

NATIONAL ASSEMBLY

OFFICIAL REPORT

Tuesday, 26th October, 2004

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

PAPER LAID

The following Paper was laid on the Table of the House:-

The Report of the Departmental Committee on Administration of Justice and Legal Affairs tour of Denmark, Norway and Sweden from 22nd March, 2004 to 30th March, 2004, on the vetting process of senior public servants.

*(By Mr. Marende on behalf of the
Chairman of the Departmental
Committee on Administration
of Justice and Legal Affairs)*

NOTICES OF MOTIONS

REVIEW OF TAXES AFFECTING
SUGAR INDUSTRY

Mr. Oparanya: Mr. Speaker, Sir, I beg to give notice of the following Motion:-
THAT, noting that COMESA's four-year safeguard measures affecting the local sugar industry expires on 29th February, 2008, and that the sugar industry shall be liberalised thereafter; this House urges the Government to review taxes affecting the sugar industry and also put other structures in place that will improve the field of cane plant, efficiency in the local sugar milling factories and hence enable locally produced sugar to compete favourably with imported sugar for the benefit of sugar cane farmers.

ADOPTION OF REPORT OF JUSTICE AND
LEGAL AFFAIRS COMMITTEE'S TOUR OF
SCANDINAVIAN COUNTRIES

Mr. Marende: Mr. Speaker, Sir, I beg to give notice of the following Motion:-
THAT, this House adopts the Report of the Departmental Committee on Administration of Justice and Legal Affairs tour of Denmark, Norway and Sweden from 22nd March, 2004 to 30th March, 2004, on the vetting process of senior public servants laid on the Table of the House today.

Mr. Speaker: Hon. Members, as usual, we will begin with Questions by Private Notice.

I beg the indulgence of the House that we must finish three minutes before 3.30 p.m. because there is an hon. Member who wishes to seek a Ministerial Statement.

Mr. Ndolo!

QUESTIONS BY PRIVATE NOTICE

REMOVAL OF GRAND REGENCY RECEIVER MANAGER

Mr. Ndolo: Mr. Speaker, Sir, I beg to ask the Minister for Justice and Constitutional Affairs the following Question by Private Notice.

(a) Could the Minister inform the House why Mr. Peter Ndaa was removed as Receiver Manager of Grand Regency Hotel on 31st August, 2004?

(b) What criteria was used in selecting the new Receiver Manager?

The Assistant Minister for Justice and Constitutional Affairs (Mr. Githae): Mr. Speaker, Sir, I beg to reply.

(a) Uhuru Highway Development Limited (UHDL) which owns the Grand Regency Hotel had forwarded the name of Mr. Peter Ndaa as Receiver Manager, but later it revoked his appointment.

(b) The criteria used to select the Receiver Manager solely rests with UHDL.

Mr. Ndolo: Mr. Speaker, Sir, I thank the Assistant Minister for the answer he has given. However, it is common knowledge that the Goldenberg scandal has swallowed many people in this country. It is also a pity that even the investigators of this scandal are now becoming part and parcel of it. Could the Assistant Minister tell this House why Kiraitu & Kamau Advocates gave consent to their lawyer, Mr. Gichohi, to replace Mr. Ndaa as the Receiver Manager of the Grand Regency Hotel? We all know that Mr. Gichohi is a brother-in-law to Dr. Kamau Kuria.

Mr. Githae: Mr. Speaker, Sir, what really happened is that the Kenya Anti-Corruption Commission (KACC) filed a High Court Civil Case No.1011 of 2003 against Mr. Kamlesh Pattni and 16 others. In the suit, the KACC sought orders that Grand Regency Hotel, which is owned by UHDL be held in trust on behalf of the State because there was all the more likelihood that State funds were used to develop the hotel. In the suit, there was an application for appointment of a Receiver Manager. A consent order was signed by the KACC and the council for UHDL. The UHDL had supplied the name of Mr. Ndaa as its Receiver Manager, but UHDL later on revoked his appointment. The revocation of Mr. Ndaa as a Receiver Manager has nothing to do with the KACC because he was not appointed by the KACC. Therefore, as far as the KACC was concerned, they revoked the name and gave the name of another person. Now, really the hon. Member needs to go to the minds of UHDL to know why they picked on the other Receiver Manager. I also have no idea why they picked Mr. Gichohi. Maybe, we need to talk to Mr. Pattni to ask him why he appointed Mr. Gichohi.

Mr. Salat: Mr. Speaker, Sir, I am made to understand by the Questioner, that a Mr. Gichohi is a brother-in-law to Dr. Kuria, one of the Assisting Counsel to the Commission of Inquiry into the Goldenberg Affair. I am also made to understand that it is the same Mr. Gichohi who wrote a letter to dismiss Mr. Ndaa as a receiver manager. Could the Assistant Minister tell us what position Mr. Gichohi is holding at the Grand Regency Hotel as of now?

Mr. Githae: Mr. Speaker, Sir, Mr. Gichohi's relations are completely irrelevant. He is a Kenyan. He is entitled to a job like any other Kenyan. Whether he is a brother-in-law to Dr. Kuria or not, I do not know. I have not asked for his national identity card, because I believe it is completely

irrelevant. Therefore, as I said earlier, the only person we can ask why Mr. Gichohi was picked to be the receiver manager is Mr. Pattni and his directors. They are the ones who can tell us why they revoked Mr. Peter Ndaa's appointment as a receiver manager and appointed Mr. Gichohi instead. His appointment has nothing to do with the Kenya Anti-Corruption Commission. The Kenya Anti-Corruption Commission would have interest in the issue only if Government funds were used in funding the construction of the hotel and in ownership of it.

Mr. Salat: Mr. Speaker, Sir, I asked the Assistant Minister to explain what position Mr. Gichohi holds. I am made to understand that he is also a receiver manager. How can one receiver manager sack a fellow receiver manager?

Mr. Githae: Mr. Speaker, Sir, I have explained that this has nothing to do with Mr. Gichohi. This was a consent order signed by the advocates of the Kenya Anti-Corruption Commission and Uhuru Highway Development Limited. The two companies are entitled to appoint a receiver manager. There is no guarantee that they cannot revoke the appointment of Mr. Gichohi. The Questioner needs to find out from the two companies what qualifications Mr. Gichohi has as opposed to Mr. Peter Ndaa's.

Dr. Khalwale: Mr. Speaker, Sir, it is now becoming clear that Mr. Ndaa and Mr. Gichohi were co-receiver managers. In addition, we have now realised that Mr. Gichohi is Dr. Kuria's brother-in-law. Could the Assistant Minister tell us whether the reason they removed Mr. Ndaa from office was because they were preparing the ground to loot the hotel?

Mr. Githae: Mr. Speaker, Sir, that will remain sheer speculation until the hon. Member gives us evidence that Mr. Gichohi wants to loot the Grand Regency Hotel. The only reason why the Kenya Anti-Corruption Commission came in is because it wants to protect the Hotel from being mismanaged and looted. That was the sole purpose.

As I said before, there will be an application to revert the hotel to the State. Whether Mr. Gichohi is a brother-in-law to Dr. Kuria or not, he was not appointed by the Kenya Anti-Corruption Commission. He was appointed by Uhuru Highway Development Limited. We should be asking Uhuru Highway Development Limited why it chose Mr. Gichohi as opposed to Mr. Ndaa.

Mr. Billow: Mr. Speaker, Sir, I am shocked by the answer from the Assistant Minister. Being in a Government that has expressed its commitment to fight corruption, I am surprised that the Assistant Minister is not concerned about allegations of nepotism in the appointment of Mr. Gichohi. The hotel was placed under receivership by the Central Bank of Kenya, from which Uhuru Highway Development Limited put in about Kshs3 billion. Could the Assistant Minister explain to this House whether it is now Government's policy to ignore nepotism, and other related aspects of it, when dealing with such an important matter? The person concerned in this appointment is in the Goldenberg Commission of Inquiry. He appointed his brother-in-law through a deal. Does he want to say that this aspect is irrelevant?

Mr. Githae: Mr. Speaker, Sir, let me repeat myself again. The new receiver manager was not appointed by the Kenya Anti-Corruption Commission, neither was he appointed by Dr. Kuria. He was appointed by Uhuru Highway Development Limited through a consent order signed by the two counsel. Concerning nepotism, I am not aware that Mr. Gichohi is related to Mr. Pattni.

Mr. Abdirahman: On a point of order, Mr. Speaker, Sir. I think that the Assistant Minister is misleading this House. We expected him to explain whether this Government condones nepotism and favouritism. This is what it is supposed to guard against. Is he in order?

Mr. Githae: Mr. Speaker, Sir, if there is a Government that sticks to merit, it is the NARC Government. We must recognise that, the fact that someone is appointed to a position does not matter as long as the appointee is qualified for his job. Mr. Gichohi is definitely qualified. However, I said that the only person who can be asked why Mr. Gichohi was appointed is Mr. Pattni.

Mr. Ndolo: Mr. Speaker, Sir, could the Assistant Minister tell this House who is protecting Mr. Gichohi? Mr. Gichohi forged a signature in a bank, yet he is still moving around in this City freely. I have a document with me and would like to table it if the House allows me to do so.

Hon. Members: Table it! Let him table it!

Mr. Speaker: Order, hon. Members! Let me see what the document is all about. I am not an angel! Mr. Ndolo, could you tell us what it is all about?

(Mr. Ndolo presented the document to Mr. Speaker)

Anyway, for the sake of everybody, it is a report titled "Report on Fraudulent Dealings at the Grand Regency Hotel." Apparently, it has some signatures. Therefore, it is something that Mr. Ndolo could table. I have no idea what its contents are.

(Applause)

Mr. Ndolo, would you like to table it now that I have verified the signatures?

Mr. Ndolo: Yes, Mr. Speaker, Sir.

(Mr. Ndolo laid the document on the Table)

Mr. Ndolo: Mr. Speaker, Sir, Mr. Gichohi forged the signature of Mr. Ndaa in a bank in order to replace him as a receiver manager. The Assistant Minister is telling this House that we should consult Mr. Pattni on this issue, when he knows that Mr. Pattni is in prison and is part of the scandal. Who should we trust now? Is it Mr. Pattni or the Government?

Mr. Githae: Mr. Speaker, Sir, we should trust the Government. The Government, on its own, sued Mr. Kamlesh Pattni and 16 others, seeking the protection of the hotel. This means that this Government is fully committed to fighting corruption, recovering looted funds and to zero tolerance to corruption. If Mr. Gichohi, as the hon. Member for Makadara says, committed an offence by forging someone's signature, that is a different issue.

Mr. Speaker, Sir, it is a criminal offence, and I request the hon. Member to report the matter to the police, so that action can be undertaken.

Mr. Speaker: Order, hon. Members! I think I have stated in the past that if an hon. Member complains in this House to a Minister, we do not expect the hon. Member to go to the police. It is your business to follow up that issue as the Government and particularly when an hon. Member has tabled documents.

Mr. Angwenyi: On a point of order, Mr. Speaker, Sir. There was an allegation made that in this transaction, the Public Officer Ethics Act may have been contravened by the Assisting Counsel, Dr. Kamau Kuria, who appointed his brother-in-law in a matter over which he is assisting the Goldenberg Commission at KICC. So, could the person who made that allegation substantiate it? Secondly, could the Assistant Minister act on that substantiation if it is true? This House must come out on top in fighting corruption.

Mr. Speaker: Can I ask you a question?

Mr. Angwenyi: Yes, Mr. Speaker, Sir.

Mr. Speaker: What do you want the Assistant Minister to substantiate?

Mr. Angwenyi: Mr. Speaker, Sir, if hon. Ndolo is correct, then the Assistant Minister must

prove to us that that Act has not been contravened. If it has been contravened, the Assistant Minister must take action.

Mr. Speaker: Well, I think the Question here to the Assistant Minister, as I understand it, is: Is there a conflict of interests?

Mr. Githae: Mr. Speaker, Sir, the point I would like to clarify is that the receiver manager was not appointed by Dr. Kamau Kuria. This is a consent order between Kenya Anti-Corruption Commission and Uhuru Highway Development Limited. Dr. Kamau Kuria never played any part at all in this matter. He was surprised as much as the hon. Members by that appointment.

Hon. Members: On a point of order, Mr. Speaker, Sir.

Mr. Speaker: Order, hon. Members! I have taken 20 minutes on this Question. I think that is adequate. Hon. Members, if you are not satisfied, may I give the following advice. You may proceed under Standing Order No.18, if you are not satisfied with the answer given. So, that is the legal way to go about it. We cannot go on for ever.

Next Question by Mr. Osundwa!

IMPREGNATION OF ISANGO
PRIMARY SCHOOL GIRLS

Mr. Osundwa: Mr. Speaker, Sir, I beg to ask the Minister for Education, Science and Technology, the following Question by Private Notice.

(a) Is the Minister aware that nine pupils at Isango Primary School in Mumias Division have been impregnated by known persons?

(b) Could he inform the House what action he has taken against those responsible given that the pupils were all below the age of 17 years?

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

(a) I am aware that eight and not nine pupils at Isango Primary School in Mumias Division have been impregnated by known persons.

(b) The Ministry has passed this information to the District Commissioner who is investigating the matter in conjunction with the Children's Department and the police for appropriate action.

Mr. Osundwa: Mr. Speaker, Sir, I am surprised by this answer. These are clear cases of defilement. These are girls under 17 years. It is criminal. Why should the Assistant Minister not take this matter straight to the police instead of the District Commissioner?

Mrs. Mugo: Mr. Speaker, Sir, I have said "including the police", but in any case, the District Commissioner is the chairperson of the security committee and everything else. However, police are involved and so is the Children's Department.

Mr. Munya: Mr. Speaker, Sir, the Assistant Minister shocks this House by saying that eight pupils have been impregnated by known persons. Are those people in police custody as we speak now?

Mrs. Mugo: Mr. Speaker, Sir, nobody else in this House is as concerned as I am and I have been on record speaking many times on these cases. As the Ministry of Education, Science and Technology, it is not in our jurisdiction to take these people to court. It is the parents who can complain and take these people to court.

Ms. Mbarire: Mr. Speaker, Sir, is the Assistant Minister telling us that the Ministry has been unable to protect the children in schools in this nation?

(Applause)

Mrs. Mugo: Mr. Speaker, Sir, the Ministry, to begin with does not have the machinery to protect children in schools against pregnancy. These children do not get pregnant in school. They get pregnant in the evenings when they go home. That is the responsibility of the parents as well.

(Laughter)

Ms. Mwau: Mr. Speaker, Sir, did I hear the Assistant Minister say that they are actually not able to protect the children? These children are 17 years old; they are minors. These known persons must be in police custody.

Mrs. Mugo: Mr. Speaker, Sir, these are day scholars. We protect boarders. Indeed, I have been ordering that any teacher who is responsible for this act be reported, interdicted and immediately prosecuted. However, you cannot expect the Ministry to take up the responsibility of parents. When children are at home, it is the responsibility of parents to know where their children are. Let me add here that I hope hon. Members will support us when we bring the Anti-Rape Bill in this House. Let us stop being emotional!

Mr. Speaker: Order! I understand the anxiety of the hon. Members. Mr. Keter, you have the Floor, but let us do it in an orderly fashion.

Mr. Keter: Mr. Speaker, Sir, I am concerned about the timing. The Assistant Minister said that these girls are impregnated in the evening. How does she know that they are not impregnated during day time?

(Laughter)

Mrs. Mugo: Mr. Speaker, Sir, during the day the children are in the classrooms, learning!

(Laughter)

Mr. Mwenje: Mr. Speaker, Sir, this is not a laughing matter now. Could the Assistant Minister now name the known persons so that we know who they are and tell us what action the Ministry is taking against them? If the DC has not done anything, can she now liaise with her counterpart in the Office of the President in charge of security to make sure that these people are arrested and charged?

Mrs. Mugo: Mr. Speaker, Sir, investigations were done by the Ministry and the list is here. I do not think I am supposed to name the minors.

Hon. Members: Name them!

Mrs. Mugo: Can you let me inform you?

Mr. Speaker, Sir, there is Phyllis Okuyaya who was impregnated by a villager, then got married to him and the parents did not object. There is also Jane Likuyayi---

Mr. Speaker: Order, hon. Members! I am really concerned about the welfare of the minor girls and I will not allow their names to be mentioned. The names of the suspects can be mentioned but not the names of the girls.

(Applause)

Mrs. Mugo: Mr. Speaker, Sir, it is not my responsibility to name those people but the

Questioner's. I know the girls because they are in my schools. I do not know the names of the culprits.

*(Several hon. Members
stood up in their places)*

Mr. Speaker: Order, hon. Members! As I said earlier, I share and, I am sure the country does, the sentiments of hon. Members, who are worried about not only the defilement of school girls but, even worse, the almost daily rapes of minors and children.

