

NATIONAL ASSEMBLY

OFFICIAL REPORT

Wednesday, 9th July, 2003

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

ORAL ANSWERS TO QUESTIONS

Question No.445

RETENTION OF RETIRED OFFICERS IN SERVICE

Mr. Y. Haji asked the Minister of State, Office of the President:-

- (a) how many Permanent Secretaries are beyond the compulsory retirement age; and,
- (b) what the Government's position on retention of retired officers in the service is.

The Assistant Minister, Office of the President (Mr. Dzoro): Mr. Speaker, Sir, I am still waiting for details to be able to reply to this Question. So, I humbly ask that the Question be deferred until Wednesday, next week.

Mr. Speaker: What is your reaction, Mr. Yusuf Haji?

Mr. Y. Haji: Mr. Speaker, Sir, Tuesday would have been a much better day than Wednesday.

Mr. Speaker: Mr. Dzoro, is Tuesday okay with you?

Mr. Dzoro: Mr. Speaker, Sir, yes, that is okay with me.

Mr. Speaker: All right, the Question is deferred until Tuesday next week.

(Question deferred)

Question No.499

INSECURITY IN UGENYA CONSTITUENCY

Archbishop Ondiek asked the Minister of State, Office of the President:

- (a) if he is aware that there is an organized gang, which has been killing Ugenya-Uholo residents; and,
- (b) what he is doing to restore security within the constituency.

The Assistant Minister, Office of the President (Mr. Tarus): Mr. Speaker, Sir, I beg to reply.

(a) Yes, I am aware of the existence of members of a gang that has been terrorising Ugenya-Uholo residents and the adjacent areas.

(b) To improve security in the affected areas, the following has been done:

- (i) The number of police personnel in the three police posts of Ugunja, Sigomere and Tingare

have been increased.

(ii) A motor vehicle has been assigned to Ugunja police base for effective patrols of the affected areas.

(iii) Community policing has proved very effective and members of the public have been very co-operative in identifying criminals.

Archbishop Ondiek: Mr. Speaker, Sir, I would like the Assistant Minister to tell this House whether the vehicle he is talking about has arrived at Ugunja Police Base because when, I asked the Officer Commanding Station (OCS) of Ukwala, he said that there was no vehicle.

Mr. Tarus: Mr. Speaker, Sir, records held in our Office show that the vehicle has been sent to the police station. If the vehicle has not reached the police base, I will undertake to follow that up as soon as I leave the House.

Mr. Ngoyoni: Mr. Speaker, Sir, if you heard the Assistant Minister right, he has said that he is aware that there is a gang terrorising people. If he is aware of the gang that is killing Kenyans, what is he doing about it and how many members belong to that gang? Has he so far made any arrests?

Mr. Tarus: Mr. Speaker, Sir, I did say that the Government is aware of the existence of the gang. Indeed, it has been pursuing them. One of the bottlenecks has been lack of transport, but we hope that these people will be apprehended given the facilities the police station has now received.

Mr. Rotino: Mr. Speaker, Sir, there is a gang that is terrorising Kenyans in Ugenya. The Assistant Minister has said that he has sent a vehicle there. Could the Assistant Minister give us the registration number of the vehicle because it is common knowledge that the Office of the President is always giving us unconfirmed answers?

Mr. Tarus: Mr. Speaker, Sir, the vehicle is definitely a GK vehicle.

(Laughter)

Mr. Speaker: The last Question Archbishop Ondiek!

Archbishop Ondiek: Mr. Speaker Sir, I do not know whether the Assistant Minister is aware that Mr. Okello Osembo, Mr. Joseph Onyango and Lucas Swara were killed on March 11 at a place called Ngosie, in Uholo Location and I have been waiting to hear from him whether he is aware of the incident. Could he tell the House whether the gangsters were arrested and charged with the killing of these people?

Mr. Tarus: Mr. Speaker Sir, I may not have the details here, but I do know that some members of the gang were gunned down on May 2, 2003, and an AK47 rifle and a pistol were recovered. Three other gangsters, who were suspected to be members of the gang namely; Vincent Ochieng Ohaga, Stephen Kiabi, Saulo, and Edwin Otieno Obala were arrested on June 19, 2003, and taken to court vide case registration No.631/24/2003.

Mr. Speaker: Next Question!

Archbishop Ondiek: Mr. Speaker Sir, allow me to ask one more supplementary question!

Mr. Speaker: Order, Archbishop Ondiek! I have given you enough time. You know that we do not negotiate, but nevertheless go ahead.

(Laughter)

Archbishop Ondiek: Mr. Speaker Sir, the Assistant Minister is only talking about other people, but I am asking the question about the names of the people who are listed here, that is: Okello Osembo, Joseph Onyango and Lucas Swara. These people were killed at a place called Ngosie in Uholo. Could he tell the House whether the murderers have been arrested or not?

Mr. Tarus: Mr. Speaker, Sir, I said that suspected gangsters have been arrested. We cannot tell whether the arrested gangsters have any link to the deaths of the individuals named by the hon. Member. The police will do its work to apprehend any gangster in that particular area.

Mr. Speaker: Eng. Muriuki's Question!

Eng. Muriuki: Mr. Speaker, Sir, I have not received a written answer to my Question.

Question No.504

DEVELOPMENT OF NYANDARUA

DISTRICT HEADQUARTERS

Eng. Muriuki asked the Minister of State, Office of the President:-

(a) whether he is aware that in 1998, the House passed a Motion calling on the Government to develop Nyandarua District Headquarters at Ol Kalou Town; and,

(b) when he is going to implement the resolution of the House.

The Assistant Minister, Office of the President (Mr. Tarus): Mr. Speaker, Sir, I am sorry that the hon. Member has not received a written answer. We expected copies of the written answer to be sent to Parliament, so that he can get a copy.

Mr. Speaker, Sir, I beg to reply.

(a) Yes, I am aware.

(b) The Government has no immediate plans to develop Ol Kalou Town as the district headquarters for Nyandarua District due to unavailability of funds.

Eng. Muriuki: Mr. Speaker, Sir, at the moment, the District Commissioner (DC) and other Government officers in Nyandarua District are literally squatting in another district and province. The people of Nyandarua District have resolved that they want their headquarters at Ol Kalou Town. This honourable House also resolved the same. Why is the Government not respecting the wishes of the *wananchi*, the leaders and the august House?

Mr. Tarus: Mr. Speaker, Sir, the Government is definitely interested in assisting Kenyans to access services. I would like to say that one limitation has been lack of finances.

Mr. Waithaka: Mr. Speaker, Sir, the people who suffer most are from my constituency. They travel from Kinangop to Laikipia District, where the DC is located. Why can the Ministry not order the DC, Nyandarua, to relocate from Nyahururu to Ol Kalou and occupy the premises that are currently occupied by the District Officer (DO), or put up tents? If Ol Kalou Town is the gazetted District Headquarters for Nyandarua District, the DC has no business staying in another province. He should relocate to Ol Kalou Town and use the facilities that are there, even if it means putting up some tents!

Mr. Tarus: Mr. Speaker, Sir, I totally agree that it is inconveniencing for the DC, Nyandarua, to be located in another district. I promise to follow up the matter and ensure that, that problem is sorted out.

Mr. Wambora: Mr. Speaker, Sir, could the Assistant Minister consider a cheaper option of leasing premises for the DC, Nyandarua, and his staff?

Mr. Tarus: Mr. Speaker, Sir, I have said that we shall consider the available options to make it possible for the residents of Nyandarua District to access the required services.

Mr. Y. Haji: Mr. Speaker, Sir, I know that 2,000 acres of land have been set aside in Ol Kalou Town to build Government offices. There are Government buildings belonging to the National Cereals and Produce Board. Why can the DC, Nyandarua, not be relocated to Ol Kalou Town as it was agreed way back in 1970?

Mr. Tarus: Mr. Speaker, Sir, it all amounts to what I am saying. The Government will ensure

that the DC, Nyandarua, is relocated to OI Kalou Town to provide the necessary services.

Eng. Muriuki: Mr. Speaker, Sir, could the Assistant Minister tell us how much money the Government has set aside for developing the Nyandarua District Headquarters? How much money has been provided in the 2003/2004 Budget for that exercise?

Mr. Tarus: Mr. Speaker, Sir, no funds were provided for the development of [Mr. Tarus] Nyandarua District Headquarters in this year's Budget. However, I hope that funds will be provided in the next financial year.

Question No.506

RESTORATION OF CUSTOMER
CONFIDENCE IN KCB

Mr. M. Maitha asked the Minister of Finance:-

- (a) whether he is aware that Kenya Commercial Bank (KCB) is losing billions of shillings every year due to mass withdrawals; and,
- (b) what action he is taking to restore the confidence of the customers.

The Assistant Minister for Finance (Mr. Katuku): Mr. Speaker, Sir, I beg to reply.

(a) I am not aware that KCB is losing billions of shillings every year due to mass withdrawals. The KCB financial accounts are published annually and are available to the public. The 2002 financial accounts were audited by M/S Ernst and Young and are unqualified. The total deposits in 2002 declined from Kshs44 billion to Kshs43.1 billion. However, during the period ended 20th June, 2003, KCB's demand deposits have grown by Kshs1.9 billion, while savings and deposits have grown by an impressive Kshs4.8 billion. The bank's liquidity ratio is 35.4 per cent, which is well above the statutory requirement of 20 per cent. This impressive growth is a reflection of the re-positioning of the bank in the Kenyan market.

Mr. Speaker, Sir, the recent launch of a new brand and the bank's current "save and win campaign" has significantly increased the bank's liquidity, which is a strong reflection of the confidence the public has in KCB.

- (b) In view of the response to part (a) above, part (b) does not arise.

Mr. M. Maitha: Mr. Speaker, Sir, I think the Assistant Minister is contradicting himself. He has said that he is not aware that the bank is losing billions of shillings and yet, he has continued to say that deposits for the year 2002 declined. To me, that means that the KCB lost billions of shillings. Could the Assistant Minister tell this House what he intends to do about loan defaulters, who acquired the loans illegally, to avoid instances like the ones that befell the Euro Bank?

Mr. Katuku: Mr. Speaker, Sir, first of all, I want to correct the impression that I contradicted myself. I said that, in the year 2002, there was a decline in deposits. But in the year 2003, there was an increment of Kshs4.8 billion. As far as defaulters are concerned, we are committed to ensure that none of those loans will go unpaid. In fact, we are pursuing loans even to where they have invested the money. We are going even to the extent of going to court, so that we can get the depositors money back.

Mr. Angwenyi: Mr. Speaker, Sir, the Assistant Minister has said that the audited accounts of the KCB were "qualified". Could he tell us why they were qualified?

Mr. Katuku: Mr. Speaker, Sir, I said they were unqualified.

Mr. Angwenyi: Mr. Speaker, Sir, if they were unqualified, I withdraw my question.

Mr. Speaker: Very well. Let us move on to the next Question.

Question No.510

COMPLETION OF VOI TTC PROJECT

Maj. Madoka asked the Minister for Education, Science and Technology:-

(a) if he is aware that the construction of a Teacher Training College at Mariwenyi near Voi stalled six years ago;

(b) if he is further aware that Kshs50 million in the 2002/2003 Budget earmarked for completion of the project has not been

released, and;

(c) if he could explain the future plans for the utilization of this institution.

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): Mr. Speaker, Sir, I beg to reply.

(a) I am aware that the construction of Taita-Taveta Teachers College stalled in 1996.

(b) I am also further aware that Kshs50 million was allocated for this project in the year 2002/2003. The money was used to settle court cases emanating from the college's contracts. However, in the year 2003/2004, a further Kshs60 million has been allocated to complete this college.

(c) The Ministry's future plan for this college is to use it for training primary school teachers.

Maj. Madoka: Mr. Speaker, Sir, I have noted the desire of the Ministry to turn this college into training primary school teachers. However, the leaders of the Coast Province had discussed and worked out a programme with Kenyatta University to have this college as their campus to do training for mining, tourism and information technology. Why is there this change?

Mrs. Mugo: Mr. Speaker, Sir, the Ministry has set up a committee to deliberate and make recommendations on the future utilisation of the primary teachers colleges, including the ones under construction. However, if that is what the leaders prefer, they should have forwarded their recommendations to the Ministry so that they could be considered.

Mr. Maore: Mr. Speaker, Sir, if you can recall yesterday's remarks from the same Assistant Minister, about a task force delegated to handle informal schools, she said she has delegated that issue to a committee. How many committees are in her Ministry to handle Members' Questions?

(Applause)

Mrs. Mugo: Mr. Speaker, Sir, hon. Members will agree with me that there are many stalled projects which were started by the previous Government which we are trying to complete now. It is only fair to re-evaluate and see what best use they should be put into. I think that, this is the only way we can serve the people of this country properly.

Mr. Mganga: Mr. Speaker, Sir, we have heard the Ministry's future plan for this college and it is not different from what we have heard many times before. When this college stalled, it was 95 per cent complete. We are now being told that it will be completed within a year or two. She says the Kshs50 million given last year was used to settle court cases. Now, the Ministry has allocated an amount of Kshs60 million for completion of that college. However, if you visit that college today, you will shed "elephant tears" because of the extent to which it has been vandalised. What is this Kshs60 million expected to do? It is just a drop in the ocean. It is not enough to complete that college! We need over Kshs200 million to build that college today!

Mrs. Mugo: Mr. Speaker, Sir, if this college is 95 per cent complete, then from what has been evaluated the cost would be Kshs60 million. If this money will not be enough, of course, the college will be re-evaluated because we intend to finish it.

Maj. Madoka: Mr. Speaker, Sir, could we get a definite date as to when this college will be completed?

Mrs. Mugo: Mr. Speaker, Sir, this afternoon we are debating the Vote for the Ministry of Education, Science and Technology and we expect it to be passed tomorrow. We have already

allocated some money for the completion of that college. Therefore, it will be done as quickly as possible once we pass the money.

Mr. Speaker: Next Question, Mr. Muturi!

Question No.291

AWARD OF HEALTH MINISTRY
TENDER NO.MOH(1)99-2000

Mr. Speaker: Is Mr. Muturi not here? We will leave his Question until the end. Let us move on to the next Question.

Question No.355

ASSISTANCE TO HIV/AIDS ORPHANS

Prof. Oninang'o asked the Minister for Health:-

- (a) if she could state the number of HIV/AIDS orphans in the country and their geographical distribution,
- (b) if she is aware of the stigmatization of such children, causing them to be denied necessary support, and;
- (c) what long-term policy the Ministry has to address the problem of HIV/AIDS orphans.

The Assistant Minister for Health (Mr. Konchella): Mr. Speaker, Sir, I beg to reply as follows:-

(a) There are an estimated 1.2 million HIV/AIDS orphans in the country. It is not possible to give their geographical distribution as no study has been conducted yet.

(b) I am aware that there is still a lot of stigmatization associated with HIV/AIDS leading to such children being denied the necessary support. This is despite the Ministry's efforts to promote acceptance of people affected by the pandemic.

(c) The Ministry recognizes the rights of the AIDS orphans and will continue to provide technical support in addressing their health-related needs and advocating for their interests.

Prof. Oniang'o: Mr. Speaker, Sir, from the written reply, it is clear the Ministry does not realise the seriousness of the HIV/AIDS problem or having so many orphans in our midst. The UNICEF released a figure of 1.5 million orphans just a few days ago. Apparently, 1.2 million orphans are attributed to the problem of HIV/AIDS. The Ministry does not seem to have the proper distribution---

Mr. Speaker: Prof. Oniang'o, it is Question Time, not debate time! Please, ask your question!

Prof. Oniang'o: Mr. Speaker, Sir, I am just coming to that because this is a really serious problem. Going round the schools, one realises very quickly that there are many orphaned children in schools, they cannot cope---

Mr. Speaker: Prof. Oniang'o, perhaps, you could wait for the next Order!

Prof. Oniang'o: Mr. Speaker, Sir, could I just ask a question then?

Mr. Speaker: Yes, please!

Prof. Oniang'o: Mr. Speaker, Sir, could the Assistant Minister tell us what policy the Ministry has in place to actually deal with the issue of HIV/AIDS orphans?

Mr. Konchella: Mr. Speaker, Sir, the issue of HIV/AIDS orphans is really a multi-sectoral problem. The Ministry is addressing this issue with other stakeholders and, in particular, the Ministry of Home Affairs because it is the appropriate Ministry to deal with the problem of the HIV/AIDS orphans.

