

NATIONAL ASSEMBLY

OFFICIAL REPORT

Thursday, 10th July, 2003

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

ORAL ANSWERS TO QUESTIONS

Question No.494

POLICE VEHICLES FOR MALINDI TOWN

Mr. L. Maitha asked the Minister of State, Office of the President:-

- (a) whether the Minister is aware that Malindi Town, an important tourist town, has only one police vehicle which is the official Land Rover for the OCPD; and,
- (b) what urgent steps he is taking to provide more vehicles to enhance security patrols in the town.

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

(a) Yes, I am aware that there is only one police vehicle in Malindi Town. However, the neighbouring Watamu Police Station vehicle is often used for security duties in Malindi Town, whenever the need arises.

(b) Malindi Police Station shall be allocated a motor vehicle once the vehicles are acquired.

Mr. L. Maitha: Mr. Speaker, Sir, I appreciate the frank admission by the Assistant Minister that Malindi Police Station has only one functioning vehicle. Malindi Town is a very important tourist town and security is

quite important. I am surprised that, for all this time, the Assistant Minister has not taken this fact into account. For the last four months, we have had bad incidents of burglary and thuggery in Malindi Town. I wish to solicit a commitment from the Assistant Minister as to when he will provide a vehicle to Malindi Police Station, so that the police can conduct effective patrols.

Mr. Tarus: Mr. Speaker, Sir, I have said that my Ministry is trying to acquire additional vehicles for police stations across the country. As soon as the vehicles are acquired, a vehicle will be sent to Malindi Police Station.

Mr. Mwanicha: Mr. Speaker, Sir, the issue of lack of vehicles, especially in our police stations countrywide, is causing a lot of concern. In my constituency, police officers are using *matatus*, and because they fear that people might notice the number plates of the *matatus*, they smear mud on the number plates. Could the Assistant Minister tell us when he will provide police stations with vehicles? This is even giving the Government a bad name. When will the Government provide police stations

with vehicles? How many vehicles will it give to each police station?

Mr. Tarus: Mr. Speaker, Sir, I have said that the Government is in the process of acquiring additional vehicles for police stations across the country. The Budget has just been read and allocations have been given. The money that has been allocated to the Police Force will be used to provide facilitation, in terms of vehicles. The assurance I want to give is that the provision of vehicles is a priority, given the security requirements countrywide.

Mr. Mwanicha: On a point of order, Mr. Speaker, Sir. When will the Assistant Minister provide police stations with vehicles? He has said that the Budget has just been read. So, he should now tell us how soon the vehicles will be provided. Is it after one, two or three months? These soothing statements are not good and will not do us any good.

Mr. Tarus: Mr. Speaker, Sir, the provision of vehicles to police stations is one way of addressing insecurity. There are additional solutions required to address the problem of insecurity in Kenya. I also encourage hon. Members to assist here. We are talking about a Police Force that is demoralised. We have said that we are making plans to improve their terms and conditions of service.

Mr. Speaker: What about the vehicles, Mr. Tarus? We should finish with this issue. You may not be able to state the specific date, for example, 23rd August or September, but obviously, hon. Members should know that there are procurement procedures to be followed. But how long do you think it will take?

Mr. Tarus: Mr. Speaker, Sir, it will not take long.

Mr. L. Maitha: Mr. Speaker, Sir, it seems it is a standard answer for Ministers and Assistant Ministers to say that things will be done when funds are available. It has come out clearly that the Assistant Minister has no commitment to the provision of vehicles to police stations, and it appears like it is a formality to answer Questions. Since the Assistant Minister is not sure whether he will provide vehicles to police stations or not, could he assure this House that he will deploy more policemen within Malindi Town, so that we can feel secure?

Mr. Tarus: Mr. Speaker, Sir, I know that Malindi Police Station has insufficient personnel. At the moment, we can increase the personnel at Malindi Police Station as we make arrangements to provide them with the necessary facilities to make them effective in their work.

Mr. Bahari: On a point of order, Mr. Speaker, Sir. Questions in this House are meant to serve Kenyans better. It has now become a trend for hon. Ministers to give unsatisfactory answers. Is the Assistant Minister in order to give an unsatisfactory answer? The other day I asked a Question about District Officers' vehicles and he promised to table a list here. Today he cannot again lay on the Table a list showing the number of police vehicles in each police station. Yesterday, this House approved the Vote of the Office of the President. The items of the Budget are normally known to Ministers. What is the secret behind this?

Mr. Tarus: Mr. Speaker, Sir, there are certain procedures to be followed in procurement. We are still making arrangements to provide the requirements for the police stations. Although the Ministry's Vote was passed yesterday, it does not mean that those funds are already available for the police to purchase vehicles. I would like to ask for the understanding of hon. Members of Parliament with regard to this issue of security. The Government is, indeed, making arrangements to make sure that this problem is sorted out. I agree with hon. Members that one way of doing this is the provision of vehicles to the police. We shall provide them with vehicles as soon as we acquire them.

Question No.357

TARMACKING OF EJINJA-PORT
VICTORIA ROAD

Prof. Ojiambo asked the Minister for Roads, Public Works and Housing:-

(a) if he is aware that Road D250 stretching from Ejinja-Butula-Bumula Market-Funyula-Sio Port-Port

Victoria is impassable,

(b) if he is further aware that Bukoma Beach, Marenga Beach and Bumbe Beach on Lake Victoria shores, are among the main fish suppliers to Nairobi and that this important fish industry is dying out because of the road, and;

(c) if he could state how much it will cost to provide the people of Budalang'i, Funyula, Ugenya and Butula with a tarmac road.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Speaker, Sir, I beg to reply.

(a) Yes, I am aware that Road D250 stretching from Ejinja-Butula-Bumala Market-Funyula-Sio Port-Port Victoria is dilapidated, but motorable.

(b) I am further aware that Bukoma Beach, Marenga Beach and Bumbe Beach on Lake Victoria shores, are among the main fish suppliers to Nairobi, though this industry is hampered by the road condition.

(c) This road would require approximately Kshs1.58 billion to tarmac.

Prof. Ojiambo: Mr. Speaker, Sir, I would like to thank the Minister for that reply. However, I would like to let him know that although he says this road is motorable, it is not motorable for any other motor vehicle except the four-wheel drive vehicles. For now, the residents of this area do not have any passenger vehicles passing through this road.

Mr. Speaker, Sir, I would like to ask the Minister to consider taking stop-gap measures on this road. The Ministry should, at least, bring heavy-duty tractors to level the slippery, dented surfaces and also knock down some of the rocks in order to make it possible for people and vehicles to move.

Mr. Raila: Mr. Speaker, Sir, I totally agree with the hon. Member that this road is in poor condition and requires bush clearing, spot gravelling, grading and drainage works to make it completely passable. Some spot grading was done in June this year.

Mr. Speaker, Sir, in the current financial year, Road C30 and Road D250 are earmarked for grading, bush clearing, spot gravelling and drainage improvements. We have earmarked about Kshs13 million for that purpose. We have also allocated Kshs40 million in the current Printed Estimates to be used for feasibility studies for tarmacking of this road. We intend to tarmac this road all through to Sio-Port and Budalang'i.

Once the feasibility study has been done, we will also source for funds from our development partners to tarmac this road.

Mr. Speaker: We will all be happy now!

(Mr. Omondi stood up in his place)

Mr. Speaker: Mr. Omondi, what do you want to tell me?

Mr. Omondi: Mr. Speaker, Sir, I want to ask something in connection with---

Mr. Speaker: Order, Mr. Omondi! We do two things here; either you rise on a point of order or, if you want me to give you an opportunity to speak, you rise and if you catch my eye, I allow you to speak. You do not rise and just start saying, "Mr. Speaker, Sir" and proceed to ask a question!

(Laughter)

(Mr. Omondi stood up in his place)

Mr. Omondi, you may now ask your question!

Mr. Omondi: Mr. Speaker, Sir, this particular road, to my understanding, is a very important economic road because it passes through Ugenya and connects Gem to Kisumu City. Could the Minister probably confirm to me that this road will really traverse this area? If so, will that road be tarmacked also?

Mr. Raila: Mr. Speaker, Sir, I do not know if I am speaking to the hon. Member for Ugenya or for Kasarani!

(Laughter)

Mr. Speaker, Sir, if the hon. Member listened to what I said, I said that this road is very important. That is the reason why it is one of the roads in Western Province earmarked for tarmacking during this current financial year. That is why we have allocated Kshs40 million for a feasibility study. This morning I gave instructions so that the feasibility study is speeded up.

Currently, we are talking to several development partners to identify funds for tarmacking this particular road. I do not understand whether the hon. Member listened to my answer or he was torn between his Kasarani Constituency and Ugenya Constituency!

(Laughter)

Mr. Kosgey: Mr. Speaker, Sir, the Minister has just said that the Ministry will spend Kshs40 million on a feasibility study. That is an awful lot of money just for a feasibility study when we know already that this road is very important. Does he mean "design" or "feasibility study"?

Mr. Raila: Mr. Speaker, Sir, that is a complete feasibility study. I am surprised that the hon. Member is saying that is "an awful lot of money" for a feasibility study. I know that, in his days, that would be just one-tenth of what would be required for a feasibility study of this kind.

(Applause)

Mr. Kosgey: On a point of order, Mr. Speaker, Sir I was the Minister for Transport and Communications between 1980 to 1984. If the Minister cares to check the records, he will know very clearly that in those days we did things correctly. Is he in order to mislead--- **Hon. Members:** Where!

Mr. Kosgey: Mr. Speaker, Sir, let him check the records.

Mr. Speaker: Hon. Members, very well, this is not an argument! Next Question, Mr. Mwangi!

Question No.491

REHABILITATION OF THIKA-KANGAI ROAD

Mr. Speaker: Is Mr. Mwangi not here? The Question is dropped.

(Question dropped)

Next Question, Mr. Sirma!

Mr. Sirma: Mr. Speaker, Sir, before I ask my Question allow me to make some correction. Part "a" of the Question is not "Pokot-Sirwa Road", but it is "Poror-Sirwa Road."

Mr. Speaker: Eng. Toro, would that add your ability to answer?

The Assistant Minister for Roads, Public Works and Housing (Eng. Toro): Yes, Mr. Speaker, Sir. This is because I had noticed that mistake. However, still the road is not "E288", but E1431.

Mr. Speaker: So you know the road you are talking about?

The Assistant Minister for Roads, Public Works and Housing (Eng. Toro): Mr. Speaker, Sir, I want the hon. Member to correct that error then I can give the answer. If he could confirm that the Road is E1431, I will answer his Question.

Question No.508

REPAIR OF POROR-SIRWA ROAD

Mr. Sirma asked the Minister for Roads, Public Works and Housing:-

(a) if he is aware that the Poror-Sirwa Road (E1431) is in a state of disrepair, and;

[**Mr. Sirma**]

(b) when it will be repaired.

The Assistant Minister for Roads, Public Works and Housing (Eng. Toro): Mr. Speaker, Sir, I beg to reply.

(a) I am aware that the road is in a poor state.

(b) The road will be repaired through grading, spot-patching and improvement of drainage during this financial year.

Mr. Sirma: Mr. Speaker, Sir, sometime in July last year, the Government advertised the Poror-Sirwa Road for murrum repair. To date, the Government has not done anything about it and the hon. Assistant Minister is not saying anything to do with the contract.

Eng. Toro: Mr. Speaker, Sir, the road was at the procurement stage last year, for gravelling, as the hon. Member has said. The process was stopped when Government policy changed and all Classes "D" and "E" roads, and other roads, were placed under the District Roads Committees (DRCs) and the District Tender Committees. Therefore, Koibatek District Tender Committee should take this road up this financial year.

Mr. Sirma: On a point of order, Mr. Speaker, Sir. The hon. Assistant Minister is misleading the House because at that time the Kenya Roads Board Act was in place. Therefore, the tender was advertised for a Class "E" road.

Mr. Speaker: That is a supplementary question. Is it not?

Mr. Maore: Mr. Speaker, Sir, the Assistant Minister has referred to the DRC of Koibatek District. Does it mean that the Ministry has allocated and sent money to the DRCs to undertake tenders for roads?

Eng. Toro: Mr. Speaker, Sir, it is planned that as soon as the District Roads Engineer gets his share of 16 per cent for each Constituency Fund, he will be able to repair the road by undertaking grading, drainage improvement, spot-patching and any other general improvement. As far as the policy is concerned now, Classes "D" and "E" roads, and other roads which are unclassified, fall under the mandate of DRCs.

Mr. Maore: Mr. Speaker, Sir, the Assistant Minister has not responded to my question. My specific question is: Has he now allocated and sent money to the DRCs so that they can award tenders and pay for them? I am not talking about the Kshs5 million for the constituency.

Eng. Toro: Mr. Speaker, Sir, it is very clear no money was allocated to that project because it had been cancelled. Now that the policy has changed, there is no way the Ministry is going to undertake gravelling of Class "E" roads.

Mr. Sirma: Mr. Speaker, Sir, the hon. Assistant Minister is avoiding answering the question.

When the Government decided to advertise the tender for the road improvement, it knew there was money for the project. Where is that money now?

Eng. Toro: Mr. Speaker, Sir, just to inform the hon. Member, the NARC Government is not going by what was happening in the previous Government, most of which was shoddy. Advertisements by the previous Government do not conform with the NARC Government policy.

Mr. Speaker: We will take the last question from Mr. Kosgey.

Mr. Kosgey: Mr. Speaker, Sir, since the road serves a rich agricultural area, could the Assistant Minister consider reclassifying it as Class "C" and then do it?

Eng. Toro: Mr. Speaker, Sir, the Ministry is in the process of looking into the process of reclassification of all roads countrywide.

I think if the DRCs give the appropriate recommendations for reclassification, and the justification, the road will be considered along with others.

(Mr. Sirma stood up in his place)

Mr. Speaker: I am sorry, Mr. Sirma. There is no time!

Question No.354

IMPROVEMENT OF TELECOMMUNICATION
SERVICES IN TESO

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

- (a) how many telephone lines Telkom Kenya has installed in Teso district;
- (b) whether he is aware that most of the lines that have even installed are not functioning; and,
- (c) what measures he is taking to improve telecommunications in the district.

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

(a) Teso District is served by two automatic exchanges and one manual exchange with a total capacity of 550 subscribers connected to them. The number of lines connected to the three exchanges are as follows:-

Amagoro Automatic Exchange - 300
Malakisi Automatic Exchange - 180
Amukura Manual Exchange - 70

(b) As of Friday 27th June, 2003, the status of telephone lines in Teso District was as follows: In Amagoro area, four lines out of the 200 connected lines were faulty. In Malakisi area, five lines out of the 70 were faulty, while in Amukura area, three lines out of 50 lines were faulty.

(c) In the 200-2005 Telecommunications Development Plan, Telkom Kenya intends to undertake the following measures so as to improve telecommunications in the district.

- (i) To automate telecommunication services in Amukura;
- (ii) To replace the present Malakisi Exchange with a superior and bigger exchange.

- (iii) Replace the existing pulse code modulation (PCM) cable links to Malakisi and Amagoro with appropriate and more superior wireless and fibre optic technology.

It is hoped that these measures will considerably improve and enhance the state of telecommunication services in Teso District.

Mr. Ojaamong: Mr. Speaker, Sir, I find the answer to part (a) of my Question very amusing. The current situation is such that even the District Commissioner himself cannot be reached by other departments. We might be having only two functional lines in each of the four divisions of the district.

I, therefore, find this answer by the Assistant Minister very misleading. I am asking the Assistant Minister to confirm the exact number of connected lines with his Ministry, and ensure that Teso District gets telecommunication services because the district borders a neighbouring country and we have so many security problems which should be solved.

Mr. Speaker: Mr. Ojaamong, it is Question Time!

Mr. Ojaamong: Mr. Speaker, Sir, could the Assistant Minister just assure me, and the people of Teso District, that he is going to immediately, and as a matter of urgency, improve telecommunication services in Teso District?

Mr. Ligale: Mr. Speaker, Sir, I have given an undertaking that during the current Development Plan we are going to upgrade the two exchanges, and also install a new one to ensure that Teso District is well served in terms of telecommunication services.

Mr. Ndambuki: Thank you Mr. Speaker, Sir. Telkom Kenya has installed various exchanges in the country, but most of the applicants for lines cannot get them because they are told that there are no cables or dropping wires.

Mr. Speaker, Sir, could the Assistant Minister tell us what he is going to do in order to sort out this problem?

Mr. Ligale: Mr. Speaker, Sir, we have instructed Telkom Kenya to ensure that these facilities are available. Occasionally, they do have cash flow problems, but I believe the situation is improving now.