(Applause)

That is where the concerns of hon. Members lie. The Ministry could help this country if it liaises with the police, so that if an offence is committed, then the culprits need to be apprehended. However, the Assistant Minister must assure parents and children that the law will not be compartmentalised in their disfavour.

The police and the Ministry of Education, Science and Technology can work in tandem to help them. Could you do that, Madam Assistant Minister?

Mrs. Mugo: Mr. Speaker, Sir, I can give that assurance. However, some of the problems that we meet, like the one in this case, are that after all these young girls got pregnant, they were married off with the consent of their parents. Sometimes even our hands are tied. If you think of the whole country, how many girls and children are involved? The Ministry itself will take responsibility, work with the police and the Provincial Administration should also support us. We do not even have the man-power to do it, but we are very concerned about the problem. I have been in the Press all the time talking about this problem!

(Loud consultations)

Mr. Speaker: Order, hon. Members! I am sorry that I have to end this! Last question, Mr. Osundwa!

Mr. Osundwa: Mr. Speaker, Sir, I am surprised that the Assistant Minister is saying that parents gave consent to girls under the age of 17 to get married off. I wonder whether she is familiar with the Childrens Act! They could not give consent because the girls were still too young. Now that she knows the people who married those girls and, indeed, defiled them, which police station is dealing with this matter? I am willing to assist!

Mrs. Mugo: Mr. Speaker, Sir, I will pass on to the hon. Member the names of the police stations. I did not bring the names of the police stations here because he had not asked for them. I am willing to pass that information to him. I am also asking the hon. Member to work with parents and tell them that negotiating and getting paid for their daughters is wrong. They should resist the temptation because the practice is outdated.

Mr. Speaker, Sir, however, as a Ministry, we have done a lot of work to support the girls, and we even got those who were married off by force back to school. However, the girls must also be willing to go back to school. The Ministry can only do so much. As leaders, we also have a responsibility to educate and inform those parents and children in *barazas*.

Dr. Ali: On a point of order, Mr. Speaker, Sir.

Mr. Speaker: What is it? For heaven's sake, we must go to the next Question!

Dr. Ali: Mr. Speaker, Sir, I am a worried man. This hon. Assistant Minister is one of the

most vocal women hon. Members who have been advocating for women rights in many parts of the country. There is a school in Narok and another in Kajiado to which girls have been taken after being removed from their bedrooms, having earlier been married off. Why is this case different? Is the Assistant Minister in order when she tells us that we have to talk to parents? Why did they solve the same problem in Narok and Kajiado? Why can they not do that in Western Province? What was special about the Narok and Kajiado cases?

Mrs. Mugo: Mr. Speaker, Sir, we do this all the time. However, we cannot do it all over the country at once. We will take a similar action with the help of hon. Members; I have no problem with that.

Mr. Speaker: Very well.

Next Question by Mr. Choge!

CONTRAVENTION OF TRADE DISPUTES ACT
BY KRA COMMISSIONER-GENERAL

Mr. Choge: Mr. Speaker, Sir, I beg to ask the Minister for Labour and Human Resource Development the following Question by Private Notice.

(a) Is the Minister aware of a complaint lodged by the Secretary-General of Banking Insurance and Finance Union on 19th July, 2004 against the Commissioner-General of Kenya Revenue Authority (KRA) on the contravention of Section 45 of the Trade Disputes Act?

(b) What action has he taken on the matter?

The Assistant Minister for Labour and Human Resource Development (Mr. Khalif): Mr. Speaker, Sir, I beg to reply.

(a) I am not aware of a complaint lodged by the Secretary-General of the Banking, Insurance and Finance Union on the contravention of the Trade Disputes Act, Section 45, against the KRA as none has been lodged with my Ministry.

(b) I may only be able to take action if a complaint is lodged with my Ministry.

Mr. Choge: Mr. Speaker, Sir, I am very disappointed with the answer given by the Assistant Minister, especially after being taken round in circles for five consecutive weeks. Under the Trade Disputes Act, once the Minister for Labour and Human Resource Development receives a complaint, he is supposed to seek consent from the Attorney-General and proceed to address the grievance. On 25th July, 2004, the Registrar of Trade Unions notified the KRA Commissioner-General of the regulations pertaining to Section 45 of the Trade Disputes Act. Under that Section, the employer ought to make remittances for all the unionisable employees. It surprises me that the Assistant Minister cannot even inquire from the employer, the KRA, whether any complaint has been lodged. Could he go back to KRA and inquire from it whether any notification has been given to it by the Registrar of Trade Unions?

Mr. Khalif: Mr. Speaker, Sir, I am impressed by the question the hon. Member has asked. However, I can help sort out the mess once a complaint is lodged with my Ministry, which has not yet been done.

Mr. Choge: Mr. Speaker, Sir, I am informing the Assistant Minister that a complaint pertaining to the non-remittance of dues for unionisable members has already been lodged. Why can the Assistant Minister not inquire from the employer?

Mr. Khalif: Mr. Speaker, Sir, the matter in question arises under Section 45, and falls under the purview of the Registrar of Trade Unions. I can only come in as the Assistant Minister for Labour and Human Resources Development once the people concerned lodge a complaint with my Ministry. This is something that is not under the purview of my Ministry.

(Applause)

Mr. Speaker: Very well! Last question!

Mr. Choge: Mr. Speaker, Sir, the Ministry of Labour and Human Resource Development is the supervising Ministry here and the Attorney-General has only to give consent. It surprises me that the Assistant Minister has to take the House round in circles and say that it is now upon me to make a formal complaint. Could he undertake to investigate this matter further and report back to the House?

Mr. Speaker: Order! Mr. Choge, I understand the Assistant Minister to say that no report, under the law, has been made to his office. If the report is made, then the Assistant Minister will take action. That is what I understand him to say!

(Applause)

What is your reaction to that, Mr. Khalif?

Mr. Khalif: Mr. Speaker, Sir, as I have said, once the persons concerned lodge a complaint with my Ministry, I will take action.

(Applause)

Mr. Speaker: Hon. Members, we must now go to Oral Questions.

Mr. Masanya!

ORAL ANSWERS TO QUESTIONS

Question No.218

GOVERNMENT EXPENDITURE ON ADULT EDUCATION TEACHERS

Mr. Masanya asked the Minister for Gender, Sports, Culture and Social Services:-

- (a) how much money the Government spends on adult education teachers monthly; and,
- (b) whether he could confirm that the money is sufficient to carry out and promote the adult education policy.

The Minister Gender, Sports, Culture and Social Services (Mr. Ochilo-Ayacko): Mr. Speaker, Sir, part of this Question was answered by Mr. Odoyo. I believe that what was not answered is whether acts of fraud are being committed against Kenyans.

Mr. Speaker: That is right!

The Minister Gender, Sports, Culture and Social Services (Mr. Ochilo-Ayacko): Mr. Speaker, Sir, I beg to reply.

I am on the verge of constituting an audit team to establish whether adult educators are providing this service. If it will be the finding of that audit team that they are not, then they will stand fired. The constraint we have is that there is only one officer who carries out inspection of adult education teachers in each district. Only 37 districts in the country have vehicles to carry out the inspection. So, these people are inhibited by lack of personnel. Secondly, even the 37 districts that have vehicles have no money to fuel the vehicles to carry out the inspections. However, I want

to constitute an audit and woe unto them who are not teaching because, they will be fired.

Mr. Speaker: Hon. Members, we have dealt with this Question before. So, I will give Mr. Masanya and Mr. Bifwoli a chance to seek clarification.

Mr. Masanya: Mr. Speaker, Sir, I wish to thank the Minister for providing me with another volume of the written answer. As you are aware, this Question has been before this House and the Ministry for the last four months. When the Assistant Minister answered this Question, he said that adult education teachers earn over Kshs20 million every month. He said that there are over 6,000 teachers of either formal education or functional literacy with over 98,000 adult learners. Do these adult learners exist? Are they ghost adult learners or they are real adult students being taught by the 6,000 teachers?

Mr. Ochilo-Ayacko: Mr. Speaker, Sir, I hope that audit will reveal whether the said learners exist or not. I want to take the concern of the hon. Member seriously. We will go to all parts of the country, including his constituency. If we find that these figures are fraudulent, we will take stern action against the officers concerned. I also want to ask the House that in future, we will want it to press for more funding for this particular activity, because the cause of the current problem is insufficient funding.

Mr. Bifwoli: Mr. Speaker, Sir, you heard the Minister say that he is going to set up an audit team to go and find out whether there is learning taking place or not. The teachers should be writing monthly or yearly reports. Normally, the Ministry gets reports from the field. What do those reports say? Do they say that there is learning going on or not, or there is nothing being reported?

Mr. Ochilo-Ayacko: Mr. Speaker, Sir, that is a good concern. We have the report, which includes the names of the teachers. However, I gather from my colleagues that the teachers are not teaching, and I respect their word. We also have reports indicating that there are students. So, the audit team is going to verify the actual existence of adult learners as per the reports that we have.

Mr. Speaker: Very well.
Next Question, Eng. Okundi!

Question No.600

REHABILITATION OF
KOCHIA WATER PROJECT

Eng. Okundi asked the Minister for Water and Irrigation:-

- (a) whether she is aware that Kochia Water Project collapsed in late 1980 because of rampant misappropriation of spare parts and pipes, including two diesel pumping engines;
- (b) what urgent measures she has taken to investigate the matter and provide water to area residents; and,
- (c) whether she could consider ensuring that the project is revived in the current financial year.

The Assistant Minister for Water and Irrigation (Mr. Sugow): Mr. Speaker, Sir, I beg to reply.

(a) I am aware that Kochia Water Project stalled in 1990 after 13 years of operation due to a break down of the pumping units. Later on, in 1999, a standby leister engine was stolen and the other engine was vandalised. The vandalised engine and pump have since been taken away for safe-keeping at the stores of the District Water Officer, Homa Bay. The pipes for Kochia Water Project are intact except those damaged by earth-moving equipment during road repair exercises.

(b) Immediately the theft of the pumping unit occurred, the matter was reported at Homa Bay Police Station and Case File No.CR/617/32/99 opened. My Ministry recently wrote to the Officer Commanding Station (OCS), Homa Bay Police Station, to inquire about the status of the investigation and the response is being awaited. My Ministry is aware that this project requires urgent rehabilitation and augmentation in order to bring it back to operation. In this regard, we will assess the rehabilitation and augmentation needs and determine the cost estimates for the project in the financial year 2004/2005 with a view to including it in the Ministry's forward Budget starting financial year 2005/2006.

(c) Due to budgetary constraints and the scope of works involved, it will not be possible to revive the project during this financial year. In this regard, I wish to advise the hon. Member to discuss with the local leaders and ensure that the project is prioritised among other projects from Homa Bay District and forward it to my Ministry for funding.

Eng. Okundi: Mr. Speaker, Sir, the answer is not entirely accurate. This project supplies water to most of Rangwe Constituency. This Question was asked early last year, but the Assistant Minister has only been able to answer it now. This project has always been among Homa Bay District's priority projects. Why is it not included in this year's financial estimates, so that it could be done? Most of our people are suffering due to lack of water.

Mr. Sugow: Mr. Speaker, Sir, my Ministry has the capacity and the will to rehabilitate not only this project, but all the stalled water projects in this country. However, that can only be done based on the budgetary allocations by the Treasury and approval of the same by this House. So, my hands are tied, because the funds allocated to this Ministry are limited. As we are aware, there is a considerable difference between last year's and this year's allocation to this Ministry. So, the Ministry cannot help the situation.

Mr. Speaker, Sir, however, I would like to assure the hon. Member that, if funds are made available, the project will be prioritised in the next financial year.

Mr. Angwenyi: Mr. Speaker, Sir, while we were going through the Vote of the Ministry of Roads and Public Works, we saw an amount of Kshs1 billion for stalled projects. Could this be among those stalled projects?

Mr. Sugow: Mr. Speaker, Sir, the hon. Member has referred to funds that have been provided for stalled projects in another Ministry. Maybe, he could make his question clear as far as its relevance to this Ministry is concerned.

Mr. Speaker: Very well.

Next Question!

Mr. Angwenyi: Mr. Speaker, can I explain?

Mr. Speaker: Order! Order! Mr. Angwenyi is saying that under the Vote of the Ministry of Roads and Public Works, there is an amount of Kshs1 billion for stalled projects, and he is asking whether this is one of those projects. I do not know whether the hon. Questioner is asking about buildings. I thought that is for the Ministry of Roads and Public Works.

Mr. Sugow: Mr. Speaker, Sir, this is a water project. The Ministry of Roads and Public Works is not involved in it. It is purely a Ministry of Water and Irrigation project.

Mr. Abdirahman: Mr. Speaker, Sir, in the management of most of our boreholes or water facilities, misappropriation is very rampant because the ownership of those facilities is not very clear between the Government and the local communities. Could the Assistant Minister tell us what is the policy with regard to the management of those water facilities, in order to get rid of what is happening and to avoid stalling of projects?

Mr. Sugow: Mr. Speaker, Sir, there are considerable reforms taking place in the Ministry. Very soon, water boards are going to take over the management of water supply and other services

away from the Ministry. That will incorporate the communities.

Mr. Speaker: Last question, Eng. Okundi. I must get out of this Question.

Eng. Okundi: Mr. Speaker, Sir, I am not satisfied with the answer. That project has been operating. It only stalled because of major corruption within the Ministry of Water and Irrigation. They stole diesel, spare parts---

Mr. Speaker: Order! We do not like those words in the House. Are you appointing yourself to be a judge and an accuser?

Eng. Okundi: Mr. Speaker, Sir, I have been advised to say "misappropriation". The question of that project being prioritised is not the issue at all. It has always been there. I would like to appeal to the Assistant Minister to ensure that, that project is in this year's financial estimates. Most rivers have been polluted and the people need that water very badly!

Mr. Sugow: Mr. Speaker, Sir, as I indicated earlier, it is not possible for the Ministry to include the rehabilitation of that project in this financial year. However, because of the long period that, that project has stalled, the Ministry is committed to funding the assessment in terms of determining what is required for inclusion in the next financial year.

Question No.038

PAYMENT OF LOW SALARIES
TO MENENGAI ESTATE WORKERS

Mr. Wamwere asked the Minister for Labour and Human Resource Development:-

(a) whether he is aware that the workers of Menengai Estate, owned by Ngenda Location Ranching Company, are each paid Kshs61 per day and they have not been paid since January, 2001; and,

(b) what urgent measures he is taking to ensure that the workers are paid and their salaries raised to comply with the Ministry's regulations.

The Assistant Minister for Labour and Human Resource Development (Mr. Khalif):
Mr. Speaker, Sir, I beg to reply.

(a) I am not aware that workers of Menengai Estate, owned by Ngenda Location Ranching Company, are each paid Kshs61 per day. I am, however, aware that the workers are each paid Kshs103 per day; and that, the wages are not below the stipulated statutory minimum rates as provided for under the Agricultural Wages industry amendment Order in force.

I am also aware that the workers have not been paid an amount of Kshs2,631,000 accumulated over the period between January 2001 to date.

(b) I have already instituted court proceedings against the employer under Criminal Case No.2017 of 2004 at the Nakuru Law Courts to ensure the recovery of the workers' unpaid wages.

Mr. Wamwere: Mr. Speaker, Sir, while thanking the Assistant Minister for instituting court proceedings against the employer for failure to pay the workers salaries, I would like to remind him that those workers have already stayed for three years without payment, and that a criminal case could take as long as three years before it is determined.

Could he, therefore, consider committing employers who refuse to pay salaries to civil jail in order to force them to pay quickly? Could he also consider confiscating their properties and selling them to raise the money required to pay the workers their salaries?

Mr. Khalif: Mr. Speaker, Sir, the matter in question is already in court. I do not think we can discuss anything that is in court.

Mr. Speaker: I think you are well advised. Mr. Koigi, I will come to you to finish. Mr.

Waithaka!

(Loud consultations)

Mr. Speaker: Order, hon. Members! We are not communicating.

Mr. Waithaka: Mr. Speaker, Sir, in the course of investigating that problem before you took the employer to court, did you establish whether it was deliberate refusal to pay the workers or was it that they could not pay? What was the problem? That is because taking them to court may also be in connivance with the employer to delay paying the farmers. What is the actual problem?

Mr. Khalif: Mr. Speaker, Sir, I would like to tell the hon. Member that the committee that was running that particular farm refused to pay that amount of money to the workers.

Mr. Wamwere: Mr. Speaker, Sir, the question then is: If that employer refused to pay workers their salaries despite the fact that, he had the money, could I ask the Assistant Minister whether he could consider committing such employers to civil jail, in order to force them to pay up?

Mr. Khalif: Mr. Speaker, Sir, I am very much touched by what the hon. Member is saying. I want to tell this House that we will consult the Attorney-General.

Mr. Speaker: Very well! Thank you! Order, hon. Members! I have less than five minutes and I have two hon. Members who would wish to seek Ministerial Statements.

