

NATIONAL ASSEMBLY

OFFICIAL REPORT

Wednesday, 25th July, 2001

The House met at 2.30 p.m.

[*Mr. Speaker in the Chair*]

PRAYERS

ORAL ANSWERS TO QUESTIONS

Mr. Speaker: Mr. Mwenda's Question!

Question No.447

SETTLEMENT OF BOUNDARY DISPUTES IN MERU

Mr. Speaker: Mr. Mwenda not here? Mr. Shidiye's Question!

Question No.414

COMPENSATION TO MR. KOROW'S FAMILY

Mr. Shidiye asked the Minister of State, Office of the President, when he will compensate the family of the late Shueb Daud Korow who was attacked and killed by a crocodile at Mohamed Enterprises Farm in Garissa, on 12th September.

Mr. Speaker: Is anybody here from the Office of the President? Nobody is here! Next Question, Mr. Leshore!

Question No.490

MILITARY EXERCISES AT LARESORO

Mr. Speaker: Is Mr. Leshore here? Mr. Leshore is not here. Next Question, Mr. Weyrah!

Question No.386

NUMBER OF QUALIFIED TEACHERS IN IJARA

Mr. Speaker: Is Mr. Weyrah here? Not here! Next Question, Mr. Kanyauchi!

Question No. 505

HARDSHIP ALLOWANCE FOR TEACHERS IN SUBA

Mr. Kanyauchi asked the Minister for Education what steps he is taking to ensure that the teachers posted in Suba District earn hardship allowance, in view of the disadvantaged position of the district in terms of infrastructure.

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

The Ministry has already taken measures, vide Legal Notice No.534 of 1997, to ensure that teachers in

the areas mentioned in the Legal Notice earn hardship allowance.

Mfangano and Rusinga Islands in Suba District are indicated in the Legal Notice and teachers are earning hardship allowance.

Mr. Kanyauchi: Mr. Speaker, Sir, Mfangano and Rusinga Islands that the Assistant Minister is talking about form a very small section of Suba District. Suba District is generally a hardship area and the Ministry has recognised that by including just two locations in the Legal Notice. What are they doing with regard to the other locations? There are several other places which deserve to be declared hardship areas. Suba District is a hardship area in terms of terrain, with very poor infrastructure, particularly the roads. That is just a very small section covering two locations.

Mr. Karauri: Mr. Speaker, Sir, hardship areas are approved and determined by the Directorate of Personnel Management (DPM) in the Office of the President and these are the areas that were approved. The whole district needs not necessarily be a hardship area if other facilities and conditions are good.

Dr. Oburu: Mr. Speaker, Sir, the two islands, Mfangano and Rusinga, which have been gazetted as hardship areas are adjacent to islands in my constituency, like Mageta and Ndedo Yamo. A question was brought here about the two places and we were told that the Ministry was considering gazettement of them also as hardship areas. We would like to know from the Assistant Minister whether they are also considering gazettement of these neighbouring islands which are very, very similar to the ones they have gazetted as hardship areas, that is, Mfangano and Rusinga Islands.

Mr. Karauri: Mr. Speaker, Sir, I am not aware of the answer given earlier to the hon. Member, but I would advise him that, because he is a member of the District Education Board, if he feels very strongly that an area should be included in the hardship category areas, he should apply to the District Education Board and the matter will be included in the list of hardship areas.

Dr. Oburu: On a point of order, Mr. Speaker, Sir. Is it in order for the Assistant Minister to claim that he does not know when Mr. Awori, who is also an Assistant Minister in the Ministry, gave that answer on the Floor of this House and he was also told that the DDC has already prioritized these areas and applied for gazettement of these islands as hardship areas?

Mr. Karauri: Mr. Speaker, Sir, I am completely in order because I am dealing with a different kind of Question.

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

Mr. Speaker: Yes, what is it?

Mr. Anyona: As the Chair realises, this Question comes up every time. Recently, it did come up again in respect of some areas in Kitui District. Because of the general nature of the problem, the Chair did ask the Ministry of Education to come up with a comprehensive report on the criteria and factors which are used in determining an area to be declared a hardship area. We seem to be going back to the situation we were trying to get out of. I wonder what happened to that report.

The Assistant Minister for Education, Science and Technology (Mr. Awori): On a point of order, Mr. Speaker, Sir. I did give a reply to a Question by Dr. Oburu and gave him an undertaking that the authority should be given to include Mageta Island as a hardship area. The matter is under consideration.

Mr. Speaker: Mr. Karauri, you do not know it?

