. Then there is no buyer. People simply throw away the fruits. In the whole of Makete District, except for Matamba Division, fruits are found. In Kilolo District, Kilolo Division, fruits are found, too. Fruits are also found in Lupembe District, especially in Igominyi, and Imalinyi. They are also found in Mufindi District, in a large part of Mufindi. (Applause)

Honourable Chairperson, but there is no programme that has been put in place to make sure that these crops are sold. But we are also given modern seeds whose fruits mature quickly and farmers are being educated. We should be able to sell our fruits. Why should we import fruits while we have fruits that are rotting away for lack of a market for them? (Applause)

I would like to urge the Honourable Minister to look into this matter so that we may have small processing industries for canning fruits so that we can sell them. I believe these crops could help us address the poverty problem in Iringa Region. We must bear in mind that during the fruit season the fruits and tomatoes seem to be of no use. (Applause) (ACE: Hansard 26/07/2011).

53. Mheshimiwa Mwenyekiti, asilimia 70 ya Watanzania wote tunategemea kilimo. Lakini wote hapa tunazungumza kwamba kwa kweli kwa kuangalia Wizara hii inapewa fedha kidogo jamani hata tukihitaji mabadiliko, Waziri atafanya mabadiliko gani na fedha kidogo ya namna hii. Hivi Waziri huyu atafanya miujiza gani? Afanye miujiza gani ambayo wenzangu tunataka kuiona. Mimi na-declare interest ni mtu wa kilimo. Nimevaa hili joho nalifahamu. Hivi tunategemea kwamba kweli kutakuwa na mabadiliko ya kilimo wakati rasilimali zilizowekwa na Wizara hii zinakuwa ndogo na sisi tukifika hapa tunamwandama Waziri badala ya kuandama sisi tuongeze Bajeti. Zitafutwe fedha Wizara hii ipewe fedha za ziada nyingi, kwa sababu uti wa mgongo. Hivi uti wa mgongo ukivunjika kuna mtu anaweza kutembea? *(Makofi)* (ACE: Hansard 26/07/2011).

Honourable Chairperson, 70% of Tanzanians depend on agriculture. But we are all complaining that this Ministry is given very little money. Even if we want change, what change do we expect this little money will bring about? What kind of miracles will this Minister perform? What kind of miracles do we want to see him perform? Let me declare that I am involved in agriculture. I have worn this gown and I know it well. Do we really expect that there will be a revolution in agriculture while we invest very little resources in it and when we come here we confront the Minister, asking him to increase the budget instead of him asking us to increase the budget. More money be found so that this Ministry can be given extra money because agriculture is the backbone of the economy. By the way, when the backbone is broken, can a person walk? (Applause) (ACE: Hansard 26/07/2011).

54. Mheshimiwa Mwenyekiti, Bodi ya Mazao Mchanganyiko. Bodi hii ni mpya na kwa kweli inahitaji kupewa fedha ili iweze kununua mazao ya wakulima na kuweza kuhakikisha kwamba bei inapanda, wakulima wetu walime mazao. Serikali imefanya kazi nzuri. Sisi Mkoa wa Iringa imetoa pembejeo za kilimo. Mazao yameongezeka na wananchi wamelima, sasa hivi wanachotegemea ni mazao yao yaweze kununuliwa, tena kwa bei nzuri ili waweze kupata faida lakini pia waweze kuondokana na umaskini. Kama tutakuwa tunawapa pembejeo wameshindwa kuuza tutakuwa hatukufanya kazi iliyostahili tufanye. Kwa hiyo, ni lazima tuhakikishe kwamba wanapata masoko yao. Kwa hiyo, Bodi hii ilitakiwa iongezewe ili iweze kupata nguvu ya kuweza kununua mazao ya wakulima. (ACE: Hansard 26/07/2011).

Honourable Chairperson, let me talk about the Mixed Crops Board. This is a new board, and indeed it needs to be given more money so that it can buy the farmers' crops and to be able to ensure the price goes up. We want our farmers to produce crops. The Government has done a good job. In Iringa Region, it has given us agricultural inputs. The amount of crops grown has gone up and people have produced food abundantly. What they are waiting for is their crops to be bought at a good price so that they can benefit from it and eventually get rid of poverty. If we keep giving them agricultural inputs while we know they have failed to sell their crops, we will have failed to do what we're supposed to. Therefore, we must make sure they sell their crops. So, this board was supposed to be given more money for it to be able to buy crops from the farmers. (ACE: Hansard 26/07/2011).

55. Mimi nakubaliana na wazo kwamba tuanzishe benki ambazo zinaweza kutoa mikopo, ikiwemo Benki ya Kilimo. Kama tutatoa mikopo ina maana tutavutia vijana ili vijana waweze kubaki vijijini kwa sababu wanajua kwamba wanaweza kujiajiri. Kama hatutafanya hivyo tutajikuta katika kilimo wamebaki wanawake peke yao na wazee, vijana wote wameondoka. Sasa tutapataje kilimo ambacho wazee ambao wameishiwa nguvu akinamama wangu wanahangaika kutwa mzima na majukumu makubwa waliyonayo na wenyewe wamebaki wakulima vijana wanaondoka kwa sababu wanaona kilimo hakina tija.

Tumeona mfano, tumeona vijana wanaweza kurudi vijijini, tumeona mfano wa Ismani huko Pawaga ambako wamelima mpunga, vijana wanatoka mjini kwenda kupata ajira Pawaga. Mheshimiwa Waziri naomba uende ukaangalie, Luganga kule vijana wanatoka mjini pale, wakienda kufuata ajira kule kwa sababu wanaona kina tija. Hebu tuwafikirie vijana na tuwape mikopo. Vijana pia tuwape mikopo na pia tuwaweke katika makundi wakiwemo vijana wa kike. Kwa sababu vijana wa kike wanatoka kwa mfano mkoani kwangu, wanakwenda kutafuta ajira mbaya. Hawaendi huko kwa sababu wanataka, wanaenda huko kwa sababu mazingira yanawapeleka. Tuokoeni. (Makofi) (ACE: Hansard 26/07/2011)

I personally support the idea that we establish banks, including a Bank for Agriculture, which will offer loans to farmers. If we offer loans to farmers, we will make the youths remain in the rural areas because they believe they can employ themselves. Unless we do that, we will come to realize that only women and the elderly engage in farming. All the youths will leave the rural areas. How will we succeed in having sustainable agriculture if only the elderly, who are not energetic anymore, take part in farming? My dear women suffer day and night by engaging in farming, notwithstanding the other duties they shoulder. The youths keep leaving the rural areas after seeing no productivity in farming.

We have seen that the youths can go back to the rural areas. We have seen an example of Ismani, at Pawaga, where the youths grow rice. The youths come from various towns to seek employment at Pawaga. Honourable Minister, I urge you to go and see what is going on at Luganga. You will wonder that the youths leave towns and go there to look for employment as they see productivity in farming. Let us think about the youths and give them loans. We should give them loans and put them in groups, including the female youths. Because the female youths who come from my region, for example, they go to other places to look for bad employment. They do not go there because they want to, but because they are forced by the environment. Please save us. (Applause) (ACE: Hansard 26/07/2011)

56. MHE. DEUSDERIUS J. MIPATA: Mheshimiwa Mwenyekiti, soko likipatikana ni la kupigania. Watu wanafunga safari kwenda kutafuta soko na sasa soko limejileta tunafunga mipaka, hapana tafuteni njia nyingine. Siyo wajibu wa Wanarukwa siyo wajibu wa Mbeya wala Wanaruvuma au watu wa Kigoma kuwalisha Watanzania. Ni wajibu wa Serikali yao. Kwa msingi huo tuwaachieni tuuze mazao tena tuuze nje. Hivi kweli ingekuwa mwaka wa uchaguzi mngelifanya hili kweli? Lingefanyika kama mwaka jana lingefanyika hili? Lisingefanyika, sasa hebu acheni na watu hawa ni maskini kuliko, mijini kote wamekataa kupiga kura, wanawapa vyama vya upinzani. Hawa waaminifu hawa wanaohangaika kwa kilimo cha mkono waachwe wanufaike. Leo hii anataka mali yake unasema *no, no, no* usiuzi. Wapo kule vijijini, watendaji wamepewa maagizo, ma-DC wamepewa maagizo. Hii habari ya wapi hii? Mimi nadhani muiache, itatuletea shida, tafuteni mbinu nyingine. (AE: Hansard 26/07/20110).

HONOURABLE DEUSDERIUS J. MIPATA: Honourable Chairperson, if we secure the market, it is a competitive market. People do move from one place to another to look for markets for the crops and now that the market has brought to us, we are closing the borders. No thank you, look for other ways. It is not the duty of the people of Rukwa, it is not the duty of the people of Mbeya and of Ruvuma or the people of Kigoma to feed Tanzanians. It is the duty of their Government. For that reason, let us allow them to sell their crops outside the country. Would you do it in an election year? Would something like this have happened last year? I believe this couldn't have been done then. Leave this exercise now. You know these people are very poor. In the towns people have refused to vote. They are voting for the opposition. These faithful ones who work hard on the farms should be allowed to benefit from their produce. Today you find a person wanting to benefit from his property and you say no, no, no to him. Don't sell. In the villages, Government officials have been given directives by DCs. What type of practice is this? I would personally suggest that we stop this practice as it will cause us trouble. Look for other ways. (AE: Hansard 26/07/20110).

57. Mheshimiwa Mwenyekiti, halafu kama Rukwa sisi mmetuletea wapi chakula. Katika umri huu mimi nimeona mara moja, sijui mwaka gani ule, mmetuletea chakula lini? Tunajua namna ya kuweka, tuelimisheni namna ya kuweka chakula cha kutulinda sisi wenyewe basi. Hii kazi mmeshafanya, kujua ni kiasi gani katika familia yangu nitaacha chakula cha kutosha. Tunajua hiyo hatuna shida nayo. Unapotubana mpaka tusiuzi chakula ambacho tumelima wenyewe sasa hata kilimo kitakufa. Hawa wataalam mnawasomesha ni wa nini kama tukizalisha ziada tena isifanye kazi ya kumbadilisha mtu, ya nini sasa. Tafuteni ufumbuzi mwingine siyo huo, huo hatujakubaliana kimsingi. (AE: Hansard 26/07.2011).

Honourable Chairperson, I don't really remember when you brought food to us the people of Rukwa. Being this old, it is obvious that I have witnessed food being given once and I don't remember when that took place. Can you tell me when you

brought food to us? We know how to save; teach us how to save food for ourselves. You have already done this work to let us know how much food we have to keep for our families. We already know that. There is no problem there. But when you bind us to the extent of stopping us from selling the food that we have produced ourselves, you will make even agriculture itself die. Why do you train experts to teach us to produce surplus if after food production people's lives cannot change? Look for alternative solutions. We don't agree with you on that. (AE: Hansard 26/07/2011).

58. Mheshimiwa Mwenyekiti, eneo lingine ni migogoro ya wakulima na wafugaji. Hapa tusipoangalia tutazalisha vita vya wakulima na wafugaji ambavyo vitakuwa vigumu sana kuvikabili. Tuna nafasi ya kuweza kuokoa jahazi hili ili lisiende mahali ambapo ni pabaya. Naiomba Serikali, itenge maeneo ya wakulima na maeneo ya wafugaji, tutenganishe! Vinginevyo tutakuwa na ugomvi usiokuwa na maana. Kuna matatizo makubwa sana katika wilaya ya Mpanda, tuna wafugaji wengi na tuna wakulima wengi. Mfugaji anathamini mifugo yake na mkulima anathamini kile anachokizalisha. mkulima hawezi kukubali mazao ambayo ameyazalisha yaweze kuharibiwa na mifugo! Naiomba Serikali hili ilianganalie kwa makini sana. (Makofi) (ACE: Hansard 26/07/2011).

Honourable Chairperson, another area worth talking about has to do with conflicts between farmers and livestock keepers. If we are not careful, we shall cause war between farmers and livestock keepers which will be difficult to handle. We have the opportunity to save this boat from sinking. I urge the Government to set aside land for livestock keepers and to do the same for farmers! Otherwise, we shall have conflicts that are meaningless. We have a lot of problems in Mpanda. There are many livestock keepers and many farmers in Mpanda. A livestock keeper values his livestock and the farmer values what he produces. A farmer cannot let what he has produced be eaten by livestock! I ask the Government to look at this matter very carefully. (Applause) (ACE: Hansard 26/07/2011).

59. Mheshimiwa Mwenyekiti, nizungumzie juu ya Idara ya Ushirika. Idara ya Ushirika ni Idara muhimu sana katika kusimamia Vyama vya Ushirika nchini. Karibu wakulima wote tunaowazungumzia hapa wengi wao wapo kwenye Vyama vya Ushirika, lakini bahati mbaya Idara hii haithaminiwi na Serikali! Na inafikia mtumishi wa Idara ya Ushirika anapofika kwa watumishi wenzake, kujitaja tu au kujitambulisha kwamba mimi ninafanya kazi Idara ya Ushirika, anaona aibu! Naomba tabaka hili katika Wizara ya Kilimo, mlianganalie kwa kina sana. Idara ya Ushirika hasa huko chini Wilayani, hawathaminiwi! Hata mawazo yao hayathaminiwi! (Makofi)

Honourable Chairperson, let me talk about the Cooperatives Department. The Cooperatives Department is very important in monitoring the Cooperative Societies in the country. Most of the farmers we are talking about are in the cooperative societies. Unfortunately, this department is not very much valued by the Government! It reaches a point where a civil servant belonging to the Department of Cooperatives feels ashamed to say that he belongs to the Cooperatives Department! I would like to urge you to bridge this gap in the Ministry of Agriculture. The Department of Cooperatives is not valued in the districts! Even their ideas are not valued! (Applause).

60. Mheshimiwa Mwenyekiti, ukienda ofisini ukatafute ofisi anayofanya kazi Idara ya Ushirika, nyingi ya ofisi za Idara hii kule Wilayani, Wakurugenzi wanawapachika karibu na maeneo ya kwenda chooni! Ni ofisi nyingi sana za Idara ya Ushirika na wengine hawana kabisa ofisi! Naomba hili mlianganalie na najua Mheshimiwa Waziri una kazi ngumu kwa sababu utekelezaji unafanyika kwenye TAMISEMI huko chini, naomba tuwafuatilie hawa wakurugenzi. (Makofi) (AE: Hansard 26/07/2011).

Honourable Chairperson, if you go to an office which is part of the Department of Cooperatives, the District Executive Directors give these workers offices near toilets in the districts! This is the case with most offices in the Cooperatives Department and some do not even have offices! I urge you to look at this matter and I know, Honourable Minister, you have a hard task with respect to this as the implementation of this is done under the Local Government Authorities. I request you to follow up on it with the District Executive Directors. (Applause) (AE: Hansard 26/07/2011).

61. MHE. ZAYNABU M. VULLUMheshimiwa Mwenyekiti, nianze kwa kusema kwamba tunapozungumzia kwamba Wizara ya Kilimo au tunaposema kilimo ni uti wa mgongo, mimi nadhani hatuko *serious* kabisa kwamba tunataka Tanzania hii ikomboke na inufaishe wakulima wake kwa kilimo. Kwa nini nasema hivyo, tukiangalia Bajeti ya mwaka jana, zilitolewa zaidi ya shilingi bilioni 300, lakini cha kushangaza Serikali mwaka huu imetoa shilingi bilioni 241 kama sikukosea. Sasa hivi ni kweli tunataka kuinua kilimo cha nchi hii, ni kweli tunataka kuwalenga wakulima wadogo wadogo, ni kweli tunataka kujivunia rasilimali ya nchi hii ya kilimo tulichokuwa nacho au tunataka kurudisha nyuma lengo la kwamba Kilimo Kwanza, uti wa mgongo, halafu haya maneno yawe kama maneno ya kejeli na kebehi. Tumetoka na misamiati chungu mzima ya kilimo, tumekwenda kufa na kupona, kilimo sijui kitu gani, leo hii Bajeti shilingi bilioni 200, tunakwenda wapi? (Makofi) (ACE: Hansard 26/07/2011).

HONOURABLE ZAYNABU M. VULLU: Honourable Chairperson, let me start by saying that when we say the Ministry of Agriculture or Agriculture is the backbone of our economy, I think we are not serious. I don't think we want Tanzania to be financially liberated and benefit her farmers through agriculture. Why do I say that? Let us look at last year's budget; more than 300 billion shillings was set aside, but, surprisingly, this year only 241 billion shillings has been set aside, if I am not mistaken. I wonder: Do we really want to promote agriculture in this country? Do we really want to target small-holder farmers? Do we really want to feel proud of agriculture as a resource in this country or do we want to take the Agriculture First or Agriculture agenda seriously or do we want these words to be but words of ridicule? We have developed a lot of vocabulary about agriculture. We had life and death, agriculture and what is that again...? But today we are putting aside 200 billion shillings as a budget. Where are we heading? (Applause) (Hansard 26/07/2011).
(Makofi) (ACE: Hansard 26/07/2011).

62. Mheshimiwa Mwenyekiti, tumechoka kupokonywa ardhi na kupewa watu wengine walime, faida wanaipata wao na baada ya hapo vibarua tunakuwa sisi, sisi kule Wazaramo tumezoe vibarua wetu ni Wasukuma na Wanyamwezi sisi wenyewe ndiyo matajiri na wale wamekuja niwape siri leo ndugu zangu, watani wangu wamekuja kutusaidia mnatusema sana Wazaramo wanalima na vijembe vidogo, ndiyo uwezo wetu, wewe nani anapenda shida nchini hapa, wale wamekuja na majembe yao nao hawajafua dafu, Serikali ishuke chini kwa wananchi wa vijijini, wakulima wakubwa ni akinamama na akinababa wanasaidia kidogo kidogo. Mama akishalima pale haondoki hivi hivi, ametumia jembe la mkono, amelima heka moja au robo heka kwa siku, akitoka pale mimba juu, mtoto mgogoni, kuni kichwani akitua kuni anamweka mtoto mgogoni, akilia anambeba anaenda kutafuta maji, huyu mnategemea atazalisha nini? Wekeni Bajeti ya kutosha ili iwafikie wakulima wa chini kule wa mkoa wa Pwani, wengi wao akinamama tunasubiri tupatiwe misaada ya kutosha, mikopo ya kutosha, tulime, tuwezeshe kuinua nchi hii kutokana na janga la njaa. Inapofika njaa unasikia yanapelekwa mahindi hayagaiwi bure watu wanunua kwa pesa kidogo, hela nyingine watatoa wapi? Hana kilimo, hauzi matunda, hauzi muhogo, soko halipo, bado mnampelekea mahindi anunue kwa pesa kidogo anaitoa wapi? (Makofi) (ACE: Hansard 26/07/2011).

Honourable Chairperson, we are tired of being robbed of our land which is given to other people for cultivation. They are the ones who profit by it and we become casual labourers. We the Zaramo know that our casual labourers are the Sukuma and Nyamwezi and we are the rich. Those have come to work for us. Let me tell you the secret, my friends. "Watani wetu" have come to assist us. You keep saying we the Zaramo use small hand hoes. Yes, that is our capacity. By the way, who wants trouble in this country? Those have come with their hoes but have not managed. It is time the Government came to the people in the rural areas. Big farmers are women. Men provide very little assistance to the women. After a woman has cultivated, she never leaves empty-handed. She has used a hand hoe and has cultivated an acre or a quarter of an acre per day. Shortly after that, she is impregnated while carrying a baby on her back and firewood on her head. Soon after putting the firewood down, she carries her baby on the back. When that baby cries, she carries her and goes somewhere to fetch some water. What do you expect this person to produce? Put aside a good budget that will trickle down to the people in the rural areas in Coast Region, most of whom are women. We are waiting for your assistance in the form of loans to make us cultivate our land and help us curb famine in the country. When famine occurs, you hear that maize will be given as part of the relief programme. However, such maize is not given for free. They pay a certain amount of money for it. Where will they get the other amount of money from? For a person who does not take part in farming, a person who does not sell fruits, a person who does not sell cassava; there is no market for these crops. You still take maize to him/her, asking him/her to buy it at a low price. Where will he/she get the money? (Applause) (ACE: Hansard 26/07/2011).

63. Mheshimiwa Mwenyekiti, kuna uwezekano wa kwenda kukopi na kuna sehemu nyingine ambazo watu walianza kama hivi, ukienda kwenye Serikali ya Malawi na Zambia na wao wana utaratibu kama wetu lakini wao wameboresha kwani wanakwenda mbali kiasi kwamba wananchi wanaambiwa wawe kwenye vikundi ili hata pale ambapo wanapelekwa pembejeo inakuwa ni rahisi kwa wao kufanya *self monitoring* siyo rahisi kwa mwanadamu katika kundi la watu labda 20, wenzangu wanajua sina shamba halafu nakwenda kuchukua pembejeo, lakini ukitaka mmoja mmoja ni rahisi atarubuniwa huyu. (Makofi) (AE: Hansard 26/07/2011).

Honourable Chairperson, there is a possibility of going out there to see how things are done. There are places where people started like this. If you visit the Governments of Malawi and Zambia who have programmes like ours but they have made it better as they go very far and they even say that the citizens are put into groups so that it may be easy for them to be given agricultural inputs and to do self-monitoring. It is not easy for a person who has no farm to come to a group of 20 and collect agricultural inputs. But an individual can be easily persuaded... (Applause) (AE: Hansard 26/07/2011).

64. MHE. YUSUPH A. NASSIR Mheshimiwa Mwenyekiti, naheshimu taaluma, *PhD* na *Masters* nyingi ambazo ziko pale wizarani, lakini inawezekana kabisa kuna suala la kutokuangalia nyakati. Kuna suala la mazoea, ndiyo lililutifikisha hapa kwa maana sasa tunamshauri hata Mheshimiwa Waziri ndivyo siyo. Sijui nirejee tena! Naheshimu sana *PhD* zilizo, *mastersdegrees* na hata *degrees* za kwanza.

Mheshimiwa Mwenyekiti, kilimo katika nchi hii na sisi tumekuwa humo, tumeanza kuki *practise* katika Shule za Msingi, kuna ambao tumeanza kuki *practise* majumbani, tukaanzisha hata na shule za mchepuo wa Kilimo kwa maana ya Sekondari zenye somo la *agriculture*, tukaanzishanatumkafanya na *practicle* kule, tukaanzisha na vyo vya kilimo vingi, hatimaye pia tukaona kwamba ni vyema tuanzishe na Chuo Kikuu cha Kilimo tu. Sasa leo hii kuja kwa bajeti ambayo haina mashiko ya maendeleo, ndugu zangu hapa pana tatizo! Hapa pana tatizo na tunahitaji *a major overhaul* kwenye nchi hii. (ACE: Hansard 26/07/2011).

HONOURABLE YUSUPH A. NASSIR: Honourable Chairperson, I respect people's professions. There are a number of PhDs and Masters in the Ministry. But I think there is a tendency of ignoring time. There is a certain habit which has taken us that far. It is this that makes us even advise the Honourable Minister wrongly. I wonder whether I should repeat this! I very much respect the PhDs, the Master's degrees and even the Bachelor's degrees present in the Ministry.

Honourable Chairperson, agriculture in this country, in which we have taken part, began to be practised at homes and we even started schools with a bias on agriculture. I mean, the secondary schools with Agriculture as a subject. We even did some practicals in those schools. We also started agricultural colleges and we finally started a university, specializing in agriculture. And today we are setting a budget which is full of problems and which is not sufficient. Dear friends, there is a problem here! There is a problem and we need a major overhaul in this country. (ACE: Hansard 26/07/2011).

65. MHE. SAID M. MTANDA Mheshimiwa Mwenyekiti, ninalo tatizo kubwa sana pale katika Jimbo langu hasa wanyama waharibifu, na mara kwa mara nimekuwa nikizungumza na Mheshimiwa Waziri kuhusu hili. Maeneo ya Kilangara na Kilolambwani yanakabiliwa sana na tatizo la Ndovu ambao wamekuwa wakivamia mashamba ya wananchi. Wananchi

wamekuwa wakilalamika na kila tunapouliza *game scout*, tunaambiwa yuko Kilwa. *Game scout* yuko wapi? *Game scout* mmoja ambaye tunaye katika Mkoa mmoja awezi kukidhi haja.

Kwa hiyo, tumekuwa tunapata matatizo makubwa sana. Naomba sana Wizara iangalie namna nzuri tunapopatwa na matatizo ya namna hii kuweza kutusaidia. Wakati mwingine unaambiwa *game scout* hana hata risasi. Sasa hili ni tatizo, tunaomba sana hili liangaliwe. (AE: Hansard 26/07/2011).

HONOURABLE SAID M. MTANDA: Honourable Chairperson, I have a very big problem in my constituency; it has to do with vermin. And I have repeatedly talked with the Honourable Minister about this. Places like Kilangara and Kilolambwani are heavily infested with the problem of elephants which keep encroaching upon people's farms. The people have been complaining and whenever we ask about the game scout, we are told he is in Kilwa. Where is the game scout? The only game scout in the entire region cannot meet the demand.

Therefore, we have a lot of problems. I would like to advise the Ministry to devise ways of dealing with big problems. Sometimes you are told something to do with the game scout who does not have bullets. We suggest that this thing be looked at very carefully. (AE: Hansard 26/07/2011).

66. MHE. SAID A. ARFI Mheshimiwa Mwenyekiti, leo Taifa letu limefikisha umri wa zaidi ya miaka 50, lakini inatia mashaka sana kama dhamira na nia ya kuwaondoa Watanzania kwenye umaskini inatekelezwa na inasimamiwa inavyotakiwa. Nimefadhaishwa sana baada ya kusikia kauli ya Mheshimiwa Waziri akiagiza ndani ya Bunge lako Tukufu kwamba Halmalshauri zetu sasa ziweze kutambua ni mazao gani yanayoweza kustawi katika maeneo na mamlaka zao ili iweze kutengenezwa mipango ya kuendeleza mazao hayo.

Kwa kipindi cha miaka 50 bado hatuwezi kutambua ni mazao gani ambayo yanastawi katika nchi yetu. Leo ndiyo tunaanza kuulizana! Hili linatia mashaka makubwa sana. Ni dhahiri kwamba hii ni kutokuwepo umakini ndani ya Serikali pamoja na jitihada zote zinazofanywa matokeo yake hayaleti tija kwa wananchi. Serikali kwa upande mmoja imejitahidi sana, imetoa ruzuku kwenye pembejeo kwa maana ya mbolea, mbegu na kadhalika, lakini kwa sababu ya kutokuwepo kwa umakini, pembejeo hizi, mbolea hizo ama zimepelekwa mahali pasipostahiki kupelekwa mbolea hizo na ama pembejeo hazikuwafikia walengwa. Ni lazima sasa Serikali ijitazame upya ni namna gani inaweza kusimamia hili na kuleta mabadiliko makubwa ndani ya kilimo. (AE: Hansard 26/07/2011)

HONOURABLE SAID A. ARFI: Honourable Chairperson, today our nation is more than 50 years old, but one may doubt if we are serious about our commitment to liberating Tanzanians from poverty. I was very frustrated when I heard the Honourable Minister telling your August House that our District Councils should start identifying crops that can thrive in their areas and the authorities to develop plans for supporting the production of these crops.

After 50 years, we are still unable to identify the types of crops that can thrive in our country. We start asking each other today! This is very disturbing. This obviously shows lack of seriousness in the Government; despite all the attempts made, no tangible results can be registered by the people. The Government, on the one hand, has tried very hard to give subsidies for agricultural inputs, especially fertilizer, seeds, et cetera. But due to lack of seriousness, these agricultural inputs (including fertilizers) have either been taken to undeserving places or they have not reached the target places. It is high time the Government corrected itself with respect to how it monitors and manages this and to bring about the expected revolution in agriculture. (AE: Hansard 26/07/2011)

67. Mheshimiwa Mwenyekiti, kama tunaweza kuwa na mipango madhubuti na mizuri, badala ya kusaidia haya Makampuni ya Kigeni kama mikataba inavyoionyesha, wanataka waisukume Serikali itoe hata misamaha ya kodi kwenye mafuta. Kama tunaweza kuwapa wageni, kwa nini tunashindwa kutumia jitihada hizo hizo kuwasaidia Watanzania waweze kumiliki ardhi na wazalishe chakula? Zipo faida, sikatai, lakini sura ilivyo ya mkataba huu inatia mashaka makubwa sana. Nitataka Mheshimiwa Waziri atoe ufafanuzi juu ya suala hili na ni dhahiri kabisa kama sitaridhika na maelezo ambayo Mheshimiwa Waziri atayatoa, kama yataniridhisha, nakubali. Kama hayataniridhisha, hatua nitakayoichukua ni kuwasilisha hoja binafsi katika Bunge linalokuja. (Makofi) (ACE: Hansard 26/07/2011).

Honourable Chairperson, we should have good and serious plans, instead of supporting foreign companies as the contracts show. They want to push the Government to give them tax exemptions on fuel. If we can give exemptions to foreigners, why not make the same efforts to help Tanzanians so that they are able to own land for food production? There are benefits, I can't deny, but the way the contract is made one has a lot of doubts. I want the Honourable Minister to clarify this matter and if the answers satisfy me, I will have no objection. If I'm not satisfied, all I will do is move a private motion in the coming seating of Parliament. (Applause) (ACE: Hansard 26/07/2011).

68. MHE. ESTHER N. MATIKOMheshimiwa Mwenyekiti, nianze moja kwa moja kuzungumzia masuala mbalimbali na changamoto ambazo zipo katika Wizara hii ya Kilimo, Chakula na Ushirika. Tangu tulipomwondoa Mkoloni katika nchi hii, Watanzania tuliamini kabisa kwamba unyonyaji ulikuwa unafanywa na Mkoloni wa kuwanyonya wakulima, wakulima watakuwa wameondokana na unyonyaji huo. Lakini Bungeni humu kuanzia Bunge la kwanza mpaka leo Bunge la Kumi, Wabunge wamekuwa wakija hapa kutoka Kusini, Kaskazini, Mashariki, Magharibi na Kati wanaendelea kupiga kelele juu ya wakulima kuendelea kunyonywa katika nchi hii. (AE: Hansard 26/07/2011).

HONOURABLE ESTHER N. MATIKO: Honourable Chairperson, let me talk about various issues and the challenges existing in the Ministry of Agriculture, Food and Cooperatives. Since we got rid of the colonialists, we believed that there was some

exploitation practised by the colonists against farmers. So we thought the farmers would get rid of the system that we wanted. But here in the House and this is the tenth phase, the Members of Parliament have been coming here from the south, the north, the east and the west as well as from the centre and they have continued to shout about the farmers who have continued being exploited in this country. (AE: Hansard 26/07/2011).

69. MHE. ALPHAXARD K. N. LUGOLA Mheshimiwa Mwenyekiti, dalili hizi siyo nzuri, wakati tuko na Serikali yetu, tuko na Wizara ambayo imejipanga vizuri chini ya Mheshimiwa Waziri ili kupambana na wale wote wanaonyonya sekta hii ya wakulima. Tumenyonywa kiasi cha kutosha, tumepuuzwa kiasi cha kutosha, wakulima sasa hatutaki tena tunyonywe kwa mbinu hizi za bei, kwa mbinu hizi za ughali wa pembejeo, kwa mbinu hizi za kutumia mizani ambayo ni ya wizi, kwa mbinu hizi za kukopwa na sasa tumefika mahali wakulima tumekuwa tukionekana kama ni mawe yasiyoumia, yasiyosema; ni miti isiyoumia, isiyosema; ni wanyama wasioumia, wasiosema. Nakumbuka Mwandishi mmoja Shaaban Robert katika kitabu chake cha Adili na Nduguze alipoona tabaka hili ambalo lilikuwa linatazamwa kana kwamba haliumii, halisemi, alisema maneno haya: “Wakati sasa umefika mawe kusema, miti kujibu na wanyama kuwa watu”.

Mheshimiwa Mwenyekiti, nawaomba wakulima popote walipo katika Tanzania kila mmoja ajiulize au katika vikundi vyao kama kuna mtu amemkosea Mungu na ndiye ametuletea balaa hili, basi atushirikishe twende tukatubu. Kwa nini nasema hivyo? Mtume Paulo alipowaambia Waebrania wakubali Injili ya Yesu, akaona wamekubali kabisa, lakini alivyorudi tena akakuta wamengeukia shetani, Mtume Paulo alighadhibika sana akawaambia Waebrania: “Enyi Waibrania, ni nani aliyewaloga? Hizi Wizara ambazo kila kukicha wanakuja na kauli mbiu, sasa tuna Kilimo Kwanza, imefikia hatua wanaacha mipango mizuri ya Wizara ambayo ina ndoto kwa maana ya *vision*, sasa wanaanza kukimbiakimbia na vikauli mbiu hivi. Huu ni ugonjwa mkubwa sana. Ni ugonjwa unaotutafuna katika Wizara hizi. Sasa naiuliza Serikali, Wizara hii nani aliyeiloga? Kama kuna tatizo ndani ya Wizara hii, Wabunge wametoa michango yao mingi sana, sasa ni wakati Wizara hii isikie ili iweze kufanya mabadiliko makubwa ya kuwanusuru wakulima. (AA: Hansard 26/07/2011)

HONOURABLE ALPHAXARD K. N. LUGOLA: Honourable Chairperson, these are not good signs. But we are with our Government, we are with our Ministry under the Honourable Minister who is committed to deal with people who want to exploit the farmers. We have been exploited a great deal, we have been disregarded a great deal, we the farmers do not want to be exploited through low prices, through high costs of agricultural inputs, through fake beam balances, through the borrowing of our crops. We have reached a point where we are treated as speechless stones, speechless trees, speechless animals which feel painful but cannot speak. I remember one writer by the name of Shaaban Robert; he says in his book titled Adili na Nduguze, after seeing a class which was looked upon as if it felt no pain and which remained silent, that, “It is time for stones to speak, trees to respond and animals to become people.”

Honourable Chairperson, I urge each farmer, wherever he/she is in Tanzania, to ask himself/herself if he/she has done something wrong to God, who is now angry and is punishing us. He/she should involve us so that we can go and repent. Why do I say so? When Apostle Paul told the Hebrews to receive the Gospel of Jesus Christ, they agreed but later when he went back to them, he found that they had turned against Jesus. Then Apostle Paul became very angry and said, “You Hebrews, who has bewitched you?” The ministries every time come up with new slogans such as Kilimo Kwanza. It has reached a point where people even ignore the fact that the Ministry has a vision. They are now busy running here and there with slogans. This is a very bad disease. It is a disease that eats up this Ministry. Now I ask the Government, “Who has bewitched this Ministry?” If we have a problem in this Ministry, Parliamentarians have made a lot of contributions to solving it. It is high time the Ministry listened so that it can bring about changes that will liberate the farmers. (AA: Hansard 26/07/2011)

70. Mheshimiwa Mwenyekiti, ahsante. Wakulima wa pamba katika nchi hii ukitazama kulia, kushoto, mbele na nyuma utaona Wabunge wamevaa pamba katika jengo hili. Huko Mitaani utakuta wananchi wamevaa pamba. Sasa najiuliza, kwanini wakulima wa pamba hawa hatuwathamini? Hivi siku wakigoma pamba isilimwe duniani hapa, si tutarudi kwenye enzi za ujima kujifunika na magome ya miti? Siamini kama kuna Mbunge aliyehudhuria kwenye Bunge hili ambaye hajavaa pamba kwenye mwili wake. Naomba tuwathamini wakulima hawa. (Makofi)

Honourable Chairperson, thank you. The cotton growers are very important to this country and if you look to your right and left, forward and back, you will see the Members of Parliament wearing cotton. I wonder why we do not value the cotton growers. If they stop to produce cotton, won't we go back to the primitive era when people used to wear tree barks? I don't believe that there is a Member of Parliament who has attended this House, who is not wearing cotton on his/her body. Let us value these farmers. (Applause)

Honourable Chairperson, this outcry of the farmers has been a long time lamentation, especially among the cotton, maize, coconut, coffee and rice growers as well as the growers of other crops. When we see the farmers crying while the cotton season is over, we must say the Government has gone wrong. What kind of Government is that which is not ready to correct itself when it has gone wrong? We want our Government, through this August House, the listening Government of CCM, to issue a statement to the cotton growers of this country so that they can regain faith in their Government. The statement ought to be about the on-going price conflict which comes from a small group of traders who are just seated at tables drinking soda while lowering the price. The people ought to be assured that their Government is smart and firm on this matter. They ought to remain with their cotton as we believe their Government will assist them and will not let them down. Then the Government will tell us here in the House about the good plans set to make sure that the price to be paid to the farmers will not fall. (Makofi) (AE: Hansard 26/06/2011).

71. Mheshimiwa Mwenyekiti, katika Biblia kulikuwa na Mfalme anaitwa Herode, Kulikuwa na Mamajusi ambao walikosea njia baada ya kuoteshwa kwamba amezaliwa Yesu Kristo, ndiye atakuwa Mfalme wa Wayahudi, wakakosea, wakamwuliza Herode mwenyewe ambaye ni Mfalme kwamba huyu Yesu yuko katika nyumba gani? Akawaambia, nendeni huko mwulizite

ulizie, mkishamwona mumsujudie na mnilitae taarifa. Wale Mamajusi walipokwenda wakampata na kumsujudia. Mungu akawaambia, msirudi tena kwa Herode kwa sababu mwanzoni alijua mmefanya makosa, Yesu atawawa. Lakini kwa makosa haya Mfalme huyu aliamua watoto wote wa miaka miwili na chini ya hapo wote wachinjwe. Kulikuwa na kilio kikubwa sana pamoja na maombolezo.

Mheshimiwa Mwenyekiti, naamini Serikali yetu imekosea njia, tunaishauri irudi upya, ijipange juu ya kunusuru matatizo ya wakulima katika nchi hii. Sio kwenye zao la pamba tu, wako Wabunge wengi hapa wamezungumzia mahindi, lakini kwa Mkoa wa Mara tumeathirika kwa kiasi kikubwa, imechukuliwa Mkoa wa Mara kama na yenyewe ni nje ya nchi. Waliweka barrier kwenye mpaka wa Mwanza na Mkoa wa Mara, chakula hakiruhusiwi kuingia Mkoa wa Mara. Mkoa wa Mara uko katika nchi gani? Naiomba Wizara ijipange vizuri ili iwatendee haki Watanzania wote. Haiwezekana masuala haya ya viziuzi ndani ya Tanzania badala ya kuwekwa kwenye mpaka wa Kenya na Tanzania, tunawekewa ndani ya Tanzania na kuzuia chakula kisiingie Mkoa wa Mara. (Makofi) (AA: Hansard 26/07/2011).

Honourable Chairperson, in the Holy Bible, there was a king by the name of Herode and then there were astromers who lost their way. After being told in a dream that Jesus Christ would be the King of the Jews, they made a mistake by asking Herode, who was a king, as to the house in which Jesus was. He told them to go around and ask about that and then after seeing him, they should come back and tell him about the whereabouts of Jesus. Those astromers went and worshipped him. God told them not to go back to Herode because he knew that they had made a mistake at the beginning, as Jesus would be killed. Because of that mistake, the King ordered that all the children who were two years old or younger be killed. There was a lot of cry and lamentation.

Honourable Chairperson, I believe our Government has lost its way and we advise it to start afresh and it should devise the way of dealing with the farmers' problems in this country. It should not be only about cotton. There are several Members of Parliament who have talked about maize. But in Mara Region we have been adversely affected as Mara Region is taken to be another country. There was a barrier at the border between Mwanza and Mara. Food is not allowed to enter Mara Region. I ask: In what country is Mara Region? I would like to ask the Ministry to have good plans so that it can do justice to all Tanzanians. We cannot tolerate having barriers within Tanzania. Instead of putting barriers between Kenya and Tanzania, we have barriers inside Tanzania by preventing food from entering Mara Region. (Applause) (AA: Hansard 26/07/2011).

72. MHE. MARYAM S. MSABAHA Mheshimiwa Mwenyekiti, kwa kuwa wanawake 75% vijijini ni wakulima na wafugaji wadogo wadogo: Je, Serikali haioni kuwa kuna umuhimu wa kuwapatia wanawake hawa semina endelevu na pembejeo za kisasa ili waondokane na kilimo cha mkono? Wanawake hawa wamekuwa ni wazalishaji wazuri wa mazao, lakini wamekuwa wakihangaika, hawana pembejeo za kutosha, mitaji yao ya uzalishaji ni midogo: Je, Serikali na Wizara ya Kilimo haioni kwamba kuna umuhimu wa kuanzisha Benki ya Kilimo kwa haraka zaidi ili wakulima waweze kufaidika na mikopo mikubwa yenye riba ndogo? Aidha, kwa kipindi hiki ambacho Benki haijaanza kufanya kazi: Je, Serikali haioni umuhimu wa kuweka dirisha dogo katika Benki zinazowafikia wakulima kwa urahisi wa vijijini na mijini? (WC, ACAE: Hansard 26/07/2011).

HONOURABLE MARYAM S. MSABAHA: Honourable Chairperson, since 75% of the women in the rural areas are farmers and small-scale livestock keepers, does the Government not see the necessity of giving these women special training and modern agricultural inputs to help them do away with the hand hoe? These women have been very good producers of different crops but they have been facing a lot of problems in terms of a shortage of agricultural inputs and a small production capital. Don't the Government and the Ministry see the importance of establishing an agriculture bank as quickly as possible to make the farmers benefit from the bank through low interest rates? Since that bank has not been established, doesn't the Government see the need to open loan providing windows in the existing banks which are accessible to farmers in the rural areas? (WC, ACAE: Hansard 26/07/2011).

73. Mheshimiwa Mwenyekiti, kuhusu suala la viwanda, Tanzania tumekuwa na neema ya kila aina ya matunda, tumeona wakati wa kipindi cha msimu wa matunda kama vile machungwa, maembe na kadhali. Wakulima wa matunda haya kipindi cha msimu wa matunda wamekuwa wakipata hasara kubwa sana kama vile matunda kuozea mashambani na hatimaye matunda haya hayafiki sokoni kama yaliyotarajiwa. Je, Serikali haioni kwamba kuna umuhimu wa kufufua viwanda vya usindikaji na kujenga viwanda ili na vijana wengi wasiokuwa na ajira wapate kuajiriwa kwenye viwanda vya usindikaji? Endapo tutajijengea utamaduni huu wa kudhibiti matunda yetu hapa nchini, hatutaagiza juisi kutoka nje ya nchi. Tutakunywa juisi zetu wenyewe na hii itachangia kuongeza pato la Taifa letu na vijana wengi nao watajipatia ajira. (ACE: Hansard 26/07/2011).

Honourable Chairperson, concerning the issue of industries, Tanzania is blessed with a lot of fruits as witnessed during the season of fruits like oranges and mangoes. The growers of these fruits incur a lot of losses during the fruits season. For example, sometimes fruits rot while on farms and eventually these fruits never get to the market as expected. Doesn't the Government see that there is a need to revive the dead canning industries and build new ones so that the youths with no jobs may be employed? If we cultivate a habit of controlling our fruits right here in the country, there will be no need of importing juice from abroad. We will be drinking our own juice and this will make a contribution to the economy of this nation and will help many youths get jobs. (ACE: Hansard 26/07/2011).

74. MHE. JITU V. SONI Mheshimiwa Mwenyekiti, naomba nichangie pia katika Sekta ya Umwagiliaji. Nchi yetu ina maeneo mengi yenye uwezo wa kuwa na miradi ya umwagiliaji ambayo italeti mageuzi ya kilimo cha kijani. Naomba Wizara iangalie Bonde la Kiru lenye eneo la ukubwa takriban ekari laki moja kwa maji ya mtiririko la mito ya Erri, Kou, Kiongozi, Magera, Daga, na chemchem nyingi. Ni eneo linalozalisha hizo mbegu kwa asilimia 80 kanda ya kaskazini, miwa, Ngwasa, mpunga, Alizeti, Mbaazi, matunda mbalimbali na hasa migomba kwa wingi. Tayari kuna miradi michache ya umwagiliaji, mfano Gichamedia, Mawe Mairo/Matofa. Tunaomba Wizara/Serikali kueleza katika eneo hili muhimu, iwekeze katika mabanio ya Masware, Shaurimoyo na Kisongaji ambayo tayari imeshafanikiwa usanifu na upembuzi. (ACE: Hansard 26/07/2011).

HONOURABLE JITU V. SONI: Honourable Chairperson, let me contribute my ideas to the irrigation sector. Our country has many years during which irrigation may lead to a green revolution. I urge the Government to look at Kiru Basin with an area of about one hundred thousand hectares with flowing water of Erri, Kou, Kiongozi, Magera and Dagaa rivers as well as several wells. It is an area that produces such seeds by 80% in the northern zone, sugarcane in Ngwasa and rice, sunflower, pigeon peas, different types of fruits, especially bananas, which are also produced abundantly in the area. There are already a few irrigation schemes such as those at Gichamedia and Mawe Mairo/Matofa. We urge the Ministry/Government to explain the type of investment intended for areas such as Masware, Shaurimoyo and Kisongaji for which detailed designs and a feasibility study have been carried out. (ACE: Hansard 26/07/2011).

75. MHE. SUBIRA K. MGALU Mheshimiwa Mwenyekiti, kusamehe kodi ya ongezeko la thamani kwenye vipuri vya zana za kilimo kama vile fyekeo, mashine za kupandia mbegu, mashine za kukaushia na kukoboa mpunga (*Rice Dryers and mills*) na matrekta ya kukokota kwa mkono (*power tillers*); kusamehe kodi ya ongezeko la thamani kwenye vipuri vya mashine za kunyunyuza na kutifua undogo (*Sprayers and Harrows*) na mashine za kupanda nafaka ni imani yangu hatua hizi zitasaidia kuongeza uzalishaji katika kilimo. (CAE: Hansard 26/07/2011)

HONOURABLE SUBIRA K. MGALU: Honourable Chairperson, giving VAT exemptions for agricultural implements like slashers, seed-sowing machines, rice dryers and mills as well as power tillers and giving VAT exemptions for spraying equipment and harrows and planting machines will help to improve agricultural productivity. (CAE: Hansard 26/07/2011)

76. MHE. YUSSUF HAJI KHAMIS Mheshimiwa Mwenyekiti, lazima Taifa libadilike katika Sera ya Kilimo, tuingie katika kilimo cha kisasa. Tuandae wataalam watakaosimamia kilimo cha kitaalamu. Kilicho cha kumwagilia hakitegemei mvua, tutumie raslimali za mito na maziwa yetu. (ACE: Hansard 26/07/2011).

HONOURABLE YUSSUF HAJI KHAMIS: Honourable Chairperson, the nation must change when it comes to the Agriculture Policy so that we can start modern agriculture. We should train agricultural experts who will assist with managing modern agriculture. Irrigation farming does not depend on rainfall. Let us use our water resources found in the rivers and lakes in irrigation farming. (ACE: Hansard 26/07/2011).

77. MHE. CHARLES J. P. MWIJAGE Mheshimiwa Mwenyekiti, naomba nizungumzie mikakati na mbinu za kuongeza uzalishaji katika kilimo. Ukweli ulio wazi ni kuwa wakulima na wananchi kwa ujumla pindi wanapogundua kuwa zao fulani lina soko na katika soko hilo kuna bei yenye faida nono kwa wingi, shughuli hiyo/kilimo kitachangamkiwa. Kuanzia mwaka 1999 eneo la kusini mwa Jangwa la Sahara lilitabiriwa kukumbwa na uhaba wa chakula. Bahati nzuri Taifa letu limekuwa na maeneo yenye kuzalisha chakula kwa wingi kufidia maeneo yaliyokumbwa na upungufu. Tatizo letu ni kuwa Serikali imeshindwa kutumia fursa hii. Binafsi sielewi kwa nini Serikali inashindwa kutuliza kilimo cha wakulima wa maeneo yenye faida ya kuzalisha chakula kwa wingi. (ACE:Hansard 26/07/2011)

HONOURABLE CHARLES J. P. MWIJAGE: Honourable Chairperson, let me talk about the strategies and techniques for improving agricultural productivity. The truth is that when the farmers and the people in general discover that a certain crop is marketable and that at the market there is a good price, they grow that crop. In 1999, in the area south of the Sahara, it was prophesied that there would be a shortage of food. Fortunately, our nation is blessed with areas that produce food abundantly to compensate for the areas affected by the scarcity of food. Our problem stems from the fact that the Government has failed to use this wonderful opportunity. I personally fail to understand why the Government fails to cool down the outcry of the farmers in the areas of abundance by increasing the profitability of their produce. (ACE:Hansard 26/07/2011)

78. MHE. SARA M. ALLY Mheshimiwa Mwenyekiti, nashauri Serikali iweke kipaumbele kwenye baadhi ya mazao kuhakikisha panapatikana pembejeo za kutosha, zana za kilimo, madawa na masoko, kutoa elimu ya kilimo ya kutosha ili waweze kulima kilimo cha kisasa na chenye tija.

Mheshimiwa Mwenyekiti, mfano, mazao ya biashara kuweka mkazo kwenye pamba, tumbaku, kahawa na korosho na chai. Mazao ya chakula kuweka mkazo kwenye mahindi, mpunga, alizeti na mihogo.

Mheshimiwa Mwenyekiti, naamini kabisa kupitia mpango huu wa kuchagua mazao machache itasaidia Serikali kukusanya nguvu zake zote na kuhakikisha tunamaliza kero zote katika mazao hayo, kisha kuhamia kwenye mazao mengine. (ACE: Hansard 26/07/2011).

HONOURABLE SARA M. ALLY: Honourable Chairperson, I advise the Government to give priority to some crops by ensuring that there are enough agricultural inputs, farm implements, pesticides and a market for the crops. It should also give education to the farmers for them to practise modern and profitable farming.

Honourable Chairperson, for example, cash crops like cotton, tobacco, coffee, cashewnuts and tea should be given emphasis. As for food crops, emphasis should be put on maize, rice, sunflowers and cassava.

Honourable Chairperson, I believe that by selecting a few crops, the Government will be able to collect all its efforts and to make sure it deals with all problems facing various crops and then the Government could move to other crops. (ACE: Hansard 26/07/2011).

79. MHE. MICHAEL L. LAIZER Mheshimiwa Mwenyekiti, upatikanaji wa mbolea uendane na wakati wa kuotesha ili waweze kutumia kwa wakati muafaka pamoja na kutoa elimu kwa wakulima watumie mbolea ya Samadi ambayo haitumiki mara kwa mara. Mbolea hii haina gharama kubwa, maeneo mengine wanaitumia mfano Kenya wanatumia sana mbolea ya Samadi. (AE: Hansard 26/07/2011).

HONOURABLE MICHAEL L. LAIZER: Honourable Chairperson, the availability of fertilizer should match the planting season so that it can be used timely. The farmers should also be educated on using cattle manure which is not habitually used. This kind of fertilizer is not very expensive and in countries like Kenya this kind of manure is used a lot. (AE: Hansard 26/07/2011).

80. MHE. RUKIA KASSIM AHMED Mheshimiwa Mwenyekiti, kuna mazao mengi sana hapa nchini kwetu ambayo ni ya msimu kama vile Maembe, Machungwa, Nyanya n.k. Serikali inapaswa kuweka viwanda vya kusindikia mazao haya. Kwa mfano mkulima wa Maembe pale msimu wake ukifika zinakuwa nyingi kiasi cha wakulima kukosa soko, kama Serikali itaweka viwanda vya kusindikia wakulima wetu wataondokana na umaskini na wataweza kujiletea maendeleo yao, kama vile kusomesha watoto wao na pia tutapunguza mzigo kwa Serikali. (ACE: Hansard 26/07/2011).

HONOURABLE RUKIA KASSIM AHMED: Honourable Chairperson, there are so many crops iour country, most of which are seasonal, including mangoes, oranges and tomatoes. The Government ought to build canning industries for processing these crops. For example, the mango growers find it difficult to sell their fruit as there are so many mangoes during the fruits season. If the Government builds canning industries, our farmers will be liberated from poverty and they will make progress for themselves as they will be able to take their children to school and we will relieve the Government of the burden. (ACE: Hansard 26/07/2011).

81. MHE. AMINA M. MWIDAU Mheshimiwa Mwenyekiti, Serikali yetu haina watendaji ambao ni wabunifu. Hakuna ubunifu wa kuangalia ni mazao gani mapya ya kibiashara yanaweza yakakuzwa ikiwa ni pamoja na Michikichi, Mawese, Muarobaini na kadhalika, nchi yetu imekuwa tegemezi wa bidhaa hizo kutoka nchi za nje. Mazao ya nishati mbadala ya Fueli ya Mimea (Petrol na Diesel) kama vile Miwa na Jatropha inastawi maeneo mengi. Mazao hayo yana soko kubwa duniani na hasa Ulaya. Kuna fursa ya kuitumia vyema jiografia nzuri ya nchi yetu kukuza kilimo. Wakulima wamekuwa wakilazimishwa kulima mazao yasiyokuwa na tija na hivyo kudidimizwa zaidi kwenye umaskini uliokithiri. Tanzania imekosa Sera sahihi ya kukuza kilimo na kuinua hali ya maisha ya Watanzania, zana za kilimo na pembejeo haziwafikii wakulima na hata zinapowafikia huwa zimechelewa na kufika nje ya wakati. (ACE: Hansard: 26/07/2011).

HONOURABLE AMINA M. MWIDAU: Honourable Chairperson, our Government has no personnel who are creative. There is no creativity which is needed to look at what new cash crops could be promoted, including palm oil trees and neem.. Our country has remained dependent on crops from abroad. Crops that could be alternative to Petrol and Diesel, including crops like sugarcane and Jatropha which thrive in many parts of the country should be grown. These crops are very marketable in the world, particularly in Europe. We have a very good geographical position that we could use to improve agriculture. The farmers have been forced to produce crops which are not marketable and therefore have been forced to remain stagnant economically. Tanzania lacks a policy that could promote agriculture and eventually upgrade the standard of living for Tanzanians. Agricultural implements and agricultural inputs do not reach the farmers on time, and when they reach them they are useless as they are outdated. (ACE: Hansard: 26/07/2011).

82. MHE. AMINA N. MAKILLAGI Mheshimiwa Mwenyekiti, nane, Watendaji na viongozi kuwajibika kusimamia kilimo. Kilimo chetu kimekuwa kikilegalega kutokana na usimamizi hafifu wa baadhi ya Viongozi wetu na Watendaji katika ngazi mbalimbali. Kilimo kimekuwa cha maneno zaidi kuliko kutenda kama Kilimo cha Kufa na Kupona, Siasa ni Kilimo, Nguvu Kazi. Badala ya Viongozi, Watendaji wa Serikali kwenda Vijijini na kutoa mfano katika kilimo, muda mwingi unatumika kwa vikao na semina ambavyo vinafanyika katika Makao Makuu ya Wilaya au Mkoani. Naishauri Serikali iweke utaratibu mzuri wa kuwabana Watendaji na Viongozi wake ili wawajibike kikamilifu, ikiwa ni pamoja na kuwachukulia (ACE: Hansard 26/07/2011).

HONOURABLE AMINA N. MAKILLAGI: Honourable Chairperson, eighth, the implementers and leaders should be responsible for managing agriculture. Our agriculture has been dwindling due to poor management by some of the leaders and implementers at various levels. Agriculture has been filled with more words than actions. We have witnessed slogans such as Life and death, Politics is agriculture and Workforce. Instead of the leaders and workers to go to the villages and give examples on farming, most of the time is spent in meetings and seminars which are held at the district and regional headquarters. I would like to urge the Government to put in place a good programme that will make the workers and leaders responsible. They should be punished where necessary. (ACE: Hansard 26/07/2011).

83. MHE. PEREIRA AME SILIMA Mheshimiwa Mwenyekiti, pili, value addition. Mafanikio ya Kilimo Kwanza utaleta tija tu kwa jamii ya Watanzania na Taifa iwapo hamasa ya wakulima ya kuzidisha uzalishaji itaungwa mkono na miundombinu ya uongezaji wa thamani. Nasema hivi nikijua kwamba kama hili halitofanyika, wakulima watafunjika moyo baada ya kuzalisha zaidi na mazao hayo kukosa soko, kununuliwa kwa bei ndogo na hata kutonunuliwa kabisa. Nashauri na kutanabaisha kwamba uongezaji wa thamani ni lazima upewe nafasi sambamba na huduza za ugani, pembejeo na matumizi ya maji. (ACE: Hansard 26/07/2011).

HONOURABLE PEREIRA AME SILIMA: Honourable Chairperson, the second point has to do with value addition. The benefits of Kilimo Kwanza will only be realized by the people of Tanzania and by the nation if the farmers are encouraged to produce more and if that encouragement is supported by the necessary infrastructure for value addition. I say this because I think if this is not done the farmers will be discouraged after producing more and having nowhere to sell their produce or

their products being bought at a low price. I advise and caution that value addition should be given its due priority and extension services, agricultural inputs and water use should be emphasised. (ACE: Hansard 26/07/2011).

84. MHE. NYAMBARI C. M. NYANGWINE: Mheshimiwa Mwenyekiti, kwanza ni Sera ya Kilimo Kwanza. Suala hili halina budi kutiliwa mkazo ili kuweza kuinua kilimo hapa nchini Tanzania. Wakulima wawezeshwe kupata mikopo ya masharti nafuu ili waweze kulima mazao ya chakula na biashara kwa lengo la kupiga vita njaa na vilevile kujipatia kipato kutokana na jasho lao. Sera hii yahitaji uangalizi na usimamizi wa karibu sana. Serikali itafanikisha hilo ikiwa itaajiri Mabwana Shamba wa kutosha ngazi ya Kijiji, Kata, Tarafa hadi Wilaya na hao Mabwana/Mabibi Shamba wawajibike ipasavyo kwa kutoa ushauri pale panapohitajika. (ACE: Hansard 26/07/2011)

HONOURABLE NYAMBARI C. M. NYANGWINE: Honourable Chairperson, the first point has to do with the Kilimo Kwanza policy. This matter needs to be given emphasis in order to promote agriculture here in Tanzania. The farmers ought to be assisted in securing loans with few conditions so that they can grow food and cash crops with the aim of fighting poverty and earning income as a product of their sweat. This policy needs close attention. The Government will succeed in that if it employs enough extension officers at the village, ward, division and district levels. Such extension officers should be responsible enough in giving advice to the farmers when advice is needed. (ACE: Hansard 26/07/2011)

85. Mheshimiwa Mwenyekiti, nne ni suala la Kilimo cha Umwagiliaji Wilayani Tarime. Wilaya ya Tarime ni miongoni mwa Wilaya zenye rutuba nzuri hapa nchini. Tatizo kubwa linaloikabili Wilaya hii ni ukosefu wa mvua ya kutosha. Tatizo hili limeathiri kwa kisasi kikubwa ustawi wa kilimo Wilayani Tarime. Hivyo naishauri Serikali ihakikishe kuwa inasaidia kuchimba Malambo na Mabwawa kwa ajili ya kumwagilia baadhi ya mazao kama vile Migomba pale ukame unapoikabili Wilaya hii ya Tarime. Malambo na Mabwawa hayo yatasaidia sana wananchi wa Tarime hasa wale wanaolima na kuzalisha mazao ya Migomba na kadhalika. Pia naishauri Serikali iangalie namna ya kulishughulikia suala hilo kwa baadhi ya maeneo ambayo yanazungukwa na Mito, Maziwa na hata Bahari. (ACE: Hansard 26/07/2011).

Honourable Chairperson, the fourth point concerns Irrigation Farming in Tarime District. Tarime District is one of the districts with very fertile soil in this country. The major problem facing this district is lack of reliable rainfall. This problem has greatly affected the growth of agriculture in Tarime District. So, I advise the Government to make sure it constructs dams for irrigating some of the crops such as banana trees during drought. Dams will be very useful to the people of Tarime, especially those who grow bananas and other crops. I also advise the Government to look at how it can best deal with that in some of the areas surrounded by rivers, lakes and even the sea. (ACE: Hansard 26/07/2011).

86. MHE. SULEIMAN NASSIB OMAR: Mheshimiwa Mwenyekiti, nchi kama Italy inayo Benki ya Kilimo, kule inajulikana kama "Bank Agricole." Imesaidia sana kutoa mikopo yenye riba nafuu. Hivyo kilimo kimeweza kusonga mbele na wakulima kushajika kulima maeneo makubwa. Benki ipewe mtaji mkubwa zaidi ili iweze kutoa mikopo kwa wakulima katika nchi nzima. (AE: Hansard 26/07/2011).

HONOURABLE SULEIMAN NASSIB OMAR: Honourable Chairperson, a country like Italy has an agriculture bank, which is called "Bank Agricole". It has helped a lot in giving loans with friendly interest rates to farmers. So, agriculture has been enabled to move forward and farmers have been motivated to cultivate large areas. The bank ought to be given a good capital so that it gives loans to the farmers in the entire country. (AE: Hansard 26/07/2011).

87. MHE. MARTHA M. MLATA Mheshimiwa Mwenyekiti, kwa kuwa suala la kilimo limeonekana kutokufanikiwa vizuri kama ambavyo ilitarajiwa na inavyoonyeshwa kwenye maandishi kwani ukiangalia mafanikio hasa kwa upande wa kuwasaidia wakulima wadogo ni madogo sana, nadhani huenda imetokana na tatizo la Idara hii kuhamahama kutoka Wizara moja kwenda nyingine. Mimi naona ni sababu kubwa iliyorudisha nyuma ukuaji au ongezeko la mafanikio. Kwa kuwa sasa Mheshimiwa Rais ameligundua hilo na tunamshukuru sana, kwani ametoa maelekezo ya kuundwa kwa Tume ya Taifa ya Umwagiliaji, sasa naomba sana tusidhoofishe nia yake njema, mchakato usichukue muda mrefu ili tufikie malengo haraka. Pia Sera ya Umwagiliaji, naomba sana itafsiriwe kwa lugha ya Kiswahili. Mambo haya yote yatasaidia sana kuinua sekta ya kilimo. (ACE: Hansard 26/07/2011).

HONOURABLE MARTHA M. MLATA: Honourable Chairperson, since agriculture appears not to be as successful as expected and is shown in the documents that the support given to smallholder farmers is very little. I think this is the result of this department moving from one Ministry to another. I see this as the major reason that has made progress in this sector to be slow. The President has discovered that and we thank him very much as he has instructed that the National Commission for Irrigation be formed. I kindly request that we not weaken the good intention of the President so that we can meet the target quickly. I would also request that the Irrigation Policy be translated into Kiswahili. All these will help promote the agricultural sector. (ACE: Hansard 26/07/2011).

88. MHE. MAGDALENA H. SAKAYA Mheshimiwa Mwenyekiti, wanaonufaika na mazao ya wakulima ni wafanyabisahra wakubwa kutoka mijini. Debe la karanga vijijini kule Urambo wakati wa wakuvunwa linazwa Sh.1,000/= hadi 1,500/=, kilo moja ya karanga sokoni leo ni Sh. 2,000/=, kule Mbeya Rungwe mkungu ndizi unazwa Sh. 5,000/= hadi 1,500/=, hapa Dodoma mkungu huo huo ni Sh.9,000/= hadi 12,000/=, debe la mahindi shilingi 2,000/= hadi 2,500/=, hapa Dodoma sokoni debe la mahindi ni Sh. 7,000/= hadi 8,000/=, ndoo kubwa ya viazi Rungwe ni Sh. 1,000/= hadi 1,500/= ikifika sokoni ni Sh. 6,000/= hadi 8,000/= . (SA: Hansard 26/07/2011).

HONOURABLE MAGDALENA H. SAKAYA: Honourable Chairperson, the people who benefit from the farmers' crops are big business people in towns. Groundnuts in the rural areas in Urambo used to be sold at between Shs.1,000/= and 1,500/= per kilo but today it is sold at Shs. 2,000/=. There in Mbeya, Rungwe, a bunch of bananas is sold at between Shs. 5,000/= and

Shs. 1,500/=. Here in Dodoma, the same amount is sold at between Shs.9,000/= and 12,000/=. A tin of maize is sold at between Shs. 2,000/= and Shs. 2,500/=:, while here in Dodoma a tin of maize is sold at between Shs. 7,000/= and Shs. 8,000/= and a big bucket of potatoes from Rungwe is sold at between Shs. 1,000/= and Shs. 1,500/=. When it reaches the market, it is sold at between Shs 6,000/= and Shs. 8,000/=. (SA: Hansard 26/07/2011).

89. MHE. AMINA ANDREW CLEMENT Mheshimiwa Mwenyekiti, naiomba Wizara kwa kutumia Maofisa wa Kilimo wa Kata kuwaorodhesha wakulima wote baada ya mavuno kumalizika, ili kuwapatia mbegu bora kwa ajili ya msimu unaokuja, mbegu hizi wapewe kwa njia ya mkopo nafuu na baada ya mavuno tu walipe ule mkopo pia waorodheshwe tena kwa baadaye. Hii itawajengea imani ya kujaliwa wakulima wadogo pia kupata mavuno ya uhakika. (ACE:Hansard 26/07/2011).

HONOURABLE AMINA ANDREW CLEMENT: Honourable Chairperson, I request the Ministry through ward agricultural officers to list all the farmers after the harvest season in order to give them quality seeds for the coming cultivation season and these seeds ought to be given as a cheap loan and the farmers should repay such loans soon after the harvest season. Thereafter they should be listed again. This will make farmers feel that they are cared for and it will enable small-holder farmers to get enough produce. (ACE:Hansard 26/07/2011).

90. MHE. AMINA ANDREW CLEMENT: Mheshimiwa Mwenyekiti, suala la kilimo cha umwagiliaji ni muhimu sana pia ni kilimo tegemezi hasa kwa hivi sasa tabia nchi ilivyobadilika na miongo ya mvua haina uhakika. Naiomba Wizara iangalie suala la umwagiliaji kwa kina pia ifanye utafiti ili sehemu zenye mabonde yenye maji yafuatwe na baadaye watafiti wapange mkakati endelevu ili kilimo cha umwagiliaji kiendeleo na tupate mavuno mengi na suala la njaa liishe kabisa katika mikoa ya nchi yetu (ACE: Hansard 26/07/2011).

HONOURABLE AMINA ANDREW CLEMENT: Honourable Chairperson, the issue of irrigation farming is very important and it is the type of farming that can be depended on, especially now that there is climate change and that the rain seasons are not reliable. I urge the Government to look at irrigation farming very carefully and it should research into it so that areas with river basins can be identified and then researchers should come up with strategic plans so that irrigation farming can be carried out. This kind of farming will lead to enough yields, hence elimination of famine in certain regions in our country. (ACE: Hansard 26/07/2011).

91. MHE. ALI KHAMIS SEIF: Mheshimiwa Mwenyekiti, tokea kutangazwa kauli mbiu ya kilimo kwanza, hivi sasa inakaribia miaka miwili. Je, mpaka sasa tumefikia hatua gani inayoashiria kuwa tutaleta mapinduzi ya kijani kwa kupitia kilimo kwanza. Bajeti ya kilimo haijafikia asilimia kumi ya pato la Taifa kama ambavyo nchi za SADC zilivyokubaliana. Kwa hali hiyo, inaashiria kuwa bado hatujawa makini (*serious*) na kilimo kwanza. Nina hofu kauli mbiu itakuwa sawasawa na kilimo ni uti mgongo wa Taifa letu au siasa ni kilimo(AA: Hansard 26/07/2011).

HONOURABLE ALI KHAMIS SEIF: Honourable Chairperson, since the announcement of the Kilimo Kwanza programme, almost two years have passed. Can we ask ourselves as to how far we have gone towards achieving the green revolution through Kilimo Kwanza? The agriculture budget has not yet reached ten per cent of the National Gross Product as agreed upon by SADC countries. Therefore, this indicates that we are not yet serious about Kilimo Kwanza. I doubt whether this slogan will not be like past slogans such as agriculture is the backbone of our country or politics is agriculture (AA: Hansard 26/07/2011).

92. MHE. ABDUL J. MAROMBWA Mheshimiwa Mwenyekiti, suala lingine ni kuhusu mgogoro baina ya wakulima na wafugaji. Wilaya ya Rufiji imevamiwa na wafugaji na kusababisha Bonde lote la Mto Rufiji kuwa ni makazi ya wafugaji badala ya wakulima. Wafugaji hawa kwa sasa wanatumia bonde hili ili kunepesha mifugo yao na kila siku magari yanashusha ng'ombe. Wafugaji hawa huwa hawaheshimu mashamba au mazao ya wakulima. Ng'ombe wao huwapeleka kwenye mashamba hayo na kula mazao yote na kusababisha migogoro mikubwa na hata baadhi ya wakulima kukatwa mapanga na kufariki. Hali hii imetokea kwa Wilaya ya Rufiji. (AE: Hansard: 26/07/2011).

HONOURABLE ABDUL J. MAROMBWA: Honourable Chairperson, another point has to do with a conflict between farmers and livestock keepers. Rufiji District has been invaded by livestock keepers, something that makes the whole Rufiji River Basin to be the residence of livestock keepers, and not farmers. These livestock keepers use this river basin for fattening their livestock and every day vehicles come with many cattle to the basin. These livestock keepers do not respect farmers' farms or crops. They take their cattle to the farms and the cattle eat all the crops on the farms, thereby causing big conflicts. Some of the farmers get killed with pangas. This has happened in Rufiji District. (AE: Hansard: 26/07/2011).

93. MHE. YUSUPH A. NASSIR Mheshimiwa Mwenyekiti, napenda niamini na niufahamishe umma wa Tanzania ya kuwa wataalam tulionao Wizarani wana elimu ya kutosha na ufahamu mkubwa wa kisekta kwani wamekuwepo hapo kwa muda mrefu sasa. Ni ukweli kwamba wataalam wamekaa muda mrefu na inawezekana pia wakawa wamepitwa na wakati na hawasomi nyakati.

Mheshimiwa Mwenyekiti, Bajeti iliyoletwa hapa haikulenga maendeleo ya sekta ya kilimo, ambayo ni kwa ukweli kabisa ndiyo maendeleo ya wananchi. (ACE: Hansard 26/07/2011).

HONOURABLE YUSUPH A. NASSIR: Honourable Chairperson, I would like to believe and to inform the Tanzanian public that the experts that we have at the Ministry are educated enough and are knowledgeable enough in their respective areas as they have been there for quite a long time. It is true that these experts have stayed there for a long time and it is also possible that they are outdated and that they do not withstand the on-going changes. Honourable Chairperson, the proposed budget is

not aimed at spearheading the development of the agricultural sector, which is, in fact, the development of the people themselves. (ACE: Hansard 26/07/2011).

94. MHE. KULTHUM J. MCHUCHULI Mheshimiwa Mwenyekiti, nikiwa Mjumbe wa Kamati ya LAAC nimeshuhudia kwenye vitabu kukiandikwa kuwa madume ya ng'ombe saba yamenunuliwa. Ng'ombe wa maziwa kumi wamenunuliwa lakini ukiomba upelekwa kuona mifugo hiyo unapigwa chenga na hatimaye utaambiwa kati ya ng'ombe kumi wa maziwa walionunuliwa watano walikufa. Hii inasikitisha sana kwani hatuwezi kutimiza azma ya Kilimo Kwanza kama utendaji wetu utakuwa wa kubabaisha (AE: Hansard 26/07/2011).

HONOURABLE KULTHUM J. MCHUCHULI: Honourable Chairperson, being a member to the LAAC Parliamentary Standing Committee, I have witnessed it being written in books that seven bulls have been bought and ten dairy cattle have been bought but when you ask to be shown such animals, the people responsible dilly-dally and then you will be told that out of the ten dairy cattle bought, five died. This is very saddening because we cannot succeed in Kilimo Kwanza if our way of discharging our responsibilities is questionable. (AE: Hansard 26/07/2011).

95. MHE. MARY P. CHATANDA Mheshimiwa Mwenyekiti, aidha, wataalamu wa kilimo wakiwemo wadhamiri, maprofesa, madaktari, tunao wengi vikiwemo Vyuho Vikuu kama SUA na vyuo vingine vilivyopo nchini haujasaidia ipasavyo sekta hii kwa kutumia elimu waliyopata. Naiomba Serikali kwa wataalamu hawa waisaidie sekta hii ili wananchi waweze kunufaika na utaalamu waliyopata kwa lengo la kuwasaidia wananchi kubadilika na kunufaika kiuchumi kupitia kilimo bora zikiwemo zana za kilimo kama matrekta makubwa, pembejeo, dawa na kadhalika. Mambo ambayo bado hayafanikiwi katika nchi yetu ni pamoja na matumizi ya ardhi hayajatumika ipasavyo, sera ya uwekezaji haijafanikiwa vizuri na ardhi haijauwishwa kwa kilimo. (AE: Hansard 26/07/2011).

HONOURABLE MARY P. CHATANDA: Honourable Chairperson, moreover, experts in agriculture, including guarantors, professors and doctors, who are many at SUA and other universities in the country, have not effectively helped to promote this sector using the education they have. I would like to tell the Government that these experts are supposed to help this sector so that the people may benefit from the expertise that these people happen to possess; the aim is to help "people" promote farmers economically by enabling them to engage in quality farming by using farm implements like big tractors, agricultural inputs and pesticides. Things that do not succeed in our country include land use which has not been effectively done. The investment policy has not been very successful and land has not been effectively used for farming. (AE: Hansard 26/07/2011).

96. Mheshimiwa Mwenyekiti, aidha, Serikali iwasaidie wananchi au wawekezaji wale wanaojituma kuwakopesha ili waweze kuzalisha zaidi. Yapo baadhi ya mashamba ambayo yamehodhiwa na baadhi ya viongozi yenye rutuba nzuri hayatumiki na huko nyuma yalikuwa mashamba yanayozalisha chakula kwa wingi, Serikali ifike mahali iwalazimishe waliohodhi mashamba hayo kutumika kwa kilimo ili kuondokana na suala zima la upungufu wa chakula na kutokomeza suala la njaa nchini. (ACE: Hansard 26/07/2011).

Honourable Chairperson, moreover, the Government ought to help the citizens or investors, to whom it lends money, to make them produce more. There is fertile land which is withheld by some people in the leadership and which is not used for farming activities while in the past such land produced food abundantly. It is high time the Government forced those people who withhold the land to use it in order to fight food shortages and to get rid of famine in the country. (ACE: Hansard 26/07/2011).

97. MHE. ASHA MOHAMED OMARI Mheshimiwa Mwenyekiti, ajira kwa vijana, imekuwa wananchi wengi wakilipigia kelele suala la kupatiwa ajira kwa vijana sababu hawapatiwi nyenzo na vitendea kazi, jambo ambalo lingewafanya kuweza kuondokana na hali duni na utegemezi. Hivyo naiomba Serikali na Wizara ya Kilimo kuchukua juhudi ya makusudi kuwawezesha vijana. (TS: Hansard 26/07).

HONOURABLE ASHA MOHAMED OMARI: Honourable Chairperson, youth unemployment is something that the youths have been talking about but actually they mean they lack work tools, tools that could help them get rid of dependence and poor living conditions. So, I urge the Government and the Ministry of Agriculture to take purposeful initiatives to support the youths. (TS: Hansard 26/07).