I will not do justice to any Question and, therefore, wish to defer Questions by Mr. Muchiri, Mr. M. Mutiso, Mr. Wario and Eng. Nyamunga. All those Questions will be spread within the course of the week. They will be given priority as we move on, beginning tomorrow afternoon. Tomorrow morning will be too early.

Question No.315

SHOOTING OF MR. RAPHAEL
WAWERU KIRUMA

(Question deferred)

Question No .607

COMPENSATION FOR MR. FRANCIS
MWILU'S NEXT OF KIN

(Question deferred)

Question No.411

INCREASE IN PRICE OF MAIZE MEAL

(Question deferred)

Question No.671

DISCHARGE OF INDUSTRIAL WASTE
INTO RIVER NYANDO

(Question deferred)

I have two hon. Members who wanted to seek Ministerial Statements. Mr. Munya!

POINTS OF ORDER

SKIRMISHES AT THARAKA/ MERU NORTH BORDER

Mr. Munya: Mr. Speaker, Sir, I rise to seek a Ministerial Statement from the Minister in charge of Internal Security. We have had problems on the border between Tharaka and Meru North districts and, in particular, people from Tigania East have been attacked by people armed with poisoned arrows near Atithine Market. One of them is in hospital and two have been treated and discharged. I would like to know what action the Minister has taken to end those border clashes. I would also like to know why an Administration Police (AP) camp, which is situated in my constituency, is reporting to the authorities in Tharaka! That is making the problem even worse. The people of Tigania would like to know whether this Government is taking them seriously!

Mr. Speaker: There is one more Member who would like to request a Ministerial Statement. Mr. Ndile!

OUTBREAK OF STRANGE DISEASE IN KIBWEZI GIRLS HIGH SCHOOL

Mr. Ndile: Mr. Speaker, Sir, before I was shown the door the other day, I had requested for a Ministerial Statement from the Minister for Health about an outbreak of a strange disease in Kibwezi Girls High School. Since the Minister is here, I do not know---

(Laughter)

Mr. Speaker: Order, hon. Members! I think the request being made by Mr. Munya ties with the one that was made by Mr. Muriungi. The Minister had promised to make a Ministerial Statement. We would be very happy if the Minister of State, Office of the President could do it tomorrow morning.

We can afford some time tomorrow morning because it is very difficult to find time on a Supply Day. So, could you do that for the two hon. Members tomorrow morning?

The Assistant Minister, Office of the President (Mr. Mungatana): Mr. Speaker, Sir, I beg for your indulgence to issue the Ministerial Statement tomorrow afternoon.

Mr. Speaker: You do it on Thursday afternoon because tomorrow there will be guillotine.

The Assistant Minister, Office of the President (Mr. Mungatana): Much obliged, Mr. Speaker, Sir.

Mr. Speaker: Mr. Konchela, when can you respond to Mr. Ndile's request?

The Assistant Minister for Health (Mr. Konchela): Mr. Speaker, Sir, first, let me congratulate Mr. Ndile for his beautiful English.

(Laughter)

Mr. Speaker: Mr. Konchela, what have you said?

The Assistant Minister for Health (Mr. Konchela): Mr. Speaker, Sir, I was not in the House when Mr. Ndile sought the statement. I will get the details from him and I promise to issue the statement next week.

Mr. Speaker: Are you happy, Mr. Ndile?

Mr. Ndile: Mr. Speaker, Sir, that is fine with me, but my intention for speaking in Kiswahili is to promote it in this House. It is not that I do not know English.

(Laughter)

Mr. Speaker: Order, hon. Members! Everything that ends nicely is right. That ends Question Time.

Next Order!

COMMITTEE OF SUPPLY

*(Order for Committee read being
15th 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 beg to move that Mr. Speaker do now leave the Chair. As I present the 2004/2005 Estimates---

(Loud Consultations)

Mr. Speaker: Order, hon. Members! We are just getting into business. This is a very important Vote for this country. I suspect that, that is why we have a lot of students in our galleries. So, can we please listen to this?

Proceed, Prof. Saitoti!

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Speaker, Sir, in presenting the 2004/2005 Estimates of the Recurrent and Development Expenditures for the year ending 30th June, 2005, Vote 31 - the Ministry of Education, Science and Technology, I would like to make a number of remarks on the whole sector.

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 our education include fostering of national unity, preparing and equipping the youth with relevant skills and expertise, in order to efficiently serve the needs of the individual and national development. Through education and training, we hope to empower Kenyans to discharge their social obligations nationally and globally. In order to achieve those mandate, mission and objectives, the Ministry has put in place policy interventions for each sub-sector, whose implementation strategies take into account the overall economic policy framework for Kenya, and in the process, we advocate for effective participation of all key stakeholders in education and training programmes. Our

participatory approach is aimed at minimising duplication of efforts and ensuring optimum mobilisation and utilisation of our resources to achieve education goals and objectives.

Mr. Speaker, Sir, the Ministry recognises the importance of pre-primary education and has initiated programmes and activities that will address both the concerns of early childhood development and education. Our early childhood development initiatives are geared towards addressing integrating services for children under six years, with respect to their cognitive education, social, health, nutrition and general access to education. The Ministry's endeavour is to enhance quality and school enrolment and completion rates at this level. Towards achieving our objectives in early childhood development, the Ministry is committed to ensuring quality training of all early childhood development teachers, capacity building among all the stakeholders, regular supervision of early childhood programmes and activities and resource mobilisation for the sub-sector development.

However, I would like to call upon parents and communities to take charge of the development of facilities and the management of the early childhood institutions. In the case of primary education, the Government is committed to meeting the universal required education goals. Towards this end, the Government implemented free primary education in January, 2003. As a result of this initiative, an additional 1.2 million pupils enrolled in our public primary schools, with another 300,000 in the informal learning centres, (bringing the total enrolment to 7.5 million. The Government and our development partners like the Department for International Development (DfID), the United Nations International Children Education Fund (UNICEF), the World Bank, the Organisation of Petroleum Exporting Countries (OPEC), Swedish International Development Agency (SIDA), Canada, the African Development Bank (ADB) and the Swedish Government have joined forces to support this very worthy cause. The implementation of the free primary education has increased the annual Budget in the sub-sector by Kshs9 billion.

Mr. Speaker, Sir, Kenya formulated a development strategy for industrial transformation by the year 2020. In this regard, education is a key factor in achieving the set goals and accordingly, the Ministry is determined to improve the quality of secondary education. At this level, the Ministry is addressing the decline in enrolment and completion rates through the provisions of bursaries to economically disadvantaged students in secondary schools among other intervention measures. The bursary allocation amounts to Kshs770,701,514 for the Financial Year 2004/2005 despite the financial constraints in the overall Government funding for the human resource development sector. In addition, the Government has developed a transparent bursary disbursement modality to ensure that the poor are supported.

In this regard, I am happy to report that during the Financial Year 2003/2004, the Ministry disbursed bursaries in all the constituencies. In order to improve the quality of secondary education, the Ministry has provided Kshs160 million to assist secondary schools to acquire the necessary equipment for their science laboratories. In this regard, nine schools certified by each District Education Board (DEB) have been supported and the programme will continue until we have equipped all the needy schools. I want to emphasise to the hon. Members, since they are all members of the DEBs, to ensure that they bring to us nine secondary schools from their districts which need to be assisted to acquire laboratory equipment.

Mr. Speaker, Sir, the development of quality tertiary education and training schools is crucial for the production of qualified manpower, who in turn will have an impact on social and economic development of the country. The Ministry is, therefore, placing greater emphasis on the provision of the necessary human and physical facilities to institutions under this category. Towards this goal, plans have been put in place to carry out a comprehensive review and equip all our tertiary education institutions. The initial stage of this review has been funded by the Government with

equipment support coming from the Italian Government. In this case, I want to add that the two polytechnics of Nairobi and Mombasa have actually been identified in order to upgrade them, so as to have facilities intended to lead to the degree programmes.

The Ministry will require Kshs78,707,206,450 gross and Kshs4,771,316,829 gross for the Recurrent and Development expenditure respectively for the Financial Year 2004/2005 to facilitate the rendering of education and other services. This allocation reflects a growth and decline of 9.4 per cent and 43.4 per cent respectively compared to the last financial year growth approved estimates.

Mr. Speaker, Sir, turning now to the various votes, I will begin with the Recurrent Expenditure, Vote R31. The Ministry's Recurrent budget is made up of eight Sub-Votes. The allocation of Kshs78,707,206,450 is distributed in the following proportions. Under Vote 310, General Administration and Planning which caters for teachers' salaries among other requirements, the Ministry will require a total of Kshs59,272,960,631, distributed in the nine expenditure Heads as follows. Head 730, Development of Planning Services, Kshs57,450,000; Head 834, Headquarters Administration Services, Kshs4,602,203,964; Head 835, Headquarters Professional and Administration System, Kshs133,780,650; Head 836, Curriculum Support Services, Kshs109,027,915; Head 837, Provincial Administration Kshs141,587,893; Kenya National Commission for UNESCO, Kshs27,108,425; Kenya National Examination Council, Kshs350 million; Teachers Service Commission, Kshs52,528,416,483; District Administrative Services, Kshs1,702,528,198 and Kenya Institute of Education, Kshs171,778,122. Sub-Vote 311, which mainly comprises of funding of free primary education and poverty reduction programme under the primary education requires Kshs6,545,604,924 gross to finance the following programmes. Free Primary Education and boarding expenses included, Kshs5,948,110,081; Kenya School Equipment Scheme, Kshs103,784,425 and School Feeding Programme, Kshs194,366,024.

Sub-Vote 312 covers programmes and activities of Teacher Education. Under this Sub-Vote, a total of Kshs210,894,214 is required to cater for administrative costs and grants to the following teacher training colleges. Kenya Science Teachers College, Kshs44,866,485; Kagumo Teachers College, Kshs30,980,000 and Primary teachers training colleges, Kshs135,047,729.

Mr. Speaker, Sir, Sub-Vote 312, Schools for the Handicapped has four budgetary Heads for which I require Kshs205,306,037 to cater for the following categories of special education. Post Primary School, Kshs47,071,680; Special Secondary Schools, Kshs35 million; Primary Schools, Kshs70 million and Kenya Institute of Special Education, Kshs53,234,357.

The Ministry has two programmes of a miscellaneous nature under Sub-Vote 314 and we require a total of Kshs300,304,897 to cater for the following activities: Bursaries, scholarships, subsidies and education attaches, Kshs229,843,218; contribution towards local and international organisations, Kshs38,858,747 and the Department of Research Development will require Kshs31,682,093.

The Ministry is committed to the development of quality pre-primary education. In this respect, a total of Kshs25,501,591 will be required under Sub-Vote 315, Head 816, Training Fields. Under Sub-Vote 316, Secondary Education, we require a total of Kshs962,911,646 of which bursaries to the needy students will take Kshs770,701,514. Grants to secondary schools in ASAL areas will receive Kshs120 million and insurance premiums for vehicles in our public schools, Kshs69,160,000, among other administrative requirements. I would like to stress that the bursary and support to the ASAL schools are poverty reduction items and hence the need to sustain them.

Turning now to Technical Education, which is under Sub-Vote 317, Head 317, for a long time technical training institutions have suffered serious under-funding. As a result, some of them are in very bad shape and in need of urgent support from the Government and other stakeholders.

Towards rehabilitation efforts, the Ministry is discussing this matter with other stakeholders to find ways and means of being changed towards quality skills training for national development.

Mr. Speaker, Sir, towards this goal, the Ministry, during this financial year, hopes to spend a total of Kshs1,530,678,126. The rest of the money will be the foundation for the future of our education and training programmes. The amount will be distributed as follows. Kisumu Polytechnic, Kshs57,308,170; Kenya Technical Teachers College, Kshs114,584,338; Technical Training Institutions, Kshs535,329,468; Kenya Polytechnic, Kshs180,578,298; Mombasa Polytechnic, Kshs105,741,020; Eldoret Polytechnic, Kshs38,752,072; Headquarters Professional Services, Kshs37,240,575; Curriculum Support Services, Kshs20,447,504; Provincial Services, Kshs15,210,532 and Harambee Institutes of Technology which play a very central role in the sub-sector is allocated Kshs348,724,305.

Mr. Speaker, Sir, finally, under the Recurrent Estimates is University Education, Sub-Vote 308, which constitutes public universities, Commission for Higher Education and the Higher Education Loans Board (HELB). The student's loans and bursary programmes under HELB are co-poverty programmes which target students from poor families. The whole sub-sector will require a total of Kshs9,733,448,231, which will be distributed in the following areas:-

<u>INSTITUTION</u>	<u>AMOUNT (KSHS)</u>		
Commission for Higher Education	-	102,000,000	
University of Nairobi	-	2,675,862,503	
Kenyatta University	-	1,266,227,049	
Higher Education Loans Board	-	999,494,265	
Egerton University	-	1,476,537,203	
JKUAT	-	734,167,121	Maseno University - 655,003,205
Moi University	-	1,576,621,915	
Western University College	-	257,474,970	

Mr. Speaker, Sir, having outlined the Ministry's requirement for the 2004/2005 Recurrent Provision, I would now like to turn to Vote D31, which is on the Ministry's development requirements for this financial year. There, our requirement will be a gross total of Kshs4,771,316,829 with the GoK contributing Kshs842 million, and the donors or development partners contributing Kshs3,929,316,829. The amount will be distributed under the following Sub-Votes:-

Sub-vote 310 - General Administration and Planning has a gross figure of Kshs650,962,404, which is to be utilised under the following expenditure heads:-

Head 730 - Development Planning and Services - Kshs97 million. The provision is for the purchase of motor vehicles, monitoring and evaluation of education activities, capacity building and strengthening of education management and information system being funded by the World Bank. Head 836 - Curriculum Support Services. The amount allocated to that head is Kshs331,642,404. That includes the following:-

Strengthening of primary education - Kshs103,230,820, and strengthening of the teaching of mathematics and science in secondary schools. That is an area where we have been facing a lot of problems. We have been noticing poor performance in secondary school examinations when it

comes to mathematics and science subjects. Therefore, we have a programme known as Strengthening of the Teaching of Mathematics and Science in Secondary Schools (SMASSE) for improving teaching skills of mathematics and sciences. A figure of Kshs20 million is being provided for the centre and the whole process. Technical Assistance and Supply of Equipment - Kshs50,411,000. Integrating HIV/AIDS in Education Strategy - Kshs22,500,000.

Mr. Speaker, Sir, I will move very quickly because the details are contained in the estimates books. I, therefore, turn to Head 839 - Kenya National Examinations Council (KNEC). An allocation of Kshs50 million will be required for the payment of pending bills on Mtihani House. Head 841 - Under Teachers Service Commission (TSC), the budgetary head has a total allocation of Kshs132,300,000. The allocation will finance the following programmes and projects. Construction of the TSC headquarters will take Kshs100 million. An HIV/AIDS campaign, which is very important to the TSC, will take Kshs3,800,000. Head 863 is the Kenya Institute of Education (KIE). It will require Kshs40 million for the purchase of school broadcasting equipment.

Mr. Speaker, Sir, Sub-Vote 11 - Primary Education - requires Kshs3,196,860,050 under the following expenditure heads:-

Head 844 - Primary Schools. Free primary education will take Kshs2,035,403,000. Head 846 - School Feeding Programme and Access to Basic Education will take Kshs1,161,437,050. The allocation will finance the free primary education through a grant from the World Bank. Part of the funding will provide food assistance to the Arid and Semi-Arid Land (ASAL) districts and disadvantaged urban areas under the World Food Programme.

Mr. Speaker, Sir, under Sub-Vote 312 - Teacher Education, an amount of Kshs80,000,227,026 will be spent on the payment of pending bills in the primary teachers training colleges and the completion of the Taita-Taveta Teachers Training College.

Under Sub-Vote 315, the Pre-Primary Education/Early Childhood Care on Education requires Kshs6,548,400. There is a bit of decrease for funding in that sub-sector after a credit finance by the World Bank ended on 30th, June, 2004. Sub-Vote 316 - Secondary Education, requires Kshs205,525,017 for the provision of laboratory equipment to public secondary schools. There will also be rehabilitation of secondary schools with funds from the Government of Kenya and African Development Bank (ADB), respectively. Under Sub-Vote 317 - Technical Education, there is an amount of Kshs70 million to finance European Union Technical Education Support Programme for Eldoret Polytechnic.

Mr. Speaker, Sir, the final benevolent virtue here is university under sub-heading 318, which will require Kshs560,149,774 for university education under the following Heads:-

Egerton University - Kshs182,125,000, Jomo Kenyatta University of Agriculture and Technology (JKUAT) - Kshs137,520,175, Maseno University - Kshs65 million, Moi University - Kshs3 million, and Western University College (WEUCO) - Kshs172,502,800. The funding under Egerton and Moi universities will be for payments of pending bills, construction of tuition blocks at Egerton and completion of sewerage and rehabilitation works at the two institutions.