However, as soon as all the Constituency Aids Control Committees (CACCs) are in place, the Ministry will collect statistics, I hope hon. Members themselves will assist us, to get the actual number of HIV/AIDS orphans in every constituency. That is the only way we will know how to support them.

Mr. Speaker: Are you Dr. Khalwale?

Dr. Khalwale: Yes, Mr. Speaker, Sir. My name has not changed from the time I came here.

Mr. Speaker: Who said it did? Dr. Khalwale, proceed!

Dr. Khalwale: Mr. Speaker, Sir, the children who are HIV/AIDS orphans are usually admitted into children's homes on the basis of the fact that their parents died of the HIV/AIDS scourge. Could the Assistant Minister tell us what trouble they take, if any, to ensure that those children are tested once they have been admitted to those homes and whether they are separated to make sure that they are not a risk to those children who might be negative?

Mr. Konchella: Mr. Speaker, Sir, I have just said that stigmatization is a problem that separates HIV/AIDS-positive children from the rest of the children. We are trying to remove this stigmatization by mixing the children to stay together. There is no way children who are infected with HIV/AIDS will affect the rest of the children. In any case, in those homes we have nurses who normally look after those children. They isolate them when they fall sick and are able to treat them. So, there are no risks to the rest of the children.

Mr. Sasura: Mr. Speaker, Sir, I am sure you have heard several times when this Question is put to the Office of the President, they keep telling us that this is a multi-sectoral problem. Now that we have put the same Question to the Ministry of Health, they are also saying it is a multi-sectoral problem and the Assistant Minister is referring us to the Ministry of Home Affairs. Could the Assistant Minister confirm or deny that his Ministry has no capacity to fight the HIV/AIDS stigma or even set out a long-term policy because all those duties have been taken away from them by the Office of the President?

Mr. Konchella: Mr. Speaker, Sir, the Ministry of Health is capable of handling any health related issues. The central issue to the Ministry is the medical problem. Taking care of their other needs is the concern of other Ministries but, as far as health is concerned, that is a duty of the Ministry of Health.

Mr. Angwenyi: Mr. Speaker Sir, the Assistant Minister is saying that there over 1.2 million children who have been orphaned as a result of the HIV/AIDS. He also said that he does not know the geographical distribution. Where did he get these figures from? How did he arrive at the figure of 1.2 million if he does not know the zones where these people exist? This is a very important issue. I thought that the Ministry of Health would have all the facts to assist in this problem.

Mr. Konchella: It is in the interest of all the hon. Members to ensure that the Constituency Aids Control Committees (CACCs) are working in their constituencies because that way, they would have accurate figures. As far as the Question is concerned in terms of how the Ministry got the figures-----

(Ms. Mwau stood up in her place)

Mr. Speaker: Order! Order! Ms. Mwau, what is it?

Ms. Mwau: Mr. Speaker, Sir, could the Assistant Minister tell us when these Constituency Aids Control Committees will be formed?

Mr. Speaker: Order! Order! That is not a point of order. Do not respond. That was a supplementary question. Is there anyone else interested in asking a supplementary question?

Mr. Nyachae: Mr. Speaker, Sir, could the Assistant Minister answer the question as to where he got the figures from because they seem to be fictitious? I am asking this because my family and I run eight children's homes in Kisii and no officer from the Ministry of Health has ever visited there in the last four years! Where did he get the figures from?

Mr. Konchella: We get this information from the Medical Officers of Health from every

district. The Medical Officers of Health get these statistics from childrens' homes and statics of people who die of HIV/AIDS. The MOH would know the number of people who have died of HIV/AIDS and how many children they have left behind.

Prof. Oniang'o: Mr. Speaker, Sir, the Assistant Minister should agree that his Ministry is incapable of handling these problems and, therefore, it should be left on the ground level which is at the constituency and district levels.

(Applause)

Mr. Konchella: Mr. Speaker, Sir, I do not know what the hon. Member wanted to say but, as I have said, the Ministry is able. We have information from available statistics and we have directed all our Medical Officers of Health to provide accurate information from every district and constituency, to enable us tackle the problem. May I add that, we have also requested for funds from the Global Fund in the next request, so that we have a package for the orphaned children also.

Question No.505

NON-REMITTANCE OF TELKOM
SACCO DEDUCTIONS

Mr. Cheboi asked the Minister for Transport and Communications:-

- (a) if he is aware that Telkom Kenya Ltd has not remitted employees' deductions to the Teleposta SACCO for the last four months; and,
- (b) what action he has taken to address the anomaly.

The Assistant Minister for Transport and Communications (Mr. Ligale): Mr. Speaker, Sir, I beg to reply;

(a) I acknowledge that there was a problem in the remittance of employees' deductions to the Teleposta SACCO by Telkom Kenya Ltd especially in February. However, all the remittances that were due by 31st May, 2003, including arrears of Kshs32 million have since been fully paid to the SACCO. The delay was caused by an urgent need to pay an instalment on an external loan.

Indeed the general manager of Teleposta SACCO, has in his letter; Ref. C.S. 1872/Telkom/2/Vol.1/03 of 3rd July, confirmed that all the staff contributions of Telkom Kenya, including arrears, have been remitted to the Society.

Monthly deductions from employees range between Kshs49 million to Kshs200 million and deductions for June amounting to Kshs200 million will be cleared by 15th July, 2003.

(b) It has been stressed to the management of Telkom Kenya Limited that all statutory and voluntary contributions should in future be remitted on time.

Mr. Cheboi: Mr. Speaker, Sir, whereas I appreciate the answer given by the Assistant Minister, I would like to inform him that Telkom Kenya Ltd has got its other subsidiaries which are the GTI in Gilgil, and the KCCT here in Nairobi. The employees of these subsidiary companies are poorly-paid yet, they rely on these remissions to the SACCO to pay their children's school fees and other dues.

Mr. Speaker, Sir, is the Assistant Minister aware that the employees of KCCT and GTI have not had their dues remitted to the SACCO?

Mr. Ligale: Mr. Speaker, Sir, I am not aware.

Mr. Bahari: Mr. Speaker, Sir, deductions from the employees salaries from their hard-earned income and I think it is wrong for organisations to take advantage of it. Could the Assistant Minister confirm that the arrears have been submitted to the SACCO with interest?

Mr. Ligale: I cannot confirm about the interest but I can confirm that arrears have been paid.

Mr. Cheboi: Mr. Speaker, Sir, I think the Assistant Minister is playing around with this

Question. I have just informed him that GTI has not had its deductions remitted. That is a total of Kshs6.5 million not remitted from GTI since July 2001 and four months for the KCCT.

Mr. Speaker, Sir, could he confirm that the money deducted from the employees, notwithstanding the issue of external debts being taken care of, are remitted on time, especially from those two subsidiaries?

Mr. Ligale: Mr. Speaker, Sir, I have stressed that I informed the management that any statutory deductions and voluntary deductions must be paid on time.

Question No.492

ELECTRIFICATION OF SHISESO/
SAVANE HEALTH CENTRES

Dr. Kwalwale asked the Minister for Energy:-

(a) if he is aware that Shiseso Health Centre and Savane Dispensary in Ikolomani have no power supply; and,

(b) what immediate plans are in place to supply electricity to Shiseso and Savane.

The Minister For Energy (Mr. Ochilo-Ayacko): Mr. Speaker, Sir, I beg to reply.

I have talked to the Member and informed him, and I am also seeking your indulgence because the answer that was given to me in my office was not sufficient.

I would like to be allowed to answer this Question next week or the week after the next.

Mr. Speaker: Is it okay with you Dr. Khalwale?

Dr. Khalwale: Mr. Speaker, Sir, I have no objection.

(Question deferred)

Question No. 291

AWARD OF HEALTH MINISTRY
TENDER NO.MOH(1)99-2000

Mr. Speaker: Is Mr. Muturi still not here? That Question is dropped.

(Question dropped)

QUESTIONS BY PRIVATE NOTICE

ERADICATION OF
INSECURITY IN KINANGO

Mr. Rai: Mr. Speaker, Sir, I beg to ask the Minister of State, Office of the President following Question by Private Notice.

(a) Is the Minister aware that there is a lot of insecurity along the Mazerer/Kinango Road, particularly Kasemeni and Gandini locations of Kinango Constituency?

(b) What urgent steps is he taking to eradicate thuggery in the area?

The Assistant Minister, Office of the President (Mr. Tarus): Mr. Speaker, Sir, I beg to reply.

(a) I am aware of cases of insecurity along the Mazerer/Kinango Road where three incidents of violent robbery attacks have been reported since the beginning of the year, 2003.

(b) To eradicate thuggery in the area;

(i) Plans are underway to replace the old Taru Police Station vehicle for effective

patrols.

(ii) The recently upgraded Kinango Police Station will be adequately staffed to strengthen the station's capacity.

(iii) The local community is being actively involved in the identification of criminals in their areas.

Mr. Rai: Mr. Speaker, Sir, while appreciating the concern shown by the Assistant Minister in confirming that there is insecurity along that area, is he aware that one Juma Mambo, nicknamed "Kashoti", was shot by the community while executing a certain raid and was later arrested and charged, but later mysteriously disappeared in the hands of the police or prison authorities? To date, that man has not been arrested. What action is the Assistant Minister taking to ensure that these officers are held responsible for the disappearance of this man?

Mr. Tarus: Mr. Speaker, Sir, we shall give the necessary instructions to ensure that the culprit is arrested.

Mr. Gitau: Mr. Speaker, Sir, the issue of insecurity is a national problem in Kenya today. What immediate measures has the Ministry taken to curb insecurity countrywide? We have people being killed left right and centre. What is the Ministry doing?

Mr. Tarus: Mr. Deputy Speaker, Sir, we are instituting reform programmes first to acquire adequate vehicles for our police stations in order for them to track robbers. We are also instituting a programme of equipping the police so as to be able to deal with the sophisticated weapons that thugs have these days. We also intend to increase the number of police officers in order for them to cover the areas required adequately. We will also take other measures which I may not be able to mention now.

Mr. Manoti: Mr. Speaker, Sir, this Ministry has been telling us that they will equip the police since January. The issue of insecurity is so bad that everybody is terrified every night. Could the Assistant Minister tell us when they will equip the police stations with the vehicles he has been promising us since January?

Mr. Tarus: Mr. Speaker, Sir, since January we have been operating on the Budget of 2002/2003. We have just had the Budget for the 2003/2004 financial year. I am sure that, during this financial year, since additional allocations have been given to the police force, we shall be able to provide adequate vehicles and equipment for the police force.

Mr. Speaker: Mr. Ngoyoni, you do not have to commandeer my eye any more.

(Laughter)

Mr. Nyachae: Mr. Speaker, Sir, this issue of insecurity is reported daily in the Press and it is prevalent all over the country. Could the Assistant Minister, who has been giving us the assurance that action is being taken, tell us today how many thugs have been apprehended and convicted for the last six months?

Mr. Tarus: Mr. Speaker, Sir, that will constitute compilation of all the records in our police stations in the country. I would be cheating if I said I can table that list now here. That information can be provided later.

Mr. Ngoyoni: Mr. Speaker, Sir, apart from equipping the police force, we have heard hon. Members raise the concern that our policemen are really compromised and that might lead to increased cases of insecurity. When will this Assistant Minister announce a pay rise for our police force so that they can live comfortably and execute their duties diligently?

Mr. Tarus: Mr. Speaker, Sir, I cannot give the date but, definitely, we have plans to improve the conditions of the police force.

Mr. Nyachae: Mr. Speaker, Sir, the Assistant Minister has misled this House. He said that it involves compiling the crime reports and so on. The fact is that every month there is a compiled report at the police headquarters, of the type of crimes committed and the criminals arrested. So, he cannot mislead us that there are no compiled reports. Compilation is done at the end of each month, at the

police headquarters, and produced to the Office of the President.

Mr. Speaker: You know, Mr. Tarus, Mr. Nyachae was Chief Secretary. So, he knows what he is talking about.

Mr. Tarus: Mr. Speaker, Sir, I am sure he used to deal with details, but we shall provide that information.

Mr. Speaker: As soon as possible!

Mr. Rai: Mr. Speaker, Sir, could the Assistant Minister undertake to this House that he will provide Kinango Police Station with a vehicle immediately because of the situation on the ground?

Mr. Tarus: Mr. Speaker, Sir, for the time being we will repair the vehicle that is at the station.

Mr. Rai: On a point of order, Mr. Speaker, Sir.

Mr. Tarus: Let me finish!

Mr. Rai: My point of order is this: The vehicle he is talking about concerns Taru Police Station. I am talking of Kinango Police Station. He is trying to confuse the two issues. He is talking of repairing Taru Police Station vehicle which I have accepted. For the past 15 years, Kinango has had no vehicle. The situation is very tense on the ground.

Mr. Tarus: We shall consider the request.

CANCELLATION OF MIKINDURI HIGH SCHOOL KCSE RESULTS

(**Mr. Munya**) to ask the Minister for Education, Science and Technology:-

(a) Is the Minister aware that 26 students from Mikinduri Girls School had their year Kenya Certificate of Secondary Education examination results cancelled?

(b) What has the Minister done to punish the culprits?

Mr. Speaker: The Question by Mr. Munya is deferred.

(Question deferred)

Next Question!

CONSTRUCTION OF DISPENSARY AT MALKA-DAKA

Mr. Bahari: Mr. Speaker, Sir, I beg to ask the Minister for Health the following Question by Private Notice.

(a) Is the Minister aware that Malka-Daka Dispensary is operating in a dilapidated structure?

(b) When will the Minister construct a proper dispensary in Malka-Daka?

The Assistant Minister for Health (Mr. Konchella): Mr. Speaker, Sir, I beg to reply.

(a) I am aware that Malka-Daka Dispensary is operating in a dilapidated and semi-permanent building which was constructed by the community. This was after the Government dispensary situated four kilometres away, on a river bank, was abandoned due to perennial flooding.

(b) The Ministry will consider constructing a dispensary at Malka-Daka should the community present a proposal to the District Development Committee and have it approved for funding.

Mr. Bahari: Mr. Speaker, Sir, I do not have a written answer. The change of site, as a result of perennial flooding that the Assistant Minister talked about, happened 14 years ago. It is unfortunate that he is just dependent on a past answer. This dispensary already exists.

I do not think it is the responsibility of the DDC to propose an already existing institution. We are asking the Ministry to allocate funds because the institution already exists.

Mr. Konchella: Mr. Speaker, Sir, the one that has been abandoned was constructed on a permanent basis, but abandoned due to the floods. There is priority; in terms of development.

Therefore, we want the DDC to prioritise that particular development programme so that it can be funded by the Ministry and included in our next Budget.

Mr. Bahari: Mr. Speaker, Sir, this dispensary is 200 kilometres away from the district hospital. It would not be right for the Assistant Minister to ask the people in that area to wait for another year for that programme to be funded when they are already suffering. Could the Assistant Minister tell us what interim action he will take to put that building in order?

Mr. Konchella: Mr. Speaker, Sir, we have already instructed the Medical Officer of Health to visit the dispensary and recommend immediate action which the Ministry can take to remedy the situation to make the dispensary accessible to provide services.

Mr. Manoti: Mr. Speaker, Sir, there is a nation-wide problem of lack of health centres especially in those areas which are affected by malaria. What is the Ministry's policy with regard to expansion and renovation of health centres like Ogembo where women are being given a fence as a ward?

Mr. Konchella: Mr. Speaker, Sir the issue is the availability of resources in our budget. The Ministry of Health budget is such that we are not able to provide every part of the country with dispensaries in terms of expansion or constructing new ones. However, this has to be planned and approved by the District Development Committees (DDCs).

Mr. Sasura: Mr. Speaker, Sir, I am surprised that the Assistant Minister is waiting for the DDCs to prioritise the construction of Malka-Daka Dispensary when that dispensary is supposed to be a registered dispensary with the Ministry. Could he tell us how the Ministry has been supplying drugs to Malka-Daka Dispensary if it was not a priority for the people there and the Ministry of Health?

Mr. Konchella: Mr. Speaker, Sir, I think that is a different Question, but I will need to consult with the hon. Member to understand what he means because his concern is out of this particular Question.

Mr. M. Maitha: Mr. Speaker, Sir, throughout the country, district hospitals are heavily-congested. According to the Ministry's records, there are so many dispensaries which are supposed to be functional, but, in reality, they are not functioning. Could the Assistant Minister tell us what action plan he has to rehabilitate and equip dispensaries throughout the country so that we can decongest district hospitals?