Mr. Keter: Mr. Speaker, Sir, last year Telkom Kenya was expected to connect 75,000 new subscribers, but they only managed to connect about 35,000 hence creating a shortfall of about 39,000. According to the licensing conditions, they were supposed to have met that requirement. What action is the Ministry taking through the regulator, CCK, to ensure that Telkom Kenya meets the required conditions?

Mr. Ligale: Mr. Speaker, Sir, the CCK is ensuring that it leans heavily on Telkom Kenya to meet their requirements. You will appreciate that Telkom Kenya has its own cash flow problems. As I said, they are now improving and we hope that their performance, from this year on, will be a bit better than last year.

Mr. Speaker: Are you satisfied, Mr. Ojaamong?

Mr. Ojaamong: Mr. Speaker, Sir, since he has already given the Development Plan for the period 2000-2005, I do not have another question, but I expect that action will follow.

Mr. Speaker: Very well. Next Question!

Question No.269

SCRAPPING OF NCC PARKING FEES

Mr. Lagat asked the Minister for Local Government whether he could consider scrapping the parking fees collected by the Nairobi City Council on Saturdays since they are a deterrent to shopping and general business in the Central Business District.

The Assistant Minister for Local Government (Mrs. Tett): Mr. Speaker, Sir, I beg to reply. The Minister does not intend to scrap the parking fees collected by the Nairobi City Council on Saturdays.

Mr. Lagat: That is a very short answer. We realise that the fees collected by the Nairobi City Council are very high; Kshs70 per vehicle. Not only is this fee high, but motorists are inconvenienced, especially when City Council ticketing employees play a hide and seek game. They tend to disappear when they see a motorist, and reappear after you have gone because they want to clamp your vehicle.

This is terrible, especially on Saturdays when people want to enjoy their shopping.

Mr. Speaker, Sir, could the Assistant Minister instruct the Council to scrap these fees on Saturdays, so that families can enjoy their shopping especially on such relaxed days?

Mrs. Tett: Mr. Speaker, Sir, these are part of the fees and charges that the Council is authorised by the law to charge so that it can be able to pay for the services it renders to the City residents. Secondly, these parking fees have already been factored into the budget and scrapping them will have a negative effect and the Council will not be able to meet its obligations.

Mr. Muchiri: Mr. Speaker, Sir, is the Assistant Minister aware that many offices have now relocated to Capital Hill? Could the Assistant Minister consider waiving parking fees over lunch hour because the Nairobi City Council does not have pro rata receipts for an hour or two? Could she consider waiving the parking fees during lunch hour because it is inconveniencing to people who are at Capital Hill and those who are in town? I

think that is a very simple and straightforward request.

Mrs. Tett: Mr. Speaker, Sir, these are the fees I have just said are factored into the budget. We do charge them per day; we cannot charge per hour.

Mr. Sasura: Mr. Speaker, Sir, the Nairobi City Council collects about Kshs350,000 per day from these parking bays, translating into about Kshs9.5 million. Since these charges were approved by the Ministry, after being proposed by the Nairobi City Council, could the Assistant Minister tell us what the actual charge per day is because the receipts that are given by the parking officers have got two types of charges? The official charge is Kshs50, but there is a stamped charge in which they write Kshs70. Which is the official one? Is this Kshs20 meant for other people or what are we supposed to pay?

Mrs. Tett: I am not aware of the Kshs20.

Mr. Angwenyi: Mr. Speaker, Sir, the Assistant Minister said that this is some of the money that the Nairobi City Council collects in order to provide services. I do know that the Nairobi City Council does not provide its service of collecting garbage. It does not provide water and there are no streetlights. What services are they providing when they charge this money?

Mrs. Tett: Mr. Speaker, Sir, only a blind man does not see what services the Council provides.

Mr. Angwenyi: On a point of order, Mr. Speaker, Sir. The Assistant Minister thought I was blind, but I can see that she is a beautiful lady.

Mr. Speaker, Sir, is she in order to call me a blind person when we do know that there are mounds of garbage in the entire City?

Mr. Speaker: Order! Maybe, the Assistant Minister would like to address the House and Kenyans because even the Chair hears that the services provided by the Nairobi City Council are almost non-existent.

Mrs. Tett: Mr. Speaker, Sir, last year, if you went around Nairobi, you would have noted that there was garbage everywhere. We are now trying to collect all the garbage.

Hon. Members: Where?

Mrs. Tett: In the estates, we are trying to give services---

(Loud consultations)

Mrs. Tett: Give me time to answer.

Mr. Speaker: Order! Could we hear the Assistant Minister?

Mrs. Tett: All those services we render, including the street families that we are now getting rid of from the streets--- Now, you can walk in the streets without being harassed by the street children.

Mr. Kembi-Gitura: Mr. Speaker, Sir, it is interesting that the hon. Assistant Minister has talked about the street children. She has told us that they have tried to rehabilitate them. She has told us that they have removed the street children from the streets and yet when you drive along Uhuru Highway, you will find them back on the streets together with hawkers.

Mrs. Tett: Mr. Speaker, Sir, those are new cases.

(Laughter)

In Kenya, we have 250,000 street children. In Nairobi alone and its peripheries, we have 60,000 street children. So, we get rid of those that are there and there are new cases. So, we are battling with them.

Mr. Bahari: On a point of order, Mr. Speaker, Sir. I think it is unfair for Kenyans to pay for inefficiencies of councils. The country is being made to pay for those inefficiencies. We know very well--

Mr. Speaker: What is your point of order?

Mr. Bahari: My point of order is this: Is the Assistant Minister in order to tell us that the Ministry has already factored that element into their budget when we know that by improving their efficiency, they can cater for it without having to levy the parking charges?

Mr. Speaker: Is that a point of order?

Mr. Bahari: Yes! It is a point of order!

Mr. Muiruri: Mr. Speaker, Sir, this is a very important Question. It seems like the Assistant Minister is missing the point. The Question is that on Saturdays, Nairobian come for shopping in the City Centre, in Westlands and other places. When they go out, they find that their vehicles have been clamped and they cannot move. On Saturdays, the Nairobi City Council offices are normally closed. In the process, the motorist is stranded there with his family and cannot move and probably travelling upcountry, but he cannot move at all. Could the Ministry stop this kind of practice on Saturdays in the sense that it is harassment to the people of Nairobi and that, one is made to pay Kshs850 purely because of a fine that is only Kshs30? This fee is charged between 8.00 a.m and 12.00 noon. This is total harassment!

Mrs. Tett: Mr. Speaker, Sir, I am not aware of that, but I will take that matter up with the people who are concerned. If it does happen, I am sorry and I shall look into the matter.

Mr. Sirma: It seems the hon. Assistant Minister is actually promoting corruption. The hon. Member has asked: Since offices are closed on Saturdays, who supervises these operations? It means they are giving a chance to these people who are clamping cars to collect money on their own. If you check on the revenue collected on Saturday and the rest of the week, you will note that the amounts are totally different.

Mrs. Tett: We do collect Kshs400,000 on Saturdays and we are the last people to promote corruption. As you have seen, we have sacked many people who were corrupt in the last regime.

Mr. Speaker: Very well. Next Question!

Question No.514

MEASURES TO CONTAIN
UASO NYIRO FLOODS

Dr. Kuti asked the Minister for Water Resources Management and Development:-

- (a) what plans she has to contain the flooding of Uaso Nyiro River, especially in Malkagalla where residents are forced to flee the area whenever it rains, and;
- (b) whether she could consider harnessing the run-off into dams for use during the dry season.

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

(a) Malkagalla Centre is located on the northern flood plain of Uaso Nyiro River. The centre was adversely affected by the *El Nino* floods in 1997-1998 and it was relocated to a higher ground; approximately 300 metres from the previous settlement. Since the *El Nino* floods no other floods have affected the area in the recent past. The centre is now established with a school, a mosque and some shops. Studies carried out on the Uaso Nyiro River, including the National Water Masterplan of 1992, have not identified flooding along Uaso Nyiro River as being significant to warrant flood mitigation of this river. No floods were reported in the area during the March - May, 2003 rainy period, whereas other parts of the country were affected.

(b) The National Water Masterplan Sectoral Report on Dam Development (NWMSRDD) of 1992, identified suitable dam sites along the upper and middle stages of Uaso Nyiro River. The suitable sites are; Rumuruti, Nyahururu, Kihoto, Thrillo and Milgil. Preliminary studies have revealed that the dams could be developed for domestic water use and irrigation. The Ministry will consider the development of dams after a detailed study is carried out on the site. The area downstream of Malkagalla lies within the old stage of the river basin and has no suitable topography for a dam site.

Dr. Kuti: Mr. Speaker, Sir, Malkagalla Village has shifted five times in the last ten years or so. At the moment, people in that village are in the process of shifting again because the last rains almost destroyed their homes. Now there is a school being built upstream. The only dispensary they have has been destroyed and so this village is without any health care. The only borehole that was built through an initiative by a Non-Governmental Organisation (NGO), Action Aid, has been destroyed by floods. This is the fifth time the village is being shifted. I think the Minister has not been well advised about this new shift.

Secondly, Mr. Speaker, Sir---

Mr. Speaker: Order, only one question at a time, Dr. Kuti! The Minister was here and he---

Dr. Kuti: Mr. Speaker, Sir, this is the fifth time the village is in the process of shifting. So, I think the Minister is misleading the House.

Mr. Speaker: Correct! Your predecessor, as the Assistant Minister for Water Resources Management and Development, Mr. Mokku, described Uaso Nyiro River as "nomadic". I do not know whether the hon. Minister recognises the nomadism of Uaso Nyiro River. I think the problem is the "nomadic" nature of the river rather than the flooding.

Ms. Karua: Mr. Speaker, Sir, that notwithstanding, the information I have is that the Uaso Nyiro River was last affected by floods during the *El Nino* rains ten years ago. During the recent rains, there was no flooding. Further, it has not been identified as an area where flood mitigation is necessary. The fact that this particular centre has shifted to higher ground, we, as the Ministry, are not disputing. There will be works on the river at the areas that I have mentioned. If the hon. Member has different information, I am willing to listen to the specifics and have the matter revisited.

Dr. Kuti: Mr. Speaker, Sir, the dams I am talking about are the run-offs into Uaso Nyiro River within those areas. This a very dry area and when these run-offs dry up these people go without water. When it rains there is so much water just passing by these villages. Could the Minister consider putting up dams that can withhold that water so that people could use it during the dry season?

Ms. Karua: Yes, Mr. Speaker, Sir. However, there is a difference between the need for dams as a measure of flood mitigation and the need for purposes of storage of water to be used later. The Ministry is considering putting up dams where the topography permits.

Mr. Bahari: Mr. Speaker, Sir, may be one of the reasons for flooding in this area is the irrigation schemes along the Uaso Nyiro River. Because of harnessing of water by the local people, it becomes easier for these areas to be flooded when the rains come. Now that irrigation falls under the Ministry of Water Resources Management and Development, could she consider improving the skills of the people in that area so that they are able to contain the river water?

Ms. Karua: Mr. Speaker, Sir, it is part of the mandate of my Ministry to have better

management of water resources. In good time I will appeal to the hon. Members to help mobilise the local communities so that we can give them the necessary information.

Mr. Speaker: Next Question, Dr. Awiti!

Question No.502

IMPLEMENTATION OF REP IN KARACHUONYO

Dr. Awiti asked the Minister for Energy:-

(a) whether he is aware that 46 beaches, 13 health centres, 17 secondary schools, Gendia Mission Hospital, four water projects and *Jua Kali* industries need electricity for provision of efficient services, and;

(b) when he will start implementing the Rural Electrification Programme to benefit schools, health institutions and boost *Jua Kali* industries in Karachuonyo.

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

(a) I am aware that 46 beaches, 13 health centres, 17 secondary schools, Gendia Mission Hospital, four water projects, *Jua Kali* industries and many other public institutions have no electricity supply and need it for efficient service provision.

(b) The Government is in the process of distributing funds allocated for rural electrification in this year's Budget to Rachuonyo District and other areas, using a formula based on population, size of area and existing electricity network in each district. Under this arrangement projects will be implemented on the basis of recommendation and priority ranking by the respective District Development Committees (DDCs). In this respect, the community-based projects in Rachuonyo District will, therefore, be considered for electrification on the basis of merit order ranking by the local DDC during the current year.

Dr. Awiti: Mr. Speaker, Sir, in the last three years, the DDC in Rachuonyo District has ranked rural electrification as its first priority. In the last Printed Estimates the Government allocated Kshs70 million to provide this rural electrification. Karachuonyo District has not been electrified, not to mention the 46 beaches and Kendu Town. Could the Minister, under the formula he is talking about, tell us how much money has been allocated for Karachuonyo Constituency and when the works will start there?

Mr. Ochilo-Ayacko: Mr. Speaker, Sir, in my reply, I indicated that the Government is in the process of allocating money, so I will not be specific with regard to figures. However, the projects under consideration in Rachuonyo District, and particularly Karachuonyo Constituency where the hon. Member comes from, are: Got-Rateny, Kabondo Health Centre, Mawingo Polytechnic, Rakwaro, Kendu-Bay, Gendia, Kosele District Headquarters, Sai Secondary School, Kabala-Kobuya and Miriu.

Mr. Muiruri: On a point of order, Mr. Speaker, Sir. I would hate to interrupt the hon. Minister for Energy who is answering a very good question. However, are you satisfied that Mr. Sungu is properly dressed?

(Applause)

Mr. Speaker: Where is he?

(Mr. Sungu stood up in his place)

Hon. Members: Shame! Shame!

Mr. Speaker: Order! Mr. Sungu, you can hear the displeasure of the House. I obey the command of the House. If your sight displeases the House, it is my duty to remove your sight out of the House.

(Laughter)

Mr. Sungu: Mr. Speaker, Sir, I respect your ruling, but there are others who are dressed like me, including Mr. Wamwere and other religious people like---

(Laughter)

Mr. Speaker: Order! Order! Order, Mr. Sungu! I only obey the House! You heard it yourself. Please, go!

The Minister for Roads, Public Works and Housing (Mr. Raila): On a point of order, Mr. Speaker, Sir.

Mr. Speaker: Order! Order! Mr. Sungu, you can now leave!

(Mr. Sungu withdrew from the Chamber)

The Minister for Roads, Public Works and Housing (Mr. Raila): On a point of order, Mr. Speaker, Sir. You will recall that the question of dressing has been discussed in this House before. Although I do not understand the sentiments of the hon. Members, I do not believe that shouting means disapproval. Mr. Sungu, by African standards, was decently dressed. We have had hon. Members here walking into this House with dresses which are far much inferior compared to the way Mr. Sungu was dressed.

Mr. Speaker: Order! Order, hon. Members! First of all, hon. Members do not shout. So, you are out of order to say that they shouted. Hon. Members never shout. They are hon. Members. The Chair goes by the will of the House. Ordinarily these days, I ask the hon. Member to stand up so that the House can show its approval or disapproval. Once the House disapproves, I have no choice. I am a servant of the House, Mr. Raila.

The Minister for Roads, Public Works and Housing (Mr. Raila): That is right, Mr. Speaker, Sir. In that case, would I be in order to request that we find out the sentiment of the House by way of a vote?

Mr. Speaker: Well, if it is disputed, we can do that. Order! By the way, why should we spend all our valuable time on dress? In any case, why can hon. Members not come decently dressed? We should not spend even one minute arguing about it. If hon. Members do not bring to my attention something like that, I never do it. So, ask your colleagues not to bring it to the attention of the Chair. Please, address them and not me.

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Speaker, Sir, in the past, we have had our Muslim brothers come here dressed very decently in *kanzu* and that has been accepted by the House. Mr. Sungu was dressed in a *kanzu* which has a different colour. I would like to plead for understanding; that we do agree that we do not only accept the Western type of dressing as decent in this House. This is an African Parliament. I remember the other time when we were talking about the Speaker's attire. When we were in Othaya, we saw our President being dressed in the African regalia. We said that, maybe, it was time that we actually revisited this issue.

Mr. Speaker, Sir, I want to plead with hon. Members to be Africans and feel proud that they are Africans. There is nothing wrong in dressing in an African attire. The Nigerian President dresses like that and he even goes to address the United Nations that way.

Mr. Speaker: Order! Order! I think we are taking too much of our time. Mr. Raila must also understand that, as far as the Chair is concerned, the Speaker has unlimited sense of humour. Do not mistake my humour for other things. But apart from that, on a very serious note, a Muslim *kanzu* is a religious way of dressing and it is acceptable within the rules governing dress in this House. If Mr. Sungu has become a Muslim, let him inform the House. But, again, much more important, it is not for me to decide. It is for the House. I do not want to come to that.

