

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 anayezitaka 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 nilizozitoka, 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 wanaojingiza 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 mihani 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 nilieleza 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 tumekuja 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 tunachokianguka 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 tuipeleke 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 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 mtihani 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 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): 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, alifahamisha 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 umenizuia. 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)