Mr. Konchella: Mr. Speaker, Sir, it is true that this problem is countrywide. The best I can tell this House is that, when the Ministry is allocated enough money, we will provide the service. At the moment, we do not have enough money to do so.

Mr. Sirma: Mr. Speaker, Sir, the Assistant Minister is not serious. The hon. Member has said that the nearest health centre is 200 kilometres away. Does he mean that the Government has decided to forsake those people? Could he undertake to provide a permanent mobile clinic there to serve those people of Isiolo?

Mr. Konchella: Mr. Speaker, Sir, with due respect, the hon. Member needs to visit some of these places. It is true that people live in settlements because of natural circumstances. There is nothing we can do to bring them closer.

Mr. Speaker: Order! That is the end of Question Time. Mr. Konchella, take the Floor with your Ministerial Statement!

MINISTERIAL STATEMENT

OPERATIONS OF MEDICAL HEALTH PROVIDERS

The Assistant Minister for Health (Mr. Konchella): Mr. Speaker, Sir, I rise to make a Ministerial Statement on the Health Management Organisations in Kenya, better known as HMOs.

Health Management Organisations (HMOs) and related organisations are businesses

which combine health financing functions with health provision. They have been operating in this country for over ten years. Other than by complying with tax laws and other laws which all persons have to comply with, these business organisations are not regulated. Yet, they collect money from members of the public on a promise to render a number of health services over a period of time. Other than the benefits of honesty, sound business management and financial probity on the part of those who own and manage them, the members of these HMOs have no other protection.

HMOs have, over the last ten years or so, established themselves as part and parcel of Kenya's health care delivery and financing system, more so, among the middle class. It has been a matter of serious concern that this sub-sector has, for a long time, remained unregulated yet they collect money from members of the public on the promise that they will render, or otherwise facilitate the rendering of a range of health care services over an agreed period of time. At present, members of the public have no practical protection in the event that a medical scheme faces financial difficulties and collapses. Two examples of this kind of scenario can be cited not to mention that some HMOs have been associated with other serious questions including questions about provisional independence of doctors contracted by them and professional procedures which substantially compromise a patient's right to be attended to by a health care provider of his or her own choice.

It must be pointed out that there are HMOs which appear to be very well and professionally managed. Obviously, HMOs which fall in this category must be encouraged and supported. However, there is always a danger of a briefcase HMO which has no intention of establishing and building its roots in this country. Such HMOs may collect money from members of the public and soon thereafter contrive to collapse. In circumstances, there is every reason to put in place suitable legislation to regulate this sub-sector.

In the proposed legislation, Social Health Insurance Bill 2003, which I will bring to Parliament in the next three weeks, the HMOs will be required to operate as either insurance brokers or health providers, but not both.

As an immediate measure, I have constituted a team headed by the Director of Medical Services to undertake an investigation into the health operations of the existing HMOs. The HMOs include; AAR Services, Avenue Health Care, MEDEX Kenya, Health Fund International, HealthPlan, NESCOPE, MEDIGUARD, Integrity Health, Health Access, MediPlus and Health Management Solutions, among others. The Ministry has put measures in place to ensure that all health service providers register their practices with the Ministry of Health. I urge all HMOs to either register with the Ministry of Health as health providers under the Medical and Dentist Practitioners Act or register with the Commissioner of Insurance as insurance brokers within the next six months.

(Dr. Kituyi stood up in his place)

Mr. Speaker: Will you take less than a minute, Dr. Kituyi?

The Minister for Trade and Industry (Dr. Kituyi): No, Mr. Speaker, Sir.

Mr. Speaker: So, wait for the next Order and I will give you the Floor to say your bit within the Vote.

Next Order!

COMMITTEE OF SUPPLY

*(Order for Committee read
being Second Allotted Day)*

MOTION

THAT MR. SPEAKER DO NOW

LEAVE THE CHAIR

Vote 31 - Ministry of Education, Science and Technology

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Speaker, Sir, I do beg to move that Mr. Speaker do now leave the Chair. I do move this Motion so that I am in a position to move a Motion in the House to consider Vote R31 and D31 for the Ministry of Education, Science and Technology.

Mr. Speaker, Sir, the mandate and the mission of the Ministry is to promote, facilitate and co-ordinate the development of human capital through education and training. The objectives of education include fostering of national unity, preparation and equipping the youth with relevant skills and expertise in order to effectively serve the needs of the individual and national development. In so doing, Kenyans will discharge their social obligation nationally and globally. In order to achieve its mandate, mission and objectives, the Ministry has put in place policy intervention for each of its sub-sector whose implementation strategy takes into account the overall economic policy framework for Kenya.

[Mr. Speaker left the Chair]

*[The Temporary Deputy Speaker
(Mr. Munya) took the Chair]*

In the process, we advocate the effective participation of all key stakeholders in education and training programmes. A co-operative approach is aimed at minimising duplication of efforts and ensuring optimum mobilization and utilization of our resources to achieve educational goals and objectives.

Mr. Temporary Deputy Speaker, Sir, the Ministry recognises the importance of the free primary education and has, therefore, instituted broader concerns of early childhood development programme commonly known as ECD. The ECD Programme is currently addressing the greatest services for children under six years in respect of their cognitive education, social, health, nutrition and general access to education. The Ministry's endeavour to reverse the declining enrolment and completion rates in the primary education and to meet the target on universal primary education is now well entrenched.

Consequently, the NARC Government, as is well known, implemented free primary education in January, 2003. As a result of this noble initiative, an additional 1.3 million pupils have enrolled in our public primary schools since January, 2003. The Government and development partners mainly DfiD of UK, UNICEF, World Bank, OPEC and the Swedish Government have joined forces to support this worthwhile cause. The implementation of free primary education has led to an increase of the Budget, through the sub-sector, by Kshs2,674,870,200 from Kshs3,291,652,632 to Kshs5,966,522,832 in this financial year as compared to the last financial year.

*[The Temporary Deputy Speaker
(Mr. Munya) left the Chair]*

[Mr. Speaker resumed the Chair]

Mr. Speaker, Sir, Kenya formulated a development strategy for the industrial transformation by the year 2020. In this regard, education is expected to play a key role in achieving the goal so far set in our own Blueprint for industrialization of Kenya.

Accordingly, the Ministry of Education, Science and Technology is determined to improve the quality of secondary education. At this level, the Ministry is addressing the declining enrolment and

completion rates through the provision of bursaries to economically-disadvantaged students in secondary schools among other intervention measures. The bursary allocation has been increased to Kshs770,701,514 for this new financial year despite the many financial constraints which the Government is facing. The Government would wish that when this money is voted, it is going to be disbursed in a more transparent manner than has been the case before. Indeed, the discretionary powers which has normally been given to the officials to distribute this money will no longer be there.

Mr. Speaker, Sir, the development of the tertiary education on training is crucial for the production of qualified manpower, who in turn will have impact on the social economic development of the country. The Ministry is, therefore, placing great emphasis on the provision of the necessary human and physical facilities to institutions under this category. Towards this goal, funds have been put in place to carry out a comprehensive review of the tertiary education.

The Ministry, therefore, will require fully Kshs71,942,896,400 for the Recurrent Vote and Kshs8,434,363,626 for the Development Vote.

This allocation reflects a growth of 17.4 per cent and 76 per cent respectively compared to the last financial year.

Mr. Speaker, Sir, now I wish to turn to Vote R31. The Ministry's Recurrent budget is made up of eight Sub-Votes. The allocation will be Kshs71,942,896,400 and it is distributed in the following proportions.

Under Sub-Vote 310 - General Administration and Planning, which caters for teachers' salaries among other requirements, the Ministry will require a total of Kshs55,776,747,535. This money is being distributed in the following manner:-

	<u>Kshs</u>
(i) Development of the Planning Services	- 76,200,000
(ii) Headquarters Administration Services	- 379,996,284
(iii) Headquarters Professional Administrative Services	- 191,043,583
(iv) Curriculum Support Services	- 191,331,224
(v) Provincial Administrative Services	- 200,073,942
(vi) Kenya National Commission for UNESCO	- 21,647,596
(vii) Kenya National Examination Council	- 330,000,000
(viii) Teachers' Service Commission	- 52,279,825,214
(ix) Permanent Presidential Commission on Music	- 16,794,382
(x) District Administrative Services	- 1,748,747,065
(xi) Kenya Institute of Education	- 240,889,974
(xii) National Council for Science and Technology	- 80,198,271

Sub-Vote 311, which mainly comprises of funding of free primary education and poverty alleviation development projects, under primary education, we will require Kshs5,966,522,833 to finance the following programmes:-

	<u>Kshs</u>
(i) Primary School (free primary education and boarding expenses)	- 5,601,142,378
(ii) Kenya School Equipment Scheme	- 180,888,978
(iii) School Feeding Programme	- 184,491,477

Sub-Vote 312 covers programmes and activities of the teachers' education. Under this Sub-Vote, a total of Kshs215,939,626 is required to cater for administrative costs and grants to the following teachers training colleges:-

<u>INSTITUTION</u>	<u>KSHS</u>
Kenya Science Teachers College	- 44,866,485

Kagumo Teachers Training College	-	30,980,000
Private Teachers Training Colleges	-	140,093,141

Sub-Vote 313 - Schools for the handicapped has four budgetary Heads for which I will require Kshs187,391,227 to cater for the following categories of the special education:-

Head 810 - Post-Primary School	-	34,710,680
Head 811 - Special Secondary Schools	-	34,000,000
Head 848 - Primary Schools	-	60,000,000
Head 822 - Kenya Institute of Special Education	-	59,319,597

The Ministry has two programmes of a miscellaneous nature under Sub-Vote 314. We require a total of Kshs251,108,817 to cater for the following activities:-

Head 853 - Bursaries, Scholarships, Subsidies and Education Attaches Abroad	-	Kshs222,146,070.
Head 854 - Contribution towards local and international organisations	-	Kshs28,962,747.

Mr. Speaker, Sir, the Ministry is putting more emphasis on the development of pre-primary education. In this respect, a total of Kshs7,431,555 will be required under Sub-Vote 315, Head 816 - Training Field Services. That will be expected to add to what is already provided in Vote D31.

Under Sub-Vote 316, Secular Education-Head 800, will require a total of Kshs945,402,050 of which, bursaries to needy students will take Kshs770,701,514. The girls in secondary schools in the Arid and Semi-Arid Lands (ASALs) will have their own allocation of Kshs100 million. Mr. Speaker, Sir, insurance for vehicles in public schools and secondary schools is expected to be allocated Kshs69,160,000 along with other administrative costs. The bursary problem is a poverty reduction item and it is hoped, once again, that this money will be disbursed in an extremely transparent manner, to ensure that only the deserving cases will benefit. This is why the Government has actually boosted the Bursary Fund by an additional Kshs221,950,058, from what it was last year; an amount of Kshs500 million. It can be seen that there is recognition, on the part of Government and the Ministry, that more bursary resources are required to assist those pupils who come from poor families and who cannot pay school fees. The fundamental thing is clearly to ensure that this money is given to those who deserve it.

I wish to turn to technical education, which is important as far as the building of the nation is concerned. In this respect, under Sub-Vote 317, technical education requires Kshs1,109,078,141. That represents an increase of Kshs219,523,614 from the last financial year, which stood at Kshs889,584,524 in the current financial year. The allocation will finance the administrative costs of managing technical education, including our polytechnics and other technical institutions. It is important to mention that a number of our technical institutions, including polytechnics, have a number of buildings and facilities which have been neglected for a very long time. The machinery is obsolete and much of the equipment in the laboratories is in problems. It is hoped, therefore, that this additional sum will be able to meet the necessary repairs. It will enable procurement of more equipment. The amount is expected to be distributed in the following order:-

Kisumu Polytechnic	-	Kshs52,817,444
Kenya Technical Teachers College	-	Kshs113,791,809

Mr. Speaker, Sir, the reason here is the fact that since the Kenya Technical Teachers College (KTTC) was built with the assistance of the Canadian Government, the equipment have never been replaced. It is important for that very unique institution to have adequate equipment and a workshop to meet the demands required for technical teachers. Technical training institutions which are all over - I have not put all of them here, but they are in the books - are allocated Kshs5,544,042.

Kenya Polytechnic	-	Kshs203,544,490.
Mombasa Polytechnic	-	Kshs131,948,952

It can be seen that both Kenya Polytechnic and Mombasa Polytechnic will receive additional resources. That is because they are the two largest polytechnics. Although it is premature for me to say now, it is hoped that we are going to be looking at the status of the two very important polytechnics in

due course, so that they will be in a position to offer technical degrees. Eldoret Polytechnic will be allocated Kshs58,680,251. There will be various administrative costs to ensure that all those institutions operate, totalling Kshs21,177,422. On the Curriculum Support Services--- It is important to upgrade the curriculum in our technical institutions. We have already established a task force to look at the technical and vocational training institutions, in order to upgrade the curriculum, so that they are much in line with worldwide technical education. Towards that end, we are proposing an allocation of Kshs19,262,964. There will also be provincial services because these institutions are located all over the country. So, a sum of Kshs7,310,764 is expected to be allocated to ensure that the institutions are properly inspected and meet their mandate.

Mr. Speaker, Sir, the final Item I would like to turn to has to do with university education. Under the Recurrent Estimates, University Education under Sub-Vote 318 consists of public universities, the Commission for Higher Education and the Higher Education Loans Board (HELB). I would like to say that the student loans and bursary programmes under the HELB are core poverty programmes, which are expected to target students from poor families. The programmes have been allocated a combined amount of Kshs900,219,910. Again, I would like to say that the resources made available to the HELB should be distributed equitably, and should also cover various scholarships. I would like to assure this House that I will hold a consultative meeting with the HELB to ensure that the students who get these loans, first and foremost, deserve them. It is important to note that there will be no favourism when giving out loans to students.

The Recurrent Expenditure Sub-Vote on higher education will be allocated Kshs7,000,474,566. This money will be distributed as follows. The Commission for Higher Education will be allocated Kshs102 million, University of Nairobi - Kshs1,970,459,433 and Kenyatta University will be allocated Kshs876,600,832. I have already said that the HELB will be allocated substantial amounts of money. Egerton University will be allocated Kshs1,000,099,590, Jomo Kenyatta University of Agriculture, Science and Technology (JKUCAT) - Kshs661,235,936, Maseno University - Kshs478 million, Moi University - Kshs1,105,893,792 and Western University College will be allocated Kshs200 million.

For the Development Expenditure, Vote D31, I will require a gross total of Kshs8,434,363,626, with the Government of Kenya contributing Kshs869,000,003. The donors, who have agreed to help us, will contribute Kshs7,565,363,623. This amount of money will be distributed to the following Sub-Votes. General Administration and Planning will take Kshs1,171,792,000. This amount of money will be distributed as follows. Development Planning Services will be allocated Kshs97,020,000 for the purchase of motor vehicles, monitoring and evaluation of educational activities, capacity building, strengthening of education management and information services.

Under Head 836, the following sums of money will be allocated. Basic primary education will be allocated Kshs804,400,000, strengthening of the teaching of mathematics and science subjects in our secondary schools - there is a great need for this - will take Kshs50 million. Head 841 - Teachers Service Commission (TSC), technical assistance and supplies of equipment will be allocated Kshs42,372,065 and Kshs68 million will be provided for the construction of the new Mitihani House. The Kshs85 million from the European Union (EU) will be allocated to technical support programmes in Eldoret Polytechnic. Head 863 - the Kenya Institute of Education (KIE) - will be allocated Kshs20 million for the purchase of schools broadcasting equipment.

Sub-Vote 311 - Primary Education - requires Kshs5,812,868,643 for the following areas. Primary schools will be allocated Kshs4.48 billion, while the School Feeding Programme will receive Kshs1,056,400,000. The allocation will finance the free primary schools education programme through grants from the World Bank, and provide food assistance to the ASAL areas and disadvantaged urban areas which are under a programme of the World Food Programme (WFP).

Tertiary education will require Kshs96 million, which will be used to clear pending bills in primary school teacher training colleges. Pre-primary education, or early childhood education will also receive Kshs566,000,556.

The final and most vital area is university education, Sub-Vote 318. This Sub-Vote will require Kshs632,446,036. Egerton University will receive Kshs394,925,063, JKUCAT - Kshs97,520,975, Maseno University - Kshs50 million, Moi University - Kshs10 million and Western University College Kshs80 million. The money for Egerton and Moi Universities will be for the payment of various pending bills and the completion of the sewerage rehabilitation works at the two learning institutions. The provision under the JKUCAT is for the construction of the African Institute for Capacity Development, with the assistance of the Japanese Government. The amount will be used to construct hostels and also provide water and sewerage services.