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

Order! Order, all of you! I think, hon. Members, let us go to business. Why take our time on dress? Can we leave this matter?

Dr. Godana: On a point of order, Mr. Speaker, Sir. I regret that I have to stand up on this, but I think I have to. I think the hon. Member who left, although he had no *locus standi* at that time, did draw our attention to the attire of Mr. Wamwere. We would be glad to know whether he is properly dressed. In terms of our tradition, he is properly dressed. Is the hon. Member properly attired to be here with a cap?

Mr. Speaker: Could he stand up for the House to see?

(Mr. Wamwere stood up in his place)

What is your verdict, "yes" or "no"?

Hon. Members: Out! Out!

Mr. Speaker: Order! Order!

Mr. Wamwere: On a point of order, Mr. Speaker, Sir. I am quite prepared to leave this House if it so judges that I am not properly dressed. But I want to say that the time has come when this House must accept that an African form of dress is just as good as a European form of dress. This House is, among African Parliaments, the most intolerable. Even if--

Mr. Speaker: Order! Order! I do not think I will give an hon. Member the Floor to besmirch the whole House. This whole business of dressing is getting into my nerves. First of all, I do not understand, and I want a definition of what an African dress is all about. Maybe the best thing for you, hon. Members, to do is re-sit as a committee and address the whole issue of dressing.

If you so decide that you can come here naked or in your *shukas*, I am prepared to watch it. If you are prepared to say we come here in skins, I am happy with it so long as it is your decision. Please, let us get on with business.

Hon. Members: Wamwere out! Wamwere out!

The Minister for Roads, Public Works and Housing (Mr. Raila): On a point of order Mr. Speaker, Sir. I fully agree with what you have said; that this matter should probably be addressed by a Committee of the House. There are a lot of contradictions and double standards. This House, which is the supreme organ that passes laws, should be consistent. During the State Opening of Parliament, there is a preacher who comes here dressed in an African attire and is allowed to pray for us.

Mr. Speaker: What do you want me to do, Mr. Raila?

The Minister for Roads, Public Works and Housing (Mr. Raila): Mr. Speaker, Sir, I am saying that a Committee of this House should look into that. I am not saying that the Nigerian President, Mr. Obasanjo, is indecently dressed when he moves around. He is an African! These hon. Members are suffering from inferiority complex.

Mr. Speaker: Order! By the way, I am the one in charge here, including on matters of dressing. In fact, there is no Minister for dressing either for the House or for everybody else. It is the House that brings the issue of dressing to my attention. Could we now stop this debate? Mr. Wamwere, the House is unhappy with you. You must leave!

(Loud consultations)

Order! As you have heard, there are no double standards. You are a stranger! You must leave! Will you leave?

Mr. Wamwere: Do I come back when the House Committee has met and decided whether an

African dress is acceptable? When do I come back?

Mr. Speaker: Order! Mr. Wamwere, you can actually leave, go to the lobby, put on whatever the House will accept and come back even now. If you decide to go and stay away without my permission for eight days, then you know what the Constitution says.

(Laughter)

Order! You must now leave! It is time.

Mr. Wamwere: Mr. Speaker, Sir, I was just going to ask one question.

Mr. Speaker: Order! Mr. Wamwere, you must now leave! You are a stranger.

(Mr. Wamwere withdrew from the Chamber)

(Several Members stood up in their places)

An hon. Member: On a point of order, Mr. Speaker, Sir.

Mr. Speaker: Order! Not when a stranger is leaving. Hon. Members, look at what we have done to our time on totally unnecessary issues which are peripheral. It means we have not dealt with Mr. Awiti's Question and Questions by Private Notice. We have taken all our time on this issue. It is sad and we should not deal with dressing as a matter of our course. Let every hon. Member use discretion and come properly dressed. That is it! I am afraid Dr. Awiti that your Question cannot be answered now. I will defer it. All the other Questions by Private Notice are deferred to Tuesday.

Dr. Awiti: No objection Mr. Speaker, Sir.

(Question deferred)

QUESTIONS BY PRIVATE NOTICE

EXPIRY OF MUMIAS SUGAR/BOOKER TATE MANAGEMENT AGREEMENT

(Mr. Oparanya) to ask the Minister for Agriculture:-

Is the Minister aware that the management agreement between Mumias Sugar Company and Booker Tate is ending on 30th June, 2003 and if so, when will the tender for the same services be advertised?

(Question deferred)

MEASURES TO CURB SALE OF COUNTERFEIT VETERINARY PRODUCTS

(Mr. Mwanicha) to ask the Minister for Agriculture:-

- (a) How many counterfeit pesticides and veterinary products are selling in Kenya?
- (b) What action is the Minister taking to check the sale of such products to save farmers from losses as a result of such farm inputs?

(Question deferred)

FUNDING OF SURE LINK MEDIA PRODUCTION BY NHIF

(Mr. Wanjala) to ask the Minister for Health:-

- (a) How much has the National Hospital Insurance Fund (NHIF) approved and funded Sure Link Media Production in the campaign against HIV/AIDS scourge?
(b) Could the Minister inform the House why the approval was done without involving the NHIF Board and which other bodies NHIF funded to campaign against HIV/AIDS scourge?

(Question deferred)

OWNERSHIP STATUS OF NAKURU
MUNICIPAL UTILITY PLOT

(Mr. M. Kariuki) to ask the Minister for Lands and Settlement:-

- (a) In view of the heightened tension at a public utility plot adjacent to Nakuru Wholesale Market, Nakuru Municipality Block 10/197 between the traders, Goan Institute on the one hand and a claimant by the name Azubedi on the other, could the Minister clarify who is the rightful owner of the land?
(b) Could the Minister consider acquiring the disputed land under the Compulsory Acquisition Act?

(Question deferred)

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

Mr. Speaker: Sorry! Look at the time! We will not do things *kienyeji* way! We will go by the law.

Next Order!

COMMITTEE OF SUPPLY

*(Order for Committee read being
Third 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 on 9.7.2003)*

*(Resumption of Debate interrupted
on 9.7.2003)*

Mr. Speaker: Mr. Mungatana, you were on the Floor! You have two minutes!

The Assistant Minister, Office of the Vice-President and Ministry of National Reconstruction (Mr. Mungatana): Mr. Speaker, Sir, I was on the Floor yesterday in support of this Motion. I was addressing the question of the disabled. In this Vote, we have not seen special efforts being made towards addressing the needs of the disabled or physically-challenged students. Kenya is a

signatory of the Convention on the Rights of the Child (CRC). That Convention was domesticated in the Children Act. It is the basis upon which we have based our principle of free primary education. The free primary education is supposed to benefit all students, including the disabled students. I ask the Minister to consider having institutions that deal with special education in all the constituencies. In the whole of Tana River District, we have only one school, which is absolutely insufficient.

Mr. Speaker, Sir, before I sit down, I would like to request the Minister to address the issue of safety in our schools. A policy document is required to address the question of safety in our schools. We have had fire outbreaks in our schools, guns found in institutions and we have even heard in the local Press--

With those few remarks, I beg to support.

Dr. Godana: Thank you very much, Mr. Speaker, Sir, for giving me the Floor to contribute to the debate on the Vote of the Ministry of Education, Science and Technology.

Mr. Speaker, Sir, given that we adopted the Budget, it is traditional that I stand to support the proposals, but with some serious reservations and criticisms with the hope that the Minister and his staff will take the necessary remedial action. As it is tradition, nearly a third of our national Budget goes to education, from pre-primary level to university level. Indeed, this country has the most educated population in Sub-Saharan Africa. That, in essence, is right and, as a society, we have given much importance to education. Indeed, countries in South-East Asia, which were more or less at our level in terms of *per capita* income and other indicators of development some two or three decades ago, made the breakthrough, broke through the cordon of poverty to become fast-developing countries. They chose the right type of education and manpower training, at a time when we pushed people towards education without clearly thought-out priorities and strategies. We welcome the move towards making primary education freer. I think, in principle, it has always been free. The charges that were levied were imposed by the parents-teachers associations. We are happy that, that policy proposal has already been met with a lot of sympathy from donors, who have poured in substantial resources.

I would like to warn that we should not beguile ourselves. When somebody comes up with something noble, it is normally very appealing, particularly to charities and international development organisations. So, we are getting a lot of sympathy. I really doubt whether, indeed, the donor support will be sustained at its current level over the coming years. Very soon, we will be told that we should be on our feet. This will be so and I hope the officials at the Ministry, and Prof. Saitoti, are already addressing their minds to how to fill the void which is bound to arise.

Mr. Speaker, Sir, I would like to say a few things about the current education policy and practice with regard to the ASAL areas. Many hon. Members who have already spoken here have called for the establishment of a special commission, or office, within the Ministry of Education, Science and Technology, to deal with ASAL areas which are occupied by nomadic pastoralists. This is because the demands and problems of education in those areas are unique from the rest of the country. Indeed, many countries in the Sub-Saharan Africa are beginning to adopt this strategy. The latest country to adopt this strategy is Ethiopia. This country has, indeed, created in its Constitution, a National Commission on Pastoral Areas. This Commission reports annually on the levels of development, in terms of catching up in education, provision of water and health care to pastoral areas occupied by nomadic groups. The Commissioner of that Commission reports annually to their Parliament. Our planning has always been dominated by people who understand very little about the lifestyle of some of these areas. We have pleaded for special attention again and again without success. We hope that, with the commitment that the President of the Republic of Kenya made here during the State Opening of Parliament, about new initiatives for ASAL areas, we will see tangible development in education.

[Mr. Speaker left the Chair]

[Mr. Deputy Speaker took the Chair]

We welcome the commitment by the Government to fund, to some extent, the cost of boarding schools by providing food beyond the usual provision by the School Feeding Programme through direct grants to boarding schools. We welcome the decision to provide grants to all boarding primary schools, whether they are nominally mission-sponsored or not, so long as they are not private schools.

Mr. Deputy Speaker, Sir, we know that there is a severe shortage of teaching staff in some of our schools. An hon. Member said here yesterday that his district has a shortage of 800 primary school teachers. We have heard of the Government's commitment to employ some teachers who have been trained but are now unemployed.

Mr. Deputy Speaker, Sir, as you said here yesterday, the recruitment of these extra teachers should be done at the district level on a quota basis. I am saying this because, in the past, when teachers were recruited and posted to - this does not apply only to teachers, but to other professions like the medical profession and so on - certain areas which were perceived to be hardship areas, they would begin to work out their transfers as soon as they got their first salaries. The best way to go about this problem is to recruit trained teachers who come from the so-called hardship areas to work there.

I would like to plead that the district quota system be maintained when recruiting people to join teacher training colleges because we have been told that it will not be there. We have been told that those who will be offered places in teacher training colleges will be offered those places purely on merit. I am afraid that some of our people will be left out. I have been told that, in Marsabit District, only one student has qualified to join a primary school teacher training college this year. He has met the required subject combination, namely Mathematics and English, in addition to having the required general grade. This is the case and yet we realise that those teachers who did not do well at the "O" Levels and have secured a place in teacher training colleges have done well. Worse still, in my constituency, as I speak here, the number of teachers has decreased because many of them have left to pursue bachelor of education degree courses in our universities. In fact, we are getting a reduction of the local pool of teachers. I hope the Minister will explain this when he rises to reply.

Under Head 844, Item 423, the allocation for emergency ASAL areas under the Development Vote, which was Kshs4.5 million last year for dealing with emergencies in schools such as feeding pupils and so on, has been reduced to Kshs156,000. Does the Ministry of Education, Science and Technology planners, or the providers of money in the Ministry of Finance, think that emergencies are over and, therefore, we will not require this provision later on? We would like to get an explanation on this when the Minister rises to respond to debate.

As regards university education, this country has done well in terms of expanding public university places. But, obviously, the places available are not enough to match the demands being put on the universities. Many students are now turning to parallel degree programmes or private universities for their degree courses. Part of the problem emanates, obviously, from the fact that we cannot go beyond what we have done in terms of allocation to education vis-a-vis other pressing needs in the country. But I think it is time that, as a country, we moved in the direction which developed countries moved a long time ago. South-East Asian countries have also begun to move towards that direction. Universities should be assisted to start independent sources of income. I would like to see, in the next Budget, if not earlier, serious proposals on how we can provide seed money for universities and other institutions of higher learning to start endowment funds or investments, so that they do not remain too much dependent on the taxpayer. This has been done successfully in countries like India,

where co-operative programmes between universities and industries have been developed. As it is now, we have been unable to expand opportunities for formal public sector university education because of limited funds from the Exchequer.

Finally, as a country, we are all excited about expanding the educational base. Unfortunately, we have not seen a single cent allocated through the Budget to the development of infrastructure in terms of classrooms beyond the provision of equipment to schools. It is obvious that if we increase school enrolment, we have got to make it clear how we expect the extra infrastructural space to be provided. Definitely, this is a major gap. The Government should come out clearly and tell us who are expected to build schools, in view of the current debate on Harambees. Some of us have already started and will continue with the Harambee spirit to build classrooms, but the Government should give a clear statement. The Government should tell us whether it will provide some money to build schools or whether parents will continue to build classrooms.

Mr. Deputy Speaker, Sir, obviously, we are sitting on a time bomb in terms of the number of young people we are churning out of our schools and universities, and yet there are no job opportunities. NARC came to power after promising Kenyans that it will create 500,000 jobs a year. Kenyans are very hungry for the jobs that they were promised. I am afraid to say that we have to close ranks to find ways of dealing with this potential time bomb. There will be a limit to how long we can keep on promising them jobs. The number of school-leavers far exceeds the job opportunities which could conceivably be created. In any case, over the last six months, we have had a net loss of jobs.

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

Mr. Khamasi: Thank you very much, Mr. Deputy Speaker, Sir, for giving me a chance to contribute to this very important Motion. I find it rather strange that our friends on the opposite side are saying one thing over and over again. I believe that the NARC Government has done a commendable job. Instead of our friends supporting us, they are just hovering around and saying all manner of things which the NARC Government has not done within the last six months.

If anything, the Ministry of Education, Science and Technology is the most exciting Ministry in the NARC Government. It is the most exciting Ministry of this Government because it is the only Ministry, so far, which has released a lot of money to replace the money parents were paying for primary school going children. Anybody who has some sense should know that, that money has now been diverted to other areas. That is actually alleviating poverty and, in fact, creating jobs in those areas where that money would not have been available.

I would like to commend the Minister for his statement on this Ministry. What the NARC Government has dealt with is important because it is what has been a big burden to parents. Previously, parents were over-burdened by the so-called 8-4-4 system of education. This system of education is very expensive and taxing. Parents spend a lot of money on this system of education. I would like to urge the Minister for Education, Science and Technology, and I hope he is here listening to me, to, first and foremost, review the 8-4-4 system of education.

Mr. Deputy Speaker, Sir, I would like the Ministry of Education, Science and Technology to implement the Koech Report in full. If it is not possible to implement the whole report because of lack of funds, we should implement a large part of it, so that our children can be relieved of the big burden of the 8-4-4 system of education. If that is done, we shall be adding quality to our education.

I would like to comment on the allocation of the bursary funds. I do hope that we are speaking very honestly and seriously about this matter. I know that, for the last five years I was in this House, I was approached time and again to go to the Ministry of Education, Science and Technology or to write letters requesting the Minister or the Permanent Secretary to provide some money for people I had

identified in my constituency, who lacked bursary money for higher education.

I would like the Minister to listen to what Members of Parliament are saying. We need those monies to be distributed in the constituencies. That is where that money must go, so that it can be given to the needy people.

(Applause)

I hope we are not just speaking here and then the Minister goes back to his office and gets things done the same way they were done before. We have information that, that money is taken overseas to embassies, and used as stipend to friends of the people in the Ministries for no reason and yet, the money is intended for the poor people. Therefore, it is necessary that the Minister addresses this matter very seriously. I hope, when he is replying, he will say that he will do so, if he expects us to pass this Vote. If he does not, then he must expect a lot of problems with the passing of this Vote.

I want to address the issue of lack of teachers. There has been the exercise of balancing of teachers. However, that exercise has not done any good at all. What the Teachers Service Commission (TSC) has been doing every other year is to wake up one morning and say: "Now, we are going to balance teachers in schools". But, as soon as the transfers are done, three days or one week down the ladder, the whole exercise is dismantled and the teachers who were transferred go back to their old schools. It has never worked. We would like them to come up with a new system where areas that lack teachers are looked into.

I would like the Minister to understand that, with the increase in the number of pupils in schools, we will definitely need more teachers. Those teachers must be employed at the district level. It is, therefore, necessary to employ teachers and take them to schools which lack them.