Mal98. Mheshimiwa Mwenyekiti, nchi ya Thailand imefanikiwa sana katika kilimo cha aina zote iwe cha nafaka au matunda na vyote vina ubora wa hali ya juu, wakati ardhi yao haina tofauti na kwetu. Kwa kuwa tunaona kilimo ni uti wa mgongo na asilimia 80 ya watu wamejikita kwenye kilimo ni vyema Serikali kupitia Wizara ya Kilimo, kuwapeleka wenyewe wale wakulima katika sehemu kupata taaluma ya kilimo ili wakaone kwa vitendo badala kuwasomesha kwa makaratasi. (AE: Hansard 26/07/2011)

Honourable Chairperson, Thailand is very successful in agriculture of all types, be it cereal crop production or fruit production, and all types of farming are of very high quality while their land is not different from ours. Since we see that agriculture is a backbone and that 80 per cent of the people engage in farming, it is important for the Government through the Ministry of Agriculture to train the farmers into good farming so that they can see it, instead of being shown it on paper. (AE: Hansard 26/07/2011)

99. Mheshimiwa Mwenyekiti, Serikali isiwe na mawazo kwamba wakulima ambao ni wawekezaji wa nje ni bora kuwapa kipaumbele kuliko wakulima wawekezaji wa ndani, wawekezaji wa ndani ndio wapewe kipaumbele zaidi kuliko wa nje maana wao ni nchi yao na wana uchungu zaidi, pia ni wazoevu wa kilimo cha nchi hii na watapata kuondokana na umaskini na kuongeza uchumi. Leo ni aibu kuagiza sukari kutoka nje wakati tuna maeneo makubwa na mazuri ya kupanda miwa yenye

ubora na ni vyema tusiwe na dhamana kila kinachotoka nje ni bora kuliko cha kwetu. Sijui tuna tatizo gani, kwa nini tusiwe tunazalisha sukari kwa wingi na tukauza nchi za nje? (ACE: Hansard 26/07/2011).

Honourable Chairperson, the Government should not be guided by the principle that the farmers who are foreign investors deserve to be given priority at the expense of the native farmers. Instead, the local investors are the ones that deserve to be given priority. This is because they belong to this country and are likely to be very patriotic and they are more experienced in the kind of farming done in this country and they will get an opportunity to alleviate poverty and generate income. Today it is shameful to import sugar while we have plenty of good areas for growing quality sugarcane and we should not take for granted that everything that is imported is better than that which is produced locally. I wonder what is amiss. Why don't we produce sugar and export it? (ACE: Hansard 26/07/2011).

100. MHE. ANDREW J. CHENGE Mheshimiwa Mwenyekiti, sekta ya kilimo (katika tafsiri pana kwa mfano, kilimo, ufugaji na uvuvi) inawagusa asilimia 80 ya Watanzania wanaoishi vijijini wanakitegemea kilimo. Sekta ya kilimo ni muhimu kwa uchumi wa Tanzania na kwa hivyo katika suala zima la kuondoa umaskini nchini. Bahati mbaya ukuaji wa sekta ya kilimo hauendi kwa kasi na ndiyo maana hali ya umaskini katika maeneo ya vijijini inaonekana waziwazi. Hali hii inaathiriwa zaidi na ongezeko la watu asilimia 2.9 ikilinganishwa na ukuaji wa kilimo kwa asilimia 4.2 mwaka 2010. (ACE: Hansard 26/07/2011).

HONOURABLE ANDREW J. CHENGE: Honourable Chairperson, the agricultural sector (in a broad definition, for example, farming, livestock keeping and fishing) touches the lives of 80 per cent of the Tanzanians who live in the rural areas. The agricultural sector is very important to the economy of Tanzania as well as to the fight against poverty in this country. Unfortunately, the growth of agriculture does not move at the required pace, and that is why poverty pervasive in this country. This state of affairs is mainly caused by the population growth, which is at the rate of 2.9 per cent, compared with the growth of agriculture, which is at 4.2 per cent, as of 2010. (ACE: Hansard 26/07/2011).

101. Mheshimiwa Mwenyekiti, tutaweza tu kuwanyanyua watu wetu kutoka kwenye lindi la umaskini iwapo kilimo nchini kitakuwa cha kisasa. Napongeza jitihada za Serikali za kupanua wigo wa ruzuku ya pembejeo, dawa na mbegu bora kwa wakulima wetu. Uzoefu unaonyesha kuwa pale ambapo uelewa wa wakulima kuhusiana na matumizi ya pembejeo umeongezeka, uzalishaji umeongezeka na kipato chao pia kimeongezeka. Hata hivyo, nashauri matumizi ya pembejeo lazima yaongezeke, Tanzania bado tupo nyuma sana katika matumizi ya pembejeo ukilinganisha na nchi nyingine. Kwa takwimu zilizopo, Tanzania tunatumia wastani wa kilo tisa za mbolea kwa hekta ikilinganishwa na kilo 27 kwa hekta nchini Malawi na kilo 53 kwa hekta Afrika ya Kusini. (AE: Hansard 26/07/2011).

Honourable Charperson, we will only liberate our people from poverty if our agriculture is modern. I congratulate the Government for its effort in widening the scope of subsidies in terms of agricultural inputs, pesticides and quality seeds given to our farmers. Experience shows that when farmers' knowledge of the use of agricultural inputs increases, there is an increase in production and their earnings. However, I would like to suggest that there should be an increase in the use of agricultural inputs, as Tanzania is lagging behind other countries. According to the available statistics, we in Tanzania use approximately nine kilogrammes of fertilizer per hectare compared to 27 kilogrammes used in Malawi and 53 kilogrammes per hectare used in South Africa. (AE: Hansard 26/07/2011).

102. MHE. MCH. ISRAEL Y. NATSE Mheshimiwa Mwenyekiti, Tanzania tumebarikiwa kwa kuwa na mabonde mazuri ya maji. Hivyo, Serikali iondoke kutoka mazoea ya kusubiri mvua na kuimarisha kilimo cha umwagiliaji. Tuwekeze katika kilimo cha umwagiliaji. Miundombinu ya umwagiliaji iimarishwe. (ACE: Hansard 26/07/2011).

HONOURABLE REV ISRAEL Y. NATSE: Honourable Charperson, Tanzania is blessed with good river valleys. So, the Government should stop the habit of waiting for rainfall and consolidate irrigation farming instead. We need to invest in irrigation farming. The irrigation infrastructure should be improved. (ACE: Hansard 26/07/2011).

103. MHE. MAHMOUD H. MGIMWAMheshimiwa Mwenyekiti, Sera ya Kilimo Kwanza haiwezi kutekelezeka kama Serikali haitatengeneza mazingira ya kuanzisha viwanda vidogo vidogo ili viweze kuongeza thamani, kwa kuwasaidia na kuwapa uwezo wa kusindika mazao. Hii itawawezesha wakulima kupata fedha zaidi katika uuzaji ukilinganisha na uuzaji wa mazao fresh. (ACE: Hansard 26/07/2011).

HONOURABLE MAHMOUD H. MGIMWA: Honourable Charperson, the Kilimo Kwanza Policy cannot be implemented unless the Government creates a conducive environment for establishing small industries in order for them to facilitate value addition to crops by canning them. This will help farmers to get more money than they get when they sell unprocessed crops. (ACE: Hansard 26/07/2011).

104. MHE. THUWAYBA IDRIS MUHAMMED: Mheshimiwa Mwenyekiti, asilimia 74 ya Watanzania ni Wakulima ambao ni nguvu kazi ya maendeleo ya nchi. Ili nchi iendeleo kilimo cha kisasa ni muhimu zaidi na kuondokana na kile cha jembe kongoroka. Maisha ya sasa ni ya Sayansi na Teknolojia, hivyo tuwaendeleze Watanzania kwa kilimo bora cha kisasa kwa kuwa na vitendea kazi vya kileo na kuwapa elimu ya kutosha juu ya kilimo endelevu. (ACE: Hansard 26/07/2011)

HONOURABLE THUWAYBA IDRIS MUHAMMED: Honourable Chairperson, 74 per cent of Tanzanians are farmers who are the workforce for the development of this country. In order for the country to develop, modern farming is more important than getting rid of the kind of farming that uses a hand hoe. The life of today is the life of science and technology. So, we need to enable Tanzanians to take part in modern and quality farming by ensuring that they have modern farming implements and by giving them enough education on sustainable agriculture. (ACE: Hansard 26/07/2011)

105. Mheshimiwa Mwenyekiti, Tanzania ina eneo kubwa, ambalo bado halijafanyiwa kazi, ni vyema maeneo haya yakawekezwa na kutafutiwa wafadhili wa ndani na nje ili kufanyiwa kazi, aidha, kwa kupanda mazao mbalimbali na hata kujengwa viwanda kwa kusindika mazao. Hekta hizo zinaachwa wazi na Wananchi wanapata shida, chakula hakuna na kuifanya nchi kuwa katika ukame.

Mheshimiwa Mwenyekiti, viwanda vitasaidia sana, katika nchi yetu hii kwa mwaka mzima kuna msimu wa matunda na kutokana na kutokuwa na viwanda, yanaharibika, sasa ni muda mwafaka wa kusindika mazao kuuzwa ndani na nje ya nchi. Wakati huo huo Serikali na Wakulima watafaidika na kupata maendeleo mazuri. (ACE: Hansard 26/07/2011).

Honourable Chairperson, Tanzania has a very big area which is not being utilized. We should make use of these areas by looking for internal and external investors who can invest in the areas. Investment could be in the form of growing different types of crops or building canning industries. All those hectares are left unutilized while the people are suffering as there is no food and as drought affects the country.

Honourable Chairperson, the industries will be very useful in our country for the whole year as there is the fruit season and having no industries causes the fruits to rot. It is high time we canned fruits for both domestic and external use. As a result, the Government and farmers will benefit a lot and will eventually make good progress. (ACE: Hansard 26/07/2011).

106. MHE. HAMOUD A. JUMAA Tatizo lingine kubwa linalowakabili wakulima ni ukosefu wa utaalamu wa kuhifadhi mazao. Mara baada ya kuvuna, kunakuwepo na tatizo la kuhifadhi mazao kwa kuwa wakulima hawana elimu ya kujenga maghala imara au kutumia dawa zinazoweza kuhifadhi mazao kwa muda mrefu yasiharibike hadi yapelekwe sokoni na pia kuhifadhi chakula cha akiba kwa misimu yote na hasa wakati wa kiangazi. Tatizo hili linasababisha kuwakosesha mapato na pia kuwepo na baa la njaa. Ni vyema wizara ikafundisha wataalam ambao watasaidia kuelimisha Wananchi kuondokana na tatizo hili. Kwa tatizo la njaa kutokana na mabadiliko ya hali ya hewa na ukame wa mara kwa mara, Wananchi wanatakiwa wahamasishwe kutochagua chakula, kwa mfano, kuna mikoa ambayo kutokana na hali ya hewa nzuri waliweza kulima mpunga, mahindi, maharage na ndizi; mikoa hii ni vigumu kuwaambia kwamba, kutokana na mabadiliko hayo ya hali ya hewa wanaweza kulima mihogo, mtama na mbaazi kwa chakula. (ACE: Hansard 26/07/2011).

HONOURABLE HAMOUD A. JUMAA: Another big problem facing farmers has to do with lack of expertise on crop storage. Immediately after the harvest season, there is usually a problem of crop storage as farmers have no knowledge of constructing durable storage facilities or they do not use storage chemicals that may help them store food for a long time. This problem makes farmers lose income and later face famine. It is important for the Ministry to train experts who will then educate the farmers about food storage so as to address the problem. Due to famine, climate change and frequent droughts, the people should be advised not to be selective with respect to the food crops they grow. For example, there are regions where the climate allows for the production of rice, maize, beans and bananas. It is difficult to tell the people in such regions to produce cassava, sorghum and pigeon peas as food crops due to climate change. (ACE: Hansard 26/07/2011).

107. MHE. DKT. BINILITH S. MAHENGE Mheshimiwa Mwenyekiti, mpaka sasa Tanzania tuna kiwanda kimoja kilichopo Mafinga kinachotengeneza *Crude Extract* itokanayo na pareto. Ili kuongeza thamani ya Pareto, tunahitaji kiwanda kinachoweza kutengeneza bidhaa zinazotokana na Pareto humu humu nchini. Hatua hii kwanza; itaongeza ajira kwa vijana wetu; pili, itawezesha bidhaa hizi kupata soko ndani na hivyo kutopata wasiwasi wa kuyumba kwa soko ambalo sasa tunategemea la nchi za nje peke yake, kwani kwa sasa *Crude Extract* hii inasafirishwa nchi za nje mfano, Uingereza na Marekani. (ACE: Hansard 26/07/2011).

HONOURABLE DR. BINILITH S. MAHENGE: Honourable Chairperson, we have only one factory in Mafinga. It produces crude oil from pyrethrum. In order to increase the value of pyrethrum, we need another factory that will produce pyrethrum-related products here in the country. This will not only create jobs for the youths, but will also create a domestic market for such products. That will make farmers rid themselves of the fear caused by the fact that we currently rely on external markets. Also, through this, crude oil will be exported to the UK and America. (ACE: Hansard 26/07/2011).

108. MHE. ASHA MSHIMBA JECHA: Kilimo cha umwagiliaji kwa mazao mbalimbali hasa mazao ya muda mfupi na mboga mboga ndiyo kichocheo cha kuvutia watu wengi kujishughulisha na kilimo hasa vijana, kwani watajipatia kipato muda mfupi na hawatokata tamaa ya kusubiri muda mrefu. Kwa kuwa nchi yetu ina ardhi ya kutosha ya kilimo, tuwahamasishe wakulima kuzalisha zaidi ili tuandae utaratibu unaotambulika wa kisheria, ziada ya chakula waweze kuuza nje ya nchi, kwani ndiyo njia pekee ambayo itamuwezesha mkulima kupata bei nzuri na kutengeneza pato lake. (ACE: Hansard 26/07/2011).

HONOURABLE ASHA MSHIMBA JECHA: Irrigation farming for various crops, especially short-time crops and vegetables, is a stimulant for many people, especially the youths, to take part in agriculture because it enables them to get quick income. Thus, they will not get discouraged because of waiting for along time... Since our country has enough land for farming, we need to encourage the farmers to produce more food so that we can have a good legal procedure. They should produce surplus food which they can export; this will help them get better prices, thereby making good profit. (ACE: Hansard 26/07/2011).

109. MHE. ASHA MSHIMBA JECHA: Mheshimiwa Mwenyekiti, viwanda vidogo vidogo na vya kati ndivyo vitakavyomkomboa mkulima kwa kuongeza thamani ya mazao, masoko na kuongeza pato la Mtanzania mmoja mmoja na Taifa kwa ujumla. (ACE: Hansard 26/07/2011).

HONOURABLE ASHA MSHIMBA JECHA: Honourable Chairperson, small- and medium-sized industries are the ones that will liberate farmers from poverty by adding value to their crops, providing markets for their crops and revenue for individual Tanzanians and the nation at large. (ACE: Hansard 26/07/2011).

Hoja za waziri wa Kilimo wakati wa Kuhitimisha Mjadala wa Bajeti Julai 2011

Answers Given by the Minister for Agriculture at the Conclusion of Discussion of the Budget on July 2011

1. Mheshimiwa Mwenyekiti, lakini pia, teknolojia hii tunaitumia pia kwa ajili ya kuendeleza kilimo cha umwagiliaji kwa njia ya matone. Umwagiliaji huu unatusaidia kwa sababu katika hali hii, hali ya sasa hivi ambayo tunajua sisi wote, maji yanapungua, lazima tutumie maji kwa umakini wa kutosha. Tunahitaji kutumia maji kila tone liweze kwenda kuzalisha chakula. Kwa maana hiyo basi, tunataka tuweke mkazo kwenye *drip irrigation*. Wale ambao mnamtembea hapa Dodoma, njia hii ya Dar es Salaam, mkipata nafasi mpite pale Chinangali, Mheshimiwa Lukuvi ametusaidia sana, ame-*mobilize* vijana, wameanzisha shamba kubwa zuri la zabibu na linaendelea vizuri kwa umwagiliaji huu wa njia ya matone. Namshukuru sana Mheshimiwa Lukuvi. (*Makofi*) (AE: Hansard 26/7/2011).

Madam Chairperson, we also use this technology to develop irrigation agriculture using water drops. This irrigation is useful in that in a situation where water levels are falling, a situation we are all aware of, we must use water carefully. We must ensure that each drop is used to produce food. Therefore, we intend to put more emphasis on drip irrigation. Those who come to Dodoma by road from Dar es Salaam should, if possible, visit Chinangali. The Hon. Lukuvi has done a good job; he has mobilized the youth to start a large grape farm, which is going very well, through the drip irrigation technology. I'm very grateful to the Hon. Lukuvi. (clapping) (AE: Hansard 26/7/2011).

2. Mheshimiwa Mwenyekiti, Kambi ya Upinzani ilisema inasikitishwa kuwa ni wakulima 85 tu. Nadhani Waziri Kivuli hakuisoma vizuri taarifa ile au anahitaji nifafanue kidogo. Huwezi ukachukua wakulima wote wa Tanzania hii ukaanze kuwasomesha kwa mara moja. Tulichokifanya ni kwamba tulichagua wakulima 85, tukawafundisha. Wakulima hao wanakuwa wakulima vichocheo. Hawa ndio wanaokwenda sasa kuwafundisha wakulima wenzao, na mkulima anapofundisha mkulima mwenzake, inakuwa rahisi kuelewa kuliko hata kuwakusanya wakulima wote kwa pamoja na kufikiri kwamba unaendesha darasa zuri. Kwa hiyo, hawa 85 sio kwamba labda sisi tulikuwa tunaona hao ndio tumemaliza, hapana. Hawa tumewachagua makusudi kwa maana ya kwamba hao watakuwa walimu sasa wa wakulima wenzao. Mheshimiwa Waziri Kivuli, hii ndio dhana ya kuchukua hao, maana ulisema kwa masikitiko makubwa sana. (AE: Hansard 26/7/2011).

Madam Chairperson, the opposition said it was disappointed to see only 85 farmers. I think the Shadow Minister didn't read the report carefully or I need to clarify it a little. You can't train all the farmers in the country at once. What we did was that we picked 85 farmers and trained them. They are catalyst farmers. They are the ones who are going to train their fellows, and when a farmer trains another it is easier for the latter to understand what is said than when a group of farmers is brought together under the assumption that the training is going well. Thus, it doesn't mean that these 85 farmers are the only ones we intended to train. No. We picked them deliberately so that they train the others later. Shadow Minister, that is why we picked those farmers. You spoke solemnly about this issue. (AE: Hansard 26/7/2011).

3. Mheshimiwa Mwenyekiti, haya matrekta ambayo yamekuja na huu Mfuko wa Pembejeo ambao kidogo kidogo unaendelea kutukopesha, kuna nyongeza kidogo imeongezeka. Hivi sasa Watanzania wanaolima kwa kutumia matrekta wameongezeka, ni asilimia angalau 14. Siyo haba, tumetoka kwenye 10. Wanyamakazi tumefika asilimia 22 na wale waliokuwa wanalima kwa jembe la mkono ambao walikuwa asilimia 70, sasa tumeweza kuipunguza harubu hiyo wamebaki ni asilimia 64. (AE: Hansard 26/7/2011).

Madam Chairperson, the number of tractors that is bought with the money provided by the Inputs Fund, which lends us money, is growing gradually. The number of Tanzanians who use tractors in their farming activities has increased; in fact it has risen from 10 per cent to 14 per cent. There are 22 per cent farmers and the per cent of those who used hoes in their farming activities has declined to 64 per cent from 70 per cent. (AE: Hansard 26/7/2011)

4. Mheshimiwa Mwenyekiti, nina hakika matrekta ambayo tumeyaleta sasa yakishanunuliwa yote, bei ikishakuwa *affordable*, yakaenda kwa wananchi, asilimia hii ya wakulima ambao wanalima kwa jembe la mkono itaendelea kupungua kutoka 64 kwenda chini Zaidi (ACE: Hansard 27/7/2011).

Madam Chairperson, I'm sure that, if all the tractors we've brought into the country are bought, when they are affordable, and reach the people, the percentage of people who use hoes will fall further from the current 64 per cent. (ACE: Hansard 27/7/2011).

5. Mheshimiwa Mwenyekiti, matumizi ya mboji katika kilimo duniani kote, hakuna nchi hata moja ambayo imetumia mboji au mbolea ya samadi ikaleta Mapinduzi ya Kijani. Mapinduzi ya Kijani yanaletwa kwa mbolea za kemikali na mchanganyiko wa mbolea za kemikali na mbolea hiyo ya samadi na mboji. (ACE: Hansard 26/7/2011).

Madam Chairperson, regarding the use of compost and manure, there is no country in the world that has brought about a Green Revolution by using these kinds of fertilizer. A Green Revolution is normally brought about by the use of chemical fertilizer in conjunction with the other two kinds. (ACE: Hansard 26/7/2011).

6. Mheshimiwa Mwenyekiti, katika nchi yetu, utafiti umefanywa mkubwa sana katika eneo la Kanda ya Ziwa (*Sukuma Land*), kati ya mwaka 1960 na mwaka 1975, kujua ni kiasi gani cha mbolea ya mboji au samadi unayoweza kuweka kwenye udongo ukapanda mahindi au pamba na kupata mazao kiasi kile kile kwa maana ya kurejesha rutuba pale ulipoanza na zao lako. Imeonesha kwamba ili uweze kurudisha udongo katika rutuba ile uliyoanza nayo, unahitaji tani 32 za mbolea ya samadi kuweka kwenye hekta moja ya ardhi ili uweze kurudisha kiasi cha chembechembe za kemikali za *Nitrogen* na *Phosphorus* na *Calcium* ambazo zinaweza kukuza Zao la Pamba.

Mheshimiwa Mwenyekiti, kwa sababu hiyo ni vigumu sana kutumia kiasi hicho cha mbolea ya samadi, kwa sababu itahitaji ng'ombe wengi sana kuzalisha tani 32 kwa kila hekari. Ningependa Msemaji wa Upinzani, asome jarida linaloitwa *East African Agriculture and Forestry Journal* kati ya mwaka 1962 na mwaka 1975, atapata ufafanuzi zaidi wa jambo hili. (AA: Hansard 26/7/2011).

Madam Chairperson, in our country a lot of research was done in the Lake Zone between 1960 and 1975 to find out how much compost or manure one could use to grow maize or cotton and harvest the same amount of maize or cotton as when the growing of either crop in the area began. It is shown that, in order to restore nitrogen, phosphorus and calcium to the soil, 32 tones of fertilizer are needed in a single acre, tones which can help improve the growing of cotton.

Madam Chairperson, thus, it is very difficult for a farmer to use that amount of manure because so many cows are needed to produce 32 tones for each acre. I'd like to ask the opposition's spokesperson to read issues of the journal called East African Agriculture and Forestry Journal, which were published between 1962 and 1975; he will get further clarification on this issue from them. (AA: Hansard 26/7/2011).

7. Mheshimiwa Mwenyekiti, aidha, imeelezwa hapa kwamba, kama ukitumia mbolea ya kemikali kila mwaka unaharibu udongo; hii siyo kweli kabisa, kama mnavyoelewa, nchi ambazo zimeleta Mapinduzi ya Kilimo kama za Marekani Kaskazini (USA na Canada), Ulaya Magharibi na Asia ya Mashariki ya Mbali kama China na India, zimetumia mbolea ya kemikali kwa miaka mingi. Holland imetumia mbolea ya kemikali kwa miaka 500 mfululizo na inaendelea kutumia mpaka leo, lakini inapata mazao mengi sana na inatumia kilo za *nitrogen* 500 kwa hekta ya mbolea na udongo wake kwa miaka 500 haujaharibika. Sisi Watanzania na Nchi za Afrika Kusini mwa Jangwa la Sahara, nchi inayotumia mbolea nyingi ya kemikali ni South Africa na inatumia kilo hamsini kwa hekta. Nchi nyingine inayotumia mbolea nyingi ni Zimbabwe, Malawi inatumia kilo 16 kwa hekta, lakini ukiziangalia nchi zote, Tanzania ndiyo ya mwisho kabisa; inatumia kilo nane kwa hekta. (AE: Hansard 26/7/2011).

Madam Chairperson, it is claimed that, if you use chemical fertilizer every year you destroy the quality of soil. This is not correct. As you're aware, the countries that have brought about Green Revolutions like those in North America (the USA and Canada), Western Europe and Southeast Asia (China) and India have used chemical fertilizer for many years. Holland has used chemical fertilizer for 500 years consecutively and still uses it. It gets good harvests and uses 500 kilogrammes of nitrogen in a single acre but the quality of its soil has not deteriorated. Of all the countries in sub-Saharan Africa, it is South Africa that uses a lot of chemical fertilizer, notably 50 kilogrammes in one acre. South Africa is followed by Zimbabwe, which is, in turn, followed by Malawi, which uses 16 kilogrammes per acre. Tanzania lags behind all the others countries; it uses 4 kilogrammes per acre. (AE: Hansard 26/7/2011).

8. Mheshimiwa Mwenyekiti, kwa sababu hiyo, Serikali mwaka huu itaajiri wagani wote ambao wameshahitimu katika Vyuo Vikuu, Chuo Kikuu cha Sokoine cha Kilimo, Chuo Kikuu Kishiriki cha Ushirika na Stadi za Kazi, ambao wamehitimu katika Ushirika; wote tutawaajiri; na tutaajiri wagani wengine zaidi ya elfu tano wanaotoka kwenye Vyuo wenye stahabada na astahabada katika kilimo ili kuongeza uwezo wa Wizara na Serikal, katika kutoa ushauri kwa wananchi. (ACE: Hansard 26/7/2011).

Madam Chairperson, therefore, the Government intends to employ all the agricultural officers who have graduated from Universities such as Sokoine University of Agriculture and Moshi University College of Cooperative and Business Studies. We shall employ all of them, besides employing more than five thousand people who have graduated from Universities and Colleges with degrees and advanced diplomas to enhance the capacity of the Ministry and the Government to provide consultancy services to the people. (ACE: Hansard 26/7/2011).

9. Mheshimiwa Mwenyekiti, jambo lingine ambalo ningependa kulitolea ufafanuzi ni suala la mauzo ya chakula nje ya nchi. Sote ni mashahidi, tumeangalia na kuona jinsi Nchi ya Somalia ilivyo na njaa kali. Tunajua kwa uhakika na kwa uyakini, jinsi Kenya walivyo na njaa. Tunajua kwa uhakika na uyakini, jinsi njaa ilivyo katika Sudan ya Kusini na jinsi upungufu wa chakula ulivyo katika nchi jirani.

Sisi tumezalisha tani za nafaka milioni 7.2; tunahitaji tani milioni 7.2 kwa mwaka kwa chakula chetu sisi wenyewe, lakini tumezalisha tani milioni sita na ushee. Tuna upungufu wa tani karibu nusu milioni za nafaka. Chakula kinachoondoka hapa nchini kwenda nchi za nje, kinaondoka kwa kasi kubwa kwa sababu ya majirani walio na njaa. Eneo ambalo tuna ziada ya tani 1,300,000 ni eneo la mazao mengine ambalo linahusu muhogo, ndizi, mikunde na kadhalika. Mengi ya mazao haya ya viazi vitamu, hayauzwi nje. Ningependa niwaombe ndugu zangu, kama tutaingia kwenye njaa itakuwa ni aibu kubwa sana. Kwa *speed* ambayo chakula kinapelekwa nje kupitia njia za panya ingechukua miezi mitano peke yake na sisi tungekuwa na uhaba wa chakula unaokimbilia ule wa Somalia, wa Kenya wa Sudan ya Kusini. Sisi watoto wetu wangeanza kufa kwa njaa. (ACE: Hansard 26/7/2011).

Madam Chairperson, I'd also like to talk of the selling of food outside the country. We all know that Somalia is facing famine. We know very well that Kenya is facing famine. We know very well that South Sudan is facing famine and that the other neighbouring countries do not have enough food.

We usually produce 7.2 million tones of food per year and we need the same amount, but we've produced more than six million tones. We've a shortage of half a million tones of food. The amount of food that is sold in the neighbouring countries that are facing famine is staggering. We've got cassava, bananas and legumes in excess of 1,300,000 tones. Most of these crops, including sweet potatoes, are not sold outside the country. I would like to tell you that it will be very shameful if we, too, face famine. The speed at which food is exported outside the country illegally shows that the extent of famine in our country would be similar to that of Somalia, Kenya and South Sudan. Our children would start dying of starvation. (ACE: Hansard 26/7/2011).

10. Mheshimiwa Mwenyekiti, ilikuwepo pia hoja kubwa ambayo ilitolewa na Mheshimiwa Anna Margareth Abdallah, kuhusiana na ruzuku katika Zao la Korosho, kuhusiana na levy ambayo wanachajiwa watu ambao wana makampuni yanayonunua korosho na kusafirisha nje bila kubanguliwa. Levy hii imewekwa na Serikali ili kuhakikisha kwamba, inavutia wanunuzi wa korosho, wabangua korosho humu nchini, ili kuzalisha ajira kwa vijana wetu. Ushuru huu ni wenye thamani ya asilimia 15 ya thamani ya mazao yakiwa pale bandarini tayari kwa kusafirisha nje kabla ya kuweka usafiri na kabla ya kuweka gharama za insurance. (Makofi) (ACE: 26/7/2011).

Madam Chairperson, the Hon. Anna Margareth Abdallah made an argument regarding the subsidies given to cashew growers in relation to the tax that is levied on the companies that buy and export raw cashew outside the country. This tax is levied by the Government to attract cashew buyers and those who shell cashew within the country, so that our youth are employed in the sector. The tax constitutes 15 per cent of the value of cashew at the port, before it is exported outside the country and before transport and insurance costs are added. (clapping) (ACE: 26/7/2011).

11. Suala muhimu ni kuhakikisha kwamba, tunalinda usalama wa nchi yetu na tunalinda usalama wa chakula. Usalama wa chakula na usalama wa kijeshi ni sawa sawa; ni aibu kubwa sisi kwenda kuomba chakula watu wanakufa kwa njaa. Jamani huku duniani wakati wa njaa siyo Tanzania peke yake imeweza kusema siuzi chakula; hivi sasa India hawauzi chakula, Indonesia hawauzi chakula na Thailand hawauzi chakula. Juzi juzi tu ndiyo Urusi wamefungua mlango wanauza baada ya mwaka mzima kuzuia kuuza chakula kwa sababu ya kuhofia wao wenyewe wasije wakaingia kwenye janga na aibu za njaa. (Makofi) (AE: 26/6/2011).

The important thing is for us to sustain the security of our country and to ensure food security. Food security and military security are one and the same. It is shameful for us to go outside the country to ask for food because our people are dying of starvation. Tanzania is not the only country that does not sell food during famine; Indonesia doesn't sell food and Thailand doesn't sell food either. Only a few days ago did Russia start selling food after a year of not doing so for fear that it might face the shameful problem of food. (clapping) (AE: 26/6/2011).

12. Mheshimiwa Mwenyekiti, tutakumbuka katika mwaka 2009/2010, tumbaku ambayo imeuzwa katika msimu wa mwaka jana, tulipata bei nzuri kwa sababu Zao la Tumbaku kule Australia, kule New South West, lilikumbwa na mafuriko makubwa na kwa hiyo, wakawa na crop failure kabisa. Pia Nchi ya Brazil inazalisha tumbaku kwa wingi sana katika lile eneo lake linaitwa Selado, lilikumbwa na mafuriko. Kutokana na hali hiyo, kiasi cha tumbaku kilichoingia kwenye soko kilipungua na kwa sababu hiyo bei ya tumbaku ikapanda na Wakulima wetu Alhamdulillah, wakapata bei nzuri sana. Kutokana na bei hiyo nzuri na msukumo wa kuhamasisha wa Bodi ya Tumbaku, Vyama vya Ushirika na mimi ninawashukuru sana Vyama vya Ushirika vya Tumbaku, kwa sababu wako very active na wanafanya kazi nzuri sana ya kuhamasisha kilimo cha tumbaku; Wakulima waliongeza uzalishaji kutoka tani 90,000 mwaka huu zimefikia tani 130,000. Sasa wakati tumekuwa na tumbaku nyingi kiasi hicho, Waustralia wamezalisha vizuri tumbaku yao imeingia sokoni vizuri, na watu Wabrazil wameingiza tumbaku nyingi sokoni. Kwa hiyo, upatikanaji wa tumbaku umeongezeka kiasi kwamba, umezidi mahitaji ya zao hili. Kwa hiyo, bei imeshuka (ACE: Hansard 26/7/2011).

Madam Chairperson, it will be remembered that in 2009/2010 we sold tobacco at a high price because in New South West in Australia tobacco was destroyed by devastating floods; hence they had poor harvests. Also, Brazil grows tobacco in Selado, which was also affected by floods. Due to that situation, the amount of tobacco that was sold was low and due to that the price of tobacco rose and our farmers, Alhamdulillah, sold their tobacco at a good price. I'm very grateful to the Tobacco Growing Cooperatives because they are very active and are doing a good job of mobilising people to grow tobacco. The farmers increased the amount of tobacco from 90,000 tones to 130,000 tones this year. Now, while we've that amount of tobacco, the Australians have grown a lot of high quality tobacco, which they are selling and so are the Brazilians. Thus, the production of tobacco has risen and surpassed demand. As a result, the price of tobacco has declined. (ACE: Hansard 26/7/2011).

13. Mheshimiwa Mwenyekiti, zao la tatu ambalo ningependa kulizungumzia ni Zao la Kahawa. Bei ya kahawa katika Soko la Dunia kwa mara ya kwanza sasa ipo kwenye utaratibu wa msereko wa kupanda. Kwa kuwa kahawa inapanda, Nchi ya Brazil inayozalisha kahawa kupita zote duniani, inakunywa nusu ya kahawa yake. Nami nilikuwa ninapenda niwahimiza ndugu zangu, badala ya kukung'uta coca-cola nyingi sana, kunyweni kahawa, badala ya kukung'uta larger nyingi sana, Tusker, Kilimanjaro, kunyweni kahawa, ongezeni kunywa chai, unganeni tujenge chetu. (Makofi) (ACE: Hansard 26/7/2011).

Madam Chairperson, the other crop I'd like to talk about is coffee. For the first time, the price of coffee at the World Market is rising. Since the price of coffee is rising, Brazil, which is the largest coffee producer in the world, consumes half of its coffee. I wish to urge you to drink coffee, instead of drinking a lot of Coca-Cola, Tusker and Kilimanjaro. Please drink a lot of coffee and tea and build our country. (clapping) (ACE: Hansard 26/7/2011)

14. Ndugu zangu, ninapenda niwaambie kwamba, kama tunataka kuondoka kwenye kilimo hiki cha kujikimu, kitu muhimu ni lazima tuongeze tija. Hivi sasa wakulima wa mahindi wa kwetu wanazalisha mahindi kilo mia nane kwa hekta nzima, kwa maana ya magunia nane kwa hekta. Wanatakiwa magunia yawe elfu nane, hawa wanazalisha one tenth, kwa hiyo, sikilizeni

jamani, suala hapa siyo kwamba, *priority* ya kwanza ni matrekta, hapana; Mkulima yeyote anaweza hekta moja, kama akilima vizuri, akatumia kilimo bora, atapata tani nane badala ya kilo mia nane, hapa ndiyo pa kuanzia na matatizo haya tunayo kwenye mpunga, kwenye ndizi, ndizi tunazalisha tani tano wakati wenzetu India wanazalisha kilo mia moja na ishirini, sisi tunazalisha tani tano, eeh! Kwa hiyo, jambo kubwa lazima tuanzie hapo katika kilimo hiki cha kujikimu. (AE: Hansard 26/7/2011).

Colleagues, I wish to tell you that, if we want to graduate from subsistence farming, we must increase productivity. Maize growers now harvest only eight hundred kilogrammes from a single acre, that is, eight bags per acre. They are supposed to produce eight thousand bags; instead they produce one-tenth of that. Therefore, listen to me, my colleagues, the issue is not prioritising the use of tractors in farming activities. No, not at all. If a farmer uses modern farming methods, he or she will get eight tones of food from a single acre, and not eight hundred kilogrammes. This is where we should start and we're faced by the same problem in the production of rice and bananas. We produce only five tones while our counterparts in India produce one hundred and twenty kilogrammes. We harvest only five tonnes, eh! So, we must start with subsistence farming. (AE: Hansard 26/7/2011).

15. Mheshimiwa Mwenyekiti, aidha, imeelezwa hapa kwamba, kama ukitumia mbolea ya kemikali kila mwaka unaharibu udongo; hii siyo kweli kabisa, kama mnavyoelewa, nchi ambazo zimeleta Mapinduzi ya Kilimo kama za Marekani Kaskazini (USA na Canada), Ulaya Magharibi na Asia ya Mashariki ya Mbali kama China na India, zimetumia mbolea ya kemikali kwa miaka mingi. Holland imetumia mbolea ya kemikali kwa miaka 500 mfululizo na inaendelea kutumia mpaka leo, lakini inapata mazao mengi sana na inatumia kilo za *nitrogen* 500 kwa hekta ya mbolea na udongo wake kwa miaka 500 haujaharibika. Sisi Watanzania na Nchi za Afrika Kusini mwa Jangwa la Sahara, nchi inayotumia mbolea nyingi ya kemikali ni South Africa na inatumia kilo hamsini kwa hekta. Nchi nyingine inayotumia mbolea nyingi ni Zimbabwe, Malawi inatumia kilo 16 kwa hekta, lakini ukiziangalia nchi zote, Tanzania ndiyo ya mwisho kabisa; inatumia kilo nane kwa hekta. (AE: Hansard 26/7/2011).

Madam Chairperson, it is claimed that if you use chemical fertilizer every year you destroy the soil; this is not correct, as you know that the countries that have brought about Green Revolutions like those in North America (the USA and Canada), Western Europe and Southeast Asia (China) and India have used chemical fertilizer for so many years. Holland has used chemical fertilizer for 500 years consecutively and it still uses it, but it has good harvests and uses 500 kilogrammes of nitrogen per acre and the quality of the soil hasn't deteriorated. Of all the countries in sub-Saharan Africa, it is South Africa that uses a lot of chemical fertilizer, notably 50 kilogrammes in one acre. South Africa is followed by Zimbabwe, which is, in turn, followed by Malawi, which uses 16 kilogrammes per acre. Tanzania lags behind all the others countries; it uses 4 kilogrammes per acre. (AE: Hansard 26/7/2011).

Hoja za wabunge wakati wa Bunge kukaa kama kamati

Questions from Parliamentary Expenditure Committee

16. MHE. MURTAZA A. MANGUNGU: Niliuliza suala ambalo nililionna kwenye Kitabu cha Bajeti kuhusiana na *sub-code*. Nilitaka kujua kwa nini Mkoa ya Kusini ambayo ni Lindi na Mtwara, haijajumuishwa katika mpango huo na jambo la kustaajabisha kabisa katika majibu yake Mheshimiwa Waziri, hakuweza kuligusia hilo jambo kabisa, kama vile hoja hii haikuwa na msingi. Kwa hiyo, katika hilo ninataka nipate ufafanuzi. (Hansard 26/7/2011).

16. HON. MURTAZA A. MANGUNGU: *I asked a question regarding the issue of sub-code, which I saw in the Budget Book. I wanted to know why Lindi and Mtwara were not included on the programme, and surprisingly the Hon. Minister did not talk about it as though it were unimportant. I need clarification on this issue. (Hansard 26/7/2011).*

17. WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kwanza, nikiri kwamba, suala hili lilijitokeza kwenye hoja ya Mheshimiwa Mangungu na kwamba, siyo kama nimelipuuza ni kwa kuwa hoja tulizonazo ni nyingi sana na tusingeweza kuzijibu zote kwa muda ambao tumepewa. Ninapenda kusema kwamba, *Southern Agricultural Growth Corridor* ni msukumo wa Kanda hii hapa katikati ya Tanzania, inaanzia Zanzibar inachukua Mkoa wote wa Pwani sehemu ya Mkoa wa Tanga, Morogoro, sehemu ya Mkoa wa Dodoma, haina mstari inapita *Latitude* hapa ukiwa hapa au *Latitude* hii ukiwa pale, inahusu sehemu ya katikati ya nchi ambayo unaweza kusema ungeweza kuiita *Corridor* ya TAZARA. Tunazo *corridor* zingine; *Central Corridor* hii, tuna Mtwara *Corridor*; kitu ambacho kiliamuliwa kwenye Serikali na kimejadiliwa sana, tumefikia *almost consensus* ni kwamba, tuanze utekelezaji wa *Corridor* hii. Ikishaanza ikashika moto yenyewe tuanze kutekeleza *Mtwara Corridor*, tuanze kutekeleza *Central Corridor* na tuanze kutekeleza *Northern Corridor*. Kwa maana ya kwamba, tutakuwa tumejenga uwezo wa kuweza kutekeleza maeneo haya.

Nia ni nzuri kwamba, tuongeze umwagiliaji kama ndugu yangu mmoja aliuliza juu ya kuifanya Morogoro iwe ghala la Taifa, itakuwa ghala la Taifa *under this arrangement*, kwa sababu eneo kubwa la Kilombero na Ulanga, litahusishwa katika Mradi huu kwa maana ya umwagiliaji, kuzalisha mpunga na mazao mengine. Ninataka niwaondoe hofu kabisa wenzetu wa Lindi, Mtwara, labda na sehemu ya Mkoa wa Ruvuma kwamba, maana ya kuendeleza hapa siyo kupunguza msukumo wa kuendeleza kilimo katika maeneo mengine ya nchi yetu. (ACE: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: *Madam Chairperson, first of all, I wish to admit that the Hon. Mangungu spoke of this issue and that it doesn't mean that I ignored it. Because a lot of questions were asked I couldn't answer all of them. I'd like to point out that the Southern Agricultural Growth Corridor starts from the Central Zone in Tanzania and includes Zanzibar, Coast Region, Tanga, Morogoro and a part of Dodoma Region. A latitude passes here if you are here and there if you're there. It is concerned with the central part of the country, which you could call TAZARA Corridor. We've got other corridors, namely the Central Corridor, the Northern Corridor and Mtwara Corridor. This was*

decided by the Government and intensely discussed and we've decided that we should start with this corridor. Later, we shall focus on Mtwara Corridor, then the Central Corridor and finally the Northern Corridor. This means that we'll have built our capacity to focus on these areas by then.

The purpose is to improve irrigation agriculture, as one of you suggested that we should turn Morogoro into the Nation's Bread Basket. It will be the Nation's Bread Basket under this arrangement. This is because large parts of Kilombero and Ulanga will be involved in this Project, which is concerned with the growing of rice and other crops through irrigation. I'd like to tell the people in Lindi, Mtwara, and perhaps a part of Ruvuma Region as well, that it doesn't mean that we don't want to develop agriculture in the other parts of our country. (ACE: Hansard 26/7/2011).

18. MHE. DESDERIUS J. MIPATA: Ninashukuru sana Mheshimiwa Mwenyekiti. Katika mchango wangu wa mazungumzo, nilizungumzia juu ya kuimarisha Vituo vya Utafiti na nikaelezea juu Kituo cha Milundikwa, ambacho kinatafiti mbegu na sasa hivi hakina uwezo wowote, hakijazingatiwa na kwenye bajeti sijaona kama wametenga pesa kwa ajili ya kukiimarisha; huku tukisema kwamba, tunataka kuimarisha kilimo katika eneo hilo lote na ni kipya. Ninataka maelezo zaidi. Ahsante sana. (AE: Hansard 26/7/2011).

18. HON. DESDERIUS J. MIPATA: *Thank you, Madam Chairperson. I talked of the need to enhance the Research Centres and Milundikwa Research Institute, which researches into seeds but which is now unable to do anything. It's been ignored and I've not seen in the budget an amount of money that has been set aside for strengthening this institute, although we say that we intend to advance agriculture in this area. It is a new institute. I need further clarification on this. Thank you. (AE: Hansard 26/7/2011).*

19. WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kwanza, ninapenda nimshukuru sana Mheshimiwa Mbunge. Tumewahi kuzungumza naye juu ya Kituo hicho. Ninapenda niwahakikishie ndugu zangu kwamba, vituo vyetu vya utafiti, vitafanyiwa kazi kubwa ya kuvikarabati na kuviongezea uwezo wa vifaa vya utafiti na kemikali kwa ajili ya kufanya utafiti; na kwenye mashamba yake yale ya kuzalisha mbegu tutayawekea mifumo ya umwagiliaji ili tuweze kuzalisha mbegu kwa misimu zaidi ya miwili kwa mwaka. Katika kufanya hivi, hatukuviorodhesha hivi vituo kimoja kimoja. Vituo vyote hivi vipo kwenye mpango mmoja wa maendeleo ya utafiti katika Wizara ya Kilimo, Chakula na Ushirika.

Ningependa pia nimhakikishie Mheshimiwa Mbunge kwamba, tunataka Idara hii ya Utafiti tuiongezee uwezo wa kufanya utafiti na tuipe uhuru zaidi kwa kutengeneza Taasisi ya Utafiti wa Kilimo wa Tanzania na katika utaratibu huo itakuwa na bajeti yake, Bodi yake ya Usimamizi na itakuwa na uhuru zaidi wa kuweza kufanya mambo yake. Vituo vyote hivi vitaboreshwa zaidi na kufanya utafiti sasa wa kilimo uweze kuwa *support* kubwa kwa ajili ya mpango wa maendeleo ya Kilimo hapa nchini. (ACE: Hansard 26/7/2011).

19. MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: *Madam Chairperson, first all of, I thank the Hon. Gentleman. He and I have had a discussion about this centre. I'd like to assure him that our research centres will be renovated and enhanced by providing them with tools and chemicals for undertaking research. We shall also build irrigation systems on the farms so that we may produce seeds twice a year. We've not listed all the centres. All the centres are included on a single research development programme in the Ministry of Agriculture, Food and Cooperatives.*

I also wish to assure the Hon. Gentleman that we want to build the capacity of the Research Department to conduct research and to give it more freedom by creating an Agricultural Research Institute of Tanzania; funds will be set aside for the institute, which will have its own Management Board and which will be free to carry out its activities. All these centres or institutes will be enhanced and will undertake research with a lot of support from the Government so as to advance agriculture in the country. (ACE: Hansard 26/7/2011).

20. MHE. DKT. HAMISI A. KIGWANGALA: Ahsante Mheshimiwa Mwenyekiti. Kabla sijakenda mbele, ninaomba Wadau wote wa Kanda ya Ziwa na Mikoa inayolima pamba, mkae tayari kuniunga mkono, maana ninakusudia kutoa hoja ya kuondoa shilingi kwa mujibu wa Kanuni ya 103. Sasa ninakwenda kwenye mchango wangu. Zao la Pamba linahudumia uchumi wa watu asilimia 40 ya Taifa letu. Taarifa kwamba, bei ya pamba imeshuka katika Soko la Dunia inafahamika na iko wazi na kwamba, mpaka hivi sasa tunapongea hapa, wafanyabiashara hawanunui tena pamba kutoka kwa Wakulima. Pia tuna taarifa kwamba, kuna jitihada za makusudi za Wadau wa Sekta ya Pamba kuishusha bei kutoka shilingi 1,100 kwa kilo hadi kufikia shilingi 800. Katika mchango wangu wa maandishi, nilimwomba Mheshimiwa Waziri, alitolee tamko suala hili na ikiwezekana atuambie ni jinsi gani Serikali itaingilia kati ili kuweza kuwapatia bei ya shilingi 1,100 Wakulima wa Pamba Tanzania. (Hansard: 26/7/2011).

HON. DR HAMIS A. KIGWANGALA: *Thank you, Madam Chairperson. Before all else, I'd like to ask the people in the Lake Zone and the regions that grow cotton to be all set to support me because I intend to move that we take out a shilling from ... under Regulation 103. Cotton is an important economic resource to 40% of the people of this nation. It is known that the price of cotton at the World Market has fallen and that, as we speak, businesspeople no longer buy cotton from the farmers. Also, we know that some of the stakeholders are making deliberate efforts to lower the price of cotton from Shs 1,100 per kilogramme to Shs 800 per kilogramme. In my written contribution, I requested the Hon. Minister to issue a statement about this issue and, if possible, he should tell us how the Government will deal with this issue so that Tanzanian cotton growers can sell their crops at Shs 1,100 per kilogramme. (Hansard: 26/7/2011).*

21. WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, wataalamu wameangalia gharama za jumla za uzalishaji za mkulima na wakaona kwamba inaweza kuhatarisha tasnia hii ya pamba kama bei itashuka chini ya shilingi 800/= kwa kilo! Ili sasa wakulima wasije wakapata hasara, Serikali imekubali kulidhamini zao la wakulima la pamba, kama bei itashuka chini ya shilingi 800/= kwa kilo, kama bei ya dunia huko itaendelea kushuka na zao likawa chini ya shilingi

800/= kwa kilo, basi Serikali itadhamini zao la pamba kuhakikisha kwamba mkulima hauzi chini ya bei hiyo. (AA: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, the experts have looked into the cost of growing cotton and discovered that, if the price is below Shs 800 per kilogramme, the sector will be in danger. In order that the farmers may not make losses, the Government has agreed to issue bonds for the growing of this crop in case the price plummets from Shs 1,100 to below Shs 800 per kilogramme, so that the farmer does not sell his or her cotton at a price lower than that. (AA: Hansard 26/7/2011).

22. Mheshimiwa Mwenyekiti, kwa hiyo, kitu ambacho tunapenda tuwashauri wadau, ikiwa ni pamoja na Mheshimiwa Kigwangalla, ambaye naye ananunua pamba na sielewi kama anataka ishuke au ipande, nawaomba sana mkutane tena mjadili hali hii ambayo Serikali imekubali kusapoti sekta hii ya pamba, ili bei isishuke chini ya shilingi 800/=. Tunaamini kabisa kwamba, kama bei itakuwa shilingi 800/= na kwenda juu, mkulima ataendelea kupata faida katika kazi yake ya kuzalisha pamba. (ACE: Hansard 26/7/2011).

Madam Chairperson, therefore, what we want to suggest to the stakeholders, including the Hon. Kigwangaila, who also buys cotton, and I don't know if he wants the price to increase or to decrease, that they sit down and discuss the Government's decision to support the cotton growing sector, so that the price does not plummet from Shs 1,100 to below Shs 800. We believe that if the price is Shs 800 and above the farmer will benefit from the cotton growing activity. (ACE: Hansard 26/7/2011).

23. MHE. DKT. HAMISI A. KIGWANGAILA: Mheshimiwa Mwenyekiti, kwa jinsi biashara ya pamba inavyoenda na umuhimu wa zao la pamba ulivyo katika uchumi wa Mikoa inayolima pamba, sioni mantiki hata kidogo, ni kwa nini bei ya pamba ishuke. Kwa kuzingatia historia ya pamba, hata siku moja pamba haijawahi kushuka bei katika nchi hii toka kilimo hicho kianze. Haya ya mwaka huu yatakuwa ni maajabu ambayo hayajawahi kutokea! Ni maajabu ambayo sisi wakulima wa pamba hatuko tayari kuyaona yakitokea katika zama ambazo mimi nawawakilisha wakulima wa pamba humu Bungeni. (Makofi) (Hansard: 26/7/2011).

HON. DR HAMISI A. KIGWANGAILA: Madam Chairperson, because of the way the cotton business is going and because of the importance of cotton to the economy of the regions that grow it, I don't know why the price of cotton should be allowed to fall. The history of this crop shows that the price has never declined in this country ever since the growing of the crop began. What is going to happen this year will be a wonder that has never happened before. It is a wonder that we cotton growers do not want to see happening at a time when I represent the cotton growers in this Parliament. (Hansard: 26/7/2011).

24. Shibuda Mheshimiwa Mwenyekiti, pili, hakuna soko huria katika biashara ya pamba. Wanunuzi wa pamba wana-syndication! Wana umoja wa kupanga bei! Je, soko huria liko wapi? Je, mkulima huyu yatima, mpigakura aliyeiweka Serikali ya CCM madarakani, bado mnamtenda! Hivi sasa kuna uvumi ambao umeenea ya kwamba Serikali haiwapendi wakulima wa zao la pamba, hususan wengi wao wakiwa wa Mkoa wa Shinyanga na Mwanza na Mikoa mingine! Je, pana uhalali gani wakulima wa pamba kuendelea kuipigia kura CCM? (Makofi)

Mheshimiwa Mwenyekiti, ikiwa Rais wa Marekani aliweza kutoa kwa ujasiri pesa za kufidia mmomonyoko wa kampuni za Marekani, ninyi Serikali ya CCM mnashindwa nini? Pesa za dhahabu, almasi, ni kwa nini zisifidie bei ya pamba iwe ni hiyo shilingi 1,100? Tunaomba shilingi 1,100/=. kaeni mtafute pesa! Maisha bora yatapatikana wapi? Sisi dhahabu yetu ni pamba. Tunaomba maisha bora, tunaomba afya bora, hivi itapatikana vipi kwa wakulima wa pamba? Au mnataka tuendelee kuwa manamba wa soko la Marekani na Uingereza? Tuwe malighafi? Jasho letu litatoka lini kwa Mungu kwamba na sisi tuna sadaka ya wokovu? (Makofi) (AE: Hansard 26/6/2011).

Madam Chairperson, secondly, there is no free market in the cotton business. Those who buy cotton have got a syndicate, which they use to determine the price of cotton! Now, where is the free market? You're punishing the orphan farmer, the one who voted CCM into government! Word on the street has it that the Government doesn't like those who grow cotton, most of whom are in the regions of Shinyanga and Mwanza, as well as in the other regions! What rationale is there for the cotton growers to continue voting CCM into government? (clapping)

Madam Chairperson, if the US President confidently bailed out American companies, why can't the CCM Government do the same to the cotton growing sector? Why can't money from gold and diamond be used to plug the deficit so that the price of cotton remains Shs 1,100? We're asking for Shs 1,100; find the money! Where will a better life come from? Cotton is our gold. We're asking for a better life, better health care. Where will the cotton growers get these from? Do you want us to continue being labourers for the US and UK markets? To be their "raw materials"? When will our sweat from God show that we, too, deserve to be saved? (clapping) (AE: Hansard 26/6/2011).

25. MHE. MAGDALENA H. SAKAYA: Mheshimiwa Mwenyekiti, ahsante. Zao la tumbaku linaingizia Tanzania fedha nyingi sana za kigeni. Zao la tumbaku ndio zao pekee linalotegemewa na Mkoa wa Tabora kama zao la biashara na linainua kipato cha Mkoa pamoja na cha wananchi kwa ujumla.

Mheshimiwa Mwenyekiti, kutokana na zao hili kukosa soko, pamoja na juhudi zinazoendelea kufanywa na Serikali kutafuta masoko maeneo mbalimbali, lakini wananchi wa Mkoa wa Tabora hususani Wilaya ya Urambo na Wilaya nyingine wana hali mbaya sana ya uchumi, wanategemea wauze tumbaku waweze kumudu gharama nyingine za maisha za shule na vyakula, sasa hivi wapo wanaoshindwa hata kununua chakula kwa siku, tuliomba Serikali inunue tumbaku iliyopo kwenye maghala ya wakulima, waweze kutafuta soko baadaye lakini angalau wale wakulima kwa wakati huu waendeleo kuishi. Serikali inasemaje kuhusiana na hili, ahsante. (ACE: Hansard 26/7/2011).

25. HON. MAGDALENA H. SAKAYA: *Madam Chairperson, thank you. Tobacco earns Tanzania a lot of foreign exchange. Tobacco is the only cash crop on which Tabora Region depends and raises the income of the entire region, including that of the people.*

Madam Chairperson, due to the lack of a market for this crop, despite the Government's efforts to find a market for the crop in various areas, the people of Tabora Region, especially those of Urambo District and the other districts, live under poor economic conditions. They expect to sell tobacco to meet educational expenses and food expenses, for example; there are now people in the region who are unable to buy food for a single day's consumption. We request the Government to buy tobacco from the farmers and sell it later, for the sake of the farmers for the time being. What does the Government say about this? Thank you. (ACE: Hansard 26/7/2011).

26. MHE. ANNE K. MALECELA: *Mheshimiwa Mwenyekiti, kwanza mimi nasikitika sana, nimechangia page sita neno moja, nikazungumza hapa kwa masikitiko, kwamba wananchi wamejenga kiwanda chao wenyewe siyo Serikali imewajengea, nikaisihi Serikali, hii ni mara kumi naisihi, nisaidieni miundombinu ya maji na vile vibarabara vya farm to market, Serikali mnashindwa kujibu na muelewe kwamba hamnijibu mimi mnawajibu wale wananchi, hamuwatendei haki, Waziri naomba majibu. (AE: Hansard 27/7/2011).*

26. HON. ANNE K. MALECELA: *Madam Chairperson, I'm disappointed; I've written about this issue on six pages and solemnly said here in Parliament that the people built the factory themselves. It was not the Government that built it for them. I requested the Government, this is the tenth time I make this request, to supply water to the area and build a road from the farm to the market. But the Government hasn't responded yet; the Government should know that it is not responding to me, but rather to the people. You're not being fair to them. The Hon. Minister, I need an answer. (Hansard 27/7/2011).*

WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: *Mheshimiwa Mwenyekiti, kwanza namshukuru sana dada yangu huyu, nampongeza sana kwa kujenga Kiwanda kile cha Kusindika Tangawizi na napenda sana kupitia Bunge lako Tukufu tumsifu sana Mheshimiwa Anne Kilango Malecela kwa kazi hiyo nzuri aliyofanya. Nataka nimhakikishie kwamba Serikali itajenga hiyo barabara ya farm to market na italeta maji katika kiwanda kile ili kiweze kufanya kazi vizuri. (ACE: Hansard 26/7/2011)*

MINISTER FOR AGRICULTURE FOOD AND COOPERATIVES: *Madam Chairperson, first of all, I'm grateful to my sister and congratulate her for building the factory that processes ginger. I also wish very much through Parliament to congratulate the Hon. Anne Kilango Malecela on the good job she has done. I'd like to assure her that the Government will build the road from the farm to the market and will supply water to the factory so that it can function well. (ACE: Hansard 26/7/2011)*

27. MHE. JOSEPH R. SELASINI: *Mheshimiwa Mwenyekiti, nakushukuru. Mimi naomba kauli ya Serikali, barrier ya kuzuia mahindi yasiende Kenya iliyowekwa pale Himo imesababisha mahindi katika masoko yaliyo ndani ya Rombo, kwa mfano Mamsera, Mashati, kuuzwa kilo moja shilingi 800 na sababu ni kwamba watumishi walio kwenye hiyo barrier Himo wanawakamata mpaka wafanyabiashara wadogo ambao wana magunia matano, kumi, kumi na tano ya mahindi wanayopeleka kwenye masoko hayo na kumekuwa na biashara kubwa sana ya rushwa pale Himo. Nimeuliza swali, nimechangia katika mchango wa Waziri Mkuu, sasa naomba Serikali itueleze watu wa Rombo, kwanza Rombo ni sehemu ya Tanzania au namna gani? Kwa sababu Tarakea kuna soko kubwa, Holili kuna soko kubwa, kwa nini barrier zisiwekwe mpakani iwekwe pale Himo? Napenda niseme Rombo ndiyo Jimbo lililo mpakani, kwa hiyo kama Serikali inataka kuzuia mahindi, izuie mpakani ili kuruhusu wafanyabiashara wadogowadogo wa mahindi wapeleke mahindi kwenye masoko yaliyo ndani ya Rombo ili kufanya mahindi katika yale masoko yashuke bei, kilo moja ya mahindi ni shilingi 800 Rombo, naomba maelezo ya Serikali. (Makofi) (ACE: Hansard 26/7/2011).*

HON. JOSEPH R. SELASINI: *I want to know the Government's position on the roadblock that has been set up at Himo to prevent maize from being exported to Kenya. The roadblock has caused the maize in Rombo, e.g. in Mamsera and Mashati, to be sold at Shs 800 per kilogramme, for the guards at Himo arrest even small-scale businesspeople who sale, say, five, ten or fifteen bags of maize, and they engage in corruption. I asked a question about this during the questions to the Prime Minister session. Now, we want the Government to tell us whether or not Rombo is part of Tanzania. There is a large market in Tarakea as well as in Holili, but why has a roadblock been set up at Himo? I want to say that Rombo is a borderland constituency. Therefore, if the Government intends to set up roadblocks to prevent the maize from being transported to Kenya, it should do so at the borders so as to allow small-scale farmers to do business within Rombo. I need an explanation for this from the Government. (clapping) (ACE: Hansard 26/7/2011).*

28. MHE. TUNDU A. M. LISSU: *Mheshimiwa Mwenyekiti, katika mchango wangu wa maandishi niliomba ufafanuzi wa Serikali juu ya hali mbaya ya chakula katika nchi na hasahasa katika Mkoa wangu wa Singida na Jimbo langu la Singida Mashariki. Katika hotuba ya Mheshimiwa Waziri ametaja kwamba Mkoa wa Singida ni mmoja wa Mkoa ambao unajitosheleza kwa chakula. Hata hivyo, katika Kiambatisho Namba 2 cha hotuba yake ameonyesha kwamba Wilaya zote tatu za Mkoa wa Singida zina upungufu wa chakula. Sasa huu mkanganyiko umesababisha mpaka sasa hivi Serikali haijatoa chakula cha msaada kwa wananchi wa Mkoa wa Singida na matokeo yake watu wanataabika kwa upungufu mkubwa wa chakula. Naomba nipate ufafanuzi kutoka kwa Mheshimiwa Waziri juu ya jambo hili, ahsante sana. (ACE: Hansard 26/7/2011).*

28. HON. TUNDU A. M. LISSU: *Madam Chairperson, in my written contribution I requested clarification from the Government concerning the terrible food crisis, especially in Singida Region, and more particularly in Singida East, where my constituency sits. In his speech, the Hon. Minister has said that Singida is one of the regions that have enough food. However, in Supplementary Document No. 2, he has shown that all three districts in Singida have food shortages. This contradiction has resulted in the Government not giving food aid to the people of Singida; as a result, the people are facing a critical shortage of food. I need some clarification from the Hon. Minister on this issue. (ACE: Hansard 26/7/2011).*

29.MHE. IGNAS A. MALOCHA: Ahsante sana Mheshimiwa Mwenyekiti. Katika mchango wangu wa maandishi nilielezea fursa za umwagiliaji katika Bonde la Ziwa Rukwa na nikaeleza maombi ya Halmashauri ya Wilaya ya Mradi wa Umwagiliaji kupitia Mto Mwomba na Waziri nikamwandikia ki-note kwamba, anipe maelezo, lakini hajanipa maelezo. Ninaomba sasa anipe ufafanuzi.

HON. IGNAS A. MALOCHA: Thank you, Madam Chairperson. In my written contribution I spoke of the irrigation opportunities found in Lake Rukwa Valley and of the application by the District Council's Irrigation Project through the River Mwomba. I also sent the Minister a note seeking an explanation, but he hasn't yet talked to me about it. I need an answer now.

30.NAIBU WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, kama alivyosema Mheshimiwa Waziri, hoja ziko nyingi kweli kweli na hii hoja ya Mheshimiwa Mbunge ninayo hapa. Nilitamka tu kidogo, ninadhani wakati tunatoa maelezo. Eneo lile nilikiri kwamba, kweli hatujalipa msukumo ambao unastahili. Hili ni eneo ambalo *potential* yake ni kubwa na nikasema tumekwishawaagiza Ofisi yetu ya Umwagiliaji ya Kanda, iende kuliangalia Bonde hilo na tayari wamekwishafanya uchunguzi wa awali na Bonde hilo sasa tutalijumlisha katika mipango yetu. Kwa hiyo, ninataka Mheshimiwa Mbunge awe na amani kabisa; tumekwishaliona Bonde hilo na Mhandisi wa Kanda analo katika orodha yake.

30. DEPUTY MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, as the Minister said, there are so many questions, including the Hon. Gentleman's question. I spoke about this issue earlier. I admitted that we'd not given the area the attention it deserved. This is an area that is very potential and I said we had directed our Zonal Office responsible for irrigation to visit the valley. They have already undertaken preliminary studies, and so the valley will be included in our plans. I'd thus like the Hon. Gentleman to be at peace; we've visited the valley and it is on the Zonal Engineer's list.

31.MHE. DKT. AUGUSTINO L. MREMA: Mheshimiwa Mwenyekiti, ni suala ambalo nimekuwa nalisema mara zote. Naomba ieleweke Jimbo la Vunjo ni Jimbo la mpakani na tayari Serikali imeshatenga shilingi milioni 93 kwa Soko la Kimataifa pale kwa ajili ya wafanyabiashara wa Kenya, Uganda, Rwanda na Burundi. Sasa limejitokeza hili suala la biashara ya mahindi, sasa badala ya watu wangu kuhangaika kupitia vichochoroni, mimi nimesema Kenya wana njaa, Sudan wana njaa, Somalia wana njaa lakini badala ya kutangaza Himo kuwa Soko la Kimataifa wao waje kununua chakula Himo kama wanakitaka. Kwa nini mnaturuhusu kufanya magendo, kutuwekea Polisi wenye SMG kuzuia mahindi, hiki ni kitu gani katika biashara huria na katika biashara ya kisasa? Sasa naomba mniondolee hii fedheha, nimeomba tangazeni Himo kwamba kuna Soko la Kimataifa, wafanyabiashara duniani waje kununua chakula pale, sie tunataka dola siyo kwa fedha za Kenya. (*Kicheko*) (AE: Hansard 26/7/2011).

HON. DR DKT. AUGUSTINO L. MREMA: It should be understood that Vunjo is a borderland constituency and the Government has already set aside Shs 93 million for the International Market that attracts businesspeople from Kenya, Uganda, Rwanda and Burundi. The issue of the maize trade has come up. Now, instead of my people using illegal routes... I've said there is famine in Kenya, Sudan and Somalia. Instead of advertising Himo as an International Market so that people from those countries could go there and buy food if they so wish, the Government has set up a roadblock. Why do you force us to do illegal businesses by deploying at Himo policemen with SMGs who stop the transportation of maize outside the country? What is the significance of this during the liberal and modern economy times? Please remove this shame; advertise Himo as an International Market so that businesspeople from different parts of the world can go there to buy food. We want US dollars, not Kenyan shillings. (clapping) (AE: Hansard 26/7/2011).

32.WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, napenda nimshukuru sana Mheshimiwa Augustino Lyatonga Mrema kwa swali lake nzuri. Suala hili pia lililetwa kwa maandishi na Mheshimiwa Mbunge wa Rombo, Mheshimiwa Selasini akitaja Rombo kule Tarakea, Holili na hili ambalo anataja Mheshimiwa Dkt. Mrema hapa kwa ajili ya Himo. Nataka niwahakikishie Waheshimiwa Wabunge kwamba suala wanalolisukuma ni suala la msingi, tutaliangalia kwa ujumla wake na tutaona ni kitu gani tunaweza kufanya ili kuhakikisha kwamba ununuzi wa mazao unafanywa kwa uhalali na kuangalia kwamba Serikali itajenga wapi soko ambalo wanalitaja ili kuweza kutekeleza jambo hilo.

32. MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, I thank the Hon. Augustino Lyatonga Mrema for his good question. This issue was brought to our attention in writing by the Hon. Selasini, MP for Rombo, who mentioned Rombo, Tarakea, Holili and Himo, which the Hon. Dr Mrema has also mentioned. I wish to assure the Hon. Gentlemen that the issue they're talking about is an important one and that we'll look at it in a general way to establish what we can do so that the selling of maize is done legally and that we know where the Government can build the market they want.

33.MHE. SAID J. NKUMBA: Mheshimiwa Mwenyekiti, niko kwenye tumbaku, wakati Mheshimiwa Waziri anamjibu Mheshimiwa Sakaya, amejibu kama ni malalamiko ya wakulima wa tumbaku wa Mkoa wa Tabora tu. Nataka niseme kwamba masoko haya yanachelewa si kwa Mkoa wa Tabora tu, ni nchi nzima kwa yale maeneo yote yanayolima tumbaku. (*Makofi*)

Kwa hiyo, kama alivyotoa maelekezo ya mgawanyo ule wa ushuru wa asilimia mbili kwa asilimia tatu, hivi Serikali inashindwa kutoa maelekezo kwamba maeneo yote yanayolima tumbaku sasa masoko yanayoendelea angalau basi yaweze kufanyika mara mbili kwa mwezi ambayo yatasababisha basi masoko haya yaishe haraka ili wakulima waweze kuendelea na shughuli zao nyingine badala ya kuendelea na masoko mpaka masika? (*Makofi*)

HON. SAID J. NKUMBA: Madam Chairperson, I'm talking about tobacco. When the Hon. Minister was answering Hon. Sakaya's question, he referred to the tobacco growers of Tabora Region only. I want to point out that the selling of tobacco is delayed in the entire country, not merely in Tabora. (clapping)

Thus, as they did in relation to the sharing of 2 per cent and 3 per cent, why can't the Government direct that tobacco be sold twice a month in all the areas where this crop is grown? If that is done, the farmers will sell their crops quickly and then engage in other activities, rather than selling tobacco from the harvest time until the rainy season. (clapping)

34. WAZIRI WA KILIMO, CHAKULA NA USHIRIKA: Mheshimiwa Mwenyekiti, napenda nimshukuru sana Mheshimiwa Said Nkumba kwa swali hili nzuri. Napenda nimhakikishie Mheshimiwa Said Nkumba kwamba Serikali imesikia jambo hili na naiagiza Bodi ya Tumbaku kupitia Bunge lako Tukufu waitishe kikao mara moja na wanunuzi na wauzaji ili kuhakikisha kwamba masoko yanakwenda kama ambavyo yanatakiwa kwenda kila mwaka. (*Makofi*) (AE: Hansard 26/7/2011).

MINISTER FOR AGRICULTURE, FOOD AND COOPERATIVES: Madam Chairperson, I thank the Hon. Said Nkumba for his good question. I want to assure the Hon. Said Nkumba that the Government has heard the issue and I direct the Tobacco Board through your Parliament to meet with the buyers and sellers so that the selling of the crop is done in the manner it is done every year. (clapping) (AE: Hansard 26/7/2011).

HOJA ZA SERIKALI Government Motion

THE SECOND SPEECH

Makadirio ya Matumizi ya Serikali kwa Mwaka 2011/2012 Wizara ya Elimu na Mafunzo ya Ufundi

The Estimates for the Government Expenditure for the Ministry of Education and Vocational Training for the Year 2011/2011

Literal translation

WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Spika, kwa kuzingatia taarifa iliyowasilishwa hapa Bungeni na Mwenyekiti wa Kamati ya Kudumu ya Bunge ya Huduma za Jamii kuhusiana na makadirio ya mapato na matumizi ya Wizara ya Elimu na Mafunzo ya Ufundi, ninaomba kutoa hoja kwamba, Bunge lako Tukufu likubali kupokea, kujadili na kupitisha makadirio ya mapato na matumizi ya fedha ya Wizara ya Elimu na Mafunzo ya Ufundi kwa Mwaka 2011/12.

THE MINISTER OF EDUCATION AND VOCATIONAL TRAINING: Honourable Speaker, while taking into consideration the report which has been presented in Parliament by the Chairperson of the Standing Parliamentary Committee responsible for social services regarding the financial estimates for the Ministry of Education and Vocational Training, I would like to move that your glorious Parliament receives, discusses and endorses the financial estimates for the Ministry of Education and Vocational Training for the financial year 2011/2012.

Mheshimiwa Spika, awali ya yote, ninapenda kuchukua nafasi hii kumshukuru Mwenyezi Mungu, mwingi wa Rehema, kwa kuniwezesha mimi kusimama hapa mbele ya Bunge lako Tukufu nikiwa na uhai na afya njema.

Honourable Speaker, first of all, I would like to take this opportunity to thank God, who is gracious and full of mercy, for enabling me to stand here in your glorious Parliament, as a person who is alive and well.

Mheshimiwa Spika, ninapenda nitumie fursa hii kumpongeza Rais wa Jamhuri ya Muungano wa Tanzania, Mheshimiwa Dkt. Jakaya Mrisho Kikwete, kwa kuchaguliwa tena kuongoza kwa muhula wa pili wa Serikali ya Awamu ya Nne. Ninapenda pia kumpongeza Dkt. Mohamed Gharib Bilal, kwa kuchaguliwa kuwa Makamu wa Rais wa Jamhuri ya Muungano wa Tanzania. Aidha, ninapenda kuchukua fursa hii kumshukuru kwa namna ya pekee, Mheshimiwa Dkt. Jakaya Mrisho Kikwete, Rais wa Jamhuri ya Muungano wa Tanzania, kwa heshima kubwa aliyonipa kwa kunitua kuiongoza Wizara hii muhimu ya Elimu na Mafunzo ya Ufundi. Ninapenda kumhakikishia Mheshimiwa Rais na Watanzania wote kwa ujumla kwamba, nitajitahidi kwa uwezo wangu wote, kuhakikisha kuwa ninafanikisha malengo ya Wizara hii na yale ya Taifa kwa ujumla. Aidha, ninapenda kuwashukuru Wananchi wa Jimbo la Bagamoyo, kwa kuendelea kuniamini kwa kunichagua kwa mara ya pili kuwa Mbunge wao. Ninawashukuru pia Wananchi wangu wa Jimbo la Bagamoyo, kwa kunipa ushirikiano mkubwa katika kutekeleza majukumu yangu Jimboni. (*Makofi*)

Honourable Speaker, I would like to take this opportunity to congratulate the President of the United Republic of Tanzania, His Excellency Dr. Jakaya Mrisho Kikwete, for being re-elected to lead us during the second term of the Fourth Phase Government. I would also like to congratulate Dr. Mohamed Gharib Bilal for being elected Vice-President of the United Republic of Tanzania. Furthermore, I would like to take this opportunity to thank in a special way his Excellency Dr. Jakaya Mrisho Kikwete, the President of the United Republic of Tanzania, for the great honour he has bestowed on me by appointing me Minister of this important Ministry of Education and Vocational Training. I would like to assure his Excellency and all Tanzanians that I will do my best to make sure that I achieve the goals of this Ministry and the national goals in general. Also, I like to thank the people of Bagamoyo Constituency for continuing to have faith in me as well as for re-electing me their Member of Parliament. I also thank the people of Bagamoyo for their great cooperation that has enabled me to fulfil my responsibilities. (Applause)

Mheshimiwa Spika, ninapenda kuchukua nafasi hii kumpongeza sana Mheshimiwa Mizengo Kayanza Peter Pinda, kwa kuteuliwa na hatimaye kupitishwa kwa kura nyingi na Bunge hili Tukufu, kuwa Waziri Mkuu wa Jamhuri ya Muungano wa Tanzania, kwa muhula wa pili wa Serikali ya Awamu ya Nne. Ninapenda pia kuwapongeza Waheshimiwa Mawaziri wenzangu waliopewa nyadhifa za kuongoza Wizara mbalimbali katika Serikali hii ya Awamu ya Nne katika muhula wa pili. *(Makofi)*
Honorable Speaker, I would like to take this opportunity to congratulate Honourable Mizengo Kayanza Peter Pinda for being appointed and approved by this glorious Parliament as Prime Minister of the United Republic of Tanzania during the second term of the Fourth Phase Government. I also would like to congratulate my fellow ministers who have been appointed to lead different ministries during this second term of the Fourth Phase Government. (Applause)

Mheshimiwa Mwenyekiti, ninapenda kumpongeza Mheshimiwa Spika, kwa kuchaguliwa kwake na hivyo kuwa mwanamke wa kwanza kuongoza Bunge la Jamhuri ya Muungano. Hii inadhahirisha jinsi Waheshimiwa Wabunge walivyo na imani kubwa, juu ya busara za Mheshimiwa Spika, pamoja na uwezo na uzoefu wake katika kuliongoza Bunge letu Tukufu. Aidha, ninapenda kumpongeza Mheshimiwa Job Ndugai, kwa kuchaguliwa kuwa Naibu Spika.
Mr. Chairperson, I would like to congratulate the Honourable Speaker for being the first woman to lead the Parliament of the United Republic of Tanzania. This indicates that the Honourable Members of Parliament have great faith in her wisdom, capacity as well as experience; they believe she can lead our reputable Parliament. Also, I would like to congratulate Honourable Job Ndugai for being elected Deputy Speaker.