Mr. Karauri: Mr. Speaker, Sir, as you can see, we have different portfolios and Mr. Awori answered that Question the way he did, and I am handling a different Question.

Mr. Kanyauchi: Mr. Speaker, Sir, I wish the Assistant Minister takes this matter more seriously because it falls within their portfolio and purview. It is not good enough for him to say that all these issues are considered by the Directorate of Personnel Management. The issue of non-payment of hardship allowance has brought a serious shortage of teachers in Suba District. What is the Ministry doing to alleviate the shortage of teachers and also to ensure that other areas are also declared hardship areas, instead of pushing this matter to the DPM?

Mr. Karauri: Mr. Speaker, Sir, the question of shortage of teachers is different because we are undertaking the exercise of recruiting teachers. In fact, we are recruiting teachers from only the under-staffed areas. Regarding the question of hardship, these two areas are designated hardship areas because they were approved. I would like to advise the hon. Member that the DEB should also write to the TSC, asking why the other areas should not be included, and they will be considered.

Mr. Kihoro: Mr. Speaker, Sir, I have not received any written answer to this very important Question. Also, I directed this Question previously to the Ministry of Foreign Affairs and International Co-operation, but I am prepared to listen also to the answer that will be given by the Ministry of Tourism and Information.

Question No.460

VIOLATION OF KENYA'S TERRITORIAL INTEGRITY

Mr. Kihoro asked the Minister for Tourism and Information:-

(a) whether he is aware that the KTN News Bulletin at 9.00 a.m. on Saturday, 12th May, 2001, used a map of Eastern Africa which violated Kenya's territorial integrity in the north-western boundary by excising the Kenya territory and showing it as a separate territory sandwiched between Kenya and the Sudan;

(b) whether he could explain under what circumstances this violation occurred; and,

(c) whether he could assure the House that this violation will not occur in future and the map will be redrawn.

The Assistant Minister for Tourism and Information (Dr. Wamukoya): Mr. Speaker, Sir, 15 copies were sent yesterday to the Clerk of the National Assembly and if my colleague has not received it, I think I can give him a copy. Can I give him a copy just now?

Mr. Speaker: Yes, please! You are so kind!

The Assistant Minister for Tourism and Information (Dr. Wamukoya): Mr. Speaker, Sir, I beg to reply.

(a) I have been made aware.

(b) That was a news item broadcast from CNN International at 9.00 a.m., on 12th May, 2001, and it was repeated by the KTN at 9.00 p.m.

(c) KTN has assured me that they will be very keen to scrutinise any materials that involve the map of our country to preserve our territorial boundaries, the way it is supposed to be.

Mr. Kihoro: Mr. Speaker, Sir, the Ministry has exonerated itself by referring to the news item as having originated from the CNN International, which is also a media that very many Kenyans watch. I have not also heard a word of apology from the station, in light of the broadcast that went on air. Could the Assistant Minister assure this House that even broadcasts which are available in this country, whatever their origin, will observe Kenya's territorial integrity and they will not teach our young people of what Kenya is not?

Dr. Wamukoya: Mr. Speaker, Sir, because broadcasting is a professional matter, and that broadcasting stations should keep a certain code of ethics, I think I should vouch that they should keep their integrity by examining and checking every material that they broadcast.

Mr. Muite: Mr. Speaker, Sir, I saw that news item as well. You will remember that when you and I were in school, the map of Kenya we used to draw and on which we were tested for our KAPE, was different from the map of Kenya today. When did we acquire this extra territory? When did we grab effectively, this extra territory which is now part of Kenya?

(Laughter)

Mr. Speaker: Have you discussed with Mr. Kihoro?

Dr. Wamukoya: Mr. Speaker, Sir, the north-western horn has always been ours. So, we just formalised the ownership. The place is called Kibish.

Mr. Anyona: Mr. Speaker, Sir, such a serious matter as misrepresentation of the territorial boundaries of this country deserves very serious action. Would the correct course of action not be that the KTN or whoever it is, is made to make a correction and an apology, so that Kenyans know precisely what the correct position is?

Dr. Wamukoya: Mr. Speaker, Sir, when we looked at the presentation, we found that the news item gave a wide area of the eastern region, which included Somalia, Sudan, Ethiopia, Kenya, Uganda and Tanzania. In this case, it reduced the scale by which the physical definition of the cartography would have been very difficult to say whether a small bit had been left out, and I am surprised that my colleague was able to notice it, but I think the area was too large for any noticeable difference to be seen.

(Laughter)

Mr. Twaha: Mr. Speaker, Sir, a great deal of attention has been given to things like corruption. Could this be just KTN's perception of what Kenyan borders are, which are different from the actual situation on the ground?