I must commend the Ministry for increasing the teachers' salaries, as that will motivate them. We must also put in place mechanisms to ensure that teachers get what they were promised by the former Government. They can then know that the NARC Government can act a little bit more differently from the previous regime.

I would also like to add that, something needs to be done about our inspectorate. Inspection is not going on in schools and if there is any, it is too little. It is, therefore, necessary that we get more inspectors to inspect our schools. The quality of education in many primary schools is going down because of lack inspectors, and we must make the Ministry look into that area very critically.

Before I conclude, I would like to comment on free primary education because we cannot get away from it. Having given free primary school education, we must look at pre-primary education too. It is necessary that the Government starts planning on giving free pre-primary education. The only solution is to bring on board free pre-primary education because, unless we do that, many parents will be taking four to five-year old children to Standard I, as they cannot afford pre-primary education. It is, therefore, necessary that, that aspect of education is looked into. If we cannot address it, we are going to have children going to primary schools without knowing how to read and write.

Mr. Deputy Speaker, Sir, I would like to finish by saying that, what the Government has done is commendable and we know that Prof. Saitoti is a very serious Minister. We want to urge him to make sure that the NARC Government displays a good image to Kenyans, because it is on that basis that it was voted in.

I do not understand why some people are making noise and yet, we have been around for only six months. Let them give us the necessary time and we shall be able to show them that, what they were not able to do in 40 years, we are capable of doing.

With those few remarks, I beg to support.

Mr. Nyachae: Thank you, Mr. Deputy Speaker, Sir, for giving me this opportunity. I stand to support the Motion. We listened very carefully to the ideas that the Minister had in mind to support his

Motion for requesting money for his Ministry and we support what he outlined. However, I think there are certain areas where the Minister must give more emphasis. Those areas have a lot to do with the actual management of education. The first aspect of any management is the morale of the managing team. Recently, the Ministry and the Government have shown that they recognise the needs of teachers under the Kenya National Union of Teachers (KNUT). But, you cannot only consider members of a union in the teaching profession, particularly those under KNUT, and ignore those at the universities. I think it is important that, if teachers in primary and secondary schools are awarded a salary increment, we must also consider what to give to the university lecturers. As of now, some teachers, particularly secondary school principals, earn more money in terms of salaries and allowances than professors. That is unfair. Public university lecturers will soon be applying for teaching jobs in secondary schools, so that they can earn more money. So, this is an area the Minister needs to consider.

Mr. Deputy Speaker, Sir, with regard to the management of our education sector, the Ministry should state clearly whether it wishes to carry on with the 8-4-4 system of education, which has given us a headache for many years, or it wishes to change to a better system. The Ministry has been given some recommendations. It has been told that, as a country, we need to change our system of education. We have spent money on a taskforce that looked into our current education system. Are the recommendations that the taskforce came up with going to gather dust on shelves? The National Rainbow Coalition (NARC) promised to restructure the management of the affairs of this nation in all aspects. The Government should start doing so by restructuring the education system. The Government should not be satisfied with the free education it is providing to primary school children. It should go ahead and restructure the whole education system.

I do visit my constituency and discuss educational matters with teachers. One of the major problems in our schools is lack of textbooks. Availability of textbooks in schools is absolutely necessary. A teacher should not be expected to be the reference material for the students after giving a 45-minute or one-hour lesson. There must be books for students to refer to. We have been told that the British Government is supporting us in education, and that it may provide textbooks to our schools. I do not know the details of the arrangement the Kenya Government has with the British Government, but if the United Kingdom wants to provide us with textbooks, it should recognise the fact that school syllabuses are prepared by our own education experts.

The draft books are prepared by our own people. So, let those books be published in this country. We are being told that the British Government has given Kenya millions of shillings and yet that money is supporting the British publishing industry. That money should be used to contract the services of publishers in this country. In addition to facilitating the provision of textbooks to schools, that money should also create employment. When our colleagues in the Government negotiate with the donors, their eyes must not be wet but rather very dry, because they will not be doing the Government a favour. The British Government recognises the fact that we are also here to survive, and that if we survive, Britons will also survive.

Mr. Temporary Deputy Speaker, Sir, there are certain things that must be done locally to strengthen education. Institutions which seem to be weakening by the day are the District Education Boards (DEBs). These boards must be strengthened and their decisions recognised by schools. As of now, they are taken for granted or ignored. The DEBs provide so much support to district education officers. So, they need to be strengthened. When senior education officers such as the Chief Inspector of Schools and the Director of Education tour provinces or districts, they should be seen to visit members of the DEBs, so that they can also feel recognised as an authority at the district level. That way, District Education Officers (DEOs) will be strong.

Another important area that needs to be addressed is the strengthening of school committees. From the experience I gathered in my own constituency, we have a problem with school committees,

particularly in primary schools. There are no qualifications that one needs to have in order to sit in a school committee. You find even illiterate old men sitting in school committees. What do such old men know about the needs of a teacher? I actually took it upon myself to say that we do not want illiterate old men to sit on school committees in my constituency, because they do not understand the problems facing schools. They can assist in the organisation for construction of pit latrines or anything of that sort, but they cannot understand the problems that teachers go through when educating our children. In fact, because most members of school committees are illiterate people, there is so much conflict between parents and teachers. Parents say that teachers do not teach their children well. A teacher must maintain a certain amount of discipline. The illiterate fellows who sit on school committees only think about their children; they do not know that teachers act like the children's second fathers and mothers. Therefore, it is absolutely necessary to set minimum qualifications required for one to become a member of a school committee.

Another important thing in the management of our schools is the issue of sponsors. What is the relationship between a sponsor on the one hand and DEB and the school on the other hand? Very often, we come across sponsors who disagree with DEOs. We do not want that kind of scenario to continue. A DEO is mandated to manage the education sector at the district level. A sponsor of a school should only sit on the board of that school, but should not direct the headteacher or the DEO on what should be done. He should not say to an education officer: "I sponsor this school. Therefore, you must listen to me." I have had such a problem in my constituency. In some cases, we agree with sponsors of schools on what should be done. We also agree to leave the DEO alone to post headteachers of his choice to schools, but then a sponsor says: "That must not be the case unless I agree." We cannot have too many people making decisions for our schools. We must have a proper system. The relationship between education officers and sponsors of schools must be clarified.

Schools in our country need to be treated as institutions that own property. Most of the schools in this country are found in districts where land is scarce. So, school land is being encroached on. Therefore, the Ministry of Education, Science and Technology must ensure that each school acquires a title deed for its land, so that we do not have conflicts where our institutions of learning are pitted against individuals. Even this morning, I wrote a letter to sort out a problem between a university campus in Kisii and a primary school just because the two institutions cannot agree on the boundary between them, because neither of the two has a title deed. I feel that we need to sort out these things early enough so that we can have in place an effective system of education.

Mr. Temporary Deputy Speaker, Sir, I know that my time is up, but I want to say as follows. Whereas my colleagues say that recruitment into teacher training colleges should be done locally, the Ministry of Education must stand firm and say that we need--

(Several hon. Members stood up in their places to catch the Speaker's eye)

My time is not up yet. Sit down!

Mr. Temporary Deputy Speaker, Sir, the Ministry should post teachers to schools regardless of the tribe from which they come, so that we can have the best teachers in our schools.

An hon. Member: Your time is up!

Mr. Nyachae: Shut up!

With those remarks, I beg to support.

Mr. Deputy Speaker: Order, Mr. Nyachae! Do not use unparliamentary language!

Mr. Nyachae: Mr. Deputy Speaker, Sir, I apologise.

Mr. Deputy Speaker: Very well.

Mr. Muchiri: Mr. Deputy Speaker, Sir, I fully support that we pass this Vote for the Ministry

of Education, Science and Technology. However, I have a few comments to make. I have seen that the Printed Estimates---

(A mobile phone rang)

Mr. Deputy Speaker: Order! Order, Mr. Muchiri! Is that a phone ringing? Whose is it?

Archbishop Ondiek: Mr. Deputy Speaker, Sir, it is mine and I apologise.

Mr. Deputy Speaker: Order! I admire your honesty and your apology is accepted, but you will leave the Chamber. You may leave now, Archbishop!

*(Archbishop Ondiek withdrew
from the Chamber)*

Continue, Mr. Muchiri!

Mr. Muchiri: Mr. Deputy Speaker, Sir, I have perused the Printed Estimates and I find that we are spending a lot of money on the item on General Administration and Planning. I would like the Ministry to---

(A mobile phone rang)

Mr. Deputy Speaker: Order! Is that another phone ringing?

An hon. Member: It is the same one.

Mr. Deputy Speaker: Continue, Mr. Muchiri. I am sorry for the interruption.

Mr. Muchiri: Mr. Deputy Speaker, Sir, the point here is that the Ministry appears to want to spend a lot of money on general administration and planning. I have perused the Printed Estimates and seen that they are going to spend Kshs49 billion on this, whereas, the approved budget is Kshs61 billion. I think in future, it is important that we spend money on building a house rather than on planning for it. I think that is a fair consideration when they are thinking about future budgets.

Be that as it may, on the issue of primary education, it is good that the NARC Government has given free education. However, free as it is, there are issues that are arising from it. For example, in every primary school, there are units we call mentally handicapped units that need to be encouraged when primary education is being thought about.

It is also important that we think of an integrated education system. We should think of an education system that is going to include all our children; normal, mentally handicapped and those who have disabilities.

I have in mind the idea that many of these children require boarding facilities quite often. The Ministry should be able to look into that area so that we can spend a bit of this Budget on that.

I know that village polytechnics were at one time managed by the Ministry of Culture and Social Services. I think it is high time that we tried to bring back this sector under the Ministry of Education, Science and Technology. This is because it is important that after our children leave primary schools, they get some training. At least, we need carpenters, masons and electricians. These kind of people can only be trained in a polytechnic. It is good that we provide for the formal education, but what follows after formal education is equally important.

I think this Government should not necessarily concentrate too much on primary education. Now, it is as if the Ministry of Education, Science and Technology has become the Ministry of Primary Education because other sectors are not being looked at. School fees for secondary school is very high and this is one of the disturbing issues in this country. I know we are voting Kshs817 billion for the

bursary fund. I believe most of the bursary fund should be spend on secondary education. However, how is this bursary fund distributed? We want, and I think this is not an unfair suggestion, the bursary fund to be constituency-based. This will make it possible to distribute this bursary fund to people who deserve it.

Mr. Deputy Speaker, Sir, the bursary fund is not for the rich, neither is it for those employed. We want the bursary fund to go to clever children and those coming from poor families. This can only be done if it is channelled through the constituencies rather than being controlled by the District Education Officers (DEO).

Since teachers have been given a salary increment, we would like them to re-dedicate their efforts to improving the quality of education. As you know, I come from Nyandarua District and we have always been leading in national examinations. I want to call upon the teachers from the district to take back our district to its past glory. Now they cannot complain that their salaries are meagre. I must thank the NARC Government for living up to its promise to pay teachers their promised salaries. That is very commendable for the new Government that we all support.

As I did say, education needs to be integrated. I am happy to see that the education officials, the Minister and the two Assistant Ministers are also with us. I want to talk about university education. As you know, university education is the dream of many students. It is the apex of the education system. I must say that the Ministry should now cast its eye to the university education. There is a lot of lavish spending in our universities. It is also sad that their libraries have no seats or books. I am talking about the University of Nairobi. I am a parent there and I know what these children are going through. We need the money that is voted to the university education to be used properly. It should not be used to buy state-of-the-art vehicles for the Vice-Chancellors and their deputies. We want that money to be spend on facilities that are going to benefit the education of our children.

Mr. Deputy Speaker, Sir, we now have the Module II Programme, popularly known as "Parallel System of Education" at the university. It is a good system. However, it is very expensive for Kenyans. It cannot be afforded by middle class Kenyans, it can only be afforded by top rich Kenyans. I would want the Ministry to look at the fees structure for this programme. We would like to see this fees benefiting even the lecturers. The fees charged in one term is Kshs70,000 as compared to the Kshs8,000 that is charged per term for the regular classes. You can see that the [Mr. Muchiri] difference is nearly ten times. That money, according to me, is not properly used. Sometimes I hear that even chalk cannot be found. I say this from experience. We would like to say that this money should be utilised for the whole welfare of the university. If that is done, then many parents will be interested in this system of education and will take their children there instead of draining our foreign exchange by taking them for studies outside the country. We need to encourage local training and ensure that education is more locally based. We need to ensure that our children get education that is more relevant to this country. We know that whereas other students go to overseas universities, some of them do not come back and that means brain drain. When we train our students here, it is a very good idea.

May I also say that the Ministry is a fairly large one. Although it has been put together as one Ministry, in future, the Government should also think of placing primary, secondary and higher education under one docket so that co-ordination can be easier.

With those few remarks, I beg to support.

Mr. Kosgey: Thank you very much, Mr. Deputy Speaker, Sir, for giving me this opportunity to support this very important Motion. I had the privilege of serving this Ministry, and I would like to extend my gratitude to the officers and staff of that Ministry, with whom I had a good and cordial working relationship. I would also like to commend the Minister for Education, Science and Technology for the good work he has done so far.

Education is the key to development, eradication of poverty and good health. Therefore, it is

very important that we allocate adequate resources to education. I know that currently, over 30 per cent of our revenue goes to education. This is not enough, we should find more money from other sources in order to support education. As I said earlier, education is the key to everything that we do in this country, and as you know, the greatest legacy of the Nyayo Government is education. The expansion of education at the primary, secondary and university levels during the last 40 years or so has made this country the pillar of education in this continent.

Mr. Deputy Speaker, Sir, we have heard so much about free and compulsory education. Education is the right of every child. The United Nations Scientific and Cultural Organization (UNESCO) states that it is the right of the child to have education in the first 12 years of his/her life. Education starts with early childhood education. However, if you look at the Printed Estimates, there is very little that has been allocated to the early childhood education. It is only a paltry Kshs7 million. More money should be allocated to this sector so that those young ones who graduate to primary schools come armed with basic knowledge. I say 12 years of education is important. It is not enough for a child to complete primary school. As you know, when they leave primary school at Standard Eight, they have not yet grown up or grasped important issues of life. So they should all be facilitated to go up to Form Four. The greatest problem that parents have in Kenya at the moment is educating secondary school students. The school fees charged is too high. This fact, coupled with the high rate of poverty in the country, makes it very difficult for parents to afford schools fees for their children. The Government should look into ways and means of making secondary education free.

There exists a major staffing problem in primary schools, and it cannot be wished away. This problem is rendering the free and compulsory primary education a futile exercise. We need teachers, and I know the Minister is hearing this. We cannot have classes with 100 pupils per teacher. We want to know the pupil-teacher ratio that is being adapted by the Ministry currently. If it is 100:1, then they should tell us. The policy seems to be shifting from quality education for all to any education for all. We should actually understand that our students have been able to go overseas and everywhere else because of the good quality of education they have been getting locally. We need these teachers and they need to be employed by the District Education Boards (DEBs).

Mr. Deputy Speaker, Sir, I also wanted to talk about the school feeding programme. I noticed that the World Food Programme (WFP) is still funding it. This programme should be extended to cover all the 19,000 primary schools, because as you know, you cannot learn on an empty stomach. Even though we know that we have high potential districts, all those children in all those areas need food. We should expand our school feeding programme to cover all primary schools. The Government should use its money in this programme, and not just wait for WFP to donate money. What about the Governments' share in the school feeding programme?

Mr. Deputy Speaker, Sir, yesterday we heard a question of formal and informal schools. I wish to state clearly that we should do away with informal schools. We do not want to run a parallel system; one for the privileged and the other for the underprivileged. If you are aware, the story of these informal schools started in the slum areas called informal settlements. We should not formalise the "informalness" of these schools. We should register them and give them all the necessary facilities which all primary schools in Kenya enjoy. This includes following the same education curriculum. They should not follow a different curriculum as they are Kenyan children like any other.

Mr. Deputy Speaker, Sir, on the quota system, we should continue maintaining it since it has enabled children from distant places like Manderu and Turkana to secure admission in schools like Alliance Secondary School. We should not do away with it! As for the Higher Education Loans Board (HELB), all those students who have qualified to join our local universities should be provided with bursaries or loans. No student should be left out. I know that in the past, HELB has requested for an allocation of Kshs2 billion in order to be able to sustain or have a revolving fund. They should be given that amount so that they can be self-sufficient and all students who have qualified to join our

universities can have the money they need to study. At the moment, as you know, we have university dropouts since poor parents cannot afford to pay their children's fees at the university. It is a very sad case that we have university dropouts.