On the other hand, the provision for JKUAT is for the running of the African Institute for Capacity Development, with the assistance of the Japanese Government, and the completion of the science complex building. The amount earmarked for WEUCO will be used to construct hostels, water supply and sewerage in order to improve existing facilities in the institution.

Mr. Speaker, Sir, owing to the budgetary constraints that we face, there are many stalled projects and programmes in all public universities which were not funded in the current financial year. We encourage individual universities to find various ways of mobilising funds from their own sources. We believe that through a strong joint partnership it will be possible to complete some of these projects.

I would also like to thank our development partners whom I referred to earlier. They are important to us because they have been helping us a lot in terms of improving the education sector. Prominent here is the Department for International Development (DFID) and the World Bank.

Mr. Speaker, Sir, with those few remarks, I beg to move this Motion.

The Minister for Finance (Mr. Mwiraria): Mr. Speaker, Sir, I rise to second the Motion before the House. I would like to, first of all, congratulate the Minister for Education, Science and Technology and his staff for a job very well done. The implementation of free primary education, difficult as we expected it to be, was done smoothly and it is really a source of pride for us Kenyans. This House needs to congratulate the Minister and his staff.

Mr. Speaker, Sir, with regard to special education, there are several schools for the blind, the mentally disabled and the physically handicapped throughout the country. It is really important for us to note that the Minister and his staff have gone out of their way to support special education. For many years, special education did not receive any assistance at all. Under the current budget, every special school is allocated Kshs153,000, additional to their normal budget. In addition, in order to make it possible for children with special disabilities to get into ordinary secondary schools, the Ministry has made available Kshs10,000 to every primary school to accommodate their needs.

In the area of special secondary school education, this year, the Ministry set aside Kshs134 million to assist them. This is, indeed, a very commendable effort. We keep on asking ourselves: Where do we go to next after expanding primary school education? It is very encouraging to notice that the Ministry is addressing this question squarely. The Ministry has already got a policy which is encouraging board of governors of secondary schools to expand all the secondary schools to three streams. What is more important is that they have already got funds to rehabilitate 350 secondary schools. In addition, we have gone out of our way to look for finances for secondary schools in the poor areas, especially in the Arid and Semi-Arid Land (ASAL) areas and in the rural slums. In this respect, the African Development Bank (ADB) and Organisation of Oil Producing and Export Countries (OPEC) have, in fact, provided funds for construction of new secondary schools in the ASAL areas as well as in urban slums such as Kibera and Mathare. This is something that has never happened before and it is something for which the Ministry deserves special congratulations.

With regard to tertiary education, that is, university and technical education, a decision has already been taken to convert some of the polytechnics into universities. We have received assistance from our development partners to support technical education, particularly in the polytechnics, with modern equipment. Most of the equipment in our polytechnics is obsolete. Now, the Ministry is really working hard to modernise the equipment.

As far as university education is concerned, the Ministry has been working tirelessly to review the terms and conditions of service of the university dons in order to stop the brain drain which has been rampant in our country. Although the terms reached may not be as good as the dons wanted, they are good enough to ensure that most Kenyans who want to teach at our local universities remain there. It is only fair to add here that as the country's economy improves, special attention will be paid to university and tertiary education generally.

Mr. Speaker, Sir, another area where Kenyan education has suffered over the years has been in inspection. We have many school inspectors in the zones and districts, but many of them have not been able to do any work due to lack of transport. It is, therefore, very gratifying to realise that only this morning, the Ministry sent out 200 motorbikes, which will be used by inspectors to reach schools everywhere in the country. In addition, before the end of this financial year, the Ministry will release 852 motorbikes. That will enable inspectors to be mobile cheaply so that they can reach all corners of the country to inspect schools and ensure that quality education is being disseminated.

Mr. Speaker, Sir, in conclusion, let me offer my own thoughts on where we should be

targeting in the future. Kenya is a country that needs to be developed. Our country can only be developed by our own talent. I think, as a House, we should support a bursary scheme that will support the very best brains this country can produce and send them to the best universities abroad so that they can get the best education on the understanding that they will come back for a few years to support our development efforts.

*(Eng. Okundi consulted civil servants
on the Civil Service Bench)*

Mr. Speaker: Order, hon. Members! Last week, I reminded hon. Members to give civil servants who accompany the Minister the opportunity to listen to the contribution of hon. Members so that they can advise the Minister appropriately.

So, Eng. Okundi, kindly leave them alone. Let them listen. You can consult them in their various offices. If they become difficult, let me know.

Proceed.

The Minister for Finance (Mr. Mwiraria): Mr. Speaker, Sir, in conclusion, I was saying that our country has reached a stage in its development where we need to have a special scheme of training Kenyans in all fields of technology. We should train them to the highest levels possible and even giving them opportunities to study abroad, have work experience and then come back here to impart the knowledge they have learnt on fellow Kenyans as we advance in our development.

Mr. Speaker, Sir, I believe that this is a Ministry which really needs the support of every Kenyan because education is fundamental to our very existence and development.

With those few remarks, I beg to second.

*(Several hon. Members stood
up in their places)*

Mr. Speaker: Order, hon. Members! Hon. Members must learn the trick. We cannot debate before we have the matter proposed from the Chair.

(Question proposed)

Mr. Speaker: Ordinarily, the official spokesperson for the Opposition has the first shot. Prof. Oniang'o will respond as the Shadow Minister. You have 30 minutes.

Prof. Oniang'o: Mr. Speaker, Sir, I am happy to contribute to this Vote. I am also happy that the Minister for Finance is also here because education is so fundamental. I repeat the words he said "To the development of us as human beings and also of this nation". If I may quote what has been stated as the mission for this Ministry, it is to promote, facilitate and co-ordinate the development of human capital through education and training.

Sometimes I get the feeling that this Ministry does not remind itself enough about this mission. Some of us stay in Nairobi. Some of us have our children going to good schools and have no idea what is going on in the rural areas. As you are aware, I am in the Departmental Committee on Education, Research and Technology and I have visited many parts of this country including the ASAL areas and the highly-populated areas of Western Province. There are so many high school graduates. It is unbelievable! All you have to do is to call and say: "Any Form Four leaver who is doing nothing come to this field." You will be amazed at the amount of human wastage and the number of children who are losing hope. So many of them have now become "educated criminals"

who have nowhere to go.

I get the feeling that this Ministry believes it can go on doing things as usual. That attitude will not get us anywhere. They have an opportunity to reform the way we have been doing things and to develop the human capital. They have an opportunity to look at education in a very holistic manner right from pre-primary. They should not tell us that parents will continue to take care of children at pre-primary level. They should not tell us that they will develop a few secondary schools here and there to absorb the many graduates from primary education. They should not tell us that they want our children to go to universities overseas when we have our own universities here which they can support, and where the students can go and have affordable education.

[Mr. Speaker left the Chair]

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

Kenyans spend a lot of money sending their children overseas while they leave our local universities here which have been neglected. The lecturers in our local universities are not properly remunerated. There is no research in our universities and the equipment used needs to go to the mortuary. It is a very sad state. We would like this Ministry to take its responsibility seriously and to overhaul the educational system. They cannot tell us that now, this is the NARC administration. All of us care for education for this country. Kenyans value education. All you have to do is look at the number of Kenyans who sacrifice to do degree courses even in the evenings. They sacrifice to send their children for further education in India because our universities cannot absorb them. Kenyans still believe that when their children are educated they will get jobs and take care of them in their old age. They believe that they will actually educate their siblings and improve the economic well-being of their families. But we have graduates coming here who are unemployed because the economy is not growing. I am happy that the Minister for Finance is here because we want to tell him that unless the economy grows, it cannot absorb the graduates whether they are coming from overseas or actually trained here locally.

Let me talk about free primary education which the NARC administration is telling all of us about and the international community and priding themselves that it is the only pledge they have met. Free primary education saw three million children go to school. We have no idea how many have dropped out. As of now, we are aware that there are 6.5 millions Kenyans who are illiterate. Five million adults and 1.5 million children are still out of school. So, how has the free primary education policy been effected? Has it been evaluated? Is it closely monitored? What is the teacher-student ratio? We want to know that.

Mr. Temporary Deputy Speaker, Sir, how about books? We are actually providing books, but we are also aware that books are shared and that being the case children cannot take them home for homework. We are also aware that some head teachers have lost their jobs because of mismanagement of funds. Were they given training? Who else is involved in management of these funds? Should the head teachers be involved in the management of finances instead of ensuring quality education? Much as we laud free primary education, we should ensure that we actually provide quality education because this is what will lead us somewhere in the end.

We should also not over-popularise it at the expense of other sectors. I am not aware of any country which was driven to industrialisation by free primary education. We want everybody to attain basic education. But we are also aware that there are children who are specially gifted. These children are geniuses who cannot cope within our free primary education system. We have to pick

out those children and see how to treat them so that they can come back and help develop this country after receiving education to the highest level possible.

We are aware also that there are so many primary school graduates who will have nowhere to go when they graduate because the space that is available in secondary schools is not commensurate with the number of students that will graduate from primary education. When you look at what this budget is trying to do, I do not want to quarrel with the allocation of funds. This Ministry should fulfil what it has set out to do during the National Educational Conference. They should make sure that education is affordable even at the secondary school level. They should provide high quality education which is relevant, culturally acceptable and globally integrated. As long as we do not have any outsiders coming to our local universities for cross "fertilization", it means that our university education, as a country, is not worth being taken by outsiders. This in itself is an indicator of how we are performing.

When we talk about improved access to Information and Communication Technology (ICT), and all of us would like our children to be internet literate, I would like women in the village to make use of the computers in the post office. However, we are aware that computers need to be powered. To what extent is this Ministry working closely with the Ministry of Energy, which implements the Rural Electrification Programme? To what extent are we actually being innovative to use solar power to run computers? I know of a Mediterranean country which is called Malta, which does not have sunshine throughout the year and yet it runs on solar energy. How about Kenya which has God-given sunshine year round? We do not even exploit the solar energy which is quite affordable. We could use it to run our computers.

We are talking about increasing access to education by the youth. We are aware that the Arid and Semi-Arid Land (ASAL) areas, which this Government has pledged to assist, do not have the same schools we have in other areas. Unless there are mobile schools; safety and security issues are taken care of, we shall not provide universal and basic education for the children in the ASAL areas.

If you look at the City of Nairobi and some of our heavily populated slums, they are very insecure. Truly, the Assistant Minister told us during Question Time that it is not their responsibility to ensure the safety of children in school. We want to be told what the Ministry's policy is when it comes to the safety and security of our children in schools. The parents are worried because their children are in unsafe environment. Some youths are burning down schools and harassing girls in schools. Girls are being raped by none other than teachers, and we have to do something about this. The Chair was here when the whole House was on its feet talking about this issue.

Mr. Bifwoli: On a point of order, Mr. Temporary Deputy Speaker, Sir. You have heard the hon. Member say that teachers rape students. Could she substantiate or withdraw her remarks and apologise to the House?

Hon. Members: Of course, that is a fact!

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

Mr. Bifwoli: Mr. Temporary Deputy Speaker, Sir, she cannot generalise that teachers rape students!

(Loud consultations)

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

Mr. Wamunyinyi: That is a valid point of order!

The Temporary Deputy Speaker (Mr. Ethuro): Order, Mr. Wamunyinyi! It is not up to you, Mr. Wamunyinyi, to decide whether Mr. Bifwoli's point of order is valid or not. It is up to the

Chair. Without Mr. Wamunyinyi's input, the Chair has considered Mr. Bifwoli's point of order valid! So, Prof. Oniang'o, could you substantiate the remarks you have made?

(Applause)

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, we are aware that girls are impregnated when they are under 17 years old. That Question was asked in this House this afternoon and the Assistant Minister could not name the culprits. That is called statutory rape.

Mr. Angwenyi: On a point of order, Mr. Temporary Deputy Speaker, Sir. It is incumbent upon the Chair to protect Kenyans from blanket condemnation by hon. Members. The hon. Member cannot rise here and say that teachers impregnate schoolgirls under 17 years old without substantiating. I think that is wrong.

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

Mr. Angwenyi: Mr. Temporary Deputy Speaker, Sir, is the hon. Member in order to say that teachers impregnate schoolgirls without substantiating?

The Temporary Deputy Speaker (Mr. Ethuro): Order! Mr. Angwenyi, you need to be fair to the Chair. I had already considered that point of order valid and the hon. Member was in the process of substantiating. The Chair was to decide whether her substantiation was sufficient or not. It is also an abuse of the House when hon. Members rise up to raise more points of order over a point of order which has already been raised!

(Applause)

Mr. Shaaban: On a point of order, Mr. Temporary Deputy Speaker, Sir.

The Temporary Deputy Speaker (Mr. Ethuro): Let Prof. Oniang'o substantiate her remarks first.

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, I had already substantiated. When the Assistant Minister was answering a Question this afternoon, she was unable to name the culprits here.

The Temporary Deputy Speaker (Mr. Ethuro): Order, Prof. Oniang'o! We are not discussing the Question, but your contribution to the effect that teachers are raping girls under 17 years old. That is different from impregnating them.

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, I talked about some teachers. I did not say all teachers. All these children who become pregnant are impregnated by people!

Mr. Bifwoli: I have been a teacher! The students are listening to what she is saying.

The Temporary Deputy Speaker (Mr. Ethuro): Order, Mr. Bifwoli! I appreciate that you were a teacher before, but now you are an hon. Member of Parliament. So, you are bound by decorum of the House.

Prof. Oniang'o, the point is that you said that some teachers rape school girls. I think it is important that you substantiate that. If you cannot substantiate, withdraw those remarks, apologise and proceed.

Ms. Mbarire: On a point of order, Mr. Temporary Deputy Speaker, Sir. I do not think it is fair for you to ask the hon. Member to substantiate on an issue we read in the newspapers everyday. It is a reality that some schoolgirls are impregnated by their teachers.

Mr. Temporary Deputy Speaker, Sir, it is also a reality that some teachers have raped pupils, and we should not defend them here. That is wrong.

*(Several hon. Members stood up
in their places)*

The Temporary Deputy Speaker (Mr. Ethuro): Order, hon. Members! We cannot have one point of order after another. For the benefit of Ms. Mbarire, we do not use newspapers as a point of reference for our parliamentary discourse!

Mr. Shaaban: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is it in order for the Chair to ask the hon. Member to substantiate the obvious? It is common knowledge that some teachers impregnate their pupils.

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): Mr. Temporary Deputy Speaker, Sir, I appreciate the concern of the hon. Members, but the Question being referred to, none of all those pregnancies was caused by teachers. That is the answer I gave to this House this afternoon. The girls were impregnated by villagers, who are outside the jurisdiction of the Ministry. I am not denying that this does not happen, but it is just a small percentage. Whenever it happens, the Ministry takes action immediately. We have given direction that the involved teachers are interdicted immediately.

Mr. Sambu: Yes! *Endelea*, Professor!

The Temporary Deputy Speaker (Mr. Ethuro): Order! Mr. Sambu, why are you assuming my role? Let us have some order.

Mr. Sambu: Let order be there!

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, the Assistant Minister has admitted that there are some cases of this nature, and I talked about some cases. We need to be assured that our children are safe in the schools.

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): They are safe!

An hon. Member: They are not!

The Temporary Deputy Speaker (Mr. Ethuro): Order, hon. Members! We cannot gag hon. Members the way they speak. The Ministry will have an opportunity to reply. Madam Assistant Minister, relax, listen and you will get an opportunity to reply!

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, we need to be assured that our children are safe in school because parents are worried about them. Some of our children who are in the Speaker's Galleries, especially the girls, need to be aware that anybody - it does not matter whether it is the teachers or anybody else outside could render them vulnerable to this kind of situation. As leaders, we need to actually assure Kenyans that our school system will ensure a safe environment for our children to be able to learn, and that is what I am driving at.

We are aware that with the Free and Compulsory Primary Education, parents are not even paying to have security in schools; they are not even paying to have other support staff that they would normally have in schools. So, when something happens at the school, the children have nothing to resort to; the teachers themselves have nobody to resort to. We all care about education, but most importantly, we care about the girl-child. None other than the Minister, hon. Prof. Saitoti, himself, keeps talking about the education of the girl-child. The girl-child has special problems and needs, and has to be taken care of in a particular way! Those of you who are parents here know that it is different for girls than it is for boys.

I would also like to appeal to the Minister about the issue of school feeding, especially in a year like this where we are affected by drought. The school feeding programme should be given special consideration. We should not act as if we do not know that there has been a drought, and as

long as there is drought, there is hunger and children will not go to school. We are aware that some of the donors have actually withdrawn from supporting this aspect. We would like to ensure that, in fact, it is factored into the normal Budget and that, right now, as we go into the Supplementary Budget, that aspect should actually be taken care of, so that we should not, as a country, go on begging for everything. We cannot have an educational system which is always donor-driven, where we are always begging. Our educational sector requires strategic support.