[Mr. Speaker left the Chair]

*[The Temporary Deputy Speaker
(Mr. Poghiso) took the Chair]*

There are many stalled projects but, unfortunately, it has not been possible to provide enough funds to complete them due to budgetary constraints.

Finally, let me take this opportunity to thank the various development partners who have responded to our request to assist the education sector. Earlier on, I talked about the United Kingdom (UK). It is important that I inform the House that the British Government made a grant of Kshs1.6 billion early this year for the free primary school education programme. I should also point out that the Government of Sweden has announced that it will give us a grant of Kshs430 million for the free primary school education programme. I should also say that the Organisation of Petroleum Exporting Countries (OPEC) has also agreed to extend to us a soft loan of US \$15 million for primary and secondary schools over a three-year period.

These sums of money will be used in three districts in every province in the first year. Each targeted district will use the money to build one modern secondary school and three modern primary schools. If you work out your arithmetics, you will find that all the districts in this country will be covered after three year.

I should also say that, UNICEF assisted us with a grant of Kshs200 million. But, most important is the US\$50 million grant made available to us by the World Bank for free primary education. Therefore, efforts towards education have received a lot of support, not only from Kenyans and other stakeholders but also from our development partners. Indeed, we have also initiated discussions with other development organisations. We are soon going to embark on discussions with the European Union (EU) and the African Development Bank (ADB), who have shown great interest not only in funding free primary education but also in assisting in restructuring the whole education sector.

With those few remarks, I beg to move.

The Minister for Water Resources Management and Development (Ms. Karua): Mr. Temporary Deputy Speaker, Sir, I beg to second.

I think that most of us agree that, the provision of free primary education was one [**The Minister for Water Resources Management and Development**] of the best things that has happened to this country. This is because it gives opportunity to all children to access education, irrespective of the financial standing of their parents. Those of us who are lucky to be in this House know that without education, this would have not been possible. Education is an equaliser and can change the life of a child from a poor family and even the lives of the members of

that family, through the single educated person.

The provision of free primary education is only one step towards access to education in this country. We know that even with free education, a child who is hungry may not be able to fully benefit. We also know that a child without shelter may not be able to benefit too. However, I am happy that all these issues are being tackled by the Government, to make sure that every child in Kenya enjoys the free primary education that is provided.

This reminds me that a few months ago, when we were on the campaign trail, the NARC said free primary education is possible, but there were doubting Thomases. Our competitors said it cannot be possible. It has however, been proved that it is possible, although, I do admit that we are experiencing a lot of problems. Nothing good can come easily and the Ministry of Education, Science and Technology has proved that it is doing its best to ensure that the problems encountered are tackled. I have been listening to the Minister present his Vote, and he has shown that they are thinking ahead on how to solve these problems.

I note with appreciation that a huge chunk of the money voted for The Ministry is going towards the payment of the teachers' salaries. This is so because if we want our children to access education, we have to remunerate and look after the work force.

Mr. Temporary Deputy Speaker, Sir, I know that with the steps being taken, free primary education and access to education is going to be sustainable. Right now, there may be heavy reliance on development partners, but with the steps being taken by the other Ministries, it will be possible to fund the free primary education programme.

I also note with appreciation that when the Kenya Revenue Authority (KRA) called upon Kenyans to file income tax returns, they were jammed by huge numbers turning out. That shows that Kenyans are appreciative of the services they are given. Therefore, they are turning out to do their duty to enable the Government to provide services. I am, therefore, convinced that free primary education and access to education is going to be made possible by each one of us carrying out his or her duties and responsibilities properly. Those charged with administering the funds voted, should do their work faithfully and with integrity, so that every shilling voted for education goes towards educating our children and not to fund self interests as was the case in the past.

I would also want to point out that as time goes on and the Ministry continues to pay attention to improving education, attention should be paid to private training institutions. Kenyans have realised the importance of education and many parents are willing to sell their last cow or land and be left destitute in a bid to educate their children. But as a result of this, there are people who are taking advantage of the parents' zeal. There is, therefore, the mushrooming of sub-standard institutions which, if unchecked, will continue to take money from poor parents and not give quality services. There is need, therefore, to eventually ensure that the Ministry supervises all education facilities to make sure Kenyans get value for their money and also get training and education that results in an improvement of their lives.

I listened with appreciation when the Minister said that village polytechnics will in future be upgraded to offer degrees in their areas of specialisation. Because every district has a polytechnic, we are looking forward to a time when every district will have a constituent college of our universities and people will access higher education. We would even want to see universities, especially through the Higher Education Loans Board (HELB) having more money. But we want to point out that unless total efficiency in the collection of taxes is achieved, this may not be immediately possible. We would want to see a situation similar to the one which prevailed in the days when we went to school, when everyone who qualified to join a public university automatically got access to a loan to enable him or her study. Today, students are not as lucky as we were; not everybody gets a loan from the HELB. Therefore, it is the duty of all of us to ensure that we work towards achieving this goal and that everyone who is selected to join a public university is funded by the Government. Secondary education

should also be made accessible to the people.

On the issue of bursary funds, I noted that there has been debate in this House and elsewhere about the way it was shared out in the past. I want to join in saying that, perhaps it is good to consider the issue of equitable access to bursary funds. In the past, not even Members of Parliament knew there were bursary funds. As a result, only a small clique used and abused this fund to educate their children and their cronies' children, both locally and abroad. The rest of the Kenyan population were not able to access this fund. It is time we had a formula and I am glad that the Ministry is looking into this issue, so that every Kenyan child gets an equal chance of accessing the bursary fund. Let there be a fair means of its distribution even if not everyone will be able to get it. I would encourage the Ministry to go ahead and find a formula that will solve this issue.

In our constituencies, we have problems of people in need of bursary funds. People should sit at the constituency level and come up with a formula to identify the needy students. If we do this, we will be able to ensure that only deserving cases are addressed.

I want to say that this is one of the Votes that need total support, because without developing our human resources, there is no way our country will develop. Our best resource is our human resource and unless our children access education, we will not achieve development. In the past, third world countries, including Kenya, have been forced to stop subsidising education under policies brought from without. I am glad that the National Rainbow Coalition (NARC) has been bold enough to say that even without all the required facilities, let there be access to education. I hope that we will join hands as Kenyans and make free primary education a success.

I have heard critics of the free primary education programme say that this is a programme launched without much preparation. Our children's growth cannot be arrested while we get ready. It may take many years to get ready. It would mean having a generation of children who did not go to school while we waited to have facilities. It is better to endure the problems we are encountering, knowing that we shall continue to improve until we achieve perfection.

This is, therefore, one Vote that should be supported by everybody. I call upon Members of this House to give total support to this Vote. I am not saying that it should not be criticised. Let it be criticised constructively. Let concrete suggestions on how to improve it be made, but let people not make a career out of criticising it for the sake of criticising. Let people not be impatient; let them remember that this Government has been in power for only six months. It is not possible to redress all that has been wanting for several decades in six months' time; it will take us time to do so as Kenyans. We must bear responsibility for our past and present problems and find solutions to them.

With those many remarks, I beg to second.

(Question proposed)

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, certainly, I support the Motion. There is no doubt about that but I would like to inform our colleagues on the Government side that every time they point a finger at us, they agitate us. So, they should not always expect support from us if they do not respect us. Respect needs to be mutual.

Mr. Temporary Deputy Speaker, Sir, I support this Motion because education is very critical to the development of this country. Education is the nerve centre for human and national development. We are aware that the free primary education programme was taken on haphazardly and abruptly. The NARC was not sure that it was going to form a Government. So, it had to start with that programme to fulfil a pledge it had made to Kenyans. It is very clear that if we are to benefit from education, it has to be properly planned. We have already lost six months and each time a Question is brought to this House, Ministers say that they are still planning. We cannot plan for a whole year. If we do so, a whole year of the education lives of our children will be lost, and it will not be recovered.

I would like to warn my colleagues on the Government side that, we, on the Opposition side, are free to criticise their policies both constructively and unconstructively. It is up to them to listen because the ball is now in their court; they have to steer this country. They had better listen and begin to make amends immediately because the same Kenyans who elected them into the Government will be the same ones who will be crying that the quality of education has gone down. We are already aware of that fact.

I do visit primary schools, and I know that classes are crowded with children of different ages and backgrounds. Some children have not gone through pre-primary education while others are HIV/AIDS orphans. The teachers cannot cope. There is increased delinquency in classrooms. Therefore, the sooner the Ministry starts to address the issue of quality of education, the better off we shall be. All Kenyans want equitable access to education. We all want our children to go to school. We are aware that so many children in marginalised areas have not been able to access education. Therefore, we commend the NARC Government for being bold enough to say that it will start by implementing the free primary education programme immediately. However, I would like to assure it that if it does not listen to our constructive and unconstructive comments, it will come to regret its failure to listen. Therefore, let us work on this programme to ensure that we have quality education, and that there is proper management of the resources we are getting, both locally and externally.

Mr. Temporary Deputy Speaker, Sir, the human resource is the best and most important resource that Kenya and Africa, generally, has. But it has to be a resource of high quality. It has to be a well-nurtured and packaged resource. In fact, we can get to a level where, as a country, we can export the intellectual resource. Indeed, we are already doing so. Even with the so-called "controversial" 8-4-4 system of education in place, Kenyan students still study in European, Australian, South African and American universities and excel. Therefore, we have done well. We have made some gains. You now have the opportunity to look at the resources that we have and say: "What can we rectify? What can we remedy? What can we leave behind or move on with?" After listening to you, I did not hear you say: "This is what we are going to leave behind" other than--

The Temporary Deputy Speaker (Mr. Poghiso): Order! Prof. Oniang'o, please, address the Chair.

Prof. Oniang'o: Yes, Sir. I am tempted to address the Minister because he happens to be sitting right in front of me.

Having listened to the Minister, I am not clear what he is leaving behind. He seems to be continuing with some of the things we have been doing, creating a few more Items and emphasizing on free primary education, without taking the education sector as a package. We must take the education sector as a package. Primary education lasts eight years. Soon, we shall be saying: "Where are the secondary schools?" Already, we do not even have enough of them. We even do not have enough primary schools. There are incomplete buildings, and a year is coming to an end. We still have children in the rural areas learning under trees. We still have insufficient teachers. We do not have enough facilities.

Mr. Temporary Deputy Speaker, Sir, do you know what has happened with NARC's approach? Parents have sat back; they are not doing anything. They are saying: "The Government shall do everything." Some of the things that parents used to take care of, such as paying salaries to teachers' assistants and security personnel, meeting the cost of building toilets, helping out children who are unable to learn fast, meeting the cost of extra curricular activities, among others, now remain undone. Parents are now not doing anything. If a teacher says anything about these things, he or she is, in fact, interdicted. They cannot say to parents: "Can you come and help while we wait for the Government to bring money?" So, parents have abdicated their responsibilities.

I am sorry that I will not go into the nitty gritty of the figures, because I know that the Minister will not change them anyway. I want to talk about the principles of education and explain why

education is such a critical sector for us as a nation. We all need to rally around it and ensure that it works for all of us. The role of parents in this sector needs to be thought out again. We want the Government to come forward and say: "Parents, you have a responsibility, and it is as follows."

Mr. Temporary Deputy Speaker, Sir, I now want to comment on the quota system. We recently heard something about the quota system, but do you know what it is? It is affirmative action by which the previous Government was trying to correct some imbalances in the education sector. When the NARC Government says that it is going to target pastoralist areas for special attention, that is affirmative action. That is what the quota system was all about. It is unfortunate that the NARC Government wants to do away with the quota system.

The beauty and strength of this country is that a person can come from some remote area where a car has never reached and become the President of Kenya. This is because of the deliberate effort we have made to ensure that our examination system is centralised and it is national. Every child therefore, sits the same examination. It also ensures that every Kenyan, given an opportunity, can rise to become a Member of Parliament in this House. Therefore, that is what the quota system is all about. The way the NARC Government should not come up and make some sweeping statements in the Press saying that, they are going to scrap the quota system. They do not even know what exactly that means, and why it was put there in the first place.

Mr. Temporary Deputy Speaker, Sir, on the issue of donor support, we are aware that donors have come forward. They offer money to marginalised areas. However, we are aware that there are some areas which never receive donor support. Can we be assured that the whole area of donor support is going to be looked at afresh to ensure that access to this type of support is equitable? Let us not begin to tilt the balance so that those who have been benefiting will now be marginalised. I believe that a good monitoring and evaluation system in the Ministry would go a long way towards ensuring that there is equitable access to donor support. It does not just happen.

Coming to the area of pastoralist education, we have recommended before in this House, that there should be a special department to just address pastoralist education. Pastoralist education is very unique. It requires more money and needs boarding facilities.

(Applause)

We cannot just assume that it will happen. This is something that the NARC Government has committed itself to do. I am aware that they are already making in-roads into supporting this area, and visibly so. We want to commend them for that. However, we want them to do it properly so that it is not just on face value.

On the issue of the bursary fund, it is so amorphous, so mystic that people do not even know what happens there. We do not know who gets what. We keep hearing that it is those who can afford who get the money. Just like the Biblical saying; "to those who have, more shall be added". In education we cannot have that. We have to make sure that it is children who are unable to afford education, who get this bursary. It does not make sense to give a child Kshs3,000 per year, when what is required is Kshs20,000 per year. How does that child complete school? We are aware that there are more children who need bursaries because of HIV/AIDS. We are also aware that such children do not even have homes and clothing. Therefore, the whole issue of bursary needing children needs to be expanded. It is not just a question of paying schools fees and forgetting about them. Sometimes these children cannot even move from home to the school. Let the NARC Government show us that, yes, the bursary has been formerly handled this way, but we want to do it this way.

Even support for children going overseas, we have to make sure that, that is done transparently and only when it is absolutely necessary. If we improved our university facilities, we

would not be spending so much time sending children overseas because it costs so much money. We would only send those who get scholarships. However, we also need Kenyans to gain education overseas.

I will now come to the issue of the so-called informal schools. That issue came up yesterday. It so turned out that these informal schools are not just in Nairobi. They are in pastoral areas as well, where some charitable organisations have come up and said that they need to make sure that everybody is educated. At least, to get some functional literacy. Apparently, the Ministry of Education, Science and Technology does not even know the number of children involved in the informal education. The answer we got yesterday was that, the Government was drawing up a curriculum. We cannot have a parallel curriculum for some other Kenyans. We would rather have those schools re-classified so that they fall under the same educational system.

(Applause)

I am sure that the Ministry is listening to this and they are going to pursue that one immediately.

On the issue of inspection and the inspectorate, I visit schools in the rural areas and I have seen that school inspectors do not visit schools any more. If they went to those schools, they would be telling the Government what is happening with the free and compulsory primary education programme. What is making it work even to the extent it is working, is because teachers got higher remuneration. The teachers' increased remuneration should motivate them to take care of the extra load they have. In essence it is level. It turns out that the teachers have not got an increase in their salaries. This is because they have a bigger work load to deal with.

Mr. Temporary Deputy Speaker, Sir, having said that, I want to commend the Minister for talking about technical education. However, I will come to that soon, although the Minister did not say exactly where the technical support will go. We have had technical high schools in this country. They exist elsewhere and take care of children who have special talents in technical functions. They take care of children who are not theoretical and who would not score 100 per cent in Mathematics. Many of those schools do not exist any more. I would like the Minister to tell us what they intend to do.

I want to come back to the educational pyramid. Education needs to be a pyramid so that we have 100 per cent starting at the bottom and narrowing, as you up to the university, to the Phd level. That is inevitable and it has to happen because you sift as you go up and you get rid of some who fall by the wayside for various reasons. I think the tragedy is that, there is nothing to absorb those who drop by the wayside. What we are saying, by not absorbing those who drop as the pyramid forms, is that they are useless Kenyans. I want to believe that, every Kenyan is valuable. Therefore, a packaged educational system and model makes sure that, as children drop out of the system for whatever reason, they are absorbed. It also ensures that they can take care of themselves and are functional members of society.

Mr. Temporary Deputy Speaker, Sir, one aspect of this pyramid where children drop out and there is wastage, is at the high school level. You start off with a class of 100 students, but by the time they are sitting class eight, they are less than 30. I have visited different classes in schools in this country. If you go to class one, it is a full class and as you go up, they start reducing in numbers until you reach class eight and wonder where the children went. No wonder we have crime, drug use and unemployment! We are not taking care of these Kenyans who are dropping out of school. They do not even exist in our statistics.