Mr. Deputy Speaker, Sir, I did not hear or see computer literacy or education being promoted in the Ministry. I do not know whether this was an oversight on the part of the Ministry or the Minister, but I do hope that the Ministry currently considers Information Technology as a very important subject, and that we shall be able to produce computer literate students at primary and secondary school levels. We can start by having computer literate teachers graduating from our teacher training colleges. Then they can teach computer education and Information Technology in our secondary and primary schools.

Mr. Deputy Speaker, Sir, while moving the Motion yesterday, the Minister for Education, Science and Technology referred to the US\$15 million OPEC funds that are supposed to go into the development of schools in our Republic. He did say that only three districts will be picked out in a province. I want this money to cover each and every district. Imagine a province like Rift Valley where there are 19 districts. If you pick only three districts, it will be like a drop in the ocean. It should, therefore, be spread out to each and every district, and no district should be left out. That money should be divided equally per district or per constituency so that everybody is catered for.

With those few remarks, I beg to support.

The Assistant Minister for Agriculture (Mr. J. Nyagah): Mr. Deputy Speaker, Sir, thank you very much for giving me this opportunity because I have tried to speak on this issue for the last two to three days, but I have been unsuccessful.

Mr. Deputy Speaker, Sir, I want to start by thanking the Ministry of Education, Science and Technology for the good work they are doing under extremely difficult circumstances. Running the Ministry of Education, Science and Technology today is one of the most taxing jobs in Kenya, given the expectations of Kenyans. Kenyans expect miracles from this particular Ministry and, I am, therefore, pleased to see that the Ministry is under very capable hands or people who know what they are doing because they have a lot of experience in this particular field.

Mr. Deputy Speaker, Sir, I would like to thank the NARC Government for having provided free primary education. When I was on the other side, we were convinced that it was not possible to provide free education. Former KANU Members of Parliament did not think it was possible to provide free education. So, I was very happy come January when schools opened and the NARC Government was able to provide free education in our primary schools under very extremely difficult conditions. I am not saying it is easy. It is not easy. It is very difficult. They have a lot of problems and I hope this current Budget will be the beginning for us to start addressing the issues that we need to address in that particular field.

For example, free education in primary schools without the sufficient number of teachers is not something that is practical. So, I was happy to hear an assurance being given that there will be recruitment of teachers during the current financial year.

Mr. Deputy Speaker, Sir, once they recruit those teachers, they must take into account districts that were created in the last few years like Mbeere District, where I come from. In Mbeere District, there is a serious shortage of teachers. I hope priority will be given to these 30 or 40 districts that were created in the last few years that face a serious shortage of teachers. My home district is short of, close to 150 teachers. I hope that in districts that have surplus teachers - we know them - there will be very little recruitment. I hope that the Minister is listening. I hope that districts such as mine, will be given better allocations in order that we can meet the requirement of providing free primary education. I come from a semi-arid area and it is important that we are given this opportunity.

Mr. Deputy Speaker, Sir, there is also another problem in my district. Many of our teachers

work in other districts. During the recruitment exercise that the Ministry will be undertaking this year, I hope those teachers will be brought back to our home district so that they can serve our students better. With a deficit of 150 teachers, if I can get back about 50 to 80 teachers, that will solve a big problem particularly since they know the culture, problems and the environment of where I come from. I am talking on behalf of the districts which experience problems of the type I have described.

Mr. Deputy Speaker, Sir, I am the chairman of a school for the deaf in my home district. A lot of emphasis by the Ministry tends to be on the known well-established primary and secondary schools and universities. I would like to see more emphasis being put on those peculiar fields like schools for the deaf and handicapped. As I was going through the amount allocated for this category of schools, I noticed that it is so little that it does not make sense in a country that talks of human rights and yet education is a human right even to the deaf and to the blind. I would like to see more money being put aside for this kind of schools because our children who are Kenyans have a right to be educated and become senior people in this country. They are not able to become senior citizens of this country because we do not give them the necessary facilities and opportunities. That happens very often because of the obvious emphasis that we place on the regular type of education that we offer.

So, I do hope that the Minister will look at that particular sector of special education which includes institutions like the Kenya Institute of Special Education (KISE). There is need to strengthen that area because as we get more of this type of children in the country, we need KISE to become more powerful, stronger, efficient and able to train more teachers. If we do this, we will be able to cater for that particular field of people who are very poorly represented because they do not have hon. Members of Parliament in this House to represent or articulate their views and policies.

Mr. Deputy Speaker, Sir, I would like to move on to the field that I feel needs to be strengthened and that is the inspectorate division. In our constituencies, it is important that emphasis be put on the inspectorate. It is a critical area and if it is strengthened, teachers, parents and the community will understand its role and, consequently, examination results will improve. Many of our schools have not been inspected for a very long time. We need to find ways of equipping school inspectors with motorbikes. I am not talking of Land Rovers because I know it is impractical. We need to give them motorbikes so that they are able to penetrate the rural areas, visit and inspect as many schools as possible. It is one area that is going to be critical, given the huge amounts of money which are being sent to schools by the Government. It is going to be important for this area to be very thorough given the huge amounts of money being sent to schools. Who is going to audit those accounts? Who is going to inspect how the money is spent? Who is going to make sure that the money coming from Nairobi will reach schools and be properly utilised? In the past, we have had problems where parents have raised money which has not been accounted for. It has been used very liberally by the committees, board of governors and teachers running those schools. That is why I want to see a strengthened inspectorate section so that these huge amounts of money being sent from Nairobi are looked after, audited and inspected properly so that we know that our children are getting quality education.

Mr. Deputy Speaker, Sir, on the subject of bursaries and scholarships in the Ministry, I want to support strongly those who are saying that the money should be distributed at the constituency level. I would like to see that happening because we know what has happened in the past. Some districts have been getting very little money in terms of what arrives at the district level. In the estimates which are being floated by Parliament whether it is going to be done from Nairobi or not, there should be an allocation that takes into account the requirements of our constituencies and the districts. That is a very noble idea which should be implemented. That is the only way some districts will ever get a chance of moving forward. That is the only way students in some districts will get a chance of getting assisted to get higher education. I do not think we are over-pressurising the Minister. All we are saying is: Given the past experience whereby some districts have benefitted from these bursaries and scholarships, it is

only fair that the Ministry gives districts such as mine and others a chance in this particular field.

Mr. Deputy Speaker, Sir, concerning university education, I agree fully with hon. Kosgey when he says that for the last 40 years, Kenya has made tremendous progress in the field of education. There is no question about the large numbers of educated people this country has produced. We have more university students graduating each year than the whole of Southern Africa put together. That is something we should be proud of as a nation. However, it is now high time, we concentrated on the quality aspect of education. In the last few years, we have been emphasising on quantity. It is important now that we emphasise more on quality. I would like---

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

Mr. Deputy Speaker: What is it, Mr. Angwenyi?

Mr. Angwenyi: Mr. Deputy Speaker Sir, is the hon. Member in order, to say that we have been concentrating on quantity instead of quality, when, in fact, I do know that the quality of education that we give to our students in Kenya is among the highest in the world?

(Laughter)

The Assistant Minister for Agriculture (Mr. Nyagah): Mr. Deputy Speaker, Sir, I am not going to argue on that because my hon. colleague used to teach at the university. I thank him for that information, but I know for sure that it is necessary now, irrespective of what we have been doing in the past, to produce a student with higher quality of education as far as their qualifications are concerned. I want to see more of such students, so that they become more marketable because the world has become more competitive. Also, I would like to see more money being spent on post graduate education because without a second degree, it is becoming difficult to compete internationally.

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

Mr. Angwenyi: Mr. Deputy Speaker, Sir, first of all, I would like to thank the Ministry of Education, Science and Technology for the work it is doing. In the previous regime, probably, the only Ministry which was working effectively was the Ministry of Education, Science and Technology. I am also thankful to the present Government because it is trying to improve the Ministry even better.

Mr. Deputy Speaker, Sir, I want to comment on the following points: Firstly, on policy, I would like to urge the Ministry to prepare a clear cut policy on various areas of education. With regard to education management in the country, if you look at the aspect of staffing, there is no clear policy on who should manage education in the country, especially, in the secondary schools. Is it the task of the Ministry, the Teachers Service Commission (TSC) or the sponsors? I would urge the Minister to bring to this House the Education Act so that we amend it to reflect the current development in education in the country.

Mr. Deputy Speaker, Sir, we need to enhance the inspectorate in our schools. As my hon. colleague said, I used to be a teacher at the university and we used to teach our students who were pursuing the teaching career that they must always prepare their schemes of work wherever they are teaching. However, if you go round the schools and inspect the teachers' books, you will see that they no longer prepare schemes of work! So, a teacher does not know what he or she has covered and what he or she needs to cover to complete the syllabus for a year. There are no school inspectors to remind the teacher that he or she is failing to cover the syllabus for a specific period.

Mr. Deputy Speaker, Sir, we need a policy statement on bursaries to secondary schools, tertiary institutions and the universities. As we discuss these matters today, there is no clear policy on the matter. What is the basis of giving bursaries to students in secondary schools? How are those bursaries going to be managed? So, I support my hon. colleagues who have contributed on this issue before, that we must have bursaries given to constituencies on the basis of enrolment in each

constituency and not on the basis of districts. That way we will be able to capture the needy students who need to be supported in their education in this country.

There is no clear policy on bursaries awarded to students who wish to pursue education beyond secondary school level. For example, a student taking studies at Kenya Polytechnic or a teachers training college, is supported by the Government to complete his secondary school education. After the student performs very well, he or she is then selected to join the Kenya Polytechnic or any of the teachers training colleges or any other training institutions. It seems like our Government believes that after it has supported you up to the fourth form, you immediately become rich and able to afford tertiary education. We must set aside bursaries to support the needy students although we had supported them at the secondary school level, so that they can pursue their studies beyond secondary school. Such bursaries ought to be given on the basis of enrolment at constituency level. It must be clearly spelt out in the Government's Budget so that we know how much has been allocated to a constituency and who the needy persons receiving the bursary are.

Mr. Deputy Speaker, Sir, there is no clear criterion that is used in awarding scholarships and bursaries to students and especially those studying abroad. You may find cases of a student getting an award of Kshs20,000 a year to go to an institution overseas where he or she is required to pay Kshs1 million a year yet a student who is supposed to join a similar institution or a better one is awarded only Kshs300,000 or Kshs400,000. That shows the lack of a clear criterion in allocating the scholarships and bursaries to our youngsters who are studying abroad or locally.

Mr. Deputy Speaker, Sir, the Higher Education Loans Board (HELB) has done a very commendable job. It needs to be supported by being allocated more resources so that it assists our students. You and I know that when we went to the university we used to be pampered. We used to get all our books, accommodation, three or four meals a day, but our children today can hardly get one meal a day. The university grounds have become a hardship area for most of our students. So, can we allocate more resources to HELB because they are doing a good job by collecting the money they are owed by past beneficiaries? I urge the Ministry to allocate more resources to support our qualified students who cannot afford education so that we do not create a stratified society, whether we have a lot of resources or not.

Mr. Deputy Speaker, Sir, on the matter of free primary education, we want to prepare our children well so that they are able to study and compete internationally. Let us give them a good foundation by providing them with the required facilities, teachers, and learning materials. Let the NARC Government bend a bit and take on this particular issue which they have forgotten to address. We commend the NARC Government for introducing the free primary school education which we used to enjoy during the late Mzee Jomo Kenyatta's era. No wonder, they have even re-introduced the Kenyatta currency. They are trying to bring back to us the nostalgia of those days when one could access free education. I thank them for bringing us back to that nostalgia. However, the NARC Government needs to move on to the secondary schools and make education here affordable, by providing learning materials and bursaries to our children. There seems to be a determined Government effort to support and serve the people of Kenya. The free education programme should be extended to our secondary schools.

Mr. Deputy Speaker, Sir, let me touch on the Teachers Service Commission (TSC). We have about 60,000 to 100,000 trained teachers, both from public and private colleges, but they have not been recruited for the last ten years. Could the Ministry allocate funds for recruiting more teachers? We need more teachers in our schools. That is one way of fulfilling the pledge of creating 500,000 jobs. If the Government can absorb all the trained teachers, it will have created 100,000 jobs, and will have fulfilled part of the 500,000 jobs pledge. So, could the Minister allocate funds to the TSC to recruit more teachers? However, the recruitment must be done by the TSC and not by school boards because most of them are corrupt. The recruitment must be done at the TSC level with the

participation of officers from the Ministry of Education, Science and Technology. I am glad the Government gave a pay rise to our teachers. I hope it will fulfil the remaining phases of the teachers' salary increment. Our teachers should now reciprocate by providing good services to our children.

In our universities, you will find that a full professor earns less than a principal of a small high school. A university lecturer should earn a minimum of Kshs50,000, a professor Kshs100,000 and a Vice-Chancellor should earn an equal salary to that of a Permanent Secretary. Those people really work. They really screw themselves day and night. We should support our university lecturers by giving them better remuneration.

With those few remarks, I beg to support.

Mr. Nyachae: On a point of order, Mr. Deputy Speaker, Sir. Mr. Angwenyi has said that university professors screw themselves day and night. What does that mean?

Mr. Deputy Speaker: Order, Mr. Nyachae! I must admit that I thought I did not hear what I heard but now, Mr. Nyachae confirms that I heard it right. Mr. Angwenyi, that word is quite unparliamentary!

Mr. Angwenyi: Mr. Deputy Speaker, Sir, I wish to withdraw that word and apologise. But you made a mistake by not throwing Mr. Nyachae out when he shouted at Mr. J. Nyagah.

Mrs. Mwendwa: Thank you, Mr. Deputy Speaker, Sir, for giving me this chance to support the Vote of the Ministry of Education, Science and Technology.

First and foremost, I would like to thank the NARC Government for two things. First, the NARC Government has kept the promise it made to our people of providing free and compulsory primary education. It has been said that the programme was not implemented properly and it is experiencing many problems, but it is good to start somewhere. Above all, a Government which does not keep its word makes its citizens to doubt it. By keeping its promise, the NARC Government has proved that it is a Government to be trusted. Secondly, I would like to thank the Government for honouring the teachers' salary increment. We hope that the teachers will be encouraged to look after our children and give them the best education.

Having said that, I know that a child learning on an empty stomach and with no shelter will not perform as well as a child learning on a full stomach and has access to good facilities. I would like to request the Minister for Education, Science and Technology to consider students from Arid and Semi Arid Lands (ASAL) and disadvantaged urban areas, who live under very difficult conditions. This, of course, includes students from the pastoralist areas. The Government should support the School Feeding Programme. It should improve school infrastructures in the ASAL areas and build classrooms for children who are learning under trees.

Mr. Deputy Speaker, Sir, I come from Kitui District, which is an ASAL area. In Kitui, we are short of 998 teachers. In some areas, you will find that in a school, from standard one to standard eight, we have only three or four teachers. I would like to propose to the Minister to train more teachers. I know that the biggest problem is not the number of the teachers available, but the teachers' willingness to teach in certain areas. You will find that teachers want to teach in towns or in areas where there are social amenities. Teachers are not willing to teach in areas where they will not get good houses, there is no water and there are perennial shortages of food. When they are posted to those areas, they refuse to go. I would propose to the Minister to zero in and train teachers from areas which have an acute shortage of teachers. I am not saying that teachers should be trained from Kitui District because in some areas of the district, we have excess teachers. For example, in Kitui Central, we have excess teachers, but they do not want to go and work in Kitui East, Kitui South and Yatta. You will find that students from Kitui Central perform better than students from the outskirts. Therefore, I want to recommend that we should have a special intake of students from the areas where teachers do not want to go and teach.

Mr. Deputy Speaker: Mrs. Mwendwa, you only have one or two minutes before the Minister

replies. You can continue for two minutes.

Mrs. Mwendwa: Mr. Deputy Speaker, Sir, let me talk about bursaries, especially in secondary schools.

Hon. Members: Finish!

Mrs. Mwendwa: Do not be the Minister! Wait for your turn.

Mr. Deputy Speaker: Order, hon. Members!