Mheshimiwa Mwenyekiti, ningependa kuungana na wenzangu katika kutoa salamu zangu za rambirambi kwa Mheshimiwa Spika, kwa kuondokewa na mama yake mpendwa. Ninapenda pia kuchukua nafasi hii, kumpa salamu za rambirambi Mheshimiwa Job Ndugai, kwa kuondokewa na bibi yake mpendwa, aliyekuwa mlezi wake. Aidha, ninatoa pole kwa Waheshimiwa Wabunge wengine, waliopatwa na misiba kwa kuondokewa na wapendwa wao katika mwaka huu. Ninamwomba Mwenyezi Mungu, aziweke roho za marehemu mahali pema peponi; *Amina*.
Mr. Chairperson, may I join hands with my fellow MPs in conveying our condolences to our Honourable Speaker for being bereaved of her beloved mother. I would also like to take this opportunity to give Honourable Job Ndugai my condolences for being bereaved of his beloved grandmother, who was his guardian. Furthermore, I convey my condolences to all the Honourable Parliamentarians who have been bereaved of their beloved ones this year. May God give the deceased eternal peace. Amen.

Mheshimiwa Mwenyekiti, ninatoa shukrani zangu za dhata kwa Naibu Waziri wa Wizara ya Elimu na Mafunzo ya Ufundi, Mheshimiwa Phillip Augustino Mulugo, Mbunge wa Songwe; Katibu Mkuu Profesa Hamisi Omari Dihenga; Naibu Katibu Mkuu Ndugu Selestine Muhochi Gesimba, pamoja na Kaimu Kamishna wa Elimu Bi. Marystella M. Wassena; Wakurugenzi; Viongozi wa Wakala, Mashirika, Mabaraza na Vyuo Vikuu vilivyo chini ya Wizara; Viongozi katika ngazi mbalimbali na Wafanyakazi wote, kwa ushirikiano walionipa katika kufanikisha utekelezaji wa majukumu ya Wizara pamoja na maandalizi ya bajeti hii. Aidha, shukurani zangu ziwaendee Viongozi wa Vyama vya Wafanyakazi na Vyama vya Wanataaluma, kwa ushirikiano wao.
Mr. Chairperson, I would like to extend my profound thanks to the Deputy Minister of Education and Vocational Training, Honourable Philip Augustino Mulugo, MP for Songwe; to the Permanent Secretary, Professor Hamis Omari Dihenga; to the Deputy Permanent Secretary, Mr. Selestine Muhochi Gesimba; to the acting Educational Commissioner, Marystella M. Wassera; to the directors; to the leaders of the agencies; to the corporations; to the councils; to the universities that operate under the Ministry; to the leaders in different sectors; and to all workers, for their cooperation in the discharge of various responsibilities of the Ministry and in the preparation of this budget. In addition, I extend my thanks to all the leaders of the workers' unions and academics' associations for their cooperation.

Mheshimiwa Mwenyekiti, ninapenda kuishukuru kwa dhata, Kamati ya Kudumu ya Bunge ya Huduma za Jamii, ikiongozwa na Mwenyekiti wake, Mheshimiwa Margret Simwanza Sitta, Mbunge Viti Maalum, kwa kuichambua na kuijadili bajeti hii kwa kina na kisha kuyapitisha makadirio ya Wizara yangu. Ninapenda kulihakikishia Bunge lako Tukufu kwamba, Wizara yangu imezingatia mapendekezo yaliyotolewa na Kamati na itaendelea kupokea mapendekezo ya Waheshimiwa Wabunge ili kuimarisha utoaji wa elimu na mafunzo nchini.
Mr. Chairperson, I would like to thank profoundly the Parliamentary Standing Committee responsible for social services, a committee which is led by Honourable Margareth Simwanza Sitta, a special seats parliamentarian, for analysing and discussing this budget in depth and ultimately approving the financial estimates of my Ministry. I would like to assure your reputable Parliament that my Ministry has taken on board all the recommendations that have been offered by the committee and it will continue to receive recommendations from other honourable Members of Parliament so as to strengthen and improve the provision of education and training in the country.

Mheshimiwa Mwenyekiti, ninapenda kuungana na Waheshimiwa Wabunge wenzangu katika kuwapongeza na kuwashukuru Mawaziri waliotangulia kuwasilisha hoja za hususan Waziri Mkuu, Mheshimiwa Mizengo Kayanza Peter Pinda, Mbunge wa Jimbo la Katavi na Waziri wa Fedha na Uchumi, Mheshimiwa Mustapha Haidi Mkulo, Mbunge wa Jimbo la Kilosa, kwa hotuba zao ambazo zimetoa mwelekeo wa jumla katika masuala ya mipango, uchumi, mapato na matumizi kwa kipindi cha Mwaka wa Fedha wa 2011/2012. Ninaomba pia kuwashukuru Waheshimiwa Wabunge, waliochangia hotuba za Mawaziri waliotangulia. Maoni ya Waheshimiwa Wabunge hao, yamesaidia kuboresha mipango ya Serikali katika sekta mbalimbali, ikiwemo Sekta ya Elimu na Mafunzo ya Ufundi.
Mr. Chairperson, I would like to join my fellow Members of the Parliament in congratulating and thanking the ministers who presented their reports earlier, particularly the Prime Minister, Honourable Mizengo Kayanza Peter Pinda, MP for Katavi, and the Minister for Finance and Economic Affairs, Honourable Mustapha Haidi Mkulo, MP for Kilosa, for their speeches which have indicated the general direction in matters concerning the plans, revenue and expenditure for the financial year

2011/2012. I would also like to thank the Honourable Parliamentarians who contributed their ideas to the speeches that the other ministers made. Their opinions have greatly contributed to the improvement of the Government's plans in different sectors, the educational sector included.

Mheshimiwa Mwenyekiti, baada ya maelezo hayo ya utangulizi, ninapenda sasa kuchukua fursa hii kufanya mapitio na majukumu ya Wizara ya Kiseru na ya Kiutendaji. Aidha, nitaelezea utekelezaji wa Mpango wa Wizara kwa Mwaka wa Fedha wa 2010/2011 na malengo na makadirio ya bajeti kwa mwaka 2011/2012.

Mr. Chairperson, after making these preliminary remarks, I would now like to take this opportunity to go through the Ministry's responsibilities in terms of policy and performance. Also, I will explain the implementation of the Ministry's programmes in the financial year 2010/2011 as well as the goals and the financial estimates of the Ministry for the year 2011/2012.

Mheshimiwa Mwenyekiti, Wizara ya Elimu na Mafunzo ya Ufundi imekabidhiwa majukumu ya kuandaa Sera ya Elimu na Mafunzo; kuweka viwango vya ubora wa elimu na mafunzo ya ufundi katika ngazi ya Elimu ya Awali na Msingi; Elimu ya Sekondari; Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi, Elimu ya Ufundi na Mafunzo ya Ufundi Stadi; Mafunzo ya Ualimu; Elimu ya Juu, pamoja na kusimania Taasisi na Mabaraza yaliyo chini yake. Aidha, Wizara ina jukumu la kusimamia utekelezaji wa utoaji wa elimu kwa kufanya ufuatiliaji na tathmini. Wizara pia ina wajibu wa kufanya mapitio, kuandaa na kutoa mapendekezo ya marekebisho ya Sera, Mipango, Sheria na Kanuni za Elimu zilizopo, kulingana na mabadiliko ya dhima na dira ya Serikali na kuandaa mikakati ya utekelezaji wake.

Mr. Chairperson, the Ministry of Education and Vocational Training has been entrusted with the responsibilities of preparing the education and training policy; to set standards for the quality of education and training at the following levels: kindergarten, primary school, secondary school, adult education and open education, vocational training and training in craftsmanship, teacher education and tertiary education. It is also responsible for supervising the institutions and the councils that operate under it. Also, the Ministry has the duty to supervise the provision of education through follow-ups and assessments. The Ministry is also responsible for reading the policies and providing its recommendations for the change of the policies, programmes, laws and the existing educational regulations, in accordance with the changes in the national educational mission as well as for formulating strategies for spending the budget.

Mheshimiwa Mwenyekiti, ninaomba nianze kwa kutoa tathmini ya utekelezaji wa Bajeti ya Wizara kwa Mwaka wa Fedha wa 2010/11 na baadaye nitatoa mwelekeo wa Mapato na Matumizi ya fedha za Wizara kwa mwaka 2011/12.

Mr. Chairperson, let me start by providing an evaluation of the use of the Ministry's budget for the financial year 2010/2011; later I will talk about the Ministry's revenue and expenditure for the financial year 2011/2012.

Mheshimiwa Mwenyekiti, Mapato ya Mwaka wa Fedha 2010/2011. Katika mwaka wa fedha wa 2010/11, Wizara ya Elimu na Mafunzo ya Ufundi ilipanga kukusanya maduhuli ya Serikali Shilingi bilioni 5.048. Hadi tarehe 30 Juni, 2011, Shilingi bilioni 4.382 zilikuwa zimekusanywa, sawa na 86.7%.

Mr. Chairperson, on the revenue for the year 2010/2011; in the financial year 2010/2011, the Ministry of Education and Vocational Training intended to collect revenue to the tune of 5.048 billion shillings. Up to June 30, 2011, 4,382 billion shillings had already been collected. This amount is equivalent to 86.7% of the total revenue that was supposed to be collected.

Mheshimiwa Mwenyekiti, Matumizi ya Mwaka wa Fedha 2010/2011. Katika Mwaka wa Fedha wa 2010/11, Wizara ya Elimu na Mafunzo ya Ufundi ilitengewa jumla ya Shilingi bilioni 665.573; kati ya hizo, Shilingi bilioni 525.941 zilikuwa kwa ajili ya Matumizi ya Kawaida na Shilingi bilioni 139.632 zilikuwa ni za maendeleo. Hadi tarehe 30 Juni, 2011, matumizi ya kawaida yalikuwa Shilingi bilioni 503.379 na matumizi ya maendeleo yalikuwa Shilingi bilioni 76.821.

Mr. Chairperson, regarding the expenditure for the financial year 2010/2011; in the financial year 2010/2011, the Ministry of Education and Vocational Training was given 665.573 billion shillings. 525.941 shillings, which was part of that money, was for recurrent expenditure and 139.632 billion shillings for development activities. Up to 30 June, 2011, the normal expenses amounted to 503.379 billion shillings and the money for development activities was 76.821 billion shillings.

Mheshimiwa Mwenyekiti, baada ya maelezo ya jumla kuhusu matumizi ya fedha zilizopokelewa Wizarani, ifuatayo ni taarifa ya utekelezaji wa majukumu ya Wizara kwa mwaka wa fedha 2010/11:-

Mr. Chairperson, after providing the general details of how the money that the Ministry received was spent, below I present a report on the discharge of the Ministry's responsibilities for the financial year 2010/2011:-

Mheshimiwa Mwenyekiti, Ofisi ya Kamishna wa Elimu ina majukumu ya kuweka na kudhibiti viwango vya ubora wa elimu na utoaji wa elimu katika ngazi za Awali; Msingi; Sekondari; Mafunzo ya Ualimu; Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi; pamoja na Ukuzaji Mitaala, Uendeshaji Mitihani, Huduma za Maktaba na Mafunzo ya Uongozi na Uendeshaji wa Elimu. Ofisi ya Kamishna wa Elimu inajumuisha vitengo vya Elimu Maalum, Elimu kwa Redio, Usajili wa Shule, Ithibati ya Vifaa vya Elimu pamoja na Masuala Mtambuko.

Mr. Chairperson, the Office of the Educational Commissioner is responsible for setting and controlling the standards of education at the nursery school level, at the primary school level, at the secondary school level, at the teacher education training level, at the adult education level and the extramural education level. It is also responsible for curricula development, administering examinations and providing library services and training to educational administrators and managers. The Office of the Education Commissioner includes the sections for the special needs education, education through radio, school registration, validation of educational materials as well as cross-cutting issues.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Ofisi ya Kamishna wa Elimu, pamoja na majukumu mengine, ilitokeleza yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Office of the Education Commissioner carried out the following tasks:

- (a) Iitoa vifaa pamoja na visaidizi kwa ajili ya wanafunzi wenye mahitaji maalum katika Shule za Msingi 317, za Sekondari 30 na Vyuo vya Ualimu 7;
It provided materials and tools to pupils/students with special needs in 317 primary schools, 30 secondary schools and 7 teacher training colleges.
- (b) Ilichagua wanafunzi wenye ulemavu 356 waliofaulu Mthani wa Taifa wa Kuhitimu Elimu ya Msingi, kwa ajili ya kujiunga na Kidato cha Kwanza mwaka wa masomo 2011;
It selected 356 students with disabilities who passed the primary seven examination to join Form One in the 2011 academic year.
- (c) Ilijadili Miswada (*manuscripts*) 236 ya vitabu vya kielimu kupitia Kamati ya Ithibati ya Vifaa vya Kielimu (*Educational Materials Approval Committee - EMAC*), ambapo Miswada 200 iliidhinishwa kwa masharti ya kufanyiwa marekebisha na 36 ilikataliwa;
It discussed 236 manuscripts of educational books through the Educational Materials Approval Committee-EMAC, whereby 200 manuscripts were approved on condition that certain corrections must be made to the manuscripts; 36 manuscripts were not approved.
- (d) Ilijajili shule 169, ambapo 112 ni shule zisizo za Serikali na 57 ni shule zilizojengwa kwa nguvu za Wananchi;
It registered 169 schools: 112 non-governmental schools and 57 community schools
- (e) Iliandaa taarifa ya awali ya Mradi wa 'tafiti kuhusu Ubora wa Elimu katika Nchi 15 za Kusini na Mashariki ya Afrika (*The Southern and Eastern Africa Consortium for Monitoring Educational Quality - SACMEQ Research Project III*) na kutoa rasimu ya kwanza, ambapo kazi ya kuihariri inaendelea;
It prepared for researchers a preliminary report on the quality of education in the 15 countries found in the south and eastern part of Africa (The southern and Eastern Africa Consortium for Monitoring Educational Quality - SACMEQ Research Project III) and provided the first draft of the report whose editing is underway.
- (f) Ilichambua maombi 400 ya leseni za kufundishia na kutoa leseni kwa waombaji 170;
It scrutinized 400 applications for teaching licences and provided licences to 170 applicants.
- (g) Iliandaa na kutangaza vipindi 528 redioni vya masomo ya Shule za Msingi; na
It prepared and advertised 528 primary school lessons through radio.
- (h) Iliandaa na kutangaza vipindi 52 redioni kuhusu mbinu za ufundishaji.
It prepared and advertised 52 lessons on teaching techniques on the radio.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Elimu ya Msingi iliendelea kutekeleza Awamu ya Pili ya MEM (2007 - 2011) kama ifuatavyo:-

Mr. Chairperson, in the financial year 2010/2011, the Primary Schools Department continued with the second phase of the Primary Education Development Plan (2007-2011) as follows:

- (a) Ilikamilisha hadidi za rejea kwa ajili ya tathmini ya Awamu ya Pili ya MEM ili kuandaa andiko la Awamu ya Tatu ya Mpango huo;
It completed the terms of reference for the second phase assessment of the Primary Education Development Programme so as to prepare the proposal for the third phase of that programme.
- (b) Iliwezesha kufanyika kwa mafunzo kwa ajili ya walimu 210 wa masomo ya Hisabati, Sayansi, English na Kusoma, Kuandika na Kuhesabu kutoka Halmashauri
It trained 210 teachers from the councils in Mathematics, Science, English, reading, writing as well as in counting.
- (c) Iliandaa mwongozo wa ufundishaji wa somo la sayansi kwa vitendo ambao tayari umefanyiwa majaribio;
It prepared guidelines for the teaching of science subjects by doing practicals and the guidelines have already been tried.
- (d) Iliwezesha kufanyika kwa mafunzo ya uongozi na uendeshaji wa elimu ya msingi kwa maafisa elimu 161 kwa kipindi cha mwezi mmoja, katika Wakala wa Maendeleo ya Uongozi wa Elimu (*ADEM*) huko Bagamoyo;
It facilitated the provision of training in primary schools management administration to 161 educational officers for one month at ADEM in Bagamoyo.

- (e) Iliratibu na kufuatilia utekelezaji wa 'Mpango wa Lishe Shuleni' katika Halmashauri 16 zenye ukame na kuhamasisha jamii kuhusu umuhimu wa utoaji wa huduma ya chakula shuleni. Aidha, iliandaa rasimu ya andiko (Concept Note) la 'Mpango wa Kitaifa wa Lishe Shuleni', na kuliwasilisha Ofisi ya Waziri Mkuu kwa hatua zaidi; *It co-ordinated and made a follow-up on the programme for the provision of food to students in 16 councils that had been affected by drought and raised the communities' awareness about the importance of providing food to the schoolchildren. Also, it prepared a concept note for the national programme for food provision to the schools and it submitted the concept note to the Prime Minister's Office for further discussion.*
- (f) Ilifuatilia uandikishaji wa watoto katika Elimu ya Msingi katika Halmashauri 30 za mikoa kumi, ambapo taarifa za awali zinaonesha kuwa uandikishaji ulikuwa wastani wa asilimia 50. Aidha, iliandaa vipeperushi na mabango ya uhamasishaji juu ya umuhimu na taratibu za uandikishaji wa watoto katika elimu ya awali; *It made a follow-up on the admission of children to primary schools in 30 councils in ten regions, whereby the preliminary information shows that enrolment increased by 50 per cent on average. In addition, it prepared brochures and posters for sensitizing people to the importance of enrolling children for nursery schooleducation.*
- (g) Iliendelea na uandaaji wa miongozo ya Ufuatiliaji na Tathmini ya Malezi, Makuzi na Maendeleo ya Awali ya Mtoto na Upimaji wa Utoaji wa Elimu ya Awali. Aidha, wadau 50 kutoka Halmashauri tano za Bagamoyo, Temeke, Mtwara Vijijini, Magu na Siha, walijengewa uwezo kuhusu malezi, makuzi na maendeleo ya mtoto; na *It continued with the preparation of guidelines for the follow-ups on and evaluation of the guidance, upbringing and the early development of the child and evaluation of the provision of the nursery school education.*
- (h) Iliandaa na kuratibu Mtihani wa Taifa wa Darasa la IV na kufuatilia uendeshaji wa Mtihani wa Taifa wa Darasa la VII. *It prepared and co-ordinated the Standard IV National Examination and made a follow-up on the way the examination was conducted.*

Mheshimiwa Mwenyekiti, Idara ya Elimu ya Sekondari ina jukumu la kusimamia utekelezaji wa Sera ya Elimu katika ngazi ya Elimu ya Sekondari, ambayo kimsingi ni kiungo kati ya Elimu ya Msingi na Elimu ya Juu. Aidha, Idara ya Sekondari inasimamia utoaji bora wa elimu kwa usawa kuanzia Kidato 1– 6; na kuweka viwango na kufanya ufuatiliaji na tathmini ya ubora wa elimu ya sekondari itolewayo nchini.

Mr. Chairperson, the Secondary Schools Education Department is responsible for supervising the implementation of the educational policy at the secondary school level, which is a basic link between primary schools and higher education institutions. Also, the department oversees the provision of quality education based on equality from Form One to Form Six and for setting standards as well as making follow-ups on the evaluation of the quality of secondary school education that is provided in our country.

Mheshimiwa Mwenyekiti, Elimu ya Sekondari hutolewa katika ngazi ya kawaida (O-level), ambayo huchukua miaka minne na ngazi ya juu (A-level), ambayo ni ya miaka miwili. Hadi tarehe 30 Juni, 2011, jumla ya shule zote za sekondari nchini zilikuwa 4,266. Kati ya hizo, shule 3,397 ni za serikali (3,308 za Wananchi za kutwa, 89 ni shule kongwe za Serikali) na 869 ni shule zisizo za Serikali. Jumla ya wanafunzi katika Shule za Sekondari za Serikali na zisizo za Serikali nchini ni 1,638,699. Wanafunzi wa Kidato cha 1 – Kidato cha 4 ni 1,566,685 (wasichana 699,951). Wanafunzi wa Kidato cha 5 na 6 ni 72,014 (wasichana 28,577). Idadi kubwa ya wanafunzi waliopo shuleni ni kielelezo cha juhudi za Wananchi katika kupanua na kuendeleza Elimu ya sekondari Nchini.

Mr. Chairperson, secondary school education is provided at the ordinary level (O-level) and lasts for four years, and at advanced level (A-level). The latter lasts for two years. Until 30 June 2011, there were 4,266 secondary schools in the country. Among these schools, 3,397 schools are government schools (3,308 are community schools which are day schools and 89 schools are old government schools) and 869 schools are private. The total number of students in the government and private secondary schools in the country is 1,638,699. Form One-to-Four students are 1,566,685 (699,951 are girls). There are 72,014 (girls: 28,577) Form Five and Form Six students. The large number of students in our schools is an indicator of the citizens' efforts to expand and develop secondary education in the country.

Mheshimiwa Mwenyekiti, Wananchi wameendelea kuona mafanikio ya Mpango wa Maendeleo ya Elimu ya Sekondari (MMES), yanayotokana na kuongezeka kwa udahili katika Kidato cha Kwanza. Katika mwaka 2010, wanafunzi waliosajiliwa katika Kidato cha Kwanza katika Shule za Sekondari za Serikali na zisizo za Serikali walikuwa 438,827 na mwaka 2011 walikuwa 467,155.

Mr. Chairperson, the citizens have seen the achievements of the secondary school education development programme (SEDEP), which have been contributed to by the increase in student enrolment in Form One. In the year 2010, the students who were enrolled in Form One in government secondary schools and private schools were 438,827, and in the year 2011 were 467,155.

Mheshimiwa Mwenyekiti, pamoja na kushuka kwa ufaulu katika mitihani ya Kidato cha Nne, idadi kubwa ya wanafunzi waliopata Daraja la I – III katika Mitihani ya Kidato cha Nne, ambao ndiyo wenye sifa za msingi za kuchaguliwa kujiunga na Kidato cha Tano mwaka 2011, wanatoka Shule za Sekondari za Kutwa za Wananchi. Kati ya watahiniwa 38,781 waliopata Daraja la I-III katika Mitihani ya Kidato cha Nne mwaka 2010, wanafunzi 19,126 wanatoka Shule za Sekondari za Wananchi

za Kutwa. Aidha, wanafunzi 3,697 wametoka katika Shule Kongwe za Sekondari za Serikali na 15,958 wanatoka katika Shule za Sekondari zisizo za Serikali.

Mr. Chairperson, despite the fall in students' performance in the Form Four National Examinations, a large number of the students who passed in division I-III and who qualify to join Form Five in the year 2011 come from community day secondary schools. 19,126 students, out of 38,781 who passed in division I-III in the 2010 Form Four National Examinations, come from community day secondary schools. In addition, 3,697 students come from old government secondary schools and 15,958 from non-governmental secondary schools.

Mheshimiwa Mwenyekiti, tamko la kugatua uendeshaji wa Shule za Sekondari lilitolewa na Mheshimiwa Rais mwezi Februari, 2008. Shughuli mbalimbali za utekelezaji wa tamko hilo zilianza tangu wakati huo na mpaka sasa Serikali inaendelea kukamilisha mchakato wa kugatua usimamizi na uendeshaji wa Shule za Sekondari. Ugatuuji huu ulifanyika kwa malengo yafuatayo:-

Mr. Chairperson, the announcement that the running of secondary schools would be improved was made by his Excellency the President of Tanzania in February 2008. Different activities for the implementation of that started immediately and the government is going on with the process of improving the supervision of the running of secondary schools. This is done to achieve the following objectives:

- (a) Kusogeza usimamizi na uendeshaji wa shule karibu na wadau;
To take the supervision and the running of schools closer to the stakeholders.
- (b) Kusogeza uratibu wa utekelezaji wa kila siku wa mitaala ya masomo karibu na Halmashauri; na
To take the co-ordination of the daily implementation of the curricula closer to the councils.
- (c) Kutoa nafasi zaidi kwa Wizara ya Elimu na Mafunzo ya Ufundi kusimamia na kutekeleza majukumu yake ya msingi.
To provide more chances for the Ministry of Education and Vocational Training to fulfill its basic responsibilities.

Mheshimiwa Mwenyekiti, pamoja na changamoto zinazotokana na ugatuuji, huduma kwa walimu na wanafunzi zinafanyika kwa mafanikio zaidi sasa. Aidha, Wizara yangu inaendelea kuwa na dhamana ya Sekta ya Elimu, yenye wajibu wa kutambua elimu bora kwa nchi yetu na kusimamia upatikanaji wake.

Mr. Chairperson, despite the challenges involved in that task, the provision of services to teachers and students has improved greatly. Also, my ministry continues to supervise the educational sector, which has the obligation of determining the quality of education for our country and to ensure it's available.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Wizara yangu ilitekeleza yafuatayo:-

Mr. Chairperson, in the year 2010/2011, my ministry did the following;

- (a) Iligharimia mafunzo kazini kwa walimu 1,000 wa masomo ya sayansi, hisabati na *English*;
It provided in-service training to 1,000 science, mathematics and English teachers.
- (b) Iligharimia mafunzo ya muda mfupi kwa ajili ya wawezeshaji 336 wa masomo ya sayansi na hisabati kwa lengo la kuinua ubora wa ufundishaji wa masomo hayo;
It provided short-term training to 336 Science and Mathematics teachers so as to improve the teaching of these subjects.
- (c) Iliitoa kompyuta kwa ajili ya shule 30 na kuendesha mafunzo kwa walimu kuhusu namna ya kuzitumia katika kufundisha masomo anuwai kwa kupitia mtandao;
It provided computers to 30 schools and trained teachers in how to use them in teaching various subjects through the Internet.
- (d) Iliwezesha kuanzishwa kwa vituo vya mafunzo kazini kwa ajili ya walimu wa hisabati na sayansi katika shule za sekondari 25 katika mikoa 21 na kuvipatia vifaa vya maabara (fizikia, kemia na biolojia), kompyuta, printa, fotokopia, skana, mashine ya kurudufia (*duplicator*) na projekta ya *LCD* kwa kila kituo;
It facilitated the establishment of in-service training centres for Mathematics and Science teachers in 25 secondary schools in 21 regions and provided to the centres laboratory (physics, chemistry and biology) equipment, namely computers, printers, photocopiers, scanners, duplicator and LCD projectors.
- (e) Iliendesha kambi za sayansi kwa wanafunzi wa kike 100 kwa lengo la kuwajengea wanafunzi hao uwezo wa kufaulu masomo ya sayansi na hisabati. Aidha, iliitoa mafunzo ya kuendesha kambi hizo kwa walimu 30 wa Shule za Sekondari za Mkoa wa Dar es Salaam;
It organised science camps for 100 female students to enable them to perform well in their science and mathematics subjects. Also, it provided training for running such camps to 30 teachers from certain secondary schools in Dar es Salaam.
- (f) Iliandaa miongozo ya kuwezesha ufundishaji wa masomo ya sayansi (fizikia, kemia na biolojia) kwa vitendo kwa Kidato 1 - 4, ambapo nakala 5,000 zilichapishwa kwa kila somo;

It prepared guidelines to facilitate the teaching of science subjects (physics, chemistry and biology) through practicals for Form 1-4 students; 5,000 copies were provided for each subject.

- (g) Ilifanya tathmini na ufuatiliaji wa ufundishaji wa masomo ya sayansi na hisabati, hususan kwa walimu waliopata mafunzo ya kuwajengea uwezo wa kufundisha masomo hayo, katika mikoa kumi ili kubaini manufaa na changamoto zinazotokana na utekelezaji wa mtaala;
It made an evaluation of and follow-ups on the teaching of science subjects and mathematics especially by the teachers who had been trained in how to teach the subjects more effectively in ten regions so as to identify the achievements and challenges arising from the implementation of the curriculum.
- (h) Ilikamilisha utayarishaji wa Awamu ya Pili ya MMES na kuwezesha kuzinduliwa na Mheshimiwa Rais Dkt. Jakaya Mrisho Kikwete mnamo tarehe 19 Januari, 2011;
It completed the preparation of the Secondary Education Development Programme II (SEDEP II) and facilitated its inauguration by his Excellency President Dr. Jakaya Mrisho Kikwete on 19 January 2011.
- (i) Iliandaa Mpango wa Utekelezaji na Mpango wa Ununuzi;
It prepared a purchasing plan and an implementation programme.
- (j) Iliitoa mafunzo kwa watendaji 527 wa Halmashauri, Maafisa Elimu wote wa Mikoa na Wakuu wa Shule 903 ili kuwaelimisha juu ya utekelezaji wa MMES Awamu ya Pili;
It provided training to 527 council workers (all regional educational officers) and 903 headmasters to educate them on the second phase of SEDEP.
- (k) Iliitoa vivunge vya sayansi (*Science Micro Kits*) vyenye vifaa vinavyoweza kutumika katika majaribio ya masomo ya fizikia, biolojia na kemia kwa ajili ya Shule za Sekondari 180 katika Mikoa tisa (Kigoma, Tanga, Shinyanga, Mwanza, Kilimanjaro, Mbeya, Dodoma, Morogoro na Kagera) na kuendesha mafunzo ya namna ya kuvitumia, kwa kushirikiana na Tume ya Taifa ya UNESCO; na
It provided science micro-kits that could be used in physics, chemistry and biology practicals to 180 secondary schools in nine regions (Kigoma, Tanga, Shinyanga, Mwanza, Kilimanjaro, Mbeya, Dodoma, Morogoro and Kagera) and, in collaboration with the national UNESCO commission, offered training in how to use them.
- (l) Iliiratibu mashindano ya uandishi wa insha katika Nchi za Jumuiya ya Afrika Mashariki na ya SADC, ambapo Wanafunzi wa Tanzania walishika nafasi ya kwanza katika Afrika Mashariki na nafasi ya tatu katika Nchi za Jumuiya ya SADC.
It co-ordinated an essay writing competition for EAC and SADC member states, whereby Tanzanian students came first in East Africa and third in the SADC sub-region.

Mheshimiwa Mwenyekiti, Idara ya Elimu ya Ualimu inasimamia utoaji wa mafunzo ya ualimu ngazi ya Cheti na Stashahada. Aidha, Idara huandaa na kupitia miongozo na viwango vya Elimu ya Ualimu na kufuatilia uendeshaji na utekelezaji wa Mtaala wa Elimu ya Ualimu.

Mr. Chairperson, the Department of Teacher Education supervises the training of teachers at the certificate and diploma levels. Also, the department normally prepares and reads the guidelines and the standards for teacher education and makes follow-ups on the implementation of the teacher education curriculum.

Mheshimiwa Mwenyekiti, mafunzo ya elimu ya ualimu ngazi ya Cheti na Stashahada hutolewa katika Vyuo vya Ualimu 34 vya Serikali na 69 visivyo vya Serikali, vyenye uwezo wa kudhili jumla ya wanachuo 43,098 kwa wakati mmoja.

Mr. Chairperson, the training of teachers at the certificate and diploma levels is provided in 34 government teacher training colleges and 69 non-governmental teacher training colleges which have the capacity to enrol 43,098 students at a time.

Mheshimiwa Mwenyekiti, katika jitihada za kuinua ubora wa utoaji wa elimu nchini, Wizara yangu ilizindua Mkakati wa Mafunzo ya Walimu Kazini kwa Elimu ya Msingi - Ngazi ya Shule (MWAKEM), wenye lengo la kuimarisha uwezo wa walimu wa kufundisha pamoja na kuwajengea umahiri katika kufundisha elimu ya awali na msingi. MWAKEM inatimiza lengo la pili la MEM, ambalo ni kuinua ubora wa elimu kwa kujenga uwezo wa walimu wa shule za msingi ili kuimarisha utoaji wa elimu bora. Utekelezaji wa MWAKEM, unafanyika kwa mfumo wa moduli kwa njia ya elimu masafa. Utaratibu huu unampa mwalimu nafasi ya kujifunza mambo mapya yaliyomo katika mtaala, kupata dhana, nadharia na mbinu bora za kufundishia na kujifunzia ili kukidhi mabadiliko ya kijamii, sayansi na teknolojia, pamoja na kumwezesha mwalimu kujiendeleza kitaaluma na kitaalamu. MWAKEM inatekelezwa katika ngazi ya shule na hivyo kumwezesha mwalimu kusoma huku akiendelea kufanya kazi. Aidha, kujiendeleza kwa namna hii humwezesha mwalimu kujifunza kwa kutenda awapo shuleni, badala ya kutegemea nadharia za vitabuni. Mafunzo ya namna hii, yana gharama ndogo ikilinganishwa na yale ya kukaa chuoni.

Mr. Chairperson, in an effort to improve the provision of education in the country, my Ministry inaugurated the in-service teacher training strategy for primary school teachers. This strategy was intended to improve teachers' teaching capacity and strengthen their ability to teach in the primary schools and nursery schools. This strategy is aimed at realising the second goal of MEM (PEDEP), which is to improve the quality of education by enhancing the capacity of the primary school teachers so that the quality of education is improved. The implementation of this strategy is done through a module system through

distance learning education. This programme gives the teacher a chance to study new things found in the curriculum, to understand the concepts and theory, and to learn better teaching and learning techniques so that they cope with societal, scientific and technological changes as well as to educate themselves. This strategy is implemented at the school level, and hence it enables a teacher to learn while he/she is at the school where he/she works. Furthermore, this strategy enables the teacher to study while continuing with his/her job at his/her school, instead of depending on the theories found in books. This kind of training is cheaper than the full-time training provided in the teacher training colleges.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Elimu ya Ualimu ilitekeleza mambo yafuatayo:-
Mr. Chairperson, in the year 2010/2011, the Department of Teacher Education carried out the following activities:

- (a) *Ilidahili wanachuo 6,379 wa ngazi ya cheti na 4,189 wa ngazi ya Stashahada katika Vyuo vya Ualimu vya Serikali. Aidha, ilitoa mafunzo kwa walimu 348 katika fani maalumu mbalimbali (kwa mfano, michezo, muziki, sanaa za ufundi na sanaa za maonesho) katika ngazi ya Cheti na Stashahada; It admitted 6,379 college students at the certificate level and 4,189, diploma students in the government teacher training colleges. Also, it offered training to 348 teachers in sports and games, music, arts and theatre arts at the certificate and diploma levels.*
- (b) *Ilitoa wahitimu 11,196 (5,793 wanawake, 5,403 wanaume) wa mafunzo ya ualimu ngazi ya cheti. Aidha, walimu wanafunzi 7,088 (wanawake 2,410 na wanaume 4,678) walihitimu mafunzo ya ngazi ya Stashahada, ambapo 1,497 ni walimu kazini na 5,591 ni walimu tarajali. Walimu wote wa ngazi ya cheti ni walimu tarajali. Walimu tarajali wa ngazi ya cheti watapangwa kwenda kufundisha shule za msingi na wa ngazi ya stashahada watapangwa kwenda kufundisha shule za sekondari mwezi Julai/Agosti 2011. Walimu kazini watarudi kwenye vituo vyao vya kazi; It produced 11,196 graduates (5,793 female graduates and 5,403 male graduates) who completed their training at certificate level. In addition, 7,088 student teachers (2,410 females and 4,678 males) completed their diploma training; out of whom, 1,497 were in-service teachers and 5,591 were prospective teachers. All the certificate holders were prospective teachers. These prospective teachers will be posted to primary schools and the diploma holders will be posted to secondary schools in July/August 2011. The in-service teachers will return to their work stations.*
- (c) *Iliwezesha wakufunzi 120 kuhudhuria mafunzo ya jinsi ya kutumia TEHAMA katika kufundisha na kujifunza, kupitia Chuo Kikuu Huria cha Tanzania. Mafunzo haya yalilenga katika kutekeleza Mradi wa TEHAMA katika shule 35 za sekondari na vyuo 7 vya Ualimu kwa majaribio; It enabled 120 trainers to attend training in how to use ICT in teaching and learning offered by the Open University of Tanzania. This training was intended to implement the information and technology project in 35 secondary schools and 7 teacher training colleges for practical purposes.*
- (d) *Iliwezesha utoaji wa mafunzo ya Elimu ya Masuala Mtambuko na huduma za afya na kinga dhidi ya VVU na UKIMWI kwa wakufunzi 124; It facilitated the provision of education on cross-cutting issues, on healthcare education as well as on the fight against HIV/AIDS to 124 tutors.*
- (e) *Iliendesha mafunzo ya mbinu za Ufundishaji Bainifu na Elimu ya UKIMWI kwa wakufunzi 36, Walimu wa Shule za Msingi 275, Wakaguzi wa Shule 12 na waratibu wa vituo vya walimu 9 kutoka katika Wilaya za Mkoa wa Kigoma (Kibondo, Kigoma Vijijini na Kasulu); It provided training in teaching techniques and AIDS education to 36 tutors, 275 primary school teachers, 12 educational inspectors and 9 co-ordinators of teachers' centres in the districts of Kigoma region, namely Kibondo, Kigoma rural and Kasulu.*
- (f) *Iliendesha mafunzo ya ufundishaji wa somo la French kwa wawezeshaji 36 wa Shule za Sekondari na mafunzo ya jinsi ya kufundisha somo hili katika Shule za Sekondari kwa walimu 156; It provided training to 36 French language facilitators from secondary schools and provided training in how to teach French to 156 secondary school teachers.*
- (g) *Iligharimia mafunzo ya wakufunzi 285 katika Vyuo Vikuu mbalimbali ndani na nje ya nchi; It provided funding to 285 people to study in various universities inside and outside the country.*
- (h) *Iliwezesha mafunzo kwa Wakuu wa Vyuo, Maafisa na Watendaji 74 kuhusu kuinua ubora wa utendaji kazi katika maeneo ya uongozi na uhasibu katika Taasisi ya ESAMI; It provided training to college principals, officials and 74 staff to raise efficiency in the areas of finance and leadership at ESAMI Institute.*
- (i) *Iliandaa mwongozo wa ufundishaji wa sayansi, english na TEHAMA kwa vitendo katika Vyuo vya Ualimu; It prepared guidelines on how to teach science, English and Information Technology in a practical way in teacher training colleges.*

- (j) Ilikamilisha moduli za masomo ya Hisabati, *English*, pamoja na ujuzi wa kufundisha kwa umahiri kwa ajili ya Programu ya Mafunzo kwa Walimu Kazini kwa Elimu ya Msingi Ngazi ya Shule ama MWAKEM; na kutoa mafunzo kwa watendaji 2864 wa Programu hiyo; na
It completed the the writing of Mathematics, English as well as competence-based modules of a training programme for primary school in-service teachers (MWAKEM) at school level. It also trained 2864 implementors of the programme.
- (k) Iilitoa mafunzo kwa Watendaji wa Programu ya MWAKEM, 329, walimu mahiri 423, pamoja na kuelimisha Walimu 2,052 wa Shule za Msingi. Aidha, ilitoa mafunzo kwa wawezeshaji 60 wa ngazi za Halmashauri, Chuo na Shule.
It offered training to 329 implementors of the MWAKEM programme and 423 competent teachers as well as training 2,052 primary school teachers. Also, it provided training to 60 facilitators at the council, college and school levels.

Mheshimiwa Mwenyekiti, moja ya majukumu ya Idara ya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi ni kuleta msukumo katika juhudi za Serikali za kukabiliana na ongezeko la watu wasiojua kusoma, kuandika na kuhesabu. Aidha, Idara ina wajibu wa kutoa fursa ya kujiendeleza kielimu nje ya mfumo rasmi wa shule miongoni mwa vijana na watu wazima na kusimamia vituo vya magazeti ya elimu katika kanda.

Mr. Chairperson, one of the responsibilities of the Adult and Extramural Education Department is to hasten the government's efforts to reduce the number of illiterate people in the country. The department is also responsible for the provision of opportunities for the youth and adults so that they are trained at the higher education level outside the formal educational system that requires them to be in schools or colleges and to supervise the zonal educational magazine centres.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi ilitekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Adult and Extramural Education Department carried out the following activities:

- (a) Iliwezesha uandaaji wa vifaa mbalimbali vya kufundishia na kujifunzia vya wanakisomo; vikiwemo Mwongozo wa Mwezeshaji, Kitabu cha Mwanakisomo, *Scripts* na Filamu za masomo 65 yatakayofundishwa katika Mradi wa Ndiyo Ninaweza;
It facilitated the writing of various teaching and learning materials for adult learners, including the facilitator's guidelines, a textbook for the adult learner, scripts and 65 educational films on the subjects that will be taught in the YES I CAN PROJECT.
- (b) Iliatibu uandaaji wa Sera na Mwongozo wa Elimu Masafa na Ana kwa Ana;
It co-ordinated the preparation of policies and educational guidelines on distance learning as well as guidelines on face-to-face learning.
- (c) Iliandaa Mpango Mkakati wa Utekelezaji wa Elimu juu ya Haki za Binadamu na Mpango wa Maendeleo ya Elimu ya Watu Wazima – 2011/12 – 2015/16;
It prepared a strategic plan for the provision of education on human rights and a programme for the development of adult education - 2011/2012-2015/2016.
- (d) Ilifanya ufuatiliaji na tathmini katika wilaya tisa (Ilemela, Dodoma - Manispaa, Songea - Manispaa, Mkuranga, Ngorongoro, Kiteto, Kilindi, Singida - Manispaa na Kigoma (V)) za majaribio ya Programu ya Ndiyo Ninaweza ili kubaini mafanikio na changamoto zilizojitokeza; na
It made follow-ups on and an evaluation of the implementation of the YES I CAN PROJECT in nine districts (Ilemela, Dodoma municipality, Songea municipality, Mkuranga, Ngorongoro, Kiteto, Kilindi, Singida municipality and Kigoma) so as to determine the achievements and challenges of its implementation.
- (e) Ilichapa na kusambaza nakala 100,000 za magazeti ya Elimu katika Kanda za Kusini na Ziwa na kuyasambaza katika Wilaya za Kanda hizo.
It printed and distributed 100,000 copies of educational magazines in the southern zone and in the lake zone and it distributed them to the districts in these zones.

Mheshimiwa Mwenyekiti, Idara ya Elimu ya Ufundi na Mafunzo ya Ufundi Stadi, ina majukumu ya kubuni, kusimamia na kuratibu utekelezaji wa Sera ya Elimu ya Ufundi na Mafunzo ya Ufundi Stadi.

Mr. Chairperson, regarding the Vocational Training Department, this department is responsible for formulating vocation training policies as well as supervising and co-ordinating their implementation.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Elimu ya Ufundi na Mafunzo ya Ufundi Stadi, pamoja na mambo mengine, ilitekeleza majukumu yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Vocational Training Department carried out the following activities:

- (a) Iliwezesha kupatikana kwa Mtaalam Elekezi wa kuandaa Mpango wa Maendeleo ya Elimu na Mafunzo ya Ufundi Stadi (MMEU);

It facilitated the hiring of a specialist for devising a programme of the development of education and vocational training (PEDEVT).

- (b) Iliwezesha kukutana kwa wahadhiri wa vyuo 12 vya Tanzania na 12 vya Canada katika Warsha mbili zilizofanyika Morogoro chini ya uratibu wa Mradi wa *Education for Employment* ili kuandaa na kuanzisha mitaala inayozingatia umahiri (*Competence-Based*) katika Vyuo vya Ufundi nchini; na
It facilitated two workshops for lecturers from 12 colleges in Tanzania and 12 colleges ofin Canada which were held in Morogoro under the co-ordination of the education for employment project so as to develop and introduce competence-based curricula in the vocational traing colleges in the country.
- (c) Ilifanikisha kuwekeana saina Hati ya Makubaliano (*Memorandum of Understanding*) kati ya Wizara ya Elimu na Mafunzo ya Ufundi na *Metsol AB* ya Sweden juu ya kuanzisha mafunzo ya tabia za metali (*Metallurgy*) nchini, ambapo wataalamu kutoka Sweden watakuja nchini kwa ajili ya kuandaa mitaala wakishirikiana na Chuo cha Ufundi Arusha.
It facilitated the signing of a memorandum of understanding between the Ministry of Education and Vocational Training and Metsol AB of Sweden for the introduction of training in metallurgy in the country. Specialists from Sweden will come to Tanzania to develop curricula, in collaboration with the Arusha Vocational Training College.

Mheshimiwa Mwenyekiti, Idara ya Elimu ya Juu ina majukumu ya kusimamia na kutathmini Sera, Sheria, Taratibu na Miongozo ya Utoaji wa Elimu ya Juu. Aidha, Idara ya Elimu ya Juu, kwa kupitia Tume ya Vyuo Vikuu Tanzania, Bodi ya Mikopo ya Wanafunzi wa Elimu ya Juu, Mamlaka ya Elimu Tanzania na Vyuo vya Elimu ya Juu, inahakikisha kuwa elimu inayotolewa inazingatia ubora kulingana na mahitaji ya soko la ushindani na inawafikia walengwa wenye sifa stahiki.

Mr. Chairperson, the Higher Education Department has is responsible for supervising and assessing the policies, laws, regulations and guidelines on the provision of higher education. Furthermore, the department, through the Tanzania Commission of Universities (TCU), the Higher Education Students' Loans Board (HESLB), Tanzania Educational Authority and higher education institutions, makes sure that quality education is provided and matches the competitive labour market and is accessible to the target people who have the right qualifications.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Elimu ya Juu ilitolewa katika Vyuo Vikuu 19 (vya umma 8 na visivyo vya serikali 11 na vyuo vikuu vishiriki 15; vya Umma 3 na visivyo vya Serikali 12). Kazi za msingi zinazofanywa na Vyuo Vikuu ni kufundisha na kufanya utafiti ambao, pamoja na kuwa sehemu ya taaluma, unalenga katika kukuza uchumi na kupunguza umaskini miongoni mwa jamii na kutoa ushauri wa kitaalamu kwa Serikali na umma kwa ujumla.

Mr. Chairperson, in the financial year 2010/2011, higher education was provided in 19 universities (8 public universities, 11 private universities, 15 constituent colleges (3 public constituent colleges and 12 private constituent colleges)). The basic functions of the universities are teaching and research, which, apart from being part of teaching and learning, is geared to enhance economic growth and alleviate poverty among the people and to provide professional advice to the government and the public at large.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Elimu ya Juu ilitokeleza yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Higher Education Department carried out the following activities:

- (a) Iligharimia mafunzo kwa Wanafunzi Madaktari 1,750 wa Binadamu, Meno na Tiba ya Mifugo katika Vyuo vya *MUHAS, UDOM, HKMU, KCM-College, WBUCHS, IMTU* na *SUA*. Kati ya hao, 84 ni madaktari wa meno na 70 ni madaktari wa tiba ya mifugo;
It funded the training of 1,750 medicine students, dentists and veterinary surgeons at MUHAS, UDOM, HKMU, KCM-College, WBUCHS, IMTU and SUA. Out of these, 84 were dentists and 70 were veterinary surgeons.
- (b) Ilitekeleza utaratibu wa kubadilishana wanafunzi kati ya Tanzania na Msumbiji na Tanzania na Uganda, ambapo Watanania 68 wanasoma Uganda na 29 wanasoma Msumbiji. Aidha, wanafunzi 50 Raia wa Msumbiji na 69 Raia wa Uganda wanasoma katika Vyuo Vikuu nchini Tanzania;
It implemented a student-exchange programme between Tanzania and Mozambique as well as Tanzania and Uganda, whereby 68 Tanzanians are studying in Uganda and 29 in Mozambique. Also, 50 Mozambican and 69 Ugandan students are studying in Tanzanian universities.
- (c) Iliwezesha wanafunzi watano raia wa China kusomea kozi ya muda mfupi ya Lugha ya Kiswahili katika Chuo Kikuu cha Dar es Salaam chini ya utaratibu wa skolashipu zinazotolewa na Serikali ya Tanzania kwa Serikali ya China katika kutekeleza Mkataba wa Ushirikiano kati ya Serikali ya Tanzania na Serikali ya China;
It enabled five Chinese students to do a short Swahili course at the University of Dar es Salaam with scholarships provided by the Tanzanian government to the Chinese Government to enhance the cooperation between the Tanzanian government and the Chinese government.
- (d) Ilifanikisha uelimishaji wa wadau kuhusu fursa za Elimu ya Juu nchini na nje ya nchi pamoja na umuhimu wa uchangiaji wa gharama za Elimu ya Juu katika Mikoa ya Rukwa, Kagera, Tabora na Shinyanga. Aidha, uelimishaji ulifanyika kupitia Maonesho ya Taasisi za Elimu ya Juu nchini yaliyofanyika Dar es Salaam tarehe 27 - 29 Aprili 2011;

It facilitated the conscientization of stakeholders about higher education opportunities in the country and abroad and on the importance of cost-sharing in higher education in Rukwa, Kagera, Tabora and Shinyanga regions. This was done through exhibitions by higher education institutions which were held in Dar es Salaam from 27-29 April 2011.

- (e) Iliidhamini mafunzo ya Shahada ya Uzamili na Uzamivu kwa Wahadhiri 18 wanaosoma Ujerumani kupitia skolashipu zinazotokana na mkataba kati ya Tanzania na Ujerumani (DAAD scholarships);
It sponsored 18 lecturers so they could pursue Master's degrees and PhDs in German. They were given DAAD scholarships which provided through an agreement between Tanzania and German.
- (f) Ilipokea na kuratibu nafasi 132 za masomo; kutoka Uingereza (12), China (72), Korea ya Kusini (2), India (20), New-Zealand (2), Urusi (15), Misri (5) na Cuba (4);
It received and co-ordinated 132 educational opportunities, 12 from Britain, 72 from China, 2 from South Korea, 20 from India, 2 from New Zealand, 15 from Russia, 5 from Egypt and 4 from Cuba.
- (g) Iligharimia mahitaji maalum kwa wanafunzi wenye ulemavu katika Vyuo Vikuu; UDSM, SUA, MZUMBE, MUCCoBS na DUCE; na
It purchased facilities for students with disabilities studying in the following universities/university colleges: UDSM, SUA, MZUMBE, MUCCoBS and DUCE.
- (h) Iliiratibu utekelezaji wa Mpango wa Maendeleo ya Elimu ya Juu (MMEJU) kwa kukusanya taarifa zinazohusu maeneo ya kipaumbele katika Mradi.
It co-ordinated the implementation of the higher education development programme (HEDEP) by collecting information pertaining to the priority areas outlined in the project.

Mheshimiwa Mwenyekiti, Idara ya Ukaguzi wa Shule ina majukumu ya kuhakikisha kuwa, Sera, Sheria, Kanuni na viwango vya utoaji elimu vilivyowekwa vinatekelezwa kwa ufanisi katika ngazi za elimu ya awali, msingi, sekondari, vitengo vya elimu maalum, vituo vya ufundi stadi, elimu ya watu wazima na elimu nje ya mfumo rasmi na vyuo vya ualimu.

Mr. Chairperson, the Schools Inspection Department is responsible for making sure that the policies, laws, regulations and standards on the provision of education are effectively followed in nursery schools, primary schools, secondary schools, special needs educational units, vocational training centres as well as adult education and extramural education and teacher training colleges.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Ukaguzi wa Shule ilitekeleza mambo yafuatayo:-

Mr, Chairperson, in the financial year 2010/2011, the Schools Inspection Department accried out the following activities:

- (a) Ilikagua Jumla ya asasi za elimu 7,906 na kutoa ushauri na msaada wa kitaalamu na kitaaluma kwa walimu. Aidha, uhaba wa walimu, miundombinu isiyotosheleza, uhaba wa vifaa vya kufundishia na kujifunzia vilibainika katika shule zilizokaguliwa;
It inspected a total of 7,906 educational institutions and provided advice and professional support to teachers. Also, lack of teachers, inadequate infrastructure as well as shortages of teaching and learning materials were identified in the schools that were inspected.
- (b) Iliandaa Mwongozo wa Mafunzo (Training Manual) kwa ajili ya wasimamizi wa elimu kwa kushirikiana na UNICEF; na
In collaboration with UNICEF, it wrote a training manual for educational supervisors.
- (c) Iliteua wakaguzi 214 na kuwapa mafunzo ya ukaguzi wa shule mwezi Agosti, 2010 na kuwapanga katika Wilaya na Kanda husika.
It appointed 214 inspectors and trained them in school inspection in August 2010 and sent them to different districts and zones.

Mheshimiwa Mwenyekiti, Idara ya Sera na Mipango inahusika na utoaji wa utaalamu na huduma katika uandaaji, ufuatiliaji na tathmini ya utekelezaji wa Sera ya Elimu na Mafunzo, pamoja na uratibu wa maandalizi ya Mpango Mkakati wa Muda wa Kati wa Wizara na Mpango wa Muda wa Kati wa Matumizi ya Fedha ya Umma na Mipango ya Utekelezaji wake.

Mr. Chairperson, the Policy and Programme Department is responsible for the provision of expertise and services in the formulation, following-up on and evaluation of educational and training policies. It is also responsible for co-ordinating the making of the Ministry's long- and mid-term strategic plans on how to spend public funds and plans on their implementation.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Idara ya Sera na Mipango ilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the department carried out the following activities:

- (a) Iliandaa Rasimu ya Sera ya Elimu na Mafunzo na kuendelea kuisambaza kwa wadau kwa ajili ya kupata maoni;
It prepared a draft of an education and vocational training policy and distributed it to stakeholders so as to get their opinions on it.

- (b) Iliandaa michoro na miongozo ya ujenzi wa shule za sekondari chini ya MMES Awamu ya Pili (2010-2015);
It prepared sketches for and guidelines on the building of secondary schools during the second phase of SEDEP (2010-2015).
- (c) Iliendesha mafunzo kuhusu mipango ya ujenzi, ukarabati na matengenezo ya shule kwa watendaji 527 wa Halmashauri katika Kituo cha ADEM – Bagamoyo na Maafisa Elimu wa Mikoa na Wakuu wa Shule za Sekondari 924 katika Vituo vya ADEM - Bagamoyo, Njombe na Kahama;
It offered training in building construction, maintenance and renovation to 527 actors or workers from various councils at an ADEM centre in Bagamoyo and regional educational officers and headmasters of 924 secondary schools at ADEM centres in Bagamoyo, Njombe and Kahama.
- (d) Iliendelea kusimamia ujenzi wa shule ya sekondari ya bweni ya mchepuo wa sayansi kwa ajili ya Kidato cha 5 na 6 Miono - Bagamoyo;
It continued to supervise the construction of buildings for a boarding secondary school, which is a science school for Form Five and Six students at Miono in Bagamoyo.
- (e) Iliendelea kusimamia ujenzi wa Shule za Msingi za Msoga (kwa msaada wa Serikali ya Jamhuri ya Watu wa China);
It continued to supervise the construction of buildings for primary schools at Msoga with a financial grant from the Chinese government.
- (f) Iliendelea kusimamia ujenzi wa Shule ya Arusha Contonment;
It continued to supervise the construction of buildings for Arusha Contonment School.
- (g) Ilifanya tathmini ya hali halisi (*Physical Condition Survey*) ya miundombinu ya vyuo vya ualimu 10 na Maktaba 14 za Mikoa ili kubaini mahitaji halisi ya kuifanyia ukarabati;
It evaluated the real situation of infrastructure in ten teacher-training colleges and 14 regional libraries so as to determine actual the maintenance work to be done.
- (h) Iliimarisha Mfumo wa Takwimu (*Database*) za elimu katika Halmashauri 105 kwa kushirikiana na UNESCO kupitia Programu ya *Education Sector Management Information System (ESMIS)*; *In collaboration with UNESCO, it strengthened educational databases in 105 councils through the educational sector management information system (ESMIS).*
- (i) Iliendesha Mkutano wa Pamoja wa Mapitio ya Utendaji katika Sekta ya Elimu (*Joint Education Sector Review*) kwa mwaka 2009/10; na
It conducted a joint educational sector review for the financial year 2009/2010.
- (j) Ilifanya mapitio ya Mpango Mkakati wa Muda wa Kati na kuandaa Bajeti ya Wizara kwa mwaka 2011/12.
It went through the interim strategic plan and set the Ministry's budget for the financial year 2011/2012.

Mheshimiwa Mwenyekiti, Idara ya Utawala na Rasilimaliwatu inasimamia masuala ya utawala, ajira, maslahi na maendeleo ya watumishi pamoja na Sheria, Kanuni na Taratibu za Utumishi. Aidha, inaratibu Programu ya Kuboresha Utendaji Kazi katika Utumishi wa Umma.

Mr. Chairperson, the Administration and Human Resources Department is in charge of administrative issues, employment, benefits and staff development as well as laws, regulations and procedures pertaining to workers. Also, it co-ordinates the programme for improving the efficiency of the civil service.

Mheshimiwa Mwenyekiti, katika kipindi cha mwaka 2010/11, Idara ya Utawala na Rasilimaliwatu ilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Department of Administration and Human Resources performed the following activities:

- (a) Iliratibu ajira za watumishi wapya 351 (walimu 340 na watumishi wasio walimu 11), iliidhinisha vibali vya ajira za wataalam wa kigeni 722, ilithibitisha kazini watumishi 85 na kuratibu upandishaji vyeo wa watumishi 1,010 (walimu 812 na watumishi wasio walimu 198);
It co-ordinated the employment of 351 people (340 teachers and 11 non-teachers). It approved employment permits for 722 foreign experts. It also confirmed the employment of 85 servants and the promotion of 1,010 servants (812 teachers and 198 non-teaching staff).
- (b) Ilikamilisha rasimu ya mkataba wa huduma kwa mteja ambapo utekelezaji wake utanza Mwaka wa Fedha wa 2011/12;
It completed drafting a contract for service provision to customers. The contract will start being implemented in the fiscal year 2011/2012.

- (c) Wizara inaendelea kushughulikia madai ya watumishi kila yanapopokelewa. Kati ya Julai, 2010 na Juni, 2011, Wizara ilihakiki na kuwasilisha Hazina madai mbalimbali ya watumishi 822 yakiwa na thamani ya Sh. 1,269,298,719.60. Kati ya hayo, malimbikizo ya mishahara yalikuwa na thamani ya Sh. 777,918,643.00 na madai mengineyo yalikuwa ya Sh. 491,380,076.60. Aidha, hivi sasa, madai ya watumishi 844, yenye thamani ya Sh. 923,899,277.18 yanashughulikiwa; na
The Ministry will continue to meet servants' claims as soon as it receives them. Between July 2010 and June 2011, the Ministry approved and submitted to the treasury several claims from 822 servants, claims that amounted to Tsh. 1.269, 298,719.60. Out of these, salary arrears amounted to Tsh. 777, 918, 643, 00 and other claims were Tsh. 491, 380, 076.60. Also, currently, claims from 844 workers (Tsh. 923, 899,277.18) are being worked on.
- (d) Iliandaa mfumo wa kuhifadhi taarifa za watumishi kwa kutumia TEHAMA ambapo taarifa za watumishi zimeanza kuhakikiwa na kuingizwa katika mfumo huo ili ziweze kutumika rasmi mwaka ujao wa fedha wa 2011/12.
It developed an ICT-based system for storing information about civil servants. The Ministry has started to verify civil servants' information and enter it into the system so that the information is used officially in the coming financial year of 2011/2012.

Mheshimiwa Mwenyekiti, Kitengo cha Habari, Elimu na Mawasiliano, kina majukumu ya kuratibu na kuandaa utoaji wa habari za Sekta ya kwenye vyombo vya habari na Wananchi. Aidha, kinashirikiana na wadau wengine wa Sekta ya Elimu katika kuhamasisha Wananchi katika utekelezaji wa mipango ya maendeleo ya elimu.
Mr. Chairperson, the Information, Education and Communication Section is responsible FOR co-ordinating the provision of information concerning the educational sector to the mass media and to the citizens. Furthermore, it involves other stakeholders in the educational sector in conscientizing the citizens as to the implementation of the educational development programmes.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Kitengo cha Habari, Elimu na Mawasiliano kilitokeleza mambo yafuatayo:-

Mr. Chairperson, in the year 2010/2011, the Information, Education and Communication Section performed the following tasks:

- (a) Kiliratibu na kuandaa utoaji wa habari zinazohusu matukio ya elimu yakiwemo, uzinduzi wa MMES Awamu ya II na Mpango wa Mafunzo ya Walimu Kazini kwa Walimu wa Shule za Msingi (MWAKEM);
It coordinated the dissemination of information about educational issues, including the inauguration of the second phase of PEDEP and the in-service primary school teacher-training programme.
- (b) Kilifanikisha kuchapishwa kwa nakala 2,000 za Jarida la EdSDP katika Kanda za Elimu na kuzisambaza ili kuhamasisha jamii kuhusu mikakati ya kutekeleza mipango ya elimu;
It facilitated the printing and dissemination of 2000 copies of the Ed SDP magazine in the educational zones so as to enlighten the public to the implementation of the educational programmes.
- (c) Kiliandaa vipeperushi 500, kalenda 17,500 na shajara 2,000 kwa ajili ya kuwaelezea wadau juu ya sera na mipango mbalimbali ya maendeleo ya elimu;
It prepared 500 brochures, 17,500 calendars and 2000 diaries for informing stakeholders about various policies and programmes for educational development.
- (d) Kilijibu hoja 30 za wadau kati ya 35 zilizotolewa katika tovuti ya Wananchi, (www.Wananchi.go.tz) na tano bado zinafanyiwa kazi; na
It addressed 30 arguments about 35 issues from stakeholders which were made on the wananchi website (www.wananchi.go.tz); the remaining five arguments are being worked on.
- (e) Kilikamilisha rasimu ya kwanza ya Mkakati wa Mawasiliano wa Wizara.
It completed the first draft of the Ministry's communication strategy.

Mheshimiwa Mwenyekiti, Wakala, Taasisi na Mabaraza yaliyo chini ya Wizara yangu, yana wajibu wa kusimamia utoaji wa elimu na mafunzo nchini. Mwaka 2010/11, kila Wakala, Baraza na Taasisi zilitokeleza kazi zilizopangwa kwa kuzingatia malengo na mipango ya elimu kama ifuatavyo:-

Mr. Chairperson, the agency, institutes and councils under my Ministry are responsible for supervising the provision of education and vocation training in the country. In the financial year 2010/2011, each agency, council and institute performed the tasks that were planned in keeping with the objectives and educational programmes as follows:

Mheshimiwa Mwenyekiti, Taasisi ya Elimu ya Watu Wazima (TEWW), ina jukumu la kutoa mafunzo ya elimu ya Watu Wazima na elimu ya kujiendeleza nje ya mfumo rasmi nchini.

Mr. Chairperson, the Adult Education Institute is responsible for providing adult education and extramural education.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Taasisi ya Elimu ya Watu Wazima ilitokeleza mambo yafuatayo:-
Mr. Chairperson, in the financial year 2010/2011, the Adult Education Institute performed the following tasks:

- (a) Iilitoa mafunzo ya Elimu ya Watu Wazima na Mafunzo Endelevi kwa kutumia mfumo unaozingatia umahiri (*Competence Based Education & Training Curriculum - CBET*), kwa walengwa 140 wa ngazi ya Cheti, 300 wa Stashahada, 125 wa Stashahada ya juu na 202 wa Shahada;
It offered adult and continuing education using a competence-based education and training curriculum (CBET) to 140 people at the certificate level, 300 people at the diploma level, 125 people at the advanced diploma level, and 202 learners at the degree level.
- (b) Iilitoa mafunzo ya namna ya kufundisha kwa kutumia mfumo unaozingatia umahiri kwa wakufunzi na wahadhiri 53 wa TEWW na Vyuo sita vilivyo chini ya NACTE vikiwemo *Tanzania Institute of Accountancy, Institute of Social Work, Tanzania Insurance Institute* na Chuo cha Polisi Moshi na Dar es Salaam;
It provided training in how to teach using a competence-based approach to 53 tutors and lecturers from adult education institutes and six colleges that operate under NACTE, including the Tanzania Institute of Accountancy, Institute of Social Work, Tanzania Insurance Institute and the Police Colleges in Moshi and Dar es Salaam.
- (c) Iilitoa machapisho na majarida ya kitaaluma ya TEWW, *Journal of Adult Education No.18, Studies in Adult Education No. 66naAlumni Newsletter*;
It published articles and academic journals of the adult education institute, Journal of Adult Education NO.18, Studies in Adult Education No.66 and Alumni Newsletter.
- (d) Ilifanya tathmini ya utekelezaji wa Mpango wa Elimu Masafa na Ana kwa Ana tangu ulipoanzishwa 2004 - 2009 kwa nchi nzima;
It evaluated the implementation of distance learning and faceto-face learning since its establishment in the country in 2004-2009.
- (e) Ilifanikisha kuongezeka kwa idadi ya wanafunzi wanaosoma kupitia Mpango wa Elimu Masafa na Ana kwa Ana kutoka 49,533 mwaka 2009 hadi 62,533 mwaka 2011;
It increased the number of students who are on the distance learning programme and of those on the face-to-face education programmes from 49,533 in 2009 to 62,533 in 2011.
- (f) Ilizindua utekelezaji wa Programu ya *Integrated Post-Primary Education (IPPE)* katika Wilaya za Siha na Temeke. Masomo ya Ufundi na masuala mtambuko ya Programu ya (*IPPE*) yameandaliwa kwa mtindo wa moduli;
It inaugurated the implementation of the integrated post-primary Education programme (IPPE) in Siha and Temeke districts. The vocational training and the cross-cutting issues in the IPPE programme are in module form.
- (g) Iligharimia mafunzo ya kujiendeleza kwa watumishi 42 katika ngazi zifuatazo: shahada ya uzamivu wahadhiri 2; shahada ya uzamili wakufunzi 5; shahada ya kwanza 2; na mafunzo ya kitaalamu ya muda mfupi kwa watumishi 33 wa kada zisizo za kitaaluma; na
It financed the training of 42 servants at the following levels: PhD (2 lecturers), Master's degree (5 tutors) and bachelor's degree (2 people); and a short-term professional course offered to 33 non-professional servants.
- (h) Iliandaa na kusambaza nakala 300 za moduli za Elimu Masafa na Ana kwa Ana katika mikoa 15.
It prepared and distributed 300 copies of modules on distance learning and face-to-face learning in 15 regions.

Mheshimiwa Mwenyekiti, Taasisi ya Elimu Tanzania, ina majukumu ya kubuni na kuandaa mitaala na mihtasari ya elimu ya awali, msingi, sekondari, ualimu na elimu maalum.

Mr. Chairperson, the Tanzania Education Institute is responsible for developing curricula and syllabuses for pre-primary schools, primary schools, secondary schools and teacher training colleges, and for special education.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Taasisi ya Elimu Tanzania ilitekeleza mambo yafuatayo: Iilitoa mafunzo elekezi kwa walimu 265 wa shule za sekondari; iligharimia mafunzo ya waratibu wa mitaala sita; ilikamilisha maandalizi ya moduli za masomo 17 kwa ajili ya mafunzo ya ualimu ngazi ya stashahada na cheti na kuzihariri tayari kwa uchapishaji; na iliandaa na kuifanyia majaribio mihtasari sita ya masomo ya ufundi kwa ajili ya Kidato cha 1 - 4.

Mr. Chairperson, in the financial year 2010/2011, the Tanzania Education Institute performed the following tasks: It provided facilitative training to 265 secondary school teachers; it financed the training of six curriculum co-ordinators; it completed the preparation of 17 modules for the training of teachers at the diploma and certificate levels and edited them so that they could be printed. It also prepared and piloted six vocational training syllabuses for Form1-4 students.

Mheshimiwa Mwenyekiti, Bodi ya Huduma za Maktaba Tanzania, ina jukumu la kutoa na kusambaza huduma za maktaba nchini; kuanzisha, kuendesha, kuongoza, kuimarisha, kutunza na kuendeleza Maktaba za Umma kuanzia ngazi za Vijiji, Wilaya hadi Mikoa na kutoa mafunzo na kuendesha Mitihani ya Taaluma ya Ukutubi.

Mr. Chairperson, the Tanzania Library Services Board is responsible for providing library services in the country; to establish, run, direct, strengthen and develop public libraries from the village level, district level to the regional level; and to provide training as well as setting examinations on librarianship.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Bodi ya Huduma za Maktaba Tanzania ilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Tanzania Library Services Board performed the following tasks:

- (a) Iliwezesha kupatikana kwa jumla ya vitabu 93,914; kati ya hivyo, 817 vilipatikana kwa mujibu wa Sheria Na. 6 ya Mwaka 1975, vitabu 87,847 vilipatikana kwa njia ya msaada na vitabu 5,250 vilinunuliwa na hivyo kufanya idadi ya vitabu vyote katika maktaba nchini kufikia 1,091,043;
It obtained a total of 93,914 books. Out of this, 817 books were obtained in accordance with Law NO. 6 of 1975. 87,847 books were obtained with a grant and 5,250 books were bought. Therefore, the total number of books in our libraries in the country reached 1,091,043.
- (b) Iliwezesha kupatikana kwa machapisho ya magazeti na majarida 32,828. Kati ya hayo, 28,810 ni Magazeti na 4,018 ni Majarida na hivyo kufanya jumla ya magazeti na majarida yote kufikia 673,730;
It facilitated the availability of 32,828 newspapers and journals. Out of this, 28,810 are newspapers and 4,018 are periodicals, making the total of newspapers and journals to be 673,730.
- (c) Ilisambaza jumla ya vitabu 50,670 kwenda katika maktaba 20 za Mikoa, 14 za Wilaya na 2 za Tarafa;
It distributed a total of 50,670 books to 20 regional libraries, 14 district libraries and 2 division libraries.
- (d) Ilitoa ushauri kuhusu uanzishwaji na uendeshaji wa maktaba katika shule 164 na vyuo 60;
It provided some advice about the establishment and the running of libraries in 164 schools and 60 colleges.
- (e) Iliwezesha udahili wa wanafunzi 579 wa Chuo cha Ukutubi na Uhifadhi Nyaraka, ambapo wa ngazi ya Cheti walikuwa 264, wa Stashahada 169 na wa mafunzo ya awali 146;
It facilitated the admission of 579 students to the librarianship and book-keeping college whereby the students admitted for the certificate level were 264, those admitted to pursue a diploma course were 169 and those who were admitted for the preparatory course were 146.
- (f) Iliwezesha uhitimu wa wanachuo 392 (cheti – 184, Stashahada – 62 na mafunzo ya awali – 146); na
It facilitated the graduation of 392 college students (certificate -184, diploma - 62 and pre-primary course -146).
- (g) Ilikamilisha uandaaji wa michoro ya mabweni mawili ya wanafunzi wa kike na mkandarasi amepatikana na amekwishaanza kazi ya ujenzi wa bweni la kwanza.
It accomplished the preparation of sketches of two dormitories for female students and the contractor has been found and he has started building the first dormitory.

Mheshimiwa Mwenyekiti, Wakala wa Maendeleo ya Uongozi wa Elimu Bagamoyo (*Agency for the Development of Educational Management-ADEM*), una majukumu makuu manne: Kuandaa na kuendesha mafunzo ya muda mfupi na mrefu katika uongozi na uendeshaji wa elimu; kutoa ushauri wa kitaalamu katika mambo yanayohusu uongozi na uendeshaji wa elimu; kufanya utafiti katika masuala yanayohusu uongozi na uendeshaji wa elimu; na kuandaa na kusambaza makala na vitabu mbalimbali vya uongozi na uendeshaji wa elimu.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Wakala wa Maendeleo ya Uongozi wa Elimu ulitekeleza mambo yafuatayo:-

Mr. Chairperson, the Agency for the Development of Educational Management (ADEM) has four main responsibilities, namely to develop and run short- and long-term courses on educational management and administration; to provide professional advice on issues concerning educational management and administration; to conduct research into education management and administration issues; and to write and distribute various articles and books educational management and administration.

- (a) Ulipanua wigo wa kutoa mafunzo ya Stashahada ya Uongozi na Uendeshaji wa Elimu kwa kufungua kituo cha mafunzo Kanda ya Ziwa kwenye majengo ya Kituo cha Taifa cha Kisomo cha Elimu ya Watu Wazima, Mwanza. Kituo kina wanachuo 77; kati ya hao, wanawake ni 43 na wanaume ni 34;
It expanded the scope of the provision of diploma courses on educational management and administration by opening a training centre in the lake zone in the buildings of the national centre for adult education, located in Mwanza City. This centre has 77 students: 43 female and 34 male.
- (b) Ulitoka mafunzo ya Stashahada ya Uongozi na Uendeshaji wa Elimu kwa wanachuo 386 kati ya 420 waliotarajiwa. Wanachuo 309 wako Kituo cha ADEMBagamoyo na 77 wako Kituo cha ADEM- Mwanza;
It offered diploma courses on educational management and administration to 386 students out of 420 students who should have been trained. 309 students are at ADEM Centre in Bagamoyo and 77 students at ADEM Centre in Mwanza.
- (c) Ulitoka mafunzo ya awali ya Ukaguzi wa Shule kwa Wakaguzi wa Shule 214 sawa na asilimia 93.9 ya Wakaguzi 228 waliolengwa;

It provided elementary training in school inspection to 214 school inspection officers, which is equivalent to 93.9% of the 228 target school inspection officers.

- (d) Ulitoa mafunzo ya mwezi mmoja ya uongozi na uendeshaji wa elimu kwa Maafisa Elimu wapya 69 wa ngazi ya Halmashauri, sawa na asilimia 92 ya maafisa 75 waliotarajiwa;
It offered one-month training in educational management and administration to 69 new, council-level, educational officers, which is equivalent to 92% of the 75 expected officers.
- (e) Ulitoa mafunzo kwa Wakuu wa Shule za Sekondari 881 na Maafisa Elimu 20 wa Mikoa, katika utekezaji wa MMES Awamu ya II (2010-2015). Washiriki walitoka katika Mikoa yote ya Tanzania Bara;
It trained headmasters from 88 secondary schools and 20 regional educational officers in the implementation of the second phase of PEDEP (2010-2015). The participants came from all the regions in Mainland Tanzania.
- (f) Ulitoa mafunzo juu ya mbinu bora za usimamizi wa shule kwa maafisa 285, ambapo Maafisa Elimu wa Mikoa walikuwa 21, Maafisa Elimu wa Elimu ya Sekondari 132 na wa Elimu wa Elimu ya Msingi 132;
It provided training in the best ways of managing schools to 285 officers, out of whom 21 were regional educational officers, 132 secondary education officers and 132 primary education officers.
- (g) Uliandaa mahitaji ya mafunzo kwa ajili ya Kamati za Shule za Msingi, Waratibu Elimu Kata na Bodi za Shule za Sekondari ili kubaini maeneo yatakayopewa kipaumbele katika kuandaa mafunzo. Lengo la mafunzo haya ni kuwawezesha washiriki kusimamia Elimu ya Msingi na Sekondari katika maeneo yao kwa ufanisi;
It prepared "training needs" for primary school committees, ward educational co-ordinators and secondary school boards so as to identify priority areas in the preparation of training. The objective of the training was to enable the participants to supervise very effectively primary education and secondary education in their localities.
- (h) Ulikamilisha Mpango Kabambe wa Maendeleo ya Wakala (*Master Plan*); na
It completed the preparation of a comprehensive master plan for Agency Development.
- (i) Uligharimia mafunzo ya muda mfupi na mrefu kwa watumishi 26 yaliyoendeshwa ndani na nje ya nchi ili kuwawezesha kufanya kazi zao kwa ufanisi. Aidha, Wakala ulifadhili mafunzo ya muda mfupi kwa watumishi sita.
It financed the offering of short-term and the long-term training to 26 servants, the training which was conducted within and outside the country to enable them to carry out their responsibilities effectively. Also, the agency sponsored the offering of short-term training to six people.

Mheshimiwa Mwenyekiti, Tume ya Taifa ya UNESCO ina majukumu ya kutekeleza Programu za UNESCO nchini, kwa niaba ya Serikali ya Jamhuri ya Muungano wa Tanzania katika nyanja za Elimu, Sayansi Asilia, Sayansi Jamii, Utamaduni, Mawasiliano na Habari.

Mr. Chairperson, UNESCO's commission is responsible for implementing UNESCO's programmes in our country, on behalf of the Government of the United Republic of Tanzania in the educational sector, the natural sciences, the social sciences, culture, information and communications.