Mr. Temporary Deputy Speaker, Sir, research is so critical, and we are aware that, in fact, the Ministry has a Department of Research and Development. But that department is not given much money. In fact, the amount of money that has been given to it is Kshs500,000 and we might as well scrap off that department. We should either take it seriously or we scrap it altogether. Maybe, that money can go into actually feeding the children.

We have technical education in this country. I am glad to see that we are now beginning to take it seriously. I would also like to tell the Minister that we have children who are technically sound, most of who actually happen to be boys, and I know that from my own experience. These children are extremely technical. They are not the ones who score "As" and "B+s". These children might be scoring "Ds" and "Es", but they are extremely technical; they are inventors and manufacturers. Our system does not take care of those children. If we are going to make the Kenya Polytechnic and Mombasa Polytechnic to start offering degrees, which will require these children to score "As", we shall have missed the point, because the children who should go that route are the ones who come from the village polytechnics; the ones who should be masons, plumbers; the ones who should be fixing cars and motorbikes; the ones who should be fixing electrical fittings! Those are the ones who should go up and earn degrees. I would like to see a student who got a "D" minus proudly standing up and saying: "I have a degree in plumbing". Otherwise, our rural areas are not going to develop! We are, therefore, going to leave out so many Kenyans, and we are going to say: "Sorry, if you get "A" or "B" plus, you are the only ones who can get a degree".

So, Mr. Temporary Deputy Speaker, Sir, I feel like we are not addressing education completely and holistically. Life at the university campuses is miserable for our children! We want the Minister, with his whole team; and they are so many of them, to make a visit unannounced, then you can see truly what is going on! I like un-announced visits. Our lecturers and universities are not being managed properly. We do not know whether the Ministry is concerned about them, whether they have taken the "hands-off" stance or what is going on. We have chancellors, chairmen and vice-chancellors of these universities. Take the University of Nairobi, for example. We have no idea whether that is Government policy or what is going on; they are now going to be busy stepping on each other's toes.

I am aware that we have a permanent secretary, my good friend, Prof. Karega Mutahi, in the Ministry, and he knows all the problems of the universities. We also have the Assistant Minister, Dr. Mwiria, also a university don; we have the Minister himself! So, we do not want them to act as if they do not know what is going on in our universities. We want them to ensure that universities go to the people. We

do not want a centralized system where people have to come from the rural areas looking for accommodation in Nairobi. Where do they go? So, we would like them to promote distance learning.

Finally, there are so many institutions and training programmes in this country, and some of them are briefcase institutions and training programmes, and they are offering all kinds of costly courses! For example, they offer courses in pharmacy, nursing and some other things. Nobody is vetting them! Nobody has an idea of how many they are. Could the Minister assure us that he will do something about this? Parents are spending too much money on these courses, and the children come out with certificates which are going to get them nowhere. In fact, it appears as if

Kenya is developing into a country in mediocrity. We cannot afford to have that! Kenya stands to be the Singapore of Africa, and that is what we should be. Our educational system has been a better system than any other you find around us, and when we start sending our children to Uganda, Tanzania and other neighbouring countries, then it shall be a sad day for this country!

So, as much as we want to support this Ministry; and we want to do that, we want to pledge our support for them. Kenyans have great, great ideas on how we can move forward. So, there should not just be too much on free primary education; instead, they should look at education as a whole. They should look at making sure that our local institutions can affordably absorb our own children, and that, in fact, we can create wealth where Kenyans themselves can determine which direction that educational system is taking us.

With those few remarks, I beg to support.

Mr. Angwenyi: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me a chance to contribute to this important Motion.

Right from the onset, I would like to thank the Ministry of Education, Science and Technology for having launched a very successful programme on free primary education. I would like to encourage them to extend that type of programme, if not wholly but partially, to the secondary school education. We should strive as a country to make our education affordable and accessible to an average Kenyan. We can only do that if we provide adequate resources for secondary school education. There are those areas which have mobilized themselves to provide additional places in secondary schools such as Kitutu Chache where, in the last five years, we have expanded our secondary school positions from 13 schools to 41 schools. I hope that the Ministry will support that area in providing them with additional support, so that they can encourage others to do the same.

I would also like to thank the Minister for giving us bursaries which are constituency-based for our secondary school students. I know that there are people who have been complaining because they did not benefit from the transparent system of giving bursaries.

Mr. Temporary Deputy Speaker, Sir, this Ministry consumes a substantial portion of our resources in this country. Therefore, this Ministry should be able to account for those substantial resources. There are programmes in this Ministry's budget which are of questionable standing. Take, for example, the budget for strengthening primary education. We need to know exactly how this money will be spent. Is it part of the free education? Is it a special programme? If it is a special programme, why is it being carried out? We want to be transparent.

Mr. Temporary Deputy Speaker, Sir, there is also a substantial amount of money which has been allocated for the construction of Taita Taveta Teachers Training College (TTC). This item has been in our Budget for the last eight years that I have been in this Parliament. I do not know what type of college is being constructed. Is it going to cover the entire Taita-Taveta District? We are spending hundreds of millions of shillings every year on this college.

I know that we do not need more teacher training colleges. Right now, we have in excess of 60,000 trained primary school teachers who have not been able to get jobs, to practice what they have learnt. I have people in my constituency who graduated from teachers colleges in 1994, 1995 and 1996, who have not been employed up to now. They are about to reach their retirement age before being employed in public service! Why do we spend resources in expanding teacher training colleges when, in fact, we can channel those resources, for example, to the universities for research, or to construct proper primary schools in arid areas? That is an allocation which I think the Minister should consider, through Parliament, to transfer to some other aspect of education in this country.

Mr. Temporary Deputy Speaker, Sir, there is also an item titled "rehabilitation of primary schools." Are these old dilapidated schools being rehabilitated? What do we mean by `rehabilitation

of primary schools'? Where is this rehabilitation being carried out? Those are some of the items that we need to look at very seriously.

Mr. Temporary Deputy Speaker, Sir, there is an amount allocated for the purchase of plant and equipment. Is this laboratory equipment? What is this equipment? Are they vehicles that we are purchasing for boarding schools? There is not even one which has been budgeted for my constituency. So, I do not know where these purchases are made and which schools benefit from them.

Mr. Temporary Deputy Speaker, Sir, let me move on to university education. This country spends in excess of Kshs5 billion per year on university education abroad. Parents are striving to send their kids to United States of America, Canada, Europe, Australia, India and other countries. Why are they doing this? It is because we cannot provide adequate university education in this country. For the little we provide, we have not given enough resources to raise it to the quality that we would like to get.

Mr. Temporary Deputy Speaker, Sir, when I was younger and at the University of Nairobi, if you gave me a chance elsewhere, I could not go because the University of Nairobi at that time used to give quality education. You knew that if you were going there for three years, by the end of those three years, you would have graduated.

Today, if a student joins a university in Kenya, he or she is not capable of determining whether he or she would come out of the university educated, because of strikes and mismanagement, which have been on the increase of late.

Mr. Temporary Deputy Speaker, Sir, the Education Act provides that the President of the Republic of Kenya will be the chancellor of all public universities. We have never amended that Act in this Parliament, and yet, the Government has gone ahead and appointed Chancellors to our public universities, some of whom have been picked from the streets of Nairobi, and they are causing havoc.

To be a Chancellor of a university, where the cream of the country go for higher education, you must be a person of outstanding educational ability; a person of outstanding character. You have seen what is happening at the University of Nairobi, where a Chancellor has been picked from the streets of Nairobi and taken to the university, and he is now causing havoc to the university.

The Minister for Education, Science and Technology (Prof. Saitoti): On a point of order, Mr. Temporary Deputy Speaker, Sir. Is it in order for an hon. Member to use the privilege of this House to chastise somebody who cannot defend himself here?

Mr. Angwenyi: Mr. Temporary Deputy Speaker, Sir, that person was a job-seeker. He had retired elsewhere. You cannot tell me where he was when he was appointed, and he is causing havoc. You can see the effects!

The Minister for Education, Science and Technology (Prof. Saitoti): On a point of order, Mr. Temporary Deputy Speaker, Sir. It is not fair for us to discuss individuals who cannot defend themselves here. That has been the tradition of this House, unless we now want to change.

The Temporary Deputy Speaker (Mr. Ethuro): Order! Order, Prof. Saitoti. Order, Mr. Angwenyi. My understanding is that Mr. Angwenyi was not discussing anyone, he was just describing a situation.

(Applause)

Mr. Angwenyi: Thank you, Mr. Temporary Deputy Speaker, Sir. I am saying that as we change our education policy, a Sessional Paper should be brought before this House so that we can discuss it thoroughly and give directions. If we are going to appoint---

The Assistant Minister for Trade and Industry (Mr. Syongo): On a point of order, Mr. Temporary Deputy Speaker, Sir. Even though the hon. Member has not uttered the name of the person he is referring to, it is common knowledge, and Kenyans know who the Chancellor of the university of Nairobi is!

Mr. Temporary Deputy Speaker, Sir, I want to state that the current Chancellor of the University of Nairobi is an honourable man. He has worked as an industrialist and he has been one of the best Managing Directors in this country.

The Temporary Deputy Speaker (Mr. Ethuro): Order, Mr. Syongo! Now you are defending! You are discussing a non-issue. Proceed, Mr. Angwenyi.

Mr. Angwenyi: Thank you, Mr. Temporary Deputy Speaker, Sir, for protecting me. If we are going to appoint our chancellors through the media, then we must change that policy. We must change the Public Universities Act and all the Acts pertaining to our public universities. That is all I am saying. We should not work illegally.

The Minister for Education, Science and Technology (Prof. Saitoti): On a point of order, Mr. Temporary Deputy Speaker, Sir. I think it is important that it be spelt out here that the statutes of all our universities allow the President to choose or to appoint any other person to be the Chancellor. There has been no violation of any of the Universities statutes at all.

Mr. Angwenyi: Mr. Temporary Deputy Speaker, Sir, I am sorry that there is an argument on that. I have worked at the University of Nairobi for 15 years. The Vice-Chancellor is chosen by the Chancellor in consultation with the Council. He is not chosen by Pricewaterhouse; some dingy company which recruits labourers!

There is also a provision for the expansion of Egerton University. But there is no provision for the upgrading of the Kisii Campus into a constituent university.

The Assistant Minister for Education, Science and Technology (Dr. Mwiria): On a point of order, Mr. Temporary Deputy Speaker, Sir. Mr. Angwenyi is not clear about the statutes of the University of Nairobi, or of any other university. The point has already been made that the President can delegate the authority of chancellorship. Secondly---

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

The Assistant Minister for Education, Science and Technology (Dr. Mwiria): Mr. Temporary Deputy Speaker, Sir, could I be given a chance to speak? I am already on a point of order!

The Temporary Deputy Speaker (Mr. Ethuro): Order, Mr. Sambu! Dr. Mwiria is on another point of order!

Mr. Sambu: But he is lecturing us!

The Assistant Minister for Education, Science and Technology (Dr. Mwiria): Mr. Temporary Deputy Speaker, Sir, I am not lecturing anybody. Also, advertising a position of a university Vice-Chancellor does not mean that there will be no consultation. It is useful for hon. Members of Parliament to be clear about that.

Mr. Sambu: On a point of order, Mr. Temporary Deputy Speaker. The Assistant Minister will have a chance at the end to respond to various issues raised by hon. Members.

The Temporary Deputy Speaker (Mr. Ethuro): Order, hon. Members! The Standing Orders are very clear. It is the responsibility of the hon. Member to provide accurate information. Once the hon. Member says there is no provision for the position of the chancellor to be advertised, it is incumbent upon the Ministry responsible to inform the House that the hon. Member is misleading us.

Mr. Angwenyi, proceed with that in mind!

Mr. Angwenyi: Mr. Temporary Deputy Speaker, Sir, of course, my time has been

consumed. However, let me, first of all, speak about Kisii Campus which has not been developed for many years. I thought that Prof. Saitoti, being a kind Minister, would provide funds to develop that campus into a constituent college.

Mr. Temporary Deputy Speaker, Sir, I would like bursaries and scholarships for universities to be disbursed in a transparent manner.

(Prof. Saitoti consulted loudly)

The Temporary Deputy Speaker (Mr. Ethuro): Order, Prof. Saitoti! Let us listen to Mr. Angwenyi!

Mr. Angwenyi: Mr. Temporary Deputy Speaker, Sir, to conclude, I would like to support the Minister. Could he also help us support him?

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

Mr. Sambu: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this Motion. Unfortunately, I can see the Minister walking out of the Chamber. I hope the Assistant Minister will respond to some of my remarks. I hope he is not belittling my remarks by walking out.

Mr. Temporary Deputy Speaker, Sir, I wish to support this Vote because it focuses on funds channelled towards educating and creating a future for our children. The Government, which today boasts of providing free primary school education, should also take care of our nursery schools. At the moment, parents are still paying fees in nursery schools. Parents who cannot afford paying fees in nursery schools end up sending their children to standard one when they are still under age.

On secondary schools, I would like urge the Ministry to promote day secondary schools. Days are long gone when sponsors of schools would dictate the nature of schools they would sponsor. We should have day secondary schools in the highly populated areas of this country. We should also have many boarding schools in the ASAL areas of this country. For example, in my constituency, there is no need for a boarding school because a child can go home during lunch hour and eat *ugali* cooked by his or her mother.

The most unfortunate thing is that there is lack of discipline among students in boarding schools than in day schools. I know of cases in boarding schools where children have even been murdered, including my own child. This is because of indiscipline cases. So, let us promote day schools, so that indiscipline cases can be sorted out between parents and teachers.

Mr. Temporary Deputy Speaker, Sir, on the issue of school fees charged in boarding schools, I am glad when I asked a Question in this House, the Minister was in agreement with me that head teachers prefer working in boarding schools because there is *kitu kidogo*. This is in the HANSARD. Therefore, in highly populated areas, let us have more day schools than boarding schools because, according to Government regulations, fees is Kshs9,000 only. The minimum school fees charged in boarding schools is Kshs25,000. So, let us promote more day schools because learning conditions are more favourable to our children. I urge the Government to provide enough teachers to our schools.

I strongly believe that the Constituency Development Fund (CDF) will help us build classrooms, laboratories and other facilities. In my own constituency, for example, we could employ a teacher each year. Now, students do nine subjects in schools. If we employ one teacher every year, it will take us nine years to have enough teachers to teach all the nine subjects. This is ridiculous! That means that some pupils will sit for the national exams without having a chance of being taught by a qualified teacher. Let us employ those university graduates on our streets. Where are the

500,000 jobs that this Government promised Kenyans? We are waiting for the General Elections in the year 2007 to kick this Government out of the office! I plead with the Government to employ those graduates who are yearning to earn a living.

Mr. Temporary Deputy Speaker, Sir, I agree with Prof. Oniang'o that we have so many Form Four leavers in our village. Most of them cannot go for further training because, since Independence, this Ministry refused to take over the management of village polytechnics. Who employs teachers for these polytechnics? The most developed economies in the world are based on artisans. These are the people who use the hammer and other tools to do their work. However, Kenyans are focusing on people who are educated to degree level. This is good, but let us have artisans doing the blacksmith work in our villages. The Constitution says that Parliament shall form the Ministries and the President fills them up. However, this has been violated since the Kenyatta regime. I would like to suggest that the next time a review on Ministries is done, let village polytechnics be incorporated in the Ministry of Education, Science and Technology, so that the Government can employ teachers for these institutions. We want majority of Form Four leavers to join those institutions. It is interesting to note that most of the jobs are in that sector. Unfortunately, today, Indians who cannot even speak English or Kiswahili are given work permits at the expense of our jobless Kenyans. It is very sad!

Mr. Temporary Deputy Speaker, Sir, I would like to talk about the Higher Education Loans Board (HELB). I hope their officer is here because I rang them, but they did not respond to me. I thank God for this great day because the Speaker said that if any officer refuses to respond to us, we report him or her to the Chair. I am now reporting to this honourable House that the HELB is the most discriminatory board in this country. I hope Prof. Saitoti is listening to my sentiments. Students from rich facilities are favoured most. Who taught them how to determine whether a family is rich or poor? For example, I know of a family where it is only the wife who is employed as a primary school teacher. The husband is jobless.

The three children in university do not get any form of loan or bursary for the reason that the mother is a teacher. The best job that their mother has is that of being a primary school teacher. How can a primary school teacher pay for university education for three children? This is sad. Let the bursaries be given out in a uniform way, so that all Kenyan students, both in private and public universities, can access them. If university students are to be given Kshs35,000, so be it. If they are to be given Kshs50,000, so be it. The money is not for free. Students have to repay it. Therefore, if it is not for free, there should not be discrimination. It is sad that as Members of Parliament, we have to give students money. Students cannot access residential halls when they have not paid for accommodation. They also have to pay for food before they eat it. I hear they refer to the arrangement as "eat as you pay." We are left with the responsibility of contributing money to them, so that they can live well in the universities. Please, make bursary distribution uniform.