Mrs. Mwendwa: Mr. Deputy Speaker, Sir, I want to talk about bursaries. Learning in our schools has been affected by the HIV/AIDS scourge. We have many orphans in primary and secondary schools. I would like to request the Minister to consider giving bursaries, especially to HIV/AIDS orphans in secondary schools. I know that bursaries are given to secondary schools, because I happen to be the chairperson of one of the boards, but what happens is that the head teachers and the boards distribute the bursaries without considering needy cases like the orphans. Therefore, I would like to request the Minister to especially consider the orphan students. At the same time, I would like to call--

Mr. Deputy Speaker: Order! Mrs. Mwendwa, your time is up! Hon. Members, I think it fair to familiarise yourselves with the rules of the House regarding the time allocated for debates. It is now time for the Minister for Education, Science and Technology to reply.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Deputy Speaker, Sir, first of all, I would like to thank all the hon. Members who have made contributions to this debate. There is no doubt that the interest shown by hon. Members of this House clearly shows how important education is to this country. We all know that there is no way a country will develop, especially during this time of globalisation and competitiveness unless it makes investments in the future manpower. It is important for a country to look for ways in which it can improve her own productivity. To be able to improve her productivity, a country has no alternative, but to ensure that it has skilled and knowledgeable manpower. That cannot come in any way other than through investment in education. Let us put it in another way, that the surest way of reducing poverty in a country is by empowering people through education. It is in this respect that the NARC Government decided right at the beginning of the year to implement the free primary education programme. It is already in place and we intend to move on with it.

Mr. Deputy Speaker, Sir, in the course of the debate, a very wide range of issues were raised by hon. Members. I will try to address quite a number of them although I may not be exhaustive. I do believe that when we come to discuss various sub-votes and headings, it will become very clear that a number of those issues are covered.

Mr. Deputy Speaker, Sir, first, I would like to refer to the issues which have arisen as a result of the implementation of the free primary education programme. It is true, as many hon. Members observed, that because of the increased enrolment in our primary schools, this programme has, definitely, posed a number of challenges. One of the major challenges is the fact there is a shortage of teachers. We have no doubts that problem was there. However, with additional enrolment of 1.2 million pupils, the problem has even become much bigger. The Ministry has been carrying out a major survey all over the country to determine the number of teachers, their stations and which areas are with surplus teachers and which have a deficit.

Mr. Speaker, Sir, we have found out that even in some districts and constituencies, there are disparities. There are excess teachers in some areas of a constituency, zone, or even a district for that matter, while there is an acute shortage of teachers in other areas of the same zone or constituency. As a result of this, we have decided to start an exercise to ensure that there is balancing and rationalisation of teacher numbers within each district. We believe that is fair, because, once such an exercise is carried out, the actual deficits, or shortages, will emerge. The exercise will provide us with information that will enable the Government to target the actual deficit areas. We are going to tackle

the problem in a two-pronged strategy. First, I want to say that where shortages have occurred as a result of natural attrition, for example death of teachers from one cause or the another, we will replace them without delay. We know the global provision that has been approved by the TSC and is contained in the Budget. Secondly, we will definitely be addressing the issue of recruitment of extra teachers. If students are going to be taught in circumstances where there is shortage of teachers then, definitely, one cannot guarantee the quality of our education. We do not want to end up in a scenario where we will be dealing with big numbers without being worried about the quality of our education. We are very much concerned that every child gets education, as is enshrined now in the Children Act.

Mr. Speaker, Sir, incidentally, attending primary school is now compulsory. Hon. Members should do their best in their constituencies, and urge parents to make sure that their children are enrolled in primary schools. This message must be spread throughout the country. As we enrol more students, we also want to make sure that they get quality education. This is going to be ensured by employing more teachers. Once we approve this Vote, we shall address the issue properly.

Another important issue is that of implementation of the primary school education programme, which has raised the issue of gender and regional disparities. It is now very clear that girl education in many parts of our country has not been catered for properly. This has not resulted from failure by the Government but from traditional beliefs in a number of areas. Some parents do not attach as much importance to girl education as they do to boy education. That has to stop just as the habit of taking girls from schools in order to wed them has to. Doing that is illegal and action will be taken against those engaging in the practice. We are going to put more emphasis on affirmative action through enhanced financial provision for all the institutions that provide education for girls. We will provide resources to the girls' boarding schools in the ASAL and pastoralist areas, where we know that this is a major problem. Equally, since we know that low enrolment is very much associated with poverty, the only way we can increase enrolment in those regions which have got low enrolment is for us as a Government, to provide more resources. That is why in this particular Budget a sum of Kshs100 million is being set aside for the low cost primary boarding schools in the ASAL areas. That is a major increase from what was there before. We want to make sure that children can go to boarding schools in the ASAL areas. That is extremely important and we are, therefore, supplementing. Just prior to the presentation of this Budget, I believe that each of the boarding schools in the ASAL areas especially North Eastern Province, got at least Kshs100,000 over and above the capitation fees. That demonstrates our seriousness.

Another very important issue is the fact that there is now increased enrolment in primary schools. That means that, sooner or later, there will be a much bigger demand for places in secondary schools. This is a critical issue when you take into account that even last year when there was no free primary education, come January when the selection of those who had sat for Standard Eight examination came, only 47 per cent of the Standard Eight leavers were able to progress to secondary schools. The enrolment that we are seeing as a result of the implementation of free primary education, although largely it is in Standard One, it is coming at different levels.

At the end of this year, at the time of the KCPE examination, we will have more candidates this year than we had before. The progression will continue moving up. Unless we put measures into place to increase access of more places in the secondary schools, we will have more pupils not going to secondary schools. As a result, there will be no progressing. People will be going out into the market looking for jobs and yet they are not trained. What are we doing as a Ministry? This is an issue we are looking into. We do know that there are *Harambee* secondary schools which were built out of contributions of the parents and the community. Unfortunately, a number of those *Harambee* secondary schools do lack facilities, laboratories as well as teachers who can teach subjects such as mathematics, physics and other science subjects.

We have provided in this Budget, a sum of Kshs150 million specifically to ensure that we can

improve the quality of the laboratories and those schools will be targeted. At the same time, we also know that there is a shortage of teachers in secondary schools, especially in the science and mathematics subjects. We will make sure that the shortage will be addressed to the extent that, every secondary school in this country will be able to teach mathematics and science subjects. We believe that this is important.

We will also encourage those schools which are able to do so, to provide extra streams. We will provide some incentives. In that way, we have no doubt that we will be able to gradually provide increased access to secondary education. Much more important, there is the OPEC Fund which will provide a sum of US\$15 million over a three-year period. In the first year, this money will benefit three districts in every province. In every district, one secondary school which we hope to be a model secondary school, will be built. Four model primary schools will also be built. It is up to the District Development Boards to ensure the areas where this should happen.

The question may be raised on how the three districts in a province will be targeted. We will use the poverty profile. First, the three poorest districts will benefit. We will then move up into the second year. By the time we go to the third year, if you do your arithmetic properly, all the districts all over the country will have been covered. At the same time, we believe that as we move forward, we will find other ways to ensure that gradually, we do increase the number of secondary schools with new ones being built because we are already discussing with a number of development partners on the entire sector of education.

Mr. Deputy Speaker, Sir, the subject of bursaries to students in secondary schools has elicited a lot of interest. It is true that maybe in the past, the target student may not have benefited. I have listened to many hon. Members' contributions. I also had the opportunity early this week on Tuesday, to meet the Members of the Departmental Committee on Education, Research and Technology and I heard their views. I am pleased to say here that the views expressed here and also by the Members of that Committee very much converge with my own views and those that we are now discussing within the Ministry.

I want to assure the hon. Members that the next disbursement of the bursaries to the secondary schools will not be done by the Ministry directly. As such, we will make sure that the funds are taken to the districts, so that the constituencies can participate in the actual distribution because there is no doubt that down there at the grassroots, is where it is known which pupil is more deserving than the other one. The Kshs770 million earmarked for bursaries will be disbursed through the District Education Boards. There is a bit of exercise to be carried out because all the districts are not the same. Some have more needs than others. A formula which is equitable and captures all the various important factors will, therefore, have to be worked out. That is what will happen.

I believe hon. Members will be involved in the next round of the bursary disbursement because once it gets to the districts, it will eventually go to the constituencies. Each constituency will be given its own allotment. I believe that is a completely new phenomenon and I have no doubt that it will work out very well.

Mr. Deputy Speaker, Sir, I want to turn to a very important issue, namely, the provision of quality education. Let me assure hon. Members that quality education is uppermost in my Ministry. We have to provide nothing but the best education to our children in this country. So, what are we doing to provide quality education? First of all, we have no doubt that the inspectorate has been unable to do its own work in the past because it was lacking resources. Equally so, the District Education Officers (DEOs) and the Provincial Education Officers (PEOs) could hardly move in the districts because they did not have any means of communication. I want to assure the hon. Members that substantial resources are being made available at the district level to ensure that DEOs and the District Inspectors of Schools (DISs) are mobile and that they will have vehicles to move around the schools. At the zonal level, the Ministry will provide education personnel with motorcycles so that

they can move. A substantial amount of more than Kshs200 million has already been set aside for the purchase of the motorcycles. At the district level, every DEO, DIS and PEO will have a vehicle. Every Inspector of schools at the zonal level will have a motorcycle. I do not think hon. Members will ask for anything much more than that. However, at the sametime, this will capture two things. The first thing is to ensure that the funds provided are properly audited. The auditing aspect of the Ministry is also being beefed up to make sure that resources are utilised properly. So, we believe that the resources being provided both to the primary and secondary schools should be utilised properly to ensure that the curriculum is properly covered. Therefore, teachers who will be found not doing their work will be dealt with accordingly.

Mr. Deputy Speaker, Sir, the Government, through the Ministry, has reached an agreement with the Japanese Government through Japan International Co-operation Agency (JICA), to ensure that we upgrade the teaching of mathematics and science subjects. This will be done. A sum of Kshs50 million has already been set aside for the upgrading of the teaching of mathematics and all science subjects. I believe that this is important. So, there will be a great deal of in-service retraining of our teachers. There is no way we can ignore the important role of mathematics, sciences and technology. We must be able to catch up with whatever is happening in the rest of the world.

Mr. Deputy Speaker, Sir, special education was also highlighted by some hon. Members. I want to assure them that there is more money set aside for it. We want to work towards inclusive education so that even the ordinary schools will be properly prepared to admit and teach physically handicapped children. For the schools which already teach the physically handicapped children, we have set aside Kshs28 million to cater for the education of these children.

Mr. Deputy Speaker, Sir, as for the school feeding programme, a substantial amount of money has been allocated to cater for this very important programme.

Mr. Deputy Speaker, Sir, informal education exists in a number of slums. We take the view that these are children of this country and they must receive equal treatment like other children. We are going to make sure that they are properly trained. As a matter of fact, on this very fundamental issue, already a committee has been set up consisting of my Ministry, the Ministry of Local Government, Office of the President and the Ministry of Home Affairs to see how we can assist those children with proper training and make sure that we can also look at the land which has been grabbed. On the issue of the school land, we know that this is a nationwide problem. We have got a committee already working to ensure that this situation is reversed and what belongs to the schools will revert back to them.

Mr. Deputy Speaker, Sir, on the question of textbooks which was raised by Mr. Nyachae, I want to assure the House that the textbooks are being prepared by Kenyan specialists. We have developed sufficient capacity to have scholars and experts in this country who can write books and they are writing them here. We are not importing any textbooks at all. They are being written by our own people and they are being published here. On the question of the sponsors, I am going to have a meeting on 15th July, 2003, with the sponsors. The important message is that when it comes to the quality of education, they cannot interfere. We are the ones to decide on that role.

Mr. Deputy Speaker, Sir, because time is running out, let me say something about university education. As you may have noted, the Government is pushing the universities towards a situation where each university will be autonomous. We believe this is important for the universities to become more creative and innovative. Universities are there to teach, create and do research. The more control you put on the university dons, the more you frustrate creativity and work. So, we need them to have the freedom. But apart from that intellectual freedom, we also hope that within each university, the democratic atmosphere which now permeates in this country is also going to trickle down to our universities. I have talked to the university administration now to understand that the days of issuing commands to the university dons and even the students are over. Instead, that command procedure

should

now be replaced with dialogue; non-confrontation. We believe that this is going to help our universities.

Mr. Deputy Speaker, Sir, we have put some resources to a number of our universities and especially to the younger universities like the Western University College. We have given it about Kshs200 million so that it can build more hostels and other facilities. We have put in some more facilities to Maseno University. We will continue to do so. I do know that the university dons are worried about their emoluments. I sympathise with them.

Mr. Deputy Speaker, Sir, I am personally an emigrate from the university along with a few others. We are academic emigrates to politics and we do not forget. I do not want to repeat an extremely trivial matter because I do not think we are given to trivialities. But I think we want them, at worst, to be able to own a Volkswagen! I think this is important. It took me maybe very far away. I want to assure hon. Members that we will address this issue and the sooner we sort it out, the better. We want our university lecturers and professors to devote more of their time to lecturing and research. The quality of a university is measured, one, by its level of teaching, but crucially more so, by its own output of research results. We want to encourage our lecturers at the universities to do so. I do not think the university professors and lecturers can have a more sympathetic Minister for Education, Science and Technology than myself. I think many of us are nostalgic about what we left there.

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

(Question put and agreed to)

[Mr. Deputy Speaker left the Chair]

IN THE COMMITTEE

[The Temporary Deputy Chairman

(Mr. Khamasi) took the Chair]

Vote 31 - Ministry of Education, Science and Technology

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I beg to move:-

THAT, a sum not exceeding Kshs39,138,926,295 be issued from the Consolidated Fund to complete the sum necessary to meet expenditure during the year ending 30th June, 2004, in respect of:-

Vote 31 - Ministry of Education, Science and Technology

(Question proposed)

VOTE R31 - RECURRENT EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

*(Heads 730, 834, 835, 836,
837 and 838 agreed to)*

Head 841 - Teachers' Service Commission

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, I would like to seek some clarification from the Minister with regard to Head 841---

The Temporary Deputy Chairman (Mr. Khamasi): Perhaps, as you raise your clarification, you need to pinpoint the page number so that we can follow what you are saying.

Mr. Maore: It is from page 919 to page 921.

Mr. Temporary Deputy Chairman, Sir, you will find---

The Temporary Deputy Chairman (Mr. Khamasi): Which Head are you referring to, Mr. Maore?

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, it is Head 841 - Teachers' Service Commission. There is this issue of the Teachers Service Commission being under the Ministry of Education, Science and Technology. In the new policy of universal education many students will enrol in schools. To have quality education, we need to increase the number of teachers. I want to know whether the Minister has factored into this budget, the anticipated hiring of new teachers. We have classrooms with even 120 students. We do not want to have substandard learning because we want to have universal education. Has the Minister catered for the new teachers who are going to be hired?

The Minister for Education, Science and Technology (Prof. Saitoti): Yes, Mr. Temporary Deputy Chairman, Sir. We have factored in the money. It is not in that aspect only, but we have factored in the money elsewhere.

The Temporary Deputy Chairman (Mr. Khamasi): Would you like to follow it up?

Mr. Maore: I just wanted to know the number, so that when we finish today, we will be relaxed in supporting the budget.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, 7,000 teachers will be recruited initially.

Head 863 - Kenya Institute of Education

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, on page 923, Head 863 - Kenya Institute of Education, Item 186 - Contracted Professional Services (FPE), a sum of Kshs37 million has been introduced this year. What is the nature of those Contracted Professional Services in respect of free primary education amounting to Kshs37 million?

The Minister for Education, Science and Technology (Mr. Saitoti): Mr. Temporary Deputy Chairman, Sir, that has to do with the ongoing review of the curriculum.

Head 839 - Kenya National Examinations Council

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, on Head 839 - Kenya National Examination Council on page 919, there is item 310. You will find that---

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Maore, let the Minister get you right. We are talking about page 919, Head 839, item 310. It is only one item.

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, the budget for the Kenya National Examinations Council (KNEC) is double what has been put forward. The other half is supposed to come from the parents of the registered candidates. We are in the era of free primary school education. Is the Minister ready to pay the examination fees for the candidates who will sit for their Kenya Certificate of Primary Education (KCPE) examination, or will the parents of those children continue contributing the Kshs350 million as has been the case before?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary

Deputy Chairman, Sir, the amount of money which has been indicated here will supplement the cost of running the KNEC. If we do not provide this amount of money, the fees for national examinations will be very high.

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, the Minister has not answered my question. Let me repeat it. A similar amount of money was allocated to the KNEC before the Government started offering free primary school education to our children. The Ministry has been donating half of the money required by the KNEC, as is the case now. The Ministry has allocated Kshs350 million to the KNEC and the remaining half will be paid by the candidates who will sit for their national examinations. Now that we are in the era of providing free primary school education, will the candidates who will sit for their KCPE examination pay for it, or will the Government meet that cost as well?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the policy we outlined when we started implementing the free primary school education programme in our schools was very clear that the parents would still meet the cost of the national examinations.