Mheshimiwa Mwenyekiti, katika kipindi cha Mwaka wa Fedha wa 2010/11, Tume ya Taifa ya UNESCO ilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the national UNESCO commission performed the following tasks:

- (a) Ilisimamia, kuratibu, pamoja na kutathmini utekezaji wa Miradi ya Ushirikishwaji (*Participation Programme*) kulingana na maamuzi ya kikao cha 35 cha Mkutano Mkuu wa Shirika la Elimu, Sayansi na Utamaduni (*UNESCO General Assembly*);
It supervised, co-ordinated and evaluated the implementation of participation programmes in accordance with the decisions reached at the 35 session of the General Assembly of the United Nations Educational, Scientific and Cultural Organization (UNESCO General Conference).
- (b) Ilisimamia utekezaji wa Programu katika sekta tano za UNESCO pamoja na Programu ya Mwaka wa Kimataifa wa Sayari Dunia, ambapo Manispaa za Mkoa wa Dar es Salaam zilishiriki katika warsha za usafi na utunzaji wa mazingira wa Jiji la Dar es Salaam;
It supervised the implementation of the programme in UNESCO's five sectors as well as the Annual International Planet Earth Programme, whereby the municipal councils in the Dar es Salaam City participated in the cleanliness workshops for conserving the environment and cleaning Dar es Salaam City.
- (c) Iliendelea kusimamia ushiriki wa Wataalam wa Tanzania katika Programu mbalimbali ikiwemo Programu ya Maji, Programu ya Bahari, Programu ya Elimu kwa Maendeleo Endelevu na Programu ya Mtu na Mazingira;
It continued to supervise the participation of Tanzanian specialists in different programmes, including the water programme, the ocean programme, the educational programme for sustainable development and the person and environment programme (Mtu na Mazingira).

- (d) Iitoa vitabu na vifaa vya maabara ya lugha kwa ajili ya Chuo Kikuu cha Zanzibar (SUZA), vitabu, vifaa vya maabara na kompyuta kwa ajili ya Shule ya Sekondari ya Barabara ya Mwinyi, Wilayani Temeke na Shule ya Umba Korogwe, Tanga, kupitia Miradi Shirikishi. Aidha, ilisimamia utekezaji wa Mradi wa Kuimarisha Ubara wa Mazingira ya Kufundisha na Kujifunzia katika Shule ya Sekondari ya Maneromango - Kisarawe;
It provided books and laboratory equipment for the language laboratory for the University of Zanzibar (SUZA), books, laboratory equipment and computers for Barabara ya Mwinyi Secondary School, Temeke District and Umba School located in Korogwe, Tanga, through participatory projects. Also, it supervised the implementation of a project for improving the quality of the teaching and learning environment at Maneromango Secondary School located in Kisarawe district.
- (e) Iligharimia masomo ya wanachuo sita wa kike katika ngazi ya uzamili katika masomo ya sayansi; na kuwezesha uanzishwaji wa Kituo cha Habari kinachotumia TEHAMA kwa ajili ya Baraza la Maendeleo ya Vitabu Tanzania (BAMVITA);
It financed studies for six female college students at the Master's degree level in science subjects and facilitated the establishment of an information centre that makes use of information and communication technology (ICT) for the council of books in Tanzania (BAMVITA).
- (f) Iliendelea kushirikiana na wadau katika kuratibu utekezaji wa Programu ya Kuhifadhi Historia ya Ukombozi Barani Afrika na Programu ya Uhuishaji wa Mfumo wa Sayansi, Teknolojia na Ubunifu, kwa kushirikiana na UNESCO. Aidha, ilishirikiana na wadau wa astronomia na kemia katika kutekeleza Programu za UNESCO nchini;
It continued to work with stakeholders in co-ordinating the implementation of the programme for the preservation of the history of African nationalism and the programme for the revival of the scientific, technological and invention system in collaboration with UNESCO. Also, it collaborated with the astronomers and chemistry experts in the country in implementing UNESCO's programmes.
- (g) Ilisimamia mpango wa kuimarisha elimu ya sayansi katika shule zilizo katika mtandao wa UNESCO na kuanza kugawa Vionambali (Telescope) 250 katika shule mbalimbali na kuhamasisha shule nyingi zaidi kujiunga na mtandao wa UNESCO Tanzania Bara na Visiwani;
It supervised a programme for the consolidation of scientific education in the schools that are in UNESCO's network and started to distribute 250 telescopes to different schools and motivated more schools to join UNESCO's network in Mainland Tanzania and Zanzibar.
- (h) Iliwezesha uwasilishwaji Bungeni Miswada miwili ya Utamaduni kwa ajili ya kuridhiwa; Mkataba wa UNESCO wa Mwaka 2001 wa Kuhifadhi Urithi wa Kiutamaduni (Convention on the safeguarding of Intangible Cultural Heritage) na Mkataba wa UNESCO wa 2005 - Convention on the Protection and Promotion of Cultural Diversity Expressions, kwa kushirikiana na Wizara ya Habari, Utamaduni, Vijana na Michezo;
It facilitated the tabling of two culture bills in Parliament so as to be approved: The 2001 UNESCO convention for the preservation of cultural heritage (Convention on the Safeguarding of Intangible Cultural Heritage) and the 2005 UNESCO Convention on the Protection and Promotion of Cultural Diversity Expressions in collaboration with the Ministry of Information, Culture, Youth and Sport.
- (i) Iliiratibu ushiriki wa Tanzania katika kikao cha 34 cha Kamati ya Kimataifa ya Urithi wa Dunia, kilichofanyika nchini Brazil tarehe 25 Julai – 3 Agosti 2010, kwa kushirikiana na Wizara ya Maliasili na Utalii;
It co-ordinated the participation of Tanzania in the 34 forum of the International committee for the World's Heritage which was held in Brazil from 25 July to 3 August 2010 in collaboration with the Ministry of Natural Resources and Tourism.
- (j) Ilitekeleza mpango wa pamoja wa mafunzo kwa watendaji wake na kuendesha warsha za kuwajengea uwezo Watumishi wa Tume husika kwa kushirikiana na Tume za Taifa za UNESCO za Afrika ya Mashariki;
It implemented the joint programme for the training to its workers and held workshops for the capacity building for the personnel of the respective commission in collaboration with the national UNESCO commission for East Africa.
- (k) Iliiratibu mchakato wa uteuzi wa awali wa vijana 12 watakaoshiriki katika ushindani wa nafasi za kazi za UNESCO (Young Professionals Programme); na
It co-ordinated the initial selection of 12 youth who would participate in the internal competition for jobs at UNESCO (Young Professional Programme).
- (l) Ilichapisha na kusambaza Toleo Na. 7 la Jarida la Tanzania na UNESCO.
It printed and distributed the seventh edition of the Tanzania and UNESCO Journal

Mheshimiwa Mwenyekiti, Baraza la Mitihani la Tanzania lina jukumu la kutekeleza Sera ya Mitihani kwa kuzingatia Sheria ya Elimu Na. 25 ya Mwaka 1978. Aidha, Baraza lina jukumu la kuendesha Mitihani ya Kumaliza Elimu ya Msingi na

Sekondari, Ualimu ngazi ya Cheti na Stashahada, Mtihani wa Maarifa na kusimamia uendeshaji wa mitihani itolewayo na Bodi za Nje ya Nchi.

Mr. Chairperson, the National Examinations Council of Tanzania is responsible for implementing the examinations policy in consideration of Education Act No. 25 of 1978. In addition, the council is responsible for setting national examinations for completion of primary education and secondary education, teacher education at the certificate and diploma levels and qualifying tests. It also sets examinations that are offered by external examinations boards.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Baraza la Mitihami la Tanzania lilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the National Examinations Council of Tanzania carried out the following tasks:

- (a) Liliendesha Mitihami wa Kumaliza Elimu ya Msingi mwaka 2010 kwa watahiniwa 895,013;
It set the national examination for the completion of primary education in 2010 which was done by 895,013 candidates.
- (b) Liliendesha Mitihami ya Kidato cha Nne ya mwaka 2010, Maarifa (QT) wa Mwaka 2010, Kidato cha Sita 2011 na Ualimu 2011 kwa jumla ya watahiniwa 543,805;
It set the 2010 Form Four National Examinations, the 2010 Qualifying Test (QT), the 2011 Form Six National Examinations and the 2011 Teacher Education Final Examinations which was done by 543,805 candidates.
- (c) Lilisimamia Mitihami inayotolewa na Bodi za Nje ya nchi kwa watahiniwa 65;
It supervised examinations set by external examinations boards done by 65 candidates.
- (d) Lilinunua server tatu zenye uwezo mkubwa kwa ajili ya matumizi yafuatayo: Kusajili watahiniwa kupitia mtandao (online); kuchambua Mitihami ya Taifa pamoja na kuhifadhi taarifa za matokeo na picha za watahiniwa waliofanya mitihani; na kusanifu na kukuza mifumo inayotumika katika Baraza la Mitihami;
It bought three big servers for registering candidates online; analysing national examinations as well as storing information on examination results and photos of the candidates who have done certain examinations; and for standardizing and improving the systems used by the National Examinations Council.
- (e) Lilikamilisha uandaaji wa Mpango Mkakati wa miaka mitano 2010/11 - 2015/16; na
It completed the preparation of a Five-Year Strategic Plan (2010/2011-2015/2016)
- (f) Lilikamilisha awamu ya pili ya ujenzi wa Kituo cha Usahihishaji cha Mbezi Wani.
It completed the second phase of building Mbezi Wani Examination Marking Centre.

Mheshimiwa Mwenyekiti, Kituo cha Maendeleo Dakawa kina majukumu ya kutunza na kuhifadhi majengo, vifaa na miundombinu iliyokabidhiwa na ANC kwa ajili ya kulinda Historia ya Ukombozi wa Kusini mwa Afrika. Baada ya Serikali ya Tanzania kukabidhiwa Kituo cha Maendeleo Dakawa kutoka kwa Wapigania Uhuru wa ANC, Wizara yangu imekusudia kukiendeleza kituo hiki na kukitumia katika kutoa Elimu ya Sayansi na Ufundi kupitia taasisi zilizopo na zitakazoainishwa hapo baadaye ili kiwe Kitovu cha Utoaji wa Elimu (Centre of Excellence).

Mr. Chairperson, the Dakawa Development Centre is responsible for preserving the buildings, instruments and infrastructure used by the ANC so as to preserve the history of the struggle for the liberation of southern Africa. Because the Dakawa Development Centre has been handed over to the Tanzanian government by the ANC freedom fighters, my ministry intends to develop this centre and use it in the provision of science education and vocational training through the existing institutions and those which will be identified in future so that it becomes a Centre of Excellence in the provision of education.

Mheshimiwa Mwenyekiti, Kituo cha Maendeleo Dakawa chenye eneo la ekari 7,500, kina jumla ya nyumba 82 za kuishi watumishi na majengo mengine muhimu yanayoweza uendeshaji wa mafunzo ya Ualimu ngazi ya Stashahada kwa wanachuo 783. Aidha, Kituo kina shule ya sekondari ya juu ya wasichana ya kidato cha 5 na 6 (Shule ya Sekondari Dakawa), yenye wanafunzi 450 na wafanyakazi 26. Chuo cha Ufundi Stadi – VETA chenye wanachuo 160 na Wafanyakazi 20; Shule ya Msingi yenye walimu 15, wanafunzi 400 wa Elimu ya Msingi na 50 wa Elimu ya Awali. Aidha, kuna Zahanati inayotoa huduma kwa wanajamii waliopo ndani na nje ya Kituo. Zahanati hii ina Maafisa Tabibu wawili na Wauguzi watatu.

Mr. Chairperson, the Dakawa Development Centre which occupies an area of 7,500 hectares has a total of 82 residential houses and other buildings that make it possible for the offering of teacher education at the diploma level to 783 students. Also, the centre has a high school for girls, a school which has 450 students and 26 workers, a vocational education training centre (VETA) which has 160 students and 20 workers; a primary school which has 15 teachers and 400 primary school pupils and 50 nursery school pupils. Also, there is a dispensary which provides health services to the surrounding community and the people who live within the centre's compounds. This dispensary has two medical officers and three nurses.

Mheshimiwa Mwenyekiti, Mamlaka ya Elimu Tanzania ina majukumu ya kutafuta na kubaini vyanzo mbalimbali vya mapato kwa ajili ya kugharimia maendeleo ya Sekta ya Elimu nchini ikiwa ni pamoja na kuwahamasisha wadau wa elimu kuchangia kwa hiari katika Miradi ya Elimu.

Mr. Chairperson, the Tanzania Education Authority is responsible for identifying different sources of revenue for financing the development of the educational sector in the country as well as motivating the stakeholders in the educational sector to contribute willingly to educational projects.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Mamlaka ya Elimu Tanzania, ilitekeleza mambo yafuatayo:-
Mr. Chairperson, in the financial year 2010/2011, the Tanzania Education Authority carried out the following tasks:

- (a) Iliendesha harambee kwa ajili ya kuwasaidia wanafunzi 2,298 wenye ulemavu katika shule 49 kwa kuwapatia vifaa vya kujifunzia na visaidizi; ambapo kiasi cha Sh. Milioni 491.2 zilipatikana;
It conducted fundraising events so as to assist 2,298 disabled students in 49 schools by providing them with learning materials and other things that can help them. 491.2 million shillings was obtained at the fundraising events.
- (b) Iliimarisha miundombinu ya shule 116 za msingi na sekondari na vyuo vya elimu ya juu vinane, kwa kufadhili Miradi ya Maboresho ya jumla ya Sh. bilioni 2.1 kutoka kwenye Mfuko wa Elimu;
It improved the infrastructure of 116 primary and secondary schools and eight higher education institutions by sponsoring the improvement projects that have the value of 2.1 billion shillings from the educational fund.
- (c) Ilifanya ufuatiliaji, ukaguzi na tathmini katika Miradi 120 iliyofadhiliwa na Mfuko wa Elimu;
It made a follow-up on, inspection and evaluation of 120 projects that were sponsored by the education fund.
- (d) Iliendelea kuhamasisha Halmashauri za Serikali za Mitaa kuanzisha Mifuko ya Elimu na kuimarisha ushirikiano na Jumuiya ya Serikali za Mitaa Tanzania. Aidha, ilihamasisha uchangiaji wa Mfuko wa Elimu kupitia vipindi vya televisheni na radio, vipeperushi, majarida na vyombo vingine vya habari; na
It continued to encourage the councils of the local governments to establish education funds and to strengthen the cooperation and association of the local governments in Tanzania. Also, it motivated people to contribute to the education fund through TV and radio programmes, brochures, journals and other media.
- (e) Ilikamilisha andiko la marekebisha la vyanzo vya mapato ya Mfuko ikiwa ni hatua ya mchakato wa marekebisha ya Sheria ya Mfuko wa Elimu ya Mwaka 2001.
It completed the proposal for the adjustment of the sources of income for the education fund as a step towards the amendment of the education fund law of 2001.

Mheshimiwa Mwenyekiti, Tume ya Vyuo Vikuu Tanzania, ina majukumu ya kutoa ithibati, kuratibu uanzishwaji wa Vyuo Vikuu, kusimamia ubora wa elimu na kuidhinisha programu zinazofundishwa ili zikidhi mahitaji ya Taifa na soko la ajira.
Mr. Chairperson, the Tanzania Commission for Universities is responsible for approving universities, co-ordinating their establishment, ensuring the quality of the education provided and approving the programmes that are offered so that they meet the needs of the nation and the labour market.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Tume ya Vyuo Vikuu Tanzania ilitekeleza mambo yafuatayo:-
Mr. Chairperson, in the financial year 2010/2011, the Tanzania Commission for Universities performed the following tasks:

- (a) Ilitathmini ubora wa programu 140 za masomo ya Vyuo Vikuu na Vyuo Vikuu Vishiriki nchini;
It evaluated the quality of 140 academic programmes of universities and constituent colleges.
- (b) Iliandaa na kuendesha warsha na semina 12 za mafunzo ya uelimishaji umma kuhusu majukumu ya Tume na mafunzo ya kuwajengea uwezo Viongozi wa Vyuo Vikuu nchini;
It organised 12 educational workshops and seminars to educate the public about the commission's responsibilities and provided capacity building training to university administrators.
- (c) Ilikamilisha rasimu ya kwanza ya mfumo wa tuzo zinazotambuliwa kitaifa (*National Qualifications Framework*) na maandalizi ya kanuni zake;
It completed the first draft of the National Qualifications Framework and the preparation of its regulations.
- (d) Ilitathmini na kutambua vyeti 300 vilivyowasilishwa na wahitimu wa Vyuo Vikuu vya Nje ya nchi;
It evaluated and approved 300 certificates that were submitted by university graduates who attended overseas universities.
- (e) Iliratibu na kutathmini mradi wa majaribio ya udhibiti wa ubora wa programu za vyuo vikuu vitano vinavyotekeleza Mradi chini ya *Inter-University Council for East Africa (IUCEA)*;
It co-ordinated and evaluated a pilot project for controlling the quality of academic programmes of five universities that implement a project under the Inter-University Council for East Africa (IUCEA).
- (f) Ilichapisha na kusambaza nakala 20,000 za Kitabu cha Mwongozo wa Mwanafunzi, nakala 1,000 za vitabu vyenye taarifa fupi za Vyuo Vikuu nchini na vipeperushi mbalimbali vinavyomwelekeza mwanafunzi jinsi ya kuomba kudahiliwa katika vyuo vya elimu ya juu nchini. Aidha, Tume ilitoa taarifa mbalimbali zinazoelimisha umma juu ya majukumu ya Tume;

It printed and distributed 20,000 copies of a student guide book, 1,000 copies of books containing brief information about the universities in the country and different brochures which provide information on how to apply for places in the higher education institutions in the country. Also, the commission provided various reports to educate the public about its responsibilities.

- (g) Ilikagua na kutathmini mipango ya kuanzisha au kuhuisha Vyuu Vikuu vinane (Chuo Kikuu Kishiriki cha Jordan - Morogoro, Chuo Kikuu Kishiriki cha Sayansi ya Afya cha Mtakatifu Fransis - Ifakara Morogoro, Chuo Kikuu Kishiriki cha Askofu Mihayo - Tabora, Chuo Kikuu Kishiriki cha Sebastian Kolowa - Lushoto, Tanga, Chuo Kikuu Kishiriki cha Sayansi za Afya Bugando - Mwanza, Chuo Kikuu cha Bagamoyo, Chuo Kikuu kishiriki cha Bukoba na Kitivo cha Chuo Kikuu cha Mtakatifu AugustinoMtwara), kwa lengo la kutoa hati husika;
It inspected and assessed programmes for establishing and reviving eight universities (Jordan University College - Morogoro, university college of health sciences of St. Francis' University College of Health Sciences located at Ifakara - Morogoro, Bishop Mihayo University College - Tabora, Sebastian Kolowa University College - Lushoto, Tanga, Bugando University College of Health Sciences - Mwanza, University of Bagamoyo, Bukoba University College and the a Faculty of St. Augustine's University of Tanzania, Mtwara) in order to give them certificates of approval.
- (h) Iliiratu na kusimamia udahili wa wanafunzi 533,195 kwa kutumia mfumo mpya wa udahili wa wanafunzi wa Vyuu vya Elimu ya Juu ujulikanao kama *Centralized Admission System (CAS)*. Mfumo huu unahusisha vyuo 53 vya Elimu ya Juu vikiwemo vyote vya umma na baadhi vya binafsi;
It co-ordinated and supervised the admission of 533,195 students by using the new system of admitting higher education students which is known as Centralized Admission System (CAS). This system involves 53 higher education institutions, including all public universities and some private universities.
- (i) Iliiratu Maonesho ya Sita ya Elimu ya Juu, Sayansi na Teknolojia yaliyofanyika Dar-es Salaam tarehe 27 - 29 Aprili 2011, ambayo kaulimbiu yake ilikuwa *Building a Knowledgeable, Responsible, Accountable and Progressive Society, through Higher Education Science and Technology*. Aidha, jumla ya taasisi na asasi 62 zilishiriki kutoka ndani na nje ya nchi, nyingi zikiwa ni Vyuu vya Elimu ya Juu; na
It co-ordinated the 6th exhibitions of the higher education, science and technology which were held in Dar es Salaam from 27-29 April 2011 and whose theme was Building a Knowledgeable, Accountable and Progressive Society through Higher Education, Science and Technology. Also, a total of 62 institutions and organisations from within and outside the country, many of them higher education institutions, participated in the exhibitions.
- (j) Iliendesha mafunzo ya kuwaelimisha watumishi wake wote juu ya Sheria mpya ya kupambana na kuzuia rushwa nchini. Aidha, watumishi wote walishiriki kwenye mafunzo ya siku mbili juu ya tathmini ya ndani ya majukumu ya tume, kwa lengo la kuinua ubora wa utendaji wa tume na kuhimiza uwajibikaji.
It trained all its staff in the new law for combating and preventing corruption in the country. Moreover, all its staff participated in a two-day training in internal assessment of the commission's responsibilities to improve the working of the commission and to enhance its sense of accountability.

Mheshimiwa Mwenyekiti, Baraza la Taifa la Elimu ya Ufundi lina majukumu ya kusimamia na kuratibu mitaala, ubora wa mafunzo, mitihani, tuzo, usajili na ithibati za vyuo vya elimu ya ufundi vya umma na binafsi nchini.

Mr. Chairperson, the National Council of Vocational Training Education (NACTE) is responsible for supervising and co-ordinating the curricula, the quality of training, examinations, awards, registration and approving public and private vocational training colleges in the country.

Mheshimiwa Mwenyekiti, mwaka 2010/11, Baraza la Taifa la Elimu ya Ufundi lilitekeleza mambo yafuatayo: Lilikagua na kutoa idhibati kwa vyuo 20 na kusajili vyuo 20; lilibaini na kusajili walimu 400 katika Vyuo vya Ufundi; liliratibu mitihani katika vyuo 30; lilisimamia uandaaji wa mfumo wa kudhibiti na kuhakiki ubora wa mafunzo katika vyuo 20; liliratibu udahili wa wanafunzi wa shahada na stahhada katika vyuo 17; liliratibu na kudhibiti utekelezaji wa masharti ya ithibati katika vyuo 20; na liliendesha mafunzo katika vyuo 20 juu ya kufundisha kwa kutumia mitaala mipya ya mafunzo ya walimu wa ufundi.

Mr Chairperson, in the financial year 2010/2011, the National Council of Vocational Training Education carried out the following activities:

It inspected and approved 20 colleges and registered 20 colleges; it identified and registered 400 teachers in vocational training colleges; it co-ordinated examinations in 30 colleges; it supervised the preparation of the system for controlling and verifying the quality of training in 20 colleges; it co-ordinated the admission of degree and diploma students in 17 colleges; it co-ordinated and controlled the implementation of approval conditions in 20 colleges; and it provided training in 20 colleges pertaining to the use of the new curricula in the training of tutors for vocational training education.

Mheshimiwa Mwenyekiti, Bodi ya Mikopo ya Wanafunzi wa Elimu ya Juu, ina majukumu ya kutoa mikopo kwa wanafunzi Raia wa Tanzania, wanaosoma katika Taasisi za Elimu ya Juu ndani na nje ya nchi na kukusanya marejesho ya mikopo hiyo.
Mr. Chairperson, the Higher Education Students' Loans Board (HESLB) is responsible for providing loans to students who are Tanzanian citizens and who are studying in higher education institutions within and outside the country and also for collecting loan repayments.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Bodi ya Mikopo ya Wanafunzi wa Elimu ya Juu ilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Higher Education Students' Loans Board performed the following activities:

- (a) Iitoa mikopo kwa wanafunzi 91,568 wakiwemo 23,141 36 wanaochukua masomo ya sayansi. Aidha, ilifanikiwa kukusanya marejesho ya mikopo yenye thamani ya Sh. 7,998,848,817.87, kati ya Sh. bilioni 21 zilizofikia muda wake wa kukusanywa;
It provided loans to 91,568 students, including 23,141 36 science students. Also, it succeeded in collecting loan repayments to the tune of Tsh. 7,998,848,817,87, out of the 21 billion shillings that was supposed to be collected.
- (b) Ilihamasisha ukusanyaji wa marejesho ya mikopo kwa kutoa elimu kwa umma kuhusu wajibu wa kila mdau katika urejeshaji wa mikopo kwa njia mbalimbali, zikiwemo za warsha, mikutano, vipeperushi, magazeti, redio na televisheni. Aidha, Bodi ilikamilisha kutengeneza Hifadhi Data (*database*) ya wakopeshwaji wote kuanzia mwaka 1994 hadi Juni, 2010; na
It motivated the collection of loan repayments by providing education to the public about the responsibility of everybody in the repayment of the loans in different ways, including workshops, conferences, brochures, newspapers as well as radio and television programmes. In addition, the board completed to creation of a database of all the loan beneficiaries from 1994 to June 2010.
- (c) Ilianza kutumia mfumo wa kupokea maombi ya mikopo kwa njia ya mtandao ujulikanao kama *Online Application System (OLAS)* ambapo waombaji hujaza na kutuma taarifa zao moja kwa moja kwenye Bodi na hivyo kurahisisha zoezi zima.
It started receiving loan applications through the Internet - Online Loan Application System (OLAS) - where applicants fill in a form online and send it directly to the board, hence simplifying the whole exercise.

Mheshimiwa Mwenyekiti, Mamlaka ya Elimu na Mafunzo ya Ufundi Stadi (VETA), ina majukumu ya kuratibu, kudhibiti, kugharimia, kutoa na kukuza elimu na mafunzo ya ufundi stadi nchini.

Mr. Chairperson, the Vocational Education and Training Authority (VETA) is responsible for co-ordinating, controlling, financing, providing and improving the vocational training education offered in the country.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Mamlaka ya Elimu na Mafunzo ya Ufundi Stadi, ilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Vocational Education Training Authority carried out the following tasks:

- (a) Ilikamilisha upembuzi yakinifu wa ukarabati wa Vyuo vya Ufundi Stadi vya Wilaya za Karagwe na Korogwe pamoja na kuandaa michoro ya majengo na pia kufanya makubaliano (*Memorandum of Understanding - MOU*) kati yake na Halmashauri za Wilaya husika. Kazi ya ukarabati wa vyuo imepangwa kuanza katika Mwaka wa Fedha wa 2011/12;
It completed an analysis of the maintenance of the vocational training colleges in Karagwe and Korogwe districts and prepared building sketches and also entering into an agreement (Memorandum of Understanding - MOU) with the councils of the respective districts. The work of renovating the colleges will commence in the 2011/2012 financial year.
- (b) Ilidhamini mafunzo ya muda mfupi kwa watumishi wake 513 katika vyuo mbalimbali ndani na nje ya nchi ili kuwajengea uwezo wa kazi. Kati ya watumishi hao, 269 ni wakufunzi na 244 ni watumishi wa waendeshaji;
It sponsored short-term courses for its 513 staff in various colleges within and outside the country to build their capacity. 269 are tutors and 244 are administrators.
- (c) Ilifanya ukarabati wa vituo viwili vya Ufundi Stadi vya Mwanza na Kihonda, pamoja na kununua na kufunga mashine za kisasa katika karakana ya mafunzo ya Chuo cha Ufundi Stadi cha Dar es Salaam;
It renovated two vocational training colleges in Mwanza and Kihonda and it bought and installed new machines in the practical workshop of the Dar es Salaam Vocational Training College.
- (d) Ilikamilisha utafiti katiti (*Tracer Study*) kwa nchi nzima ili kufahamu hali ya ajira ya Wahitimu wa Mafunzo ya Ufundi Stadi, ambapo sampuli ya Wahitimu 4,923 wa mwaka 2004 hadi 2009 walifuatiliwa;
It conducted a tracer study throughout the country to assess the employment situation of graduates from the vocational training colleges. 4,923 graduates of 2004-2009 were assessed.
- (e) Iliendeleza ujenzi wa vituo vya mafunzo ya ufundi stadi vya Lindi, Manyara, Pwani, Makete na Kituo cha Mafunzo ya TEHAMA kinachojengwa Kipawa Jijini Dar es Salaam;
It continued with the building of the vocational training centres of Lindi, Manyara, Pwani and Makete, and the information, communication and technology centre which is being built at Kipawa in Dar es Salaam.

- (f) Ilikamilisha ujenzi wa Chuo cha Mafunzo ya Hoteli na Utalii huko Njiro – Arusha ili kuanza mafunzo rasmi katika Mwaka wa Fedha wa 2011/12;
It completed the building of the hotel and tourism management college at Njiro in Arusha so that it officially starts operating in the 2011/2012 financial year.
- (g) Iliitoa mafunzo katika ngazi ya Stashahada kwa Walimu 32 katika Chuo cha Ualimu wa Ufundi Stadi - Morogoro. Walimu wengine 95 walipatiwa mafunzo ya ngazi ya Stashahada ya Ualimu wa Ufundi katika Chuo hicho. Aidha, jumla ya Walimu wa Ufundi Stadi 60 kutoka Tanzania Visiwani walipatiwa mafunzo ya Ufundishaji Unaozingatia Umahiri (*Competence Based Education and Training*). Walimu wengine 21 wa ufundi stadi walipewa mafunzo ya ufundishaji wa elimu ya ujasiriamali, yaani *Master Trainers for Micro Enterprises*. Vilevile, walimu 50 wa ufundi stadi walipatiwa mafunzo ya ushauri wa kazi za kufanya baada ya kumaliza masomo (*Career Guidance and Counselling for Vocational Training Teachers*);
It offered training at the diploma level to 32 teachers at the Morogoro vocational education teacher training college. Other 95 teachers were trained at the diploma level of vocational teacher education at that college. Furthermore, a total of 60 vocational education teachers from Zanzibar received training in Competence-Based Education and Training. Other 21 vocational education teachers were trained in entrepreneurship, i.e. Master Trainers for Micro Enterprises. Likewise, 50 vocational education teachers received training in Career Guidance and Counselling for Vocational Education Teachers.
- (h) Ilianzisha na kutekeleza mpango wa mafunzo ya ufundi viwandani uitwao *Skills Enhancement Programme (SEP)* na zoezi hili lilianza na majaribio (*Piloting*) ya makampuni saba. Chini ya Mpango huo, wafanyakazi 235 wamepatiwa mafunzo ya kukuza ujuzi wa kazi. Wafanyakazi hao ni kutoka makampuni na viwanda vya Saruji - Tanga, Tumbaku - Morogoro, Mabati (*Aluminium Africa - ALAF*) - Dar es Salaam, Chemi Cotex, TPC - Moshi na Hoteli ya Movenpick.
It established and implemented a programme for vocational training in industries, namely Skills Enhancement Programme (SEP) and this exercise started with a pilot study in seven companies. Under the programme, 235 workers have been trained, and thus they have improved their competencies and skills. The workers came from the cement companies and factories of Tanga, Tobacco - Morogoro, Aluminium Africa-ALAF - Dar es Salaam, Chemi Cotex, TPC - Moshi and the Movenpick Hotel in Dar es Salaam.

Mheshimiwa Mwenyekiti, Chuo Kikuu cha Dar es Salaam kina majukumu ya kutoa mafunzo, kufanya utafiti na kutoa ushauri wa kitaalamu.

Mr. Chairperson, the University of Dar es Salaam has three core functions: teaching, research and public service.

Mheshimiwa Mwenyekiti, mwaka 2010/11, Chuo Kikuu cha Dar es Salaam kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the University of Dar es Salaam carried out the following tasks:

- (a) Kilidahili jumla ya wanafunzi 7,024; kati yao 5,029 ni wa shahada ya kwanza (wanawake 1,813, wanaume 3,216). Wanafunzi wa shahada za uzamili na uzamivu walikuwa 1,995 (wanawake 571, wanaume 1,425);
It gave admitted a total of 7,024 students. Out of these, 5,029 were undergraduate students (1,813 female students, 3,216 male students). 1,995 master's and PHD students (571 females and 1,425 males).
- (b) Kiliendeleza ushirikiano na wafadhili mbalimbali katika kugharimia shughuli za taaluma na utafiti na kusambaza matokeo yake kwa wadau mbalimbali;
It continued cooperating with various sponsors who were financing academic and research activities and disseminated the findings of studies to various stakeholders.
- (c) Kilitoa machapisho ya vitabu 25 na majarida 290 na kusambaza matokeo ya utafiti katika nyanja mbalimbali kama za mazingira, ujasiriamali, nishati, utalii, sekta isiyo rasmi, TEHAMA, sayansi asilia na timizi (*Natural and Applied Sciences*), uhandisi, mabadiliko ya tabianchi, miundombinu, lugha, utawala bora na demokrasia;
It produced 25 books and 290 journal papers and disseminated the research findings to various sectors such as the environment sector, entrepreneurship, energy, tourism, the informal sector, ICT, the natural sciences and applied sciences, engineering, climate change, infrastructure, languages, good governance and democracy.
- (d) Kiliandaa utaratibu mpya wa ujenzi wa Makao Makuu mapya ya Taasisi ya Sayansi za Bahari eneo la Buyu, Zanzibar; ambapo ujenzi huo sasa utafanyika kwa awamu tano, kwa kuzingatia upatikanaji wa fedha;
It prepared a new procedure for the construction of buildings for the new headquarters of the aquatic sciences institute at Buyu in Zanzibar; the construction of the building will be done in five phases, depending on the availability of money.
- (e) Kiliendeleza ukarabati na ujenzi wa miundombinu ya chuo kama vile mabweni ya wanafunzi, madarasa, maabara, barabara, mabomba ya majisafi na majitaka ili kuinua ubora wa mazingira ya kufundishia na kujifunzia;
It continued to renovate the buildings and constructed new ones at the university such as halls of residence for students, lecture rooms, laboratories, roads and installed clean water and sewage pipes to improve the quality of the teaching and learning environment.
- (f) Kilianzisha shahada za kwanza mbili mpya (*B.A. in Kiswahili na B.Sc. in Actuarial Sciences*), shahada mpya tatu za uzamili (*Master's in Integrated Sanitation Management, MSc. in Biodiversity and Conservation na Master's in*

International Trade) na shahada mpya moja ya uzamivu (*PhD. by Coursework and Dissertation in Political Science and Public Administration*);

It introduced two new first degrees (B.A. in Kiswahili and B.sc. in Actuarial Sciences), three new master degrees (Master's in Integrated Sanitation Management, MSc. in Biodiversity and Conservation and Master's in International Trade) and one new PHD degree (PHD by Coursework and Dissertation in Political Science and Public Administration).

- (g) Kilifanya ukaguzi wa kitaaluma, menejimenti na uendeshaji katika Vyuo vyake, Shule Kuu, Taasisi na Idara zote kwa lengo la kuimarisha ubora wa elimu inayotolewa na ufanisi wa shughuli zake. Ukaguzi ulifanywa na Kamati Teule ya Mkuu wa Chuo (*Chancellor's Visitation Team*);
It inspected the academic programmes and the management inspection and running of its constituent colleges, schools, institutes and all departments to strengthen the quality of the education being provided and to achieve effectiveness in various activities. This inspection was done by the Chancellor's Visitation Team.
- (h) Kilianzisha mchakato wa maandalizi ya shahada mpya nne za uzamivu (*PhD. by coursework and dissertation*) katika Taasisi ya Taaluma za Maendeleo, Idara ya Sayansi za Bahari, Idara ya Zoolojia na Fani ya Sayansi za Jamii;
It initiated the process of preparing four new degree programmes at the PhD level by coursework and dissertation in the Institute of Kiswahili Studies, Aquatic Sciences Department, Zoology Department and College of Social Sciences.
- (i) Kilianza mchakato wa kusherehekea miaka 50 ya Chuo tangu kilipoanzishwa mwezi Oktoba, 1961, kwa kuandaa shughuli mbalimbali kama midahalo, makongamano na semina; na
It started the process of celebrating its fiftieth anniversary since its inception in October 1961 by organising various events such as debates, symposia and seminars.
- (j) Kilianza mchakato wa kujenga Kituo cha Wanafunzi, yaani (*UDSM Students Centre*) ikiwa ndiyo azma ya Chuo katika kusherehekea miaka 50. Juhudi za uchangishaji na kutafuta fedha zilianza pia.
It started the process of constructing a students' centre (UDSM Students' Centre), since the university's aim is to celebrate its fiftieth anniversary that way. The efforts to find money to this end have also started.

Mheshimiwa Mwenyekiti, Chuo Kikuu Kishiriki cha Elimu Dar es Salaam ni sehemu ya Chuo Kikuu cha Dar es Salaam. Chuo hiki kina majukumu ya kufundisha, kutafiti na kutoa ushauri na huduma za kitaalamu katika maeneo ya Elimu na Ualimu.
Mr. Chairperson, the Dar es Salaam University College of Education (DUCE) is part of the University of Dar es Salaam. This constituent college is also responsible for teaching, research and public service in the areas of education and teaching.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kishiriki cha Elimu Dar es Salaam kilitekeleza mambo yafuatayo:-
Mr. Chairperson, in the financial year 2010/2011, the Dar es Salaam University College of Education performed the following tasks:

- (a) Kilidahili wanachuo wapya 150 wa masomo ya sayansi na 1,007 wa masomo ya Sanaa na Sayansi za Jamii na kufanya jumla ya wanachuo wapya waliodahiliwa chuoni hapo kuwa 1,157. Ukiongeza idadi ya wanachuo 946 wa mwaka wa pili na 763 wa mwaka wa tatu, jumla ya wanachuo wote ni 2,866;
It admitted 150 new science students and 1,007 arts students, hence making a total of 1,157 students who got admitted to the college. The total number of students at DUCE students is 2,866, including 946 second year students and 763 final year students.
- (b) Kilinunua kemikali za maabara zenye thamani ya shilingi 25,706,100 kwa ajili ya kufanyia mazoezi kwa vitendo; na
It bought laboratory chemicals that cost 25,706,100 for science students to do practicals.
- (c) Kiliendelea kushirikiana na vyuo na taasisi za ndani na nje ya nchi katika utafiti na mafunzo, hususan kwa shahada za uzamili na uzamivu, ambapo jumla ya wahadhiri 42 wako kwenye mafunzo ya shahada za uzamili, wawili kwenye stahhada na 54 kwenye shahada za uzamivu ndani na nje ya nchi. Mhadhiri mmoja alimaliza shahada ya uzamivu mwezi Januari, 2011 na kurudi chuoni kuendelea na kazi.
It continued to cooperate with other universities within the country and abroad in conducting research and in offering training, particularly at the master's and PhD levels, whereby a total of 42 lecturers are pursuing their master's degrees, two are pursuing their diplomas and 54 are pursuing their PhDs within and outside the country. One lecturer completed his PhD studies in January and returned to the college to continue with his work.

Mheshimiwa Mwenyekiti, Chuo Kikuu Kishiriki cha Elimu Mkwawa ni sehemu ya Chuo Kikuu cha Dar es Salaam. Chuo hiki kina majukumu ya kufundisha, kutafiti na kutoa ushauri na huduma za kitaalamu katika maeneo ya Elimu na Ualimu.
Mr. Chairperson, Mkwawa University College of Education is also a constituent college of the University of Dar es Salaam. This college's core functions are teaching, research, public service in the areas of education and teaching.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kikuu Kishiriki cha Elimu Mkwawa kilitekeleza mambo yafuatayo: Kiliongeza udahili wa wanafunzi wa mwaka wa kwanza kutoka 880 hadi 950; kilianza ujenzi wa ukumbi wa mihadhara;

kiliendelea kuimarisha na kupanua miundombinu ya kusomea na kujifunzia; na kiliendelea kugharimia masomo ya wahadhiri 68 katika viwango vya uzamili na uzamivu.

Mr. Chairperson, in the financial year 2010/2011, Mkwawa University College of Education (MUCE) performed the following tasks: it increased the admission of first year students from 880 to 950; it started building a lecture hall; it continued to expand and consolidate the teaching and learning infrastructure and it continued to finance studies for 68 lecturers at the master's and PhD levels.

Mheshimiwa Mwenyekiti, Chuo Kikuu cha Sokoine cha Kilimo kinatekeleza majukumu yake ya kutoa mafunzo ya Shahada za Kwanza, Shahada za Uzamili na Uzamivu; na kufanya utafiti na kutoa ushauri wa kitaalamu katika nyanja za Kilimo, Misitu, Mifugo, Mazingira, Wanyamapori, Ufugaji wa Samaki na fani nyingine za Sayansi na Teknolojia.

Mr. Chairperson, Sokoine University of Agriculture trained undergraduate and postgraduate students; the latter includes master's and PhD students; conducted research and provided professional advice in the areas of agriculture, forestry, animals, the environment and wildlife management, fish farming and other scientific and technological issues.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kikuu cha Sokoine cha Kilimo kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, Sokoine University of Agriculture conducted the following tasks:

- (a) Kiliendeleza utafiti unaolenga katika kuinua ubora wa kilimo, hifadhi za misitu, mifugo na maliasili nyingine, ikiwa ni pamoja na matumizi ya wanyamakazi katika Kilimo sehemu mbalimbali nchini (Kisilo Wilaya ya Njombe); Mradi wa mbinu bora za ufugaji wa kuku wa kienyeji (katika Wilaya za Morogoro Mjini na Vijijini na Mvomero); ambapo wakulima zaidi ya 1,300 hufaidika kila mwaka;
It continued to conduct research which is intended to improve the quality of agriculture, the preservation of forest reserves, domestic animals and other resources (including the use of animals in farming in various parts of the country, Kisilo in Njombe district; the project of better techniques for poultry-keeping in Morogoro urban district and Mvomero district, whereby more than 1,300 poulterers benefit from it every year.
- (b) Kiliendeleza hifadhi na ukarabati wa Chanzo cha Maji cha Mto Mzinga kwa kushirikiana na jamii;
It collaborated with the community members to preserve and maintain the water source of the River Mzinga.
- (c) Kiliendelea kutoa elimu kwa wanavijiji juu ya umuhimu wa upandaji miti, ufugaji nyuki na kuongeza matumizi ya pembejeo na ukuzaji wa soko kwa aina za miti isiyojulikana na isiyotumika sana nchini Tanzania, chini ya Mradi wa *Programme for Agricultural and Natural Resources Transformation for Improved Livelihood (PANTIL)*. Aidha, kilihamasisha Mikoa ya Morogoro, Tanga, Kilimanjaro, Dar es Salaam na Arusha kupanda na kutumia miti hiyo. Vilevile, Mradi huu ulitoa makala 11 kwenye majarida ya kisayansi;
It continued to offer education to villagers on the importance of planting trees, bee-keeping, the use of agricultural inputs and the enhancement of the growth of the market for the types of trees that are known in those areas but which are not currently used in Tanzania under the Agricultural and Natural Resources Transformation for Improved Livelihood (PANTIL) programme. Also, it motivated the regions of Morogoro, Tanga, Kilimanjaro, Dar es Salaam and Arusha to grow and use such trees. Likewise, this project published 11 articles in scientific journals.
- (d) Kilitoa ushauri wa kitaalamu katika kilimo, mifugo, misitu, wanyamapori, umwagiliaji na tiba ya wanyama;
It provided professional advice in the areas of agriculture, animal husbandry, forestry, wildlife management, irrigation and veterinary services.
- (e) Kiliendelea na Mradi wa Uboreshaji wa Zao la Maharage ambao umewezesha kutoa aina za maharage za 'Pesa' na 'Mshindi' ambazo hupevuka mapema na kuiva haraka wakati wa kupika; na
It developed a project for the improvement of beans as a crop. Thus, it has provided different types of beans: 'Pesa' and 'Mshindi', which normally mature early and are easy to cook.
- (f) Kilianzisha shahada mpya sita za kwanza ambazo ni *Bachelor of Science in Human Nutrition; Bachelor of Science in Family and Consumer Sciences; Bachelor of Irrigation and Water Resources; Bachelor of Bioprocess and Post-harvest Engineering; Bachelor in Applied Agricultural Extension* na *Bachelor of Agricultural Education* zilizodahili jumla ya wanafunzi 470 katika mwaka wa masomo 2010/11. Aidha, Chuo kilianzisha stahada mbili za Maktaba ambazo ni *Diploma in Records, Archives and Management* na *Diploma in Library Information Science* na stahada nyingine mbili za *Tropical Animal Health* na *Diploma in Laboratory Technology Science* zitakazoanza 2011/12.
It introduced new six degree programmes, namely Bachelor of Science in Human Nutrition, Bachelor of Science in Family and Consumer Sciences; Bachelor of Irrigation and Water Resources; Bachelor of Bioprocess and Post-harvest Engineering; Bachelor of Applied Agricultural Extension and Bachelor of Agricultural Education, which admitted a total of 470 students in 2010/2011. Also, the university introduced two diploma courses on library education, namely Diploma in Records, Archives and Management and Diploma in Library Information Science, and other two diplomas, namely Tropical Animal Health and Diploma in Laboratory Technology Science, which will start being offered in 2011/2012.

Mheshimiwa Mwenyekiti, Chuo Kikuu Kishiriki cha Ushirika na Elimu ya Biashara cha Moshi ni sehemu ya Chuo Kikuu cha Sokoine cha Kilimo. Chuo kina majukumu ya kufundisha, kufanya utafiti na kutoa ushauri katika nyanja za ushirika, maendeleo ya jamii, biashara, oganaizesheni, ujasiriamali na masuala mtambuko.

Mr. Chairperson, Moshi University College of Business and Cooperative Studies is a constituent college of Sokoine University of Agriculture

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kishiriki cha Ushirika na Elimu ya Biashara Moshi kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, Moshi University College of Business and Cooperative Studies carried out the following activities:

- (a) Kilidahili jumla ya wanafunzi 3,775 (wa kike 1,469), ambapo udahili wa wanafunzi wa kike uliongezeka kutoka 980 mwaka 2009/10 hadi 1,469 mwaka 2010/11. Hili ni ongezeko la asilimia 49.9. Aidha, ongezeko hili linatokana na kuanzishwa kwa kozi za cheti katika Kampasi ya Kizumbi (Shinyanga) na Programu mpya katika Kampasi ya Moshi.
It admitted a total of 3,775 students (1,469 females). The admission of female students increased from 980 in 2009/2010 to 1,469 in 2010/2011. This is an increase of 49.9%. Also, this increase has been attributed to the introduction of certificate courses at Kizumbi Campus (Shinyanga) and new programmes at Moshi Campus.
- (b) Kiliwezesha jumla ya Wahadhiri 31 kwenda masomoni kwa ajili ya shahada za uzamili (16) na uzamivu (15);
It enabled a total number of 31 lecturers to go for further studies; 16 for master's studies and 15 for PHD studies.
- (c) Kiliimarisha matawi manne ya Kanda huko Mtwara, Iringa, Mwanza na Tanga na kuyafanya yajikite zaidi katika kutoa elimu kwa jamii katika masuala ya Vyama vya Ushirika vya Akiba na Mikopo (SACCOS), utunzaji wa mazingira na mikakati ya kupunguza umaskini;
It strengthened four branches in Mtwara, Iringa, Mwanza and Tanga to enable them to focus more on the provision of education to the community on areas of cooperative organizations for savings and loans services, environmental conservation and poverty alleviation.
- (d) Kiliendelea na ukarabati wa miundombinu na kufanikiwa kufanya yafuatayo:-
It continued to repair the infrastructure and performed the following tasks:
 - Kuongeza ghorofa moja kwa ajili ya ofisi kwenye Jengo la Utawala (Block B), ambapo ofisi 18 na ukumbi wa mikutano vimeweza kuongezwa;
To build a one-storey building for office space in the administration block (Block B), whereby 18 offices and a conference are now available.
 - Kuunganisha Jengo la Kilimanjaro na PPP ili kupata ofisi kwa ajili ya Taasisi ya Maendeleo Endelevu ya Ushirika na Elimu;
To join Kilimanjaro Building with the PPP so as to get office space for the Institute of Sustainable Development for Cooperatives and Education.
 - Kukarabati baadhi ya nyumba za wafanyakazi na vyumba vya semina na kumbi za mihadhara;
To maintain certain workers' apartments, the seminar rooms and lecture halls.
 - Kutengeneza barabara za ndani katika kampasi ya Kizumbi-Shinyanga kwa kushirikiana na VETA Shinyanga na kukarabati majengo na zahanati;
To construct roads at Kizumbi Campus in Shinyanga in collaboration with VETA (Shinyanga) and renovate the buildings and the dispensary.
 - Kukarabati barabara za ndani na mifereji ya maji ya mvua kuzunguka eneo la utawala na madarasa katika Kampasi ya Moshi;
To maintain the roads and the water ditches in the area surrounding the administration area and the lecture rooms at Moshi Campus.
- (e) Kilifanya upanuzi wa Zahanati ya Chuo katika Kampasi ya Moshi, ambapo jumla ya vyumba sita vimeongezwa, vikiwemo wodi ya akina mama, ofisi tatu, chumba cha kliniki na chumba cha dawa; na
It maintained the dispensary at Moshi Campus. A total of six rooms have been added to the previous number, including a maternity ward, three offices, a clinic room and a medicine room.
- (f) Kilifanya utafiti katika maeneo ya *Role of Cooperative in Regional Economy; SACCOS' Loan Recovery in Cooperative Development in Tanga; Role of Produce Marketing Groups in Poverty Alleviation; and Improving Crop Markets and Marketing Information System of Oil Seed Crops: The Case of Groundnuts in Dodoma Region.*

It conducted research in the areas of the Role of Cooperative in Regional Economy; SACCOS Loan Recovery in Cooperative Development in Tanga; the Role of Produce Marketing Groups in Poverty Alleviation; and Improvement of Crop Markets and a Marketing Information System of Oil Seed Crops; The Case of Groundnuts in Dodoma Region.

Mheshimiwa Mwenyekiti, Chuo Kikuu Huria cha Tanzania kina majukumu ya kutoa Elimu ya Juu kwa njia ya Masafa na ana kwa ana, kutafiti, kutoa ushauri wa kitaalamu na kueneza maarifa kupitia vituo vyake vilivyopo mikoani.

Mr. Chairperson, the Open University of Tanzania is responsible for providing higher education through distance learning and face to face, conducting research, providing professional advice and disseminating this knowledge through its centres located in various regions in the country.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kikuu Huria cha Tanzania kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, the Open University of Tanzania performed the following activities:

- (a) Kilidahili wanafunzi wapya 8,973 wa cheti, stahhada na shahada (wanawake 3,209 na wanaume 5,764) katika ngazi mbalimbali ambapo, wanafunzi wa vyeti na stahhada walikuwa 3,145, wa shahada ya kwanza 3,749 na wa stahhada na shahada za uzamili na za uzamivu 2,079;
It enrolled 8,973 new certificate students, diploma and undergraduate students (3, 209 females and 5,764 males) The certificate and diploma students were 3, 145, undergraduate students were 3,749 and master's and PhD students were 2,079.
- (b) Kilifanikisha kuhitimu kwa jumla ya wanafunzi 2,373 (wanawake 956). Kati ya hao, wahitimu wa stahhada, shahada za uzamili na uzamivu walikuwa 167 (wanawake 41);
It facilitated the graduation of a total of 2,373 students (956 females). Out of these students, diploma, master's and PhD students were 167 (41 females).
- (c) Kilifanya ukarabati wa majengo ya Vituo vya Mikoa ya Kagera, Rukwa, Kilimanjaro, Ruvuma na Mara. Aidha, kilifanya ukarabati katika Vituo vya Mikoa tarajiwa ya Njombe na Katavi;
It repaired the buildings of the centres in Kagera, Rukwa, Kilimanjaro, Ruvuma and Mara. Also, it repaired the buildings in the centres of the prospective regions of Njombe and Katavi.
- (d) Kilifanikisha kupatikana kwa viwanja kwa ajili ya ujenzi wa vituo na ununuzi wa ardhi kwa ajili ya ujenzi wa ofisi za vituo katika Mikoa ya Lindi (ekari 100), Mwanza (ekari 17), Kigoma (ekari 22), Shinyanga (ekari 68), Pemba (ekari 4) Pwani (ekari 2), Manyara (ekari 24), Dodoma (ekari 2) na Tabora (ekari 100); na
It facilitated the purchase of two plots for the construction of the centres and the purchase of land for the building of the centres' offices in Lindi (100 hectares), Mwanza (17 hectares), Kigoma (22 hectares), Shinyanga (68 hectares), Pemba (4 hectares), Pwani (2 hectares), Manyara (24 hectares), Dodoma (2 hectares) and Tabora (100 hectares).
- (e) Kilinunua kiwanja kilicho karibu na majengo ya Chuo huko Mbeya ili kujenga hoteli kwa makubaliano maalum na wawekezaji.
It bought a plot in the area adjacent to the buildings of the college in Mbeya so as to build a hotel after signing a special agreement with an investor.

Mheshimiwa Mwenyekiti, Chuo Kikuu Ardhi kina majukumu ya kufundisha, kutafiti na kutoa ushauri na huduma za kitaalamu katika nyanja mbalimbali zikiwemo za maeneo ya ardhi, nyumba, mazingira na ujenzi.

Mr. Chairperson, Ardhi University's functions are teaching, research, public service as well as consultancy in the areas of land, housing, the environment and construction.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kikuu Ardhi kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, Ardhi University performed the following tasks:

- (a) Kilidahili wanafunzi wapya 1,013 wa shahada ya kwanza, wanafunzi 64 wa shahada za uzamili na uzamivu na 19 wa ngazi ya cheti. Jumla ya wanafunzi wote chuoni ni 2,806. Hili ni ongezeko la asilimia 31 ikilinganishwa na mwaka wa masomo 2009/10, ambapo chuo kilikuwa na jumla ya wanafunzi 2,143. Aidha, idadi ya wanafunzi wa kike pia imeongezeka kutoka wanafunzi 634 mwaka 2009/10 hadi 744 mwaka 2010/11, ikiwa ni ongezeko la asilimia 17.3. Idadi ya wanafunzi wa kike ni asilimia 26.5 ya wanafunzi wote waliopo chuoni. Hili ni ongezeko la takriban asilimia tatu ikilinganishwa na mwaka uliotangulia. Mwaka wa masomo 2009/10, wanafunzi wa kike walikuwa asilimia 24 ya wanafunzi wote;
It admitted a total of 1,013 first-year students, 64 and PhD students and 19 certificate students. The total number of students at the university is 2,806. This is an increase of 31%, compared to the 2009/2010 academic year when the University had only 2,143 students. In addition, the number of female students has increased from 634 in the academic year 2009/2010 to 744 in the academic year 2010/2011, which is an increase of 17.3%. The number of female students is 26.5% of all the students at the university. This is an increase of almost 3%, compared to the previous year. In the 2009/2010 academic year, female students were 24% of all the students.
- (b) Kilianzisha Programu mpya mbili za Shahada ya Kwanza ambazo ni Uhandisi Ujenzi (Civil Engineering) pamoja na Fedha na Uhasibu (Finance and Accounting);

It introduced new undergraduate degree programmes, namely civil engineering as well as finance and accounting.

- (c) Kiligharimia mafunzo ya wanataaluma wapya 13 na wafanyakazi waendeshaji wapya 12;
It sponsored 13 new academics and 12 new administrative staff members.
- (d) Kilikamilisha awamu ya nne ya ujenzi wa jengo jipya la mihadhara na ofisi (*Lands Building*) na hivyo kuweza kupata madarasa 17 ya ziada, yenye uwezo wa kuchukua wanafunzi 1,580 kwa wakati mmoja. Kukamilika kwa jengo hili pia kumwezesha upatikanaji wa nafasi za bohari kwa ajili ya programu ya uhandisi ujenzi na karakana ya Skuli ya Jiomatiki;
It completed the fourth phase of building new lecturerrooms and office space (Lands Building). Hence it managed to get 17 extra lecturerrooms that have the sitting capacity of 1,580. Part of the building serves as a store for the civil engineering programme and for the School of Geomatics.
- (e) Kilikamilisha kazi ya kutengeneza mfumo wa usambazaji wa majisafi kwenye mabweni kwa kuongeza matanki. Aidha, ilifanya ukarabati wa miundombinu ya majengo ya vyoo, ofisi, madarasa na mabweni na kuongeza vitanda na kukamilisha ukarabati wa mfumo wa majitaka kwenye mabweni yote na ujenzi wa mtambo wa kuchuja majitaka. Zaidi ya hayo, chuo kilifanikiwa kujenga mabenchi 70 ya zege kwenye maeneo ya mabweni na madarasa kwa ajili ya matumizi ya wanafunzi;
It completed a water system for supplying clean water to the dormitories by purchasing a number of tanks. Also, it repaired the toilets, offices, lecturerrooms and dormitories. Moreover, it purchased a number of beds and repaired the sewage system in all the halls of residence and built a plant for filtering dirty water or sewage. In addition, the university succeeded in building 70 concrete benches in the areas near the halls of residence and lecture halls for use by students when they're studying.
- (f) Kiliandaa michoro ya awali ya jengo jipya la kumbi za mihadhara na ofisi za wahadhiri pamoja na ya makazi ya Makamu Mkuu wa Chuo na mabweni ya wanafunzi; na
It prepared sketches of the new building in which lecture halls, lecturers' offices will be located. It also prepared sketches of the vice chancellor's residence and student halls of residence.
- (g) Kilikamilisha maandalizi ya maandiko manane ya miongozo na taratibu za uendeshaji wa Chuo.
It completed the writing of eight proposals of the guidelines and the regulations for the running the university.

Mheshimiwa Mwenyekiti, Chuo Kikuu cha Afya na Sayansi Shirikishi Muhimbili kina majukumu ya kufundisha, kutafiti, kutibu na kutoa ushauri na huduma za kitaalamu katika maeneo ya tiba na afya.

Mr. Chairperson, the functions of Muhimbili University of Health and Allied Sciences are teaching, treating patients and consultancy services in the areas of disease treatment and health care in general.

Mheshimiwa Mwenyekiti, katika mwaka wa 2010/11, Chuo Kikuu cha Afya na Sayansi Shirikishi Muhimbili, kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, Muhimbili University of Health and Allied sciences carried out the following activities:

- (a) Kilidahili wanafunzi 342 wa shahada ya kwanza katika fani mbalimbali za afya na tiba na wanafunzi 218 katika shahada za uzamili na uzamivu;
It admitted 342 first-year students in the areas of health and medicine and 218 master's and PhD students.
- (b) Kilifanikiwa kumpata mshauri elekezi wa kuandaa *Master Plan* pamoja na makisio ya gharama za ujenzi wa hospitali katika Kampasi ya Mloganzila ambapo kazi imeanza;
It succeeded in getting a consultant for preparing a master plan as well as estimations of the cost of constructing hospital buildings at Mloganzila campus where construction work has already started.
- (c) Kilifanikiwa kukamilisha taratibu zote za makubaliano ya mkopo nafuu kutoka Serikali ya Korea ya Kusini na kusaini mkataba wa mkopo huo tarehe 15 Septemba, 2010, ambapo mshauri elekezi wa ujenzi wa hospitali katika Kampasi ya Mloganzila amepatikana na kuanza kutengeneza michoro (*hospital design*);
It completed all the formalities of an agreement relating to a low-interest loan from the Government of South Korea and signed the agreement on 15 September 2010. The consultant for doing the work has already been identified and has started drawing the sketches of the buildings.
- (d) Kilifanya ukarabati wa mgahawa wa wanafunzi katika Kampasi ya Muhimbili, kumbi za mihadhara ya kufundishia katika kampasi za Muhimbili na Bagamoyo na baadhi ya nyumba za wafanyakazi zilizoko Bagamoyo;
It renovated students' restaurant at Muhimbili campus, the lecture halls at Muhimili and Bagamoyo and some of servants' quarters in Bagamoyo.

- (e) Kiliweka samani katika mgahawa mpya wa wanafunzi uliopo Barabara ya Chole Dar es Salaam na miundombinu ya mawasiliano katika jengo jipya la Kampasi ya Muhimbili;
It furnished the new students' restaurant, which is located on Chole Road in Dar es Salaam and built communication infrastructure in the new building of at Muhimbili campus.
- (f) Kilikalimisha utafiti wa awali kuhusu upatikanaji wa kipimo cha kugundua ugonjwa wa malaria kwa haraka (*rapid diagnostic colour test*) na kuwasilisha taarifa Wizara ya Afya na Ustawi wa Jamii;
It completed preliminary research on the availability of rapid diagnostic colour malaria tests and submitted the report to the Ministry of Health and Social Welfare.
- (g) Kilikamilisha utafiti wa Chanjo ya Majaribio dhidi ya UKIMWI (*Clinical Trial of HIV Vaccine*) ambapo matokeo ya awali yanaonesha kuwa chanjo hii ni salama na hivyo ina uwezo wa kuufanya mwili kutengeneza vichocheo vya kinga dhidi ya Virusi vya UKIMWI. Hata hivyo, bado haijathibitika iwapo chanjo hiyo ina uwezo wa kukinga watu wasipate maambukizi mapya ya VVU au kupunguza ongezeko la Virusi vya UKIMWI mwilini; na
It completed research on the Clinical Trial of the HIV Vaccine; the preliminary results show that this vaccine is safe and thus it has the capacity of making the body produce antibodies that can fight against the virus. But it has not been proved yet if that vaccine can protect people from the virus or reduce an increase in the number of viruses in one's body.
- (h) Kiliendelea kufanya utafiti wa aina mbalimbali za magonjwa ya akina mama na watoto katika maeneo yafuatayo: Namna ya kupunguza vifo vya watoto wachanga (*perinatal mortality*); uboreshaji wa huduma ya wajawazito na wazazi hususan rufaa wakati wa dharura; matukio ya kubakwa na kudhalilishwa watoto; na unyanyasaji wa kijinsia ikijumuisha ubakaji na ukatili majumbani.
It continued to conduct different types of research on diseases that affect women and infants in the following areas: how to reduce perinatal mortality; how to improve the quality of the services provided to pregnant women and women who are in the process of giving birth to children (particularly referrals during emergencies); how to fight against rape, child sexual abuse and gender discrimination, including rape and domestic violence.

Mheshimiwa Mwenyekiti, Chuo Kikuu Mzumbe kina majukumu ya kutafuta, kukuza, kuhifadhi na kueneza maarifa na stadi za menejimenti kwa njia ya mafunzo, utafiti na huduma za kiufundi na kitaalamu.

Mr. Chairperson, Mzumbe University has the functions: searching for, enhancing, preserving and disseminating knowledge and imparting management skills to people through teaching and the provision of technical and professional services.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo Kikuu Mzumbe kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial year 2010/2011, Mzumbe University carried out the following tasks:

- (a) Kilidahili jumla wa wanafunzi 3,545 ambapo, 1,283 walikuwa wa Shahada ya Kwanza (623 wa kike), 92 stashahada (44 wa kike), 277 cheti (110 wa kike) na 1,943 wa shahada za uzamili (777 wa kike);
It admitted a total of 3,545 students, out of whom, 1,283 were first-year students (623 female students), 92 diploma students (44 female students), 277 certificate students (110 female students) and 1,943 master students (777 female students).
- (b) Kiliwezesha wahadhiri 11 kujiunga na masomo ya shahada ya uzamivu na wengine 19 katika shahada ya uzamili. Aidha, wahadhiri saba walirudi kazini baada ya kuhitimu shahada za uzamivu na wengine 12 shahada za uzamili. Wahadhiri wengine 62 wanaendelea na masomo ya uzamivu na 12 uzamili;
It sponsored 11 lecturers so they could pursue their PhDs and 19 lecturers their master's degrees. Also, seven lecturers successfully completed their PhD studies returned to the university, and so did 12 lecturers who completed their master's studies. 62 lecturers are continuing with their studies at the PhD level and 12 students are carrying on with their master's studies.
- (c) Kilikamilisha awamu ya kwanza ya ujenzi wa hosteli ya wanafunzi wa kike yenye uwezo wa kuchukua wanafunzi 200. Aidha, awamu ya pili ya ujenzi inayoendelea itaiwezesha hosteli kuchukua wanafunzi wengine 200, ambapo mkandarasi anakamilisha ujenzi wa kuta katika ghorofa ya nne;
It completed the first phase of building female students' hostel which can accomodate 200 students. Also, the second phase of building this hostel, which is underway, will enable the hostel to accommodate another 200 students. The contractor has finished the building of the walls on the third floor of the building.
- (d) Kilikamilisha ujenzi wa jengo la ghorofa tatu la ofisi za wahadhiri na kuziwekea samani;
It completed the construction and furnishing of a building, in which lecturers' offices are located.
- (e) Kiliwezesha ujenzi wa kuta za maktaba kufikia kimo cha kuanza kuweka madirisha. Maktaba hiyo ikikamilika, itakuwa na uwezo wa kuchukua wasomaji 600 kwa wakati mmoja; na
It facilitated the building of walls of the library ready for installing windows. After being completed, the library will have the capacity of 600.

- (f) Kilikamilisha upatikanaji wa vitalu vitatu vilivyopo Upanga ambapo taratibu za kuhamisha miliki za viwanja hivyo kutoka NHC kwenda Chuo Kikuu Mzumbe zinaendelea.
It facilitated the availability of three plots which are found at Upanga, where the formalities of transferring the possession rights of those plots from NHC to Mzumbe University are underway.

Mheshimiwa Mwenyekiti, Chuo Kikuu cha Dodoma kina majukumu ya kutoa mafunzo ya Shahada za Kwanza na za Juu, kufanya utafiti na kutoa ushauri wa kitaalam katika nyanja za Ualimu, Hisabati, Sanaa na Lugha, Sayansi za Jamii, Tiba na Uuguzi, Sayansi za Kompyuta na Sayansi Asili.

Mr. Chairperson, the University of Dodoma trains undergraduate and postgraduate students, conducts research and provides public service and consultancy services in the areas of education, mathematics, arts and languages, social sciences, medicine and nursing, computer science and natural sciences.

Mheshimiwa Spika, katika mwaka 2010/11, Chuo Kikuu cha Dodoma kilitekeleza mambo yafuatayo:-

Honourable Speaker, in the financial year 2010/2011, the University of Dodoma carried out the following tasks:

- (a) Kilidahili wanafunzi wapya 8,000. Aidha, kilidahili wanafunzi 600 wa shahada za uzamili;
It admitted 8000 new students. Also, it admitted 600 master's students.
- (b) Kilikamilisha awamu ya pili ya ujenzi wa Chuo cha Sanaa za Lugha na Sayansi za Jamii na kukifanya Chuo hicho kuwa na uwezo wa kuchukua wanafunzi 20,000;
It completed the second phase of building the college of HUMANITIES and social sciences, making the university have the capacity of admitting 20,000.
- (c) Kilikamilisha ujenzi wa barabara za ndani kwa asilimia 80. Aidha, miundombinu ya majisafi na majitaka inaendelea kujengwa ili kukidhi mahitaji;
It completed the construction of roads by about 80%. Also, the clean water and sewage infrastructure is being built to meet the needs of the university.
- (d) Kiliwezesha uchimbaji wa visima kumi na viwili vya maji kwa lengo la kupata wastani wa lita 100,000 kwa saa. Mahitaji halisi ni lita 400,000 kwa saa;
It facilitated the drilling of twelve water wells to get an average of 100,000 litres for an hour. The actual needs are 400,000 litres for an hour.
- (e) Kiligharimia ununuzi wa zana za kisasa za kufundishia na kujifunzia; na
It purchased modern teaching and learning equipment.
- (f) Kilifanya tathmini ya kitaalamu ili kuona maeneo yanayohitaji kuimarishwa katika utoaji wa elimu.
It evaluated its academic programmes to identify the areas that need to be strengthened in the provision of education.

Mheshimiwa Mwenyekiti, Chuo cha Kumbukumbu ya Mwalimu Nyererem, kina majukumu ya kuendesha mafunzo katika fani za Sayansi za Jamii kwa kiwango cha Cheti, Stashahada na Shahada; kutoa mafunzo ya uongozi; kufanya utafiti na kutoa ushauri wa kitaalamu kwa sekta ya umma na binafsi.

Mr. Chairperson, the Mwalimu Nyerere Memorial Academy provides training to people in the social sciences and administration at the certificate, diploma and degree levels, carries out research and provides professional advice and consultancy services to the public and private sector.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo cha Kumbukumbu ya Mwalimu Nyerere, kilitekeleza mambo yafuatayo:-

Mr. Chairperson, in the financial 2010/2011 year, the Mwalimu Nyerere Memorial Academy performed the following activities:

- (a) Kilidahili wanachuo 1,212 (420 - Cheti, 320 - Stashahada na 472 - Shahada ya Kwanza), ambapo wanawake ni 742 ambayo ni sawa na asilimia 61.2 ya wanchuo wote;
It admitted 1,212 students (420 certificate students, 320 diploma students and 472 first-degree students. Of these, female students were 742, which is equivalent to 61.2 % of all the students.
- (b) Kiligharimia mafunzo ya wafanyakazi 14 ambapo 11 ni wanataaluma (Shahada ya Uzamivu sita, Shahada ya Uzamili watano), na wanne ni wafanyakazi waendeshaaji (Shahada ya Uzamili mmoja, Shahada ya Kwanza ya Ukutubi wawili na Stashahada ya Kawaida ya Ufundi mmoja);
It sponsored 14 staff members, 11 academics (six PhD students, five master's students) and four administrative staff members. Of the latter, one was a master's student; two were undergraduate students; and one was a diploma student).
- (c) Kilikamilisha tathmini ya Mitaala ya Programu za Cheti, Stashahada na Shahada ya Kwanza ili kuinua ubora wake. Mitaala hiyo imekwishawasilishwa Baraza la Taifa la Elimu ya Ufundi (NACTE) na kuidhinishwa rasmi;

It completed the assessment of the certificate, diploma and first-degree curricula to improve their quality. The curricula have already been approved by NACTE.

- (d) Kilikamilisha uandaaji wa mitaala ya ualimu kwa ajili ya Programu za Stashahada na Shahada ya Kwanza. Mitaala hiyo imekwishawasilishwa NACTE kwa kuidhinishwa;
It completed the preparation of the academic curricula for the diploma programme and the first degree programmes. The curricula have already been approved by NACTE.
- (e) Kiliendelea na ujenzi wa Jengo lenye madarasa na ofisi kwenye Tawi la Chuo eneo la Bububu, Zanzibar, ambapo Jengo hilo litaanza kutumika katika Mwaka wa Fedha wa 2011/2012. Ujenzi huo unafanyika kwa awamu tatu; na
It continued with the construction of the building in which lecture rooms and staff offices are located at Bububu, Zanzibar. The building will start to be used in the 2011/2012 financial year. The construction of the building(s) is being done in three phases.
- (f) Kiliendelea kufuatilia katika Ofisi ya Makamu wa Rais (Mazingira), ufumbuzi wa kudumu wa tatizo la mmomonyoko wa ardhi ufukweni mwa Bahari ya Hindi, Kivukoni.
It continued to make follow-ups in the Vice-President's Office (Environment Division), seeking a permanent solution to the soil erosion problem on the seashores of the Indian Ocean at Kivukoni.

Mheshimiwa Mwenyekiti, Chuo cha Ufundi Arusha kina majukumu ya kutoa elimu na mafunzo ya ufundi katika fani za magari, ujenzi, mitambo, umeme, barabara, sayansi na teknolojia ya maabara, eletroniki na mawasiliano ya anga; kwa kiwango cha cheti na stashahada. Aidha, chuo hufanya utafiti na kutoa ushauri wa kitaalamu katika maeneo yake ya taaluma na kitaalamu.

Mr. Chairperson, Arusha Technical College is responsible for providing education and the technical skills to people in the areas of car maintenance, construction, mechanics, electricity, road construction, laboratory science for laboratory technicians, electronics and civil aviation at the certificate and diploma levels. Also, the college normally conducts research and offers professional advice and consultancy services to people in its areas of specialization and expertise.

Mheshimiwa Mwenyekiti, katika mwaka 2010/11, Chuo cha Ufundi Arusha kilitekeleza mambo yafuatayo:-
Mr. Chairperson, in the year 2010/2011, Arusha Technical College performed the following tasks:

- (a) Kilidahili jumla ya wanafunzi 357 wa mwaka wa kwanza ambapo kati yao 332 walidahiliwa katika ngazi ya stashahada na 25 katika ngazi ya Shahada;
It admitted 357 first-year students. Of these, 332 were diploma students and 25 undergraduate students
- (b) Kiliendesha mafunzo ya Kozi ya Awali (*Pre-Entry Course*) kwa wanafunzi wa kike 64 kwa kushirikiana na Mfuko wa Elimu Tanzania (*TEA*);
It offered training (Pre-entry Course) to 64 female students, in collaboration with the Tanzania Education Authority Fund.
- (c) Kiliandaa mitaala minne mipya ya Programu za Ufundi Sanifu (*NTAs 4 - 6*) katika Madini Vito na Usonara (*Lapidary and Jewellery Technology*); Ujenzi na Umwagiliaji (*Civil and Irrigation Engineering*); Magari na Mitambo Mikubwa (*Heavy Duty Equipment Technology*); na Umeme wa Magari na Eletroniki (*Auto Electric and Electronics*);
It prepared new four curricula of the artisanship programme (NTAs 4-6) in lapidary and jewellery technology; civil and irrigation engineering; heavy-duty equipment technology; and auto electric and electronics;
- (d) Kilikarabati bweni la wanafunzi wa kiume (*Hostel I*); ofisi tano za watumishi/wanataaluma (*Shamba Building*) na nyumba tano za Watumishi wa Chuo;
It renovated male students' dormitory (hostel 1); five offices for administrative staff/academics (Shamba building) and five staff houses.
- (e) Kiligharimia mafunzo ya muda mrefu kwa wanataaluma 14 (Shahada wanne, Stashahada ya Uzamili wanane na Shahada ya Uzamivu wawili);
It financed the long-term training of 14 academics (4 undergraduate students and 8 post-graduate diploma students and 2 master's students.
- (f) Kilianza upanuzi wa Jengo la Utawala;
It started the expansion of the administration block.
- (g) Kilinunua gari moja aina ya *pick-up* ili kuinua ubora wa huduma za taaluma;
It bought one pick-up truck to improve the quality of the academic services offered.

- (h) Kiliendeleza Ushirikiano na Chuo Kikuu cha Camosun cha Nchini Canada kupitia Mradi wa *Education for Employment (EFE)*. Wanataaluma wanne walipata mafunzo ya muda mfupi nchini Canada; na *It continued cooperating with Camosun University of Canada through the education for employment project (EFEP).*
- (i) Kiliendeleza ushirikiano na Vyuo vya Ufundi Barani Afrika, chini ya uratibu wa *Commonwealth Association of Polytechnics in Africa (CAPA)*. *It strengthened its cooperation with other technical colleges in Africa under the Commonwealth Association of Polytechnics in Africa (CAPA) arrangement.*

Mheshimiwa Spika, pamoja na mafanikio yaliyooneshwa katika ngazi mbalimbali, Wizara yangu ilikabiliana na changamoto mbalimbali katika utekelezaji wa malengo ya mwaka 2010/11. Zifuatazo ni baadhi ya changamoto hizo:-
Honourable Speaker, apart from the achievements that have been realised at different levels, my Ministry faced several challenges in the process of trying to achieve its goals for the 2010/2011 financial year. The following are some of the challenges the Ministry faced.