If you then get to the Form IV level, we have few secondary schools. We also have children passing with C+ who are eligible to go to university or to a good diploma training college. We do not have enough of those colleges. We are therefore, asking where are we going to put these children. They start roaming the streets and acting as if they never went to high school and virtually become

illiterate. This is common with women who get married. I deal with women groups and these women tell you they reached Form IV, but they cannot even read a newspaper or write any more. My worry is: What happened to functional literacy? I know it does not fall under this Ministry, but I would like to believe that if we are talking about universal education, it falls under the docket of the Ministry of Education, Science and Technology. Maybe we need to re-think where that one falls so that we can keep Kenyans functionally literate.

When you get to the university, you will find so many of our graduates, first degree graduates, top class children tarmacking on the roads. They act as if they never went to university. We cannot afford to go on like this.

I want to remind the Minister that in 1995 I was in the Mungai Commission on university financing, which went round the country. We have a report, of which I hope he has access to. In the report, we talked about the educational pyramid, middle level colleges, youth polytechnics, different types of polytechnics and also we talked about revamping technical training. So he does not have to constitute a new committee to go round the country to collect fresh views. That report is timeless and I think it still exists. Therefore, what I am saying is that we have to begin looking at the whole educational structure as a package.

I did not hear the Minister tell us what the policy shift is. As I said before, it is more of the same; emphasizing too much of the free and compulsory primary education, and not realizing that very soon, at the end of this year we shall have excess children wanting to go to secondary school, and there will be no space for them. Education requires a social environment in which to operate. Children need a home to come out of in order to go to school. The question of HIV/AIDS orphans came up. Many schools right now are grappling with the issue of HIV/AIDS orphans. I would dare the Minister to actually collect information from every school as to the number of orphaned children in the country. There are many children!

Mr. Temporary Deputy Speaker, Sir, let me touch on an issue that is very close to my heart; and that is of course the universities. Every Kenyan, for some reason, has this thirst for education. They will go out of their way to deny themselves everything in order to go to school themselves, or to send their children to school. Ultimately, they want to reach the university; they want a degree. We have not done justice to this section. Kenyans do not necessarily want a degree because it will get them a job; they want a degree to feel that they have achieved. We do not have to train necessarily to get jobs, we have to train for self satisfaction, for us to feel that we have achieved, because if we are just to train for jobs, not everyone will have to get a degree. We do not need to have technical education which will result in a degree, nor do we need to have youth polytechnics offering degrees! We cannot have every Kenyan with a degree! This is because we need engineers, technicians, road builders, plumbers, electrical fitters; all these people do not need to have a degree! These people just perform, without a degree. But for some reason, even when you are working, you say; "no, I have to get a degree!" If you have to get a degree, then we have to facilitate you. We have to realize that Kenyans yearn for degrees.

Mr. Temporary Deputy Speaker, Sir, when I go to the rural areas and I deal with my women, I sit there with them and call them "professors of something". They feel good. I am a professor, I got a PhD, and taught at the university, but they do things that I cannot do. I tell them; "if you are happy to be a professor, then you are a professor of whatever you do. You are a professor of sewing or mandazi making". People like to feel that they have achieved. If we want to make Kenyans feel that they have achieved, we have to make them access university education. We cannot do this out of Nairobi or out of the main cities. We have to take the universities to them! We can do so.

In the pastoral areas, why should we take those children from their families and when they go back they cannot even find them? Instead, we should take universities to them. Why can we not take the university to the Coast? We heard hon. Madoka say that they want university education. We

should take the universities to them, and this will be a very drastic action for this Government, and it would be a great achievement. So, we need to have extension university programmes and outreach programmes so that Kenyans can feel that they have access to universities. We need to have adult-education facilities, especially for women, who cannot leave their homes to come to Nairobi, leaving their husbands and maybe children; a husband they are not sure they will find when they go back. We need to make sure that university education is actually accessible to the women at that level.

Mr. Temporary Deputy Speaker, Sir, we have Kenyans who have achieved. I feel that we have done a de-service to our universities. When the Minister was talking about universities and how much money he is going to allocate for them, I did not hear him talk about increasing the remuneration package of university personnel or of the teaching staff. I feel sorry for my fellow professor who was said to have been driving a Volkswagen. There was a time when I was not driving a car! But you know what we have? Teaching is a noble profession and I think that, that in itself is an achievement. We nurture and mould the youth of this country to become leaders. Therefore, given that the Minister is a university don himself, he should not be afraid to actually---

The Minister for Roads, Public Works and Housing (Mr. Raila): On a point of order, Mr. Temporary Deputy Speaker, Sir. Did you hear the hon. Member make a remark regarding the Professor driving a Volkswagen?

Prof. Oniang'o: But that statement came from the other side.

(Loud consultations)

The Temporary Deputy Speaker (Mr. Poghisi): Order! Order! Order, Members!

The Minister for Roads, Public Works and Housing (Mr. Raila): Is she in order to make an insinuation that, that statement was made from this side when we know that it was made from her side of the House? Is she criticizing her leader?

(Applause)

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, I have no apologies to make. That speech did not come from the Opposition side, it was said outside this House. Also, I think hon. Prof. Saitoti is very much in sympathy with what I am saying. We are fellow dons!

The Minister for Education, Science and Technology (Prof. Saitoti): On a point of information, Mr. Temporary Deputy Speaker, Sir. I want to inform my colleague that, indeed, the pride of academia is more rooted in scholarship and not in materialism.

(Applause)

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, that is exactly what I said. Teaching is a noble profession, and I am proud to have come here from the teaching profession. I am sure we do not contradict each other here. Therefore, I believe, that the hon. Minister will take cognizance that our biggest intellectual resource; our nerve centre for development, is at the university, and it needs to be rewarded. We cannot industrialize if we do not recognize that. I am sure he will take this up seriously.

Finally, Mr. Temporary Deputy Speaker, Sir, education is not just about books and taking children to school. It is about making sure that children are well nurtured and their health is taken care of. I am sure that this is being taken care of at the primary school level. But we are also aware that at the university level and at the various training colleges, this is not taken care of. That is why the inspection of these facilities is very important. I will leave this issue here because my friends are

burning and yearning to contribute. Finally, I would like to say that we need to look at education as a package and not in piece-meal. I think we have enough resources to do a good job.

With these remarks, I beg to support.

(Applause)

Hon. Members: Bravo!

The Assistant Minister for Local Government (Mrs. Tett): Thank you very much, Mr. Temporary Deputy Speaker, Sir. I would like to support the Motion on the Floor of the House.

I would like to say that the NARC Government took a very bold step to introduce this free primary education programme. Indeed, my colleagues forget that KANU did not do what NARC is doing for the last 40 years. Last year, before the NARC Government took over power, we had three million children who were loitering in the streets and had never seen the door of a classroom. They did not know how to write their names nor had they ever held a pen. Three million children are equivalent to 10 per cent of the population of Kenya. Indeed, it is very sad that all these children were totally neglected. They were never catered for, and as my friend here said, some of them learn under trees. I think even if they learn under trees, it is better than not learning at all.

(Applause)

Mr. Temporary Deputy Speaker, Sir, we were breeding illiterate children and I cannot imagine what would have happened if all these children grew up illiterate. That is why most of them turned out to be thieves, murderers and did all manner of evil things that they knew best. For that reason, my colleagues should, indeed, appreciate what this Government is doing. The KANU Government said that it was impossible to provide free education but we have seen that it is possible. Even if it means giving a child one pen with which to go to a primary school, it is a gesture worth appreciating.

Mr. Temporary Deputy Speaker, Sir, the last Government did not care for the poor because these children come from poor families. These were the children who could not afford even a pair of shoes, uniforms or even a pencil with which to go to school. All they were looking for was their daily food. The failure to go to school was a secondary problem to them.

Mr. Temporary Deputy Speaker, Sir, most of these children worked on farms, as maids or in the *miraa* zones where they used to work for peanuts. When we introduced this free primary education programme, we saw the influx that came from all over the country. Over 1 million children came out and that is why our schools are over-flooded with these children and we are doing our level best to accommodate all of them. None of them have been chucked out of school.

Mr. Temporary Deputy Speaker, Sir, it is evident that the whole of Kenya had 250,000 street children. Nairobi alone had more than 60,000 children loitering in the streets. We have seen what the NARC Government has done in the last six months. We have taken them to the rehabilitation centres. We are giving them education. Even if it is little education, as my colleague said, it does not matter, but at least they are getting some education which they would not have got otherwise. I think this is very commendable. It was a dream and that dream has been realised. We are looking at a scenario where we will never ever see a child at the end of eight years who does not know how to write his or her name. It is our responsibility, as a country and parents, to make sure that each child has access to primary education.

Mr. Temporary Deputy Speaker, Sir, on bursaries, I would like to ask the Minister for Education, Science and Technology to offer special bursaries to the girl-child. The girl-child is abused especially the orphans. The girl-child is abused, and misused and it would be very good if these bursaries were given to the girl-child so that they can enjoy just like any other child. We should also

have a programme for the older street children because some of them are over 12 to 13 years old. We should have an education system which will hasten their learning process rather than waiting for eight years because their age will not allow.

Mr. Temporary Deputy Speaker, Sir, as regards primary education in the remote areas, I commend my colleague, hon. Wario, because he spoke about the need for establishing extra classes and enhancing existing boarding facilities in these areas. This will really help the marginalised communities which do not have such facilities. It will help them a lot. I would also like to request the Minister to help the over 1 million HIV/AIDS positive children to go to school. We should give these children some form of education although we know that their lives sometimes can be very short, but they have a right to learn just like any other children.

Mr. Temporary Deputy Speaker, Sir, the Minister touched on the village polytechnics. I think this is a beautiful concept because these village polytechnics will lead to small industries cropping up in the villages. This move will stop the rural urban migration because our youths will be self-employed in the villages. I would urge my colleagues not to oppose such a beautiful concept. They should look back and see where these children were living and what they were doing. We can talk here for years and years, but do nothing, but if we give these children free education, I think very little is left to be said.

With those few remarks, I beg to support.

Mr. Rotino: Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me the opportunity to contribute to this very important Motion.

Mr. Temporary Deputy Speaker, Sir, the Ministry of Education, Science and Technology is a very, very important Ministry because it caters for the education of our children. Some of us who come from the very remote districts really suffer and we call upon the Minister for Education, Science and Technology to look at the Arid and Semi-Arid Land (ASAL) districts. I know it is one thing to talk and another to act. The Ministry is doing a lot in that area, but when you look at boarding schools--- We are pastoralists and our survival is dependent on the boarding schools. If our children have to go to school and do well, then, it is through the boarding schools. There are staff members in the schools, for example, watchmen, matrons and nurses who are not being looked after! I would want the Ministry to have a special fund that will take care of boarding schools in the ASAL areas.

Mr. Temporary Deputy Speaker, Sir, there is what we call the expanded school feeding programme in the ASAL areas. When food is sent to the districts in the ASAL areas, you do not expect the food to be carried by the teachers or the students. Food ought to be accompanied with money. For example, you could give West Pokot 2,000 bags of maize and Kshs200,000 to transport the food to the remote schools in the district. There are areas without adequate means of transport and one has to use tractors because of the poor roads. The money that is sent to the schools in the ASAL areas cannot be compared with the food given under the Expanded School Feeding Programme. I want the Ministry to consider sending money equivalent to the food that they send to those schools. In the ASAL districts, parents depend on relief food and yet the children have to go to school. So, the food has to be taken to the schools.

Mr. Temporary Deputy Speaker, Sir, I would like to talk about free primary school education. We have free primary school education in this country. However, pre-primary education is not free and yet children have to go to nursery schools. There are nursery schools that are sponsored by the county council or the missionaries, but the Government must consider providing free education in the nursery schools. We do not expect children to go to class one without having gone through the pre-primary education system. So, the Ministry ought to consider this and make pre-primary education compulsory in the ASAL areas so that our children can join the pre-primary schools. There should be a clear cut policy in the Ministry on how we are going to deal with sponsors because they have become a bottleneck in some areas. Sponsors take over schools and **[Mr. Rotino]**

posses them. They want to run the day to day activities of the school and they do not give the headmasters or principals of the schools freedom to run the schools the way they want. There should be a guideline from the Ministry on how we are going to treat sponsors. There are some sponsors who do not do their work. So, I propose that such sponsors be removed and the District Education Boards (DEBs) take over the running of those schools to make sure that the schools are run well.

Mr. Temporary Deputy Speaker, Sir, there is talk that we want to remove the quota system. The quota system has helped us in the Arid and Semi-Arid Lands (ASALs). I hope that, that is just a rumour. If the talk of removing the quota system is true, then you are killing us in ASALs. I want to appeal to the Minister to ensure that the quota system is not removed. If we remove the quota system, thousands of pupils from good primary schools in other areas will come to join secondary schools in our areas. The Minister should ensure that the quota system is not removed.

The Minister for Education, Science and Technology (Prof. Saitoti): On a point of order, Mr. Temporary Deputy Speaker, Sir. I have listened to the debate about the quota system. It is misleading for the hon. Member to keep on saying that the Ministry has taken a certain position to reverse the quota system. To the best of my knowledge, I have never discussed that issue. My Ministry has not yet discussed the issue. We may discuss the issue later but, so far, we have not discussed it.

Mr. Rotino: Mr. Temporary Deputy Speaker, Sir, I have not said that the Ministry has discussed the issue. I heard the issue was mentioned in Mombasa when the principals and headmasters met. If there are such talks, they should be left aside. The idea should be shelved because it will affect us.

This morning, if you listened to the British Broadcasting Corporation (BBC), there was an issue of eight orphans who have been refused admission to normal primary schools. One of the orphans was admitted in a certain secondary school in Nairobi for three days. When the school management discovered that the child was infected with HIV/AIDS, it sent the child away. The Ministry should come up with a policy on how people infected with HIV/AIDS should be treated. We have about 1.5 million children suffering from HIV/AIDS. Something must be done, so that those children are taken care of. They are our children and we should not isolate them.

Let me touch on the Teachers Training Colleges (TTCs). There are many TTCs all over the country. First of all, I want to request the Ministry to build a teachers TTC in West Pokot District. The nearest TTCs in the North Rift, which cover Turkana, West Pokot and Trans Nzoia, are either Tambach or Mosoriot. That is very sad. A neighbouring district has more than two TTCs. Colleges must be built in the ASALs. We can donate some acres of land on which colleges can be built. When recruiting students to TTCs, you must consider students from areas that have a shortage of teachers. Most of our schools are under-staffed. My colleague brought a Question to this House this morning, about the shortage of teachers in West Pokot. We have few teachers in West Pokot District and some are not even prepared to work in remote areas. So, when college intakes are being done, you should consider students from remote areas. If you transferred a teacher from another district to my constituency, he will not be prepared to work in the remote areas of the district. I want to plead with the Minister to consider students from ASALs when recruiting students to TTCs.

The NARC Government has promised to create 500,000 jobs by the end of this year. We cannot create jobs if we do not equip our village polytechnics. Village polytechnics are dying because they do not receive any support from the Ministry. The Minister should have a strong department within his Ministry to look into the issue of village polytechnics, in order to create the 500,000 jobs that we need. Many children are dropping out of schools because of lack of school fees. The Ministry should deploy trainers to village polytechnics. It should also equip the village polytechnics.

With those few remarks, I beg to support.

Mr. Musila: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me the Floor. I

stand here to support the Motion on the Vote of the Ministry of Education, Science and Technology. Let me also thank the Government for the introduction of free and compulsory primary education. I should also acknowledge the eloquence with which the shadow Minister for Education, Science and Technology contributed to the debate.

We have talked about free and compulsory primary education for six months. We commend the Government for making it a reality. But we have problems that are connected to the free and compulsory primary education. I would like the Minister to carefully consider those problems. First of all, we have a shortage of teachers. There are certain districts which have a huge shortage of teachers and the Ministry is doing nothing about it. For example, Mwingi District has a shortage of about 800 primary school teachers. When we talk about free and compulsory primary education, what are we talking about when children are there but with no teachers to teach them? Over the weekend, I visited some schools. I found a school with eight classes with only three teachers. That is making nonsense of the whole issue of free and compulsory primary education. I would like to appeal to the Minister that, if the free and compulsory primary education will have any meaning in some districts, particularly in the ASALs, he should ensure that there are teachers in those schools. Otherwise, I am afraid, the free and compulsory primary education will be meaningless to those districts.