*(Heads 839, 841, 849, 862,
863 and 901 agreed to)*

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - PRIMARY EDUCATION

Head 844 - Primary Schools

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, I would like to get an explanation from the Minister on Item 161 - Boarding Expenses Low Cost Boarding Primary. We are aware that many boarding primary schools are owned by organisations or individuals. We would like to know whether the Government intends to subsidise boarding expenses for privately-owned boarding primary schools, or whether it will establish some boarding primary schools with the Kshs73 million reflected here. What will the Kshs73 million be used for?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I am sure that the hon. Member has noted that Kshs73 million was set aside for boarding expenses in the previous financial year. That amount of money has been increased. This particular Item will assist the low-cost boarding primary schools in the ASAL areas.

The Temporary Deputy Chairman (Mr. Khamasi): Very well! Could I now put the question?

Mr. Kosgey: No, Mr. Temporary Deputy Chairman, Sir. We have enough time and, therefore, we should not rush through these Heads. On page 925, Head 844, Item 222 - Purchase of Teaching and Learning Materials. Could the Minister explain exactly how this money meant for the purchase of teaching and learning materials will be distributed among our schools? I am asking this question because this is a new Item.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this amount of money is a counterpart provision to the grant we have received from the World Bank. The Government had also to put in some of our money. The US \$50 million from the World Bank will be used to purchase the various teaching and learning materials.

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Minister, I thought Mr. Kosgey wanted to know how you will distribute the money. That was his question.

The Minister for Education, Science and Technology (Mr. Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, we will use the method we used to distribute the money for free primary school education to distribute this money to our schools. The money will be distributed on a capitation basis.

We have US \$50 million from the World Bank. Before the World Bank releases that money the Government must also put in some amount of money to cater for this Item. I would like to inform this House that the total amount of money will be distributed to every primary school on a capitation basis.

The Temporary Deputy Chairman (Mr. Khamasi): Hon. Members, we should be moving on now because of the time factor!

Proceed, Mr. Muturi.

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, on page 927, Head 846 - School Milk and Feeding Programme, I can see the school feeding programme under Item 162. I have not come across any milk being delivered to any primary school, particularly in my home district.

Is this Head one of those which are meant to merely excite the villagers? We have been told before that primary school children have been given milk when, indeed, no milk was supplied to primary schools. Which milk is referred to under this Head?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, milk has been referred to under this Head, but this is how the Vote used to be. All this amount of money will be used in the school feeding programme, but milk will not be provided.

Prof. Oniang'o: Thank you, Mr. Temporary Deputy Chairman, Sir. Could we look at page 924, Head 901 - National Council for Science and Technology?

The Temporary Deputy Chairman (Mr. Khamasi): Excuse me, Prof. Oniang'o. That Head has already been approved; we are through with it.

Prof. Oniang'o: Mr. Temporary Deputy Chairman, Sir, did we approve it?

The Temporary Deputy Chairman (Mr. Khamasi): Yes, we did approve it, Prof. Oniang'o.

Prof. Oniang'o: Mr. Temporary Deputy Chairman, Sir, I am sorry. Could I go back to it?

The Temporary Deputy Chairman (Mr. Khamasi): No, you cannot go back to that Head because we have already approved it. That Head is over! That is the rule.

Prof. Oniang'o: Mr. Temporary Deputy Chairman, Sir, I am new in this House. Do you not understand me?

The Temporary Deputy Chairman (Mr. Khamasi): No, Prof. Oniang'o!

(Heads 844, 845 and 846 agreed to)

(Sub-Vote 311 agreed to)

SUB-VOTE 312 - TEACHER EDUCATION

Head 847 - Primary Teacher Training Colleges

Mr. Maore: Mr. Temporary Deputy chairman, Sir, I would like to raise a question on Head 847 - Primary Teacher Training Colleges - on page 928. There was a freeze on training of teachers for several years until the ban was quietly lifted two years ago. As we have heard from the Minister, the demand for primary school teachers will be high because the Government is offering free primary school education in our schools. Could the Minister tell us the number of teacher trainees it will recruit to primary school teacher training colleges every year? Could the Government relax the rule

and recruit school leavers directly to primary school teacher training colleges?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the freeze was only for one year, and we intend to recruit 8,000 teachers this year.

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, I have a general question on Primary Teacher Training Colleges. We know, as I said in my contribution, the importance of information technology. Could the Minister, under Head 847, explain Item 310 - Grants and Grants-in-Aid Pre-Service? Is he going to use some of that money to provide computers and computer laboratories in the Teacher Training Colleges? I happen to know there was a plan to do that.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I am sure the hon. Member knows very well, as he is the immediate former Minister, that we are moving towards computerization. We are starting with teaching computer skills at Teacher Training Colleges, so that our teachers can be computer literate. That element has been factored in.

(Heads 803, 807 and 847 agreed to)

(Sub-Vote 312 agreed to)

SUB-VOTE 313 - SCHOOLS FOR THE HANDICAPPED

Head 852 - Kenya Institute of Special Education (KISE)

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, we are aware of the need to train more special education teachers. We have a shortage of such teachers. What plans does the Ministry have to expand those institutions to train more teachers?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, we have allocated an extra Kshs19 million to that particular institute.

(Heads 810, 811, 848 and 852 agreed to)

(Sub-Vote 313 agreed to)

SUB-VOTE 314 - MISCELLANEOUS SERVICES

Head 757 - Department of Research Development

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, under Head 757, Department of Research Development, why did the Minister allocate this Item so little money when it ought to be one of the most important priority areas for the Government? You realise that the Government has budgeted for only the input by various development agencies; it has not budgeted for any of its own resources. Why has so little money been allocated to such an important department?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, Head 757 has already been transferred to the Ministry of Planning and National Development.

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Maore, would you like to follow up?

Mr. Maore: No, Sir. I will follow up the matter when we consider the Vote of the Ministry of

Planning and National Development. I now want to raise a query with regard to Head 853.

The Temporary Deputy Chairman (Mr. Khamasi) Go ahead.

Head 853 - Bursaries, Scholarships, Subsidies and Education Attaches

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, the issue of bursaries and scholarships is very important, especially when it comes to giving bursaries to secondary school students. What measures has the Minister put in place to ensure that all the money that he has set aside for bursaries and scholarships is used for the intended purposes?

I am asking this because, even though the money provided under this Vote goes to schools, nobody follows its expenditure at the school level to verify whether the money, indeed, benefits needy students.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, let me inform the hon. Member that the budgetary provision under this Head is completely different from the one for secondary schools. I said much earlier that secondary school bursaries will be disbursed to the districts, and later on to the constituencies. The money provided under Head 853 is meant to assist Kenyan students studying overseas. We are setting up a committee to ensure that the disbursement of the funds under this Head is done equitably and transparently.

Mr. Maore: What criteria is he going to use to disburse the funds?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, we are in the process of working out appropriate criteria. I must inform him that, previously, disbursement of such funds used to be very discretionary.

Mr. Bifwoli: Mr. Temporary Deputy Chairman, Sir, I want to refer to Head 853, Item 341, Bursaries, and Item 342, Scholarships. Why are we giving bursaries and scholarships to our education attaches when they are earning salaries?

(Laughter)

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, there are two things here. The money provided under these Items does not go to the attaches; it is paid to Kenyan students who are studying abroad. In fact, the bursary funds provided under this Item are exclusively for Kenyan students studying abroad, while those provided for scholarships will benefit students who are studying in our local universities.

(Heads 757, 853 and 854 agreed to)

(Sub-Vote 314 agreed to)

SUB-VOTE 315 - EARLY CHILDHOOD EDUCATION

Head 816 - Training Field Services

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, if you look at the amount of money provided for early childhood, under Head 816, you will realise that it is not anything you can mention. Talking of providing free primary education, one would expect all the children who enrol in Standard One to have gone through pre-primary education. What does the Minister intend to do to increase this amount by, at least, 100 times, so as to address the need for pre-primary education? We do not want a situation where villagers just stream into classrooms with children at the beginning of every year when

schools open.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, while introducing the pre-primary education programme, we said that, because we did not have sufficient funds, we would not deal with pre-primary education. We should bear in mind the fact that parents are now very much relieved since they no longer pay any fees for their children in primary schools. Of course, in due course, we will look into the possibility of including pre-primary education in our free basic education programme.

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, on page 933, under Sub-Vote 316, Secondary Education, Head 800---

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Billow, we are not yet there. You will ask your question when we get to that Sub-Vote. So, I will now put the Question.

(Head 816 agreed to)

(Sub-Vote 315 agreed to)

SUB-VOTE 316 - SECONDARY EDUCATION

Head 800 - Board of Governors Maintained Schools

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, under Head 310, Grant and Grants-in-Aid (Operations), what is the nature of these grants, and what is the criteria for their disbursement?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I am sure the hon. Member will be happy to know that these grants go towards supplementing schools in ASAL areas, where he comes from.

Mr. Maore: On a point of order, Mr. Temporary Deputy Chairman, Sir. If you look at the figures, you will realise that Kshs75 million was provided under this Item in the previous financial year, whereas in this financial year, Kshs100 million has been allocated to it. The money is supposed to be for structural development of schools, and the Ministry's officials disbursed it at their discretion previously. The Permanent Secretary would disburse to schools a sum of Kshs100,000 or Kshs200,000. That is the way the funds provided under this Item used to be disbursed. It was not specifically for schools in ASAL areas. So, probably, the Ministry's officials did not inform the Minister properly on this Item, because his explanation is not clear.

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, if the funds provided under this Item are meant for schools in ASAL areas, that should have been indicated, so that it is not disbursed at the discretion of the Permanent Secretary.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the HANSARD will now bear me witness that the funds are meant for schools in ASAL areas.

Prof. Oniang'o: Mr. Temporary Deputy Chairman, Sir, the Minister says that these funds are for schools in ASAL areas. Under which Item are Harambee secondary schools all over the country provided for?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, let me say, as a matter of fact, that a substantial portion of that amount is for the secondary schools in the ASAL region. However, there are also some gratuities and retirement benefits which will be paid to the former employees of the Boards of Governors (BOG) in a number of

schools who were there up to about eight years ago.

(Head 800 agreed to)

(Sub-vote 316 agreed to)

SUB-VOTE 317 - TECHNICAL EDUCATION

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, I have a general question on the polytechnics. We only have a few polytechnics for which budgets have been provided. What about---

The Temporary Deputy Chairman (Mr. Khamasi): Which Heads are you talking about?

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, all the Heads that have been read out.

The Temporary Deputy Chairman (Mr. Khamasi): Is it a general question or---

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, it is a general question. I wanted to ask the Minister what provisions have been made for reviving the polytechnics in all the districts because there is no provision for them in the budget. This is because of the emphasis on technical education and technology-oriented vision that we have for the country.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, if you look at the budget here, there are substantial resources being provided for the four major polytechnics, in order to rehabilitate them. Also, there are resources for technical institutions. However, the so-called youth polytechnics are not under this [**The Minister for Education, Science and Technology**]

Ministry. They are under the Ministry of Labour and Human Resource Development.

*(Heads 565, 651, 652, 662, 663, 671,
694, 695 and 696 agreed to)*

(Sub-vote 317 agreed to)

SUB-VOTE 318 - UNIVERSITY EDUCATION

*(Heads 827, 828, 829, 832, 833, 840,
842, 867 and 868 agreed to)*

(Sub-vote 318 agreed to)

(Vote R31 agreed to)

The Temporary Deputy Chairman, (Mr. Khamasi): Hon. Members, we will now move to Development Expenditure, 2003/2004.

VOTE D31 - DEVELOPMENT EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

Head 836 - Curriculum Support Services

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, on page 674, Head 386, Item 413, could the Minister explain how many districts will be covered using this Kshs809 million? Also, which districts are these?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this amount was Kshs1.8 billion in the last financial year. Part of that was Kshs1.6 billion which went on to finance free and compulsory primary education. This coming financial year, we are also going to get Kshs800 million from the British Government for strengthening free and compulsory primary education. However, that is also going to be integrated with all the other amount of money and it will add up to more than Kshs9 billion. This money will be spread out all over the country.

Head 841 - Teachers Service Commission

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I would like to get clarification from the Minister with regard to Head 841, Item 410 - Construction of Buildings- Mitihani House. On that item, there is a sum of Kshs68 million, but we would like to hear from the Minister what, indeed, is the position with regard to that building, because it has stalled for such a long time. We are aware that there are pending bills which we would want the Minister to explain. We would like to know whether that is where this money is intended to go. Is the Kshs68 million intended to pay the pending bills on Mitihani House? Are we going to see the completion of the building?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this is a very sorry state of affairs because the commencement of the construction of Mitihani House took place a long time ago. A sum of money was sunk there, and as a result of non-completion, the Government still owes some bills. Therefore, we are settling that old account so that we can move on and finish constructing this building.

Head 836 - Curriculum Support Services

Mr. Angwenyi: Thank you, Mr. Temporary Deputy Chairman, Sir. I want to draw you back a little to Head 836, Item 414 on page 674 - Strengthening of the Teaching of Mathematics and Sciences in Secondary Schools. What is actually done? Why do you not do this in my constituency?

The Temporary Deputy Chairman (Mr. Khamasi): Can you repeat your question for the Minister, hon Angwenyi?

Mr. Angwenyi: I referred to Head 836, Item No.414 - Strengthening of the Teaching of Mathematics and Sciences in Secondary Schools. I am asking the Minister to tell us what it is that they have actually done, and if they do something, why do they not do it in my constituency?

The Minister for Education, Science and Technology (Prof. Saitoti): Well, I did not quite get the content of the question, but I think the most important thing is that the upgrading of mathematics and sciences is going to be carried out all over the country for all the schools.

Mr. Angwenyi: It is not!

Head 863 - Kenya Institute of Education

Mr. M. Mutiso: Mr. Temporary Deputy Speaker, Sir, I would like to get clarification from the Minister with regard to Head 863, Item 220 on page 674. There is purchase of school broadcast equipment amounting to Kshs20 million, and at the same time, on Item 275 - School Broadcasting Airtime, there is nil. How do you buy equipment when you do not have the airtime to broadcast the

programmes?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the amount of money which is reflected here under Item 220 will be used for the purchase of equipment. This particular Item, No.275, has already been factored in under the Recurrent Expenditure with an allocation of Kshs80 million.

The Temporary Deputy Chairman (Mr. Khamasi): I will allow one question from Mr. Bifwoli.

Mr. Bifwoli: Mr. Temporary Deputy Chairman, Sir, with regard to Head 847 on Page 70---

Mr. Angwenyi: On a point of order, Mr. Temporary Deputy Chairman, Sir. Before we move on, I would like to make a follow-up on the question raised by hon. M. Mutiso. We are providing money during the other years under the Development Vote. Why is it that this year we are providing it under the Recurrent Expenditure? I think this is the question that hon. M. Mutiso raised. Can it be answered?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I think as it is, that amount of money falls under the Recurrent Expenditure.

Hon. Members: And what about the previous years?

The Minister for Education, Science and Technology (Prof. Saitoti): No! There are really two items. One of them is for the purchase of the equipment. That correctly falls under Development Expenditure. That is why we removed that amount of money for the hiring of air space from the Development Expenditure.

Mr. Angwenyi: On a point of order, Mr. Temporary Deputy Speaker, Sir. We are protecting people's assets. This year we have a provision of Kshs75 million under the Development Expenditure. Why have you provided for it this year if it falls under Recurrent Expenditure?

The Temporary Deputy Speaker (Mr. Khamasi): Mr. Minister, would you like to respond to that before we give Mr. Bifwoli the last chance on this one?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I want to say quite categorically that because this is a forward budget, it will have to be reflected in the next financial year under Recurrent Expenditure because the hiring of air space cannot be under Development Expenditure. It has to be under Recurrent Expenditure.

Mr. Bifwoli: Mr. Temporary Deputy Chairman, Sir, under Head 847 on Page 676---

The Temporary Deputy Chairman (Mr. Khamasi): We are not yet there!

Mr. Kosgey: On a point of order, Mr. Temporary Deputy Chairman, Sir!

The Temporary Deputy Chairman (Mr. Khamasi): We are short of time!

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, there is plenty of time.

Hon. Members: But you were once the Minister for Education!

Mr. Kosgey: Yes, but I want to know something. Under Head 841, Item 412 - the European Commission Technical Education Support Programme (TESP). Can the Minister explain to which institutions this Kshs85 million will go? Will it go to the Teachers Service Commission or the Technical Education Support Programme?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the hon. Member should be happy to know that this is money from the European Commission for the Eldoret Polytechnic.