- (a) Kushuka kwa kiwango halisi cha uandikishaji wa rika lengwa (*Net Enrolment Ratio (NER)*) katika elimu ya msingi kutoka 95.9 mwaka 2009 hadi 95.4 mwaka 2010;
The decline of the actual student enrolment ratio (Net Enrolment Ratio (NER) in primary schools from 95.9% in 2009 to 95.4% in 2010;
- (b) Uhaba wa vifaa vya kufundishia na kujifunzia katika ngazi zote za elimu na mafunzo ya ufundi;
The inadequacy of the teaching and learning facilities at all levels of education and vocational training;
- (c) Upungufu wa walimu, wakufunzi na wahadhiri;
A shortage of teachers, tutors and lecturers;
- (d) Uhaba wa madarasa, kumbi za mihadhara, maktaba, maabara na karakana;
A shortage of classrooms, lecture halls, libraries, laboratories and workshops;
- (e) Uhaba wa nyumba za walimu, wakufunzi na wahadhiri;
The inadequacy of staff houses;
- (f) Kushuka kwa ufaulu wa Kidato cha Pili kutoka asilimia 65.3 mwaka 2009 hadi 61.8 mwaka 2010;
The decline of the passing rate in the form two examinations from 65.5% in 2009 to 61.8 in 2010;
- (g) Kushuka kwa ufaulu wa Kidato cha Nne kutoka asilimia 72.5 mwaka 2009 hadi 50.2 mwaka 2010;
The decline of the passing rate in the form four examinations from 72.5% in 2009 to 50.2 in 2010;
- (h) Ufinyu wa nafasi za kujiunga na elimu ya ufundi na mafunzo ya ufundi stadi ambapo idadi ya wahitimu wa elimu ya msingi na sekondari kwa mwaka ni 639,700 wakati nafasi za mafunzo ya ufundi na ufundi stadi ni 84,000 tu;
The limited number of places in the vocational training college; the number of primary and secondary school leavers per year is 639,700 while there are only 84,000 places in the vocational training colleges;
- (i) Upungufu wa rasilimali watu, miundombinu na fedha kulingana na ongezeko la uandikishaji na gharama katika ngazi zote za elimu;
Inadequate human resources, infrastructure and money in comparison with the increase in the student enrolment rate and the high expenses at all the levels of education;
- (j) Kushuka kwa idadi ya Wananchi wanaoshiriki katika Mpango wa Uwiano Kati ya Elimu ya Watu Wazima na Jamii (MUKEJA) kutoka washiriki 957,289 mwaka 2009 hadi 924,893 mwaka 2010;
The decline in the number of people who pursue adult and community education from 957,289 learners in 2009 to 924,893 in 2010;
- (k) Kukosekana kwa mfumo unaoweza kutambua na kutumia matokeo ya utafiti unaofanyika katika maeneo mbalimbali na kuwafikishia wadau matokeo yake; na
The lack of a system for identifying, disseminating and using the findings of studies that are done in various places; and
- (l) Kuimarisha utoaji na urejeshaji wa mikopo kwa kuonisha taarifa za wakopeshaji na zile za Tume ya Vyuo Vikuu, Baraza la Mitihani na Mamlaka ya Vitambulisho vya Taifa.
To strengthen the provision and repayment of loans by matching the details of the loans' providers and those of the Tanzania Commission for Universities, the National Examinations Council of Tanzania and the National Identification Authority (NIDA).

Mheshimiwa Mwenyekiti, ili kukabiliana na changamoto zilizojitokeza katika utekelezaji wa Mipango na Bajeti ya Mwaka 2010/11, Wizara imejizatiti kutekeleza yafuatayo katika Mwaka wa Fedha wa 2011/12.

Mr. Chairperson, in order to combat the challenges that faced the implementation of the programme and the 2010/2011 budget, the Ministry is determined to carrying the following tasks in the 2011/2012 financial year:

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Ofisi ya Kamishna wa Elimu, itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the office of the education commissioner will carry out the following activities:

- (a) Kufanya uteuzi wa wanafunzi wenye ulemavu waliofaulu mtihani wa kuhitimu Elimu ya Msingi kwa ajili ya kujiunga na Kidato cha Kwanza mwaka 2012;
To select pupils with disabilities who passed the primary seven examinations so that they join form one in 2012;
- (b) Kuboresha utoaji wa Elimu kwa wanafunzi wenye mahitaji maalumu kwa kununua na kusambaza vifaa maalumu vya kufundishia na kujifunzia pamoja na visaidizi katika Shule za Msingi na vitengo 317, Shule 30 za Sekondari na Vyuo vya Ualimu 7;
To improve the provision of education to the students in primary schools and with special needs by buying and distributing special teaching and learning equipment and other facilities and for those who are in 317 units, 30 secondary schools and 7 teacher training colleges;
- (c) Kuendelea kusimamia ubora wa vitabu vya kufundishia na kujifunzia katika Elimu ya Msingi, Sekondari na Vyuo vya Ualimu kwa kutoa ithibati ya vitabu;
To continue to ensure the quality of the books that are used in the teaching and learning process in primary and secondary schools as well as in the teacher training colleges by approving those which are good.
- (d) Kutafsiri taarifa ya utafiti wa Mradi wa SACMEQ III katika Kiswahili;
To translate the research report of the SACMEQ III project into Kiswahili;
- (e) Kuandaa na kutangaza vipindi 576 vya redio kwa masomo ya Shule za Msingi;
To prepare and advertise 576 programmes on primary education lessons on radio;
- (f) Kuandaa na kutangaza vipindi 52 redioni kuhusu mbinu za ufundishaji;
To prepare and advertise 52 programmes about teaching techniques on radio;
- (g) Kufanya ufuatiliaji na tathmini ya utekelezaji wa Elimu ya Mazingira na Elimu kwa Maendeleo Endelevu;
To make a follow-up on and evaluate the implementation of environmental education and education for sustainable development;
- (h) Kufanya ufuatiliaji na tathmini ya utekelezaji wa Kampeni ya Elimu kwa Wasichana;
To make a follow-up on and evaluate the implementation of the education for girls campaign;
- (i) Kuhamasisha Menejimenti ya Wizara na Wafanyakazi wengine kuhusu upimaji wa hiari wa VVU katika sehemu za kazi; na
To conscientize the ministry's management and other people on voluntary HIV test in workplaces;
- (j) Kufanya ufuatiliaji wa utoaji wa Huduma za Unasihi katika Kanda za Ziwa, Magharibi, Kusini, Nyanda za Juu Kusini, Kaskazini - Magharibi na Nyanda za Juu.
To make a follow-up on the provision of counselling services in the Lake Zone, the western zone, the southern zone, the sothern highlands zone, the north-western zone and the highlands;

Mheshimiwa Mwenyekiti, mwaka 2011/12, Idara ya Elimu ya Msingi itatekeleza yafuatayo:-

Mr. Chairperson, in the year 2011/2012, the department of the primary education will implement the following tasks;

- (a) Kutoa mwongozo na kuwajengea uwezo wasimamizi wa Elimu ya Awali na Msingi ngazi ya Mkoa na Halmashauri juu ya mwongozo wa viwango na uendeshaji wa Elimu ya Awali na Msingi;
To provide a guide and capacity building to the supervisors of nursery and primary schools at the regional level and the council level concerning guidelines for educational standards and the running of pre-primary and primary schools;
- (b) Kuandaa Mwongozo wa Mafunzo Kazini kwa Walimu wa Elimu ya Awali;
To prepare guidelines for the provision of in-service teacher education for nursery education;
- (c) Kuandaa Mwongozo wa Ufundishaji wa Walimu na Waendeshaji wa Elimu ya Awali kuhusu Upimaji na Ufuatiliaji wa Utekelezaji wa Elimu ya Awali;

To prepare guidelines for training teachers and supervisors of pre-primary education in the assessment and making of follow-ups on the provision of pre-primary education.

- (d) Kufuatilia uandikishaji wa watoto wote wa rika lengwa katika Elimu ya Awali na Msingi, mahudhurio na mikakati ya wanafunzi kubaki shuleni hadi kuhitimu;
To make follow-ups on the enrolment of all school-age children in nursery and primary schools as well as school attendance and to devise strategies for making sure that pupils remain in schools until they complete their studies;
- (e) Kufanya ufuatiliaji wa uendeshaji wa elimu ya awali na msingi, hususan katika upatikanaji na matumizi ya vifaa sahihi vya kufundishia na kujifunzia na ujenzi wa miundombinu ya shule ikiwemo vyumba vya madarasa, nyumba za walimu na vyoo;
To make follow-ups on the running of pre-primary and primary schools, particularly with regard to the availability and use of proper teaching and learning equipment and the construction of school infrastructure, including classrooms, staff houses and toilets;
- (f) Kusimamia na kuratibu Awamu ya Pili ya MEM na kukamilisha andiko la MEM Awamu ya Tatu Mwaka 2012 - 2016;
To supervise and co-ordinate the second phase of PEDEP and to finish the proposal for the third phase of PEDEP (2012-2016);
- (g) Kuratibu na kusimamia utoaji wa mafunzo kazini kwa walimu wa sayansi, hisabati na Lugha ya Kiingereza ili kuinua na kuimarisha kiwango cha taaluma katika elimu ya awali na msingi;
To co-ordinate and supervise the provision of in-service training to science, mathematics and English teachers so as to improve the quality of education in pre-primary and primary schools;
- (h) Kuandaa na kupima mafanikio ya ufundishaji na ujifunzaji na kuratibu uendeshaji wa Mtihani wa Taifa wa Darasa la IV, Ufundi Stadi na Mtihani wa Taifa wa Kuhitimu Elimu ya Msingi;
To prepare and measure achievements in teaching and learning and to co-ordinate the conducting of the standard IV national examination, vocational education and the primary seven examination;
- (i) Kufanya mapitio ya mtaala wa Elimu ya Msingi kwa kushirikiana na Taasisi ya Elimu Tanzania, kwa lengo la kuinua ubora wa ufundishaji na kujifunza;
To review the primary education curriculum in collaboration with the Tanzania Institute of Education so as to improve the quality of teaching and learning;
- (j) Kuratibu Mpango wa Lishe Shuleni unaofadhiliwa na *World Food Programme (WFP)* na kukamilisha maandalizi ya utekelezaji wa Mpango wa Kitaifa wa Lishe Shuleni; na
To co-ordinate the provision of food in schools, a programme which is funded by the World Food Programme (WFP) and to complete the implementation of the national programme for the provision of food in schools; and
- (k) Kuhuisha miongozo ya uandikishaji kwa lengo la kufafanua na kusimamia majukumu ya kila mdau.
To revive the guidelines regarding student enrolment with the aim of expounding on and supervising the fulfilment of responsibilities by each stakeholder.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Elimu ya Sekondari itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Secondary Education Department will perform the following tasks:

- (a) Kutoa mafunzo kazini kwa walimu 2,500 wa masomo ya Sayansi, Hisabati, TEHAMA na English;
To offer in-service training to 2,500 science, mathematics, ICT and English teachers;
- (b) Kununua vifaa vya kufundishia na kujifunzia kwa njia ya TEHAMA ikizingatia mazingira ya shule zetu za sekondari kwa kuanzia na shule 30 za majaribio;
To purchase teaching and learning equipment that uses information and communication technology by considering the environment of our secondary schools, starting with 30 pilot study schools;
- (c) Kuendesha kambi za masomo ya sayansi kwa ajili ya wasichana ili kuwajengea uwezo wa kufaulu katika masomo hayo;
To run lesson camps for science subjects for girls so that they succeed in those subjects;
- (d) Kuendesha Programu za TUSEME kwa lengo la kuwawezesha wasichana kujiamini;
To implement the LET US SAY programme so as to build confidence of girls;
- (e) Kuratibu ushiriki wa Tanzania katika mashindano ya uandishi wa insha ya Jumuiya ya Afrika Mashariki na Nchi za Jumuiya ya Kusini mwa Afrika; na

To co-ordinate the participation of Tanzania in the essay-writing competition for the Eastern African and SADC states; and

- (f) Kufuatilia taarifa za utekezaji wa mitaala na tathmini ya ubora wa elimu ya sekondari katika ngazi ya Halmashauri. *To make follow-ups on the implementation of the curricula and the evaluation of the quality of secondary education at the council level.*

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Elimu ya Ualimu itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Department of Teacher Education will perform the following tasks:

- (a) Kudahili wanachuo 14,041 (Cheti 8,360, Stashahada 5,681) katika mafunzo ya ualimu tarajali na kazini na kufanya idadi ya wanachuo wote kuwa 24,600; *To enrol 14,041 college students, 8,360 certificate students and 5,681 diploma students in the teacher training and in-service teacher colleges, thus making a total of 24,600 college students;*
- (b) Kuendesha mafunzo kazini kwa ajili ya walimu 2,052 wanaofundisha masomo ya sayansi, hisabati na lugha katika Shule za Msingi na Sekondari ili kuinua ubora wa ufundishaji wa masomo hayo; *To provide in-service training to 2,052 teachers who teach science subjects, mathematics and language in primary and secondary schools so as to improve the quality of teaching those subjects;*
- (c) Kufanya ufuatiliaji na tathmini ya utekezaji wa Programu ya MWAKEM; *To make follow-ups on and evaluate the MWAKEM programme;*
- (d) Kuendesha mafunzo kwa wakufunzi na walimu wanafunzi kuhusu matumizi ya TEHAMA katika kufundisha na kujifunza; *To provide training to tutors and student teachers in the use of ICT in the teaching and learning process;*
- (e) Kuendelea kusimamia na kuimarisha michezo katika vyuo 11 vya ualimu vya Serikali; *To continue to supervise and strengthen sports and games in 11 government teacher training colleges;*
- (f) Kuimarisha miundombinu ya Vyuo 10 vya Ualimu vya Serikali ili kuleta ufanisi katika utoaji wa elimu; *To improve the infrastructure of 10 government teacher training colleges so as to make them effective in the provision of education;*
- (g) Kuinua ubora wa maabara za vyuo tatu vya Ualimu vya Serikali vyenye mchepuo wa Sayansi kwa kuvipatia vifaa na kemikali zinazotakiwa kwa ajili ya mafunzo kwa vitendo katika vyuo hivyo; na *To improve the quality of the laboratories of three government teacher training colleges which focus on science subjects by providing them with equipment and chemicals that are needed in doing practicals; and*
- (h) Kuimarisha uwezo wa wakufunzi na watendaji 30 wa Idara na Vyuo vya Ualimu vya Serikali katika usimamizi wa Mkakati wa Menejimenti na Maendeleo ya Walimu (MMEMWA). *To improve the capacity of 30 tutors, administrative staff and government teacher colleges to supervise the management and development of teachers (MMEMWA).*

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Elimu ya Watu Wazima na Elimu Nje ya Mfumo Rasmi, itafanya yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Adult Education and Extramural Education Department will carry out the following activities:

- (i) Kuzindua mpango wa Ndiyo Ninaweza kwa lengo la kufuta ujinga wa kutojua Kusoma, Kuandika na Kuhesabu (KKK); *To inaugurate the YES I CAN programme so as to end the illiteracy of people who do not know how to read, write and count;*
- (ii) Kuwezesha uandaaji na utoaji wa machapisho 21 ya magazeti vijijini katika kanda saba za kisomo; *To facilitate the preparation and provision of 21 newspapers in the rural areas in seven adult education zones;*
- (iii) Kufanya ufuatiliaji na tathmini kuhusu ufundishaji kwa kutumia mbinu shirikishi katika Halmashauri kumi za majaribio; mfumo wa habari na takwimu katika Halmashauri za Miji 12 na Programu za EWW na ENMRA katika Halmashauri 132; *To make follow-ups on and evaluate teaching by using participatory methods in ten councils participating in the pilot study; the information and statistical system in 12 town councils and the EWW and ENMRA programmes in 132 district councils;*

- (iv) Kufuatilia na kutathmini majaribio katika Halmashauri tisa zilizo chini ya mpango wa Ndiyo Ninaweza wa kufuta ujinga wa kutojua Kusoma, Kuandika na Kuhesabu;
To make follow-ups on and evaluate nine councils which are under the YES I CAN programme for the eradication of ignorance of people who can't read, write and count;
- (v) Kuandaa mafunzo kwa wawezeshaji 50 wa mpango wa Ndiyo Ninaweza kwa wanakisomo wenye mahitaji maalumu;
To prepare the training to 50 facilitators of the YES I CAN programme for adult education learners with special needs;
- (vi) Kufanya utafiti ili kujua kiwango cha kutojua kusoma, kuandika na kuhesabu katika Halmashauri zote nchini;
To conduct research to determine the number of people who do not know how to read, write and count in all the councils in the country;
- (vii) Kuratibu uandaaji wa utekelezaji wa mfumo unaoainisha sifa na viwango vya wahitimu wa Mipango ya EWW na ENMRA; na
To co-ordinate the preparation of implementing a system that matches the qualities of EWW and ENMRA graduates;
- (viii) Kufanya tathmini ya utekelezaji wa Elimu kwa Wote kuanzia mwaka 2000 hadi 2010.
To evaluate the implementation of the Education for All Programme from 2000 to 2010;

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Elimu ya Juu, itatekeleza yafuatayo:-

Mr. Chairperson, in the academic year 2011/2012, the Higher Education Department will perform the following tasks:

- (a) Kugharimia mafunzo ya wanafunzi 1,900 (Madaktari wa Binadamu, Meno na Tiba ya Mifugo) kwenye Vyuo Vikuu vya ndani;
To finance the training of 1,900 students (medical doctors, dentists and veterinary doctors) in overseas universities;
- (b) Kudhamini wanafunzi 50 raia wa Uganda wanaosoma kwenye Vyuo Vikuu hapa nchini na Watanzania 76 wanaosoma Msumbiji chini ya utaratibu wa kubadilishana wanafunzi baina ya Tanzania na Uganda na Tanzania na Msumbiji;
To sponsor 50 Ugandan students who are studying in our universities and to sponsor 76 Tanzanians who are studying in Mozambique under the students exchange programmes between Tanzania and Uganda and Tanzania and Mozambique;
- (c) Kuendelea kutekeleza Mkataba wa Ushirikiano kati ya Tanzania na China kwa kudhamini wanafunzi watano, Raia wa China katika Vyuo Vikuu nchini;
To continue implementing the cooperation agreement between Tanzania and China by sponsoring five Chinese students studying in our universities;
- (d) Kuendelea kuelimisha umma kuhusu dhana ya uchangiaji wa gharama za Elimu ya Juu na fursa za Elimu ya Juu ndani na nje ya nchi, kupitia vyombo vya habari, Maonesho ya Taasisi za Elimu ya Juu na kutembelea wadau;
To continue educating the public about the concept of cost-sharing in higher education and about the educational opportunities available inside and outside the country through the mass media, the exhibitions of higher education institutions and visits to stakeholders;
- (e) Kugharimia mahitaji maalum ya wanafunzi 112 wenye ulemavu katika Vyuo Vikuu nchini;
To meet the special needs of 112 students with disabilities who are in our universities;
- (f) Kudhamini mafunzo ya shahada za uzamili kwa wanataaluma 80 katika vyuo vikuu vya umma;
To sponsor 80 master's students (academics) working in the public universities;
- (g) Kudhamini mafunzo ya Shahada za Uzamili na Uzamivu kwa wahadhiri 40 kupitia Mpango wa DAAD;
To sponsor 40 master's and PhD students (lecturers) through the DAAD programme;
- (h) Kuratibu uteuzi wa wanafunzi 190 kwa ajili ya nafasi zinazotolewa na nchi rafiki ambazo ni Algeria, China, Cuba, Urusi, Uingereza, Korea ya Kusini, Uturuki, Misri na India; na
To co-ordinate the selection of 190 students who will go and study in the countries with which Tanzania is friends, namely Algeria, China, Cuba, Russia, Britain, South Korea, Turkey, Egypt and India; and
- (i) Kuandaa maandiko ya Miradi ya Utekelezaji wa MMEJU katika maeneo yafuatayo: Ujenzi na ukarabati wa miundombinu ya Vyuo Vikuu vya Umma; utafiti katika maeneo yaliyoainishwa katika Mpango wa Kitaifa wa Maendeleo wa Miaka Mitano; uendelezaji wa wafanyakazi wanataaluma na waendeshaji; TEHAMA; kuendelea

kutekeleza Mradi wa Sayansi na Teknolojia katika Elimu ya Juu (*Science and Technology in Higher Education*) hasa katika ujenzi na mafunzo ya wanataaluma.

To prepare the proposal for the implementation of the programme for the development of higher education (MMEJU) in the following areas: the establishment and maintenance of public universities; research in the areas identified in the five-year national development programme; building of the capacity of academic and administrative staff; ICT, continuing with the implementation of the Science and Technology in Higher Education project, particularly in the training of academics.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Elimu ya Ufundi na Mafunzo ya Ufundi Stadi, itatekeleza yafuatayo:-

Mr, chairperson, in the financial year 2011/2012, the Department of Vocational Education Training will perform the following tasks:

- (a) Kukamilisha Mpango wa Maendeleo wa Elimu ya Ufundi na Mafunzo ya Ufundi Stadi (MMEU) na kuanza utekelezaji wake;
To complete the programme for the development of vocational training education and craftsmanship studies and start its implementation;
- (b) Kuratibu zoezi la kuvijengea uwezo vyuo 15 vya Elimu ya Ufundi na Mafunzo ya Ufundi Stadi katika utoaji wa Elimu inayozingatia umahiri, uchambuzi wa mahitaji ya soko la ajira na masuala ya utafiti kwa kushirikiana na Umoja wa Vyuo Jamii vya Canada (*Association of Canadian Community Colleges*);
To co-ordinate the building of the capacity 15 vocational training colleges to provide education which is based on competency, analysis of the demands of the market and research activities in collaboration with the Association of Canadian Community Colleges;
- (c) Kuratibu zoezi la kufanya uchambuzi wa mahitaji ya stadi katika wilaya 15 ambazo hazina Vyuo vya Ufundi Stadi;
To co-ordinate the analysis of skills requirements in 15 districts which do not have vocational training colleges;
- (d) Kuimarisha ushirikiano wa kitaifa, kikanda na kimataifa katika masuala ya Elimu ya Ufundi na Mafunzo ya Ufundi Stadi;
To strengthen cooperation nationally, regionally and internationally in the areas of craftsmanship and vocational training;
- (e) Kukamilisha uhuishaji wa mipango, mikakati na miongozo ya utekelezaji wa Elimu ya Ufundi na Mafunzo ya Ufundi Stadi;
To complete the revival of the programmes, strategies and guidelines for the provision of artisanship education and vocational training;
- (f) Kuratibu uanzishwaji wa vyuo vya ufundi stadi vya wilaya; na
To co-ordinate the establishment of district vocational training colleges;
- (g) Kuratibu ukamilishaji wa ujenzi wa Vyuo vya Ufundi Stadi vya Mikoa ya Lindi, Manyara, Pwani na Dar es Salaam na cha Wilaya ya Makete.
To co-ordinate the process of completing the establishment of vocational training colleges in the regions of Lindi, Manyara, Pwani and Dar es Salaam as well as in Makete district;

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Ukaguzi wa Shule itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Department of School Inspection will carry out the following activities:

- (a) Kusimamia ubora wa elimu itolewayo kwa kukagua jumla ya Asasi za Elimu 20,045;
To ensure the quality of the education that is provided by inspecting 20,045 educational institutions;
- (b) Kusimamia, kuendesha na kufanya tathmini ya kiwango cha ufaulu wa mtihani wa kidato cha pili mwaka 2011 kwa kushirikiana na Idara ya Elimu ya Sekondari
To supervise, implement and evaluate the passmark for the 2011 form two examinations in collaboration with the Department of Secondary Education;
- (c) Kufanya ufuatiliaji na tathmini ya utekelezaji wa shughuli za ukaguzi wa shule katika ngazi za Kanda na Wilaya; na
To make follow-ups on and evaluate the inspection of schools at the zonal and district levels; and
- (d) Kutoa mafunzo kwa wakaguzi 70 wa shule ili kuongeza ufanisi katika usimamizi wa elimu.
To provide training to 70 school inspectors so as to raise efficiency in the supervision of education.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Sera na Mipango itatekeleza yafuatayo:-

Honourable Chairperson, in the 2011/2012 financial year, the Department of Programmes and Policies will perform the following tasks:

- (a) Kukamilisha na kuandaa Mikakati na Miongozo ya utekelezaji wa Sera ya Elimu na Mafunzo;
To complete preparing strategies and guidelines for the implementation of the education and training policy;
- (b) Kuwasilisha kwa wadau, Sera ya Elimu na Mafunzo iliyohuishwa na kutoa elimu juu ya utekelezaji wake;
To share with stakeholders the education and training policy which has been revived and to provide education on its implementation;
- (c) Kuendelea kuimarisha ukusanyaji na usimamizi wa takwimu na taarifa za elimu kwa kugatua mfumo wa ukusanyaji Takwimu (Database) kwenda kwenye Halmashauri 40 chini ya Awamu ya Pili ya MMES 2010 - 2015;
To continue improving the collection and management of statistics and information on education by improving the databases of 40 councils under the second phase of SEDEP (2010-2015);
- (d) Kuandaa Mkutano wa Pamoja wa Mapitio ya Sekta ya Elimu (Joint Education Sector Review) wa mwaka 2011 unaoshirikisha wadau wa elimu;
To prepare the 2011 Joint Education Sector Review that involves the stakeholders in the educational sector;
- (e) Kuendelea kufanya ufuatiliaji na tathmini ya elimu katika ngazi zote;
To continue making follow-ups on and assessing education at all levels;
- (f) Kufanya mapitio ya Mpango Mkakati wa Wizara (Ministerial Strategic Plan) na kuandaa Mpango wa Wizara wa miaka mitano unaolingana na Mpango wa Taifa wa Maendeleo wa Miaka mitano; na
To go through the Ministry's Strategic Plan and to prepare the Ministry's Five-Year Programme which matches the National Five-Year Development Programme; and
- (g) Kuandaa Mpango wa Muda wa Kati wa Matumizi ya Fedha ya Umma (Medium Term Expenditure Framework) wa miaka mitano kutokana na Mpango wa Wizara wa Maendeleo wa miaka mitano.
To prepare the Five-Year Medium-Term Expenditure Framework from the Ministry's Five-Year Development Programme.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Idara ya Utawala na Rasilimali watu itatekeleza yafuatayo:-

Mr. Chairperson, in the 2011/2012 financial year, the Administration and Human Resources Department will perform the following tasks:

- (a) Kuimarisha usimamizi wa utoaji huduma bora za elimu kwa kuajiri watumishi wapya 833, kutoa vibali vya wataalamu wa kigeni 800, kuratibu upandishaji vyeo wa watumishi 917 na uthibitishaji kazini wa watumishi 351;
To improve the provision of quality education by employing 833 teachers, to provide work permits to 800 foreign experts, to co-ordinate the promotion of 917 servants and to confirm the employment of 351 people;
- (b) Kuratibu utekelezaji wa Mkataba Mpya wa Huduma kwa Mteja;
To co-ordinate the implementation of the new customer care contract;
- (c) Kuratibu tathmini ya utendaji kazi wa watumishi kwa njia ya wazi (OPRAS) kuanzia mwezi Julai, 2011; na
To co-ordinate the evaluation of the performance of workers through the Open Performance Review and Appraisal System (OPRAS) from July 2011; and
- (d) Kuanza kutumia mfumo wa kompyuta wa kuhifadhi taarifa zote za kiutumishi kwa wafanyakazi wote wa Wizara.
To start using a computer system to keep data on the service schemes of all the workers in the ministry.

Mheshimiwa Mwenyekiti, Kitengo cha Habari, Elimu na Mawasiliano, katika mwaka 2011/12, kitatekeleza yafuatayo:-

Mr. Chairperson, in the 2011/2012 financial year, the Information, Education and Communication Department will perform the following tasks:

- (a) Kuratibu utoaji wa habari katika vyombo vya habari kuhusu matukio mbalimbali ya Sekta ya Elimu ili kuufahamisha Umma kuhusu maendeleo ya Sekta ya Elimu na kuweka kumbukumbu za matukio ya Wizara;
To co-ordinate the dissemination of information about various events pertinent to the educational sector through the mass media so as to inform the public about the development of the sector and to keep records of the ministry's activities;
- (b) Kukamilisha Mkakati wa Mawasiliano na Habari unaohusu shughuli za Wizara;
To complete the formulation of a communication and information strategy relating to the ministry's activities;

- (c) Kuandaa na kutangaza vipindi 20 vya redio na televisheni vya kuelimisha jamii kuhusu maendeleo na changamoto za Sekta ya Elimu;
To prepare and air 20 radio and Television programmes so as to educate the society about the development and the challenges of the education sector;
- (d) Kuandaa makala 20 juu ya matukio ya Sekta ya Elimu, kwa ajili ya kuzichapisha katika magazeti;
To prepare 20 articles on the activities of the educational sector so as to publish them in newspapers;
- (e) Kuratibu upatikanaji wa majibu ya maswali yanayolizwa na wadau wa elimu kupitia Tovuti ya Wananchi (www.Wananchi.go.tz);
To provide answers to the questions which are being asked by the education stakeholders through citizens' website (www.wananchi.go.Tz);
- (f) Kuandaa, kuchapa na kusambaza nakala 100,000 za Jarida la *EdSDP* kwenye kanda nane za Elimu ili kuihamasisha jamii kushiriki katika kutekeleza Mipango ya Elimu;
To prepare, print and distribute 100,000 copies of the EdSDP journal to the eight educational zones so as to conscientize the public to participate in the implementation of the education programmes;
- (g) Kuandaa machapisho mbalimbali yakiwemo mabango, vipeperushi, vijarida, shajara na kalenda kwa ajili ya kuwaeleza wadau juu ya sera na mipango mbalimbali ya maendeleo ya Elimu; na
To prepare different publications, including the posters, brochures, small journals, diaries and calendars to inform stakeholders about the policies and different educational development programmes; and
- (h) Kuandaa na kuratibu Maadhimisho ya Miaka 50 ya Uhuru.
To prepare and co-ordinate the celebration of the 50th anniversary of independence.

Mheshimiwa Mwenyekiti, katika Mwaka wa Fedha wa 2011/12, Kitengo cha Ukaguzi wa Ndani kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the Internal Inspection Unit will carry out the following activity:

- (a) Kufanya ukaguzi na ufuatiliaji wa mapendekezo ya Ukaguzi Makao Makuu ya Wizara, vituo 30 vikiwemo Vyuo vya Ualimu, Ofisi za Kanda za Ukaguzi wa Shule na Vituo vya Elimu vya Wizara.
To do an inspection of and make a follow-up on the recommendations of the inspection to the ministry's headquarters involving 30 centres, including the teacher training colleges, the zonal schools inspection office and the ministry's educational centres.

Mheshimiwa Mwenyekiti, katika Mwaka wa Fedha wa 2011/12, Kitengo cha Ununuzi na Ugavi kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the Procurement and Supply Unit will perform the following tasks:

- (a) Kuandaa mpango wa Manunuzi wa Wizara kwa mwaka 2011/12 kwa kuzingatia Bajeti iliyopitishwa;
To draw up the ministry's procurement programme for the year 2011/2012 based on the budget approved;
- (b) Kuhakikisha kuwa manunuzi ya Wizara yanafanywa kwa kuzingatia Sheria, Kanuni na Taratibu zilizopo;
To make sure that the ministry's procurement activities are done in accordance with the existing laws, regulations and procedures;
- (c) Kuhesabu mali kwa ajili ya kufunga mwaka wa fedha na kubaini na kushughulikia vifaa vinavyostahili kufutwa;
To count the assets so as to close the financial year and to identify and deal with the tools that need to be disposed of;
- (d) Kuandaa mafunzo juu ya Sheria na Taratibu za Manunuzi ya Umma kwa Wajumbe wa Bodi ya Zabuni pamoja na Wakuu wa Idara na Vitengo;
To organise training in the laws and procedures of the public procurement for the tender board members and the heads of department and unit;
- (e) Kuweka kumbukumbu sahihi za vifaa na mali za Wizara; na
To keep accurate records of the ministry's equipment and property; and
- (f) Kutangaza zabuni na matokeo yake kwenye magazeti na Tovuti ya *Public Procurement Regulatory Authority* (PPRA).
To advertise tenders and their results in newspapers and on the Public Procurement Regulatory Authority (PPRA) website.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Kitengo cha Fedha na Uhasibu, kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the Finance and Accounting Unit will carry out the following activities:

- (a) Kuandaa ripoti mbalimbali za fedha na kuziwasilisha kwa mamlaka husika;
To prepare different financial reports and submit them to the respective authorities;
- (b) Kuchambua Ripoti za Mkaguzi wa Nje na Mkaguzi wa Ndani na kuratibu majibu ya hoja za Ripoti ya Ukaguzi kabla ya kuyawasilisha kwenye Kamati ya Bunge ya Hesabu za Serikali, Mdhhibiti na Mkaguzi Mkuu wa Hesabu za Serikali na kwa Mlipaji Mkuu wa Serikali;
To analyse the reports of the external and internal auditors and to co-ordinate answers to the arguments raised in the audit reports before submitting them to the Public Accounts Committee, which is a Standing Parliamentary Committee, to the Controller and Auditor of the Government and to the Chief Government Payer;
- (c) Kuhakikisha ya kuwa malipo yanafanywa kwa kuzingatia Taratibu, Kanuni na Sheria za Manunuzi na Fedha za Umma; na
To make sure that payments are done in accordance with the procedures, regulations and the procurement and public fund Acts; and
- (d) Kusimamia na kushauri kuhusu Makusanyo ya Maduhuli.
To supervise and provide some advice on revenue collection.

Mheshimiwa Mwenyekiti, mwaka 2011/12, Wakala, Taasisi na Mabaraza ya Wizara, zitatekeleza kazi zake kama ifuatavyo:-
Mr. Chairperson, in the financial year 2011/2012, the Agencies, Institutes and the Ministry's Councils will carry out their activities as follows:

Katika mwaka 2011/12, Taasisi ya Elimu ya Watu Wazima (TEWW) itatekeleza yafuatayo:-
In the financial year 2011/2012, the Institute of Adult Education will perform the following tasks:

- (a) Kutoa mafunzo ya Elimu ya Watu Wazima na Mafunzo Endelevi kwa kutumia *Competence Based Education & Training Curriculum (CBET)*, kwa walengwa 140 wa ngazi ya Cheti, 300 wa Stashahada na 352 wa Shahada;
To offer adult continuing education using a competence-based Education Curriculum (CBET) to 140 students at the certificate level as well as 300 diploma students and 352 degree students;
- (b) Kudurusu Mtaala wa *CBET* ngazi ya cheti, stashahada na shahada na kuwajengea uwezo wakufunzi wa TEWW katika kutoa mafunzo yanayozingatia uwezo na umahiri;
To review the CBET Curriculum for the certificate, diploma and degree levels and the building of the capacity of the tutors of the Institute of Adult Education in the provision of education based on skills and competence;
- (c) Kutekeleza mpango mkakati wa UKIMWI wa TEWW (*HIV and AIDS Work Place Strategy*);
To implement the HIV and AIDS Work Place Strategy of the Institute of Adult Education;
- (d) Kufanya utafiti juu ya programu zinazotolewa na taasisi ili kubaini umuhimu wake katika jamii;
To conduct research on the programmes which are offered by the institute so as to determine their importance to the society;
- (e) Kutoa machapisho na majarida ya kitaaluma ya *Journal of Adult Education No.19* na *Studies in Adult Education No. 67*;
To produce publications and academic journals, namely Journal of Adult Education No. 19 and Studies in Adult Education No. 67;
- (f) Kujenga vyumba vya semina na kumbi za mikutano katika Kituo cha WAMO, ofisi na madarasa katika Mikoa ya Kilimanjaro, Ruvuma na Arusha na kukarabati jengo la makao makuu ya taasisi na kujenga hosteli ya wanafunzi katika Mkoa wa Dar es Salaam;
To build seminar rooms and conference halls at the WAMO centre and offices, classrooms in Kilimanjaro, Ruvuma and Arusha regions, to renovate the building at the headquarters of the institute and to build a students' hostel in Dar es Salaam;
- (g) Kuunganisha Makao Makuu ya Taasisi na Vituo vitano katika mtandao wa mawasiliano ya kompyuta kwa ajili ya kuinua ubora wa utoaji wa Elimu Masafa;
To connect the headquarters of the institute with the five centres through a computer communication network so as to enhance the quality of the education obtained through distance learning;
- (h) Kuendesha mafunzo ya uratibu, usimamizi na menejimenti ya Vituo vya MEMKWA na MUKEJA katika Wilaya 75 zilizobaki;
To conduct training in the co-ordination, supervision and management of MEMKWA and MUKEJA centres in the 75 remaining districts;

- (i) Kuratibu maandalizi ya Mkutano wa Elimu Masafa katika Nchi za SADC (DEASA Conference) utakaofanyika Tanzania;
To co-ordinate the preparation of SADC's distance education in the SADC member states (DEASA Conference) which will be held in Tanzania;
- (j) Kuchapa masomo ya Hatua ya I na II ya Mpango wa Elimu Masafa na Ana kwa Ana;
To prepare Stage I and II lessons of distance learning and face-to-face learning;
- (k) Kuandika na kuchapa kwa mtindo wa moduli masomo ya Ufundi na Biashara kwa ajili ya Kidato cha 5 na 6;
To write in a modularised system artisanship and business lessons and print it for form 5 and 6 students;
- (l) Kuongeza idadi ya wanafunzi wanaosoma kupitia Mpango wa Elimu Masafa na Ana kwa Ana kutoka 49,533 hadi 69,533;
To increase the number of students who study through the distance learning system and face-to-face learning from 49,533 to 69,533;
- (m) Kuratibu utekelezaji wa Programu ya *Integrated Post-Primary Education (IPPE)* katika Wilaya za Temeke, Magu, Siha, Hai, Bagamoyo, Makete na Mtwara; na
To co-ordinate the provision of Integrated Post-Primary Education (IPPE) in Temeke, Magu, Siha, Hai, Bagamoyo, Makete and Mtwara districts; and
- (n) Kuratibu mafunzo ya Diploma ya Elimu ya Watu Wazima na Maendeleo ya Jamii kwa njia ya Elimu Masafa kwa Wakufunzi wa Vyuo vya Maendeleo ya Jamii (FDC) kwa ushirikiano na *Karibu Tanzania Association (KTA)* na *Karibu Sweden Association (KSA)*.
To co-ordinate the provision of Adult Education (at diploma level) and social development through distance education to the students of the Folk Development Colleges (FDCs) in a close collaboration with the Karibu Tanzania Association (KTA) and Karibu Sweden Association (KSA).

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Taasisi ya Elimu Tanzania, itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Tanzania Institute of Education will perform the following tasks:

- (a) Kufanya mapitio ya mitaala ili kuinua ubora wa elimu katika ngazi ya elimu ya awali, msingi, sekondari na vyuo vya ualimu;
To revise the curricula so as to improve the quality of education offered at the following levels: pre-primary school, primary school, secondary school and teacher education college;
- (b) Kutoa mafunzo ya kubuni na kutekeleza mtaala ngazi ya cheti na shahada; na
To provide training in the invention and implementation of the curricula at the certificate and diploma levels; and
- (c) Kujenga kituo cha mafunzo ya mtaala na utafiti wa maendeleo ya elimu.
To build a training centre for curriculum development and for undertaking research for the development of education.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Bodi ya Huduma za Maktaba

Tanzania, itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Board of Tanzania Library Services will perform the following tasks:

- (a) Kuimarisha na kuinua ubora wa huduma za Maktaba kwa watu wazima na watoto katika mikoa 19, kwa kuongeza machapisho 50,000;
To improve the quality of the library services offered to adult readers and children in 19 regions by producing 50,000 publications;
- (b) Kutoa ushauri wa kitaalamu juu ya uanzishaji na uendeshaji wa Maktaba za Shule, Vyuo, Taasisi na Halmashauri za Miji, Manispaa na Wilaya nchini;
To provide professional advice about the establishment and running of the libraries of schools, institutes, colleges, town councils, municipal councils and districts;
- (c) Kutoa mafunzo ya ukutubi na uhifadhi nyaraka kwa walengwa 200 wa cheti, 200 wa stashahada na 150 wa mafunzo ya muda mfupi kwa ajili ya Wafanyakazi wa Maktaba za Umma, Shule, Vyuo na Taasisi nyingine nchini; na
To offer librarianship and record-keeping training to 200 certificate students, 200 diploma students and 150 short-term students who work as librarians in schools, colleges and institutes in the country; and
- (d) Kuendeleza ujenzi na kuimarisha Chuo cha Mafunzo ya Ukutubi na Uhifadhi Nyaraka (*School of Library, Archives and Documentation Studies - SLADS*) Bagamoyo, kwa kuanza ujenzi wa hosteli.

To carry on with the work of building and consolidating the School of Library, Archives and Documentation Studies (SLADS) in Bagamoyo by starting by building a hostel.

Mheshimiwa Mwenyekiti, Wakala wa Maendeleo ya Uongozi wa Elimu (ADEM), katika mwaka 2011/12, utatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, ADEM College will perform the following tasks:

- (a) Kutoa mafunzo ya Stashahada ya Uongozi wa Elimu kwa Viongozi 600 wa Idara mbalimbali za elimu, walengwa wakiwa ni Walimu Wakuu, Waratibu Elimu Kata, Maafisa Elimu ngazi ya Wilaya, Walimu wa Shule za Awali, Msingi na Sekondari, Wafanyakazi katika Mashirika yasiyo ya Kiserikali (NGOs) na Mameneja na Wamiliki wa Shule zisizo za Serikali;
To provide training in education management at the diploma level to 600 leaders from different education departments, the target group being head teachers, ward educational co-ordinators, district educational officers, nursery school teachers, primary school teachers, secondary school teachers, workers from NGOs and managers and owners of Non-Governmental schools;
- (b) Kutoa mafunzo ya mwezi mmoja ya Cheti cha Uongozi na Uendeshaji wa Elimu kwa Walimu Wakuu 1,000;
To offer one-month training in education management and administration at the certificate level to 1,000 headteachers;
- (c) Kutoa mafunzo kwa Waratibu Elimu Kata 2,800 nchini kote juu ya mbinu bora za kusimamia Elimu ya Sekondari katika kata zao;
To offer training to 2,800 ward educational co-ordinators throughout the country in better ways of supervising secondary education in their respective wards;
- (d) Kutoa mafunzo kwa wajumbe 5,000 wa Kamati za Shule juu ya usimamizi wa Elimu ya Msingi;
To provide training to 5,000 school committee members in the supervision of primary education;
- (e) Kutoa mafunzo kwa Wajumbe 1,500 wa Bodi za Shule juu ya usimamizi na uendeshaji wa Shule za Sekondari;
To provide training to 1,500 school board members in the supervision and running of secondary schools;
- (f) Kutoa mafunzo ya muda mfupi kwa Maafisa Elimu Taaluma na Maafisa Elimu Vifaa na Takwimu 86 juu ya usimamizi na uendeshaji wa elimu nchini;
To offer short-term courses to academic officers and educational officers responsible for managing equipment and statistics on the supervision and management of schools in the country;
- (g) Kutoa mafunzo ya muda mfupi ya uongozi na uendeshaji wa elimu kwa Wakuu wa Shule 240 wa Shule za Serikali na zisizo za Serikali;
To offer short-term courses on school management and administration to 240 headmasters from both government and private schools;
- (h) Kutoa mafunzo ya awali ya uongozi na uendeshaji wa elimu kwa Wakuu wa Shule wapya 1,000 kutoka katika Mikoa yote ya Tanzania Bara;
To provide preliminary training in the management and administration of schools to 1,000 new headmasters from all the regions in Mainland Tanzania;
- (i) Kutoa mafunzo ya muda mfupi ya uongozi na uendeshaji wa elimu kwa wakaguzi 240 kutoka Wilaya zote za Tanzania Bara; na
To provide short-term courses on education management and administration to 240 inspectors from all the districts in Mainland Tanzania; and
- (j) Kutoa mafunzo ya uongozi na uendeshaji wa elimu kwa Maafisa Elimu 106 wa Wilaya na Mikoa ya Tanzania Bara.
To offer training in education management and administration to 106 education officers from all the regions and districts in Mainland Tanzania.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Tume ya Taifa ya UNESCO itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the UNESCO National Commission will perform the following tasks:

- (a) Kuratibu ushiriki wa Serikali katika kikao cha 35 cha Mkutano Mkuu wa UNESCO utakaofanyika Oktoba, 2011 Paris - Ufaransa, Makao Makuu ya UNESCO, pamoja na utekelezaji wa maamuzi ya kikao hicho;
To co-ordinate the government's participation in the 35th Session of UNESCO's General Assembly which will be held in October 2011 in Paris, France, at the UNESCO headquarters, and the implementation of the decisions to be reached at that session;

- (b) Kuratibu uanzishwaji wa Kikundi cha Wanawake katika Sayansi Tanzania (*STI4W Reference Group*) ili kuongeza ushiriki wa wanawake katika sayansi na ubunifu;
To co-ordinate the establishment of a science women group in Tanzania (STI4W Reference Group) in order to increase the number of the women participating in science and invention;
- (c) Kuendelea kusimamia utekelezaji wa Programu ya Ushirikishwaji ikiwa ni pamoja na uanzishwaji wa Kituo cha Taifa cha Utafiti na Uhifadhi wa Nyaraka za Masuala ya Jinsia, Tengeru - Arusha;
To continue to supervise the implementation of the involvement programme and the establishment of the National Centre for Research on and Documentation of gender issues in Tengeru - Arusha;
- (d) Kuratibu ushiriki wa vijana katika utekelezaji wa Programu za UNESCO, kupitia Dawati la Vijana la Tume ya Taifa ya UNESCO;
To co-ordinate the participation of the youth in the implementation of UNESCO's programmes through the youth desk of the National UNESCO Commission
- (e) Kuhamasisha shule nyingi zaidi kujiunga na mtandao wa UNESCO katika kutekeleza Programu za UNESCO; na
To encourage more schools to join UNESCO's Network in implementing UNESCO's Programmes; and
- (f) Kuratibu mchakato wa taifa wa kuridhia Mkataba wa UNESCO kuhusu Kupinga Utumiaji wa Dawa za Kuongeza Nguvu Michezoni (*Convention on Antidoping in Sports*).
To co-ordinate the national process of approving UNESCO's Convention on Antidoping in Sports.

Mheshimiwa Mwenyekiti, Baraza la Mitihani la Tanzania, katika mwaka 2011/12, litatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the National Examinations Council of Tanzania will carry out the following activities:

- (a) Kuendesha Mtihani wa Kumaliza Elimu ya Msingi 2011 kwa watahiniwa 992,795 waliosajiliwa;
To administer the 2011 primary seven examination to 992,795 candidates;
- (b) Kuendesha Mitihani ya Kidato cha Nne, Maarifa (Qualifying Test- QT), Kidato cha Sita na Ualimu, ambapo watahiniwa wanatarajiwa kusajiliwa kwa ajili ya mitihani hiyo;
To set the form four national examination, the Qualifying Test, the form six national examination, teacher education examinations, where the candidates are expected to register for the examinations;
- (c) Kutoa mafunzo kwa walimu wanaoshiriki katika kazi za Baraza la Mitihani ili kuongeza ufanisi katika utungaji wa maswali ya mitihani; na
To provide training to teachers who carry out NECTA's activities so as to enhance their efficiency in setting examination questions; and
- (d) Kutoa mafunzo kwa Maafisa Elimu wa Mikoa na Wilaya juu ya matumizi ya karatasi za Optical Mark Reader (OMR) katika kujibu maswali ya mitihani ili kuongeza ufanisi katika shughuli za usahihishaji Mitihani ya Kumaliza Elimu ya Msingi.
To provide training to regional and district educational officers in the use of the Optical Mark Reader (OMR) in answering examination questions so as to increase efficiency in the marking of the primary seven examination.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Kituo cha Maendeleo Dakawa kitatekeleza kazi zifuatazo:-
Mr. Chairperson, in the 2011/2012 financial year, the Dakawa Development Centre will carry out the following activities:

- (a) Kuendelea kutunza na kuhifadhi kumbukumbu za historia ya ukombozi Kusini mwa Afrika;
To continue to preserve historical documents on the nationalism movements in southern Africa;
- (b) Kuendelea na mchakato wa kukifanya Kituo kuwa Kitovu cha Utoaji wa Elimu ya Sayansi na Ufundi (*Centre of Excellence*); na
To continue with the process of making the centre to be the Centre of Excellence for scientific education and vocational training; and
- (c) Kuandaa mpango wa kisheria wa uendeshaji wa Kituo.
To prepare legal procedures for the running of the centre.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Mamlaka ya Elimu Tanzania itatekeleza yafuatayo:-
Mr. Chairperson, in the 2011/2012 financial year, the Tanzania Education Authority will perform the following tasks:

- (a) Kuendesha harambee kwa ajili ya ujenzi wa mabweni 30 ya wasichana wa Shule za Sekondari;

To conduct a fund-raising campaign so as to get money for building 30 dormitories for the girls' secondary schools;

- (b) Kuendelea kuimarisha miundombinu ya Shule za Sekondari 197 na Vyuo vya Elimu ya Juu vitatu kwa kufadhili Miradi ya Maboresho;
To continue to improve the infrastructure of 197 secondary schools and three higher education institutions by sponsoring development projects;
- (c) Kufanya tathmini na ukaguzi wa Miradi 70 inayofadhiliwa na Mfuko wa Elimu;
To make an evaluation and audit of 70 projects which are funded by the Education Fund;
- (d) Kuwapatia mafunzo watumishi 30 wa Mamlaka ili watekeleze majukumu yao kwa ufanisi; na
To provide training to 30 workers of the authority so that they may perform their responsibilities effectively; and
- (e) Kukarabati majengo yatakayokuwa Ofisi za Mamlaka.
To renovate the buildings that will be used as offices by the authority.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Tume ya Vyuo Vikuu Tanzania itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Tanzania Commission for Universities will perform the following tasks:

- (a) Kutathmini ubora wa programu 100 za masomo ya Vyuo Vikuu na Vyuo Vikuu Vishiriki nchini kwa lengo la kuziidhinisha;
To assess the quality of 100 academic programmes of the universities and the constituent university colleges in the country so as to approve them;
- (b) Kuendesha warsha na semina tano za kuwajengea uwezo Viongozi wa Vyuo Vikuu ili kuinua ubora wa Uongozi wa Vyuo Vikuu nchini;
To organise five capacity building workshops and seminars for university administrators in order to improve the quality of university administration in the country;
- (c) Kukamilisha rasimu ya kanuni za utekelezaji wa Mfumo wa Tuzo Zinazotambuliwa Kitaifa (*National Qualifications Framework*);
To complete the draft of the regulations for the implementation of the National Qualifications Framework;
- (d) Kuendelea kufanya ufuatiliaji na tathmini ya uwezo wa Vyuo Vikuu vilivyopo na vipya katika kutoa elimu bora kwa kuzingatia vigezo na kutumia takwimu na taarifa mbalimbali toka Vyuo Vikuu kwa ajili ya kusaidia kutoa maamuzi sahihi kwa ajili ya maendeleo ya elimu ya juu nchini;
To continue to make follow-ups on and evaluation of the capacity of the existing universities and new universities in the provision of quality education by taking into consideration the criteria, statistics and different reports from the universities so as to make sound decisions for the development of higher education in the country;
- (e) Kuendelea kuratibu na kutathmini Mradi wa Majaribio ya Udhhibiti wa Ubora wa Programu za Vyuo Vikuu vitano unaotekelezwa na IUCEA;
To continue to co-ordinate and evaluate the pilot project for controlling the quality of the programmes of five universities which is implemented by the IUCEA;
- (f) Kuelimisha umma kuhusu majukumu ya Tume, kupitia machapisho mbalimbali na vyombo vya habari na kutoa miongozo kwa Vyuo Vikuu nchini kuhusu udhibiti wa ubora wa elimu ya juu;
To educate the public about the commission's responsibilities through various publications as well as the mass media and to provide guidelines to the universities in the country for ensuring the quality higher education;
- (g) Kuendelea kuratibu na kusimamia udahili wa wanafunzi wanaojiunga na Vyuo Vikuu nchini na nje ya nchi;
To continue to co-ordinate and supervise the admission of students to universities within the country and abroad;
- (h) Kuendelea na ujenzi wa jengo la ofisi za kudumu za Tume;
To continue constructing the commission's building;
- (i) Kuendelea kuratibu na kuandaa Maonesho ya Elimu ya Juu, Sayansi na Teknolojia ili kuelimisha umma kuhusu malengo, maendeleo na mchango wa taasisi za elimu ya juu katika maendeleo ya kiuchumi na kijamii nchini; na
To continue co-ordinating and organising higher education, science and technology exhibitions so as to educate the public about the goals, development and the contribution of the higher education institutions to the social and economic development of the country; and

- (j) Kujenga uwezo wa Wafanyakazi wa Tume katika kukabiliana na changamoto za maendeleo ya elimu ya juu kwa kuwapatia mafunzo ya muda mrefu na mfupi.
To build the capacity of the commission's staff in dealing with the challenges of higher education in the country by providing them with short- and long-term courses.

Mheshimiwa Mwenyekiti, mwaka 2011/12, Baraza la Taifa la Elimu ya Ufundi litatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, NACTE will carry out the following tasks:

- (a) Kukagua vyuo 20 na kutoa ithibati na usajili kwa vyuo vinavyostahili;
To inspect 20 colleges and approve and register those which deserve to be approved;
- (b) Kubaini na kusajili walimu 400 katika Vyuo vya Ufundi;
To identify and register 400 teachers in vocational training colleges;
- (c) Kuratibu mitaala 30 na uendeshaji wa mitihani katika vyuo 30;
To co-ordinate the development of 30 curricula and administer examinations in 30 colleges;
- (d) Kusimamia vyuo 20 katika kutengeneza mfumo wa kudhibiti na kuhakiki ubora wa mafunzo;
To supervise 20 colleges in developing systems for the control and validation of the quality of training;
- (e) Kuratibu udahili wa wanafunzi wa shahada na stashahada katika vyuo 17;
To co-ordinate the admission of degree and diploma students in 17 colleges;
- (f) Kusimamia utekelezaji wa masharti ya ithibati katika vyuo; na
To supervise the implementation of the conditions for approving higher learning institutions; and
- (g) Kuendesha mafunzo ya walimu katika vyuo 20 juu ya kufundisha kwa kutumia mitaala mipya.
To train teachers in the use of new curricula in 20 higher learning institutions.

Mheshimiwa Mwenyekiti, Bodi ya Mikopo ya Wanafunzi wa Elimu ya Juu, katika mwaka 2011/12, itatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the Higher Education Students' Loans Board will do the following activities:

- (a) Kutoa mikopo kwa Wanafunzi 91,568 wa elimu ya juu wa mwaka wa kwanza na wale wanaoendelea na masomo na kwa wanafunzi wanaosoma shahada za uzamili na uzamivu;
To provide loans to 91,568 higher education first-year and continuing students and to students who are pursuing master's and PhD degrees;
- (b) Kuimarisha utoaji na urejeshaji mikopo kwa kuoanisha taarifa za wakopeshwaji na zile za Tume ya Vyuo Vikuu, Baraza la Mitihani na Mamlaka ya Vitambulisho vya Taifa;
To improve the provision and repayment of loans by matching the details of loan recipients and the details of TCU, NECTA and NIDA;
- (c) Kutoa Elimu kwa Umma, kwa kutumia vipeperushi, magazeti, redio, televisheni, warsha na maonesho, kuhusu kuchangia gharama za Elimu ya Juu; na
To educate the public by using brochures, newspapers, radio, television, workshops and exhibitions about cost-sharing in higher education; and
- (d) Kusogeza huduma za utoaji wa mikopo karibu na Wananchi kwa kuanzisha Ofisi ya Kanda huko Zanzibar.
To take the provision of loans closer to the citizens by opening a zonal office in Zanzibar.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Mamlaka ya Elimu na Mafunzo ya Ufundi Stadi, itatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the Tanzania Education and Vocational Training Authority will perform the following tasks:

- (a) Kukamilisha andiko la Mpango wa Nne wa Maendeleo ya Ufundi Stadi wa Miaka Mitano (VETA Development Corporate Plan IV) 2012 - 2017;
To complete writing the proposal for the Five-Year VETA Development Corporate Plan IV (2012-2017);
- (b) Kuendelea kuimarisha utekelezaji wa awamu ya kwanza ya Programu ya Vituo vya Ufundi Stadi vya Wilaya (District Vocational Training Centres Programme) kwa kukarabati vituo na kujenga vituo vya ufundi stadi katika Wilaya za Karagwe, Korogwe na Mwanga na kujenga chuo Ludewa. Kituo cha Ufundi cha Wilaya ya Makete,

ambacho ujenzi wake unatarajiwa kukamilika hivi karibuni kitaanza kutoa mafunzo katika kipindi cha Mwaka wa Fedha wa 2011/12;

To continue strengthening the implementation of the first phase of the District Vocational Training Centres Programme by rehabilitating the centres and building vocational training centres in Karagwe, Korogwe and Mwanga districts and building a centre at Ludewa. The construction of the Makete Vocational Training Centre is expected to be completed soon and the centre will therefore start to provide training to students in the 2011/2012 financial year;

- (c) Kujenga uwezo wa wakufunzi 70 na watumishi wa kawaida 50 katika vyuo mbalimbali vya ndani na nje ya nchi;
To build the capacity of 70 tutors and 50 non-teaching staff members in different colleges within the country and abroad;
- (d) Kufanya utafiti wa soko la ajira nchi nzima ili kubaini mahitaji ya mafunzo ya ufundi stadi kisekta, hususan stadi zinazohitajika na wawekezaji (*Potential and Emerging Skills*);
To research into the labour market in the country so as to identify the training needs of the sectoral vocational training, particularly the skills which are needed by investors (potential and emerging skills);
- (e) Kutekeleza mpango wa mafunzo ya ufundi viwandani uitwao *Skills Enhancement Programme (SEP)* kwa kampuni zisizopungua kumi nchi nzima ili kuimarisha stadi kwa wafanyakazi na tija kwa viwanda husika;
To implement the Skills Enhancement Programme (SEP) in the industries for not less than ten companies across the country so as to improve the skills of workers and to increase benefits to the respective industries;
- (f) Kutekeleza Mpango wa *VETA* wa kuimarisha Vyuo vya Ufundi Stadi (*Modernization of Vocational Training Centres*) kwa kukarabati Vyuo vya Mafunzo ya Ufundi Stadi vya Mwanza, Moshi, Mtwara, Kihonda na Chuo cha Walimu wa Ufundi Stadi cha Morogoro pamoja na kuweka mitambo ya kisasa ya kufundishia ili kwenda sambamba na mabadiliko ya teknolojia;
To implement VETA's programme for the Modernization of Vocational Training Centres by maintaining the vocational training colleges of Mwanza, Moshi, Mtwara and Kihonda and the teacher's vocational training college in Morogoro and to put modern teaching facilities so that we cope with technological developments;
- (g) Kuanzisha mafunzo ya hoteli na utalii katika Chuo cha *VETA* cha Hoteli na Utalii huko Njiro, Arusha ambapo wanafunzi 50 wa ngazi ya Stashahada wataanza mafunzo mwezi Januari, 2012; na
To introduce hotel management and tourism studies in the VETA College of Hotel Management and Tourism in Njiro, Arusha, where 50 diploma students will start their studies in January 2012; and
- (h) Kuanzisha mafunzo ya ufundi stadi katika fani za useremala, uashi, magari, umeme, upishi na *TEHAMA* katika vyuo vipya vya Manyara, Lindi, Pwani na kituo cha *TEHAMA* cha Kipawa, Jijini Dar es Salaam.
To introduce vocational training studies in carpentry, masonry, electricity, cookery and ICT in the new colleges of Manyara, Lindi and Pwani as well as at the Kipawa ICT Centre in Dar es Salaam.

Mheshimiwa Mwenyekiti, Chuo Kikuu cha Dar es Salaam, katika Mwaka wa Fedha wa 2011/12, kitatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, the University of Dar es Salaam will carry out the following tasks:

- (a) Kudahili wanafunzi 7,260 ambapo, 5,030 ni wa shahada ya kwanza na 2,230 ni wa shahada ya uzamili na uzamivu;
To enrol 7,260 students: 5,030 undergraduate students and 2,230 master's and PhD students;
- (b) Kuendeleza ushirikiano na wafadhili mbalimbali katika kugharimia utafiti na mafunzo, hasa katika nyanja za sayansi asilia na tumizi (*Natural and Applied Sciences*), teknolojia, elimu, mabadiliko ya tabianchi, miundombinu, mazingira, ujasiriamali, nishati, utalii, sekta isiyo rasmi, *TEHAMA*, lugha, utawala bora na demokrasia na baadaye kutoa machapisho 30 ya vitabu na 305 ya majarida;
To sustain co-operation with different donors in financing research and training in natural and applied sciences, technology, education, climatic change, infrastructure, the environment, entrepreneurship, energy, tourism, the informal sector, ICT, languages, good governance and democracy and, afterwards, produce 30 books and 305 journals;
- (c) Kuendeleza ukarabati na ujenzi wa miundombinu ya chuo ili kuboresha mazingira ya kufundishia na kujifunzia;
To further the work of renovating and building the university's infrastructure so as to improve the quality of the teaching and learning environment;
- (d) Kuendeleza mikakati ya ujenzi wa Makao Makuu mapya ya Taasisi ya Sayansi za Bahari eneo la Buyu, Zanzibar;
To further the strategies of building the new headquarters of the Institute of Aquatic and Marine Sciences in Buyu, Zanzibar;
- (e) Kuanzisha Shahada za Kwanza za *B.Sc. in Textile Engineering* na *B.Sc. in Textile Design*;

To introduce undergraduate programmes, namely a B.sc. degree in Textile Engineering and a B. Sc. degree in Textile Design;

- (f) Kukamilisha na kuanzisha shahada nne za uzamivu (*Ph.D by Coursework and Dissertation*) katika Taasisi ya Taaluma za Maendeleo, Idara ya Sayansi za Bahari, Idara ya Zuolojia na Fani ya Sayansi za Jamii;
To complete the design of and introduce four PhD degree programmes (PhD by Coursework and Dissertation) in the Institute of Development Studies, Department of Marine Sciences, Zoology Department and in the social sciences;
- (g) Kuendelea kufanya ukaguzi wa ubora wa shughuli za taaluma (*quality assurance*);
To continue ensuring the quality control of academic activities (quality assurance);
- (h) Kuendelea kuajiri na kugharimia mafunzo ya wahadhiri na wafanyakazi waendeshaji kwenye fani mbalimbali;
To continue employing new staff and financing the studies of lecturers and administrative staff in various specializations;
- (i) Kuendelea na utekelezaji wa mipango ya kusherehekea Miaka 50 ya Chuo Kikuu cha Dar es Salaam ikiwa ni pamoja na kutathmini na kuandaa Dira ya Miaka 50 ijayo ya Chuo kuendesha midahalo, makongamano na kutoa machapisho na huduma kwa umma; na
To continue with the implementation of the programmes of the celebrations of the 50th anniversary of the University of Dar es Salaam, including the evaluation and preparation of Vision 2061, to organize debates as well as symposia and to produce publications and provide services to the public; and
- (j) Kuanza ujenzi wa Kituo cha Wanafunzi (*Student Centre*) ikiwa ni azma mojawapo ya Chuo Kikuu cha Dar es Salaam katika kusherehekea miaka 50 ya Chuo.
To start the construction of a Student Centre, which is one of the objectives of the University of Dar es Salaam formulated during the celebration of the 50 years of the University.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo Kikuu Kishiriki cha Elimu Dar es Salaam, kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the Dar es Salaam University College of Education will do the following activities:

- (a) Kudahili wanafunzi wenye sifa za kujiunga na masomo ya Chuo Kikuu 1,200 (200 wa fani ya sayansi);
To select 1,200 students (200 science students) with the right qualifications to join the university college;
- (b) Kununua vifaa vya maabara na samani za maktaba na vitabu zaidi vya kufundishia;
To buy laboratory equipment, books and furniture for the library and;
- (c) Kununua vifaa vya kufundishia na kujifunzia wanafunzi wenye ulemavu;
To purchase teaching and learning facilities for students with disabilities;
- (d) Kujenga jengo la kitivo cha sayansi za jamii;
To construct the building of the Faculty of Social Sciences;
- (e) Kupanua jengo la kitivo cha Elimu kwa ajili ya kuongeza ofisi kwa walimu;
To expand the building of the Faculty of Education in order to increase the number of offices for lecturers;
- (f) Kujenga jengo la utawala kwa ajili ya ofisi za wafanyakazi waendeshaji;
To build the administration block for providing office space to administrative staff;
- (g) Kuimarisha miundombinu ya TEHAMA;
To improve the ICT infrastructure;
- (h) Kushirikiana na vyuo na taasisi za ndani na nje ya nchi katika utafiti na mafunzo, hasa kwa shahada za uzamili na uzamivu;
To collaborate with local higher learning institutions as well as overseas institution in conducting research and training, particularly for those pursuing Masters and PhDs;
- (i) Kujenga kituo cha afya ili kuwa na jengo maalum la kutolea huduma za afya;
To construct a building for providing health services to the students, staff and other people;
- (j) Kujenga jengo la maabara na madarasa katika shule ya sekondari ya mazoezi;
To construct a laboratory building and lecture rooms at the teaching practice secondary school;

- (k) Kuajiri jumla ya wafanyakazi 75; kati ya hao, 30 ni wahadhiri na 45 ni waendeshaji;
To employ a total of 75 workers, among them 30 lecturers and 45 administrative staff members;
- (l) Kukarabati miundombinu ya umeme, barabara na viwanja vya michezo;
To maintain the electricity infrastructure, roads and playgrounds;
- (m) Kuzuia mmomonyoko wa udongo katika Hosteli ya Mbagala; na
To prevent soil erosion at the Mbagala hostel; and
- (n) Kutengeneza *Master Plan* ya chuo na kununua/kutafuta ardhi nyingine kubwa kwa ajili ya upanuzi wa chuo.
To prepare the college's Master Plan and to buy or find another large plot of land for the expansion of the college.

Mheshimiwa Mwenyekiti, Chuo Kikuu Kishiriki cha Elimu Mkwawa, katika mwaka 2011/12, kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, Mkwawa University College of Education will undertake the following activities:

- (a) Kuongeza udahili wa wanafunzi wa mwaka wa kwanza kutoka 880 hadi 950;
To increase the admission of undergraduate students from 880 to 950;
- (b) Kuanza ujenzi wa Jengo la Utawala;
To start the building of the administration block;
- (c) Kuendelea kuimarisha kupanua miundombinu ya kufundishia na kujifunzia Chuoni; na
To continue with the expansion of the teaching and learning infrastructure; and
- (d) Kuendelea kugarimiza masomo ya wahadhiri katika viwango vya uzamili na uzamivu.
To continue to finance the studies of lecturers at the master's and PhD levels.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo Kikuu cha Sokoine cha Kilimo, kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, Sokoine University of Agriculture will carry out the following tasks:

- (a) Kudahili wanachuo 8,572 wa shahada ya kwanza, uzamili na uzamivu;
To enrol 8,572 undergraduate, master's degree and PhD students;
- (b) Kujenga na kukarabati miundombinu ya chuo ili kuinua ubora wa mazingira ya kufundishia na kujifunzia;
To build and renovate the university's infrastructure so as to improve the quality of the teaching and learning environment;
- (c) Kuanzisha shahada mpya saba za kwanza na tatu za uzamili;
To introduce seven new undergraduate programmes and three master's degree programmes;
- (d) Kuanza mradi wa uvunaji maji ya mvua kwa ajili ya kilimo cha umwagiliaji;
To start the rain-water harvesting project for irrigation agriculture;
- (e) Kuanzisha Taasisi ya Kitaifa ya Bioteknolojia ya Kilimo (*National Agricultural Biotechnology Institute*) ili kukabiliana na changamoto za utekelezaji wa Kilimo Kwanza; na
To establish the National Agricultural Biotechnology Institute so as to combat the challenges relating to the implementation of Kilimo Kwanza; and
- (f) Kufanya utafiti unaolenga katika kumwondolea mkulima umaskini, kukuza uchumi na kuboresha mazingira.
To conduct research that is intended to alleviate a farmer's poverty, to enhance the growth of the economy and to improve the quality of the environment.

Mheshimiwa Mwenyekiti, Chuo Kikuu Kishiriki cha Ushirika na Elimu ya Biashara Moshi (Chuo Kikuu cha Sokoine cha Kilimo), katika mwaka 2011/12, kitatekeleza kazi zifuatazo:-
Mr. Chairperson, in the financial year 2011/2012, the Moshi University College of Business and Co-operative Studies (SUA) will perform the following tasks:

- (a) Kuanzisha Programu za Cheti na Stashahada katika Kampasi ya Kizumbi, Shinyanga ili kuongeza udahili wa wanafunzi kutoka 3,652 mwaka 2010/11 hadi 4,068 mwaka 2011/12;

To introduce certificate and diploma programmes at the Kizumbi campus in Shinyanga so as to increase the number of students from 3,652 in 2010/2011 to 4,068 in 2011/2012;

- (b) Kuwaendeleza wahadhiri 20 katika kiwango cha Shahada ya Uzamivu;
To train 20 lecturers at PhD level;
- (c) Kuinua ubora wa utafiti na kuandaa makala mbalimbali ili kusambaza elimu inayokidhi mahitaji ya sasa ya jamii, ikiwa ni pamoja na Vyama vya Ushirika wa Akiba na Mikopo (SACCOS), maendeleo ya ushirika, utunzaji mazingira na upunguzaji wa umaskini;
To improve the quality of research and to write various articles so as to disseminate education which meets the current needs of the society, SACCOS and Cooperatives, to conserve the environment and to alleviate poverty;
- (d) Kuimarisha matawi manne ya chuo ya kanda katika Mikoa ya Mtwara, Iringa, Mwanza na Tanga;
To strengthen the four zonal colleges in Mtwara, Iringa, Mwanza and Tanga regions;
- (e) Kuinua ubora wa kiwango cha huduma za utafiti na ushauri, kwa kushirikiana na vyo vingine vya ndani na nje ya nchi, hususan Chuo cha Ushirika cha Uingereza, *University of Stirling* cha Uingereza, Chuo Kikuu cha Malawi, Chuo Kikuu cha Zambia, *Humber Institute of Technology and Advanced Learning (HITAL)*;
To improve the quality of research and consultancy services, in collaboration with other universities in the country and abroad, particularly the University of Stirling in Britain, Malawi University, the University of Zambia, Humber Institute of Technology and Advanced Learning (HITAL);
- (f) Kuimarisha mipango ya uenezi wa elimu nje ya Chuo ili kuchochea ari ya maendeleo katika jamii kwa kushirikiana na wadau wengine, hususan Wizara ya Kilimo, Chakula na Ushirika, *Co-operative Audit and Supervision Corporation (COASCO)*, Muungano wa Vyama vya Ushirika (*TFC*) na wengineo;
To strengthen the programmes for providing education outside the college so as to stimulate the development enthusiasm of the people, in collaboration with other stakeholders, particularly the Ministry of Agriculture, Food and Co-operatives, the Co-operative Audit and Supervision Corporation (COASCO), the Tanzania Federation of Co-operatives and others;
- (g) Kushughulikia mahitaji ya jamii katika masuala mtambuka kama jinsia, UKIMWI, wenye ulemavu, rushwa, mazingira na wastaafu; na
To deal meet societal needs in various areas such as gender, AIDS, people with disabilities, corruption, the environment and retired people; and
- (h) Kukamilisha utekelezaji wa masharti yaliyotolewa na Tume ya Vyuo Vikuu ili kukiwezesha Chuo kupanda daraja na kuwa Chuo Kikuu Kamili (*Fully Fledged University*).
To complete the implementation of the conditions issued by the Tanzania Commission for Universities so that the college can be promoted to a fully-fledged university.

Mheshimiwa Mwenyekiti, Chuo Kikuu Huria cha Tanzania, katika Mwaka waFedha wa 2011/12, kimejizatiti kutekeleza shughuli zifuatazo:-

Mr. Chairperson, in the financial year 2011/2012, the Open University of Tanzania will carry out the following activities:

- (a) Kujenga maabara za Teknolojia ya Mawasiliano Huria katika Mikoa ya Dodoma, Tabora, Pemba, Lindi, Mtwara, Mara na Zanzibar;
To build the open communications technology laboratories in Dodoma, Tabora, Pemba, Lindi, Mtwara, Mara and Zanzibar;
- (b) Kujenga majengo ya Kituo cha Mtwara na viwanja vya michezo eneo la Makao Makuu ya Chuo Bungo Kibaha;
To construct the buildings of the Mtwara centre and the playgrounds at the university's headquarters at Bungo in Kibaha;
- (c) Kukarabati majengo ya Mikoa ya Kagera (Awamu II), Musoma (Awamu ya I) Kilimanjaro (Awamu ya II) na Rukwa (Awamu ya II);
To renovate the buildings in Kagera region (Phase II), Musoma (Phase I), Kilimanjaro (Phase II) and Rukwa (Phase II); and
- (d) Kuongeza udahili wa wanafunzi ili ifikie 3,961 kwa shahada ya kwanza na 2,538 kwa shahada za uzamili na uzamivu.
To increase the admission of students to 3,961 undergraduate students and 2,538 master's and PhD students.

Mheshimiwa Mwenyekiti, katika mwaka wa 2011/12, Chuo Kikuu Ardhi, kitatekeleza yafuatayo:-

Mr. Chairperson, in the financial year 2011/2012, Ardhi University will perform the following tasks:

- (a) Kukamilisha awamu ya tano ya ujenzi wa jengo la kumbi za mihadhara na ofisi za wahadhiri (*Lands Building*);
To complete the fifth phase of the construction of lecture halls and offices for lecturers;
- (b) Kuanza ujenzi wa jengo la mihadhara na ofisi za wahadhiri;
To start the construction of lecture halls and offices for lecturers;
- (c) Kuanza ujenzi wa hosteli ya wanafunzi yenye uwezo wa kuchukua wanafunzi 2,048;
To start the construction of a students' hostel which has the capacity of accommodating 2,048 students;
- (d) Kuanza ujenzi wa nyumba ya Makamu Mkuu wa Chuo;
To start building a house for the Vice-Chancellor;
- (e) Kukamilisha ununuzi wa ardhi kwa ajili ya upanuzi wa chuo katika Kijiji cha Lupunga, eneo la Mlandizi – Halmashauri ya Mji wa Kibaha;
To complete the purchase of land for the expansion of the university at Lupunga village, Mlandizi, Kibaha town council;
- (f) Kuimarisha na kupanua miundombinu ya habari, mawasiliano na teknolojia;
To improve and expand the information, communication and technology infrastructure;
- (g) Kuajiri wafanyakazi wapya 37 (wanataaluma 22 na waendeshaji 15); na
To employ 37 new staff (22 academics and 15 administrative staff); and
- (h) Kukarabati barabara za ndani, madarasa, ofisi za walimu, nyumba za wafanyakazi na viwanja vya michezo.
To rehabilitate roads, lecture rooms, lecturers' offices, workers' offices and the playgrounds.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo Kikuu cha Afya na Sayansi Shirikishi Muhimbili, kitatekeleza yafuatayo:-

Mr. Chairperson, in the 2011/2012 financial year, Muhimbili University of Health and Allied Sciences will perform the following tasks:

- (a) Kudahili wanafunzi wapya 400 wa shahada ya kwanza na 250 wa shahada za uzamili na uzamivu;
To enrol 400 undergraduate students and 250 master's and PhD students;
- (b) Kujenga miundombinu ya barabara, maji na umeme katika eneo la Mloganzila ili kuwezesha kuanza kwa ujenzi wa hospitali ya kufundishia;
To build the road, water and electricity infrastructure at the Mloganzila area so as to start the work of building the internship hospital;
- (c) Kukamilisha ukarabati wa majengo yakiwemo ya utawala, nyumba za wafanyakazi, maabara za kufundishia na mabweni;
To complete the renovation of buildings, namely the administration block, servants' quarters, laboratories and dormitories;
- (d) Kujenga nyumba mbili za walezi wa wanafunzi (*wardens*) na Bazaar ya wanafunzi katika mabweni ya wanafunzi yaliyopo Barabara ya Chole, Dar es Salaam;
To build two houses for wardens and a students' Bazaar in the students' dormitories which are situated at Chole Road, Dar es Salaam;
- (e) Kujenga karakana ya kutengeneza vifaa vya maabara;
To build a workshop for making laboratory equipment;
- (f) Kuweka majiko ya gesi na samani katika mgahawa wa wafanyakazi katika jengo jipya;
To buy gas cookers and furniture for the workers' restaurant in the new building;
- (g) Kufuatilia na kutathmini matumizi na ufanisi wa dawa za malaria katika jamii; na
To make follow-ups on and evaluate the use and effectiveness of malaria drugs in the society; and
- (h) Kuendelea kufanya utafiti wa chanjo ya UKIMWI kwa watu mia moja na ishirini kama jaribio la pili. Utafiti huu utaratibiwa katika Mikoa ya Dar es Salaam na Mbeya.