Mr. Temporary Deputy Speaker, Sir, I hear that there is money allocated to District Education Boards (DEBs). DEBs do not pay its members. We want DEBs to pay the expenses incurred by the non-civil servants who are members of the boards.

Children who attend special schools should not pay any fees at all. It is sad to hear a big budget being read out here, with money to the DEBs. At the Kapsabet School for the Handicapped Children, students are asked to pay fees, yet we are told that bursaries are for all secondary schools. We will give the Minister money which is from Kenyans but, please, let him allocate some of it to schools for the handicapped children, so that they do not have to pay school fees.

The previous Government had agreed with the Kenya National Union of Teachers (KNUT) to fulfil its pay promises. We want our primary school teachers to be happy. We want the Government to fulfil its promise to teachers. If it does not, teachers will teach the Government a

lesson when time comes.

I beg to support.

Ms. Mbarire: Mr. Temporary Deputy Speaker, Sir, thank you for giving me an opportunity to contribute to this important Motion. This is a Vote that makes a big difference in our nation. Let me begin by congratulating the Ministry and all its officers for their good performance for the past one-and-a-half years, especially in the implementation of the free primary education project. This will ensure that our objective of providing universal primary education to all becomes a reality earlier than the year 2015 when we thought it would become a reality.

I would like to take this opportunity to challenge the Ministry to remember that the fact that it is providing free primary education should not, in any way, compromise the quality of education it is providing to our children. I am not sure that we have done enough towards monitoring and evaluating the effects of free primary education. In relation to quality education, it is obvious that our public schools are overcrowded. I have been to several primary schools in my district, Embu. You will find one classroom with about 80 children. I found some of the pupils using their fellow pupils' backs as desks while writing. Desks are too small to be shared. That is a reality that we need to address. When I look at the Ministry's budget, I find that there is not much money that has been put towards building and improving infrastructures in schools to accommodate the big number of students who went in owing to the free primary education.

We also know that the teacher-pupil ratio is now higher. A teacher has to take care of more pupils than he or she used to. The chances of teachers getting over-burdened to the extent that they cannot teach the students will exist. Could the Ministry consider recruiting more teachers in addition to the 6,000 that it recruited recently, to ensure that teachers have the right number of students to teach and teach them well?

I also want to contribute to the issue of early childhood education. It is a sad thing that we think that nursery schools are not critical to the foundation of a child's education. Playing and poems that children recite build confidence in a child at an early age. This is so critical that we cannot say that nursery schools are not important. Therefore, we need to take care of them under the FPE Programme. It is also wrong to assume that teachers who take care of children in nursery schools do not deserve a proper monthly salary. We do not consider what they do as important and critical. This Ministry needs to seriously consider this issue, because parents are now refusing to take their children to nursery schools. They want their children to go directly to class one. I am foreseeing a big problem in this regard. I hope that the Ministry will take up this issue seriously.

Let me talk about the head teachers of primary schools. Yesterday, I had an opportunity to spend a whole day with the head teachers of Embu primary schools. I learnt a lot from them. First, they do not have the capacity to manage schools, run the schools' accounts, chair all the committees, make sure that accounts are proper at the end of the month, and at the same time teach. These head teachers are overloaded. They cannot manage. Their roles need to be clearly defined. What is the role of a head teacher? Is it to sit in an office to see how many books arrive in the school on one day, how many books have been given out, how many pieces of chalk have been given out, or is to manage the school and ensure that pupils are taught well? Head teachers have a big problem. The capacity for them to manage schools and make sure that they are managed well needs to be built. They do not have that capacity. We need to employ for them people to purely run the schools' accounts, so that they do not keep on running up and down the whole day.

Teachers do not have anything to motivate them to become head teachers. I understand that the difference between an ordinary teacher and a head teacher in terms of salary, is about Kshs400, and that difference also depends on how huge a school is. In other words, in terms of monetary value, head teachers have nothing to show for their positions. They cannot leave school immediately

after 5.00 p.m when school day ends, because they do other things that they would like to do. Many of them are opting to do away with being head teachers and be ordinary teachers. The deputy head teachers are also not keen on holding their positions. We need to look at how we can motivate our head teachers, so that they may continue running schools well.

I also want to talk about a problem that is facing our public primary schools. Right now, almost 50 per cent of pupils who leave primary schools to join provincial secondary schools come from private schools. About 80 to 90 per cent of students joining national secondary schools come from private primary schools. Our students in public primary schools are condemned to go to poor schools. Either they go to Harambee schools, district schools but never join provincial and national schools. Why? Because they do not pass as well. However, we need to ask ourselves: Why? We need to also find out whether we need affirmative action or a quota system that states that such a number of children must come from public primary schools to join provincial schools or national schools.

Mr. Temporary Deputy Speaker, Sir, let me talk about employment. We are investing heavily in educating our children in secondary and primary schools, but look at what the opportunity cost is of all that investment. It is nil because most of our children now are at home. They are jobless and nobody seems to be thinking about them. They are tarmacking even with masters degrees. Being a graduate today does not guarantee you of any job at all. Many are ending up in jobs earning less than Kshs10,000 or even Kshs5,000 and they are graduates. Some are *makangas* or conductors because our Government has not seriously looked at this issue. We have no business investing so heavily in education and then after that those children become a waste. That is why I want us to look critically into the issue of polytechnics and how we can impart skills that can lead to self-employment.

However, over and above that, our education system must stop being white-collar job oriented. We must start looking at how we can encourage pupils in schools, students and graduates to get into self-employment and technical work. We must provide credit facilities for these children to start their own businesses. Many countries now, including South Africa, have money for starting businesses. Now, if you ask a standard four leaver or a polytechnic graduate to provide security for a loan, you are joking because he does not have it.

I think unless we consciously go out of our way to provide credit facilities for these young Kenyans who are desperately "tarmacking" in the Nairobi streets and other towns in this country, we are going to end up with a serious time bomb. They are the ones who are going to get desperate and they will engage in criminal activities, thus making it impossible for Kenyans to sleep because they also want to earn a living. So, I think we need to look at that issue critically and see to it that we provide jobs for our graduates.

Mr. Temporary Deputy Speaker, Sir, finally, I would like to say that the bursary scheme that we have provided through the constituencies is good, but I feel that we need to look at the special circumstances that are facing orphans. It does not help to give an orphan Kshs3,000 or Kshs5,000 as bursary funds and this orphan needs another Kshs20,000. They are not going to get that money. So, I think this Ministry needs to set up a kitty specifically for the orphaned children, especially those orphaned by HIV/AIDS, so that they can get education like every other child.

With those few remarks, I beg to support.

Mr. Ojaamong: Mr. Temporary Deputy Speaker, Sir, thank you for giving me the opportunity to contribute to this very important Vote of the Ministry of Education, Science and Technology. From the onset, let me thank the Ministry of Education, Science and Technology for trying very hard to resuscitate our education system which had nearly collapsed and all the blame goes to the previous regime which did not mind very much about the education of our children. It

used to cheat people here and there but here has come a Government---

Mr. Kipchumba: On a point of information, Mr. Temporary Deputy Speaker, Sir.

The Temporary Deputy Speaker (Mr. Ethuro): Mr. Ojaamong, do you want to be informed?

Mr. Ojaamong: Mr. Temporary Deputy Speaker, Sir, I do not want to be informed. I have been in politics longer than this hon. Member. The previous Government never provided physical facilities nor learning materials to our children in school. So, which kind of education was it providing if the students did not have pencils, pens, textbooks, exercise books, classrooms and desks? Which kind of education was it providing? So, I must thank the NARC Government for trying its level best to bring sanity in the education system.

Also, I must thank the Ministry of Education, Science and Technology officials, especially in Jogoo House who are very receptive to the needs of various stakeholders in education whenever one goes there. Special thanks go to the Permanent Secretary who is very accommodative and welcoming and has managed to visit my constituency at my own request out of---

Hon. Members: That is personal!

Mr. Ojaamong: Mr. Temporary Deputy Speaker, Sir, the Permanent Secretary's visit to my district was very encouraging to my teachers. He even talked to headmasters in my district. I hope that this year, the education standards in my district are going to improve, considering the previous poor performance.

Mr. Temporary Deputy Speaker, Sir, let me point out one area of achievement in my district for which I must thank the Ministry of Education, Science and Technology. My district has been listed as among the ones in the first phase in the OPEC-Government of Kenya funding in which five schools are going to be rehabilitated. I am proud to say that over the weekend, I met the schools management committees coming from the training, and very soon the funds will be going there. I must say thank you and that will go a long way in improving education standards in my district.

But let me now bring to the attention of the Ministry the safety of our kids at school. Our kids learn in very fragile buildings which can collapse any time. Our kids go to toilets which were dug during colonial days. They are collapsing. Two weeks ago, I lost a class-one kid who dropped into a toilet because the foundation was very weak. Our kids learn under trees and so you will find that they are very much vulnerable to collapsing walls, branches of trees or floors of toilets. It was just recently that the Ministry sent money to almost all schools throughout Kenya for the construction of toilets. I want to bring to the attention of the Ministry officials that some of these toilets are not being made to acceptable standards. They can collapse any time and so it is very necessary that this Ministry takes very fast action so that it works in conjunction with the Ministry of Roads and Public Works to ensure that very strong toilets which will last longer and which we will earn value for our money are built for our kids and which will give value to our money.

The Ministry has also been sending money for the rehabilitation of schools. I must commend some headmasters, especially in my district, in that some of them have gone out of their way to utilise this money very usefully. If you visited some of the schools with the little money you gave them, you will find that they are so beautiful and very appealing. In fact, it gives the pupils a very nice learning atmosphere. So, I want to urge the Ministry officials to ensure that inspection of schools, as has been promised in the Minister's speech, is undertaken so that there is proper utilisation of the funds in the management of the schools and the provision of facilities.

Mr. Temporary Deputy Speaker, Sir, let me now come to the Teachers Service Commission (TSC) Headquarters. Some money has been provided for the construction of the TSC Headquarters. Thank you. However, we also know that the TSC has also been decentralised. The decentralisation of the TSC has not added value to anything. Teachers still have to travel from the rural areas to the

TSC Headquarters. Having been a teacher and having met the hostility at the TSC Headquarters, I find that teachers who come from upcountry are really frustrated whenever they come to the TSC Headquarters. In that respect, therefore, I will appeal to the TSC staff to accord the teachers the respect they deserve and the attention they require whenever they come from the rural areas so that they are handled very fast and they go back. If you go to the TSC Headquarters especially during the school holidays, you will find the queues are so long. Teachers finish 30 days in Nairobi and they go back but their problems have not been attended to. They then wait for another school holiday to come. Some teachers even teach for six months without getting their salaries, if by accident they are stopped. Efficiency in the Teachers Service Commission (TSC) should be encouraged. In fact, it should not be something that teachers beg for, because they need to be comfortable when they are teaching.

Mr. Temporary Deputy Speaker, Sir, I will now speak about the teachers themselves. We should encourage the creation of more teacher-training colleges (TTCs), because we need to train more people; either to remain in our country or for exporting elsewhere. Now we have a big opportunity in Somalia as it does not have teachers. Suppose we had trained more of them? I know that Somalia is going to absorb many of the 60,000 teachers that Mr. Angwenyi was talking about, and they are going to earn our country some foreign exchange. Therefore, we should encourage the creation of more TTCs.

I have a problem in my district because of a shortage of teachers. In the whole district, I only have two Physics teachers around 14 schools. This is a very big problem, and if we want our country to be science-oriented, or our education system to be science-oriented, how can a whole district of 14 secondary schools have only two physics teachers, around three biology teachers and five chemistry teachers? Are we actually providing any education to our children? Anyway, we can excuse the NARC Government because it assumed power the other day, but we hope it will rectify the situation.

With those few remarks, I beg to support.

Mr. Bifwoli: Mr. Temporary Deputy Speaker, Sir, I want to take this chance to thank you for giving me the opportunity to contribute to this Ministry's Vote. In the first place, I want to congratulate the Minister for the good work that he is doing in this country. He has started by overhauling the administrative system in the Ministry. That is good and we want him to also overhaul the education system in the country as well.

The truth of the matter is that unemployment is caused by the type of education system we have in this country. The aim of education is to enable someone to be self-reliant but our children, from secondary schools, and even some from the universities, want to be employed. That is not the objective of education! Education is supposed to make one self-reliant. However, what can a Form IV leaver do with the type of education we provide? I urge the Ministry's officials, now that they have overhauled the Ministry and created new positions, to kindly do the same on the ground. It is going to be useless to have a director of primary education, programmes and everything if the effects do not go down to the ground.

I want to thank the Government for saying that it is going to develop nine schools in each district. My humble request is that, now that this Ministry has accepted to look at things from the constituency point of view, I would suggest that those nine schools be upgraded from every constituency. This will ensure that hon. Members of Parliament see which schools in their constituencies need to be upgraded to give value at the grassroots level. Therefore, it would be good if we work from the constituency.

I also want to thank the NARC Government for providing free primary education. The introduction of free primary education was a really good thing and a salvation to poor parents of this

country. There were so many children who were being used as househelps and herders and now they are back to school. Thanks to the Government. I am sure that those children are really grateful to the Government.

However, as the previous speakers have said, we should not compromise the quality of our education system in the process of providing free primary education. How do we ensure quality education? For one to get quality education, we need the following things. First of all, the teacher-pupil ratio must be borne in mind. A teacher cannot teach 100 students! That is not a classroom; it is a *baraza*! Some teachers have been condemned to be chiefs, assistant chiefs, district officers, politicians or even councillors. They merely address *barazas* in the name of teaching. There is nothing they are doing! Many of us have been attending *barazas* and, at the end of the day, we do not remember everything. What about 100 children? How are their books marked? If the lesson is 35 minutes long, and a teacher has 100 students, how will she or he attend to each student? Will the teacher spare a second for each child? How do we do it?

Therefore, my humble submission to my brother, at the Ministry of Education, Science and Technology, is that we need to employ more teachers. Let us use the money we are proposing to use to construct classrooms to do that. As a teacher, I will tell you what a teacher needs. A child needs an exercise book, a textbook and a pen. A child does not even need a desk! A teacher on the other hand needs chalk, a blackboard and a reference book. A classroom can be improvised. Children can learn under trees or anything else, as long as they have books, chalk and everything else they need. Therefore, what a child needs most is a teacher.

If you build a classroom and there is no teacher in it, can classrooms turn themselves into teachers? I am sure classrooms cannot teach! For heaven's sake, let us give this money to TSC to employ more teachers and then free primary education will have a meaning. We can construct toilets, buy desks and everything else and children will live very comfortably, yet at the end of the day, they will have learnt nothing.

A child needs a teacher more than a desk or a toilet. After all, in some areas we have seen children relieving themselves in the bush! How long does it take for the child to relieve himself? Is it not a second, and then he comes back to learn! I am, therefore, insisting on the recruitment of more teachers.

Mr. Temporary Deputy Speaker, Sir, this is a sad day for teachers. Maybe one teacher, out of the 240,000, made a mistake and then one person stood up and said all teachers make the same mistake. I am one of the teachers who have never touched a school child.

Prof. Oniango: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is it correct for the hon. Member to play to teachers by saying that there was a generalised accusation against them? We know that there was no generalisation!

Mr. Bifwoli: Mr. Temporary Deputy Speaker, Sir, it is the hon. Member who accused teachers of having carnal knowledge of students, yet she was unable to name the teachers concerned!

The Temporary Deputy Speaker (Mr. Ethuro): Order, both of you! Prof. Oniang'o, you should have learnt from your own situation. You made some statements which generated a lot of heated debate and arguments.

Prof. Oniang'o: Mr. Temporary Deputy Speaker, Sir, he wants to misuse that!

The Temporary Deputy Speaker (Mr. Ethuro): Order, Prof. Oniang'o! The ruling was that we give you your chance and other hon. Members will have an opportunity to respond to your view in their own way. Mr. Bifwoli has his chance now!

Mr. Bifwoli: Mr. Temporary Deputy Speaker, Sir, as a teacher, I want it to go on record that I was offended by the remarks she made. I also want to put it on record that there are times when

we, teachers, are called very good names.

The Temporary Deputy Speaker: (Mr. Ethuro): Order, Mr. Bifwoli! You are not a teacher! You are an hon. Member.

Mr. Bifwoli: *Mimi ni mwalimu!*

The Temporary Deputy Speaker (Mr. Ethuro): Very well. Proceed.

Mr. Bifwoli: Mr. Temporary Deputy Speaker, Sir, there is no way I will not be called Mr. Bifwoli. I would rather be called Mwalimu hon. Bifwoli.

The NARC Government has tried, but it has not given us satisfactory answers. The teachers signed a salary increment agreement with the previous Government. It is true that the Kenya National Union of Teachers (KNUT) participated in the removal of KANU from power, because KANU was unable to honour the agreement it entered into with the teachers. The teachers are now watching the NARC Government. They are signalling to us that if we do not pay them according to our agreement with them during the campaign for the last general elections, they are ready to show us the way out. I would, therefore, like to appeal to the Government to pay the teachers quickly, so that they do not vote us out in the next general elections.