The Ministry is now conducting the intake of students to TTCs. Why should we have over-staffed districts having more students being recruited to TTCs? I want us to have a deliberate policy to stop recruiting students from districts which have excess teachers, and ensure that we train teachers from districts which are under-staffed.

Mr. Angwenyi: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is the hon. Member in order to say that the Government should change its policy, recruit and train teachers from districts which do not have enough teachers? Teachers are recruited and trained to serve the entire nation.

Mr. Musila: Mr. Temporary Deputy Speaker, Sir, I am sure Mr. Angwenyi is not serious. He knows very well that whenever teachers are posted from other districts to ASALs, they refuse to go and work there. They want to work in their districts. That is why we have excess teachers in certain districts and no teachers in others. That is because in areas where we over-train teachers, they are unwilling to go and work in ASALs. Therefore, I am appealing to the Minister for Education, Science and Technology, and I know he listens, to ensure that marginalised districts have bigger quotas than others. In the meantime, we should get an assurance from the Minister that a certain number of teachers will be recruited to fill the shortage gap. We should have a specific number of teachers to be recruited for the districts that are under-staffed. Otherwise, I am afraid that we will not be singing about free and compulsory primary education when we do not have teachers to teach the children.

With regard to the School Feeding Programme, it has been a very successful programme under the Ministry of Education, Science and Technology and the World Food Programme (WFP). Unfortunately, there has been some deliberate action by the Ministry to remove the School Feeding Programme from some areas. As you know, in some of those districts, there has been a crop failure. Therefore, I am appealing to the Minister to look into the issue of providing lunch to primary school children. Why should you provide free and compulsory primary education and then withdraw the lunch that they were receiving? That is like giving with one hand and taking away with the other. I would like to appeal to the Ministry to be more serious when it comes to matters of children. Again, I heard one of the hon. Members talking about additional secondary schools to cater for additional children. Currently, there is an embargo by the Ministry of Education, Science and Technology on the registration of new secondary schools. What can we say about that? How can we increase the number of primary school children and put an embargo on the registration of new secondary schools? Where will these children go when they reach Standard Eight? This is a matter that the Ministry must re-consider. Where parents have built secondary schools, there is no reason why we should stop

registering them simply because the Ministry does not want to provide them with teachers.

Mr. Temporary Deputy Speaker, Sir, let me talk about secondary school bursary. Over Kshs800 million has been provided for bursary funds for secondary schools. This is good money if it is properly distributed to schools. This is good money if it is equitably distributed to districts. In the past, we know that some of this money was spent to fund education for students who went to overseas universities. Two years ago, the Departmental Committee on Defence and Foreign Relations visited Berlin in Germany. We were shocked to find that this money was in the Embassy and was given to people who went to that country many years ago purporting to be studying. These are married people, but every month they collect that money which is meant for bursaries for our children. Two days ago, at Moi International Sport Centre, Kasarani, we made a proposal that the Kshs800 million be distributed to constituencies. If the Kshs800 million is divided by the 210 constituencies, we will know how much a constituency will get as bursary funds. Currently, we have many students at home because they cannot afford school fees. May I plead with the Minister that this Kshs800 million be divided by the number of constituencies in this Republic and be distributed from the district level. The Ministry should make sure that some well-to-do districts do not get the bulk of this money as it used to happen in the past. This will make a lot of sense and we will improve the standard of education and help the less fortunate members of our society.

Mr. Temporary Deputy Speaker, Sir, I would like to commend the Higher Education Loans Board (HELB). This is one institution that has done very well in assisting university students access university education. I would like that more funds be allocated to this institution because it is helping students. I know of many students who would not have gone to university were it not for the HELB. Therefore, I would like to appeal that more money be made available to the HELB so that they do not just give little money to students. This is because some students get Kshs24,000 per year which is not enough to enable them complete their university education. I recommend that the Minister consider giving more money to the HELB so that no student who wants to go to university will fail to do so simply because his parents cannot afford.

Mr. Temporary Deputy Speaker, Sir, similarly, the Minister says that no child should be excluded from either primary or secondary school for non-payment of fees. I would like to tell him that there are hundreds of thousands of students who are unable to go to secondary schools. I know of many students who finished their secondary school education, but they cannot get their result slips because they are unable to pay school fees. Therefore, these students cannot look for jobs. A lot of them are walking around and when they are asked by prospective employers to provide documents showing that they have been in school, they cannot.

Most of the school principals do not behave humanely when the students want to get their result slips. Some head-teachers refuse to give out these documents. Therefore, I want to appeal to the Minister for Education, Science and Technology to improve the Ministry, so that it serves the interests of this nation and particularly those areas that have been left behind in development, so as to catch up with other areas.

I beg to support.

The Minister for Roads, Public Works and Housing (Mr. Raila): Thank you Mr. Temporary Deputy Speaker, Sir--

Dr. Godana: On a Point of Order Mr. Temporary Deputy Speaker, Sir. We need clarification on this matter. This is a debate on Votes. This is the prime time that the Opposition has to hold the Government to account. We have a convention in this House, that of a seesaw, when we are debating on this. There are issues which are fairly non-partisan. **The Temporary Deputy Speaker** (Mr. Poghisio): Order! Order, Mr. Godana!

Dr. Godana: Mr. Temporary Deputy Speaker, Sir, are you establishing a new institution?

The Temporary Deputy Speaker (Mr. Phogisio): Order! Order! I am assuring you that the

seesaw will continue.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, I am sure that my hon. friend will have his own good time to speak about the Votes. I am very delighted to support this Vote here, because when the NARC Government Members were campaigning last year, we promised the Kenyan people that if we took over the reigns of Government, we would introduce universal primary education. We said that education is a fundamental human right and that each and every Kenyan child, should be given equal opportunity to get quality education.

Upon assuming power this year, despite serious economic difficulties, the Government decided to immediately start with the implementation of free primary education. I listened very carefully to the Opposition Shadow Speaker about some of the difficulties and shortcomings of this venture. One was that we did not take care of accommodation, and that we were not able to accommodate all the children admitted into the primary schools. Which is a lesser evil? Is it the evil of denying people the right to education or taking the risk of allowing people to be admitted into schools, even if the classes are crowded?

Prof. Oniang'o: On a Point of Order Mr. Temporary Deputy Speaker, Sir, this Minister has a way of misusing words. Is he implying that I insinuated that we did not want free education for every Kenyan child?

Minister of Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, they had 40 years in power and for those 40 years, they never even thought of this programme. I am justified in saying that the Opposition said that NARC was misleading Kenyans when we said we would introduce free primary education. The Opposition said that there was no money, but we said that we knew where the money was. We said it was in the pockets of looters and that we would remove it from their pockets, and put it into the education of our children. We have done exactly that. Hon. Members will notice that the Budget has been increased from Kshs3.2 billion to Kshs5.9 billion by over Kshs2.6 billion which we are spending on this particular programme. We are doing this out of the conviction that we are doing the right thing for this country. By doing so, we will develop that critical manpower that we need for the development of our country.

We are being told that there are no supervisors in schools now. Whose fault is that? We are dealing with a Government which has been in power for only 180 days. That speaker should actually be looking for answers in the Benches where she is sitting. We are trying to address the imbalance that was created by that Government.

The Temporary Deputy Speaker (Mr. Poghiso): Order, Mr. Minister. You cannot expect an hon. Member to seek answers from a place which is not the Government side.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, all I am trying to do is to respond to some of the criticisms that were labelled---

The Temporary Deputy Speaker (Mr. Poghiso): Mr. Minister, I am also saying that it is about time you moved on with the debate.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, I am talking about the education programme. I am talking about the points which were raised by the Minister for Education, Science and Technology when he was moving this Vote.

We are determined to make this programme work. That is the reason why we decided to increase the salaries of teachers. There was a promise which was made by the previous Government in 1997 to increase teachers salaries by 200 per cent. Towards the end of their days, they said that there was no money.

Mr. Temporary Deputy Speaker, Sir, despite the difficulties created, we have been able to reach an accord with the teachers to be able to implement the salary package which had been promised and which that Government was not able to provide. All that I am trying to say is that they have no

business trying to teach us how to do our work because we are not able to do what we are doing.

The education system is a pyramid. It is broader at the base and is a point at the pinnacle. There are dropouts. We have a problem of how to deal with school dropouts, unlike in the past when there was no programme to absorb those who were coming out of schools, we have a very comprehensive programmes. That is why we have said we will create 500,000 jobs per year.

Prof. Oniang'o: On a point of order, Mr. Temporary Deputy Speaker, Sir. You know very well that this Minister is continuously misusing his 10 minutes by misleading this House. Where are the 500,000 jobs which will be taken up children as they drop out of school?

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, that is an argument and I hope you will protect me because the time that I have is so limited. We would also like to improve the conditions in our institutions of higher learning. A number of our qualified personnel for instance lecturers have had to leave this country in search of greener pastures. We now have very many Kenyans teaching in universities abroad, in countries like Botswana, South Africa and Namibia. We want to make the conditions in our universities here more attractive so that we can retain that critical manpower that we need in this country.

That is the reason why we have said that when the time comes, we will review the pay package of the lecturers, along with other civil servants when the economy improves.

An hon. Member: When is that?

The Minister for Roads, Public Works and Housing (Mr. Raila): The time is after we clear the mess created by your Government.

The Temporary Deputy Speaker (Poghisio): Order! Mr. Minister, just address the Chair and be focused on your Speech.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, I am addressing the Chair. We would also like to expand the university programme and come up with extensions to bring learning closer to the people. A charge was being made that this has not been done. It will not be possible to do it within six months. They should actually look for answers in the 40 years in which they were in Government, rather than trying to accuse a Government which is merely six months old of having not done anything.

The Temporary Deputy Speaker (Mr. Poghisio): Order! Mr. Minister I am trying to tell you not to refer answers to 40 years ago. The answers are in your hands.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Temporary Deputy Speaker, Sir, I am saying that the answers are contained in the statement which was made by the Minister. We as a Government would like to see that once Kenyans have been educated, they have an opportunity to serve. We also want to encourage our people to move away from paid employment. I have just come from an extensive tour from Korea and Malaysia. You will find that the majority of people who have come out of university or technical institutions do not look for formal employment. They go out there and try to create enterprises which will in turn become employment centres. This is the route that we want to follow in our country.

I agree that there is a shortage of teachers in the country. I am expressing what I strongly believe when I say that we should be able to take teachers to any part of the country. Teachers should be taken where they are needed most, rather than where it is more convenient to work. There should be no parts of the country which are considered to be hardship areas. If that is taken too far, we will find that there will be a lot of resistance of teachers being transferred to go and teach in some other parts of the country. This will create an imbalance in provision of quality education. We, as a Government will want to ensure that there is parity of education all over the country.

Mr. Temporary Deputy Speaker, Sir, with those few remarks, I beg to support.

Mr. Onyancha: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity. I would also want to join those that are in support of this Motion and commend the Government for boldly coming up with the policy of free education in this country. I do not know how it would appear if you stopped to appreciate at one moment that you were illiterate. Illiteracy is such a

bad thing that you can never appreciate for example, the geography of this world. You can never tell whether the sun goes round the earth or if it is the other way round. I want to commend the Government for coming up with the policy of free education because three million children who have not been going to school are now going to school.

I appreciate the fact that money has been given to primary schools in accounts 1 and 2. It is very clear what money goes to account 1. This is for tuition. The money in account 2 is for the watchmen and sanitation. I do not see any money allocated for construction of classrooms. I do not know whether the parents will still have to look for money to build classes. The Minister should address this problem. Overall, I would like to give the Ministry a B+ for trying to do what people though was impossible to do before.

I also wish to commend the Ministry for coming up with the salary agreement for teachers. I want to go further and urge the Ministry to consider paying teachers within five years. This Government is in office for the next five years. It would be imprudent for the Government to promise to pay the teachers on the sixth year because we do not know whether the FORD(P) Party will be the one in Government then. So, I think what the Minister should do is, perhaps, to agree with the teachers so that they are paid within five years and not six years.

Mr. Temporary Deputy Speaker, Sir, on bursary allocation, I am aware that Kshs800 million has been set aside for the bursaries. But as some hon. Members have suggested, it would be right if this bursary money was directly given to constituencies so that we can take care of equity, geographical disparities and enrolment in schools, which is, of course, different in each area. So, I appeal to the Minister take this seriously and, perhaps, consider giving this money directly to the constituencies.

Mr. Temporary Deputy Speaker, Sir, the idea of quota system in our education has brought about tribalism. Most hon. Members never went through the quota system. We have used the quota system in other areas, like in the recruitment of police officers. However, we never restrict those police officers to work in home districts. So, why would we want our children to go through the same primary school, join a nearby secondary school and become teachers in the same primary school? At the end of the day, they walk from their homes to teach in those local primary schools. This will definitely lower the standards of education. It would be prudent if we did away with this kind of quota system. I learned in Kiambu District although I come from Kisii District. I was able to appreciate what other people think in terms of their way of life and, I am sure, most hon. Members went through the same system. So, if we did away with the quota system, I am sure Kenyans will be more national than tribalistic.

The Minister could as well save some money by taking a bold step to amalgamate some of non-viable secondary schools. We have non-viable secondary schools that have wasted resources. These secondary schools have teachers posted to them, but there are no students in those schools. So, we could amalgamate those secondary schools so that we improve on the quality of education system.

Mr. Temporary Deputy Speaker, Sir, the Ministry of Education, Science and Technology has been talking of revising the Education Act for years now. There have been developments which need to be catered for in the Education Act. I do not know when this Act will be revised so that it takes care of issues like the Parents-Teachers Associations (PTAs) which have been existing illegally.

Mr. Temporary Deputy Speaker, Sir, year in, year out, the Ministry keeps talking about fees guidelines in secondary schools. The Minister should address this and work out an acceptable formula to all secondary schools.

On the Higher Education Loans Board (HELB), the Minister should solicit funding from the private sector and other interested groups because the public sector alone may not necessarily fund HELB. This will enable students access university education.

Mr. Temporary Deputy Speaker, Sir, there is also need to harmonise employment of teachers with their management. We have a situation that is existing now where technical institutes have teachers who are paid by the Teachers Service Commission (TSC), but they do not belong to the

Ministry of Education, Science and Technology. So, there is need to harmonise this kind of situation where employment is done by the Ministry of Education, Science and Technology, but the institutes do not belong to this Ministry.

Mr. Temporary Deputy Speaker, Sir, on university education, there is need to re-allocate roles of the newly appointed Chancellors so that we have them playing specific roles. We have clear cut-out roles for the Vice-Chancellors and other senior university staff. Equally, we should be thinking of improving existing university facilities. The "Pay As You Eat" programme that is now existing, I am sure, has become too expensive even for the universities to manage. I want to look back to those days when students, both rich and poor, ate from the same kitchen. Today, there are students who eat from their halls of residence. This is not only expensive, but it is also causing a lot of expenses to the university management.

I would like to ask the Minister also to address the question of remuneration of the university dons so that university professors are not always referred to as "mere professors" or what somebody called "those that drive Volkswagens!" We wish that the Minister improves remuneration for those dons so that they are respectable and feel that they are doing a very important job for this nation.

Mr. Temporary Deputy Speaker, Sir, the Minister should also consider employing teachers at the pre-primary stage of our education system so that we have teachers employed to do work at the nursery school level. This will make nonsense of the whole programme of free primary education if we do not consider the foundation of the child in the school. I hope the Minister will take this into cognisance and improve standards at that level.

With those few remarks, I beg to support.

Mr. Muturi: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me the opportunity to contribute to the debate on the Vote of the Ministry of Education, Science and Technology.

I am glad to say that the mention of Jogoo House in a generic form at times sends shivers down the spines of many people, especially because of a recent phenomenon of something called "Hurricane." But I am happy to observe that what comes from Jogoo House B, especially in the performance of the Minister for Education, Science and Technology, is commendable. The "Hurricane" is associated with what is called Jogoo House A. All I wanted to say is that when we are debating the Vote of the Ministry of Education, Science and Technology, we are careful to note that it is not associated with any "hurricane".

Mr. Temporary Deputy Speaker, Sir, one or two items that--

The Temporary Deputy Speaker (Mr. Poghisi): Order! Order, Mr. Muturi! What is it?

Mr. Muturi: Mr. Temporary Deputy Speaker, Sir, it has something to do with the Ministry of Local Government.