To continue conducting research on AIDS vaccination of 120 people as a second attempt; this research was done in Dar es Salaam and Mbeya regions.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo Kikuu Mzumbe, kitatekeleza kazi zifuatazo:-
Mr. Chairperson, in the 2011/2012 financial year, Mzumbe University will perform the following tasks:

- (a) Kudahili wanafunzi 3,455; kati yao, wanafunzi 1,460 wa Shahada ya Kwanza na 1,795 Shahada za Uzamili;
To enrol 3,455 students: 1,460 undergraduate students and 1,795 students master's students;
- (b) Kukamilisha ujenzi wa Maktaba ya Kampasi ya Mbeya yenye uwezo wa kuchukua wasomaji 600 kwa wakati mmoja;
To complete the building of the library at the Mbeya campus with the capacity of 600;
- (c) Kuweka samani katika hosteli ya wanafunzi wa kike katika Kampasi Kuu Mzumbe;
To furnish the female students' hostel at the Mzumbe main campus;
- (d) Kujenga vyumba vitatu vya madarasa katika Kampasi ya Mbeya;
To build three lecture rooms at the Mbeya campus;
- (e) Kuimarisha mfumo wa maji katika Kampasi Kuu ya Mzumbe;
To improve the water system at the Mzumbe main campus;
- (f) Kukamilisha utafiti na kutoa ushauri mbalimbali katika maeneo ya menejimenti, uongozi na Sayansi za Jamii kwa ujumla;
To complete the research and to provide various consultancy services in the areas of management, administration and the social sciences in general;
- (g) Kuajiri wahadhiri 14 na waendeshaji 8; na
To employ 14 lecturers and 8 administrative staff; and
- (h) Kugharimia mafunzo ya watumishi 18 katika ngazi ya Shahada za Uzamivu na 12 katika ngazi ya Shahada za Uzamili.
To finance the training of 18 members of academic staff at the PhD level and 12 at the master's level.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo Kikuu cha Dodoma kitatekeleza yafuatayo:-

Mr. Chairperson, in the 2011/2012 financial year, the University of Dodoma will perform the following tasks;

- (a) Kukamilisha ujenzi wa barabara za ndani;
To complete the construction of roads within the university;
- (b) Kuanza ujenzi wa Chuo cha Sayansi za Asili (kwa ajili ya wanafunzi 5,000) na Chuo cha Sayansi za Ardhi (kwa ajili ya wanafunzi 3,000);
To start the construction of the buildings of the Natural Sciences College for 5,000 students and the College of Land Sciences for 3,000 students;
- (c) Kuanza ujenzi wa awamu ya pili ya Chuo cha Elimu (Walimu wanafunzi 10,000), chuo cha Sayansi za Tiba (wanafunzi 4,500) na chuo cha Sayansi za kompyuta (wanafunzi 3,000);
To commence the second phase of constructing the buildings of the College of Education (10,000 student teachers), the College of Health Sciences (4,500 students) and the College of Computer Sciences (3,000 students);
- (d) Kukamilisha ujenzi wa miundombinu ya majisafi na majitaka;
To complete the construction of the clean water and sewage infrastructure;
- (e) Kuhadili wanafunzi 5,000 kwenye shahada ya kwanza na 600 shahada za uzamili; na
To admit 5,000 undergraduate students and 600 master's students; and
- (f) Kuendeleza utafiti katika maeneo mbalimbali ya mazingira, uchumi na tabianchi.
To carry on with research in the areas of the environment, economics and climatology.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo cha Kumbukumbu ya Mwalimu Nyerere, kitatekeleza yafuatayo:-
Mr. Chairperson, in the financial year 2011/2012, the Mwalimu Nyerere Memorial Academy will perform the following tasks:

- (a) Kudahili wanafunzi wapya 450 wa Programu ya Cheti, (wanafunzi 350 wa Stashahada na Wanafunzi 490 wa Shahada ya Kwanza);
To enrol 450 certificate students, 350 diploma students and 490 undergraduate students;
- (b) Kugharimia mafunzo ya wanataaluma kumi na wafanyakazi waendeshaji kumi ikiwa ni pamoja na wanaoendelea na masomo;
To finance the studies of ten academics and ten administrative staff, including those who are continuing with their studies;
- (c) Kuendelea kufuatilia katika Ofisi ya Makamu wa Rais (Mazingira), ufumbuzi wa kudumu wa tatizo la mmomonyoko wa ardhi unaotishia kubomoa baadhi ya majengo ya chuo, ufukweni mwa Bahari ya Hindi;
To continue to make follow-ups in the Vice-President's Office (Environment Division) so as to obtain a permanent solution to the soil erosion problem which threatens some of the college's buildings on the Indian Ocean seashore;
- (d) Kuanza ujenzi wa hosteli mbili za wanafunzi katika Kampasi ya Kivukoni;
To start the work of building two students' hostels at the Kivukoni campus;
- (e) Kuendeleza ujenzi katika Kampasi ya Bububu - Zanzibar;
To continue with the work of building a new campus at Bububu, Zanzibar;
- (f) Kuajiri wanataaluma 15 na wafanyakazi waendeshaji kumi; na
To employ 15 academics and 10 administrative staff; and
- (g) Kuanza mafunzo ya ualimu katika Programu za Stashahada na Shahada ya Kwanza.
To introduce teacher education studies at the diploma and degree levels.

Mheshimiwa Mwenyekiti, katika mwaka 2011/12, Chuo cha Ufundi Arusha, kitatekeleza yafuatayo:-
Mr. Chairperson, in the 2011/2012 financial year, the Arusha Technical College will carry out following activities:

- (a) Kudahili jumla ya wanafunzi 472 wa mwaka wa kwanza; kati ya hao, 447 ni ngazi ya Cheti na Stashahada na 25 ni ngazi ya Shahada;
To enrol 472 undergraduate students: 447 certificate and diploma students and 25 degree students;
- (b) Kuanzisha programu nne za ufundi sanifu (NTAs 4-6) katika Teknolojia ya Madini ya Vito na Usonara (*Lapidary and Jewellery Technology*); Uhandisi-Ujenzi na Umwagiliaji (*Civil and Irrigation Engineering*); Magari na Mitambo Mikubwa (*Heavy Duty Equipment Technology*) na Umeme wa Magari na Elektroniki (*Auto Electric and Electronics*);
To introduce four artisanship academic programmes (NTAs-4-6) in lapidary and jewellery technology, civil and irrigation engineering, heavy-duty equipment technology and auto electric and electronics;
- (c) Kununua vifaa na zana za kisasa za kufundishia na kujifunzia katika maabara na karakana ili kuinua ubora wa ufundishaji na ujifunzaji;
To buy equipment and modern teaching and learning facilities for laboratories and workshops so as to improve the quality of teaching and learning;
- (d) Kuhuisha mitaala 18 ya programu zilizopo za ufundi sanifu (NTAs 4-6);
To revive 18 curricula for the existing programmes of vocational design (NTAs-4-6);
- (e) Kuajiri wanataaluma 40 na wafanyakazi waendeshaji 30;
To employ 40 academics and 30 administrative staff members;
- (f) Kuendesha kozi ya awali (*Pre-Entry Course*) ya kujiunga na Chuo, kwa wasichana, kwa kushirikiana na Mamlaka ya Elimu Tanzania;
To run a Pre-entry Course for girls who want to join the college, in collaboration with the Tanzania Education Authority;
- (g) Kugharimia mafunzo ya muda mrefu na mfupi kwa wanataaluma 15 na wafanyakazi waendeshaji 10;
To finance the long-term and short-term training of 15 academics and 10 administrative staff members;
- (h) Kumalizia upanuzi wa kumbi za kusomea, madarasa na maktaba;
To complete the expansion the lecture halls and the library;

- (i) Kumalizia ukarabati wa Bweni Na. 2 na kuendeleza ujenzi wa awamu ya pili ya Bweni Na. 3;
To complete the rehabilitation of Dormitory No. 2 and to continue with the second phase of building Dormitory No. 3
- (j) Kujenga mfumo wa umwagiliaji na mashamba-darasa kwa ajili ya kufundishia Programu ya Uhandisi Ujenzi na Umwagiliaji;
To construct the irrigation system and "practical-training" farms to be used in teaching in the civil engineering and irrigation programmes;
- (k) Kufanya ukarabati wa karakana na maabara (*Mechanical, Civil, Electrical na Automotive Engineering*);
To rehabilitate the workshop and the laboratory (Mechanical, Civil, Electrical and Automotive Engineering);
- (l) Kukamilisha ujenzi wa jengo la Ujenzi na Umwagiliaji;
To complete the work of building the civil engineering and irrigation building;
- (m) Kuongeza viti na meza zisizohamishika (*fixed chairs and tables*) katika baadhi ya madarasa ili kuinua ubora wa mazingira ya kufundishia na kujifunzia;
To buy more chairs and tables (fixed chairs and tables) for some of the lecture rooms so as to improve the quality of the teaching and learning environment;
- (n) Kuendeleza mikakati ya mapambano dhidi ya maambukizi ya Ugonjwa wa UKIMWI (*HIV and AIDS*) kwa Wanajumuiya wa Chuo; na
To continue fighting against HIV/AIDS infections among the college community members; and
- (o) Kuendeleza ushirikiano na nchi wahisani, Mashirika ya Kimataifa, Vyuo vya Elimu ya Juu na vya Ufundi vilivyo nchini na vya kimataifa sehemu mbalimbali kama ifuatavyo: Ushirikiano na Vyuo vya Ufundi Barani Afrika chini ya uratibu wa *Commonwealth Association of Polytechnics in Africa (CAPA)*; Ushirikiano na Chuo Kikuu cha Camosun cha nchini Canada kupitia Mradi wa *Education for Employment (EFE)*; kushiriki katika Mradi wa *Technical Education and Labour Market Support Programme (TELMS)* unaofadhiliwa na Serikali ya Italia; na kushirikiana na wataalamu kutoka Japani katika kufundisha Uhandisi Ujenzi na Umwagiliaji.
To perpetuate partnerships with donor countries, international organizations, higher education institutions and vocational training colleges in our country and abroad as follows: cooperation with vocational training colleges across Africa through the Commonwealth Association of Polytechnics in Africa (CAPA); cooperation with the Camosun University in Canada through the Education for Employment (EFE) project; participation in the Technical Education and Labour Market Support Programme (TELMS) project which is sponsored by the Italian government; and cooperation with experts from Japan in teaching civil engineering and irrigation.

Mheshimiwa Mwenyekiti, ninatoa shukrani za pekee kwa Wananchi, Viongozi na Wahisani mbalimbali kwa kuchangia utekelezaji wa Mipango ya Elimu na Mafunzo ya Ufundi. Baadhi ya Wahisani hao ni Serikali za Algeria, Canada, China, Cuba, Finland, India, Ireland, Jamhuri ya Watu wa Korea, Japan, Marekani, Misri, Norway, Pakistan, Poland, Ubelgiji, Ufaransa, Uholanzi, Uingereza, Ujerumani, Sweden na Uturuki. Aidha, mashirika yaliyochangia katika kufanikisha programu zetu za Elimu ni pamoja na *Aga Khan Education Foundation, Barclays Bank, Benki ya Dunia (WB), Benki ya Maendeleo ya Afrika (ADB), CIDA (Canada), COL, CRDB, DAAD, DANIDA, DFID, EDC, GTZ, ILO, International Reading Association, Irish Aid, JICA, JOVC, KOICA, NBC, NMB, NORAD, OPEC, Oxfam, Peace Corps, Plan International, Sida (Sweden), Umoja wa Nchi za Ulaya (EU), UNAIDS, UNDP, UNESCO, UNFPA, UNICEF, USAID, VSO, WFP, Sight Savers International, UNESCO Institute for Life Long Learning (UIL), Book Aid International, BP, Care International, CBP, Children International, Winrock*

International, World Vision na Airtel. (Makofi)

Mr. Chairperson, I express my special gratitude to the citizens, leaders and various donors for contributing to the implementation of the education and vocational training programmes. Some of those sponsors are the governments of Algeria, Canada, China, Cuba, Finland, India, Ireland, the Republic of South Korea, Japan, U.S.A, Egypt, Norway, Pakistan, Poland, Belgium, France, Holland, Britain, German, Sweden, and Turkey. Furthermore, the corporations which contributed financial resources to the success of our educational programmes include the Aga KHAN Education Foundation, Barclays Bank, World Bank, Africa Development Bank (ADB), CIDA (Canada), COL, CRDB, DAAD, DANIDA, DFID, EDC,GTZ,ILO, International Reading Association, Irish Aid, JICA,JOVC, KOICA, NBC, NMB, NORAD, OPEC, Oxfam, Peace Corps, Plan International, SIDA (Sweden), European Union (EU), UNAIDS, UNDP, UNESCO, UNFPA, UNICEF, USAID, VSO, WFP, Sight Savers International, Institute for Life Long Learning (Uil), Book Aid International, World Vision, and Airtel (applause)

Mheshimiwa Mwenyekiti, ninapenda kuwashukuru Viongozi wa Matawi ya CWT, RAAWU, THTU na TUGHE kwa ushirikiano na ushauri wao katika kushughulikia masuala ya wafanyakazi.

Mr. Chasirperson, I would like to thank the leaders of the branches of CWT, RAAWU, and THTU and TUGHE for their cooperation and advice in handling workers' matters.

Mheshimiwa Mwenyekiti, ninapofika mwisho wa hotuba hii, ninapenda kuchukua fursa hii, kutoa shukurani zangu nyingi na za dharti kwa mke wangu Saumu na watoto wetu; Mariam, Karim na Malick; kwa upendo na kwa kunipa moyo, kwa ushirikiano na kwa kunivumilia pale ninaposhindwa kuwa nao kutokana na majukumu mbalimbali ya kitaifa. (*Makofi*)

Mr. Chairperson, as I approach the end of this speech, I would like to take this opportunity to give my profound gratitude to my wife Saumu and our children; Mariam, Karim and Malick, for their love and encouragement and for their cooperation and patience, particularly when I am not with them, due to my national responsibilities (applause)

Mheshimiwa Mwenyekiti, baada ya maelezo haya, sasa ninaliomba Bunge lako Tukufu, lipitisha Makadirio ya Matumizi ya Wizara ya Elimu na Mafunzo ya Ufundi ya jumla ya Shilingi 659,296,862,000 kwa Mwaka wa Fedha wa 2011/12 ili kuiwezesha Wizara kutekeleza Mpango wake. Katika maombi haya:-

Mr. Chairperson, after providing such details, I now request your Parliament to approve the expenditure estimates of the Ministry of Education and Vocational Training (Tsh 659,296,862,000) for the 2011/2012 financial year to enable the Ministry to implement its programmes and carry out its activities.

Shilingi 71,767,219,156 zinaombwa kwa ajili ya Matumizi ya Kawaida ya Idara ambapo: Shilingi 34,433,671,000 zinaombwa kwa ajili ya mishahara na Shilingi 37,333,548,156 zinaombwa kwa ajili ya matumizi mengineyo; Shilingi 452,015,541,460 zinaombwa kwa ajili ya Matumizi ya Kawaida ya Taasisi. Kati ya hizo, Shilingi 170,072,086,000 zinaombwa kwa ajili ya mishahara na Shilingi 281,939,460,844 zinaombwa kwa ajili ya matumizi mengineyo. Shilingi 135,518,096,000 zinaombwa kwa ajili ya Mipango ya Maendeleo ya Wizara ya Elimu na Mafunzo ya Ufundi. Kati ya hizo, Shilingi 41,098,534,000 ni fedha za ndani na Shilingi 94,419,562,000 ni fedha kutoka kwa Washirika wa Maendeleo.

Tsh 71,767,219,156 is the money for the recurrent expenditure of the departments; Tsh 34,433,671,000 is for paying workers' salaries, Tsh 37,333,548,156 for miscellaneous uses; Tsh 452,015,541,460 for meeting the recurrent expenses of the institutes, and out of that amount, Tsh 170,072,086,000 is for paying workers' salaries and Tsh 281,939,460,844 is for miscellaneous expenditure. Tsh 135, 518,096,000 is requested for the development programmes of the Ministry of Education and Vocational Training. Out of this amount, Tsh 41,098,534,000 is internal sources and Tsh 94, 419,562,000 is from development partners.

Mheshimiwa Mwenyekiti, ninapenda kwa mara nyingine tena, nitoe shukrani zangu za dhati kwako wewe binafsi na kwa Waheshimiwa Wabunge, kwa kunisikiliza.

Mr. Chairperson, I would like once again to express my earnest gratitude to you and to the Honourable Members of Parliament for listening to my speech.

Mheshimiwa Mwenyekiti, ninaomba kutoa hoja. (Makofi)

Mr. Chairperson, I submit! (Applause)

SECOND DEBATE**Majadiliano Wizara ya Elimuna Mafunzo ya Ufundi Julai 2011****Parliamentary Debate on the Ministry of Education and Vocational Training July 2011****Literal translation**

1. Mheshimiwa Mwenyekiti, ilifikia mahali wakati mmoja nikaomba Afisa Elimu anayehusika, basi anipe takwimu ya vituo hivi, wapi wanakofundishiwa hawa watu wazima? Hivi vituo vya MEMKWA vinaendeshwaje? Lakini mpaka leo hii takwimu hizo sikuweza kupata. Sasa hapa najiuliza, tunapotaka kufuta wimbi hili la watu wasiojua kusoma na kuandika tutafanikishaje kama hatuwezi kuweka mikakati ya dhali ya kuweza kusaidia watu hawa ambao wanafundisha wananchi wetu huko vijijini? Hili limekuwa ni tatizo kubwa sana. Waheshimiwa Wabunge wote hapa mtakuwa mashahidi na hususan katika kipindi cha kupiga kura, utakuta msururu mkubwa sana, watu wamesimama kwenye vituo hawajui kusoma na kuandika na matokeo yake hawa watu wanapoteza haki yao ya msingi. Mtu anakwenda kupiga kura anamwambia, basi mimi nataka nimchague Fulani, anafika mtu pale anamwandikia ndivyo sivo. (*Makofi*)

Mheshimiwa Mwenyekiti, naomba tafadhali, Wizara inayohusika ilianguzie kundi hili, tuwape motisha hawa Walimu wanaotufundisha watu wetu vijijini, tuwajengee mazingira mazuri ili kusudi waweze kuipenda kazi yao na tuweze kupunguza adui ujinga. Ukiangalia ni wachache sana ambao wanajitolea kufanya kazi hii. Lakini basi kwa wale ambao wamejitolea, ninaomba tafadhali vituo hivi viangaliwe upya, vipewe vifaa vya kufundishia, vipewe Walimu na Walimu hawa wapate mafunzo ya mara kwa mara ili kuwajengea uwezo na kufanya kazi yao vizuri. (ACE: Hansard 19/07/2011).

Honourable Chairperson, it reached a point where I had to ask the Education Officer responsible for that to give me the statistics for these centres. I am wondering where adults are being taught. How are MEMKWA centres being managed? I have not received the statistics yet. Now, I am wondering how we will get rid of illiteracy if we do not have proper strategies for supporting these people who are assisting in teaching our people in the villages? This has been a very big problem. All of you Honourable Members of Parliament will agree with me on this, because you know what happens at election times. There are usually very long queues of people who cannot read and write at polling stations. As a result, these people lose their basic rights. A person goes to a polling station, but they have to tell another person, 'I would like to vote for so and so.' Then the other person votes on his/her behalf. (Clapping)

Honourable Chairperson, I request the Ministry to deal with this matter. We need to motivate the teachers who teach our people in the villages. We should create a conducive environment to make them love their job; this will help us fight illiteracy successfully. If you observe people very closely, you will see that there are very few people who are willing to do this job. But for those who have volunteered, I suggest that we motivate them by giving due attention to the centres in the form of teaching facilities. The teachers ought to be retrained from time to time to improve their skills. (ACE: Hansard 19/07/2011).

2. Mheshimiwa Mwenyekiti, Bunge lako hili limekuwa likijadili mara kwa mara kuhusu matokeo mabaya ya wanafunzi wetu, lakini katika changamoto tulizoziona ni pamoja na suala zima la Walimu. Hapa naomba niongelee Walimu kwa ujumla wao. Walimu hawa ni kundi kubwa ambalo sasa hivi limeachwa nyuma. Napenda kumpongeza Rais wa Chama cha Walimu -Bwana Musiba kwa kazi kubwa anayoifanya kuwatetea Walimu. Ni harakati nyingi ameziendesha, lakini ukiangalia, Walimu hawa wameachwa. Leo hii katika Halmashauri zetu nyingi kumekuwa na Umangimeza, Walimu hawa hawaangaliwi stahili zao wala maisha yao yanavyokwenda. Leo hii Mwalimu anatoka kwenda kufundisha kilomita nane, aidha aanze kugombania usafiri wa baiskeli na mwanafunzi au usafiri wa pikipiki. Lakini anaendaje na kurudije? Huyu mwajiri haliangalii hili. (ACE; Hansard 19/07/2011).

Mheshimiwa Mwenyekiti, leo hii Jimboni kwangu kuna mzee mmoja ndio amejitolea tu, ana Chuo anakiita Chuo cha VETA. Lakini, ukiangalia Serikali haijasaidia chochote kile. Hawa watoto wanaishi katika mazingira magumu, anavyowafundisha ni yeye mwenyewe anajua, hana walimu wa kutosha, hana nini. Sasa jamani, Serikali naomba itambue hata michango ya watu binafsi, watu kama hawa wasaidiwe waongezewe nguvu kwa sababu wanasaidia kunusuru maisha ya vijana wetu, vinginevyo, tutaweka vijana wetu katika mazingira magumu. (*Makofi*) (AE: Hansard 19/07/2011).

Honourable Chairperson, your August House has again and again discussed the issue of students' poor performance. But among other challenges, there is a shortage of teachers in the schools. Let me talk about teachers in a general way. Teachers form a very big group which is marginalized. I would like to congratulate the President of Teachers' Union, Mr Musiba, for speaking for his fellow teachers. He has led a lot of movements aimed at expressing teachers' concerns. He has led movements, but our teachers still live in poor conditions. Today there is a lot of bureaucracy in the District Councils and teachers are not cared for, neither in terms of remuneration nor in terms of giving them assistance so that they lead better lives. Today, a teacher teaches in a place that is located eight kilometres from where he/she lives. So, the teacher has to fight for bicycle or motorbike transport with his/her students. The question is: how does he go to work and return home afterwards? This employer does not care about this. (ACE; Hansard 19/07/2011).

Honourable Chairperson, there is an old man in my constituency who has set up a college that he calls "VETA" and admits students. But the Government has not supported the old man. The children live under very difficult conditions. What he teaches is determined by him. He does not have enough teachers, nor does he have enough teaching and learning facilities. I ask the Government to value the contribution of people like the old man. Such people ought to be supported by the Government, as they help save the lives of our youth. Otherwise, we will be giving our youth a hard time. (Clapping) (AE: Hansard 19/07/2011).

3. MHE. JOSEPH O. MBILINYI Mheshimiwa Mwenyekiti, kabla sijaendelea, naomba nichukue nafasi hii kuwashangaa baadhi ya Waheshimiwa humu ndani. Kila siku ndani ya hili jengo wanatuchana CHADEMA kuhusiana na maandamano yetu, lakini, kinyume na yote nashangaa juzi wamekwenda Mbeya na wamefanya maandamano... (TS: Hansard 19/07/2011).

HONOURABLE JOSEPH O. MBILINYI: Honourable Chairperson, let me take this opportunity to express my surprise at some of the Honourable MPs who are with us here in Parliament. All the time, they criticize us CHADEMA MPs with regard to demonstrations. Surprisingly, the day before yesterday they went to Mbeya and demonstrated, just as we do. (TS: Hansard 19/07/2011).

4.MHE. JOSEPH O. MBILINYI: Mheshimiwa Mwenyekiti, kumekuwa na shutuma nyingi dhidi ya CHADEMA kwamba tunapeleka siasa vyuoni. Mimi naomba niseme hivi, wote tunapeleka siasa vyuoni kwa sababu tunaona kila siku Katibu Mwenzi wa CCM, Nape yuko UDOM. Afadhali hata angekuwa Mbunge, eehe, yeye ni kiongozi wa Chama wa Uenezi, anakwenda pale kufanya uenezi na hakuna kitu kingine. *(Makofi)*(TS: Hansard 19/07/2011)

HONOURABLE JOSEPH O. MBILINYI: Honourable Chairperson, there has been a lot of allegations against CHADEMA; the party is accused of "taking" politics to the universities in the country. Let me say that all of us take politics to the universities because every day we see CCM Secretary for Publicity Nape visiting UDOM. He is not a Member of Parliament, but rather he is a party leader and goes to the university to publicise his party, nothing else. (Clapping)(TS: Hansard 19/07/2011).

5.HONOURABLE JOSEPH O. MBILINYI: Mheshimiwa Mwenyekiti, halafu *the other day* ndani ya nyumba yako Tukufu, Mheshimiwa Spika alikuwa anatoa tangazo kwamba kuna mahafali ya wanachuo ambao ni wana-CCM akiwaalika Wabunge ambao ni wana-CCM kuhudhuria yale mahafali. Hiyo kama siyo siasa vyuoni ni kitu gani? Kwa hiyo, siasa vyuoni itaendelea. *(Makofi)* (TS: Hansard 19/07/2011).

HONOURABLE JOSEPH O. MBILINYI: Honourable Chairperson, during your August House, the Honourable Speaker made an announcement to the effect that there was a Graduation Ceremony for students who are CCM members at the university and invited CCM MPs to the ceremony. What is that? Isn't that politics? So, politics will continue to be practised in our colleges and universities. (Clapping) (TS: Hansard 19/07/2011).

6.Mheshimiwa Mwenyekiti, nimezungumza mwanzoni kuhusu umaskini. Umaskini umekuwa kwa kweli ni tatizo. Lakini, umaskini huu ukianza kwa mwalimu unakuwa ni tatizo kubwa zaidi. Mtu akiwa hawezi kumudu kuendesha maisha yake, hata akili yake kufanya kazi vizuri inakuwa ni tatizo. Anafungwa hata fikra kupanua wigo wa upana wa fikra zake kwa kuwa badala ya kuwaza maendeleo, badala ya kuwaza kazi ya kufanya darasani, anawaza kesho atakula nini, atalala wapi, ataishi vipi, atasafiri vipi. *(Makofi)* Mheshimiwa Mwenyekiti, tunatakiwa kwa nguvu zetu zote kuhakikisha kwamba tunaboresha maisha ya walimu. Ukiacha kutatua matatizo ambayo yanatokana na wao kuchelewa kupata haki zao, hizo haki zenyewe ziboreshwe zitoshe, waboreshewe mishahara yao, mishahara yao bado hairidhishi na mpaka sasa Serikali haijatamka wazi inapandisha mishara kwa kiwango gani. Ni bora tuweke mambo wazi ili Watanzania wajue. (ACE: Hansard 19/07/2011).

Honourable Chairperson, I earlier on talked about poverty. Poverty has become a critical problem in our country. But poverty becomes a bigger problem if a teacher is poor. If a person cannot manage his/her life, his/her mind cannot work properly, and that becomes even a bigger problem. That person will not be able to think properly, as his capacity to think will be limited. He/she will always think about how to make ends meet, instead of thinking about what to do tomorrow in class. He/she thinks about where he/she will sleep, how he/she will live and how he/she will travel. (Clapping). Honourable Chairperson, we need to make sure that we use our energy and knowledge to improve the life of the teacher. If you fail to solve problems that make it impossible for teachers to enjoy their rights,...The rights themselves ought to be revisited. Teachers' salaries ought to be raised; they are very low. So far, the Government has not said how much it will raise the salaries. It is a good idea to make things clear so that Tanzanians know what the Government intends to do. (ACE: Hansard 19/07/2011).

7.MHE. CHIKU A. ABWAO Mheshimiwa Mwenyekiti, mwisho, naomba nisisitize kuhusu migogoro ya Vyuoni, penye ukweli patabaki kuwa na ukweli siku zote. Migogoro ya wanafunzi vyuoni, migomo ya wanafunzi vyuoni inatokana na huduma mbovu ambazo haziwatoshelezi. Wakitimiziwa mahitaji yao kwa wakati na wakisikilizwa shida zao na kutekelezewa mahitaji yao, hakuna migomo itakayotokea shuleni. Matokeo yake sasa badala ya kuwatekelezea wanafunzi mahitaji yao na kuzuia migomo kwa njia za halali, kuwakamilishia yale ambayo yanawafanya wagome, Serikali imekuwa ikitumia nguvu nyingi sana. Inafikia kutumia nguvu ya Dola ikiwa ni pamoja na kuwapiga risasi za moto wanafunzi. Hili ni jambo la hatari sana. Hawa ni wanafunzi ambao bado akili zao hazijakomaa, kila siku washuhudie risasi, washuhudie virungu na mabomu, tunajenga Taifa la ukatili, tunawapa mioyo ya kikatili wanafunzi, matokeo yake nchi hii itakuwa na watu makatili na tutashindwa kuwaongoza. Tunawafundisha watoto hawa kuwa na roho mbaya, watoto hawa tunawafundisha kutokupendana, watoto hawa tunawatia ujasiri wa mapambano kinyume na taratibu za nchi yetu kama tulivyolelewa na marehemu Baba yetu wa Taifa, Mwalimu Julius Kambarage Nyerere. (ACE: Hansard 19/07/2011).

Honourable Chairperson, lastly, let me talk about the issue of conflicts in the colleges and universities. Truth will always be truth and will never go away. The conflicts going on in the colleges and universities are the result of the poor services provided to students. If all their demands are met on time, students will not go on strike. Instead of providing what they need, giving them that which makes them go on strike, the Government has been using a lot of force to "address" the problem(s). It is using the police, who attack students with guns. This is very dangerous. These are mere students whose minds are not yet mature. You expose them to bullets, batons and bombs. We are building a nation of cruel people. We are inculcating cruel attitudes in students' minds. The result of this will be a country full of cruel people and we will fail to lead them. We are teaching these children to be hard-hearted. We are teaching them not to love each other. We are teaching them to contravene the laws of the land, something that is contrary to how we were trained by the Late Founding Father of our Nation, Mwalimu Julius Kambarage Nyerere. (ACE: Hansard 19/07/2011)

8.MHE. DIANA M. CHILOLO Mheshimiwa Mwenyekiti, naomba nizungumzie kuhusu mikopo ya Vyuo Vikuu, hivi tangu tumeanza kuwakopesha hawa wanafunzi wa Vyuo Vikuu, ni shilingi ngapi ambazo tumewakopesha na ni shilingi ngapi zimesharejeshwa? Utafiti wangu unaonyesha kwamba ni fedha nyingi zinazokopesha hazirejeshwi na hazirejeshwi kwa

sababu wasomi hawa wanapomaliza masomo yao wanakosa ajira, kujiajiri hawawezi. Hivi huyu msomi atarejesha vipi pesa kama hana ajira? Natoa ombi kwa Serikali na naomba Wabunge mniunge mkono, naiomba Serikali ifikie mahali sasa tuwape fedha hizi wanafunzi wa Chuo Kikuu bure, tusiwakopeshe tena kwa sababu ni kama tunatwanga maji kwenye kinu hazirudi, sasa kama pesa hazirudi, si bora tujue kwamba hizi tumetoa bure tu. Naishauri Serikali kwamba tutoe fedha hizi bure kwa sababu urejeshwaji wake ni utata, mpaka sasa hivi hata takwimu sidhani kama ziko sawasawa (ACE: Hansard 19/07/2011).

HONOURABLE DIANA M. CHILOLO: Honourable Chairperson, let me talk about university students' loans. By the way, since we started lending money to university students, how much have we lent them and how much has been repaid? My research shows that most of the money lent to them is not being repaid and it is not being repaid because the graduates do not have jobs and cannot employ themselves. How do you expect an educated person to repay the money while he/she has no job? I would like to urge the Government and request you Members of Parliament to support me in this. I urge the Government to give the students that money for free. We should not lend them. This is like pounding water in a mortar because the money won't be repaid. It is better we know that we gave them the money free of charge than hope that it will be repaid. I advise the Government to do so because it is not being repaid. I don't think the statistics are put rightly. (ACE: Hansard 19/07/2011).

9.Mheshimiwa Mwenyekiti, naomba nizungumzie kuhusu OC ya Idara ya Elimu, tunaenda wapi? Idara ya Elimu ni Idara kubwa sana Mkoani, lakini sasa hivi imekuwa ni kieneo kidogo, kimekuwa chini ya Meneja wa Cluster. Meneja wa Cluster anashika Idara karibu tano, Mhandisi wa Maji, Idara ya Kilimo iko chini yake, Idara ya Utamaduni na Michezo, Idara ya Elimu pamoja na Afya, hivi kweli huyu mtu mmoja mkimkabidhi Idara hizi zote ziwe chini yake, Afisa Elimu wa Mkoa akitaka kufanya kazi zake ni mpaka aende kuomba hela kwa Meneja wa Cluster, hivi kweli mnamtendea haki Afisa Elimu? Taasisi kubwa kama hiyo, si afadhali Afisa Elimu angepewa U-Meneja wa Cluster tungeelewa, Idara kubwa ndani ya Mkoa. Tunaomba Serikali, Idara ya Elimu ipewe OC yake. Kumtegemea mtu tunakwamisha taaluma katika Mikoa yetu. Najua kupanga ni kuchagua lakini hapa mimi sioni kama tumekwenda vizuri. (Makofi) (ACE: Hansard 19/07/2011).

Honourable Chairperson, let me talk about the OC of the Department of Education. Where are we heading? The Education Department is a very big department in the region, but it has remained as something very small for a long time. It is now under the Manager of the Cluster Centre. The manager leads about five departments; the Department of Agriculture is under the Water Engineer; the Department of Water is under him; the Department of Culture and Sports is under him; and the Departments of Education and Health are under him. Is it really possible for a single person to manage all these departments? If the Regional Educational Officer wants to discharge his duties, then he should go and see the Manager of the Cluster Centre. Are you really being fair to the Regional Educational Officer? Such a big institution? Is it not a good idea to make the Regional Educational Officer the Cluster Centre Manager? This is the biggest department in the region. We request the Government to give the Department of Education its own OC. Depending on one person hinders the progress of education in our region. I know that to plan is to choose, but I don't think that we have done well with regard to this issue. (Clap) (ACE Hansard 19/07/2011).

10.MHE. ALBERT O. NTABALIBA Mheshimiwa Mwenyekiti, vilevile nilivyokuwa najaribu kuangalia Wizara hii, inanzia Shule ya Vidudu mpaka Elimu ya Juu. Nafikiria huenda ifike mahali ugatuaji huu uliotokea hizi shule nyingine kwenda TAMISEMI, basi ningeshauri TAMISEMI iendelee ku-deal na sekondari, shule za msingi na shule awali ili hii Wizara ya Elimu iendelee kushughulikia *high learning institution* na *vocation training* ili viweze kufanya kazi vizuri kwa sababu elimu ni taasisi, kubwa ni pana na imesambaa nchi nzima. Kwa hiyo, naona kwamba siyo vizuri malalamiko ya Mwalimu wa Chuo Kikuu cha Dar es Salaam wanakutana tena na Mwalimu wa Shule ya Awali kwenye Ofisi ya Waziri, wanalalamikia Ofisi moja, nafikiri siyo kitu kizuri. (ACE: Hansard 19/07/2011).

HONOURABLE ALBERT O. NTABALIBA: Honourable Chairperson, moreover, the Ministry is in charge of education, from the kindergarten level to the university level. I was thinking about the decentralization of the sector, that is, the decision to put the other schools under the Local Government Authorities. I request that the Local Government Authorities continue to manage secondary, primary and kindergarten schools so that the Ministry manages institutions of higher learning and vocational training. If this is done, things will be done well. We should always bear in mind the fact that education is a big institution which is spread all over the country. So, it is not good for a University of Dar es Salaam lecturer and a kindergarten teacher to meet in the same Minister's office, each expressing his/her complaints. I think this is not good. (ACE: Hansard 19/07/2011).

11.MHE. ALBERT O. NTABALIBA Mheshimiwa Mwenyekiti, nikija upande wa Jimbo au Mkoa wa Kigoma, sasa hivi shule za sekondari pale tuna upungufu wa karibu Walimu 357 wa Sekondari. Ombi langu kwa Wizara, kuna vijana wengi ambao wana-graduate sasa, Kigoma inahitaji Walimu, naleta kama ombi rasmi na iandikwe kwamba Mheshimiwa Obama ameomba Walimu waende Mkoa wa Kigoma, Jimbo la Kasulu Mjini, Vijijini na sehemu nyingine kama Namanyovu ili waweze kukidhi haja ya uhaba mkubwa Walimu. (Makofi) (ACE: Hansard 19/07/2011).

HONOURABLE ALBERT O. NTABALIBA: Honourable Chairperson, on my constituency or Kigoma region, as of now, the secondary schools have a shortage of about 357 teachers. The Ministry needs to know that there are many graduate young men and women in the country. Kigoma needs teachers. I bring this as a special request and it should be noted that Honourable Obama has requested that teachers be sent to Kigoma region, Kasulu Urban Constituency, Kasulu Rural and other rural areas like Namanyovu, to alleviate the shortage of teachers in the region. (Clap) (ACE: Hansard 19/07/2011).

12.Mheshimiwa Mwenyekiti, kabla sijaendelea, naomba nimnukuu Profesa mmoja ambaye ni mtaalam wa masuala ya elimu na pengine naweza kujielekeza kwenye hoja. Yeye aliweza kufafanua tafsiri ya elimu kama ifuatavyo. Alisema kwamba, *education is the process of transferring desirable habits, skills, knowledge and attitudes that makes an individual fit into the society.* Kuna vitu vinne (4) vya msingi ambavyo mtaalam huyu yeye aliweza kuona kwamba ni msingi kwa mtu yeyote

ambaye anaweza akaonekana kwamba amepata elimu na ameelimika. Amezungumzia *desirable habits*, amezungumzia *skills*, amezungumzia *knowledge* na amezungumzia *attitude*. Kwa hiyo, mtu yeyote ambaye ameelimika, ni lazima aweze kuwa amefuzu katika vigezo/nyanja hizo nne.

Honourable Chairperson, before I continue, let me quote one professor who is an expert in educational matters and then I'll focus on the subject under discussion. He defined education as follows: Education is the process of transferring desirable habits, skills, knowledge and attitudes that make an individual fit into the society. There are four basic things that this scholar identified which show whether someone is really educated. He talked about desirable habits, skills, knowledge and attitude. So, an educated person should ideally have all these qualities.

13.MHE. MOSES J. MACHALI: Mheshimiwa Mwenyekiti, mara nyingi tukijaribu kufanya *assessment* kwenye mfumo wa elimu yetu ambayo tunatoa hapa nchini, tunajikuta kwamba wakati mwingine hatuwezi kuwafikisha wanafunzi au watu mbalimbali ambao wana lengo la kujipatia elimu kwa kiwango kile ambacho mtaalam huyu alikusudia watu waweze kufikia kiwango hicho. Ni kwa nini labda pengine elimu yetu inaonekana kuwa ya kulegalega yaani haiwezi kukidhi viwango? Taifa lolote ambalo haliwezi likawaelimisha watu wake, likahakikisha kwamba wanaweza wakawa *competent* katika *aspect* hizo nne, Taifa hilo kupiga hatua katika *aspect* yoyote ile ya maendeleo itabaki kuwa ni ndoto ya kizungumkuti. (Makofi). (AA: Hansard 19/07/2011).

HONOURABLE MOSES J. MACHALI: Honourable Chairperson, each time we assess our education system, we find that it takes the students nowhere. It does not impart to them the things this expert mentioned. Why is it that our education is unstable in that it does not meet the standards? Any nation that cannot make its people competent in the four areas cannot make any progress in any development aspect. Progress will remain but a dream. (Clapping). (AA: Hansard 19/07/2011).

14. Mheshimiwa Mwenyekiti, kwa mantiki hiyo, tuna vitu mbalimbali ambavyo vinaweza vikasaidia kuweza kuhakikisha kwamba elimu yetu inazidi kuimarika na siyo kudumaa. Moja, tuna kila sababu ya kuhakikisha Serikali inaimarisha Kitengo cha Ukaguzi kwa maana katika viwango mbalimbali vya elimu kwa maana ya shule za msingi, sekondari mpaka vyuo. Idara ya Ukaguzi, ambayo inajishughulisha na elimu ya msingi pamoja na elimu ya sekondari, ni kama vile imetelekezwa, huduma ni duni kwa Wakaguzi wetu. Kwa mfano, zipo taarifa kwamba bajeti ya mwaka jana walitengewa bajeti ya wastani wa shilingi bilioni nne na kidogo lakini fedha ambazo zimepelekwa kwenye Idara ta Ukaguzi ni takribani kama milioni 900 na kidogo kutoka kwenye bilioni nne. Sasa hapa hatuwezi tukategemea kwamba Wakaguzi wetu watakuwa *efficient* katika suala zima la kuweza kuzunguka hapa na pale kwenda kuangalia kwamba shule zetu zinaendeshwa namna gani. Kwa hiyo, Mheshimiwa Waziri, nikuombe katika bajeti ya mwaka huu pengine uangalie, fedha ambazo mtakuwa mmetenga kwa ajili ya Idara ya Ukaguzi basi fedha zote mhakikishe zinawafikia. Ni kilio na ni tatizo kwa Idara ya Ukaguzi hapa nchini katika maeneo mengi ikiwemo Mkoa wa Kigoma. (ACE: Hansard 19/07/2011).

Honourable Chairperson, there are things that can make our education stronger. First, we have every reason to strengthen the Education Inspection Department at all levels, namely primary education, secondary education and tertiary education. The Inspection Department, which deals with primary education and secondary education, seems to have been ignored and our inspectors are not sufficiently supported. For example, there is information indicating that in the previous budget about four billion shillings was set aside for the department, but only about 900 million shillings was provided. We cannot expect our inspectors to be efficient in inspecting our schools. So, I request you to consider this in this year's budget. You should make sure the money you put aside for the Inspection Department is given to it. There is a big problem in the Inspection Department in the country in general and in Kigoma region in particular. (ACE: Hansard 19/07/2011).

15.Mheshimiwa Mwenyekiti, nyongeza katika hilo, Idara ya Ukaguzi imeonekana kwamba ilipaswa kuwa ni Idara ambayo inajitegemea, muitoe kwa Kamishna wa Elimu. Hilo suala mlikuwa mmejadili wakati fulani nilipata kusikia huko kwamba mlikuwa mmeamua kwamba mwaka huu huenda ingekuwa ni Idara ambayo inajitegemea na ikawa na fungu lake la bajeti. Suala hili kwenye bajeti sijaona kwamba kweli Idara ya Ukaguzi imeweza kufanywa kama ni *Independent Department* ambayo itakuwa ina-*operate* yenyewe kila siku ili kuweza kuiepusha masuala ya kuweza kuwa *interfered* na mamlaka nyingine. Naomba Mheshimiwa Waziri tutumie tu akili ya kawaida, tuhakikishe kwamba Idara hii tunaifanya kuwa ni Idara ambayo ni huru. Tuifanye kuwa ni Idara ambayo ni *independent* na iweze kuwa na fungu lake la bajeti, tuwaepushe Wakaguzi wetu kwenda kuombaomba vitu kama magari kwa Maafisa Elimu ambao tunategemea wakati mwingine Wakaguzi hao watakwenda kuwakagua kwa sababu haiwezekani watu hawa wakawa huru. (Makofi) (ACE:Hansard 19/07/2011).

Honourable Chairperson, in addition to that, the Inspection Department was supposed to be an independent department. It should be removed from the Education Commission. I remember that you MPs and the Minister discussed that sometime in the past. I once heard that you had agreed that this year you would turn it into an independent department and that it would have its own sub-vote in the budget. It hasn't been indicated in the budget if the Inspection Department is independent so that it is not interfered with by other authorities. Honourable Minister, let us use common sense and make the department independent. Let it be independent and let it have its own sub-vote. That way, we will make our inspectors stop begging for things like cars from Education Officers, whom, we sometimes expect these inspectors to inspect. Otherwise it will be difficult for the the inspectors to be free. (Clapping) (ACE:Hansard 19/07/2011).

16.Mheshimiwa Mwenyekiti, wakati nachangia Hotuba ya Mheshimiwa Rais, katika Bunge la mwezi Februari, 2011 nilizungumzia tatizo lililopo baina ya *Training and Education Policy* ya Tanzania ya mwaka 1995 ukihushianisha pamoja na suala zima la *Teaching Syllabus* katika masomo mbalimbali tuliyonayo. Kuna tatizo kubwa la Sera zetu za Elimu. Ukiichukua Sera hii ya Elimu ya mwaka 1995, ukaja kuangalia na *Teaching Syllabus* kwa maana ya mtaala, unakuja kukuta kuna tofauti kubwa sana. Kwa mfano, leo ni aibu na naomba Mheshimiwa Waziri wa Elimu uende ukafanye utafiti, Mao Tse-Tung alipata kusema "*No research, no right to speak*" naomba uende ukafanye utafiti katika hili ambalo nakwenda kulisema. (AE: Hansard 19/07/2011).

Honourable Chairperson, when making my contribution to the President's speech during the February 2011 parliamentary session, I talked about the conflict between the Education Policy of Tanzania of 1995 the syllabi of various subjects. There is a very serious problem in our education policies. If you take the Education Policy of 1995 and compare it with the syllabi, that is, the curriculum, you realize that there is a very big difference between them. It is shameful and I would like to advise the Minister for Education to research into this matter. Once Mao Tse-Tung said, "No research, no right to speak." Go and research into this matter. (AE: Hansard 19/07/2011).

17.Mheshimiwa Mwenyekiti, la mwisho, katika kuchangia hotuba hii, ningomba nieleze jambo moja. Wakati Msemaji wa Kamati ya Huduma za Jamii, akiwasilisha hapa, amezungumzia suala la migomo katika Vyuo Vikuu. Naomba niseme kwamba si kwamba wanafunzi wa Vyuo Vikuu wanapogoma kwamba wanagoma bila kujua, bila kuwa na sababu ya msingi. Kwa bahati nzuri, sisi ni vijana na tumetoka Vyuo Vikuu majuzi, tatizo kubwa ambalo limekuwa linapelekea na kuchochea migomo katika Vyuo Vikuu, ni tatizo la mikopo, Serikali mnapata kigugumizi gani kuweza kuifumua *Management* ya Bodi ya Mikopo kwa sababu tatizo litakuwa Bodi pamoja na maeneo mengine ambapo pesa za Bodi ya Mikopo hupelekwa. (ACE: Hansard 19/07/2011).

Honourable Chairperson, in making my last point in relation to this budget, I would like to explain one thing. While the Spokesperson of the Social Services Committee was talking, he talked about the issue of strikes in the universities. Let me say that it is not true that when university students go on strike, they do so unknowingly and without any reasonable reason. Fortunately we are youth. We graduated from the universities a few years ago. The major cause of strikes in the universities is loans. Why does the Government hesitate to restructure the the Loans' Board Management; the problem is likely to be at the board or where the money is sent (ACE: Hansard 19/07/2011).

18.Mheshimiwa Mwenyekiti, kwa mfano, mimi nimemaliza Chuo Kikuu mwaka jana, nakumbuka wakati nikiwa Chuo Kikuu nilikuwa Mbunge wa Serikali ya Wanachuo, nilimwita Rais baada ya kupata fununu kwamba pesa zimekuja, lakini inaonekana zimekwamia mahali fulani. Niliwachukua wanachuo, tukafanya maandamano, tukaenda kwa amani, tumeandamana tukaenda katika Benki 'X'. Tukafika pale tukamwambia Meneja tunataka pesa zetu, tumeambiwa pesa ziko hapa. Tukamwambia usipotupa pesa, utatutambua kwamba sisi ni watu gani, kesho yake tulipata lakini tumekuwa tunazuiwa katika Vyuo Vikuu vyetu kwamba tusiandamane na kugoma. Nakumbuka wakati ule tumehangaika zaidi ya mwezi mzima, ukiuliza Bodi watakuambia kwamba pesa tumeleta, tatizo lipo huko, kwa hiyo utakuta kuna *connection* baina ya Bodi na watu wengine, sio kwamba pesa kuchelewa Vyuo na wanafunzi kuamua kugoma kwamba wanagoma bila ya kuwa na sababu za msingi, wakati mwingine niombe mtutumie sisi vijana kwa sababu tumetoka huko majuzi, pengine tuwasaidie mawazo, tuwaambie kuna tatizo gani. Kwa sababu haiingii akilini katika mazingira ya kawaida na wale watu ambao wako katika Vyuo Vikuu, sio kwamba wote ni watoto, kuna watu wazima, kuna wazee wanasoma pale, wengine wametuzaa, lakini na wao pia wanadiriki kugoma. Kwa hiyo, hoja sio ujana wala zee, hoja ni tuangalie ni kwa nini Wanavyuo wa Vyuo Vikuu wanagoma, ni kwa nini wanaandamana, maslahi yao yanakuwa hayajasimamiwa ipasavyo. (AE: Hansard 19/07/2011).

Honourable Chairperson, for example, I completed my university education last year. I remember when I was at the university I was a Member of Parliament in the students' government. I talked to the president after hearing rumours that money had been disbursed, but was stuck somewhere. I organized my fellow students and we demonstrated towards Bank X. After getting there, we said to the manager, 'We want our money. We have been told our money is here.' 'If you don't give us our money, you will know who we are,' we said. The following day, we got the money, but in our universities students are forbidden to demonstrate or boycott. I remember that we had suffered for more than a month at the time. If you ask the board, you'll be told, 'We have disbursed the money. The problem is at your university.' So there is normally a connection between the board and other people. It is not true that students demonstrate without good reason. Sometimes you are advised to make use of us the youth who graduated from universities a few years ago to give you ideas, because it does not make sense under normal circumstances, not all students in the universities are young. There are adults in the universities and some of them are our parents' agemates, but they also participate in the strikes. It's not the question of one being young or old. We ought to examine the reasons for university students' boycotts or demonstrations. Their grievances are not addressed well. (AE: Hansard 19/07/2011).

19.MHE. SALOME D. MWAMBUMheshimiwa Mwenyekiti, suala lingine ni Walimu, hawa Walimu wanacheleweshewa sana mafao yao ya kupandishwa madaraja na madaraja hawapati kwa wakati. Kawaida, Mwalimu anatakiwa afundishe miaka mitatu, mwaka wa nne apande daraja, lakini matokeo yake hawapandishwi. Hiyo nayo inapunguza morali ya kufundisha. Hawa Walimu wetu kweli wanafanya kazi nzito, tunatakiwa tuwaenzi, walipwe na mafao yao wanayodai na nyumba wapatiwe. Mfano Mkoa wa Singida peke yake wanadai milioni 580,900,000, deni hilo ni kwa Mkoa mmoja, sasa kwa nchi nzima ni vipi? Tuwatendee haki Walimu wetu. (Makofi) (ACE: Hansard 19/07/2011).

HONOURABLE SALOME D. MWAMBU: Honourable Chairperson, another issue relates to teachers. Teachers are delayed in that their promotion benefits are not provided in time and promotions are not offered in time either. Normally, a teacher is supposed to teach for three years and to be promoted in the fourth year, but that is not done. This, too, demoralizes teachers. Our teachers work very hard. We ought to honour them. All their claims ought to be met and to be given housing allowances. For example, the claims for Singida region alone amount to 580,900,000 shillings. That amount is for only one region. What is the situation like countrywide? We should be fair to our teachers. (Clap) (ACE: Hansard 19/07/2011).

20.MHE. RIZIKI OMAR JUMAMheshimiwa Mwenyekiti, Mheshimiwa Waziri pamoja na Serikali kwa ujumla, wanajitahidi sana kupanga mipango mizuri, pamoja na kwamba bado kipaumbele kwa sekta ya elimu ni kidogo. Hatujaipa kipaumbele na kama tungeipa kipaumbele basi kwanza tungemjali mwalimu, mwalimu bado hatujamwalia ipasavyo. Ili mwalimu awe mwalimu bora na aweze kuzalisha matunda mazuri, anahitaji kusikilizwa madai yake na haki zake za msingi ambazo ni lazima wazipate. (Makofi) (ACE: Hansard 19/07/2015).

HONOURABLE RIZIKI OMAR JUMA: Honourable Chairperson, the Honourable Minister and the Government are doing the right thing by making good plans, despite the fact that the education sector is not given priority. We have not prioritised it, I mean. If we gave it priority, we would give teachers due consideration. In order for a teacher to be good and to produce the expected results, his/her claims and his/her rights must be given due consideration. (Clap) (ACE: Hansard 19/07/2015).

21. MHE. RIZIKI OMAR JUMA Mheshimiwa Mwenyekiti, walimu wetu wangehitaji kupata mafunzo ya mara kwa mara ili kuweza kuongeza taaluma yao na kupata utaalim zaidi unaoendana na wakati siku hadi siku. Walimu wetu, mwalimu anaweza akaingia kazini akafika miaka 10 hajaweza kupata nafasi ya kupata mafunzo ya ziada. Tunamtegemea mwalimu huyu atazalisha nini? Haiwezekani, suala la mwalimu kupata mafunzo ya mara kwa mara ni suala la msingi. Waswahili wanasema mwalimu ni kama vile kisu. Kisu kinahitaji kutumika, lakini baada ya muda fulani kinakosa yale makali yake, yaani kinapungua nguvu. Kwa hiyo ili kiweze kufanya kazi vizuri zaidi lazima ukinoe. Lazima kinolewe na mwalimu anahitaji kunolewa. (Makofi)

Mheshimiwa Mwenyekiti, mwalimu wetu tunamnoa kwa ajili ya kupata mafunzo. Lakini kinachoonekana, mwalimu wetu wa Tanzania na hii ndiyo inayochangia kushuka kwa kiwango cha ufaulu. Mwalimu huyu anapangiwa kwenda kufanya kazi kwenye maeneo ya pembezoni hana motisha yoyote, hana nyongeza yoyote, hana kitu chochote ambacho kinamtia hamu ya kwenda kufanya kazi kule. Hivi tunatarajia kupata elimu iliyo bora? Haiwezekani. (ACE: Hansard 19/07/2011).

HONOURABLE RIZIKI OMAR JUMA: Honourable Chairperson, our teachers were supposed to be given time for training so that they could upgrade their skills and generally enhance their expertise so that it matches the demands of the present time. The situation is bad, because a teacher can stay for 10 years without his expertise or skills being upgraded. What do we expect this kind of teacher to produce? It is impossible! It is very important for teachers to be trained from time to time. The Swahili people say a teacher is like a knife. After being used for sometime a knife becomes blunt. So, in order for it to work better, it needs to be sharpened. It must be sharpened and the teacher needs to be sharpened as well. (Clapping)

Honourable Chairperson, we sharpen our teachers through training. But it seems the Tanzanian teacher is the source of students' poor performance in examinations. This teacher is posted to marginalized areas where there are no incentives, no allowances. There is nothing that can motivate the teacher to go to such areas and teach. Do we expect the quality of our education to be high? The quality of our education cannot be improved, as a result. (ACE: Hansard 19/07/2011).

22. Mheshimiwa Mwenyekiti, sasa kama mwalimu wetu hatukuwahi kumwandaa ipasavyo, tutamjengea mazingira magumu. Wanafunzi wake pia watamdharau. Sasa hizi *tuition classes* zitatulitea matatizo wakati mwingine kama mwalimu hatatia nia ya kufundisha vizuri darasani. Lakini tukimwezesha vizuri, akafanya kazi yake kwa kuipenda *tuition classes* zitapungua. Zinachangia kutuharibia watoto wa kike. Watoto wa kike wanaitumia fursa hii vibaya sana, fursa ya *tuition classes* wenzangu wazazi wa watoto wa kike naomba mniambie nani ana uhakika kama mtoto wake akitoka usiku kwenda *tuition classes* ana hakika ya kwenda kuhudhuria darasani? (Makofi)

Nani ana uhakika? Hakuna mwenye uhakika. Tunamwomba Mungu tu, tunabahatisha tu kwa sababu tunatafuta ile elimu. Lakini kumbe inawezekana mtoto anakudanganya anakuambia anakwenda kusoma kumbe anakwenda kufanya vitu vingine vya ajabu ajabu. Lakini tukiwawezesha walimu wetu vizuri tukawafanya waipende kazi yao, wengi wetu humu ndani hatukusoma kupitia *tuition classes* au siyo? Tumesoma darasani, vitabu vya kutosha vipo, tunachukua vitabu tunakwenda kufanya mazoezi nyumbani. Leo lazima wewe mzazi umnunulie mtoto kitabu. Ni wazazi wangapi wana uwezo wa kununulia watoto wao vitabu? Ni wangapi, ukiacha Waziri, Mbunge na mtu mwingine ambaye ana uwezo wake mwenyewe. Vijijini wazazi wetu wanao uwezo wa kununua vitabu vya watoto wao vya mazoezi. Mtoto anahitaji kufanya mazoezi ya kusoma. Anahitaji kufanya mazoezi ya *mathematics*, anahitaji kufanya mazoezi ya kila somo kwa kutumia vitabu ambavyo wanavipata kule shuleni. (ACE: Hansard 19/07/2011).

Honourable Chairperson, if we do not prepare our teacher well, then we are creating a hard time for him/her. Even his/her students cannot respect him/her. Also, these tuition classes will cause problems, especially if the teacher does not take normal classes seriously. But if we pay him/her well and make him/her love his/her work, the number of tuition classes will decrease or there will be no need for such classes. Tuition classes contribute to the spoiling of female children. Tell me, who is sure that, if his/her daughter attends tuition classes at night, she will be able to go to school tomorrow? (Clap)

Who is sure? No one is. We simply pray to God that she does. Indeed, we are doing a trial and error thing just because we want that education. But who knows? Maybe the child is deceiving you by telling you that she is going to attend a tuition class somewhere when in fact she is going somewhere else to do bad things. If we pay our teachers well, we will make them love their work. Most of us in this House did not attend tuition classes. Did we? We studied in the normal classes and read a lot of books because books were available in the schools. We took books home where we did homework using the books. Today you the parent must buy books for your child. How many parents can afford to buy books for their children? How many can do that, apart from a Minister, a Member of Parliament or any other person who is economically able to do it. In the villages, can parents buy books so that their children do their exercises? A child needs reading exercises. A child needs to do arithmetic exercises; of course, he/she needs to do exercises in all subjects using books which they get from school. (ACE: Hansard 19/07/2011).

23. Mheshimiwa Mwenyekiti, hii ni kwa sababu, katika nchi nyingine, ukiuliza je, kipaumbele chenu ni nini? Wanakwambia elimu, elimu, elimu, elimu mpaka tano. Halafu ndiyo vinafuata vitu vingine. Sisi ni mashahidi na wote tulioko humu ndani ni matokeo ya hilo. Kwa hiyo, nasema kwamba Wizara hii ni muhimu na tunge mkono. Nasema ili tuwe washindani tunahitaji elimu, elimu nzuri na ujuzi. Tuwe na *skills* tunapoelekea katika Jumuiya ya Afrika Mashariki kutakuwa na ushindani mwingi hasa baada ya kuruhusu *free movement of labour* kutoka nchi moja mpaka nyingine. Wakitangaza kazi Rwanda ama Tanzania watu watakuwa huru kuja huku na kule. Lakini, je, tuko tayari kufanya hivyo? Nina mfano mmoja, mwaka 2000; tukiwa washiriki katika *Inter University Council of East Africa* ilitangazwa nafasi ya *Executive Secretary* ya hii *Inter University Council of East Africa*. Baada ya kutangazwa na sifa kutolewa, walioomba nafasi hiyo Kenya walikuwa ni watu 36 na wana

sifa. Uganda walikuwa tisa na Tanzania tulikuwa watatu. Unaweza kuona *opportunities* hapo nyinyi watatu na wale ambao wako 36 na kama ilivyokuwa matokeo yake ni kwamba mtu wa Kenya alipata nafasi hiyo. Huu ni mfano mmoja tu. Kuna sehemu nyingi sana ambazo kwa kweli tunahitaji kujiendeleza zaidi na kuweka mikakati ili kusudi tuweze kunufaika na umoja ambao tunao. (ACE: Hansard 19/07/2011).

Honourable Chairperson, this is because in other countries, if you ask them: 'What is your priority?' They tell you their priority is education, education, education, education five times. Then other things follow. We know this and all of us in this House are products of this. Therefore, this Ministry is very important. Let us support it. In order for us to be competitive, we need quality education and skills. We should have good skills as we go into the East African Community, where there will be stiff competition following the signing of the agreement on free movement of labour between one country and the other. If they advertise jobs in Rwanda or Tanzania, people will be free to move here and there. But are we ready to do that? I have one example. In 2000, when we were (still are) members of the Inter-University Council of East Africa, the post for the Executive Secretary was advertised. After the post was advertised and the qualifications being made public, 36 people from Kenya applied for the post and all of them had the required qualifications. Nine Ugandans applied, but only three Tanzanians did so. You can see for yourselves the opportunities. You are three, your competitors are 36, and so a Kenyan got the job. This is just one example. There are many areas in which we need to build our capacity and in which to have strategies in order for us to benefit from this cooperation. (ACE: Hansard 19/07/2011).

24. Mheshimiwa Mwenyekiti, nizingumzuie kidogo juu ya mikopo kwa ajili ya wanafunzi. Nilishtuka sana asubuhi niliposikia hapa kwamba, Bodi ya Mikopo ivunjwe. Ingekuwa kila kitu ambacho kinakuwa na kasoro ni kukivunja ama kukiua, basi tungeua vitu vingi sana! Bodi ya Mikopo, ninavyofahamu, imetusaidia sana tena sana. Bodi ya Mikopo ilianza mwaka 2005 na wale watumishi wa kudumu ambao walijiriwa mwaka 2006. Chombo chochote kinachoanza, mwanzoni ni dhahiri kwamba kinaweza kuwa na matatizo. Lakini tunaweza kujisahihisha na Bodi hiyo ikaendelea kufanya vizuri.

Mheshimiwa Mwenyekiti, kabla ya Bodi ya Mikopo, mwaka 2005/2006, wanafunzi wa Vyuo Vikuu walikuwa ni takriban 30,000 tu, leo hii wako 118,000! Ni kwa sababu wengi wao wamewezeshwa. Hata kama kuna mapungufu yoyote, lakini kusema kweli wanafunzi wamewezeshwa na Bodi ya Mikopo. Naomba tuwe tayari kuisaidia na tungojee ripoti ambayo Rais, alituma Tume ili kusudi waangalie matatizo na kuweza kuyasahihisha ili iendelee kutoa hiyo mikopo. Lakini tunalaumu, mpaka sasa Bodi ya Mikopo imetoa mikopo kwa wanafunzi kiasi cha bilioni 630. Zilizoiva kwa ajili ya kurudishwa ni bilioni 21, mpaka sasa bilioni nane tayari zimesharudishwa. (Makofi) (ACE: Hansard 19/07/2011).

Honourable Chairperson, let me talk a little bit about students' loans. I was shocked in the morning when I heard the proposal that the Loans Board should be dissolved. If the solution to anything with problems is to dissolve or kill it, then we will dissolve so many things! The Loans Board, as I know, has helped us a great deal. It started in 2005 and the permanent and pensionable workers were employed in 2006. The beginning of anything is always tough. But we can address the problems and the board will operate as it should.

Honourable Chairperson, before the Loans Board was set up in 2005/2006, there were about 30,000 university students in the country but today they are 118,000! This is because most of them have been supported financially. Even if there are problems, the reality is that the Loans Board has supported many students. I request that we continue to support it while the Presidential Commission which was formed to look into the problems and suggest solutions to them so as to make the board continue providing loans students is doing its job. But we are blaming the board, even after it has given loans to the tune of 630 billion shillings to students. The amount that is supposed to be repaid is 21 billion shillings. So far, eight billion shillings has been repaid. (Clap) (ACE: Hansard 19/07/2011).

25. MHE. PINDI H. CHANA Mheshimiwa mwenyekiti, nichukue nafasi hii kuwapongeza sana Mkoa wangu wa Iringa na Njombe, nikiwa kama Mbunge wa Viti Maalum kipindi changu cha pili, sisi tumeweka Sera; Mkoa wa Iringa hatuna watoto wa kazi za majumbani na Mkoa wa Njombe. Niombe na mikoa mingine, umri wa kwenda shule, watoto wetu waende shule. Halafu akimaliza darasa la saba, amejua kusoma, amejua kuandika, ndio tuilizane jamani watoto wa kazi wapo? Anayetaka kuchungiwa ng'ombe, anayetaka kudekiwa nyumbani, lakini angalau apate elimu! Kwa hiyo, niwaombe sana Watanzania wenzangu, tusitumie *exploitation of ignorance* za watoto wetu au jamii zetu ambazo ziko pembezoni mwa Mikoa yetu. Watoto wetu wenye umri wa kwenda shule, waende shule. Serikali imefuta ada za shule za msingi, kwa hiyo, tushikamane na tunapotaka watoto wa kazi wanapatikana waliomaliza darasa la saba, tena wengine wamesomea VETA, *cleaning* kabisa, vinaeleweka. Lakini tafadhali sana tutumie nafasi hii ili watoto wetu wapate elimu. (Makofi) (ACE: Hansard 19/07/2011).

HONOURABLE PINDI H. CHANA: Honourable Chairperson, let me take this opportunity to congratulate Iringa and Njombe regions. We have a policy in Iringa and Njombe regions which does not allow people to have house maids. I would advise the other regions to do the same so that school-age children go to school. After a child completes standard seven, when he/she can read and write, we may start talking about the possibility of one having house maids. Whoever wants someone to look after his cattle, someone to mop their house must ensure the person is educated! So, I advise you, my fellow Tanzanians, not to exploit children because of ignorance, especially those in the communities in the marginalized regions. School-age children should go to school. The Government abolished school fees in primary schools. So, we need to cooperate with each other to ensure that our house maids have completed standard seven and some have even gone as far as VETA where they took cleaning courses, that is, we should "employ" those who know what they are doing. Let us use this opportunity to give our children an education. (Clap) (ACE: Hansard 19/07/2011).

26. MHE. MARGARETH A. MKANGA Mheshimiwa Mwenyekiti, kwa miaka mingi nimezungumza lakini nitaendelea kuzungumza tu kwa sababu najua kuna siku neema itadondoka. Sisi wenye ulemavu tunahitaji elimu kwa sababu kwa ujumla elimu ni ufunguo wa maisha. Vilevile kwa wenye ulemavu elimu ndiyo ukombozi kabisa kama kweli unaipata. Mwenzenu mimi hapa nilipo ni shule tu ndiyo imeniweka hapa kwani mngenifahamu? Ni shule niliyoipata kwa shida sana tu, lakini katika kupata elimu hii watu wenye ulemavu wa aina zote tuna changamoto nyingi sana. (Makofi)

Kwanza mazingira ya shuleni kwenyewe, mazingira ya majengo ya shuleni, mazingira ya mihadhara, nimefika mpaka Chuo Kikuu kwenye mihadhara kule na ninaomba hiyo kwani haihitaji fedha za nje ni Serikali kuamua, wahandisi wa majengo na wa mazingira kuweka haya mambo rahisi kwa wanachuo, wanafunzi, watoto wa chekechea wenye ulemavu wa aina yoyote ile wakifika katika maeneo hayo na wao wakapata bahati ya kupata elimu ambayo wanaweza kuipata, hili halihitaji fedha nyingi na mimi nimechoka kulisema. Lakini inabidi niendelee kulisemea kama mimi nilipata shida ya kuning'inia kwenye ngazi za Chuo Kikuu na kadhalika wanangu na wajukuu waweze kusema tulikuwa na bibi aliyetusemea kwa mabadiliko chanya, ndiyo ninayoyataka. (*Makofi*) (AE: Hansard 19/07/2011)

HONOURABLE MARGARETH A. MKANGA: *Honourable Chairperson, I have said this for many years, but will continue saying it, regardless. This is because I know one day blessings will fall on us. We the disabled need education because education is a key to life. Moreover, for the disabled, education is the true liberation, if we manage to get it. Personally, I am here because education made it possible for me to be here. Without it, how could you have known me? It is the education that I got the hard way that made it possible for me to be here. But we face countless challenges in the course of struggling for education. (Clapping).*

To start with, the environment in the schools, the environment in which lectures/lessons are conducted. I have gone as far as university where lectures are conducted. I say this because we donot need to have foreign exchange to do what I'm suggesting. It is simply a matter of structural and environmental engineers creating an enabling environment for university students and nursery children with any kind of disability so that they go to such places and get the education they need. This does not need much money and I am tired of saying this. But I have to continue talking about it, especially when I remember how difficult it was for me to climb the stairs at the university, etc. My children and grandchildren will be saying there was once a grandmother who used to speak for us. That is what I want. (Clapping) (Hansard: 19/07/2011).

27.MHE. HENRY D. SHEKIFU Mheshimiwa Mwenyekiti, mimi nashauri wale wenzangu wenye kutamka kwamba maandamano ndiyo silaha ya mwisho kutafuta haki, inawezekana tukaichukua katika *narrow mind*. Siamini kwamba tumefika mahala mpaka tunaenda kuitisha migomo au tukafanya mambo ambayo ni ya aibu; tukachoma madarasa, tukavunja milango, halafu kesho tena tunatengeneza, kwa kweli si burasa. (*Makofi*)

Sisi Wabunge tuepuke kauli za kuchochea fujo, hilo ndiyo ombi langu. Wabunge wote tuepuke kauli za kuchochea fujo, Mbunge anayechochea fujo mimi nafikiri sasa tubadilishe Kanuni zetu. Unatamka hapa nendeni mkagombane na wewe tutakujadili kwa sababu huitakii heri nchi yetu. Kwa hiyo, mimi nilikuwa naomba hilo. (*Makofi*) (TS: Hansard 19/07/2011).

HONOURABLE HENRY D. SHEKIFU: *Honourable Chairperson, let me advise my friends who say demonstrations are the last weapon used in the search for justice. We perhaps have a narrow sense of demonstrations. I don't believe we have reached the point of going on strike or doing such shameful things as setting classrooms ablaze, smashing doors and building new ones tomorrow. That is not wisdom. (Clapping)*

We Members of Parliament should avoid making statements that incite.... That is my request. All Members of Parliament should refrain from making such statements. For the Members of Parliament who make such statements, I think it is high time we changed our Standing Orders and punished them. If you make a statement here telling people to go and fight, we will discuss you here because you don't wish our country good. So, I was making that request. (Clapping) (TS: Hansard 19/07/2011).

28.MHE. ASSUMPTER N. MSHAMA Mheshimiwa Mwenyekiti, tunaweza tukawa-*motivate* kwa namna tofauti. Mimi nitatoa mfano, mwalimu anayefundisha kwenye wilaya yangu, kule Jimbo la Nkenge katika Kata ya Kakunyu ukampa mshahara sawa sawa na mtu anayefundisha Kyaka, kwa kweli utakuwa huwatendei haki walimu katika maeneo yao. Hivyo ningeomba Serikali iangalie namna gani inaweza ikatoa vitu kama hivyo. Tukifanya hivyo elimu zitalingana kuliko hivi sasa ambapo elimu ya mjini na ile ya vijijini kuna tofauti kubwa sana. (*Makofi*)(AE: Hansard 19/07/2011)

HONOURABLE ASSUMPTER N. MSHAMA: *Honourable Chairperson, we can motivate them in different ways. I will give an example of a teacher teaching in my district, in Nkenge Constituency in Kakunyu ward. If you give that teacher the same salary as the teacher teaching in Kyaka, you are not being fair to the teachers with regard to their respective areas. So, I urge the Government to find out how it can pay them on the basis of the area where one is working. If we do that, education will be of the same quality. At present, the kind of education provided in the urban areas is different from the kind of education provided in the rural areas. There is a huge difference between the two. (Clap)(AE: Hansard 19/07/2011)*

29.MHE. GEORGE B. SIMBACHAWENEMheshimiwa Mwenyekiti, hebu niongelee nchi ambazo zimejaribu kufanya hivyo. Ukienda katika nchi ya Uganda wao wameamua mwalimu aliyeko vijijini wampatie *percent* 30% zaidi ya mshahara wake. Kwa hiyo, mwalimu anaweza akaona ni bora aende kufundisha vijijini kuliko mjini. Tukienda Lesotho, wao wameamua kuongeza mshahara kwa takribani maloti 276 sawa sawa na shilingi za Tanzania 60,000/= . Kwa maana hiyo, mwalimu ataona amejaaliwa na atakwenda kufanya kazi katika maeneo ya vijijini. Ukienda nchini Malawi, wao wameamua kila mwalimu anayekwenda kufundisha sekondari akute nyumba tayari na ina kila kitu ndani. Utakapokwenda Mozambique, wao wameamua kutoa mshahara mara mbili, mwalimu ambaye yupo mjini kama anapata shilingi 400,000/= yule wa vijijini apate shilingi 800,000/= hiyo ime-*motivate* walimu wanaopangwa vijijini kwenda kufundisha huko. (AE: Hansard 19/07/2011).

HONOURABLE GEORGE B. SIMBACHAWENE: *Honourable Chairperson, let me talk about countries that have tried to do that. In Uganda, they have decided that a teacher who teaches in rural areas receives 30% of his/her salary as extra pay. So, a teacher can see that it is better for him/her to go and teach in rural areas than work in urban areas. In Lesotho, they have decided to increase salaries by about 276 lots, which is equivalent to 60,000 Tanzania shillings, for teachers working in rural areas. That makes a teacher feel cared for and he/she, in response, goes and works in rural areas. In Malawi, they have decided that a teacher teaching in a secondary school must be given a fully furnished house. In Mozambique, they have decided to pay teachers working in rural areas twice as much as those working in urban areas. If a teacher who teaches in a town is paid 400,000/= shillings, the one teaching in a rural area earns 800,000/= shillings. That has motivated teachers who are posted to rural areas. (AE: Hansard 19/07/2011).*

30. Mimi naomba niweke mchango wangu kwa kuzungumzia upungufu wa walimu, lakini upungufu wa walimu ninaotaka kuuzungumzia maana upungufu uliopo katika shule za msingi ni tofauti na upungufu uliopo katika shule za sekondari. Katika shule za msingi upungufu uliopo unatokana na mazingira magumu ambako walimu wengine wakipangiwa katika Wilaya zetu hawapendi kwenda. Hili ni tatizo kubwa ambalo ni kwamba Serikali kwa kweli na hasa sisi Bunge inabidi tufikie hatua ya kufanya maamuzi magumu katika jambo hili. (Makofi)

Niwaombe sana Waheshimiwa Wabunge pamoja na kwamba tunapitisha Bajeti hii lakini ni vizuri tunapofikiria namna ya kutatua tatizo la walimu na ili watu waweze kuipenda kazi ya ualimu ni kuwaongezea maslahi yao. Jambo pekee ni kuwaongezea maslahi yao. Mwalimu hana marupurupu yoyote, mwalimu hana posho yoyote, kumuacha mwalimu huyu anakwenda kuishi katika kijiji kama vile Gwamungile, Mang'aliza, Kibakwe halafu ukamlipa mshahara kama mtu anayefundisha shule ya msingi Kariakoo, mimi nadhani hatuwatendei haki. Ipo haja ya sisi kama Bunge, mimi niseme kama Bunge kufikiri namna ya kutunga sheria maalum kwa ajili ya walimu hasa kuzingatia maslahi yao. Hili litatusaidia lakini tukibakia tunanung'unika tu hapa na kusema Serikali iongeze, Serikali itaongeza kwa formula ya watumishi wa umma. Lakini sisi ndio tunaweza tukasema ije sheria maalum kwa ajili ya kuongeza maslahi ya walimu na Serikali inaweza kufanya hivyo. (Makofi) (ACE: Hansard 19/07/2011).