I enjoy being on the Government side but it appears, that very soon, I will be taken to the Opposition side. What is wrong in the Government reducing the number of years within which to pay teachers their remaining salary increment instalments? The Minister should go back to the Cabinet and request that they reduce the payment period of teachers' salaries from four years to three years. If that is done, we will continue to enjoy political power as the Opposition continues to make noise. Let the Government pay the teachers in good time, and we will see the difference.

Mr. Temporary Deputy Speaker, Sir, there are times when teachers are called sweet names. We are told that we are the opinion leaders, and that we matter a great deal at the village level. Those are the times when politicians go to the field to ask for votes. I want to put it on record that if the Government condemns teachers, the teachers will also condemn it when our election comes.

The Temporary Deputy Speaker (Mr. Ethuro): Order, Mr. Bifwoli! Your time is up!

Mr. Karaba: Thank you very much, Mr. Deputy Speaker, Sir, for giving me the chance to contribute to this Motion. I support the Motion.

Mr. Temporary Deputy Speaker, Sir, to me, this is the most important Ministry. This is the Ministry that has brought a lot of light to this country. If we go by history, it is only through education that we can talk about development. Most of the hon. Members in this House were educated in the days of the Ominde Commission and in the days of Mackay. That was when education was real in Kenya. So, if we joke with the Ministry of Education, Science and Technology, we will be joking with the lives of Kenyans. Therefore, I impress upon every hon. Member in this House to take this Motion very seriously. Let us be open. If there is anything that we think the Ministry is doing well, we should point it out. Let us be fair to one another.

I have been a teacher for a long time. I know the misdeeds that have been there. When I opposed the introduction of the 844 education system in Kenya in 1985, I was almost imprisoned but, somehow, my colleagues came to my rescue. I stated that the 844. system was doomed to fail. People were not supposed to say much in those days, just because the 844 education system was supposed to succeed. We are now lamenting about the failure of that system of education. That is now what we are meant to believe. The problems that we are experiencing are of our own making.

I believe that we should carry out a total overhaul of the 844 system of education. We should come up with a system that will allow regional integration, so that students in Kenya can easily transfer to schools in Uganda and Tanzania. Currently, Kenyan students have flooded Ugandan universities. Today, half of the students at Makerere University are from Kenya. Why is that happening? It is just because our education standards, which were very high in the 1980s, have

declined greatly. Our education system has been reduced to nothing. Everybody in the East African region is laughing at Kenya's education system as being useless.

I thank the Government for making primary education free. As the Chairman of the Departmental Committee on Education, Research and Technology, I have had a chance to traverse the whole country. You will be amazed to see the problems that are in Arid and Semi-Arid Land (ASAL) areas. Even yesterday I was in Laikipia District. We gave a lift to students who were supposed to walk 20 kilometres to a school. Those students are supposed to compete with students in Nairobi. They are supposed to do the same examination with students in Nairobi. We need to sympathise with the situation. Every Kenyan has a right to enjoy the privilege of education.

We need to ensure that education is affordable and accessible to everybody in Kenya, so that people living in ASAL areas are not condemned by the kind of examinations that are given to our students. I am very concerned that the national examinations given to students at both the primary and secondary levels are tailored towards urban life. The Kenya National Examinations Council (KNEC) includes questions about coffee and tea growing in national examinations. How does it expect pupils in the North Eastern Province to know the difference between coffee and something else like grapes? So, we should diversify national examinations such that there will always be alternative questions for candidates who are disadvantaged. Candidates in the Lake Region, the North Eastern and Coast Provinces should be able to pick up alternative questions in science and geography papers, so that we can bring onboard all the students to an examination centre.

Another thing we need to be careful about is something that we are all aware of in this house. We are introducing corruption in schools. Corruption in schools is a way of life. In fact, the Director-General of the Kenya Anti-Corruption Commission (KACC) should visit educational institutions. If you take a student to a private academy, the more that student is likely to pass an examination, and the more he is likely to join a good national or provincial school. When will pupils at, say, Garbatula High School in Eastern Province, Turkana and Suba districts ever join national schools? They will not make it. So, the class society in Kenya will continue to be perpetuated, because of our discriminative education system.

We need to revise our education policy and come up with a clear-cut policy that will even care for pupils whose parents cannot afford to pay fees at private schools. What we see in our national schools on visiting days are fleets of cars. Very few pupils from public schools join Mangu and Alliance High Schools and Nairobi School. We need to bring on board pupils from public schools, especially those from disadvantaged areas. By being born in disadvantaged areas, those pupils are not condemned.

Mr. Temporary Deputy Speaker, Sir, therefore, I call upon the Ministry to consider admitting students from public schools to national and provincial schools. There should be an admission quota in national and provincial schools for students from public schools, so that students from public schools can join national and provincial schools competitively with students from private schools. If we do not do that, we will be creating a time bomb in terms of personnel in the future. Students from rural areas will never access good education; they will never join universities. So, they will be condemned to become thieves.

Another area we need to look into is the way we teach mathematics and the science subjects in our schools. It is true that science subjects are poorly done in our schools. Why is that the case? The truth is that even those students who do well, they do not perform very well in the science subjects. Unfortunately, these are the same people who are trained to go and teach sciences in our schools. To me, that is not fair. Somebody who has not passed well in the sciences cannot be scientific-oriented. So, he might not even appreciate science, and they might not be innovative. That way, we are killing the skills of these students. So, we need to look into that aspect.

Another thing that we need to ponder on is what we are thinking about this country's industrial take-off. Everybody in this country is talking about industrialisation by the year 2020. What can we do when our pupils cannot even understand computer programmes? The other day, I was in Japan. In that country, Standard Two and Standard Three pupils are able to even manipulate a computer.

In this country, there are computers in selected schools. In the rural areas, they are not there. Let us all love this country. The country belongs to us.

Mr. Temporary Deputy Speaker, Sir, we need to think about technical schools. Without middle-level colleges, we are all doomed in terms of sciences and industrial innovation. We need to give a lot of emphasis and support to our *Harambee* institutes. There are so many teachers who are redundant because of the phasing out of industrial education. They are there in the *Harambee* institutes and we need to think about them. They should either be transferred to the Ministry of Gender, Sports, Culture and Social Services or, if they are going to remain in the Ministry of Education Science and Technology, let them be re-located to secondary schools, so that we can minimise the problems that we are having with regard to science teachers. That is possible and it is happening. We have teachers who are redundant in technical schools and *Harambee* institutes, but they cannot get to any other school because there is no policy guideline about them. Let the Ministry support that.

Mr. Temporary Deputy Speaker, Sir, there is a lot that we can say about education. Let me, briefly, talk about our universities. To say the least, we need a total overhaul in our universities. Let us think about the universities' academic calendar. Why should we have students staying at home after passing examinations? They get a mean grade of "A" and then join universities two years after that! That is why some students are going to Uganda. They can do "A" levels, that is Form V and VI and, by the time he or she goes to Makerere, a Kenyan student would also be going to the University of Nairobi. We should think about that. We are losing a lot of money to Uganda.

Mr. Temporary Deputy Speaker, Sir, the other thing is the cost of education. Are we sure that education in Kenya is affordable? It is not affordable. Why do we have so many students going to Uganda and Tanzania; leaving our own institutions here?

With those many points, I support.

Mr. Chepkitony: Mr. Temporary Deputy Speaker, Sir, thank you for giving me this opportunity to contribute to this important Vote. As has been said by other speakers, education is a very important aspect of any country's development. We need to further strengthen our education from what we have achieved. But we have problems because education should be equitably available to all Kenyans; whether poor or rich. So, we need to ensure that everybody has access to education from primary, secondary, colleges and universities.

We have bursaries for needy secondary school students, which the Ministry of Education, Science and Technology sends to the constituencies. The system was changed last year. Bursaries used to be sent to secondary schools and given out to deserving students by committees. I would like to say that, that money is not enough for deserving cases. I would like to urge the Ministry to increase the amount. Last year, the amount was approximately Kshs700 million. The figure is the same this year. It was also the same in 2002. We must increase that money in order to cater for deserving cases. Over the last two years, when the new policy of distributing bursary money to the constituencies was adopted, our experience has been that, that money is very little. We should increase it. We have committees in the constituencies which meet to distribute the money. This takes time. No allowances are provided to the members of such committees. The Ministry should make some effort and give out some money to pay members of those constituency bursary committees transport, accommodation and food expenses. People get bored or tired of attending

those meetings because nobody pays for their travelling expenses. They sacrifice a lot and yet, they do not get any payments.

Mr. Temporary Deputy Speaker, Sir, with regard to the Schools Inspectorate, I have studied the budget and found out that the amount has been reduced. How will the Ministry effectively inspect schools to ensure that high standards are maintained or improved? Inspectorate is a very important component. We need to have inspectors going round all the schools. We should have enough inspectors to inspect secondary and primary schools, so that we could be sure that the education we are giving to our children is the right one. That is because we use public funds in those schools. We rely on auditors from the district education offices to audit their books. Many schools have not had their books audited for very many years. The audit staff in the districts are very few. They are unable to cope with their work, particularly now that we have free primary education. They audit funds meant for primary schools. They are over-worked and something must be done by the Ministry to employ more auditors to strengthen the audit teams in various district education offices.

Mr. Temporary Deputy Speaker, Sir, I am aware that the Ministry of Education, Science and Technology has issued guidelines on school fees. Day secondary schools, district secondary schools, provincial and national schools have a limit on how much fees they can charge. That is a good move. Those guidelines are now being enforced during the selection of students to Form I. Schools must produce fees structures which must comply with the Ministry's guidelines.

But, in many schools, these guidelines are not being followed. They are not being complied with. If you go to national schools, immediately the Form I students join the schools, the schools management, the board of governors and parents-teachers associations authorise the schools to increase fees. It makes no sense for the Ministry to issue guidelines which are not complied with. The schools are not sticking to the fees guidelines. Poor parents have pulled out their children from national schools and taken them to local schools. When they join the national schools, they are assured that the fees are low. But it doubles in the second term and continues to be high for the remaining four years. The Ministry is doing nothing about that. They need to ensure that the guidelines are followed and fees are not increased later on. They should ban the boards of governors and parents-teachers associations from increasing fees and other charges.

Mr. Temporary Deputy Speaker, Sir, I would like to touch on the teaching of sciences and languages, particularly sciences. Many schools do not perform well in sciences due to lack of laboratory equipment. In the Ministry, there has been a support programme to assist in equipping science laboratories in order to improve the students' performance in sciences. The Ministry should continue with this programme and even expand it, so that it can assist many schools. Many schools are built by the parents and they are unable to equip the laboratories. If the Ministry continues to do this, it will be a great help to the communities and it will improve performance in sciences.

We still have inadequate teachers for languages, sciences and mathematics. We should train more teachers and improve the quality of their training. We have many unemployed teachers, but the Ministry is not employing them. We would like to urge the Ministry to employ them in order to cater for the shortage.

With those few remarks, I beg to support.

The Assistant Minister for Lands and Housing (Mrs. Tett): Mr. Temporary Deputy Speaker, Sir, the most important gift that a parent can give to his children is education. Indeed, a gift of education from the Government is a very great gift.

When the NARC Government said that it was going to give free primary education, it looked like a dream and many people said that it was impossible. Education is like an engine or the heart of a child. What can a child do without education? We have many street children in the streets

of Nairobi and other urban areas. Before the NARC Government gave the gift of free primary education, three million children had never been inside a classroom. These children turned to drugs, did all manner of evil, went raping, took the law into their hands and did many evil things that the society should not have allowed to happen.

Mr. Temporary Deputy Speaker, Sir, since the introduction of the free primary education, all these evil deeds have gone down and over 1.5 million children have now seen the inside of a classroom. It does not matter whether these children learn under a tree or they share a teacher among many of them, because they never had that opportunity before. If we ask a child today whether he would like to learn under a tree or not learn at all, I am quite sure the child would say that he would rather learn under a tree and share one teacher with other children rather than not learn at all. Of course, we know that there is a shortage of teachers in our schools. However, the Government is doing its level best to increase the number of teachers in all primary schools.

Mr. Temporary Deputy Speaker, Sir, the Ministry has also included the handicapped children in its budget. This is very important because these physically challenged children are also our children. It is not their wish that they were born in that status. We need to give them the same education as we give to those who are not physically challenged.

When I was in the Ministry of Local Government, we took some of the street children to school. I can tell this House that, in Morrison Primary School, the best ten pupils in classwork came from the street families. It is amazing that it is not the lack of ability that deters them from becoming good citizens of this country, but it is lack of opportunity. However, since they were given the opportunity, they are performing fantastically.

Mr. Temporary Deputy Speaker, Sir, the free primary education programme has done wonders in this country. There were many housegirls because they could not access education. Nowadays, most of them have gone to school and they are learning just like the boys. They used to be mistreated and even raped. I applaud this Government for providing free primary education to our children.

During the previous regime, teachers were never motivated. But now their salaries have already been increased and they live in better conditions. Even the university dons are living better lives than before when they were earning very low salaries. It is commendable to say that they are motivated and they are doing their level best. We need to see the economy of the country improve so that terms and conditions of service for the technicians and administrators at the universities would be catered for. I think it is very important also to cater for them.

Mr. Temporary Deputy Speaker, Sir, in most of our schools, we have very limited facilities. It is my prayer that the Ministry, in its next year's budget, will allocate more money to facilities such as laboratories, classrooms *et cetera*. I believe when we have those facilities in place, we will sustain what we started. We do not want at the end of the year, to find that we cannot sustain the programme that we have started. I hope the Ministry will allocate a lot of money to sustain the free education programme in this country.

Mr. Temporary Deputy Speaker, Sir, we need to train teachers on how to handle the resources the Ministry allocates to them. The Ministry should not give resources and they are misused. For example, instead of them buying books, some of them spend that money to do other things. It is my prayer that we will be able to train them on how to manage finances and resources allocated to their schools. It is only that we are short of resources. I hope and pray that we shall be able to expand free education, in secondary schools and universities. What will happen after those pupils graduate from primary schools to secondary schools?

Mr. Temporary Deputy Speaker, Sir, it is my prayer that this Ministry will also look into that. We do not want a situation where our children, after primary education, end up in the streets

because they cannot afford to go to secondary schools, or there are no places for them. We also hope that from secondary schools, they will be able to access university education. It is my prayer that this Ministry will have resources to cater for secondary and university education.

With those few remarks, I beg to support.

Maj-Gen. Nkaisserry: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to the proposals by the Ministry of Education, Science and Technology.

First of all, the Minister tried to put across what is needed for the Ministry to function. In his budget, he said that Kshs78 billion will be needed to support the Ministry. Out of that figure, Kshs60 billion will be used for personal emoluments, operations and maintenance, leaving very little money for the core business of the Ministry.

Mr. Temporary Deputy Speaker, Sir, the Government also introduced free primary education. They have budgeted Kshs6 billion this financial year. I think it is quite good and we must thank the Government for that. However, when you look at the 1.2 million additional children who have enrolled for free primary education, that is where the Ministry needs to focus in terms of planning. What action is the Ministry taking to employ enough teachers to offer quality education? If we are going to employ teachers, build classrooms and build teachers' houses, the Ministry should have come up with a plan to show that, by a certain period, we will achieve quality education in this country. But it has been a routine. This Government has been chest-thumping; that it has introduced free primary education. To us, there is semi-free primary education, but is it quality education? That is what we want to know. That is where the Ministry should come in.

Mr. Temporary Deputy speaker, Sir, the Minister also said that they have allocated Kshs120 million to Arid and Semi-Arid Lands (ASALs). I come from an ASAL district and I have not seen anything which could warrant the expenditure of Kshs120 million. We would like to know what happened to the Kshs100 million which was allocated to ASALs in the last financial year. That money, as far as I am concerned, the Ministry has not realised any tangible results in my constituency.

Whenever the Ministry comes up with figures to show that the country is benefiting from Government services, we need tangible results. The audit will eventually come up. The Government will get credibility for doing what is right for its citizens.

Mr. Temporary Deputy Speaker, Sir, an amount of Kshs170.7 million has been allocated for bursaries. I do not think there is equity in that allocation. The Minister also comes from my district. I think there is no equity because out of those--- I do not want to believe that, because the Kajiado Central Constituency is in the Opposition--- I think children do not belong to any party! So, I think there is a raw deal in as far as my constituency is concerned and since the technocrats of the Ministry are here, I would like them to go and look at that matter so that all children, whether from the Opposition areas or not, can benefit. Children belong to the this Government and the Government is there for them.

The Assistant Minister for Regional Development Authorities (Mr. Odoyo): On a point of order, Mr. Temporary Deputy Speaker, Sir. Is the hon. Member for Central Kajiado in order to mislead this House that the allocation for bursary was based on subjective terms when we know that all constituencies were considered based on enrolment?