*(Heads 730, 835, 836, 841
and 863 agreed to)*

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - PRIMARY EDUCATION

Head 847 - Primary Teachers Training Colleges

Mr. Bifwoli: Mr. Temporary Deputy Chairman, Sir, I am referring to Head 847, Primary Teachers Training Colleges, on Page 676. I want some clarification on Construction of Building of Taita-Taveta PTTC, under Item 408. I remember asking a Question about Kibabii Teachers Training College and the answer was that the Ministry was going to build it. Now, you have not included Kibabii TTC in the Estimates. Where are you going to get money to build Kibabii TTC if you have avoided to include it in your Estimates?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, it is true that Kibabii TTC is not here. We have started with Taita-Taveta TTC, but I can assure the hon. Member that we will definitely factor that one under the Supplementary Estimates.

Head 844- Emergency-Drought Affected Schools in ASAL Areas

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, on Head 844, Item No.423 - Emergency-Drought Affected Schools in ASAL Areas, the allocation for last year was Kshs4.5 million, and this year it has been reduced to Kshs156,000 only. Knowing the nature of emergencies in ASAL areas when there are droughts and other calamities, I fail to understand why the Ministry has found it necessary to reduce this amount from a paltry Kshs4 million to only Kshs156,000. What is it going to do?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I think the hon. member knows two things. One, already the Government has signed an agreement with the World Bank for substantial amounts of monies which are going to the ASAL areas. That will be captured.

Secondly, we are also providing substantial resources for ASAL Boarding Schools to the tune of Kshs100 million. We are also providing secondary schools with Kshs100 million, minus the money that goes towards meeting the retirement benefits.

Hon. Members: On a point of order, Mr. Temporary Deputy Chairman, Sir!

The Temporary Deputy Chairman (Mr. Khamasi): We have to make progress!

Prof. Oniang'o: Mr. Temporary Deputy Chairman, Sir, under the same Head 844, Item 225, Rehabilitation of Primary Schools on Page 675, we find that the provision has gone up quite a number of times and I wonder how it is going to be used? What criteria are you going to use to rehabilitate primary schools?

Mr. Temporary Deputy Chairman, Sir, on Item 422, Girls Education (EFA-Follow-up), the Minister said that he is very concerned about girls education and I can see that follow-up monies have gone down. Why is it so?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I think the first one has to do with the free primary school education rehabilitation. The amount of money being reflected there is the OPEC money.

Prof. Oniang'o: What about the criteria that will be followed to select primary schools which are going to be rehabilitated?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the money from the OPEC which totals up to US\$15 million dollars is going to

be spread over a three-year period. The first criteria is that in every province, three districts will be captured and these three districts will be captured on the basis of the fact that they are the poorest in the province. Again, within the districts, proven profile will also be taken into account to identify where the four primary schools in a district are going to be built.

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, you just heard the Minister for Education, Science and Technology say that three districts in every province will be catered for, but what about a Province like Rift Valley, as he knows very well, which is heavily populated? Is the Minister serious with his plans to capture only three districts in Rift Valley? Could he actually double that number to six?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, it is very ironical that hon. Kosgey, the then Minister for Education, who had formulated that policy, now stands here to contradict the same policy.

(Loud consultations)

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, I will not take that lightly because the policy I made gave provision for four schools per district. The Minister knows that and what he has done is to change that criterion. I negotiated for the money and I am sure the policy provided for four schools in every district.

(Several hon. Members stood up in their places)

The Temporary Deputy Chairman (Mr. Khamasi): Order, Members! Order! Would you like to respond to that, Prof. Saitoti?

(Loud consultations)

Mr. Kosgey: Mr. Temporary Deputy Chairman, Sir, the US\$15 million, which is going to be spread over a three-year period is from the Oil Producing and Exporting Countries (OPEC). The plan the Ministry had, then, was to select four schools from every district. Now, the Minister has just explained that he is going to select three districts from every province and then analyse the three districts and after that he picks a few schools. You will agree with me that, that method will actually marginalise other districts and, probably, all the money will be used before the whole country is covered.

The Temporary Deputy Chairman (Mr. Khamasi): Prof. Saitoti, would you like to respond to that?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I would like to inform the hon. Member that the way this segmentation has been worked out will result in all the districts in the country being covered, each one of them having one secondary school and four primary schools built.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, this particular Item is very important for us. If the Minister is saying that he will provide for three districts in every province, there maybe a province which has got only three districts. That means the entire province shall be covered, yet the provinces with more than eight districts, for example, Nyanza and Western Provinces will not be covered. The Minister has been telling us all the time that the money is from OPEC, yet there is no such money here! Money being raised as Appropriation-in-Aid is not money from OPEC. So, the Minister is not giving us the correct information. This is our money! Can the Minister give us a better criteria or else we reduce the budget by this amount until we discuss it elsewhere?

(Loud consultations)

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I said that according to the way the segmentation has been worked out, we are going to eventually make sure that at the end of three years, every district is covered.

Prof. Oniang'o: But how?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, adjustments will be made to make sure that the plan works. Mr. Temporary Deputy Chairman, Sir, this is OPEC money.

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, on the same page under the same Head, we have Item 424, the Non-Formal Education for Street Children and Child Labour. Item 424 is on Page 675.

(Loud consultations)

Mr. Temporary Deputy Chairman, Sir, the item is being called "non-formal education for street children and child labour". We would like the Minister to tell us whether he is going to prepare a curriculum for the street children or other children who are not yet in the formal sector of education. For what purpose is that provision being made in the budget?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I want to hear the hon. Member's question again.

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Maore, could you repeat your question?

Mr. Maore: Mr. Temporary Deputy Chairman, Sir, this Item tallies very well with the Assistant Minister's answer on Tuesday, about the non-formal education. He has put in Kshs13.5 million compared to Kshs9 million for the following year. So, how will it be factored in, since these people are in the streets? What will happen to that money?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the money is basically for mapping, to find out where the schools are in the slums because they are scattered all over. In any case, we also have a problem with a number of the Non-Governmental Organisations (NGOS), which have been running a number of those schools and do not want to give us the information. We want to map them, so that we can serve them properly.

(Heads 844 and 846 agreed)

(Sub-Vote 311 agreed to)

SUB-VOTE 312 - TEACHERS EDUCATION

(Head 847 agreed to)

(Sub-Vote 312 agreed to)

SUB-VOTE 314 - MISCELLANEOUS SERVICES

(Head 757 agreed to)

(Sub-Vote 314 agreed to)

SUB-VOTE 315 - EARLY CHILDHOOD EDUCATION

Head 816 - Training Field Services

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, on page 676, Head 816, Item 176 - HIV/AIDS Education and Support to Orphans, in the last financial year, the provision was Kshs119 million. This year, the provision is Kshs59 million. Is this indicating that there is now lesser need for these services? Why should there be such a huge difference?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, you will understand clearly that the National AIDS Control Council has now taken the responsibility of taking care of the HIV/AIDS orphans. For us now, we are actually carrying out, basically, the advocacy issue of educating our students about the problems of the HIV/AIDS.

(Head 816 agreed to)

(Sub-Vote 315 agreed to)

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, the way you are rushing us, you are confirming my conviction that this Parliament is a rubber stamp. You do not want us to scrutinise the allocations. I am elected to this Parliament to scrutinise the expenditure of the Government. You should not rush us.

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Angwenyi, that is exactly what we have done. Your allegation is wrong and you are out of order.

SUB-VOTE 316 - SECONDARY EDUCATION

(Head 800 agreed to)

(Sub-Vote 316 agreed to)

SUB-VOTE 317 - TECHNICAL EDUCATION

(Head 652 agreed to)

(Sub-Vote 317 agreed to)

SUB-VOTE 318 - UNIVERSITY EDUCATION

Head 868 - Western University College (WEUCO)

Mr. Bifwoli: Mr. Temporary Deputy Chairman, Sir, on page 678, I want to query Head 868 - Western University College (WEUCO); Items 411 and 415. Under these Items, the Government has estimated Kshs50 million for the Construction of Buildings - Hostels (WEUCO), and Kshs30 million for the Construction of Water Supplies and Sewerage (WEUCO) for the year 2003/2004. There are no projections. If there are no projections and this is a new university, is the Government constructing

the facilities and stopping there? What will happen to the institution?

The Minister for Education, Science and Technology (Prof. Saitoti): The amount of money has been provided for this financial year. When we come to the next financial year, we will definitely look into that matter. I do agree that the projection is not there. It is merely because of the resources constraints. We believe the economy in any case will improve. I want to assure the hon. Member that we attached a lot of importance to that university college. It is a technical university college and we want to develop most of those technical institutions.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, I can see an allocation has been made for various university institutions. I do not see anything for the Kisii Campus which we agreed with the Minister for Education, Science and Technology to be upgraded to a constituent college of the Egerton University. Besides that, there are a lot of stalled projects in each of our campuses. Where is the provision for completing those stalled projects in this budget?

The Minister for Education, Science and Technology (Prof. Saitoti): The expenditure for the Kisii Campus falls under Egerton University.

Maj. Gen. Nkaiserry: Mr. Temporary Deputy Chairman, Sir, on page 677, Head 652, Item 413---

The Temporary Deputy Chairman (Mr. Khamasi): I beg your pardon, Maj.-Gen. Nkaiserry; We have already passed that.

Maj.-Gen. Nkaiserry: I am much obliged.

Mr. Billow: Mr. Temporary Deputy Chairman, Sir, there is just one general question I wanted to find out from the Minister. There was a proposal to convert Bandari College into a university sometime back. Are there any plans to establish a university in Mombasa, whether it means conversion of that college or not, because there is no provision for that?

The Minister for Education, Science and Technology (Prof. Saitoti): I just want to assure the hon. Member that we are in the process of looking at three very important institutions for the future; namely, Bandari College together with Mombasa Polytechnic, and Kenya Polytechnic.

Mr. Omondi: Mr. Temporary Deputy Chairman, Sir, the Estimates here do not seem to be touching on urban centres.

The Temporary Deputy Chairman (Mr. Khamasi): Could you state which Head and Item you are referring to?

Mr. Omondi: No, I am asking a general question, Mr. Temporary Deputy Chairman, Sir. It does not seem to be touching on urban centres.

The Temporary Deputy Chairman (Mr. Khamasi): Order, Mr. Omondi. We are now discussing the Development Vote. If you are raising any issues on any particular Head and Item, I would like to know which Head and Item you are dealing with.

Mr. Omondi: Mr. Temporary Deputy Chairman, Sir, in every Item, I do not see anything on urban centres. I was wondering where we will get this urban---

The Temporary Deputy Chairman (Mr. Khamasi): You are out of order because you are not raising any issue.

Mr. Angwenyi: On a point of order, Mr. Temporary Deputy Chairman, Sir. I do not think you are going to let the Minister escape with impunity by giving a false answer. He did say that the Kisii Campus is provided for under Egerton University on Head 833. If you refer to your Estimates, there is nothing which touches on the Kisii Campus. This means that the Minister has given us a false answer.

The Minister for Education, Science and Technology (Prof. Saitoti): My answer is given clearly in that, Kisii is not a university college. It is a campus, just as much as, for example, we have not given the breakdown of the expenditure for each of the faculties. He will have to wait until we

make it a university college.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir. There is an allocation for Laikipia Campus. On page 677, there is Laikipia Campus which is also a constituent college. It is an important campus like the Kisii Campus. It is referred to in the Estimates. Why not refer to the Kisii Campus in the Estimates?

The Temporary Deputy Chairman (Mr. Khamasi): Mr. Minister, would you like to respond to that as well?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the university already would have provided us, in gross figures, how much money they want for every department, faculty and institute. We do not provide it; we approve it. But if we put everything there, it is going to be too much. We have done precisely that for all the universities. If you look at it, Laikipia Campus is not here.

Head 842 - Maseno University

Prof. Mango: Mr. Temporary Deputy Chairman, Sir, on Head 842 - Maseno University, Item 405 - Construction of Buildings - Dining Halls/Hostels---

The Temporary Deputy Chairman (Mr. Khamasi): Which page?

Prof. Mango: Mr. Temporary Deputy Chairman, Sir, on page 678, Head 842 - Maseno University, Item 405 - Construction of Buildings - Dining Halls/Hostels, they are talking about dining halls and hostels. That is one university where they have open-air lectures. I would have expected that there could be some provision for lecture halls so that students can be taught in lecture halls instead of having lectures under trees. I am just wondering why that item was left out.

The Minister for Education, Science and Technology (Prof. Saitoti): The amount of money being provided for is to complete those ongoing projects. The other one, we will have to address it later but not in this financial year.

Mr. Angwenyi: On a point of order, Mr. Temporary Deputy Chairman, Sir.

The Temporary Deputy Chairman (Mr. Khamasi): Order, Mr. Angwenyi! Order!

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, the Medium Term Expenditure Framework (MTEF) budget is a three-year cycle. If they have made a provision for the construction of lecture halls in future, where is it?

The Minister for Education, Science and Technology (Prof. Saitoti): I think we had better be very clear. The amount of money that we are discussing and approving is for the financial year starting 1st July, 2003 to 30th June, 2004. For the other one, we will still have to come here again.

*(Heads 833, 840, 842, 867,
and 868 agreed to)*

(Sub-vote 318 agreed to)

(Vote D31 agreed to)

(Question put and agreed to)

*(Resolution to be reported
without amendment)*

(The House resumed)

[Mr. Deputy Speaker in the Chair]

REPORT

Vote 31 - Ministry of Education, Science and Technology

Mr. Khamasi: Mr. Deputy Speaker, Sir, I am directed to report that the Committee of Supply has considered the Resolution that a sum not exceeding Kshs39,138,926,295 be issued from the Consolidated Fund to complete the sum necessary to meet expenditure during the year ending 30th June, 2004, in respect of Vote 31 - Ministry of Education, Science and Technology, and has approved the same without amendment.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Deputy Speaker, Sir, I beg to move that the House doth agree with the Committee in the said Resolution.

The Assistant Minister for Lands and Settlement (Mr. Ojode) seconded.

(Question proposed)

Mr. Kosgey: Mr. Deputy Speaker, Sir, now that we have approved the Vote of the Ministry of Education, Science and Technology, we would like to have details on all projects. For example, on the free primary education support project amounting to Kshs3.7 billion, we would like **[Mr. Kosgey]** to know which formula was used to arrive at this figure. We would also like to have details of all these projects tabled before the House so that we know exactly how the money we have just approved was arrived at. The same should be explained in respect to secondary school bursary, the development projects as well as all other items constituted in the Vote. The Minister said that there is a formula for the allocation of these funds. We would like to see this formula or formulae so that we can be satisfied that the money is being allocated fairly and equitably.

The Assistant Minister for Lands and Settlement (Mr. Ojode): Thank you, Mr. Deputy Speaker, Sir. Now that we have passed this Vote and the Minister has promised to disburse bursary funds according to the constituencies, I expect, once the Exchequer Issues are released, for example, to know how much money is disbursed to Ndhiwa constituency. I am saying this because of the bureaucracy involved in disbursing funds to districts. After the Exchequer Issues are released, somebody somewhere will say they are restructuring the whole thing. I am pleading with the Minister because this House has approved his Vote, to make good his promise and distribute the money according to the constituencies.

Mr. Angwenyi: Mr. Speaker, Sir, I also would like to commend the House for approving the Minister's Vote. I hope the Minister will adhere to what Mr. Ojode has said, that bursary funds be allocated according to constituencies and the number of enrolments in those constituencies. The rehabilitation of primary schools should be on a constituency basis. This issue of districts where there is one, two or more constituencies, is not a clear criterion to use on that rehabilitation project. The project should be on a constituency basis.

Mr. Deputy Speaker, Sir, finally, let the Government tell us whether we have now

deviated from using the Medium Term Expenditure Framework (MTEF). The MTEF is a programme where a Ministry considers an indication for expenditure for a period of three years. From that, the Ministry can give a "red flag" or a "yellow flag" to the Members of Parliament so that they can see where they can influence its decision the following year. I hope the Ministry will do a good job.

Mr. Maore: Mr. Deputy Speaker, Sir, if you look at the Vote we have passed, you will notice that the amount of money involved in it is the biggest in the entire Budget. If you look at the

Cabinet line-up, you will notice that the Minister for Education, Science and Technology is the most experienced. We expect nothing but the best from him. We will give him all the support he needs and put him to real task, so that he can deliver on all the Sub-Heads we have been talking about.

Mr. Omondi: Mr. Deputy Speaker, whereas I commend this House for passing this Vote I have some reservation. Most of it does not touch on urban centres, though they gave the Government a lot of votes. When I go through the Vote, I see that we have been given a raw deal. I think you support me on this. The entire Vote has no provision for Nairobi. I have been wondering how this Vote was prepared and if there was some bias when preparing it.

(Question put and agreed to)

ADJOURNMENT

Mr. Deputy Speaker: Hon. Members, it is now time to interrupt our business. The House is, therefore, adjourned until Tuesday, 15th July, 2003 at 2.30 p.m.

The House rose at 6.55 p.m.