Let me make my contribution by talking about the shortage of teachers. But the shortage of teachers I want to talk about ... you know, the shortage of teachers in the primary schools is different from the shortage of teachers in the secondary schools. In the primary schools, the shortage of teachers is the result of difficult conditions which cause some teachers who are posted to some of our districts not to go to such districts. This is a big problem, which the Government, especially we Parliamentarians, must address. (Clapping)

My fellow Members of Parliament, although we are going to endorse this budget, we need to think about a way to solve the problem of teachers and to make them love their work. One of the ways of realizing that is to improve teachers' remuneration. The only thing that we should do is to improve their remuneration. A teacher does not have any allowances. Teachers have no extra pay. A teacher has no allowances. If a teacher works in villages such as Gwamungile, Mang'aliza and Kibakwe and if we pay that teacher like the teacher teaching at Kariakoo primary school, we are, in my view, being unfair to him/her. There is a need for us as Parliament to think about making a special law concerning teachers' remuneration. This will help our country, but if we continue to complain here and keep saying the Government should add this amount here and that amount there, according to the Public Service formula... We are the ones who can make the Government enact a law for fighting for our teachers' rights, and the Government will do that. (Clapping) (ACE: Hansard 19/07/2011).

31. MHE. DKT. BINILITH S. MAHENGE: Katika mahitaji ya madarasa Kitaifa kwenye Shule za Msingi yalitakiwa madarasa 985,000. I mean nyumba za walimu 985,000 zimeweza kujengwa. Nyumba 3,874,000 kwenye Shule za Msingi. Katika madarasa, samahani kidogo hapa nirudie; madarasa yalitakiwa 198,607, Serikali imeweza kujenga madarasa 110,000 Kitaifa. Haya siyo madogo ni mafanikio makubwa. Katika nyumba za walimu, zilitakiwa nyumba 197,519, zimejengwa nyumba 39,623. Haya siyo madogo. Kwenye Shule za Sekondari, yalitakiwa madarasa 70,102, Serikali imejenga madarasa 45,645. Nyumba za walimu zilitakiwa 61,904, zimejengwa 20,187. Haya ni mafanikio makubwa sana, ambayo tuna sababu za kila aina kuishukuru Serikali. Imefanya hivyo pia kwenye suala la kuongeza idadi ya walimu na udahili wa wanafunzi wanaokwenda Shule za Sekondari. (Makofi) (SA: Hansard 19/07/2011)

HONOURABLE DR. BINILITH S. MAHENGE: The need for classrooms in the primary schools was 985,000 countrywide. I mean 985,000 staff houses. 3,874,000 staff houses have been built in the primary schools. As for classrooms, excuse me, let me repeat here. 198,607 classrooms were needed. The Government has built only 110,000 classrooms countrywide. That is not a small achievement, it is a big one. As for staff houses, the requirement was 197,519. That is not a small achievement either. As for secondary schools, the requirement was 70,102 classrooms. The Government has built 45,645 classrooms. The number of staff houses required was 61,904; the Government has built 20,187. This, too, is a very big achievement. So, we have every reason to thank the Government for doing that. It has also tremendously increased the number of teachers and student enrolment in the secondary schools. (Clapping) (SA: Hansard 19/07/2011)

32. Mheshimiwa Spika, niwaambie, mtaalam mmoja aliwahi kusema kwamba, *if you want to plan for one year sow the seeds.* Kwamba, ukitaka ku-plan kupanga kwa mwaka mmoja panda mbegu. *If you want to plan for ten years, plant trees,* ukitaka kupanga kwa miaka kumi panda miti. *But if you want to plan for life time, develop a man.* Ukitaka kupanga kwa miaka mingi kwa maisha, mwendeleze binadamu. Hii ndiyo kazi inayofanywa na Serikali hii ya Awamu ya Nne. Vilevile sishangai, kwa sababu wakati ninafanya *dissertation* yangu ya Ph.D, Profesa aliwahi kuniambia hivi; kazi ya kukosoa anaiweza kila mtu hata asiyekuwa na uwezo anaweza akakosoa, lakini kazi ya kufanya kazi siyo kila mtu anaweza. (Makofi)

Kwa hiyo, tunaomba Wananchi waelewe kwamba, kukosoa kila mtu anaweza, lakini siyo kufanya kazi. Haya mafanikio makubwa yaliyofanyika, tulitakiwa tuyaenzi na ndiyo Mwenyezi Mungu, katubariki ili tuweze kusonga mbele zaidi. Tukipuuzza haya hatuwezi kufanikiwa. (Makofi) (AA: Hansard 20/19/2011).

Honourable Speaker, let me quote one expert who once said, 'If you want to plan for one year, sow seeds. If you want to plan for ten years, plant trees. But if you want to plan for a lifetime, develop a human being.' This is the work being done by the fourth Phase Government. I'm not surprised because when I was writing my PhD dissertation, my professor once told me, 'Criticising is something that everyone can do, even someone without ability can criticize. But not every person can do something.' (Clapping)

So, we are asking the people to understand that criticizing can be done by everyone, but not doing. For all the achievements made, we have to thank the Government, and then God might help us to move forward. If we disregard this, we cannot move forward. (Clapping) (AA: Hansard 20/19/2011).

33. Ninasema hivyo kwa sababu kwa sasa hivi udahili wa Vyuo Vikuu umefikia 118,000 mpaka hapa tulipo hivi sasa. Udahili wa Vyuo vya Kati na Vyuo vya hapa, nina maana Vyuo vya Ufundi, Vyuo vya Elimu, kuna Vyuo vya Uganga kwenye Sekta ya Afya. Huduma za jamii kwenye mambo ya utalii, *tourism industry* na kilimo. Kwa hiyo, hili ni kundi kubwa sana ambalo ndiyo tunategemea hawa wanafunzi wanaomaliza Kidato cha Nne waingie kwenye lile kundi kwa kupata zile *skills* ili waweze kujajiri au kuajiriwa.

Sasa hili kundi udahili wake mpaka hivi sasa ilikuwa ni 68,000. Sasa utajuliza; tunajenga Taifa la aina gani kama udahili wa Vyuo Vikuu unakuwa mkubwa kuliko wa kundi la tatu ambalo ndilo linafanya kazi kubwa zaidi? Wenzetu Wajerumani, Wajapani na Wamarekani, wameendelea kwa sababu nguvu kubwa wameielekeza kwenye *labour force*, kuipa *skills* za kufanyia kazi na ndiyo maana wameweza kufanikiwa. Leo sisi katika idadi yetu ya milioni 44, nguvu kazi ya milioni 21 imewezeshwa kuwa na *skills* za kufanya kazi. (Makofi)

Kwa hiyo, nilikuwa ninadhani hapa tukubaliane kwamba, Serikali ilete mkakati na iseme wazi kwamba, ina mpango gani wa kuona vyuo hivi nilivyovitaja, vinavyotoa stadi hizi, kwanza, vinaongezewa fedha katika vyuo vilivyopo sasa hivi na vilevile iwapo kuna upanuzi. Kwa mfano, Vyuo vya Ufundi, tumekuwa na Vyuo vya Arusha, Dar es Salaam na Mbeya. Vyuo hivi sasa hivi vimeshaanza kutoa digrii, kwa hiyo, vinaacha *gap* ya *technicians*, ambayo ndiyo muhimu sana Kitaifa. Sasa je, Serikali ina mpango gani wa kufungua vyuo vingine vya ufundi ili ku-cover *gap* hili? (AE: Hansard 19/07/2011).

I say that because student enrolment in our universities has reached 118,000. Student enrolment in the tertiary colleges has increased as well; I'm referring to vocational colleges, teacher training colleges and medical colleges. The provision of social services in the tourism industry and the agriculture sector has been improved as well. This is a very big "group" which we depend on; we expect students who finish Form Four to join them and get skills, and then get employed or be self-employed. So far 68,000 students have been admitted to universities. You might ask yourself what kind of nation we are building if student enrolment in the universities is higher than that in the colleges, because college graduates are the ones who actually work. Our friends, the Germans, the Japanese and Americans, are developed because they have put a lot of resources into the creation of labour force, and that is why they are developed. For us, in a population of 44 million people, the labour force is made up of only 21 million people. (Clapping)

Therefore, I was thinking that the Government should bring a strategy here and tell us what strategy it has for the colleges that I have mentioned, the skills they provide and that more money will be provided to the existing colleges and those which will be set up, if there plans to establish other colleges. For example, there are technical colleges in Arusha, Dar es Salaam and Mbeya. These colleges have now started offering degrees, thus causing a critical deficit in the number of technicians who are very important to the development of the nation. Is the Government planning to open other technical colleges in order to make up this deficit? (AE: Hansard 19/07/2011).

34. Niseme kwa wenzetu ambao wamezungumzia suala la maandamano kwamba, maandamano ambayo wanayafanya wao siyo maandamano yanayoitwa na Wananchi, yanatoka juu kwenda chini, lakini tukipeleka *skills*, vijana hawa ninaowasema wote zikapatikana, tutakuwa tumefanya jambo la maana sana. Tusipopeleka hawa, ndiyo watakuja kuanzisha maandamano ya kweli, siyo haya yanayosemwa na mwenzetu hapa. (Makofi) (TS: Hansard 20/07/2011).

Let me say that those who have said something about demonstrations should know that demonstrations are not initiated by the people but they are a top-down kind of thing. But if we give skills to our people, all these youth will have skills and that will be good for our country. If we don't give them skills, these are the ones who will stage real demonstrations, not those who are being talked about by our friends. (Clapping) (TS: Hansard 20/07/2011).

35. MHE. BETTY E. MACHANGU Mheshimiwa Spika, ninaomba nianze na suala la ukaguzi. Ukaguzi kitaaluma mashuleni ni Idara ambayo inaonekana imetelekezwa. Ukaguzi unakagua ufundishaji wa Shule za Msingi na Shule za Sekondari. Wapo walimu ambao wanakwepa ufundishaji hata zaidi ya asilimia 30 ya vipindi vyao. Wapo walimu ambao hawaandai hata vipindi; ukaguzi utasaidia kudhibiti uoro na ufundishaji hafifu mashuleni. Kwa mfano, ukichukulia Shule za Msingi, Halmashauri za Wilaya zina vijiji vingi na kijiji kimoja inawezekana kina shule mbili au tatu za msingi; huyu Mkaguzi anakwendaje kukagua shule hizi zote bila gari wala pikipiki? (Makofi)

Mheshimiwa Spika, ninaomba Serikali sasa iiangalie kwa umakini Idara ya Ukaguzi. Hatuwezi kujivunia kwamba, tunataka wanafunzi wafaulu wakati hatufanyi *monitoring and evaluation* na ukaguzi ni aina mojawapo ya *monitoring and evaluation* kuona ni kitu gani kinafanyika mashuleni. Ninaomba turekebisha sheria, Idara hii ikae chini ya Wakurugenzi wa Halmashauri ya Wilaya, *after all* wanafunzi wanapokuwa wamefanya mitihani vibaya, Mkurugenzi wa Halmashauri ndiyo anawajibika. Kwa vyovyote vile, hana sababu ya kutokuwaadabisha walimu ambao wanakwepa vipindi mara atakapokuwa amepata taarifa ya Mkaguzi. (Makofi) (ACE: Hansard 20/07/2015)

HONOURABLE BETTY E. MACHANGU: Honourable Speaker, let me start with the issue of inspection. It seems that the Inspection Department has been abandoned. It inspects teaching in primary and secondary schools. There are teachers who don't teach by more than 30%. There are teachers who don't even make lesson plans. Inspection will address teacher absenteeism and poor teaching. For example, with regard to the primary schools, the district councils consist of many villages and there may be two or three primary schools in a village. How can an inspector inspect all the schools in a district if he/she doesn't have either a car or a motorbike? (Clapping)

Honourable Speaker, I kindly request the Government to take the Inspection Department very seriously. We cannot expect our students to pass exams when we are not monitoring and evaluating what is going on in the schools; inspection is a form of monitoring and evaluation which helps one know what is happening in schools. I suggest that we change the law; this department should be placed under the District Executive Directors. After all, when students perform poorly, the Director of District Council is held to account. However the situation is, the Director cannot hold the teachers who don't teach to account after receiving an inspector's report. (Clapping) (ACE: Hansard 20/07/2015)

36. Mheshimiwa Spika, kuhusu nyumba za walimu na *hostel* za watoto wa kike; ninaomba kwamba, mwaka jana Bunge lako Tukufu lilitunga Sheria ya *Public Private Partnership*; inawezekana kabisa Wakurugenzi wa Wilaya wakagawa maeneo ya kujenga nyumba katika Shule zetu za Sekondari, wakawagawia Wafanyabiashara na Wananchi wanaopenda kufanya hivyo, wajenge nyumba nafuu, ikiwezekana nyumba moja iwe na vyumba viwili, vikodishwe kwa shilingi 15,000. Inawezekana kabisa walimu wakapata nyumba kwa mtindo huo. (*Makofi*) (ACE: Hansard 20/07/2011).

Honourable Speaker, concerning staff houses and femal students' hostels, last year your August House made a law relating to Public-Private Partnerships; it is quite possible for the District Executive Directors to reserve land for building houses for secondary school teachers. And that could be sub-contracted to traders or other people who are willing to do the work; they should be asked to build low-cost houses, each consisting of two rooms. Then, the houses should be rented to teachers at 15,000 shillings. It is possible for teachers to have houses to live in that way. (Clapping) (ACE: Hansard 20/07/2011).

37. MHE. SAID R. BWANAMDOGO: Mheshimiwa Spika, ualimu unakwenda zaidi ya kisaikolojia. Mwalimu mzuri lazima uwe kisaikolojia uko sawasawa. Lakini kwa haya madai mbalimbali ya walimu, malipo ya kuanza kazi yenyewe yanakuwa kazi kuyapata, motisha ni shida; uhamisho, shida; likizo vurugu tupu. Sasa katika hali ya kawaida, huyu mwalimu wa aina hii, hawezi kuingia darasani na akafundisha kama vile ambavyo amepanga. Ni lazima Serikali ione jinsi ya kuweza kurekebisha madai mbalimbali ya walimu ili kuwajengea saikolojia nzuri kwa ajili ya kazi yao ambayo wanaifanya kila siku. (*Makofi*) (ACE: Hansard 20/07/2011).

HONOURABLE SAID R. BWANAMDOGO: Honourable Speaker, being a teacher goes beyond psychological realms. A good teacher must be psychologically fine. But these various claims, including settlement allowances, incentives, transfer allowances and leave allowances are normally not paid. As a result, they cause a lot of chaos. Under normal circumstances, a teacher who is treated in that way cannot teach as he/she should. The Government must find a way of meeting teachers' demands so as to create a good environment for teachers to discharge their duties as they are supposed to. (Clap) (ACE: Hansard 20/07/2011).

38. MHE. MENDRAD L. KIGOLA Mheshimiwa Spika, nimesoma kwa makini nikawa najiuliza mwenyewe, kwanini kiwango cha elimu sasa hivi kinashuka badala ya kupanda? Sasa ukiangalia katika shule zetu za msingi, kwanza kabisa kuna madarasa ya awali, madarasa mengi sana hayana walimu. Utakuta mtu anafundisha Darasa la Awali, ni mtu wa kujitolea. Naiomba Wizara hii iweze kutengeneza mkakati sahihi wa kupata walimu wa kufundisha madarasa yale ya awali, halafu nimeona vijijini kwa mfano kule kwenye Jimbo langu, nimekuta shule nyingi sana, mwalimu anayefundisha, yule anayejitolea, wanasema kwamba wanachangia tu wananchi. Sasa kwanini Serikali isimwekee mishahara, alipwe mishahara kama wengine? Atachangiwa na wananchi mpaka lini? Hii inaonyesha kabisa hata mtaala ule unaofundishwa pale haukaguliwi vizuri, kwa sababu ni mtu anayejitolea, na kama mtu anajitolea kufundisha, maana yake huwezi kumkagua hata akikosea huwezi kumdhibiti. Naiomba Wizara ifikirie hilo suala. (*Makofi*) (ACE: Hansard 20/19/2011).

HONOURABLE MENDRAD L. KIGOLA: Honourable Speaker, I have read very carefully the speech and asked myself why the educational standards are falling, instead of getting better. If you look at our education at primary school level, you will see that there are kindergarten classes in the schools, most of which have no teachers. You will normally find that the person teaching a kindergarten class is a volunteer. I request this Ministry to have a strategy for training kindergarten teachers. I have seen in the villages in my constituency, for example, that in many schools the teacher teaching a kindergarten class is a volunteer. They say such teachers are supported by parents' contributions. Why doesn't the Government pay this teacher as it does other teachers? How long will this teacher depend on people's contributions? This shows that even the curriculum used is not inspected well. If a person is just a volunteer, you cannot inspect him/her because he/she is a volunteer. Even when he/she goes wrong, you cannot punish him/her. I request the Ministry to think about that matter. (Clapping) (ACE: Hansard 20/9/2011).

39. Suala lingine ambalo nimeliona ambalo linachangia kushuka kwa kiwango cha elimu na katika changamoto hapa nimesema, nimeona kwamba wameshaainisha tayari. Vifaa havitoshi mashuleni, kwa mfano, ukiangalia shule zetu hazina vitabu, ambalo ni suala la kushangaza. Unaweza kukuta katika darasa kuna watoto 80, lakini kuna vitabu vinne tu. Bahati nzuri katika Ilani ya Chama cha Mapinduzi wamesema kwamba tutanunua vitabu vya kutosha kwa Shule za Msingi. Naomba suala hili litiliwe mkazo na tulifanyie haraka ili watoto wetu wasiendelee kufeli mitihani. (ACE: Hansard 20/19/2011)

Another factor for the fall of our educational standards is the shortage of facilities. I have talked about this as one of the challenges and it is recognised as such. Facilities are not enough in the schools. For example, there are no books in most of our schools. It is very astonishing. You can find only four books in a class of 80 students. Fortunately, in the CCM election manifesto, they have shown that the Government will buy books for primary schools. I request that this matter be given due consideration and we should do it quickly so that our children do not continue failing examinations. (ACE: Hansard 20/9/2011).

40. Suala lingine la muhimu ni kuhusu mishahara ya Walimu. Mishahara ya Walimu bado ni tatizo, nikianza kunukuu katika hotuba ya Rais ambayo aliitoa mwanzoni mwa Kikao cha Kwanza cha Bunge. Alisema, atahakikisha kwamba mishahara ya watumishi wa Serikali inaongezwa. Sasa naiomba Serikali katika Wizara ya Elimu hususan Walimu, waongezewe mishahara ili waridhike na wafanye kazi vizuri. Tusipowaongezea mishahara, tatizo la kufeli wanafunzi litaendelea kuwepo. Kwa mfano, Walimu wa Shule za Msingi tunajua kabisa mishahara yao ni midogo, ndiyo maana watoto hawafundishiki. Mtoto anafundishika kuanzisha Shule za Msingi, sasa asipofundishika maana yake usitegemee kwamba utakuja kuvuna tunda zuri baadaye akiwa Sekondari. Kwa hiyo, naiomba Serikali ihakikishe kwamba inawajengea mazingira mazuri Walimu wa Shule za Msingi. (ACE: Hansard 20/07/2011).

Another issue is about teachers' salaries. Teachers' salaries are still a problem. I would like to quote the President's speech which he gave when he inaugurated Parliament. He said he would make sure that civil servants' salaries are increased. Now,

I request the Ministry of Education to increase teachers' salaries so that they are satisfied and work better. Unless we increase their salaries, students will continue failing exams. For example, we know that primary school teachers' salaries are low. That is why children appear to be unteachable. A child starts to be teachable from primary school onwards. If a child is not teachable at primary school, don't expect that he/she will do well at secondary school. Therefore, I urge the Government to make sure that it creates a conducive environment for primary school teachers. (ACE: Hansard 20/07/2011).

41.MHE. CHRISTINA L. MUGHWAI: Mheshimiwa Spika, ahsante. Nitamwona Mheshimiwa Waziri kwa sababu hii shule iko katika Jimbo lake, hivyo nitamweleza na nimesema mimi ni mzazi katika shule hiyo. Tunaumizwa, wazazi wanabeba mzigo, ada zenyewe ni kubwa, ada kwa mwaka ni karibu Sh. 2,000,000/= na bado uchangie mchango wa majengo. Hiyo ni shule ya *private*, kwanini haikuwa na majengo? Kwa nini wazazi wachangie majengo ya shule? (*Makofi/Kicheko*) Mheshimiwa Spika, naiomba Wizara, siyo kwamba wazazi wanaokwenda kwenye shule za *private* wana uwezo, siyo wote wenye uwezo, ila ni kutokana na mapungufu yaliyoko katika shule zetu za umma na vilevile mchango unaotolewa na shule zetu za *private* ndiyo maana wazazi wanapeleka watoto katika shule hizo. Kwa hiyo, wasibebeshwe mzigo. Nawaomba wamiliki wa shule hizi za *private* wapunguze maumivu kwa wazazi kwa kupunguza mzigo wanaowabebesha. (*Makofi*) (AE: Hansard 20/07/2015).

HONOURABLE CHRISTINA L. MUGHWAI: Honourable Speaker, thank you. I will see the Honourable Minister because this school is in his constituency. I will tell him and one of the children who go to that school is mine. We parents suffer a great deal, we are overburdened. The school fees are very fat. The annual school fees are as high as 2,000,000/= shillings, apart from the buildings fees. That is a private school. Why didn't it have buildings? Why should parents pay for the buildings? (Clapping/Laughter)

Honourable Speaker, I wish to tell the Ministry that not all parents who take their children to private schools are economically able to do so. That is not so, but they take their children there because of the few places available in our public schools and the role that private schools play in our education. That is why parents take their children to private schools. So, they should not be burdened. I request the owners of private schools to relieve parents of the burden. (Clap) (AE: Hansard 20/07/2015).

42.MHE. ANASTAZIA J. WAMBURA Mheshimiwa Spika, kwa upande wa mtawanyiko ambao sio sawa, *unequal distribution*, wengi wanapenda kukaa Mijini, kwenye Manispaa, maeneo ambayo yana huduma za maji, umeme, huduma za kifedha, ndipo ambapo wengi wanapenda kukaa pale, wakipangiwa vijijini wanaondoka. Sasa utakuta watu wamesoma pamoja mwingine utakuta yuko Manispaa pale Mtwara, mwingine amepolekwa Mihambwe kule Tandahimba, hakuna umeme, maji ni shida tupu. Nilichokuwa nataka kupendekeza ni kwamba Walimu hawa wanaopeleka mbali wapewe Posho ya Mazingira Magumu ili angalau na yeye aweze kununua walau *solar* hata ndogo *a-charge* simu yake, apate ule mwanga ambao anauhitaji kwa ajili ya maandalizi ya masomo, anaweza akanunua hata vifaa vya kuhifadhi maji na vitu vingine, lakini hata hivyo anaweza akapata pia nauli ya kufuatilia huduma za kibenki katika Makao Makuu ya Wilaya. (ACE: Hansard 20/07/2011).

HONOURABLE ANASTAZIA J. WAMBURA: Honourable Speaker, if I were to talk about unequal distribution of teachers, many prefer to live in urban areas, in the Municipalities, areas where there are water services, electricity and financial services. That is where they want to live. If they are posted to the rural areas, they either don't go or stay very briefly. You find two people who were once classmates; but one is in Mtwara Municipality and the other is taken to Mihambwe in Tandahimba, where there is no electricity and where water is a critical problem. What I wanted to propose is that these teachers who are posted to the marginalized areas should be given hardship allowances so that they can buy solar panels for charging their phones and producing electricity for preparing lessons. They can also use the allowances to buy water storage facilities and other things. They can also use some of them as bus fare when they go to the District Headquarters for banking services. (ACE: Hansard 20/07/2011).

43.MHE. JUMA SURURU JUMA: Mheshimiwa Spika, naamini kila mtanzania anajua kazi kubwa ya kazi ya ualimu, na sisi sote tusingefika hapa kama hatukusomeshwa vizuri na walimu hao. Aidha, kila miaka ikienda mbele maslahi ya walimu yanazidi kupungua kutokana na kuzidi kwa hali ngumu ya maisha. Hivyo, naishauri Wizara na Serikali kuanzisha posho maalum kwa ajili ya kulinda maisha ya walimu ili posho hiyo iweze kumsaidia, kwani nahisi sekta hii itakosa walimu wa kufundisha Shule zetu za *Primary* na *Sekondari* hasa zile za vijijini na tunaweza kukosa Taifa lililosoma hapo baadaye. (ACE: Hansard 20/07/2011).

HONOURABLE JUMA SURURU JUMA: Honourable Speaker, I believe every Tanzanian knows the big job done by teachers and all of us would not be here if we were not taught by them. As years go by, teachers' remuneration keeps going down, due to the severe life hardship. So, I advise the Ministry and the Government in general to pay our teachers special allowances. I feel that this sector will lose primary and secondary school teachers, especially those in the rural areas, and we may not have a nation of educated people tomorrow. (ACE: Hansard 20/07/2011).

44.MHE. JUMA ABDALLAH NJWAYO: Mheshimiwa Spika, ufaulu wa wanafunzi wetu wa Shule za Msingi na Sekondari utegemea sana mchango wa mwanafunzi mwenyewe mzazi/mlezi na mchango wa mwalimu kwa mwanafunzi/wanafunzi. Matokeo ya Kidato cha Nne mwaka 2010 yalishuka sana kukiwa na sababu mbalimbali. Lakini pamoja na sababu nyingi, baadhi ni Serikali kutoondoa yale yaliyovunja ari kwa walimu. Aidha, wanasiasa walichangia sana kuwasogeza vijana wetu kwenye kampeni za Uchaguzi Mkuu na kuacha majukumu yao ya kutafuta elimu na sasa sisi wanasiasa tunailazimu Serikali baada ya matokeo yale mabovu. Hata ushiriki wa wazazi/walezi kwa elimu ya vijana wetu siyo nzuri. (ACE: Hansard 20/07/2011)

HONOURABLE JUMA ABDALLAH NJWAYO: Honourable Speaker, pupils' performance in primary and secondary schools depends on their own contribution, a parent/guardian's contribution and a teacher's contribution to the student/students. The 2010 Form Four examination results were worse than those of the previous years for various reasons. But one of the reasons

was the Government's failure to address the things that demoralize teachers. In addition, politicians contributed greatly to this by involving the youth in their campaigns during the 2010 General Election. We caused the students to stop reading and studying. But now we are blaming the Government for the students' poor performance. The contribution of parents/guardians to their children's education is not good. (ACE: Hansard 20/07/2011)

45.MHE. AGNES E. HOKORORO Mheshimiwa Spika, elimu ni haki ya kila mtoto ikijumuishwa na wale waliopata mimba. Watoto wa kike wanaopata mimba wanahitaji elimu zaidi kuliko watoto wengine kwa mahitaji yake na mtoto atakayezaliwa. Tanzania sasa ina mimba za utotoni kwa kiwango kikubwa. Asilimia 25 ya wanawake chini ya miaka 18 tayari ni wazazi. Kwanini Serikali isitilie mkazo suala la watoto wa kike wanaofukuzwa kwa mimba shuleni warudi kusoma? Kwanini watoto wanaozaliwa waadhibiwe kwa kuzaliwa kwao? Ni watoto *Innocent*, wasinyimwe haki ya kutunzwa vizuri. Ikumbukwe kwamba mimba nyingine ni za kubakwa na 'force sex', inakuwaje wanaadhibiwa? Serikali ichukue hatua na siyo kutafakari. (ACE: Hansard 20/07/2011).

HONOURABLE AGNES E. HOKORORO: Honourable Speaker, education is the right of all children, including those who get pregnant. Female children who get pregnant need education more than others because of the needs of their babies. There are many child pregnancies in Tanzania today. 25 % of the parents are below 18 years of age. Why doesn't the Government emphasise that the female children who have been expelled from schools because of being pregnant go back to school? Why are the children being born punished for being born? They are innocent. So they should not be denied the right to be cared for well. Some of the pregnancies are the result of rape or forced sex. Why should girls be punished? The Government should take measures, rather than do nothing. (ACE: Hansard 20/07/2011)

46.MHE. JANUARY Y. MAKAMBA: Mheshimiwa Spika, ubora wa elimu kati ya maeneo ya mijini na vijijini una tofauti kubwa. Hali hii haisaidii kujenga Taifa lenye maendeleo yenye uwiano ulio sawa. Kwa msingi huo, Serikali iweke mpango maalum wa kuboresha elimu maeneo ya vijijini. Walimu wanaopangwa maeneo ya vijijini wapewe motisha wa kwenda na kubaki huko. Kuwepo posho maalum ya mazingira magumu. Halmashauri zigawanywe katika makundi matatu, Mazingira ya kawaida, Mazingira ya kati na Mazingira magumu. Posho na malipo mengine yaendane na tofauti hii kwa sababu ukweli ni kwamba mazingira katika nchi yetu hayalingani. (ACE: Hansard 20/07/2011).

HONOURABLE JANUARY Y. MAKAMBA: Honourable Speaker, there is a big difference in the quality of education between the rural and urban areas. This situation does not help us build a nation which has a good development ratio. For that reason, the Government should have a special strategy for improving the quality of education in the rural areas. The teachers who are posted to the rural areas ought to be given incentives so that they go and stay there. There should be special hardship allowances for them. The district councils should be divided into three groups: a normal environment; a moderate environment and a difficult environment. The allowances and other kinds of pay should be based on this difference because it is a fact that the environment in our country varies from one place to another. (ACE: Hansard 20/07/2011).

47.MHE. UMMY A. MWALIMU Mheshimiwa Spika, mojawapo ya kiashiria (*Indicator*) ya lengo la tatu la Milenia (*MDG 3*) ni kuondoa tofauti ya kijinsia katika Elimu ya Msingi, Sekondari na ngazi zote za elimu ifikapo mwaka 2015. Wakati takwimu zinaonyesha kuwa kuna usawa katika uandikishaji wa wavulana na wasichana katika Elimu ya Msingi, bado idadi ya wavulana inazidi wasichana katika Elimu ya Sekondari na Vyuo vya elimu ya juu hasa kwa wasichana walio vijijini.

Mheshimiwa Spika, elimu kwa watoto wa kike ni kichochea cha kuondoa umasikini katika familia, jamii na nchi kwa ujumla. Kuna ushahidi unaoendelea kuonyesha kuwa elimu kwa wasichana inaweza kusaidia nchi kupata mafanikio katika utekelezaji wa malengo mengine ya Milenia hasa lengo lihusilo kupunguza vifo vinavyotokana na uzazi (*MDG 5*) na kupunguza vifo vya watoto wadogo (*MDG 4*). (ACE: Hansard 20/07/2011).

HONOURABLE UMMY A. MWALIMU: Honourable Speaker, one of the indicators of the third Millennium Development Goal (MDG 3) is removal of gender differences at all levels of education by 2015. While statistics show that there is equality in student enrolment between boys and girls in primary schools, the number of boys is bigger than that of girls in secondary schools and higher education institutions, as far as girls from the rural areas are concerned.

Honourable Speaker, the education of female children is a catalyst for poverty alleviation at the family, community and nation levels. There is evidence that shows that female children's education may help the country achieve the other MDGs, especially the goal to reduce maternity mortality rate (MDG 5) and to reduce infant mortality rate (MDG 4). (ACE: Hansard 20/07/2011).

48.Mheshimiwa Spika, pamoja na uchache wa wataalam wa jinsia zote katika nchi yetu, idadi ya wanasayansi, wahandisi na wavumbuzi wa kike ni ndogo zaidi ikilinganishwa na wa kiume. Hali hii inajitokeza katika ngazi za Sekondari, Vyuo na Taasisi nyingine. Ninaipongeza wizara kwa kuweka mikakati maalum ya kuwezesha ushiriki wa wasichana katika masomo ya Sayansi kwa wasichana, programu za TUSEME na Tunzo/zawadi mbalimbali kwa wasichana wanaofaulu vizuri katika masomo ya Sayansi na Hesabu ngazi ya Sekondari na vyuo kila mwaka. Aidha, nafarijika na jitihada zilizofanywa za kuongeza idadi ya wasichana kusoma masomo ya Sayansi kwa kuweka mikakati kwa *pre-entry training* kwa wanafunzi wa kike ili wafikie sifa stahiki za kujiunga na vyuo kusoma Sayansi na Uhandisi. Mikakati kama hii pia imepongezwa na Jumuiya ya Kimataifa kama ilivyoainishwa kwenye Ripoti ya Katibu Mkuu wa Umoja wa Mataifa katika Mkutano wa 55 wa Hali ya wanawake Duniani uliofanyika mwezi Februari, 2011. Kauli mbiu ya Mkutano huu ambayo pia ilikuwa ndiyo kauli mbiu ya Siku ya Wanawake Duniani ni "Fursa sawa katika Elimu, Mafunzo, Sayansi na Teknolojia: Njia ya wanawake kupata ajira bora." (AA: Hansard 20/07/2011).

Honourable Speaker, despite the scarcity of experts of both sexes in our country, the number of female scientists, engineers and inventors is smaller than that of male ones. This situation manifests itself in secondary schools, colleges and other institutions. Let me congratulate the Ministry for facilitating the study of science subjects by girls. The TUSEME programmes and different awards for girls who perform well in science and mathematics at secondary school and colleges every year have helped a lot in this regard. I am also impressed by the efforts made to increase the number of girls doing

science subjects by establishing the pre-entry training programme which enables female students to have the required qualifications for joining universities to study science and engineering. Strategies like these have also been appreciated by the International Community as indicated in the UN Secretary's Report in the 55th Summit on the status of women held in February 2011. That summit's slogan was "Equal Opportunity in Education, Training, Science and Technology: A way for Women to have Quality Employment" (AA: Hansard 20/07/2011).

49.MHE. VINCENT J. NYERERE Mheshimiwa Spika, inatia chungu kuona sasa wazazi wenye uwezo hawana imani na Shule ya Serikali yao na hii inathibitika pale ambapo mzazi anapoamua kumlipia mwanaye akapate elimu katika shule ya binafsi kuliko katika shule za Serikali. Hiki ni kipimo kidogo cha imani ya wananchi juu ya Serikali yao waliyoiweka madarakani. (AE: Hansard 20/07/2011).

HONOURABLE VINCENT J. NYERERE: Honourable Speaker, it is very saddening to see that parents who are not economically challenged are not ready to take their children to Government schools and this manifests itself when a parent decides to take his/her child to a private school, not to a Government school. This is an indicator of the little faith parents have in their Government, which they voted into power. (AE: Hansard 20/07/2011).

50.Mheshimiwa Spika, inasikitisha kuona kuna baadhi ya shule zina Walimu watatu wanaofundisha shule zetu za Kata. Utakuta shule ina Walimu wa Michezo, Kiswahili na Civics, lakini inasikitisha pia kuona wakati wa mitihani watoto wanatakiwa kujibu mitihani zaidi ya tisa ambayo hawakuweza kabisa kufundishwa darasani, na matokeo yake ni mtoto kupewa daraja la sifuri ama daraja la nne na kuonekana ameshindwa katika mitihani yake ya mwisho na inapelekea mtoto huyu kujiona duni na asiye na uwezo (akili) na imepelekea wanafunzi wengi sana kukata tamaa na wengine hata kujua kutokana na matokeo mabaya ambayo ni kosa la Serikali na sio kosa la mzazi/mlezi au mtoto mwenyewe. (ACE: Hansard 20/07/2011).

Honourable Speaker, it is saddening to see three teachers teaching in some of our community (ward) schools. You will find a school having teachers for Sports, Kiswahili and Civics. But it is also saddening to see students being required to do nine examinations on things they were never taught in class. The result of this is that the student either fails the exams or passes in division four. This makes the student feel inferior and to be not intelligent. It also leads many students to lose hope and some to commit suicide. But it's the Government's fault, not the fault of a parent/guardian or the student him/herself. (ACE: Hansard 20/07/2011).

51.Mheshimiwa Spika, pia kubadilika kwa mitaala mara kwa mara bila kuwaandaa Walimu husika kumechangia elimu yetu kuteremka sana na kukosa msimamo. Pia inatia aibu kwa nchi kuona sasa Walimu ambao ndio wanaozalisha wataalamu hapa nchini, hali zao ni mbaya sana. Ipo haja ya kuboresha maslahi ya walimu. Elimu bora inatoka kwa Mwalimu bora. Hebu sasa tufike mahali Serikali ihakikishe kuwa kila Mwalimu anakuwa bora kwa kila shule. (ACE: Hansard 20/07/2011).

Honourable Speaker, also the frequent curriculum changes which are made without preparing teachers have caused our education standards to fall and to be unstable. Moreover, it is shameful for our teachers who produce experts for this country to live in sordid conditions. There is a need to improve teachers' remuneration. The quality of education comes from a quality teacher. The Government should make sure that there are quality teachers in each school. (ACE: Hansard 20/07/2011).

52.MHE. KURUTHUM J. MCHUCHULI Mheshimiwa Spika, kuna umuhimu mkubwa wa Watanzania kukaa pamoja na kujadili kwa kina kuhusu Sera ya Elimu kwa sababu kumekuwapo na mabadiliko ya kila siku katika Wizara hii. Kila Waziri anayeingia katika Wizara hii na Katibu wake wanaandaa mambo mapya ambayo kwa kiasi kikubwa wanachanganya Walimu na wanafunzi, hivyo basi, ipo haja ya kuandaa Sera ya Elimu ambayo ni endelevu na kila kiongozi anayeingia madarakani ataendelea kuitumia na siyo kuandaa mambo mapya kila siku kama vile kubadilisha mitaala bila ya kupeleka Walimu mafunzo, hivyo kuendelea kushuka kwa kiwango cha elimu. (ACE: Hansard 20/07/2011).

HONOURABLE KURUTHUM J. MCHUCHULI: Honourable Speaker, there is an urgent need for Tanzanians to come together and discuss the Education Policy because there have been frequent changes in this Ministry. Every Minister who comes to this Ministry with his/her Permanent Secretary introduces into it new things which, to a large extent, confuse students and teachers. So, there is a need to have in place an education policy which is stable and which every leader who comes to power will continue to use, instead of introducing new things every day, like changing curricula without training teachers. This, in turn, causes the fall in the standards of our education. (ACE: Hansard 20/07/2011).

53.Mheshimiwa Spika, pamoja na mafanikio yaliyopatikana katika kuendeleza Elimu ya Msingi, lakini bado kuna changamoto kwenye baadhi ya Shule za Msingi kama vile msongamano kwenye madarasa, njaa kwa wanafunzi wanapokuwa shuleni na uhaba mkubwa wa Walimu na vifaa vya kufundishia, hivyo matatizo haya na mengine yanasababisha uwezo wa wanafunzi darasani kumudu masomo kuendelea kushuka (ACE: 20/07/2011).

Honourable Speaker, despite the improvement of primary education, there are some challenges in some primary schools, including overcrowding in classrooms, starvation and a big shortage of teachers and teaching facilities. Such problems cause students' performance in exams to continuously fall. (ACE: 20/07/2011).

54.MHE. ESTHER N. MATIKO Mheshimiwa Spika, mwisho katika miundombinu ya Vyuu Vikuu, Wizara pia haina budi kuhalalisha uwepo Ofisi za Wahadhiri, kwani ofisi zilizopo hazitoshelezi mahitaji ya wahadhiri, kwani sasa kuna idadi kubwa ya wahadhiri. Vilevile nyumba za wahadhiri nazo ni changamoto kubwa kwani wahadhiri, mimi mwenyewe nikiwa mhanga, tunalazimika kukaa mbali na Vyuu kama Boko, Bunju au Mbezi na foleni za Dar es Salaam na tunajilipia wenyewe, licha ya kwamba nyumba ni moja ya package kwa Wahadhiri, lakini inakuwa ni nadharia tu, kwani hamna majengo ya ku-*accommodate* Wahadhiri. Hii pia lazima iangaliwe kwa makini, kwani inapunguza ufanisi katika Sekta ya Elimu, kwani Wahadhiri hupoteza muda mwingi kutoka au kwenda majumbani na vyuoni. (ACE: Hansard 20/07/2011).

HONOURABLE ESTHER N. MATIKO: Honourable Speaker, let me finish by talking about the state of infrastructure in our universities. The Ministry also ought to make sure there is enough office space in such institutions for lecturers, as the available office space does not match the number of lecturers. The other big challenge relates to staff houses. I am one of the victims, we are forced to live far away from universities in places like Boko, Bunju or Mbezi, with all the traffic jam in Dar es Salaam, and we pay the bus fare ourselves although housing is among the benefits included in lecturers' package of fringe benefits. But this is mere theory, as there are no houses to accommodate lecturers. This also ought to be looked at carefully as it affects efficiency in the education sector; I mean, lecturers waste a lot of time while on their way to universities and back home. (ACE: Hansard 20/07/2011).

55.MHE. ZAYNABU M. VULLU Mheshimiwa Spika, kwa umakini wa Waziri, Katibu Mkuu na Watendaji wake wote, naomba Serikali iongeze juhudi za kujenga maabara kwenye Shule za Sekondari. Kuwepo kwa maabara kwenye shule zetu kutasaidia sana kuibua vipaji vya wanafunzi na ukizingatia kwamba taaluma ya sayansi inahitajika sana nchini kwa muda huu. Naomba Serikali inieleze, imejipanga vipi katika ujenzi wa maabara mashuleni? (ACE: Hansard 20/07/2011).

HONOURABLE ZAYNABU M. VULLU: Honourable Speaker, bearing in mind how serious the Minister, the Principal Secretary and all the workers in the ministry are, I request the Government to make more effort to construct laboratories in secondary schools. The availability of laboratories in the schools will very much help in developing students' talents, bearing in mind the fact that the knowledge of science is highly needed in this country now. I request the Government to tell me the extent to which it is prepared to construct laboratories in the schools. (ACE: Hansard 20/07/2011).

56.MHE. CONCHESTA L. RWAMLAZA Mheshimiwa Spika, umbali wa shule za Kata na mimba kwa wasichana. Shule za Kata, shule za Kata zimejengwa mbali kwa baadhi ya vijiji na hivyo kulazimisha wanafunzi kutembea umbali wa kilomita kumi na zaidi kuweza kufika shuleni. Watoto wa kike wanakutana na vishawishi vingi njiani kwa kupewa lift na vijana hasa waendesha pikipiki. Matokeo wasichana hujingiza katika mahusiano na kupata mimba. Takwimu zina onyesha mimba za watoto wakike na hasa kwenye shule za kata zimeongezeka. Sekta binafsi kujenga hostels za bei nafuu kwa matumizi ya watoto hawa. (ACE: Hansard 20/07/2011).

HONOURABLE CONCHESTA L. RWAMLAZA: Honourable Speaker, let me talk about the relationship between distance in the community schools and girls' pregnancies. The community schools have been built in distant places in some villages, something that makes students walk distances of about ten kilometres to get to school. Female children face a lot of temptation while on their way to school as some people offer them a lift. This is especially the case for motorbike operators. As a result, the girls find themselves in sexual relationships and eventually get pregnancies. Statistics show that teenage pregnancies have increased, especially in community schools. The private sector ought to be involved in building affordable hostels for these children. (ACE: Hansard 20/07/2011).

57.Mheshimiwa Spika, nichangie kuhusu matabaka ya elimu nchini. Nchi yetu imejenga matabaka ya viwango vya elimu kati ya walionacho na wasiokuwa nacho. Shule za *English Medium* zimeleta matabaka, zina kila facility, vitabu, maabara, walimu, mazingira na hivyo kutoa elimu bora kwa watoto wa watu wenye uwezo. Matabaka hayo yatakwenda hadi katika ajira, watoto wa vigogo wenye uwezo ndio watakaojiriwa na si watoto wa wakulima katika shule za kata. Zamani ilikuwa ni fahari kushinda kwenda shule ya Serikali sasa imekuwa mkosi. Serikali iangalie mpango wa ushindani kati ya shule zake na shule binafsi ili kupunguza matabaka yanayojitokeza. (ACE: Hansard 20/07/2011). (STM)

Honourable Speaker, let me say something about education-based classes in our country. Our country has developed education-based classes of the haves and the have-nots. English-medium schools are the ones that have brought about these classes. They have facilities, books, laboratories, teachers and a good learning/teaching environment and therefore they provide quality education to people with money. These classes will manifest themselves in employment, as only the children of the rich will be employed, and not the children of peasants who study in community schools as well. In the past, it was pride for one to pass an examination and join Government schools, but now it is a curse. The Government should look at the competition plan between its schools and private schools to mitigate this situation. (ACE: Hansard 20/07/2011).

58.MHE. OMARI R. NUNDU Mheshimiwa Spika, mtindo wa kutumia TEHAMA kwa masomo katika ngazi zote za elimu umeenea sana duniani sasa hivi na unaleta manufaa makubwa. Nasi pia ingekuwa vema tukautumia katika shule za sekondari sio tu kwa kupitia mtandao bali pia kutumia CD zinazosambazwa kama kule Uingereza kwa kujifundishia wanafunzi wenyewe. Vile vile vijana hawa wapewe chachu za ubunifu na utundu wa kubuni kwa kushindanishwa kutumia TEHAMA kutengeneza robots za mambo mbalimbali kama njia ya kukimu hamu yao ya teknolojia badala ya kucheza tu michezo ya komputa bila ya kujua michezo hiyo imebuniwa vipi. (AE: Hansard 20/07/2011).

HONOURABLE OMARI R. NUNDU: Honourable Speaker, the use of ICT in teaching at all levels of education is widespread in the world and has been very useful in bringing about efficiency. We should also use ICT in secondary schools, not just using the Internet and CDs which are distributed to schools in countries like the UK, where students use them to teach themselves. The youth should also be encouraged to be creative and should be made to compete in using ICT to make robots of various types as a way of quenching their technological thirst, instead of simply playing computer games without thinking about how such games were made. (AE: Hansard 20/07/2011).

59.MHE. MKIWA A. KIMWANGA Mheshimiwa Spika, mwaka 2010/2011, tulipitisha Bajeti ya shilingi bilioni 665.573 kati ya hizo billioni 525.941 matumizi ya kawaida na bilioni 139.632 zilikuwa za maendeleo. Lakini matumizi ya kawaida zilikuwa 503.379 na matumizi ya maendeleo bilioni 76.821. Katika pesa hizo upungufu mkubwa ni pesa ambazo hazikufika. Pamoja na Bajeti kuwa ndogo, lakini pamoja na hii ndogo haikukamilika. Huu ni udhaifu wa Serikali kutoa Bajeti na upelekaji wa pesa kutofikia kiwango. Ni bora kuleta Bajeti hata kama ni ndogo lakini inayotekelezeka. (SA: Hansard 20/07/2011)

HONOURABLE MKIWA A. KIMWANGA: Honourable Speaker, in the year 2010/2011, we passed a 665.573 billion shillings budget, out of which 525.941 billion shillings was for routine use and 139.632 billion shillings for development activities. But

the routine use money amounted to 503.379 billion and the amount for development was 76.821 billion. The deficit is due to the money that was not disbursed. Although the budget was small, some of the funds were not disbursed. This is the Government's weakness, because the Government sets a budget but does not provide the whole amount of money. It is better for us to have a small but realistic budget. (SA: Hansard 20/07/2011).

60.MHE. ENG. GERSON H. LWENGE Mheshimiwa Spika, nizungumzie kuhusu elimu ya juu. Nashauri mikopo inayotolewa na Bodi ya Mikopo kwa wanafunzi, wabuni mfumo unaopunguza sana kiwango wanachopewa cash kwani maeneo mengi wanafunzi hawa hulewa na fedha hizo kila wanapopewa. Wengine hufanyia shughuli zingine kila wanapoingiziwa fedha hizo kwenye akaunti zao. Kama ni fedha za vitabu wapewe coupons, fedha za chakula pale vyyo vina canteens wapewe coupons, wabaki na fedha kidogo ya pocket money na kadhalika. Fedha hizi zinawafanya wasahau kuwa ni fedha za mikopo na kwa vile wengine wanajihusisha na vitendo vya ulevi na uhuni ndiyo chanzo kikubwa cha wao kujingiza kwenye siasa na kuanza kuipinga Serikali yao ambayo imewafadhili, fedha ya walipa kodi wa nchi hii na kujihusisha kwenye migomo na maandamano. Mbona vyyo vya St. Augustine chini ya RC hawajawahi kuwa na migomo? Hebu Serikali ipate mfano huo na namna wanavyoingia mikataba na wanavyuo wanaojiunga na vyyo hivyo. (ACE: Hansard 20/07/2011).

HONOURABLE ENG. GERSON H. LWENGE: Honourable Speaker, let me talk about higher education. I advise the Loans Board to devise a way which will reduce the amount of cash given to students because in most places students are "driven mad" by the money they are given. Some use the money for other purposes as soon as it is deposited in their bank accounts. As for book allowances, students should be given coupons and the money for food should be paid to canteen owners. They should be given a very little amount as pocket money, etc. This money makes them forget that it is loaned money and because some of them drink with it and then engage in hooliganism. That is the beginning of their involvement in politics and in opposing the Government which has loaned them the money; they forget that that is the taxpayer's money. They start to go on strike and stage demonstrations. Why haven't St. Augustine's colleges owned by RC never had strikes? Let the Government learn from that example and enter into an agreement with students when they join the universities in the countries. (ACE: Hansard 20/07/2011).

61.MHE. KOMBO KHAMIS KOMBO Mheshimiwa Mwenyekiti, tatizo la walimu limekuwa ni tatizo sugu katika maeneo mbalimbali ya Wilaya na Kata za Tanzania Bara. Suala hili limechangiwa na mambo haya. Kwanza, uhaba wa walimu na wale ambao wapo wanakosa hamasa ya kufundisha kutokana na kwamba kile wanacholipwa kama mshahara hakitoshi hata kwa nauli ya kufikia eneo ambalo anakwenda kufundisha. (ACE: Hansard 20/07/2011).

HONOURABLE KOMBO KHAMIS KOMBO: Honourable Speaker, the shortage of teachers has been an intractable problem in various districts and wards in Mainland Tanzania. This problem is caused by the following things. First, teachers' salaries are very low. (ACE: Hansard 20/07/2011).

62.MHE. DKT. MARY M. MWANJELWA Mheshimiwa Spika, mikopo katika elimu ya juu haikidhi haja ya watoto wa Kitanzania wa kipato cha chini. Utaratibu mzuri ufanyike kwa sababu watoto wanaotokana na familia nzuri zaidi ndiyo wananufaika na mikopo hiyo, kiasi cha kwamba, wao wenyewe wanaanza kuwasaidia kuwapatia pesa wasio nacho. Mantiki yake ikoje hapo? Wasio nacho wanazidi kuumia. Hali hii inachangia pia migomo isiyo na tija (*demoralization*), katika wanafunzi, *hence*, kutofanya vizuri katika masomo. Lugha itumikayo katika mikopo iwe ni moja. (ACE: Hansard 20/07/2011).

HONOURABLE DR. MARY M. MWANJELWA: Honourable Speaker, the loans provided to students in the higher learning institutions do not meet the needs of Tanzanian students, especially the needs of those from poor families. A good mechanism should be put in place, because children who come from well-to-do families are the ones who benefit from those loans and some of them lend the money to those who do not have it. Is there any logic there? The have-nots continue to suffer. This situation also leads to unnecessary strikes and demoralization of students, hence the poor performance in their exams. The "language" used in the loans should be one and the same. (ACE: Hansard 20/07/2011).

63.MHE. CLARA DIANA MWATUKA: Mheshimiwa Spika, ninachukua hatua au nafasi ya kuchangia katika Wizara hii, nikianza na watoa huduma ya elimu (Wizara). Wizara inachangia kwa kiasi kikubwa kuzorotesha elimu nchini. Sababu kubwa ni mitaala (silabasi), hubadilika kila kukicha, vitabu ni haba, pamoja na uhaba huo vile vya kiada navyo huwa tofauti shule hadi shule. Kwa vile inakuwa watunzi hutunga vitabu vyyo na hufanyika biashara kati yao na Wizara, kinachoendelea pale ni kutokuwepo kwa utaratibu maalum. Vilevile walimu hupata shida katika utekelezaji wa kufundisha. Katika mpango wa kazi, vipengele ni vingi na katika maandalio ya masomo pia. Kwa utaratibu huu, mwalimu huandaa kazi zao si kwa manufaa, bali ni kwa ajili ya Mwalimu Mkuu na Wakaguzi ili kutimiza wajibu tu. (ACE: Hansard 20/07/2011).

HONOURABLE CLARA DIANA MWATUKA: Honourable Speaker, I take this opportunity to make a contribution to this Ministry. I'll begin by talking about education service providers. The Ministry has played a great role in the fall of the education quality in the country. The major cause of this is the frequent curriculum (syllabus) changes and the scarcity of books. Apart from this scarcity, textbooks differ from one school to the other. Since book writers write books and do business with the Ministry, there is no system indicating how things should be done. Teachers also have difficulty in teaching. In the schemes of work, the sub-sections are difficult to handle; the same applies to the lesson plans. Because of that, teachers only prepare lesson plans to please the headmaster/headmistress and inspectors, not in order to use them. (ACE: Hansard 20/07/2011).

64.MHE. AMINA ANDREW CLEMENT Mheshimiwa Spika, suala la Lugha ya Kiswahili kwa ajili ya kufundishia pia kuendelezwa, lichukuliwe umuhimu sana, kwa sababu vijana wengi wanafeli kutokana na uhafifu wa kujua Lugha ya Kiingereza. Wenzetu nchi nyingi wanafundisha kwa kutumia lugha zao na wakatoa wasomi wengi sana bila kujua hata Kiingereza kama China, Korea na kadhalika. Ninaomba Lugha ya Kiingereza ifundishwe sana na ipewe kipaumbele kwa ajili ya kuielewa, lakini Kiswahili pia kifundishwe sana ili wanafunzi wakifahamu. (ACE: Hansard 20/07/2011).

HONOURABLE AMINA ANDREW CLEMENT: Honourable Speaker, the issue of Kiswahili as a language of instruction should be taken very seriously because many youth fail exams because they don't know English. Many people in various countries teach using their own languages and produce so many experts, for example the Chinese and Koreans. I advise that English be very well taught as a subject, and so should Kiswahili. (ACE: Hansard 20/07/2011).

65.MHE. NASSIB SULEIMAN OMAR: Mheshimiwa Spika, wanafunzi wengi wanafeli Mthai wa Kidato cha Nne. Kuna ukosefu mkubwa wa walimu, maabara na vitabu, lazima hatua za haraka zichukuliwe ili matatizo haya yaondoke. Vilevile syllabus ni kubwa mno. Mfano Somo la Hisabati, syllabus inaongezwa mwaka hadi mwaka. Hivi karibuni topics nyingi zimeongezwa kama somo la biashara wakati hakuna kulichopunguzwa. Serikali ama ipunguze idadi ya masomo mwanafunzi anayetakiwa ayafanyie mtihani au syllabus zipunguzwe. (ACE: Hansard 20/07/2011).

HONOURABLE NASSIB SULEIMAN OMAR: Honourable Speaker, many students fail Form Four examinations. There is a big shortage of teachers, laboratories and books in the schools. Quick measures should be taken to address these problems. Moreover, the syllabuses are too bulky. For example, the Mathematics syllabus keeps expanding every year. Quite recently, new topics have been added to the syllabus and to that of Commerce. The Government should either reduce the number of subjects which a student has to study or delete some of the topics in the syllabuses. (ACE: Hansard 20/07/2011).

66.MHE. ENG. ATHUMAN R. MFUTAKAMBA Mheshimiwa Spika, asilimia 80 ya Wananchi wa nchi hii ni wakulima. Ninashauri masomo ya kilimo yafundishwe Shule za Msingi ili Sera ya Kilimo Kwanza ifanikiwe haraka. Miaka ya 60 masomo haya yalikuwa yanafundishwa Shule za Msingi na sasa baadhi ya shule hizi. Vijana wakielimika katika fani hii, ajira/kipato kitaongezeka, uchumi utakuwa, weledi katika kilimo utaongezeka. Tutajitosheleza kwa chakula nchini kwani wakulima watakuwa na elimu ambayo nyongeza itatolewa na maafisa ugani vijijini. (ACE: 20/07/2011).

HONOURABLE ENG. ATHUMAN R. MFUTAKAMBA: Honourable Speaker, 80% of the people in this country are farmers. I suggest that agriculture be taught in all the primary schools in the country so that our Agriculture First Policy bears fruit quickly. In the 1960s, agriculture was taught in all primary schools, but now it is taught in only some of the primary schools in the country. If the youth learn agriculture, employment/incomes will grow, the economy will grow and professionalism in agriculture will grow as well. We will sustain ourselves in terms of food, as farmers will have knowledge which will be supplemented by extension officers' knowledge in the rural areas. (ACE: 20/07/2011).

67.MHE. HAROUB MOHAMED SHAMIS: Mheshimiwa Spika, elimu ni kitu muhimu sana kwa binadamu yeyote katika maisha ya hapa duniani na hata akhera (baada ya kufa). Mwenyezi Mungu (S.W.) ameonesha umuhimu wa elimu katika Qurani Tukufu kwa kumwamrisha Mtume Muhammad (S.A.W.), asome katika aya ya mwanzo ya kitabu hicho. Pia akaonesha tena umuhimu wa elimu pale aliposema katika Qurani Tukufu kwa mtindo wa kuuliza swali; Je wako sawa wale wenye elimu na wasiokuwa nayo? Bila ya shaka jawabu la swali hili alilouliza Muumba wa Mbingu na Ardhi ni hawawi sawa! Pia Kiongozi wa Umma huu; Mtume Muhammad (S.A.W.), amesema katika kutilia mkutia umuhimu wa elimu kuwa, anayetaka dunia na asome; anayetaka akhera na asome; na anayetaka zote na asome!

Mheshimiwa Spika, baada ya kutoa nukuu hizo kutoka katika Kitabu Kitakatifu za kuonesha umuhimu wa elimu; Serikali pamoja na kuzifahamu nukuu hizo nilizozitoa, bado haijatililia maanani umuhimu wa elimu!

Mheshimiwa Spika, ili tuweze kuwa na vijana waliojengeka kielimu ni lazima Serikali iweke mkazo wa kutoa elimu bora katika ngazi zote na hasa elimu ya msingi. Shule za Msingi ziwe na madarasa mazuri (majengo), walimu wazuri (waliomaliza kusomea ualimu), vifaa vya kufundishia pamoja na madawati ya kukalia wanafunzi. Pia walimu waboreshewe mishahara yao; walipwe stahili zao kwa wakati na wapandishwe vyeo kulingana na taaluma na jitihada zao kazini. Vilevile walimu wajengewe nyumba bora na za kutosha ili kuinua morali yao ya kazi na kuinua hadhi na heshima ya walimu. (AA: Hansard 20/07/2011).

HONOURABLE HAROUB MOHAMED SHAMIS: Honourable Speaker, education is a very important tool to humans here on earth and in the after life. The Almighty God (S.A.W.) has shown the importance of education in the Holy Quran by ordering the Prophet Muhammad (S.A.W.) to read in the first verse of that book. He has also shown the importance of education when He asks in the Holy Quran: 'Are they equal those with and those without education?' Of course, the answer to this question that the Creator of Heaven and Earth asks is that they are not equal! Also, the Leader of this Public, the Prophet Muhammad (S.A.W.), has said by way of emphasis that whoever needs the world, let him/her learn and whoever needs heaven, let him/her learn and whoever needs both, let him/her learn!

Honourable Speaker, after giving the quotations from the Holy Book which show the importance of education, I want to say that the Government, despite being aware of these quotations, has not taken education seriously!

Honourable Speaker, in order for our country to have well developed youth, we must put emphasis on the provision of quality education at all levels, especially in primary schools. Primary schools should have good classrooms (buildings), good teachers (trained teachers), teaching facilities and good desks for students to sit on. Teachers' salaries should be raised; their claims should be met timely; teachers should be promoted based on academic merit and effort at work. Moreover, quality and enough staff houses should be built to raise teachers' work morale, status and dignity. (AA: Hansard 20/07/2011).

68.MHE. SUSAN A. J. LYIMO: Mheshimiwa Spika, hata Vyuo vya Elimu ya Juu vinasikitisha kuona navyo vinaporomoka kutokana na sababu mbalimbali. Kwa kwa ule utaratibu wa *Webometric Ranking System* unaoweka mkazo kwenye ubora wa kufundisha; utafiti wa 2007 ulionesha kuwa, UDSM ilikuwa ya 13 kati ya Vyuo 100 Bora Barani Afrika. Cha kwanza ukiacha vya Afrika Kusini na Misri, Kusini mwa Jangwa la Sahara na juu ya Mto wa Limpopo, lakini mwaka huu Januari kimeporomoka hadi nafasi ya 34 kwa ubora. Je, ni sababu zipi zilizopelekea anguko hili?

Mheshimiwa Spika, lengo la Vyuo Vikuu ni kuwa kimbilio la kupata ukweli ambao hauna mawaa. Cha ajabu ni pale Kitengo cha Utafiti kama cha REDET kinapofanya utafiti kwa kushabikia waziwazi Vyama vya Siasa na hivyo kutoa mwelekeo kwa wapiga kura. Hii ni aibu na Waziri atueleze matokeo ya utafiti ya REDET yalipatikana kwa utafiti wa kisayansi au la; na kwa nini yalikuwa na kiwango kikubwa hivyo cha makosa (*Margin Error*)? (AA: Hansard 20/07/2011).

HONOURABLE SUSAN A. J. LYIMO: Honourable Speaker, it is saddening to see the standards of higher education falling for various reasons. According to Webometric Ranking System, which puts emphasis on the quality of teaching, UDSM ranked 13th out of 100 best African universities in 2007. The first, if we leave out those of South Africa and Egypt, south of the Sahara and above the River Limpopo, but in January this year, the university drastically fell to 34th place. What is the cause of this tragic fall?

Honourable Speaker, the purpose of a university is to provide crystal clear truth. The irony manifests itself when a research centre like REDET does research which is clearly biased in favour of certain political parties to pre-emptively influence voters. This is shameful and the Minister should tell us whether the results of the research by REDET were obtained scientifically or not and why they had that magnitude of errors (Margin Error). (AA: Hansard 20/07/2011).

69.MHE. SUBIRA K. MGALU Kwanza, ufinyu wa Bajeti hasa Bajeti ya Maendeleo. Kati ya Bajeti ya Maendeleo iliyoidhinishwa ya bilioni 139.632; ni shilingi bilioni 76.821 ambayo ni sawa na asilimia 55 tu. Hivyo; ni wazi kabisa shughuli za maendeleo zilizopangwa kufanyika, mfano, ujenzi wa maabara, nyumba za walimu na kadhalika, hazikutekelwa. Inasikitisha kuona sulala la elimu ambalo ni kipaumbele cha kwanza, zaidi ya asilimia 45 za pesa za maendeleo hazikupokelewa na Wizara. (SA: Hansard 20/07/ 2011).

HONOURABLE SUBIRA K. MGALU: I will talk about budget deficits, especially deficits in the development budget. Out the development budget that was approved (139.632 billion shillings), only 76.821 billion shillings, equivalent to 55%, was disbursed. It is obvious that development activities like the building of laboratories, staff houses, etc. were not carried out. It is saddening that education which is a priority sector is being denied 45% of the approved budget. (SA: Hansard 20/07/ 2011).

70.MHE. DUNSTAN D. MKAPA Mheshimiwa Spika, Wilayani Nanyumbu kuna uhaba mkubwa wa nyumba za Walimu. Tatizo hili ni kubwa sana na hivyo kupelekea Walimu wanaopelekwa Wilayani Nanyumbu kurudi au kuacha kazi kwa ukosefu wa nyumba za kuishi. Naiomba Wizara isaidie kuongeza bajeti kwa Wilaya ya Nanyumbu. (ACE: Hansard 20/07/2011).

HONOURABLE DUNSTAN D. MKAPA: Honourable Speaker, in Nanyumbu district, there is a big shortage of staff houses. This is a very big problem and it makes the teachers posted to Nanyumbu district go back to where they came from or resign. I urge the Ministry to increase the budget for Nanyumbu District. (ACE: Hansard 20/07/2011).

71.MHE. JOYCE J. MUKYAMheshimiwa Spika, Katika dunia ya leo, ili binadamu aweze kuboresha maisha yake, ni lazima awe na elimu. Elimu ndiyo inayomwezesha kujitambua na kujimiliki mwenyewe kwa kuyatawala na kuyatumia mazingira yanayomzunguka ili kuboresha maisha yake. Ndani ya utandawazi, elimu kidogo tafsiri yake ni umaskini zaidi na elimu zaidi tafsiri yake ni maisha bora zaidi. Naomba nimnukuu Mzee Nelson Mandela aliyekuwa Rais wa South Africa mwaka 1991 alisema hivi juu ya elimu, "Elimu ni injini kubwa ya maendeleo ya mtu. Ni kupitia elimu ndipo binti wa mkulima mdogo ataweza kuwa Daktari Bingwa, mtoto wa kibarua mgodini anakua Mkuu wa Mgodini na mtoto wa kibarua wa mashambani anakua Rais wa Taifa kubwa" mwisho wa kunukuu.

Mheshimiwa Spika, hadi hapo umeeleweka umuhimu wa elimu ni nini na kama tunataka kuwa na Tanzania bora, tuanze mapema kuhakikisha watoto wetu wanapata elimu bora na inayoendana na hali halisi ya sasa. Pia iwe ni elimu yenye mshiko yaani ni elimu ajiri, *which means* hata mtoto akimaliza shule leo anaweza kutumia elimu na ujuzi wake alioupata shuleni kujipatia kipato au hata kutumia elimu hiyo kuwanufaisha au kuwasaidia wenzake wanaomzunguka na wao waone kweli elimu ina umuhimu na wao kupata wivu wa kuitafuta hiyo elimu. (AA; Hansard 20/07/2011).

HONOURABLE JOYCE J. MUKYA: Honourable Speaker, in the world of today, in order for a human being to upgrade his/her standard of living, he/she must have an education. Education is what enables a person to be conscious of him/herself, master him/herself by mastering and using the environment surrounding him/her and upgrade his/her standard of living. In the world of globalization, being less education means being poor and being more educated means having a better life. Let me quote Nelson Mandela, the former President of South Africa. He said this on education, 'Education is a big engine for the person's development. It is through education that the daughter of a peasant may become a specialist doctor, the child of a casual labourer in a mine becomes the head of the mine and the child of a casual labourer becomes the president of a big nation.' End of quote.

Honourable Speaker, by now, the importance of education has been understood. If we want to have a better Tanzania, we need to make sure our children get quality education which matches the demands of today. It should be a practical education, which means, even if a child completes his/her education today, he/she can use the skills attained at school to earn a living or to use that education to benefit others around him/her so that they may also see that education is really important. They will also admire that person and will also want to have an education. (AA; Hansard 20/07/2011).

72.Mheshimiwa Spika, thamani ya taaluma ya utu nayo imefifia. Jamii inaona huenda Ualimu ni kama kupotea au mbadala wa mwisho. Naomba kumnukuu mtu anaitwa Smith, 2010, "Nilichagua Ualimu na mpaka sasa watu wanadhani nimefeli. Watu wanasema, nataka mtoto wangu awe Daktari au Mwanasheria, si Mwalimu. Ni aibu kuwa Mwalimu kwani kila mtu anakimbia taaluma hiyo". (AA: Hansard 20/07/2011).

Honourable Speaker, the value of professionalism has also gone down. The society sees being a teacher as being lost or many people become teachers as a last resort. Let me quote someone by the name Smith. He said in 2010, 'I chose teaching and as a result people consider me to be a failure. People say, 'I want my child to be a doctor or a lawyer, not a teacher. It is a shame to be a teacher as every person runs away from that profession.'" (AA: Hansard 20/07/2011).

73.Mheshimiwa Spika, mwisho wa siku tunakuwa na Walimu wasiofaa 10,000 na wanaoofaa 400 tu. Kati ya utafiti wa Walimu nchini Tanzania ni 10% tu ya Walimu wa kiume na 15% ya Walimu wa kike wamesema kuwa Ualimu lilikuwa chaguo la kwanza la kazi na 37% walishindwa kupata chaguo la kwanza sababu alama zao zilikuwa chini. So, Ualimu unaelekea kuwavutia wasio na sifa za kutosha. (Mulkeen na wenzake, 2005, ukurasa wa 11). (AA: Hansard 20/07/2011).

Honourable Speaker, at the end of the day, we remain with 10,000 teachers who are not suited for the job and only 400 teachers who are suited for the job. According to the research on Tanzanian teachers, only 10% of male teachers and 15% of female teachers say teaching was their first choice and 37% failed to get chosen in their first choices because their marks were low. So, teaching appears to attract those with low qualifications. (Mulkeen and others, 2005, page 11). (AA: Hansard 20/07/2011).

74.MHE. REBECCA M. MNGODO Mheshimiwa Spika, ni vema uongozi wa Serikali za Mitaa ukawajibika katika kuhakikisha unafuatilia wale wote ambao wana watoto wenye umri wa kuanza shule lakini bado wanaonekana wapo nyumbani. Hii itasaidia kupunguza ongezeko la idadi ya watoto wanaoijiingiza katika shughuli za ajira katika umri mdogo au uzururaji na kuombaomba mijini/barabarani. (ACE: Hansard 20/07/2011).

HONOURABLE REBECCA M. MNGODO: Honourable Speaker, it is better for the leaders at the Local Government Authorities to make sure that all those with school-age children send their children to school. This will help reduce the number of children who are involved in child labour or who loiter or begg in towns or along the roads. (ACE: Hansard 20/07/2011).

75.MH. MUSTAPHA B. AKUNAAY Mheshimiwa Spika, lingine ni ufundishaji wa lugha ya Kiingereza. Kwa vile lugha ya Kiingereza na Kifaransa ndio inayotumika katika Afrika ya Mashariki na Afrika nzima hadi duniani kote nashauri Serikali ichukue uamuzi wa makusudi wa kusomesha Kiingereza kuanzia darasa la kwanza hadi Chuo Kikuu ili Tanzania iwe na uwezo wa kuwasiliana kikamilifu na wenzake katika Jumuiya ya Afrika Mashariki na kwingineko.(ACE: Hansard 20/07/2011).

HONOURABLE MUSTAPHA B. AKUNAAY: Honourable Speaker, another thing I would like to talk about concerns the teaching of English. Because English and French are the languages used in East Africa and in Africa as a whole, indeed in the world, I advise the Government to declare that English will be taught from primary one to university so that Tanzanians are able to communicate clearly and confidently with other people in East Africa and elsewhere. (ACE: Hansard 20/07/2011).

76.MHE. EUGEN E. MWAIPOSA Mheshimiwa Spika, utoaji wa chakula cha mchana, naishauri tena kwa mara ya pili kuwa mpango wa kuwapatia watoto mlo wa mchana. Wanafunzi waliotoka familia zenye kipato cha chini hawana uhakika wa kupata mlo wa asubuhi, mchana na usiku, hivyo iwapo chakula cha mchana kitapatikana basi Serikali inamhakikishia kupata angalu milo miwili, mmoja wa Serikali na mwingine kutoka katika familia. Pia itapunguza utoro na kuchochea watoto kupenda shule. (ACE: Hansard 20/07/2011)

HONOURABLE EUGEN E. MWAIPOSA: Honourable Speaker, about food provision in schools in the afternoon, I advise the Government for the second time to establish a programme for providing lunch to children when they are at school. Students who come from poor families are not sure of having breakfast, lunch and supper. So, if the Government provides lunch, we will be sure of two meals: one provided by the Government and the other provided by the family. It will also reduce truancy and will encourage students to love school. (ACE: Hansard 20/07/2011)

77.MHE. EUGEN E. MWAIPOSA Mheshimiwa Spika, kushuka kwa ufaulu wa kidato cha nne mwaka 2010. Kiwango cha ufaulu kilishuka kutoka 72.5% mwaka 2009 hadi 50% kwa mwaka 2010. Naomba sana Serikali iangalie kwa umakini kuporomoka kwa ufaulu ambako kuliwashtua wanafunzi na wazazi wengi, hata ilifika kiwango watoto wawili kujinyonga kwa kufeli mitihani yao. Pamoja na kutokuwa na utafiti wa kutosha Wizara ifuate utaratibu wa kutumia *continues assessment* za wanafunzi katika kuamua kama mwanafunzi amefaulu au la. Hii itasaidia sana kupata ukweli wa wanafunzi wanaoibia mitihani na wale walio na uwezo wa kielimu. Ninaamimi kuwa kama hii ingetumia wanafunzi au elimu isingeweza kuporomika kwa kiwango hicho. Hali hii ya kufeli kwa wanafunzi hapo dalili kuwa wanapimwa kwa mitihani ya mwisho. (ACE: Hansard 20/07/2011).

HONOURABLE EUGEN E. MWAIPOSA: Honourable Speaker, regarding poor performance in the 2010 Form Four Examinations. Student examination performance fell from 72.5% in 2009 to 50% in 2010. I request the Government to find out the reason for this drastic fall, which shocked both students and parents and caused two children to commit suicide. Despite not having enough research results, the Ministry should use students' continuous assessments to determine whether a student has passed (an exam) or otherwise. This will help a lot to provide the truth about students who cheat in examinations and those who are academically fit. I believe that if this method were used, there would not be such a drastic fall in performance. This situation shows that students are assessed through only the final examination. (ACE: Hansard 20/07/2011).

78.MHE. DKT. KEBWE S. KEBWE Mheshimiwa Spika, mtihani wa kidato cha pili na darasa la nne irudishwe ili isaidie kupandisha kiwango cha ufaulu. Mitihani hii isipokuwepo wanafunzi wanakosa msukumo chanya wa kujisomea. (ACE: Hansard 20/07/2011).

HONOURABLE DR. KEBWE S. KEBWE: Honourable Speaker, Form Two and Standard Four exams should be re-introduced to promote performance. Without these examinations, students lack the motivation to work hard. (ACE: Hansard 20/07/2011).

79.MHE. ABUU H. JUMAA Mheshimiwa Spika, huduma ya chakula mashuleni ni jambo lingine linalomuathiri mwanafunzi asiweze kufuata masomo yake kikamilifu kwani mtu yeyote anapokuwa na njaa akili yake haiwezi kufikiria vizuri, hivyo hata maendeleo ya mwanafunzi huyu hayatakuwa mazuri, nashauri Serikali ifanye jitihada kurudisha mfumo wa kutoa chakula mashuleni ili kujenga miili na akili ya wanafunzi ambao ni vijana wetu wa Taifa la kesho. (ACE: Hansard 20/07/2011).

HONOURABLE ABUU H. JUMAA: Honourable Speaker, food provision in schools is one of the factors that make a student not work hard because any person who is hungry cannot be mentally all right in and the academic progress of such a student will not be good. I advise the Government to bring back to schools the food provision programme to build the bodies and minds of students who are the youth of tomorrow's nation. (ACE: Hansard 20/07/2011).

80. Mheshimiwa Spika, kwa kutambua umuhimu na ugumu wa kazi ya mwalimu, Serikali katika Bajeti hii itawalipa walimu wote madeni yao halali na pia iwaboreshee hali ya kufanyia kazi kama kufikiria kuwakopesha pikipiki au kuwapa baiskeli za kuwawezesha kwenda mashuleni na kurudi majumbani kwao. Pia katika kila shule zijengwe nyumba bora za walimu ili waweze kukaa mahali salama penye hadhi ili kuwapa moyo wa kufanya kazi vizuri. Katika jitihada za kuboresha elimu, Serikali ipige marufuku masomo ya ziada yanayofundishwa na walimu kwa malipo kwa jina la *tuition*, mfumo huu umefanya walimu wengi kutofundisha vizuri darasani na kuwataka wanafunzi wabaki mashuleni kwa masomo ya *tuition* na kuwatoza wazazi fedha na mzazi ambaye hana pesa za kulipia *tuition* mwanae anabaki nyuma. Hii si haki kabisa na wala sio mfumo mzuri katika kuendeleza masomo kwa watoto wa jamii nzima ya Tanzania. (ACE: Hansard 20/07/2011).