Mr. Temporary Deputy Speaker, Sir, I wish to commend the Minister for Education, Science and Technology, particularly for the way he has handled the issue of free primary education. I am only a little concerned about the fact that while we commend the programme, we do not appear to have given sufficient consideration to those that have not yet grown up to join primary education. I say this because we have seen occasions on which very young kids have had to be taken to Standard One because education is free in Class One, but the parents cannot afford to take their kids to nursery school. So, I would want to urge the Minister to look into this area and see what assistance or programmes the Government could come up with, to assist those parents whose kids have not grown old enough to join primary schools.

Mr. Temporary Deputy Speaker, Sir, while I appreciate the efforts that the Ministry is taking in reviving the Kenya School Equipment Scheme (KSES), I hasten to caution that the Minister must be alert and alive to the possibility of textbook cartels emerging in Jogoo House B for the sole purpose of taking advantage of the monies that the Ministry is giving to primary schools. It is important that the Minister looks into that.

Mr. Temporary Deputy Speaker, Sir, I want to associate myself with the sentiments earlier expressed by the Deputy Speaker with regard to the policy of not registering new secondary schools.

In the ASAL areas in recent years, we have seen the emergence of many secondary schools. The leadership that has been evolving is one that recognises the need for more secondary schools. When the Ministry bans the registration of new secondary schools, one wonders what is going to happen to the many pupils who have joined primary schools---

The Minister for Education, Science and Technology (Prof. Saitoti): On a point of order, Mr. Temporary Deputy Speaker, Sir. I do apologise from the outset because of intervening there. But it is misleading to say that there is an embargo on the registration of new secondary schools. We do not have that policy.

Mr. Muturi: Mr. Temporary Deputy Speaker, Sir, let me congratulate the Minister for making this clear. I attend my own DDC and DEB meetings and it is in those meetings that we have been told that there is a ban on the registration of new secondary schools. Indeed, it cannot be a coincidence that I am talking about it and Mr. Musila spoke about it. We are happy that the Minister has now set the record straight so that those people in the villages know that there is no such ban. We appreciate that.

Mr. Temporary Deputy Speaker, Sir, on the issue of bursaries, first of all, I want to associate myself with the sentiments expressed by many hon. Members that it is high time that greater transparency was introduced in that area and that bursaries be allocated on the basis of constituencies. I have witnessed cases in which the Ministry officials in Jogoo House B have paid school fees for secondary students in selected secondary schools. That money is said to come from bursaries. As to how people seated in Jogoo House B would determine which students in which secondary schools require what amount of money, to me, has always been amazing. This is quite different from the bursaries that the Ministry sends to schools directly.

I speak with a lot of information on this issue because I have seen it myself. Successive Ministers of Education have done this. But in the recent past, I have not seen any cheques being written to pay school fees for specific students. I think it is something that I may wish to commend the Minister for Education, Science and Technology. It was important that he put an end to that. There can never be any equity in the way that kind of disbursement is done. It can only be that certain officials at Jogoo House B, who do not want to pay school fees for their children, come up with ideas and they cook up figures. That is how Government officers have been paying school fees for their children.

Indeed, we have so many poor parents who have no way of accessing Jogoo House B to present their cases about their inability to be able to pay school fees. This is an area which I believe in the near future, we will have occasion to discuss with the Minister at a forum for all Members of Parliament, so that we can try to see how we can introduce some levels of sanity in the administration of bursaries.

*[The Temporary Deputy Speaker
(Mr. Poghio) left the Chair]*

*[The Temporary Deputy Speaker
(Mr. Khamasi) took the Chair]*

Mr. Temporary Deputy Speaker, Sir, I find the grant of Kshs89 million to the Higher Education Loans Board (HELB) and Kshs82 million as bursary fees a bit perplexing. We are told that the HELB collects part of the loan that had been advanced in the past. Why is it that we are not able to give students bursaries commensurate with the amount that we collect on a yearly basis? I also would like to know what is happening in other universities which have parallel degree programmes.

With those few remarks, I beg to support.

The Assistant Minister for Environment, Natural Resources and Wildlife (Prof. Maathai): Mr. Temporary Deputy Speaker, Sir, I thank hon. Members who have congratulated the

Minister for Education, Science and Technology for the good work he is doing for this country. When we go around the country, we see many happy parents. I would like to draw the attention of the Minister to the fact that in the Ministry, our major concern is our children. Many of us are concerned about the abuse of drugs in schools. That issue should be taken very seriously, to ensure that our children are not destroyed by drugs. Those drugs include bhang, tobacco and alcohol. Bhang is freely grown in forests and has contributed a lot to the clearing of forests. Although my Ministry is trying very hard to ensure that no more bhang is grown in the forests, information reaching us indicates that some people now grow it in farms. That can be very dangerous to our children. We would like the Minister to set aside enough resources to provide surveillance, so that our children are not destroyed by drugs in schools. I would like to draw the attention of the Ministry of Health to the fact that, although there is a warning written: "Cigarette smoking is harmful to your health", enough is not being done to protect our children from that menace. In Nairobi, there are huge billboards advertising tobacco. They take space and spoil the environment. They obstruct beautiful view of trees and the skies. It is a shame to allow that to happen, because that is how our children are lured into that habit.

I know many of our administrative officers like chiefs and generally, the Provincial Administration, are trying very hard to rid the society of illicit brews. With unemployment in the rural areas, many young people fall prey to the misuse of illicit brews. We should protect the young people. It is our responsibility, as adults, to make sure that our children are protected. In connection with that, we would like to see policemen armed with live bullets kept out of our learning institutions, so that we do not have incidents like the one we had the other day when a student was shot. Although they are big in size, they are children and should not be stopped with guns and bullets. There are many ways of stopping those children without shooting them.

Mr. Temporary Deputy Speaker, Sir, secondly, I want to talk about the HIV/AIDS and drugs. I remember that in 1984, the first HIV/AIDS case was recorded in this country. Sometime in the past, I do not remember when we heard our leaders proclaiming in an international press conference that they had discovered Kemron, which could cure HIV/AIDS. To my knowledge, nobody has ever apologised to this nation for having misled Kenyans who, for many years, continued to use the drug, believing that it would cure them. It is amazing that we are now speaking openly and advising people to protect themselves. But it is a time when about 700 people are dying everyday. This is happening because we tend to take things for granted. We start to respond when things are out of hand. We want to ensure that our children do not misuse drugs. We should not act when our children have been addicted to drugs. We have taken steps to control the spread of HIV/AIDS when so many people have contracted the virus. We should know that alcohol and drugs facilitate the spread of the HIV/AIDS. This is so because when young people are under the influence of drugs, for example, alcohol, it becomes very difficult for them to choose their sex partners.

Mr. Temporary Deputy Speaker, Sir, I am very concerned about the distribution of condoms in this country in our efforts to control the spread of HIV/AIDS. So many people, especially those in rural areas, throw condoms in the open after using them. Condoms are made of plastic material which does not degrade. Therefore, the used condoms can lie on the ground for many days. We have seen children take the used condoms and play with them. This is a very irresponsible behaviour. Even if this matter does not fall under the Ministry of Education, Science and Technology, it should be taken into account so that our children do not play with used condoms. We cannot just throw used condoms all over the place.

I would like to urge the Minister for Education, Science and Technology to introduce in our curriculum, environmental studies. We are very concerned about the conservation of our wildlife and natural resources, and yet environmental studies are taught in our schools rather indirectly. It is time environmental studies were introduced in our curriculum to ensure that our children grow up with knowledge about the value of conserving our environment. If these studies are introduced in our

curriculum, they will help our children appreciate the linkage between, for example, our natural resources and the tourist industry, which is very important.

There is a matter I touched on earlier on, and I would like to repeat it in this House until I change the attitude of Kenyans. I raised the issue of wastage of paper by Government officials. I would like to say that every Government office I visit, including this House, uses one side of paper. I would like to continue raising this matter until we start using both sides of paper. We all know that paper comes from trees. So, every time I see paper being wasted, my mind goes back to the number of trees which are being cut so that paper can be produced. When I think of the amount of paper we waste in this House and in all Government Departments and Ministries, I can only feel disappointed. This contributes to the deforestation which we were talking about this morning. This morning, we talked about human/wildlife conflict in this House. I said that much of the human/wildlife conflict is as a result of our encroachment into our forests. We have turned most of our forests into the production of exotic trees such as pine. These trees are used by M/s Panafrican Paper Mills and other paper manufacturing companies. So, when we waste a lot of paper in our Government offices, we should reflect and see the destruction of our forests. We should know that when our forests are eventually destroyed, wildlife will not have habitat. We will experience the human/wildlife conflict we were talking about in this House this morning. So, we should appreciate these linkages.

The Ministry of Education, Science and Technology gives our children basic education or book knowledge, but there is much more for it than it is doing. I would like to commend the Government for taking up the challenge to provide our children with good education. Because the Government is only providing free primary school education, many parents find it very difficult to take their children through secondary education. I would like to urge the Minister to study the cost of secondary school education and find out the actual necessities for its provision. Are there certain costs which can be cut so that parents are not overburdened with huge fees balances? When a poor parent, who has no source of income, comes to me and tells me that he or she would like me to help clear his or her fees balance amounting to kshs30,000, I know that there is a problem. There are many such parents in my constituency, who would like to get assistance from me. So, I would like to urge the Ministry of Education, Science and Technology to study the cost of education at the secondary level and see to what extent we can reduce it.

Mr. Temporary Deputy Speaker, Sir, with those few remarks, I beg to support the Motion.

Mr. Koech: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute on the Vote of the Ministry of Education, Science and Technology. First and foremost, I would like to congratulate the Minister for Education, Science and Technology for the manner in which he has handled the education sector since he took over from his predecessor. It is common knowledge that if you go to rural areas now, you will find parents are very happy because their primary school-going children are no longer at home. This is because primary school-going children were constantly sent away from their schools to go and look for money. This has stopped now. So, I would like to congratulate the Government for providing free primary school education.

We know that there are some shortcomings, but to be fair to the NARC Government, we should give it a grace period of two years to see how it will implement some of the policies it has. In the meantime, I congratulate the Government and give it a grace period of, at least, two years to implement the policies it has come up with. It is fair to give the Government that grace period because it took over power when our economy was doing badly. I was wondering where I would start from if I was appointed the Minister for Finance or Education, Science and Technology. The financial constraints were enormous. I would like to congratulate the Government for overcoming some of these financial constraints. We actually want the Government to work very hard to make sure that the tempo it has set is actually maintained. Mr. Temporary Deputy Speaker, Sir, I would now like to challenge the Minister for Education, Science and Technology over the management of

schools. Over the years, the inspection of schools has been forgotten. Inspection of schools has not been done in Bomet District for years. So, the headmasters have always done what they want. I believe that the inspection of schools all over the country is very poor. I hope that, now that the Ministry of Education, Science and Technology has allocated some money to our schools, it will appoint very good officers to manage them. More education officers and inspectors of schools should be recruited so that we can improve the quality of education in this country. This should be done, especially for some districts where educational standards are low.

The number of students who qualified to join public universities this year in my district is 74. This is the case and yet in some districts, one school can send more than 74 students to our public universities in one year. We are lagging behind and I would like to request the Minister for Education, Science and Technology to post more teachers to Bomet District. I would also like to request him to intensify inspection of schools in that district. This is because it is pathetic that we have only 74 children joining public universities from our district this year. We are not very happy with what has been going on in Bomet District. Some of us have tried to rectify the situation under difficult circumstances. We do hope that the Government will come up with some policies to ensure that our schools are always inspected.

The management of school funds has always been left in the hands of the headmasters. No officials from the Ministry of Education, Science and Technology visit schools to inquire from the head teachers how they spend money. I am happy with the manner in which the Ministry of Education, Science and Technology is monitoring the use of the money it has already sent to our primary schools to cater for free primary school education. I am saying this because when we meet the headmasters in the village, they tell us that they are very serious. They fear that if they mismanage this money, they will be disciplined. I hope, Mr. Minister, that you can extend this to secondary schools, so that we have sufficient inspection of secondary schools too. In the management of funds, headmasters are having a field day. I remember one headmaster who was promoted to be an Education Officer and his colleagues were asking him: "*Mwalimu ulichukua ngapi, tunasikia walimu wakuu wanachukua pesa?*" But the former headmaster had been very dedicated and he did not know that some of them take school funds for their own use.

This is very rampant and I think you should get secondary schools' audit reports. The School Audit Programme is no longer in place. I used to be an Education Officer sometime in the 1970s and we used to make sure that schools were inspected and their accounts audited. Over the years, that has stopped, nobody knows about it, and that is why I find it very difficult criticising the Government. I know how things have been in the past and, therefore, I give you tears of grace. It is moral that we do that, because we understand the circumstances under which you took over the Government.

On teachers, the challenge the Government has is on their training. It is good very many children are going to school in our constituencies. The other day, as members of the Education Committee, we visited a school in Nairobi and although I had thought only schools in the rural areas lack teachers, we found very many children who were happy because their headmistress was good. Therefore, when we asked them if they had any problems, they told us they had none. They had a good headmistress whom they loved and, therefore, did not want to say their problems. They were so many in a class that if they stayed there for 30 minutes, the classroom would be very hot and this is because there is a big shortage of teachers. Therefore, I hope the Ministry of Education, Science and Technology is going to look into this problem and ensure that we have enough teachers so that the free education programme gets the real meaning it deserves.

Still on the teachers, looking at the quality of the teachers and colleges' intake, I support the Deputy Speaker for saying that some districts have more teachers. This is because there has been unfairness in teacher training college intake. Why is it that some districts have more teachers than

others? We have been transferring teachers from some districts because they are over-staffed. I then ask myself; why are they over-staffed, yet ours are not?

I hope the Minister is going to look into this malpractice and ensure that the marginalised districts, like the one I come from, get teachers for secondary schools. You should not think it has all been roses in the areas which were controlled by KANU; there have been a lot of problems. We do not have teachers and this has been going on for a long time, and I have been fighting it. The intake to the primary school teacher training colleges has been unfair because there have been some favoured districts in which very many teachers are posted, while others are neglected. So, I hope the Minister is going to address that issue.

On top of that, we have some districts that have not had any higher education institution. When you look at the whole of the Kipsigis area, with a population of about two million people, there is not a single institution of higher learning, while other places have them. I hope the Minister is going to look into that, so that we may have a constituent college of a university or a technical school to represent the Kipsigis. Technical schools, which are found in most districts, are not there in the whole of the Kipsigis region and that is why we are so agitated and not happy. We have been marginalised over the years, and trampled on so much that we do not speak. That is why we are very happy now that we are very free. That is why I can now speak freely and even the former President can move anywhere without the fear of tear gas being used. This is wonderful and I congratulate the Government for that freedom. Today, nobody is molested; we are free to talk and everybody is free to go to any place and that is a plus on its part.

We must speak the truth because there is no way we are going to develop this country, if we are not free to tell our people the truth. We should not tell our people that we are going to fight. Who are we going to fight? Our people are not ready to fight anybody. They are ready to support the Government; they are not in a programme for fighting anybody in this country. I, for one, have never been an instrument for incitement. I can never be an instrument of inciting other people to fight anybody. We have had enough time to programme ourselves and do many good things. Because we failed to do good things, our people are suffering, and we should not say we have to fight. Those who want our people to fight have their pockets lined so well that I do not see why they want to fight the Government. Why do they want to disturb the Government? I would like to inform them that our people are not ready to fight anybody.

Mr. Kamama: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is Mr. Koech in order to start campaigning for the National Rainbow Coalition (NARC) for the 2007 general election now?

The Temporary Deputy Speaker (Mr. Khamasi): That is not a point of order.

Proceed, Mr. Koech.

Mr. Koech: Mr. Temporary Deputy Speaker, Sir, I will not have committed any sin even if I campaign for NARC. I have a right to speak on any issue. I am, in fact, also assisting KANU. At least, Kenyans now can say that the current lot of KANU legislators is much better in terms of their attitude towards other Kenyans. We now have to build a KANU which says and does the right things. I am not saying that I will defect to the Government side. I will remain on this side of the House. But we must improve KANU and get rid of all the fellows who mismanaged this country's economy, so that we can be an Opposition with the moral authority to challenge the Government. Some hon. Members on this side of the House do not even have the credibility to contribute to any issue affecting this country. How can you offer solutions to problems facing this country when you are so much rotten? Some other people can do so. Those who messed up this country cannot offer any useful suggestions for resolution of our problems. I will not agree with them at all if they attempt to do so.

Mr. Serut: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is the hon. Member on the Floor in order to say that some hon. Members are rotten?