Maj-Gen. Nkaisserry: Mr. Temporary Deputy Speaker, Sir, I do not think I need to follow up on that. I shall, therefore, continue.

The Temporary Deputy Speaker (Mr. Khamasi): Major-General Nkaisserry, you are being challenged that you are stating a wrong fact.

Maj-Gen. Nkaisserry: Mr. Temporary Deputy Speaker, Sir, I said that the bursary money allocated to pupils in my constituency was not based on the enrolment of children in schools.

Mr. N. Nyagah: On a point of order, Mr. Temporary Deputy Speaker, Sir. Is the hon. Member aware that the first tranche of money that was given to constituencies was based on equal distribution no matter the size of the constituency including his own?

The Temporary Deputy Speaker (Mr. Khamasi): Major-General Nkaisserry, steer clear of that argument. You will waste a lot of your time. So, just concentrate on what you want to tell the House. That is my advice.

Maj-Gen. Nkaisserry: Mr. Temporary Deputy Speaker, Sir, I agree that the first tranche was equally distributed, but not the second tranche. Anyway, on---

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): On a point of order, Mr. Temporary Deputy Speaker, Sir.

The Temporary Deputy Speaker (Mr. Khamasi): Order, Major-General Nkaisserry! You never took my advice and you will have to pay for it! Mrs. Mugo!

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): Mr. Temporary Deputy Speaker, Sir, is the hon. Member in order to mislead this House by his remarks while we know that the system used to give bursary in all constituencies was based on the poverty of an area? Even Arid and Semi-Arid Lands (ASALS) areas were considered. We all know that, that was approved by the Speaker's *Kamkunji*. I think the hon. Member should take your advice.

Maj-Gen. Nkaisserry: Mr. Temporary Deputy Speaker, Sir, I think that is very good. I agree with you that it was approved in the Speaker's *Kamkunji*, but--- Anyway, it is still not very clear.

Mr. Temporary Deputy Speaker, Sir, the other thing, since I am running out of time, is about the Higher Education Loans Board (HELB). The Minister allocated the Board Kshs129 million. I am here to talk on facts because we want to help the Ministry do the right thing for Kenyans. That amount of money, I am not very sure, I do not believe that it is being distributed fairly. It will only be fair if the Ministry looked into this matter because we have students from our constituencies who claim that they have not been considered for this money. The Minister talked about 350 secondary schools which are being converted into three-streams schools. I have not seen any of that in my constituency. If that is really happening, I would like schools in Kajiado Central to be part of it.

Mr. Temporary Deputy Speaker, Sir, the Minister allocated only Kshs9 billion to cater for all the universities. We have been reading in the Press that the selection of Vice-Chancellors is unprocedural. It is incumbent upon the Ministry to base it on qualification and credentials, any person who is going to be a vice-chancellor of a university. I know of some senior lecturers from my community who have been overlooked in the past when it comes to promotions. This is nepotism which is based on corruption. It is a kind of corruption which this Government---

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): On a point of information, Mr. Temporary Deputy Speaker, Sir.

Maj-Gen. Nkaisserry: Let me finish, Madam! This Government cannot keep on---

The Temporary Deputy Speaker (Mr. Khamasi): Order, both of you! If you want to offer information and he is not ready for it, you do not offer him. So, it is up to him to decide whether he can take it or not. Do you want this point of information?

Maj-Gen. Nkaisserry: I do not want the information from the Assistant Minister!

The Assistant Minister for Education, Science and Technology (Mrs. Mugo): On a point of order, Mr. Temporary Deputy Speaker, Sir. Is the hon. Member in order to mislead this House while he knows very well that the post of the Vice-Chancellor was advertised? Is there any other way of being more fair than advertising and recruiting on merit and qualification?

Maj-Gen. Nkaisserry: I am not aware! That is a point of argument and we do not want to

argue here. We want facts. The point is that we have people in the university senate and we know their capability. We should base their appointment on qualification. I am very sorry that the Assistant Minister is trying to defend a situation which will not enable our institutions to improve the services for Kenya.

Finally, when you look at the Development Vote for the Ministry, it has been allocated Kshs4 billion. What will the Ministry do with Kshs4 billion?

With those remarks, I beg to support.

Mr. Arungah: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me a chance to contribute to this Motion. I look forward to the day when this Parliament will be involved in deciding how much money each Ministry gets. That way, we will ensure that Ministries get allocations that are sufficient to do what they want.

I would like to thank the NARC Government, particularly the Ministry of Education, Science and Technology because my constituency, Khwisero, gets Kshs27 million which goes towards education. This is something that had never happened before. Secondly, more children are now going to school than before because we are now getting free primary education. This would not have been possible if this Government had not come into place.

I want to thank the Ministry because, for a long time, we had a bit of a problem with teachers in particular. They had been told they needed 10 or 20 years for their salary issues to be addressed, but that period has now been shortened to about five years. Teachers in my constituency are grateful although they were hoping that we could do a little more to shorten this period.

There are certain pertinent issues that I want to refer to because I am sure the Ministry has heard all the good things and I do not intend to repeat them here. We do have a system where primary schools are being assisted because we have free primary education. Secondary school children who are not able to pay school fees are being assisted via the bursary scheme. University students do get loans through the Higher Education Loans Board (HELB).

There is a section of our education system which has been left out. This includes the Teacher Training Colleges (TTCs) and tertiary institutions such as polytechnics. This group of institutions has been left out and I hope that the Ministry will do something. This is because if the Ministry thinks that the other sections of our education system need support, then these institutions should also be assisted. I wish the Ministry could look into ways of assisting them.

Mr. Temporary Deputy Speaker, Sir, secondly, I would like to advise the Minister to inform his technocrats to leave politics to us, the politicians. They should stop playing politics with parents. The Ministry should come up with clear guidelines and tell the teachers what exactly needs to be done. There is confusion on the ground because the parents do not know their role and that of the Government. We appreciate, like I said in the beginning, the fact that the Government contributes Kshs1,000 to every primary school child. But it has not gone to the ground to tell the parents that it is helping them to pay teachers' salaries, and buy books and chalk. The Government has not told the parents that it is their responsibility, for example, to construct classrooms and buy chalk. The Ministry should come out clearly and tell the parents what their role is.

I am saying this because there is confusion on the ground as to where the Government's role starts and stops, and where the role of parents begins. The Government should address this aspect.

I appreciate the fact that Kshs27 million will be disbursed to Khwisero Constituency this financial year. It is one thing spending this amount of money and another making sure that it is spent for the intended purpose. For example, in my constituency, we have 67 schools; that is 57 primary schools and 10 secondary schools, spread over an area of 150 square kilometres. These schools have only one Assistant Education Officer (AEO) and one TAC Tutor. They have no inspector. This is the case and yet the Government expects the AEO to visit the 67 schools to find

out whether the money they were allocated is being utilised for the intended purpose.

Secondly, the teachers in our schools should be supervised because some of them do not cover the syllabus. The pupils finish Standards One, Two, Three and Four without covering the syllabus. Their teachers remember that they have not covered the syllabus when the pupils go to Standard Eight and start pushing things down the throats of our pupils. The result is that when they are asked questions on subjects which they should have been taught at lower classes, they are unable to answer them. As result, they perform poorly. The problem is that we do not have sufficient inspection being carried out on the ground. You cannot have, like I have said, one AEO inspecting 57 primary schools and expect him to be efficient. This AEO has to cover an area of 150 square kilometres on a *boda boda* bicycle. This is not practical. Let us plan carefully when we get this money, so that we can achieve better results.

There is a shortage of teachers in our schools, and yet the Ministry has told us that there is no shortage of teachers. The Ministry argues that there is an artificial shortage of teachers because there are more teachers in urban areas than there are in the rural areas. I have no towns in Khwisero Constituency and I do not know why my people should suffer because of some teachers who have refused to be transferred from Nairobi to my constituency. We should not be punished on that account. When it comes to rationalisation, that ball does not lie in our court but in the Ministry's court. The Ministry should make sure that our schools get the number of teachers they require. This is because it makes nonsense out of our aim to provide free primary education to kids who we are not going to give education because there are no teachers.

The other thing that worries me, Mr. Temporary Deputy Speaker, Sir, is that I do know that the Ministry is trying, given its history, but I would have liked to see a plan in place. Because we have read in the Press that after Standard Eight, there will be 250,000 kids who will not go beyond Standard Eight. I do not know whether somebody wonders what will happen to the kids who will not proceed on to secondary school. What will we do with them? What plan does the Ministry have to ensure that, over a period of time, we should be able to absorb, or at least educate, the number of people who are not able to access our secondary schools? We should have that plan phased out so that we know that, in the year 2030, we should be able to absorb all the kids that graduate from Standard Eight and Form Four levels. So, I think we need to have some kind of a masterplan to see how those kids, who are left out of the school system at different stages, are absorbed.

We have a serious omission in our system, because there was a rush at some stage in this country where there was a craze for university education. It is not a bad idea in itself, but anybody will tell you that if you want to have an engineer, you will need at least six technicians. What happened over a period of time is that you killed all the middle colleges and converted all the technical colleges into universities. The result is that we are going to have many graduate engineers without the necessary support. It is important that you look at that issue again so that we produce the number of engineers that are required and also the number of support staff that they require.

Lastly, Mr. Temporary Deputy Speaker, Sir, I would like to see a system where there is a little more collaboration with the private sector, because the Government is not an employment agency. We do prepare our students to employ themselves or to work in the private sector. There should be some kind of a collaboration between the Government and the private sector so that our syllabus is based on what the private sector requires. That way, we shall have the right syllabus that will help us to produce the kind of manpower that this country requires for development.

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

Mr. Wario: Asante, Bw. Naibu Spika wa Muda, kwa fursa uliyonipa ili niweze kuchangia Hoja hii, kwani sikuweza kwenda kufuturu mapema Ramadhani.

Maana, maudhui au matilaba ya elimu ni kuwatayarisha watoto kwa taaluma aina mbali

mbali ili waweze kuajiriwa baadaye katika nyanja mbali mbali, waweze kuitumikia nchi hii na pia waweze kupata pato litakaloweza kuupunguza umaskini na kuuboresha uchumi wa taifa hili.

Bw. Naibu Spika wa Muda, vyuo vyetu vikuu ni vichache na watoto ni wengi. Kwa hivyo, inatakikana tuanzishe vyuo vya kiufundi. Nasikitika kuwa leo katika nchi yetu, vyuo vya kiufundi viko chini ya Wizara inayohusika na shughuli za wafanyakazi. Wizara hii ina matatizo yake mia moja na moja na, kwa hivyo, haitaweza kushughulikia matatizo ya vyuo vya kiufundi vile inavyotakikana. Pendekezo langu ni kuwa Wizara hii inafaa iangalie ni vipi itakavyohamisha vyuo vya kiufundi ili viwe chini ya Wizara ya Elimu, Sayansi na Teknolojia.

Ili kuboresha elimu, ni muhimu sisi tuende mashinani ili tuanzie huko. Unaposema kuwa elimu ya msingi ni ya bure ilhali mzazi anatakikana alipe zaidi ya Ksh10,000 katika shule ya nasari, ni wazazi wangapi wanaoweza kulipa karo ya shule ya nasari? Hili ni thibitisho ninalotaka kuipa Wizara kuwa hata kabla ya elimu kufanywa bure, karo tunayolipa katika shule za nasari ni nyingi kushinda ile karo tunayolipa katika shule za msingi. Ni muhimu hata elimu ya nasari iwe ya bure kama vile elimu ya msingi imefanywa kuwa ya bure.

Nikizungumzia shule za upili, katika sehemu kame za nchi hii, hatuna elimu ya shule za upili; ni elimu nadharia. Hii ni kwa sababu kuna baadhi ya masomo ambayo yatafaulu tu kama tuna mahabara. Na kama shule haina mahabara, basi shule hiyo haifai kuitwa shule ya upili.

Nikigusia swala la bursary, tumekuwa katika ile hali ya samaki mwenye nguvu hula samaki mnyonge. Ni lazima uwe katika jamii kubwa ndio unufaike na bursary katika nchi hii. Kwa nini ninasema hivi? Kulikuwa na Kshs1 million zilizogawanywa kwa usawa katika kila sehemu ya uwakilishi Bungeni. Katika kifungu cha pili, ni lazima tujue idadi ya watu wetu. Mwenzangu, Mbunge kutoka Khwisero, anaishukuru Serikali ya NARC kwa sababu imempatia Kshs27 milioni. Mimi ninapata Kshs1.5 milioni. Yeye ana haki ya kushukuru na mimi nina haki ya kulalamika, kwa sababu hiki kifungu cha pili cha bursary kimegawanywa kwa njia ya idadi. Na ukitumia idadi ya watu, bila shaka, unajua nani ana idadi ya kutosha katika nchi ya Kenya. Sisi wengine tumekuwa tukijaza hesabu tu; tunaitwa Wakenya, lakini Wakenya wenyewe ndio wamegawanya bursary.

Ningependa kugusia swala la elimu ya bure. Fikira ya kuleta elimu ya bure huenda ikawa ni nzuri. Itakuwa muhimu iwapo idadi ya watoto itatambulika. Elimu hii haitafulu iwapo karakana shuleni hazitaboreshwa. Lazima pia kuwe na chakula kwa shule na kiwango chake kiongezwe kwa sababu karibu idadi ya watoto wameongezeka mara tatu na hakuna ongezeko la chakula lililofanyika. Iwapo mambo haya hayataangaliwa, basi elimu ya bure itakuwa elimu ya bwerere.

Mbinu au sera za elimu tuliyo nayo leo zinasema "peleka elimu kwa mtoto mahali yuko." Lakini, katika sehemu kame, watoto wanaambiwa watafute elimu mahali iko; wafuate elimu mahali iko. Ninashukuru Bunge hii kwa vile imepitisha Hoja ya kuangalia hali ya elimu ya mtoto wa mfugaji. Sera tulio nayo leo ni sera ya kudhulumu mtoto wa mfugaji. Ni sera ya watu wenye makao ya milele.

Lakini katika sehemu kame; sehemu ya Wakenya wa kuhamahama katika hali ya kutafuta nyasi na malisho ya mifugo, watoto lazima wahame kufuata hiyo mifugo. Nini suluhisho? Lazima tupate shule zinazohama, kwa sababu ni lazima shule ifuate watoto mahali wako. Leo mtoto wa mfugaji hana bahati. Lazima aache ufugaji au akose elimu.

Nikigusia swala la uajiri wa walimu, tumepiga parapanda, tukaandika barua na tukapeleka malalamiko. Lakini Wizara imetia pamba masikioni, ikasema haisikii kilio chetu! Hivi ninavyozungumza, hakuna shule hata moja katika sehemu ninayowakilisha ambayo ina walimu wa kutosha. Na katika uajiri uliofanyika hivi majuzi, ilitegemea ni nani anajua kusifu NARC. Sisi tusiojua kusifu NARC, basi watoto wetu, kwa bahati mbaya, hawakuweza kuajiriwa. Nikiangalia vyuo vya kufundisha walimu, hawatambui kuna watoto maskini katika nchi ya Kenya.

Ninasikitika nikisema watoto watatu ambao wametoka Bura wamepata shule, lakini kwa sababu ya umaskini, hawakuweza kwenda shule wakati uliotakikana. Wakati tulipata pesa za Constituency Development Fund (CDF), kamati ilikaa, ikawapatia karo. Kufika kule chuoni, waliambiwa nafasi zao zilienda na "watoto wa Kenya." Kwa nini Wizara isiwe na huruma, angalau ieleze wale watoto kwamba nafasi zao zimechukuliwa na watoto wengine, wasije? Mtoto analipa nauli, baada ya kufanyiwa mchango, anakwenda chuoni, anaambiwa nafasi yake imejazwa, arudi kwao! Hilo ni sikitiko la aina gani? Hiyo ndio haki na usawa? Na Serikali ya NARC inataka sifa? Haya sifa chukueni!

Bw. Naibu Spika wa Muda, ningependa kutoa thibitisho kwamba Wizara hii, na Waziri wake, wameelewa sehemu kame vibaya. Ukisema sehemu kame, kuna fikira kwamba sehemu kame ni Garissa au Mkoa wa Kaskazini Mashariki. Kuna tofauti. Wilaya 15 ndizo sehemu kame. Na hivi majuzi, utafiti ulifanywa aidi, ikawa ni wilaya 21. Ingawa Wizara imejaribu ikatoa Kshs120 milioni, hebu hesabu kwa wilaya 21 tuna shule ngapi?

ADJOURNMENT

The Temporary Deputy Speaker (Mr. Khamasi): Order! Mr. Wario, you have got a balance of two minutes when the debate on this Motion resumes.

Hon. Members, it is now time to interrupt our business. The House is adjourned until tomorrow, Wednesday, 27th October, at 9.00 a.m. The House rose at 6.30 p.m.