Honourable Speaker, in recognition of how important and hard teachers' job is, the Government, according to this budget, should meet all teachers' justified claims; it should also improve the work environment by thinking of lending teachers motorbikes or giving them bicycles to enable them to go to school and return home. Also, in every school, standard staff houses should be built in order for teachers to live in a safe place which matches their status, besides encouraging them to work hard. To improve the quality of education, the Government should also ban tuition classes. This practice has made many teachers not teach well during the normal lessons and to ask students to attend tuition classes paid for by parents who can do so. As for the child whose parent does not have money, he/she lags behind those who attend the tuition classes. This is neither a fair nor a good way to run studies in Tanzania. (ACE: Hansard 20/07/2011).

81. MHE. NYAMBARI C. M. NYANGWINE Pia Serikali ihakikishe kwa dhati kuwa inawaendeleza wachapishaji wazawa kwa kuwapatia ushauri, semina, mikopo na hata ruzuku. Hali hii itasaidia kwa kiasi kikubwa kuinua kiwango cha elimu hapa nchini Tanzania. Hii ni kwa sababu wachapishaji toka nje ya nchi hawawatumii waandishi wa vitabu wazalendo na matokeo yake huagiza vitabu toka nchini kwao ambavyo huuzwa kwa gharama kubwa na wakati huo huo haviendani na mazingira halisi ya Tanzania. Jambo hili lahitaji fikra zaidi kuliko ubinafsi. (ACE: Hansard 20/07/2011).

HONOURABLE NYAMBARI C. M. NYANGWINE: The Government should also make sure it supports local publishers by giving them advice, seminars and even subsidies. This will help to promote the standard of education in Tanzania. This is because foreign publishers do not use local book writers, the result of which is the importation of books into the country. As a result, books are very expensive and they do not match the Tanzanian environment. This matter needs clear thought and not selfishness. (ACE: Hansard 20/07/2011).

82. Mheshimiwa Spika, matokeo ya kidato cha nne mwaka 2010 yanaonyesha dhahiri kuwa elimu yetu inayotolewa katika shule zetu bado ina walakini. Walakini huu umetokana na baadhi ya walimu kukata tamaa kutokana na maisha duni/mishahara duni/posho duni wanazopata. Pia mazingira duni ya wanafunzi kujifunzia nayo yamechangia kwa kiasi kikubwa kuathiri matokeo ya kidato cha nne kwa mwaka 2010. Pia ubadilishaji wa mitaala bila kufanya ushirikishaji wa wadau hususan walimu nao uliathiri kwa kiasi kikubwa matokeo hayo kuwa mabaya sana. Mitaala ilibadilishwa lakini vitabu vilichelewa kuchapishwa. Pia ukosefu wa walimu, vifaa vya kufundishia kama vile vitabu, vifaa vya maabara na vielelezo vinginevyo kama vile tufe na ramani navyo ni baadhi ya vitu vilivyochangia matokeo hayo kuwa mabaya. Naishauri Serikali ijipange ipasavyo ili kuweza kukabiliana na changamoto zilizosababisha matokeo ya mwaka 2010 yawe mabaya sana. (ACE: Hansard 20/07/2011).

Honourable Speaker, the 2010 Form Four examination results show that the quality of the education being offered in our schools is questionable. This "questionability" has been caused by teachers being desperate, due to life hardship/low salaries and low allowances. The poor learning environment also contributed to a large extent to the poor performance in the 2010 Form Four examinations. Moreover, the curriculum changes which are made without involving stakeholders, especially teachers, greatly affect students' performance. The curricula were changed but books were not published in time. The shortage of teachers and teaching facilities like books, laboratory equipment and many others (like globes and maps) are also things that contribute to students' poor performance. I advise the Government to have clear strategies for addressing the challenges that led to the poor performance in 2010. (ACE: Hansard 20/07/2011).

83. Mheshimiwa Mwenyekiti, kuna nchi nyingi zimefanya hivyo; nitakupatia taarifa labda wewe unayo pia, kuna vitu ambavyo tunaweza kufanya. Tunaweza kutoa *hardship allowance*, tunaweza tukatoa nyumba ili mtu anapokwenda katika eneo lile akute nyumba ipo. Tunaweza tukatoa *transport allowance*, tunaweza tukaweka mapumziko kwa mfano, mwalimu anatakiwa kupumzika mara moja, lakini aliyeko katika *remote areas* akapewa kupumzika labda mara mbili. Tunaweza tukatoa mafunzo, yaani semina, *courses* kwa walimu ambao wanafundisha katika *remote areas*. (Makofi)

Honourable Chairperson, there're many countries which have done that. I'll tell you, but perhaps you, too, know what we could do. We could pay teachers a hardship allowance or build houses in the schools so that when teachers go there have somewhere to stay. We could, alternatively, pay them a transport allowance or give them additional leave. I understand that a teacher can take leave once every year, but the teachers working in the remote area could be allowed to take leave twice a year. We could offer short courses or seminars to the teachers working in the remote areas. (Clapping)

Mheshimiwa Mwenyekiti, tunaweza tukawa-*motivate* kwa namna tofauti. Mimi nitatoa mfano, mwalimu anayefundisha kwenye wilaya yangu, kule Jimbo la Nkenge katika Kata ya Kakunyu ukampa mshahara sawa sawa na mtu anayefundisha Kyaka, kwa kweli utakuwa huwatendei haki walimu katika maeneo yao. Hivyo ningomba Serikali iangalie namna gani inaweza ikatoa vitu kama hivyo. Tukifanya hivyo elimu zitalingana kuliko hivi sasa ambapo elimu ya mjini na ile ya vijijini kuna tofauti kubwa sana. (Makofi)

Honourable Chairperson, we could motivate them in a different way. For example, if the teacher working in my district, especially in Kakunyu Ward in Nkenge Constituency, is paid the same salary as the teacher working at Kyaka, then we're not being fair. The Government should think about providing the things I've mentioned. If we do so, the same kind of education will be offered in the urban and rural areas, unlike how it is now, when the quality of the education provided in the urban areas is different from the quality of that offered in the rural ones.

Hoja za waziri wa Kilimo wakati wa Kuhitimisha Mjadala wa Bajeti Julai 2011***Answers Given by the Minister for Education and Vocational Training at the Conclusion of Discussion of the Budget on July 2011***

1. Mheshimiwa Spika, napenda vilevile kujikita kujibu hoja ya Mheshimiwa Antony Gervas Mbassa, Mbunge wa Biharamulo, yeye alitaka kujua kwamba baadhi ya Walimu wanaomba ruhusa ya kwenda kusoma kwa kujiendeleza na waajiri wamekuwa wagumu sana kutoa ruhusa hizo kwa Walimu hao wanapotaka kwenda kujiendeleza. Nataka tu niseme kwamba taratibu za Utumishi wa Umma zinaeleweka. Pale wanapotoa ruhusa za kwenda masomoni, wanatoa bila ubaguzi. Wizara ya Elimu na Mafunzo ya Ufundi, tunakuwa tunapata matatizo ya upungufu wa Walimu kwenye shule zetu za Kata. Unapofanya ziara, unakuta shule ile ina Walimu 30, ina Walimu 20 lakini nusu ya Walimu wamekwenda kusoma. Taratibu zinasema kwamba angalau basi Mwalimu afike pale kituo cha kazi, akikaa angalau miaka miwili mpaka mitatu, anaweza sasa akapata ruhusa ya kwenda kusoma lakini, nataka tu nitoe masikitiko yangu kwamba kuna baadhi ya Walimu wakifika maeneo ya kazi hawawezi kuomba hata ruhusa kwa Mwalimu Mkuu, hawawezi kuomba ruhusa hata kwa Mkurugenzi, wanaandika barua na vyuo vinawadahili na wanakwenda kusoma. Sasa, anaporudi kwenye kituo chake cha kazi kwa mwajiri ambaye ni Mkurugenzi anakuta ameshamwandikia barua ya kusimamisha mshahara, inakuwa ni tatizo na hawa Walimu wanaanza kusema kwamba labda Serikali inatunyanasa. (ACE: Hansard 20/7/2011).

Honourable Speaker, I would also like to respond to Honourable Antony Gervas Mbassa's (MP for Biharamulo) concern. He said that some teachers ask for permission to pursue further studies, but their employers have been very reluctant to give them permission. I just want to say that the public service procedures are known. So, if someone asks for permission to go to college, they should be given permission without bias. The Ministry of Education and Vocational Training needs teachers for the ward schools. When you visit a school you find that it has 30 or 20 teachers but half of them are on study leave. The procedures indicate that a teacher must report to their work station, work for at least two years and then they can be given permission to pursue further studies. But it is disappointing to see teachers arrive at their work stations and request neither the head master's nor the director's permission to go to college. Instead, they apply for places to colleges and the colleges enrol them. When they go back to their work stations – to their employer (the director) – they find that the director has already written to the Ministry, asking it to suspend their salaries. It becomes a problem and the teachers start saying that the government is not fair. (ACE: Hansard 20/7/2011).

2. Mheshimiwa Spika, nataka tu kutoa ufafanuzi kwamba Elimu ya Msingi ni kuanzia Elimu ya Darasa la Kwanza mpaka la Saba lakini kwa somo hili la Uzazi wa Mpango tusingeweza kuanzisha kwenye Darasa la Kwanza, Darasa la Pili, Darasa la Tatu mpaka la Nne kwa sababu wale vijana wanakuwa bado ni wadogo, tunakuwa tunawapotezea akili fulani angalau kijana wa Darasa la Tano anaweza akaanza kupata utambuzi fulani, na vijana wengine wa Darasa la Tano wanakuwa angalau wamevunja ungo, kwa hiyo wanaweza wakapata elimu hii vizuri sana. Kwa hiyo, huwa tunaanzia kwenye Darasa la Tano, la Sita na la Saba na hata kule Sekondari kuna Masomo ya Bailoia na mengine wanajifunza elimu ya uzazi wa mpango. (ACE: Hansard 20/7/2011).

Honourable Speaker, I want to point out that primary education is offered from Standard One to Standard Seven, but family planning cannot be taught to the pupils in Standards One, Two, Three or even Standard Four pupils, because they are too young to learn it. Teaching them family planning would be like misleading them. But it can be taught to Standard Five pupils. They will learn a few things from it, and some of them may have already started their periods. So, we teach family planning to the pupils in Standards Five, Six and Seven. At secondary school they learn Biology, in which family planning is also taught.

3. Mheshimiwa Spika, napenda kujibu hoja kubwa ambayo inategemewa sana na Wabunge na hata wananchi kwa ujumla kwamba ni namna gani migomo inakuwepo Vyuo Vikuu na namna gani Serikali imejikita kumaliza migomo hii. Watu wanaposika kwamba vijana wamegoma Vyuo Vikuu daima tunapata picha moja kwa moja kwamba labda tatizo ni Bodi ya Mikopo, lakini mpaka mgomo unatokea au kasoro yoyote inatokea katika uendeshaji wa Vyuo Vikuu, kuna vitu fulani vipo katikati kutegemeana na Taasisi husika. Vitu hivyo ni pamoja na makosa ya wanafunzi katika ujazaji wa fomu, kuna vyuo vyenyewe katika utaratibu wa kutoa matokeo, bodi ya Mikopo yenyewe, Hazina na TCU.. (ACE: Hansard 20/7/2011).

Honourable Speaker, let me respond to a very important issue, on which the MPs and the general public focus, that is, the source of student strikes in the public universities and how the Government intends to put them to an end. Whenever people hear that university students have gone on strike they always, think that maybe the Higher Education Students' Loans Board is the source of it. But students go on strike or problems occur in a particular university because there are certain interrelated issues in the institution. These include students' mistakes which they make when they fill in forms, the process of announcing exam results in the universities, HESLB, the Treasury and TCU. (ACE: Hansard 20/7/2011).

4. Mheshimiwa Spika, naomba nizifafanue nyumba hizi 1200, ni kwa mtindo ule wa duplex yaani nyumba moja kwa nyumba mbili. Kwa hiyo, kwa maana nyingine tunajenga nyumba za familia 2400 kwa kuanzia. Aidha, naomba nichukue nafasi hii kutoa wito kwa Halmashauri kuweka utaratibu ambao utawawekeka mazingira ya kuvutia walimu ambao watapelekwa katika maeneo hayo. Hizi ni hatua za mwanzo za Serikali na za nia thabiti, lakini haziwezi kushinda nia na juhudi thabiti za Halmashauri zenyewe kuhakikisha kwamba zinafanya kila ambalo liko katika uwezo wao kuhakikisha kwamba mazingira

yale yanaboreshwa yawe mazuri zaidi na ya kuvutia kwa ajili ya walimu ambao wanakuja kuishi katika changamoto hizo. (Makofi) (ACE: Hansard 20/7/2011).

Honourable Speaker, let me talk about the 1200 houses, which are duplex houses, that is, two houses in one. In other words, we initially built houses for 2,400 families. May I also take this opportunity to call on the councils to create a favourable environment for attracting teachers who will be posted to those areas? These are the first steps the Government has taken and it is committed to the construction of the houses. But the steps cannot influence the councils. Instead, the councils should make sure that they do whatever they can to improve the environment so that it is beautiful and attractive to teachers who work in the areas with challenges. (Applause) (ACE: Hansard 20.7.2011).

5. Mheshimiwa Spika, Tume ya Rais, iliyoungwa kutoa mapendekezo ya kuboresha mfumo wa utoaji mikopo, imekamilisha kazi yake na ripoti imewasilishwa tayari Serikalini. Serikali inayafanyia kazi mapendekezo hayo. Ikiwa ni pamoja na kubainisha mbinu mbadala ya kuongeza mapato, kuweka vigezo ambavyo vitawatambua walengwa wenye uhitaji na kuimarisha utaratibu wa urejeshwaji wa mikopo. Aidha, ushauri uliotolewa na Kamati utazingatiwa ukihusisha maeneo yafuatayo: Matumizi ya vitambulisho vya Kitaifa, utaratibu wa kutoa taarifa kwa wanafunzi, uimarishaji wa dawati la malalamiko, uimarishaji wa uhusiano wa wadau na udhibiti wa ongezeko la karo za Vyuo Vikuu. (Makofi) (I: ACE: Hansard 20/7/2011).

Honourable Speaker, the President Commission that was formed for finding ways to improve the provision of loans has completed its work and the report has already been submitted to the Government. The Government is working on the proposals which include identifying alternative ways of raising revenue, setting criteria for identifying needy applicants and strengthening mechanisms for recovering loans from the beneficiaries. Additionally, the suggestions given by the Committee will be considered in relation to the following areas: the use of national identity cards, a mechanism for providing information to students, improvement of the complaints desk, enhancement of the relations between the HESLB and its stakeholders and control of the increase in universities' tuition fees. (Applause) (I: ACE: Hansard 20.7.2011).

6. Mheshimiwa Spika, tatizo la walimu tunalifahamu, tatizo la walimu tunalijali sana. Madeni haya ya walimu tunayajali sana, kazi ya uhakiki imefanywa na malipo yamefanywa katika awamu mbalimbali kwa kumtumia Mdhibiti na Mkaguzi Mkuu kama takwimu ambazo tumezitoa. Lakini pia tumehakikisha kwamba haya ambayo tunayahakiki sasa, tutahakikisha tunayafanyia kazi kwa umahiri na kwa haraka ili mara tu yatakapokuwa yamehakikiwa pesa ziweze kutolewa, pesa tumezitenga kwa kutambua kwamba bila mwalimu kuweza kutimizwa mahitaji yake na matakwa yake na madeni yake, hama elimu ambayo itaweza kupatikana. Si jambo ambalo sisi tunalionga kama ni la faraja kwa Serikali hii kusikia kilio cha Walimu mara kwa mara. Tunajipanga kuhakikisha kwamba kilio cha Walimu tunakimaliza na malipo haya tutayafanya mapema iwezekanavyo kama ambavyo tumeainisha na Walimu niwahakikishie tu kwamba jambo hili sio muda mrefu tutaliweka katika historia. (ACE: Hansard 20/7/2011).

Honourable Speaker, we know we have a shortage of teachers and we are very concerned about it. We are equally concerned about their claims and the work of verifying the claims was done in various phases through the Controller and Auditor-General, as shown in the data we have released. We also make sure that the claims we are verifying now are accurate and the verification work is done quickly so that the funds are released at the end of the exercise. We have set aside the funds because we know that if we fail to fulfil our teachers' needs there will be no education. We in Government are not happy when we hear our teachers' cries. We in Government are not happy to see our teachers cry often. We are in the process of ensuring that we put an end to our teachers' cries and pay the teachers as soon as possible. I want to assure our teachers that this will be history very soon.

7. Mheshimiwa Spika, kila yule anayefaulu darasa la saba anapata fursa ya kuendelea katika shule ya sekondari, sio sawa sawa na hapo mwanzo ambapo wengine wamefaulu lakini hawapati nafasi ya kuendelea, tunasema kwamba ni uchaguzi, kwamba mmefanya mthani lakini hawa ndiyo waliochaguliwa, sasa tunasema kwamba tumepanua wigo huo kufikia hali ambayo wote ambao wanafaulu wanaendelea kupata elimu ya shule ya sekondari. Shule zilozengwa kwa nguvu ya wananchi zinakabiliwa na changamoto mbalimbali, zikiwemo upungufu wa Walimu, miundombinu na samani. Ili kukabiliana na changamoto hizo, MMES awamu ya pili imeweka mkakati wa kupunguza changamoto hizi kwa kutoa kipaumbele katika kukamilisha majengo ambayo hayajakamilika na kutoa fedha za ruzuku kwa ajili ya kununua vifaa vya kujifunzia na kufundishia, kujenga maabara na nyumba za Walimu ili kuongeza ufaulu zaidi katika shule hizi. Aidha, Serikali inafuatilia kwa karibu zaidi ugawaji wa Walimu ili zile shule zilizoko kwenye mazingira magumu, nazo zipate Walimu wa kutosha. (Makofi)

Mheshimiwa Spika, pamoja na changamoto hizo, shule zilozengwa kwa nguvu za wananchi zina mchango mkubwa katika kuendelea elimu ya sekondari. Kwa mfano mwaka 2009 asilimia 50.1 ya wanafunzi wote waliofaulu daraja la kwanza hadi la tatu ambao wana sifa ya kuingia kidato cha tano walitoka katika shule za sekondari za Kata.

Aidha, mwaka 2010, asilimia 49.3 ya wanafunzi wote walioendelea kidato cha tano wametoka katika shule za Kata. (Makofi) (ACE: Hansard 20/7/2011)

Honourable Speaker, every student who passes the primary seven examination goes to secondary school. It is not the same as in the past when some students passed but didn't get the opportunity to continue with their studies. It was a matter of selection, so to speak. You take the exam, but only a few people get selected. We are now increasing the number of places in secondary schools so that all students who pass the exam go to secondary school. The schools established by the communities are facing various challenges, including a shortage of teachers, poor infrastructure and insufficient furniture. In order to deal with these challenges, MMES (now in its second phase) has come up with a strategy for reducing the number of such

challenges by giving priority to the completion of unfinished buildings and providing grants to schools for buying teaching and learning materials, the construction of laboratories and staff houses. All this is done to raise student performance in examinations. In addition, the Government is monitoring very closely the allocation of teachers to schools that are located in areas with poor conditions so that they may get enough teachers. (Applause)

Honourable Speaker, despite these challenges, the schools built by the citizens play a great role in the development of secondary education. For example, in 2009, 50.1 per cent of all the students who passed in Divisions One, Two and Three and who went to high school were from such schools.

In addition, in 2010, 49.3 per cent of all the students who joined Form Five came from the same schools. (Applause) (ACE: Hansard 20/07/2011)

8. Mheshimiwa Spika, kuna hoja ya kuinua ubora wa ufundishaji wa masomo ya sayansi, hisabati na *English*. Serikali inatambua umuhimu wa ufundishaji wa masomo ya sayansi, hisabati na *English*, Serikali kwa kushirikiana na Shirika la Kimataifa la Kuhudumia Watoto (UNICEF) na JICA inatekeleza mkakati wa mafunzo ya ualimu kazini kwa ajili ya kuwajengea uwezo wa ufundishaji wa masomo hayo kwa umahiri. Mpaka sasa jumla ya walimu 2,462 wamenufaika na mafunzo haya. Mafunzo haya yameanza mwaka huu na yataendelea, yatawahusisha walimu wote wale ambao wanaofundisha masomo ya sayansi, hisabati na *English* ili kuhakikisha kwamba uwezo wao na kiwango chao cha kuweza kufundisha masomo hayo, kinapanda ili tuweze kupandisha ufaulu katika masomo hayo. Ni masomo muhimili muhimu ambayo yanawawekea misingi mizuri wanafunzi kwa ajili ya masomo yao baadaye. (ACE: Hansard 20/7/2011).

Honourable Speaker, there is a need to improve the quality of teaching science, mathematics and English. The Government acknowledges the importance of teaching science, mathematics and English well. The Government, in collaboration with the United Nations International Children's Fund (UNICEF) and JICA, is providing in-serve training to teachers so as to build their capacity for teaching these subjects. A total of 2,462 teachers have benefited from this training. This training started this year, will continue for some time and will involve all those who teach science, mathematics and English to ensure that their capacity for teaching these subjects so improves. This will help us improve students' performance in these subjects. These are principal subjects that lay a good foundation necessary for students' success in further studies. (ACE: Hansard 20.7.2011).

Hoja za wabunge wakati wa Bunge kukaa kama kamati Questions from Parliamentary Expenditure Committee

9.MHE. JENISTA J. MHAGAMA: Mheshimiwa Mwenyekiti, nakushukuru sana. Wakati nachangia hoja yangu katika Wizara hii kwa maandishi nilibainisha tatizo kubwa sana ambalo linazikumba shule zetu za kutokuwa na walimu wa kutosha. Kwa hali ilivyo sasa uwiano wa walimu katika kuwagawa kwenye maeneo yetu unategemea idadi ya wanafunzi. Lakini kitu hicho kwa wakati tuliona na baada ya kufungua shule nyingi kwenye Kata ni kitu ambacho hakiwezekaniki kwa sababu walimu hao wengi wamekuwa wakibakia maeneo ya mijini kwa sababu nyingine ambazo hazizuiliki. Utakuta wengine wana matatizo ya kiafya mahususi, wengine wameolewa na waume zao na hizo ni sababu za kimsingi kabisa huwezi kuvunja ndoa za watu.

Kwa hiyo ziko sababu nyingi sana. Sasa naomba kumwuliza Mheshimiwa Waziri, hivi ni lini tutabadilisha Sera ya mgao wa walimu kwa uwiano wa wanafunzi na tukaongeze vipengele vingine vitakavyosaidia shule zile za vijijini ambazo mpaka sasa hatujaanzisha motisha kwa walimu kwenda kule vijijini zikapata walimu ili kusaidia na maeneo ya vijijini yakawa na walimu kwenye shule za sekondari na za msingi? (CAE: Hansard 20/7/2011).

HONOURABLE JENISTA J. MHAGAMA: Honourable Chairperson, thank you very much. In my written contribution to the debate on this Ministry's budget, I identified a very critical problem facing our schools, that is, a shortage of teachers. Currently, the allocation of teachers to a school depends on the number of students present in that school. But that is not possible now because of the establishment of many schools in the wards and many teachers prefer working in urban areas to working in rural areas due to things that are not under their control. Some have specific health concerns and others are married. These are fundamental reasons because it is not correct for anyone to cause other people's marriages to break up.

So, there are many reasons. Now, I would like to ask the Minister to tell us when the policy of posting teachers to schools will be changed so that it considers the student-teacher ratio as well as other things that will help the schools in the rural areas, to which the Government doesn't provide any incentives so that they get enough secondary and primary school teachers. (CAE: Hansard 20.7.2011).

10.WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi wa hoja ya Mheshimiwa Jenista Mhagama kama ifuatavyo:-

Mheshimiwa Spika, utaratibu ambao tunatumia kwa ajili ya kugawa walimu kwenda shule za sekondari hasa katika mwaka huu, walimu ambao tumewagawanya mwezi wa kwanza tumetumia kigezo cha upungufu wa walimu katika shule husika. Kwa hiyo, tumeangalia shule zote kwa ujumla, tukaangalia mapungufu yako kiasi gani na tumepeleka walimu huko kufuatana na mapungufu ya walimu katika shule hizo. Nadhani hicho ni kigezo kikubwa kwa sababu tukiweza kuwa na walimu wa kutosha katika shule au ambao kidogo wana nafuu katika kila shule basi hiyo itatuwezesha sisi kuweza kuboresha mazingira katika shule zetu. Changamoto ambayo Mheshimiwa Jenista Mhagama ameisema ni kweli ipo pamoja na kwamba tumepeleka hivyo lakini kuna ambao hawakuripoti katika maeneo yao. Tutaangalia taratibu zingine ambazo zitawezesha kuboresha upatikanaji wa walimu katika shule hizo. (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Hon. Chairperson, I would like to talk about Honourable Jenista Mhagama's concern as follows: Honourable Speaker, as for the procedure that we use in posting teachers to secondary schools, especially this year, teachers were posted to schools in January by considering schools that have a shortage of teachers. Therefore, we first considered all the schools, and then we posted teachers to the schools that have very few teachers. That way, we were able to post a somewhat satisfactory number of teachers to every school. I hope this will enable us to ease the problem facing our schools. The challenges that Honourable Mhagama mentioned are real, because although we posted teachers to the schools some of them did not go to the schools. We will find other mechanisms for increasing the number of teachers in such schools. (ACE: Hansard 20.7.2011).

11.MHE. TUNDU A.M. LISSU: Mheshimiwa Mwenyekiti, nashukuru sana. Katika mchango wangu kwenye Hotuba hii, nilizungumzia juu ya maslahi ya walimu, hasa hasa matatizo yanayotokana na walimu kutokulipwa mishahara na marupurupu wanayostahili pamoja na matatizo ya kutopata nyumba wanazostahili, kama ambavyo imeelezwa vilevile na Mheshimiwa Waziri, katika Hotuba yake.

Mheshimiwa Mwenyekiti, sasa naomba Mheshimiwa Waziri, anipe ufafanuzi na aliambie Bunge hili Tukufu, aiambie Kamati yako, kwa vile tatizo sio kwamba hakuna fedha! Tatizo ni kwamba fedha zinazotengwa na Bunge hili hazitumiki, kama nilivyoonesha jana! Mabilioni yanayotengwa kwa ajili ya nyumba hayatumiki! Mabilioni yanayotengwa kwa ajili ya uendeshaji wa shule hayatumiki! Sasa Mheshimiwa Waziri, atufafanulie ni kwa nini walimu wetu wanapata shida wakati fedha zinazotengwa hazitumiki? Pili, atuambie kwa mwaka huu wametenga fedha kiasi gani za kutatua matatizo haya ya walimu kutokuwa na nyumba, walimu kuwa na *arrears* za mishahara na marupurupu? (ACE: Hansard 20/7/2011).

HON. TUNDU A.M. LISSU: Thank you very much Honourable Chairperson. In my contribution to the debate on this Ministry's budget, I mentioned teachers' interests, especially the unpaid salaries and benefits and the housing problem mentioned in the Minister's speech.

Honourable Chairperson, now I would like to ask the Minister to tell me, to tell your Esteemed House and to tell your committee why teachers have not been paid and houses have not been constructed. I say this because I know funds are not the problem! The problem is that the allocated funds are not spent as planned by Parliament, as I pointed out yesterday! The billions of shillings allocated for the construction of houses are not spent as planned! The billions of shillings allocated for school management are not spent as planned! Now, will the Minister tell us why our teachers live under poor conditions when the funds intended to improve their lot are not spent as intended. I also wish to ask the Minister to tell us how much money has been set aside for addressing teachers' problems, including the housing problem as well as unpaid salary arrears and allowances (ACE: Hansard 20.7.2011).

12. NAIBU WAZIRI, OFISI YA WAZIRI MKUU (TAWALA ZA MIKOA NA SERIKALI ZA MITAA - ELIMU): Mheshimiwa Mwenyekiti, suala la nyumba tumeshatenga fedha na mwaka huu wa 2011/2012, tumeshatenga fedha za kujenga nyumba 1,200 zitakazomudu kukaliwa na familia 2,400. Ahsante.(*Makofi*)

DEPUTY MINISTER, PMO (REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT - EDUCATION): Honourable Chairperson, as for the issue of staff houses we have already allocated funds for the financial year 2011/2012. We will build 1,200 houses for 2,400 families. Thank you. (Applause)

13. MHE.DKT. BINILITH S. MAHENGE: Mheshimiwa Mwenyekiti, wakati nachangia niliieleza Serikali mazingira magumu ya shule zilizoko kwenye Wilaya za Njombe, Ludewa na Makete, ambazo zinakumbwa na matatizo makubwa ya UKIMWI na jioografia ngumu na hivyo kufanya walimu wengi kufika na kuripoti na baadaye kuondoka, hasa baada ya kukosa nyumba za kulala. Sasa Mheshimiwa Waziri, amesema kuna nyumba 1,200 ambazo zitajengwa, nataka kumwomba awathibitishie wananchi hawa wa Wilaya za Ludewa, Makete, Njombe, kama watakuwa ni mojawapo wa kupewa kipaumbele kwenye mgao huu wa nyumba 1,200? (ACE: Hansard 20/7/2011).

HONOURABLE DKT. BINILITH S. MAHENGE: Honourable Chairperson, in my contribution, I told the Government about the poor environment of the schools in the districts of Njombe, Ludewa and Makete. The schools there are affected by serious problems of AIDS and geography which make many teachers posted to these areas report to the schools and then leave. In particular, they do so because of the absence of staff houses in the schools. The Minister has said that 1,200 houses will be built. I want the Minister to assure the citizens of the districts of Ludewa, Makete and Njombe that their districts will be part of the priority areas where the 1,200 houses will be built (ACE: Hansard 20.7.2011).

14. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi wa hoja ya Mheshimiwa Dokta Binilith Mahenge, kama ifuatavyo: -

Mheshimiwa Mwenyekiti, kama alivyosema kwamba tutayaangalia kwa makini sana maeneo yale ambayo yana mazingira magumu. Lakini kama alivyosema kwamba machakato tutaufanya kati ya Wizara ya Elimu pamoja na TAMISEMI ili kuwa na uhakika kwamba, eneo tunalolibainisha, ni kweli kwamba ni eneo ambalo lina mazingira magumu, sio kwa upendeleo na huko ndiko ambako tutahakikisha kwamba tuna-*settling allowance* ya 500,000/= kwa mwalimu anayeripoti, lakini pia nyumba zile 1,200 tutaanzia katika maeneo hayo. (ACE: Hansard: 20/7/2011).

15. MHE.AL-SHAYMAA J. KWEGYIR: Mheshimiwa Mwenyekiti, ahsante. Katika mchango wangu wa maandishi, nilizungumzia kuhusu Vyuo vya Mafunzo ya Ufundi Stadi kwa watu wenye ulemavu, vyuo hivi vipo saba na katika hivyo saba, viwili tu ndio vinavyofanya kazi na pia kwa kusuasua. Athari inayowapata watu wenye ulemavu ni kuzagaa mitaani kwa sababu, hawana la kufanya. Wanazagaa mitaani, hawana lakufanya, maisha magumu! Sasa Mheshimiwa Waziri,

ananiambiaje kuhusu ufufuaji wa vyuo hivi ili kuwasaidia watu wenye ulemavu, waweze kupata mafunzo na wao waweze kujikimu kimaisha? (ACE: Hansard 20/7/2011)

Honourable Al-Sahimaa J. Kwegyir: Thank you Honourable Chairperson. In my written contribution, I talked about the vocational training colleges for the disabled people. There are seven colleges of this type and out of the seven colleges only two are operating, albeit with some difficulty. The effect of this is that the disabled people just roam the streets because they have nothing to do. They roam the streets, they have nothing to do; life is hard! Honourable Minister, what do you say about these colleges? Will they be revived so that the people with disabilities get trained and then earn a living? (ACE: Hansard 20/07/2011)

16. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi wa hoja ya Mheshimiwa Al-Shaymar Kwegyir, kama ifuatavyo:-

Mheshimiwa Mwenyekiti, Serikali ina wathamini na kuwaenzi wananchi wake wenye ulemavu. Kama ambavyo imekuwa ada katika miaka kadhaa ya hivi karibuni, kila mwaka tumetenga pesa kwa ajili ya kuimarisha elimu kwa ajili ya wananchi hawa ambao wana ulemavu. Najua changamoto bado zipo na kwa vyuo hivi saba vya walemavu, Serikali imeweka nia thabiti ya kuviangalia, namna ya kuviboresha kwa kadri ambavyo tutakuwa tumepata pesa. (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to respond to Honourable Al-Shaymar Kwegyir's question as follows:

Honourable Chairperson, the Government cares and respects the citizens with disabilities. As has been usual in recent years, every year we allocate funds for improving the quality of the education offered to the citizens with disabilities. I know the challenges still exist. But for the seven colleges for the disabled, the Government is committed to improving them when funds are available. (ACE: Hansard 20.7.2011).

17. MHE.RUKIA K. AHMED: Mheshimiwa Mwenyekiti, ahsante. Nilipochangia hoja hii kwa maandishi, nilisema kwamba walimu wanafanya kazi katika mazingira magumu, Serikali haiwajali walimu, haiwapi hata motisha ili wapate moyo wa kufanya kazi zao vizuri. Nilitaka Serikali iwakopeshe angalau pikipiki ili ziweze kuwarahisishia usafiri wa kufika katika shule wanazofundisha kwa sababu, wengi wao wako mbali na shule wanazofundisha, hasa kule vijijini. Kwa hiyo, je, Mheshimiwa Waziri, Serikali inatoa tamko gani hapa Bungeni leo? (ACE: Hansard 20/7/2011).

Honourable Rukia K. AHMED: Honourable Chairperson, thank you. In my written contribution to the Minister's speech, I said that teachers are working in a difficult environment but the Government is indifferent to their lot., It does not give our teachers any incentives to encourage them to do their job well. I want the Government to give them motorcycles on credit to ease the transport problem they face, and thus arrive at their workplaces in time. Most of them live far away from the schools they teach, especially in the rural areas. So, Honourable Minister, what does the Government tell Parliament about this issue? (ACE: Hansard 20.7.2011).

18. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Rukia. Pamoja kwamba walimu kama watumishi wa umma wana ruhusa ya kukopa, kupitia taratibu ambazo sekta hiyo imejiwekea, lakini kwa hili ombi maalum la Mheshimiwa Rukia, tutaangalia na kutathimini taratibu hizi ambazo zimetumika hivi sasa na namna gani ambavyo Serikali itaweza ikaziboresha ili kufanya urahisi zaidi kwa hao walimu kuliko ambavyo ilivyo hivi sasa. (Makofi)

18. MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Hon. Chairperson, I would like to answer Honourable Rukia's question as follows. Although teachers, like other civil servants, are allowed to borrow money through the procedures laid down by the education sector itself, the Government will take Honourable Rukia's request seriously. We'll look at it and check the procedures that are used and see how the Government can make them more convenient for our teachers than how they are currently. (Applause)

19. MHE. MAGDALENA H. SAKAYA: Mheshimiwa Mwenyekiti, ahsante, mie mchango wangu wa maandishi nilizungumzia umuhimu wa Serikali kupanua vyuo vyetu vikuu hapa nchini liende sambamba na ongezeko la wanafunzi wanaodahiliwa kila mwaka na nilikuwa *specific*, ningependa Serikali ilieleze Bunge kwamba kwa kuwa mwaka huu tumekuwa na suala la kuboresha kilimo na nchi yetu kilimo ni uti wa mgongo. Chuo cha Sokoine ambacho ndiyo chuo pekee Tanzania kinachotoa *degree* zote za kilimo, Serikali ina mpango gani mahususi sambamba na Kilimo Kwanza kuweza kuboresha chuo hiki kwa maana ya miundombinu kwamba madarasa, mabweni, maktaba, maabara, kwa sababu ongezeko limekuwa kubwa lakini miundombinu ni ile ile. Kuna mpango gani maalum kwa ajili ya chuo hiki cha Sokoine?

HONOURABLE MAGDALENA H. Sakaya: Thank you Honourable Chairperson. In my written contribution I talked of the need for the expansion of our universities to go together with the increase in the number of students admitted every year. I was specific. So, I'd like the Government to tell Parliament that since the beginning of this year we have devised certain ways of improving our country's agricultural sector, which is the backbone of our economy. How does the Government plan to improve Sokoine University of Agriculture's infrastructure such as lecture rooms, hostels, libraries and laboratories, along with the Agriculture First Strategy? I ask because the university's infrastructure cannot "support" the huge number of students the university admits. It should be borne in mind that SUA is the only university that offers degree programmes in agriculture in Tanzania.

20. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa

Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Magdalena Sakaya, kama nilivyoeleza kwenye hotuba yangu ya majumuisho kwamba Serikali imeunda mpango maalum ambao ni mpango wa maendeleo wa elimu ya juu na ndani ya mpango huo tutaangalia maboresho na upanuzi wa vyuo vyetu ili kuweza kukidhi haja na mahitaji yetu ya sasa katika maeneo yetu ya vipaumbele. Kwa hivyo, Chuo cha Kilimo cha Sokoine kitafanyiwa maboresho na miundombinu na rasilimali watu kufuatana na azma yetu ya Kilimo Kwanza. Lakini kipindi hiki pia Serikali imejipanga kwa ajili ya kuanza ujenzi wa chuo kingine cha kilimo cha Kumbukumbu ya Mwalimu Nyerere, lakini pia Serikali inasaidiana na sekta binafsi katika ujenzi wa chuo kingine cha kilimo katika mkoa wa Katavi. (Makofi)

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to respond to Honourable Magdalena Sakaya's concern in the following way. I mentioned in my concluding speech that the Government has developed a special programme, the Higher Education Development Programme. In this programme we shall improve the infrastructure in our colleges and universities and expand the colleges and universities to meet our current needs in our priority areas. Therefore, Sokoine University of Agriculture will be improved in terms of its infrastructure and human resources in relation to the Agriculture First Strategy. The Government is also planning to establish another university of agriculture at the Mwalimu Nyerere Memorial Academy. Also, it is collaborating with the private sector in the establishment of a college of agriculture in Katavi Region. (Applause)

21. MHE.RASHID ALI OMAR: Mheshimiwa Mwenyekiti, ahsante. Kwanza napenda niishukuru Serikali kwa kuweka sera ya kuweka Bodi ya Mikopo ya Vyuo Vikuu ili kusukuma mbele gurudumu la elimu. Sasa katika mchango wangu wa maandishi nilijikita katika suala la mikopo. Kuhusu mikopo inayotolewa idadi kubwa ya wadau wetu wanaopata nafasi ya kuingia Vyuo Vikuu ni maskini. Lakini katika mchango wangu nilielekeza sana katika kuishauri Serikali, mikopo hiyo ibadili mpango wake wa awali wa kutoa mikopo kwa viwango, badala yake mikopo hii itolewe sawa kwa wale wote waliopata fursa ya kupewa mikopo hiyo. Je, Mheshimiwa Waziri atalieleza nini Bunge letu hili hapa tulipo sasa hivi kuhusiana na suala hili kutoa mikopo kwa usawa? (ACE: Hansard 20/7/2011).

HON. RASHID ALI OMAR: Thank you Honourable Chairperson. First of all, let me thank the Government for establishing the Higher Education Students' Loans Board so as to push forward the wheels of education. Now, in my written contribution I talked much about loans. Regarding the loans offered, a large number of our stakeholders who go to university are poor. So, in my contribution I advised the Government to change its original plan of offering loans by placing applicants in various categories, rather all those who deserve to be given loans should be given. What does the Minister tell Parliament now concerning the possibility of offering loans to the applicants equitably? (ACE: Hansard 20.7.2011).

22. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Rashid Ali Omar kama nilivyozungumza katika hotuba ya majumuisho kuwa Tume ya Mheshimiwa Rais iliyoundwa kwa ajili ya kuangalia matatizo ya mfumo wetu wa kutoa mikopo kwa wanafunzi wa elimu ya juu umefanya mapendekezo na naomba niseme kwamba tupo katika mchakato wa kupendekeza mapendekezo yale, mategemeo yetu ni kwamba yanatoa ufumbuzi wa matatizo tuliyokuwa tumekumbana nayo katika miaka ya nyuma tangu bodi hii imeundwa mwaka 2005. Sasa nilihakikishie tu Bunge lako Tukufu kwamba vigezo vipya vitahakikisha kwamba vinajikita katika ufanisi wa zoezi hili la kutoa mikopo kwa wanafunzi wa elimu ya juu. (Makofi) (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to give the following explanation in relation to Honourable Rashid Ali Omar's concern. As I said in my concluding speech, the Presidential Commission was formed so that it could review the weaknesses of the approach we use in providing loans to higher education students. It has made some recommendations and let me say that we are in the process of giving recommendations... What we expect is that they will help us address the weaknesses of this board, which was established in 2005. Now, I would like to assure your Esteemed House that the new criteria are meant to ensure effectiveness in the provision of loans to higher education students. (Applause) (ACE: Hansard 20.7.2011).

23. MHE. MWIGULU L. N. MADELU: Mheshimiwa Mwenyekiti, katika mchango wangu niliongelea umuhimu wa mabweni kwa shule za kata zilizoko vijijini, mbali na umbali wa baadhi ya vijiji kwenda kwenye kata hususan vijijini ni tofauti na mijini. Nikiangalia kama umbali wa kutoka Luono kwenda Kidalu, umbali wa kutoka Ujungu kwenda Mtekente ilipo sekondari, umbali wa kutoka Mlandala kwenda Ulugu, umbali wa kutoka Ng'anguli kwenda Kinampanda ilipo sekondari ni mbali sana. Lakini vilevile kwetu kule vijijini utamaduni wa kujenga nyumba za kupangisha haupo, kwa hiyo, unakuta vijana hata kama wangeamua kupanga, wanapanga kwenye matembe, madaftari yanavujiwa na wale wanaotaka kurudi majumbani kwao wakati mwingine wa mvua wananyeshewa mvua njiani na wamekuwa wakitumia baiskeli. Je, Serikali inatoa tamko gani sasa kuweka msisitizo kwenye kujenga hosteli kwa ajili ya wanafunzi hasa wa vijijini (ACE: Hansard 20/7/2011).

Honourable Mwigulu L. N. Madelu: Honourable Chairperson, in my contribution I spoke about the importance of hostels for the ward schools in the rural areas. Apart from the distance between one village and a ward, especially in the rural areas, the situation is different in the rural areas from the urban areas. For example, the distance from Luono to Kidalu, the distance from Ujungu to Mtekente, where the secondary school is, the distance from Mlandala to Ulugu, the distance from Ng'anguli to Kinampanda, where the secondary is, is very considerable. But also, for us in the rural areas, the culture of building houses for lease does not exist. Therefore, you find young people, if they decide to rent a house, they have to rent a tembe (a kind of thatched, wooden house), their books get wet because the roofs leak, and those wishing to return home sometimes get rained on while on the way home, since they use bicycles. What is the Government's position on the plan to build hostels in the rural areas for students? (Hansard: ACE: 07/20/2011).

24. NAIBU WAZIRI, OFISI YA WAZIRI MKUU, TAWALA ZA MIKOA NA SERIKALI ZA MITAA (ELIMU): Mheshimiwa Mwenyekiti, naomba kujibu swali la Mheshimiwa Mwigulu linalotaka kujua mpango wa Serikali wa ujenzi wa

mabweni kwa matatizo yanayopatikana kwa watoto wetu. Kwa msimu huu wa mwaka 2011/2012 kupitia mpango wa maendeleo ya sekondari (MMES), tumepanga kujenga mabweni kwenye shule zetu yapatayo 500. Utaratibu tunaotumia ni kutoa mgao kwa mikoa, halafu mikoa inafikisha kwenye Halmashauri na pale ambako kuna ugumu ambao unaikabili na ni mzito zaidi ndiko ambako unapeleka *priority*.

Kwa hiyo, Halmashauri zenyewe zinaona ni shule gani ipo mbali sana na vijiji vyake ili kupeleka ile *priority* ya kujenga lile bweni na wewe mwenyewe kwa sababu Mheshimiwa Mbunge ni mmoja kati ya wadau kwenye Halmashauri ile kama Diwani mwenza una nafasi pia kushawishi kwa kuangalia mazingira haya. (*Makofi*)

Deputy Minister, PMO, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT (EDUCATION): Honourable Chairperson, allow me to answer Mr. Nchemba, who wants to know if the Government plans to construct dormitories to overcome the challenges that our children go through. This year, through the Secondary Education Development Plan (SEDP), we will build about 500 dormitories in our schools. The procedure is that we provide funds to the regions and the regions give the funds to the district councils and priority is given to places where the problem is bigger than in other places.

Therefore, the councils decide on which school is very far from the villages and prioritises the building of hostels in such a school. So, since you are an MP and a co-councillor, you should persuade your council to look at this issue. (Applause)

25. MHE.SUSAN A. J. LYIMO: Mheshimiwa Mwenyekiti, nakushukuru. Ni ukweli usiopingika kwamba ubora wa elimu hapa Tanzania umeporomoka na kigezo kikubwa tunachokiangalia ni matokeo ya mitihani.

Mheshimiwa Mwenyekiti, lakini ubora huu siyo tu kwamba umeporomoka katika shule za msingi na sekondari lakini umekwenda mpaka katika Vyuo vya Elimu ya Juu na niseme kwamba nakumbuka mwaka juzi Waziri wa Elimu alikuja na kusema kwamba Chuo Kikuu cha Dar es Salaam kimekuwa chuo cha 13 bora katika Afrika kati ya vyuo mia moja. (*Makofi*)

Mheshimiwa Mwenyekiti, lakini sasa hivi Chuo Kikuu cha Dar es Salaam ambacho ndiyo kioo cha vyuo vyetu vikuu kimeshika nafasi ya 34. Sasa naomba kwa sababu Mheshimiwa Waziri ni zao la Chuo Kikuu cha Dar es Salaam na alikuwa Mhadhiri pale, anaweza kutueleza tatizo ni nini na wana mkakati gani ili kuhakikisha kwamba tunarejesha hadhi ya Chuo Kikuu cha Dar es Salaam? Ama tatizo ni *management* kwa sababu natambua kwamba wakati alipokuwa Profesa Luhanga chuo kile kilikuwa kinakwenda vizuri. Naomba maelezo. (ACE: Hansard 20/7/2011).

HONOURABLE SUSAN A. LYIMO: Thank you Honourable Chairperson. It's crystal clear that the quality of education in Tanzania has declined and the main criterion we use to determine this is examination results.

Honourable Chairperson, it's not only the primary and secondary schools that experience the fall in the quality of education, but it also affects higher education institutions in the country. Let me put it this way, I remember that the Minister for Education came here the year before last year and said the University of Dar es Salaam ranked 13th in Africa, out of 100 universities. (Applause)

Hon. Chairperson, but now the University of Dar es Salaam, which is the mirror of our universities, is the 34th university in Africa. Now, since the Minister is also a product of the University of Dar es Salaam and was once a lecturer there, maybe he can tell us what the problem is and what strategy they have to ensure that the dignity of the University of Dar es Salaam is restored. Or is the university management the problem? I say this because I know that when Professor Luhanga was heading the university everything was going well. I need an explanation for this. (ACE: Hansard 20.7.2011).

26. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, naomba nitoe ufafanuzi ufuatao kuhusu hoja ya Mheshimiwa Susan Lyimo kama ifuatavyo:-

Mheshimiwa Mwenyekiti, sina hakika na hizi takwimu ambazo amezitaja kwamba tumeanguka mpaka nafasi ya 34 katika Afrika lakini niseme tu kwamba tunaendelea kuvifuatilia vyuo vyetu na kuwekeza katika vyuo hivi ili viendelee kung'ara katika Bara la Afrika. (*Makofi*)

Katika *exchange program* kati yetu na Uganda na kati yetu na Msumbiji nimetoa taarifa hapa katika Bunge lako Tukufu kwamba tuna wanafunzi wengi zaidi wa Uganda na Msumbiji ambao wametaka kuja kusoma hapa kuliko wale wa Tanzania ambao wamekubali kwenda kusoma katika nchi hizo. Kwa kuonyesha kwamba wanapata elimu nzuri zaidi hapa kuliko kule lakini naona elimu hii hasa katika Vyuo Vikuu itaboresha zaidi pale ambapo Mheshimiwa Wabunge wengine watakapoacha taratibu za kugeuza vyuo vile kuwa sehemu za kufundishia siasa kuliko elimu. (*Makofi*) (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, allow me to talk about what Honourable Susan Lyimo has said:

Honourable Chairperson, I am not sure about these figures which show that we have fallen to 34th place in Africa, but I will only say that we should continue to "monitor" our universities and invest in them so that they continue to shine in Africa. (Applause)

In a student exchange programme between us and Uganda and Mozambique, I remember I said here in Parliament that there are more students from Uganda and Mozambique who want to study here than those from our country who want to study in these countries. This shows that they receive a better education here than there. But I think our education, especially university education, will improve when other Honourable MPs stop using universities to teach politics to students, rather than offering them education. (Applause) (ACE: Hansard 20.7.2011).

27. MHE.DKT. KISYERI W. CHAMBIRI: Mheshimiwa Mwenyekiti, shule zote tulizonazo ndani ya Jimbo la Babati Mjini yaani shule za Serikali ni za kata. Hizi shule hazina maabara na ukiangalia *performance* ya shule za Babati Mjini ilikuwa mbaya sana kwani shule moja inapitisha wanafunzi wawili na hao wawili wote ni *division four*. Sasa namuuliza Waziri wa Elimu kwamba ili kuweza kunusuru Babati Mjini tunahitaji tupate maabara ndani ya shule zetu nasababu Ilani ya Chama cha Mapinduzi tuliahidi kwamba katika kila shule ya kata tutapata maabara, naomba sasa nielewe ndani ya Jimbo la Babati Mjini hizo maabara zitajengwa lini ili tuweze kuwanusu wanafunzi wa Babati Mjini? (*Makofi*) (ACE: Hansard 20/7/2011).

HONOURABLE DKT. KISYERI W. CHAMBIRI: Honourable Chairperson, all the schools in Babati Urban Constituency, that is, the public schools, are ward schools. These schools do not have laboratories. If you look at the examination performance of students in a school in Babati Urban, you find that only two students in the whole school have passed an exam and both pass in Division Four. Now, I would like to tell the Minister for Education that in order to save Babati Urban laboratories should be set up in our schools. And since we have promised in the CCM Election Manifesto that in every ward school there will be a lab, I want to know when labs will be constructed in Babati Urban Constituency in order to help students in this constituency. (Applause) (ACE: Hansard 20.7.2011).

28. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, naomba kutoa ufafanuzi wa hoja ya Mheshimiwa Kisyeri Chambiri, kama ifuatavyo:-

Mheshimiwa Mwenyekiti, tumeweka mkakati maalum kuhakikisha kwamba tunaziboresha shule zetu hizi za sekondari na kwa upande wa sayansi, tunachukua kila hatua inayowezekana ili kuhakikisha kwamba maabara zinajengwa katika shule zote zenye mikondo ya sayansi. Hakika tutaenda awamu kwa awamu na kama nilivyosema awali kupitia Mpango wa Maendeleo ya Elimu ya Sekondari, awamu ya pili, tutaangalia maeneo yale ambayo yana changamoto kubwa ili tuweze kuanza kujengea miundombinu yake kukamilisha shule hizi ili ziweze kutoa elimu bora. (ACE: Hansard 20/7/2011).

THE MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, I would like to clarify what Honourable Kisyeri Chambiri has said in the following way:

Honourable Chairperson, we have set up a specific strategy to ensure that we improve conditions in our secondary schools, and as for science subjects, we are taking every step possible to ensure that all the schools with science combinations have labs. We will certainly do it phase by phase and, as I said earlier, through the Secondary Education Development Plan. In the second phase, we will look at areas that face the biggest challenge and build infrastructure in the schools located in such areasso that they can provide a better education. (ACE: Hansard 20.7.2011).

29. MHE. JANUARY Y. MAKAMBA: Mheshimiwa Mwenyekiti, ahsante. Sisi Wabunge na watumishi wengine wa umma na kwenye sekta binafsi tunapata fursa ya kuchagua mishahara yetu tuijua kwenye taasisi gani au kwenye benki gani na baadhi ya waajiri hata hutoa pesa taslimu. Lakini kwa walimu, wao wanalazimika kupokea kwenye benki moja tu *NMB* bila kujali umbali wa wanakotoka. Kule kwangu kuna mahali ambapo unafuraha saa nne ili kuweza kufika benki na pale benki mwisho wa mwezi walimu wanapanga msati mrefu. Sasa Serikali iseme ni lini itafanya uamuzi, mwalimu nae awe na *choice* kwamba mishahara wake aupokelee wapi, asilazimike kuchukua mishahara kupitia benki moja na vilevile Serikali iseme kama kweli siyo uonevu kwamba unakuta shule haina mwalimu hata mmoja wa hesabu lakini mitihani wa somo la hesabu unakuja katika mitihani ya *form four*. (AE: Hansard 20/7/2011).

HONOURABLE JANUARY Y. MAKAMBA: Thank you Honourable Chairperson. We Members of Parliament and other public servants and the private sector have the opportunity to choose an institution or a bank through which to receive our salaries and some employers even pay salaries in cash. But for teachers, they are forced to receive their salaries through only one bank, NMB, regardless of the distance between where they come from and where an NMB branch is. In my constituency, there is a place where you have to travel for four hours in order to get to the bank and at the end of the month teachers form long queues at the bank. Now, I want the Government to tell me when it will allow teachers to choose a financial institution, into which their salaries should be paid. They should not be forced to receive their salaries through one bank. I also want the Government to tell me if it is truly not bullying students. You find a school does not have a mathematics teacher, but the subject features in the Form Four National Examination. (AE: Hansard 20.7.2011).

30. NAIBU WAZIRI, OFISI YA WAZIRI MKUU, TAWALA ZA MIKOA NA SERIKALI ZA MITAA (ELIMU): Mheshimiwa Mwenyekiti, naomba kujibu swali la Mheshimiwa January Makamba, kama ifuatavyo:-

Mheshimiwa Mwenyekiti, ni kweli kwamba walimu, lakini siyo walimu pekee, ni watumishi wote wa Serikali ndiyo wanaopokea mishahara yao kupitia benki ya *NMB*, na sababu ambazo zilipelekea Serikali kufanya mkataba na *NMB* ni kwa sababu ya mtandao wake ambao umefika mpaka maeneo ya vijijini, lakini bado tumefanya mawasiliano na *NMB* kuweza kuanzisha *mobile bank* na tumeshaanza kuona magari yao ili utaratibu huu uweze kuwafikia watumishi wetu, walimu na sekta nyingine kwenye maeneo yao ya vijiji. Tunaendelea kufanya mazungumzo na *NMB* ili waongeze *mobile banks* zile ziweze kutembea maeneo yote ili walimu waweze kukutwa kule na waweze kutumia *ATM cards* zao waweze kupata mishahara yao kwenye maeneo yao. Ahsante. (*Makofi*) (ACE: Hansard 20/7/2011).

Deputy Minister, PMO, REGIONAL ADMINISTRATION AND LOCAL GOVERNMENT (EDUCATION): Honourable Chairperson, I would like to respond to the question asked by Hon January Makamba as follows:

Honourable Chairperson, it is true that teachers and others are all public servants and are the ones who receive their salaries through NMB. The factors that led the Government to enter into an agreement with the NMB include its network that is spread even to the rural areas. But we are still talking with NMB so that mobile money transfer services are established. In this regard, we have started to see their vehicles, which is an indicator of the bank's intention to reach our servants, teachers and

others in the villages. We will continue talking with NMB so that it introduces mobile banks that can go to all the areas where teachers are so that they use ATMs to get their salaries in the villages. Thank you. (Applause) (ACE: Hansard 20.7.2011).

31. MHE. HALIMA J. MDEE: Mheshimiwa Mwenyekiti, nashukuru. Nchi yetu sasa hivi inakaribia kukumbwa na janga lingine la Kitaifa la kuwa na watoto mambumbumbu. Ninazungumza hili kutokana na matokeo ya kidato cha nne ya mwaka jana ambapo asilimia 88 walipata zero na *division four* na asilimia 11.8 ndiyo walipata *division one* sababu kubwa iliyosababisha kufeli huko ni upungufu wa walimu wa sayansi na hisabati.

Mheshimiwa Mwenyekiti, utakumbuka Bunge lililopita tulipitisha Itifaki ya Afrika Mashariki ambayo pamoja na mambo mengine ilikuwa inaruhusu *movement* ya walimu kutoka nchi moja kwenda nyingine, lakini kitu ambacho kinatubana kama nchi tumejifunga mpaka mwaka 2015. (Makofi)

Kwa kuzingatia unyeti wa suala hili je, Serikali haioni kwamba kuna haja ya kufungua hicho kizingiti tulichokiweka mpaka mwaka 2015 wakati tunazalisha walimu wetu wa ndani kuweza kupata walimu wengine kwa mkataba wa muda mfupi? (ACE: Hansard 20/7/2011).

Honourable Halima J. Mdee: Thank you Honourable Chairperson. Our country is now about to be hit by another national catastrophe of having ignorant children. I say so because of last year's Form Four National Examination results, where 88 per cent of the candidates got Division Zero and Division Four, while 11.8 per cent passed in Division One. The major reason for this failure was a shortage of science and mathematics teachers.

Honourable Chairperson, you will remember that during the last Parliament we passed the East African Protocol which, among other things, allows the movement of teachers from one country to another, but as a country we hinder ourselves from getting teachers until 2015. (Applause)

Considering the sensitivity of this issue, I want to know if the Government sees the need to open the door that has been closed until 2015. As we train our local teachers, we should employ foreign teachers on a short-term basis. (ACE: Hansard 20.7.2011).

32. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, kwa ridhaa yako naomba nitoe ufafanuzi wa hoja ya Mheshimiwa Halima Mdee kama ifuatavyo:-

Mheshimiwa Mwenyekiti, kuhusiana na uhaba wa walimu wa sayansi na hisabati katika shule zetu za sekondari, tofauti na ambavyo Mheshimiwa Mbunge amezungumza, tayari tumesaini mkataba na nchi za Afrika Mashariki kwamba katika maeneo ambayo Tanzania imefungua ajira kwa ajili ya wananchi wa nchi nyingine nne za Afrika Mashariki ni pamoja na walimu wa sayansi na hisabati, kuweza kufundisha katika nchi yetu ya Tanzania. Walimu wameanza kuja na lakini nchi hizo na wao wana matatizo yao, Kenya wametangaza na wenyewe wana uhaba wa walimu, Uganda wana walimu wachache lakini kuja kwao si kwa wingi kame vile ambavyo tulitarajia. Vifungu hivi chini ya Mkataba wa Afrika Mashariki, tumevifungua na walimu kwa upande huo wanakubaliwa kuja nchi, (Makofi) (ACE: Hansard 20/7/2011).

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Hon. Chairperson, with your permission allow me to convey the clarification of the argument given by Hon. Halima Mdee as follows: -

Hon. Chairperson, in connection with the shortage of teachers of science and mathematics in secondary schools, contrary to what the MP has said, we have already signed an agreement with the East African countries that in areas in which Tanzania has opened up jobs for citizens of other four East African countries include science and mathematics teachers, to teach in our country. Teachers have begun to come, but these countries have their own problems, Kenya for example has declared that they have a shortage of teachers, Uganda has few teachers and they do not come in such abundance as we expected earlier. We have removed the barriers by these provisions under the EAC Treaty so now teachers from member state countries are allowed to come and work in the country (Applause) (ACE: Hansard 20.7.2011).

33. MHE. ALBERT O. NTABALIBA: Mheshimiwa Mwenyekiti, nashukuru. Katika mchango wangu wa maandishi nilikuwa nimeomba, katika Jimbo langu la Manyovu, vijana wengi wanamaliza shule na wanaomba vyuo vya kujiunga na ualimu na wengi wamekuwa hawapati nafasi hizo. Niliomba Wizara je, inaweza ikaweka utaratibu kwamba *selections* zikawa zinafanyika mikoani au Wilayani kulingana na *ceiling* mtakayotupa katika Mkoa au Wilaya ili vijana wangu wa Jimbo langu la Manyovu, waweze kupata nafasi za ualimu? (AE: Hansard 20/07/2011).

HON. ALBERT O. NTABALIBA: Honourable Chairperson, thank you. In my written contribution, in my Constituency, Manyovu, many youths complete their studies and they apply to teachers' colleges but many of them do not get opportunities. I wanted to know if the Ministry can devise the system so that selections of the applicants are carried out in the district councils according to the ceiling that the Ministry will give us in the regions or districts so that the youth of my constituency of Manyovu can get opportunities to join teachers' training (AE: Hansard 20/07/2011).

34. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kutoa ufafanuzi ufuatao kwa hoja ya Mheshimiwa Obama kwamba, kwa ombi ambalo amelifanya, linafanana sana na utaratibu ambao tumeutumia safari hii katika kuchagua walimu wanafunzi au wanafunzi ambao wataingia katika mafunzo ya ualimu katika vyuo vyetu. Kwa kawaida tunaangalia ufaulu na kima cha chini kabisa ni *point 28* kwa wale wanaomaliza Kidato cha IV, lakini kuwaorodhesha hawa mpaka idadi ya nafasi katika vyuo vyetu vilivyopo, kuna baadhi ya mikoa unaweza ukaiacha kabisa kama vile Kigoma, Mkoa wa Mheshimiwa. Lakini Wizara imetumia busara ya kuhakikisha kwamba inachagua wanafunzi kuingia kwenye mafunzo ya ualimu kufuatana na mikoa yao. (Makofi)

Mheshimiwa Mwenyekiti, kwa hiyo, kuna yule ambaye amepata nafasi akiwa Mkoa wa Pwani, anaweza akawa na ufaulu ambao uko tofauti na yule ambaye anatoka Mkoa wa Lindi. Nafasi hizi tumezigawa kwa namna hiyo ili kila Mkoa uweze kushiriki katika mafunzo ya ualimu na tutaendelea kufanya hivyo ili kuhakikisha kwamba kuna uwiano mzuri wa mafunzo haya ya ualimu. Changamoto kubwa, nafasi ni chache sana. *(Makofi)*

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, his request is very similar to the system we used this time to get applicants who joined teachers' training this year in our colleges. We normally consider the pass mark and the minimum pass mark is 28 points for form four leavers. However, if we take only those applicants with these points to cover all the limited opportunities available some regions will be left out including Kigoma, where the MP comes from. But the Ministry found it wise to select applicants joining the teachers' colleges in accordance with their regions. (Applause)

Honourable Chairperson, therefore, one selected applicant from Pwani may have a different pass mark compared to the one from Lindi Region. We have divided the opportunities that way in order to ensure that each region takes part in teachers' training and we will continue to do so to make sure that there is a good ratio in the provision of teachers' training. The main challenge is that there are very limited opportunities.

35. MHE. SAID M. MTANDA: Mheshimiwa Mwenyekiti, nakushukuru kwa kunipa nafasi. Wakati wa mchango wangu wa kimaandishi, nilizungumzia juu ya suala la Serikali kutoa *guarantee* kwa mifuko ile ya hifadhi ya jamii ili iweze kukamilisha ujenzi wa Chuo Kikuu cha UDOM kwa 50% iliyobaki, ili kuweza kukidhi haja ya kuwa na *colleges* mbili zaidi zitakazoweza kuchukua wanafunzi 20,000. Naomba Mheshimiwa Waziri, alifahamishe Bunge hili ni lini *Government Guarantee* kwa mashirika hayo itatolewa ili ujenzi wa Chuo Kikuu cha Dodoma, uweze kutekelezeka kwa 100% badala ya 50% ya hivi sasa? (AE: Hansard 20/07/2011).

HON. SAID M. MTANDA: Honourable Chairperson, thank you for this opportunity. In my written contribution, I talked about the Government's giving guarantee to social security funds to enable them to complete the remaining 50 % of the construction of the University of Dodoma in order for it to be able to enrol 20,000 students. I ask Honourable Minister to tell your Esteemed House when will the Government's guarantee be given to these organisations so that the construction of the University of Dodoma is completed by 100 % instead of the current 50 %? (AE: Hansard 20/07/2011)

36. WAZIRI WA ELIMU NA MAFUNZO YA UFUNDI: Mheshimiwa Mwenyekiti, ningependa kufafanua hoja ya Mheshimiwa Said Mtanda, kama ifuatavyo:-

Mheshimiwa Mwenyekiti, ujenzi wa Chuo Kikuu cha Dodoma wote kabisa, umefanywa kwa fedha ambazo zimetokana na mifuko ya hifadhi nchini mwetu, ni hela ya humuhumu Tanzania. Tumefanya hivyo kwa Serikali, kupitia Hazina, kutoa *guarantee* kwa pesa zile ambazo zimetumika. Kitu ambacho kimefanywa, ujenzi huu unakwenda awamu kwa awamu. Serikali, ime-*guarantee* awamu ya kwanza, sasa tunakwenda katika awamu nyingine ya ujenzi kama vile ambavyo tumefanya kwenye awamu ya kwanza. Hatuna njia nyingine ya kufanya bali ni kuhakikisha kwamba tunatoa *guarantee* tena ili ujenzi huu uweze kuendelea.

Mheshimiwa Mwenyekiti, lakini kuna taratibu maalum ambazo zinafuatwa na kuna Masharti na Kanuni ambazo inabidi zitekelezwe. Hicho ndicho ambacho kinaendelea hivi sasa mpaka pale tutakapofikia Serikali kuweza kutoa *guarantee* hii kwa Mifuko hii. *(Makofi)*

MINISTER FOR EDUCATION AND VOCATIONAL TRAINING: Honourable Chairperson, the construction of the whole University of Dodoma was funded by the social security funds in the country. As a Government, we have done so through the Treasury to provide guarantee for the money that has been spent. So what has been done is that, the construction is done in phases. The Government guaranteed the first phase and now we are going to the next phase of the construction as we did in the first phase. We have no other way but to make sure that we give a guarantee again so that this construction can continue. Hon. Chairperson, but there are special procedures that are followed and there are conditions and rules which must be operationalized. That is what is happening right now until we reach the stage that the Government can provide this guarantee to the Funds. (Applause)

37. MHE. EZEKIA D. WENJE: Mheshimiwa Mwenyekiti, nashukuru sana, ni kweli kwamba Serikali inafanya jitihada nyingi za kuhakikisha kwamba walimu wanakuwepo kwenye maeneo mbalimbali. Lakini pamoja na hayo bado walimu hawatoshi katika maeneo mengi hususan vijijini ambapo ni kweli kwamba walimu wanapangwa kwenda kule lakini wengine hawaendi na hii sasa inafanya tunakosa walimu maeneo mengi. Je, Serikali haioni ni muda muafaka sasa wa kutoa marupurupu ya mazingira maalum yaani *hardship allowance* kwa walimu wanaopangiwa maeneo ya vijijini ili waweze kwenda kule wanakopangiwa, nashukuru. *(Makofi)* (ACE: Hansard 20/2011)

HON. EZEKIA D. WENJE: Hon. Chairperson, thank you very much. It is true that the Government makes all efforts to ensure that teachers are available at various locations. It is true that these teachers are still not sufficient in many areas, especially in rural areas where it is true that teachers are posted to go to some areas but some of them do not do that causing lack of teachers in a lot of areas. Doesn't the Government see that this is the right time now to give privileges for special circumstances, that is hardship allowances, to teachers who are posted to rural areas so that they can go to places they are allocate? Thanks. (Applause) (ACE: Hansard 20/2011)

MWENYEKITI: Alisema laki tano zinatolewa. *(Makofi)*

CHAIRPERSON: He said five hundred thousand is offered. (Applause)

38. WAZIRI WA NCHI, OFISI YA RAIS, MENEJIMENTI YA UTUMISHI WA UMMA: Mheshimiwa Mwenyekiti, napenda kutoa ufafanuzi kwa suala la Mheshimiwa Wenje kuwa kwenye hotuba yetu ya Ofisi ya Rais, Menejimenti ya Utumishi wa Umma tulisema kwamba mwaka jana tumepitisha sera ya malipo na motisha na kwamba tayari tumekamilisha mkakati wake ambao utaanza kufanya kazi na kutumika mwaka huu wa fedha 2011/2012 na suala la mazingira magumu limezingatiwa katika sera hii. (*Makofi*)

MINISTER OF STATE, PRESIDENT'S OFFICE, PUBLIC SERVICE MANAGEMENT: Hon. Chairperson, I would like to clarify the issue raised by Mr. Wenje as follows: in our speech, the President's Office, Public Service Management, we said that last year we adopted a policy of reward and motivation and that we have already completed its strategy and thus it will begin to work in the financial year 2011/2012, and the issue of vulnerability is addressed in this policy. (Applause)

39. MHE. MOSES J. MACHALI: Mheshimiwa Mwenyekiti, nakushukuru kwa kunipa fursa na mimi niweze kuuliza hoja moja. Katika mchango wangu nilizungumzia suala la TSD kuwa na hali mbaya kwa sababu tunajua kwamba hii ni Idara muhimu ambayo inashughulika na masuala ya ku-*promote* walimu hususan katika miundo ya madaraja yao; lakini kumekuwa na taarifa hasa nichukue *case study* kwa Wilaya ya Kasulu, ofisi ya TSD imeweza kuthibitisha kwamba haijapokea fedha ambazo zingetumika kwa ajili ya kukaa vikao ili kuweza kupandisha madaraja ya walimu ambao ni wengi kwa Wilaya ya Kasulu, wengine wamesoma wamefikia viwango vya Shahada, wengine Stashahada na wengine kwa kigezo cha umri kazini.

Mheshimiwa Mwenyekiti, naomba Mheshimiwa Waziri wa Elimu na Mafunzo ya Ufundi, kwa kushirikiana na Mheshimiwa Waziri wa Nchi, Ofisi ya Rais, Menejimenti ya Utumishi wa Umma, waeleze Kamati yako ni kwa nini mpaka leo hii tunapozungumza kwa mwaka wa fedha 2010/2011 ofisi inasema kwamba iliweza kukaa kikao kimoja na wakati ni *quarter system* na walipaswa kukaa vikao vinne ili kuweza kufanya *promotions* za walimu ambao hawajawa *promoted*? Tatizo ni nini na kwa nini fedha hizo hazijaenda (*AE: Hansard 20/07/2011*).

HON. MOSES J. MACHALI: Hon. Chairperson, thank you for giving me this opportunity to ask one question. In my contribution I talked about TSD, that it is in bad condition now, and we know that this is an important department that deals with teachers' promotions according to their ranks, but there have been reports and which have been proven particularly in Kasulu District as a case study, that TSD office in Kasulu has not yet received funds that would be used for meetings for promoting teachers whose number keeps increasing, where some of them have diploma, bachelor degrees, masters' degrees and some of them in terms of time at work they are supposed to be promoted.

Honourable Chairperson, may the Minister for Education and Vocational Training and the Minister of State, President's Office, and Public Service Management, tell your committee why up to now as we speak for the financial year 2010/2011, TSD says it could sit only once while it is supposed to sit quarterly in order to promote teachers who have not been promoted? What is the problem and why hasn't the money been sent? (AE: Hansard 20/07/2011).

40. WAZIRI WA NCHI, OFISI YA RAIS, MENEJIMENTI YA UTUMISHI WA UMMA: Mheshimiwa Mwenyekiti, napenda kutoa ufafanuzi kwa hoja ambayo Mheshimiwa Moses Machali ameitoa ya TSD kuwa na hali mbaya. (*Makofi*)

Mheshimiwa Mwenyekiti, ni kweli katika kipindi cha katikati TSD iliyumba kutokana na uchache wa watumishi, pia kulikuwa na matatizo ya kifedha. Kuanzia mwaka jana na mwaka huu tumewaomba maombi maalum, tumewapelekea watumishi wa kutosha na mwaka huu katika Bajeti yetu tumeonesha kwamba tutawawezesha kielimu pamoja na vifaa. Ningependa tu niseme hilo suala la kwamba watu hawajawa *promoted* kwa sababu pesa tulizopeleka ni chache nadhani kidogo nina wasiwasi nalo. Ninahisi kuna matatizo ya ziada sana katika TSD ya Kasulu. (*Makofi*)

Mheshimiwa Mwenyekiti, niombe tu kwamba aniachie na tutalifuatilia kuona tatizo ni nini lakini pia kuhakikisha kwamba wanafanyakazi kwa ufanisi. (*Makofi*)

MINISTER OF STATE, PRESIDENT'S OFFICE, AND PUBLIC SERVICE MENEJEMENTI: Hon. Chairperson, I would like to clarify the argument that Mr. Moses Machali has given the TSD is in critical condition. (Applause)

Hon. Chairperson, it is true that in this period TSD faltered due to limited staff, there were also financial problems. From last year and this year, we have made special request and we have sent them enough staff and in this year, in our budget, we have shown that we will enable them in terms of education and equipment. I would only say that the issue of people who have not been promoted because of lack of enough funds I guess is a little bit doubtful. I feel there are more extra problems in Kasulu TSD. (Applause)

41. MHE TUNDU A. M. LISSU: Mwongozo wa Spika, naomba Mwongozo wa Spika kuhusiana na namna ambavyo uamuzi wa kupitisha hoja hii umefikiwa.

Mheshimiwa Spika, Mwongozo ninaomba unahusu Kanuni ya 103(2); "Vilevile Mbunge yeyote anaweza kutoa hoja ya kuondoa shilingi moja katika kifungu chochote cha fungu hilo."

Mheshimiwa Spika, utaratibu wa kupitisha hoja vifungu kwa vifungu unaruhusu Wabunge kuondoa shilingi na mimi nilisimama kutaka kuondoa shilingi, lakini Mheshimiwa Spika umenizua. Sasa Mwongozo ninaouomba ni kama huu uamuzi wa kupitisha mafungu yote haya bila kuruhusu Wabunge kuondoa shilingi kuonyesha kutokubaliana na hoja, nepend kujua kama umefutwa na umefutwa kwa utaratibu gani?

41.HON TUNDU A. M. LISU: I ask for your ruling Hon. Speaker, I beg your ruling Hon. Speaker about the way the decision was reached to adopt this argument. Hon. Speaker, I am asking for your guide in accordance with the Rule 103 (2); 'Likewise, any Member may introduce a motion to reject any provision of the section.' Hon. Speaker, the system of approving the move by provisions allows MPs to do that and I stood up with that intention but Honourable Speaker, you stopped me. Now I am asking your ruling that if the decision to adopt all these provisions without allowing MPs to show their disagreement to the argument is the result of the removal of the rule and if it has been removed in which way has it been removed?

SPIKA: Mheshimiwa Tundu Lissu soma vizuri. Kifungu 104 kinasema hivi; "Iwapo zimesalia dakika kumi kabla ya kumaliza muda ulioongezwa chini ya fasili 104(1) ya Kanuni hii, Kamati bado haijamaliza kufikia mafungu yote yanayohusika, Mwenyekiti atafunga mazungumzo yoyote yanayoendelea na papo hapo atawahoji kuhusu mafungu yaliyosalia kama yapo." Ndiyo hivyo. (Makofi)

SPEAKER: Honourable, Tundu Lissu read it well. Article 104 states; 'If ten minutes left before the end of the added time under the definition of 104 (1) of this Code, and the Committee has not yet finished all the provisions concerned, the Chairperson shall stop any discussion going on and instantly asks the MPs about the remaining provisions, if any.' That is it. (Applause)

Mheshimiwa Tundu Lissu Kanuni ya *guillotine* ikibakia dakika kumi tu yote yanapitishwa hivyo hivyo. Hatuupendi huu utaratibu, lakini wingi wetu unatubidi tufikie hapo, huwezi kutoa shilingi kwenye *guillotine*. *There is no way you can do that.* (Makofi)

Hon. Tundu Lissu according to the guillotine regulation, if only ten minutes remaining all the provisions are adopted as they are. We don't like this system, but our being many forces us to do so, you cannot reject a section at the guillotine. There is no way you can do that. (Applause)