The Temporary Deputy Speaker (Mr. Khamasi): What is your point of order?

Mr. Koech: Mr. Temporary Deputy Speaker, Sir, I never said that. Mr. Serut is quite new in this House, and I sympathise with him. You know, some people wanted younger people to be elected to this House, so that the bad things they did while in power could be forgotten. That is the reason for this talk about fighting.

With those few remarks, I beg to support.

Mr. Kajembe: Mr. Temporary Deputy Speaker, Sir, I must say that the Ministry of Education, Science and Technology has been put straight. I can see that there is accountability, transparency and even technical know-how in it. I have no doubt that the Minister himself is well-educated.

Mr. Temporary Deputy Speaker, Sir, I support the Motion. However, I have a few pieces of advice for the Minister. It is time boys and girls were not enrolled in the same schools. Let us have separate schools for boys and girls. I am saying so because we have had cases where girls became pregnant. I believe that separating girls from boys will ensure that such things do not happen.

Local authorities in urban areas, such as Nairobi, Mombasa, Nakuru and Kisumu, manage the infrastructure of primary schools while the Teachers Service Commission (TSC) provides the teachers. These local authorities have their own education officers. Also, the Ministry of Education, Science and Technology has its own officers who oversee educational matters in these areas. So, you find that there is a tug of war between the local authority education officers and the officers of the Ministry of Education, Science and Technology. This is, therefore, an area the Minister must look into, so that the people in urban areas can know the authority responsible for educational matters.

I would like to commend the Government for implementing the free primary education programme. NARC is now fulfilling the promises it had made to Kenyans in the run-up to the last general election. However, the Minister needs to set aside some funds for the construction of additional classrooms, provision of electricity and installation of telephone lines in schools. If all this is done, then the free education package will be complete.

When we prepare our five-year development plans, we should include in them the possibility of introducing free secondary education. So far, we have achieved our objective of providing free primary education. We should now include the objective of providing free secondary education in our next five-year development plan. I believe that if we plan now, we will be able to provide free secondary education to our children before the next general election. It is interesting to note that NARC Government managed to provide free primary education from the time it came to power. For the 40 years it was in power, KANU could not provide free primary education in Kenya. In the run-up to the last general election, KANU said that it would not be possible for the party to provide free primary education if it won the election.

Mr. Temporary Deputy Speaker, Sir, it is important that the funds set aside for the National Bursary Fund are distributed to constituencies. The Ministry should form constituency committees to allocate these funds to needy students. Some school head teachers have been allocating bursary funds to children whose parents are rich. That practice should be stopped. The committees I am suggesting to be formed at the constituency level will allocate these funds to bright children from poor families.

I have realised that the highest amount of money that the Ministry gives in form of assistance to a Kenyan studying abroad is about Kshs50,000. Tuition fees in overseas countries is very high. American universities charge tuition fees of about Kshs500,000, while those in the United Kingdom charge about Kshs1 million, but the Ministry gives students studying in those countries Kshs50,000. Therefore, I call upon the Minister to consider raising this figure to a reasonable amount. In the past, money set aside by the Ministry for assistance to Kenyans studying in overseas universities used to benefit only one community, and that should be stopped.

Mr. Temporary Deputy Speaker, Sir, the NARC Government should be supported by all

Kenyans. This will ensure that money goes to the Kenyan children regardless of their tribes, religions and backgrounds.

On the issue of national schools, some of the children who come from poor families cannot afford these schools. Children are taken in these schools but they cannot go because their parents do not have the money required by these schools. I think it is high time the Minister looked into these cases. The Government should pay all the school fees for these children. This would be one way of giving incentives to our children.

I support the idea that teachers should be posted to every region of this country regardless of their backgrounds. But even with that, there are teachers who, when teaching outside their districts, do not work hard. I am saying this because if you go to some of the districts of this country, you will find that all the teachers come from the same district. In essence, such a district would be very wealthy as those teachers would be teaching their own children or relatives. I think that teachers should be distributed accordingly in this country. Moreover, teachers have suffered a lot. I would say that, the last regime punished teachers.

An hon. Member: How and you were there?

Mr. Kajembe: Mr. Temporary Deputy Speaker, Sir, I do not want to reply to anybody. I was there but today I am saying, God forgive me for having been an hon. Member of KANU in the past.

(Applause)

Mr. Kamama: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is the hon. Member in order to claim that KANU punished teachers while that regime paid teachers Kshs3,000 and NARC only paid a paltry amount of Kshs1,000?

Mr. Kajembe: Mr. Temporary Deputy Speaker, Sir, the hon. Member has no point of order to make. He wants to make a point of argument. There is a forum for that, but what I am trying to say is that teachers, and I do not say KANU, were punished by the last regime. Their salaries were very low.

I therefore, support the Motion.

Mr. Wario: Ahsante, Bw. Naibu Spika wa Muda, kwa fursa ulionipa. Kuna methali isemayo "Baniani mbaya, kiatu chake dawa". Nimekuja katika Bunge hili ili kuikosoa Serikali. Na nikiamua kuikosoa, ninafanya hivyo kwa sababu sikuja kumfurahisha mtu yeyote hapa. Hata hivyo, siku ya leo sitaweza kuificha furaha yangu kwa sababu mimi si mkatili. Ninawapenda watoto. Mimi ni mzazi na ninafuraha kuona wazazi kule vijijini wameondolewa ule mzigo mzito waliokuwa wakiubeba muda mrefu. Wameambiwa sasa wapumzike na watoto wao wasome bila kuhangaishwa.

Ninasema ahsante kwa Serikali. Ahsante kwa elimu ya bure kwa sababu tegemeo na tamaa ya taifa lolote ni kujimudu kisiasa, kielimu na kiuchumi. Msingi thabiti wa kielimu ni muhimu sana kwa taifa lolote. Hii ni hatua moja ambayo sote tukiwa Wakenya inafaa kuchukuwa. Wakati unapoendesha gari kwa mwendo wa kasi usiostahili, tuko hapa kupiga firimbi. Lakini sasa tunasema mchezo huu umechezwa na ukachezeka. Nasema, kidole kwenu!

Bw. Naibu Spika wa Muda, ningependa kuchangia Hoja hii kwa mada mbili. Kwanza, ningependa kuzungumzia misaada ya masomo, au *bursary*. Kshs800 milioni sio pesa kidogo, ni pesa nyingi sana. Wachezaji ni wale wale uwanjani; wamebadilisha fulana tu!

(Applause)

Ningependa kumhimiza Waziri anayehusika ahakikishe kwamba pesa hizi zinawanufaisha watoto WaKenya. Ni sharti pesa hizi zipelekwe katika sehemu za uwakilishi bungeni ili WaKenya waweze kunufaika kwa usawa.

Sehemu nyingine ambayo ningependa kuchangia kuhusiana na Hoja hii ni ile ya misaada ya

elimu, au *scholarship*. Ni watoto wangapi kutoka sehemu kame katika nchi hii wamewahi kunufaika na msaada huu wa kielimu? Ngingependa kutoa ombi langu kuwa, misaada ya kielimu itakapotolewa, isambazwe kote nchini. Sisi wengine, wacha kuwa na vyuo vikuu, mikoa tunayotoka haina hata shule moja ya kitaifa. Iwapo Serikali haitakuwa na sera ya makusudio ya kuweza kuwafanya watu hawa wawe sawa na Wakenya wengine, hali yetu itazidi kudhoofika kielimu.

Bw. Naibu Spika wa Muda, ingawa nimetoa furaha yangu kwa sera ya elimu ya msingi ya bure, mimi na watu wengi ninaowakilisha Bungeni ni wafugaji. Sera na sheria tulizonazo za elimu ni sera bubu, chongo, na viziwi; hazioni, hazisikii wala hazisemi chochote kuhusu haki ya mtoto mfugaji. Kwa sababu ya mbinu ya maisha tunayoishi, mara nyingi sera za Serikali huangalia miji mikubwa bila ya kujali kule mashinani. Haziangalii watoto wafugaji wanaishi katika hali gani na wataweza kupata elimu kama watoto wengine kivipi. Iwapo Serikali hii haitakuwa na sera ya makusudio, ambayo itatenga pesa rasmi ili kujenga shule za mabweni zitakazowawezesha watoto wafugaji kusoma kama watoto wengine, dhuluma dhidi ya watoto wafugaji itaendelea.

Tulipochaguliwa, na wakati Serikali ya NARC ilipokuwa ikijipodoa kuomba kura, ilisema itatoa nafasi za kazi laki tano. Nafasi hizi zitapatikana vipi, iwapo vyuo vya kiufundi kule mashinani vimefungwa kwa sababu wale walimu hawana mtu wa kuwashughulikia, na hawalipwi mishahara yao? Ni vipi nafasi hizi za kazi zitapatikana? Ngingeomba mhe. Waziri anayehusika aangelie maslahi ya vyuo hivi vya kiufundi, kwa sababu vyuo hivi vinapiga hatua kubwa kupunguza umaskini katika nchi hii.

Bw. Naibu Spika wa Muda, ingawa tumefurahia sera ya elimu ya msingi ya bure, hapo awali kulikuwepo na sera ya kuwawezesha watu wazima kupata elimu. Sijui ni kwa nini sikusikia Serikali ikizungumzia vipi watu wazima ambao hawajanufaika na masomo wataelimishwa. Angalia hali tunayoishi; tunakumbwa na janga la ukimwi. Iwapo hatutawaelimisha watu, basi janga hili litafagia nchi hii na hali ya maisha ya Wakenya itakuwa katika tisho kubwa. Ndiposa nasema kuwa ni muhimu tuwe na sera ama tuboreshe hali ya elimu ya watu wazima.

Katika kila nchi kuna janga la kiasili. Kuna wakati wa dharura ambapo upepo unabomoa shule ama mafuriko yanabeba watu. Wakati Waziri alipokuwa akisoma Bajeti, hatukuwa na janga lolote, na hivyo basi hakulizungumzia jambo hili. Kwa hivyo, tungojee Bajeti nyingine. Tunataka pesa za kushughulikia mambo ya dharura zitengwe.

Litakapotokea janga lolote kama mafuriko, kuwepo na hazina ambayo itagharania mambo ya dharura ambayo yataikumba sehemu hiyo.

Bw. Naibu Spika wa Muda, ningependa kusema kuwa hakuna usawa katika utoaji wa nafasi za kujiunga na vyuo vya walimu. Nafasi nyingi zinapatiwa wilaya fulani na hali wilaya nyingine zinapuuzwa. Ngingependa kumwomba Waziri anayehusika apeane nafasi sawa kwa kila wilaya. Nikiendelea kuchangia swala hilo, hii leo kuna sera ambayo inawadhulumu wanafunzi ambao wanasomea katika sehemu zisizokuwa na vifaa vya kielimu. Sera hiyo inawahitaji wanafunzi kupata gredi wastani ya C ndipo waweze kujiunga na vyuo vya ualimu. Ukichukua kwa mfano, Wilaya ya Tana River, kwa sababu ya ukosefu wa vifaa vya elimu, utaona kwamba itakuwa vigumu kupata watoto zaidi ya kumi wakifuzu kwa kupata gredi ya C. Je, watoto wetu kweli watapata fursa ya kuwa walimu? Je, ni nani atawafundisha watoto hao na ni vipi watoto wetu watajimudu kielimu iwapo hawatapata walimu wa kuwaelimisha katika jamii zao? Kwa hivyo, ningemwomba Waziri anayehusika apunguze gredi hiyo ya C, hasa katika sehemu zinazokumbwa na ukosefu wa vifaa vya elimu pamoja na hali ngumu ya maisha. Angalau gredi hiyo ipunguzwe hadi D+ ili watoto wetu wapate fursa ya kujiunga na vyuo vya ualimu kama watoto wengine wa taifa hili.

Bw. Naibu Spika wa Muda, hali ya umaskini katika nchi hii, hasa sehemu ninayowakilisha humu Bungeni, iko juu sana. Nawakilisha eneo ambalo kiwango chake cha umaskini kimepita aslimia 70. Ngingeomba Serikali idumishe mpango wa kupeleka vyakula katika shule. Hali ya maisha imedhoofika mno na iwapo Serikali haitaiboresha hali hii, hasa katika jamii za wafugaji ambao wanalazimishwa kuhamahama, basi watoto hawataweza kunufaika na elimu.

Kwa hayo machahe, naunga mkono Hoja hii.

The Assistant Minister, Office of the Vice-President and Ministry of National Reconstruction (Mr. Mungatana): Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me the opportunity to contribute on this Motion. I want to say how happy I am with the Ministry of Education, Science and Technology. I was at home over this weekend with the District Education Officer (DEO), Tana River, and I remembered something, that once upon time, the DEO used to run away from traders. He used to operate on debts. He was a wanted man in Hola Town. However, now, for the first time in many years, he has been able to pay his debts. He has money to fuel his car and can reach even the farthest corners of the district without a problem. In some areas, education officers lacked money to enable them to move from one school to another to carry out inspections, or to find out what was happening in these schools. Now they have a small amount of money to operate on. There is a real impact that the Ministry of Education, Science and Technology has created in the last six months, and I think we need to congratulate the Minister in charge for that.

Mr. Temporary Deputy Speaker, Sir, having said this, I would want to make a few suggestions. First and foremost, we are happy to note that the money which was meant for the free primary education programme is being credited directly to the primary school accounts, while the bursaries are going directly to the secondary school accounts. The problem that we need to look at and the challenge that exists now is on control of these funds. Even the best intentions of the Ministry might go to waste if hon. Members of Parliament are not kept informed whether such and such a school has received this amount of money or not. Hon. Members of Parliament should also be informed of the time when this money has been credited to a specific primary school or secondary school account. A circular must be issued to specify whether or not this amount of money has reached a school. It is the only way we can be truly people's watchmen because there are moles and thugs who are crawling and waiting to "eat" this money. They have even rolled up their sleeves waiting to "eat" this money. As long as the Ministry continues forwarding this money, we need to have a clear policy saying: "Members of Parliament must be informed", because it is only a few of us who were able to access some of those statistics. Other hon. Members are taken round and round, and it becomes difficult for them to understand. Since we want to see the success of this programme, we must have a strict policy direction. If the Ministry of Roads, Public Works and Housing is doing it, we do not see why the same cannot be done by the Ministry of Education, Science and Technology.

Mr. Temporary Deputy Speaker, Sir, still on the issue of free primary education, I would like to say that this programme has suffered, or had some shortcomings, at least, in Garsen Constituency where I come from. You will see that students are very happy to attend school, but when they reach the school, the headmaster says: "You cannot attend school if you do not have school uniform." The truth of the matter is that we have suffered as hon. Members of Parliament trying to buy school uniforms to assist parents to make sure that their children access this free primary education. I think the time has come for us to review this whole question of school uniform. Is it really necessary if I am happy to wear a sarong at home to change and wear European clothes in order for me to access education? Is it really necessary? I think a policy guideline needs to be formulated clearly so that where parents cannot afford uniforms for their children, and we are living comfortably in our villages, they can be allowed to attend school without uniforms. It should not be compulsory for students to wear school uniforms. If they cannot afford uniforms, it is not their mistake since this is due to poverty. I think this policy on school uniforms needs to be looked into afresh.

Mr. Temporary Deputy Speaker, Sir, I would request the Minister also to look at the question of staffing stability. It is very well and good for teachers to be posted to a school and start teaching in a particular region. If these teachers are not able to stay in a school and live with those children, all the efforts they make within, say, a period of six to seven months, goes to waste. I was proposing that staffing stability should become part and parcel of the terms and conditions of any teacher who is

posted. They must be told: "When you are going to Garsen Primary School, you are going to stay there for three years. Accept the job and if you do not like it, get the hell out of here. Do not go to that school". We do not need teachers who come for seven months and then suddenly start looking for transfers and our students end up performing poorly.

Mr. Temporary Deputy Speaker, Sir, there is the question of the disabled students in primary and in secondary schools. The Ministry needs to have a clear policy push in this direction. For instance, in the whole of Tana River District we only have one school which is supposed to cater for all the disabled children in the three constituencies. I have said here, and I will say it again, Tana River District is three times the size of Central Province. It covers 30,487 square kilometres.

With all those disabled students, one school cannot definitely cope with the demand that--

ADJOURNMENT

The Temporary Deputy Speaker (Mr. Khamasi): Hon. Members, it is now time for the interruption of business. The House is, therefore, adjourned until tomorrow, Thursday, 10th July, 2003 at 2.30 p.m.

The House rose at 6.30 p.m.