Mr. Speaker: What do you mean?

Mr. Twaha: Mr. Speaker, Sir, the map that KTN broadcast could probably be the perception of how Kenyan borders are. Since we have given corruption a lot of weight, and it is a subjective point of view, could we allow KTN to have their own perception of the way our borders are?

Mr. Speaker: Including the way Kenya looks and is?

Dr. Wamukoya: No, Mr. Speaker, Sir. I think we should strictly adhere to the boundaries of our maps, the way they look like. Maybe, the CNN International is keeping an old map of the old boundaries, unlike what my colleague, the "Kikuyu representative," has said. But I think we should keep our territorial integrity.

Hon. Members: Who is the "Kikuyu representative?"

Mr. Speaker: Dr. Wamukoya, who is the "Kikuyu representative?"

(Laughter)

Dr. Wamukoya: Mr. Speaker, Sir, I meant the Kabete representative.

Mr. Kihoro: Mr. Speaker, Sir, I know that in the 1970s, Kenya did acquire one district from Uganda, but it was part of Kenya previously; that is Kacheliba. It has got a Member of Parliament here. I consider that the Elemi Triangle question has not been adequately answered and the Member for Kabete did raise that issue by saying that he should be told when Kenya acquired that piece of territory. If Mr. Muite and you did pass the exams showing Kenya's boundaries being different from what they are now, I think the Assistant Minister owes this House an explanation, to say exactly at what point Kenya did change the site of its boundaries.

Mr. Speaker: I think that is a matter of cartography and we will not have it in the House. Those who are interested in cartography may pursue that subject elsewhere.

The Assistant Minister for Education, Science and Technology (Mr. Karauri): On a point of order, Mr. Speaker, Sir. Could Mr. Kihoro declare his interest because he appears to be fighting for Sudan in this House? We are talking---

If he is asking why the boundaries have gone that way, is he fighting for Sudan and yet he is a Member of Parliament in Kenya?

Mr. Speaker: Mr. Kihoro, who are you fighting for?

(Laughter)

Mr. Kihoro: Mr. Speaker, Sir, I am on record as having been a great patriot in this country, and it is only that I am a bit confused whether I would not want to be called to the battle tomorrow to fight for something that is not Kenyan. That is why we need to know that now.

Mr. Gitonga: Mr. Speaker, Sir, is Mr. Kihoro in order to say that Kenya acquired one district from Uganda when that part of the country was administered by Ugandans on behalf of Kenya?

Mr. Speaker: Well, I suppose many hon. Members do not know Kenya. I wish I had the funds to take all of you round Kenya. But that is Kenya.

Question No.477

SETTLEMENT OF LANDLESS PEOPLE IN LAMU

Mr. Twaha asked the Minister for Lands and Settlement:-

- (a) what plans he has to settle the young and landless people in Lamu; and,
- (b) how he will distinguish between genuine second generation Mpeketoni farmers and Wetemere invaders.

Mr. Speaker: Is the Minister for Lands and Settlement not here? We will come back to that Question later.

(Loud consultations)

Order, all of you! That subject must now cease. You have all taken oath to be loyal to Kenya. So, any disloyalty will disqualify you from sitting in this House

Mr. Mwenda's Question, for the second time?

Mr. Mwenda: Mr. Speaker, Sir, first and foremost, may I offer my apologies to the House for coming

late.

Question No.447

SETTLEMENT OF BOUNDARY DISPUTES IN MERU

Mr. Mwenda asked the Minister of State, Office of the President, what he is doing to resolve the boundary disputes between the various Meru communities which have in the past led to clashes and loss of human lives.

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

The Government is liaising with leaders, including the *Njuri Ncheke* elders for Tharaka and Meru North Districts, to determine the correct position of district boundaries that will be acceptable by both the districts. The consultations are at an advanced stage and it is hoped that the matter will soon be solved.

Mr. Mwenda: Mr. Speaker, Sir, this is a very sensitive matter affecting the entire Meru community. It has created a lot of animosity and, sometimes, fights which have led to death. The hon. Assistant Minister knows that I have asked several Questions here relating to people disappearing mysteriously as a result of these unresolved disputes. The elders of the *Njuri Ncheke* have been meeting since 1985. Could the Assistant Minister tell this House why it has taken over six years to resolve a simple dispute over administrative boundaries, which can be done very quickly by the administration?

Mr. Samoei: Mr. Speaker, Sir, the hon. Member has admitted quite correctly that this is a very sensitive matter. It is a very complicated matter as well, because it involves different ethnicities around that area. The Government would want to be as careful and practical as possible in trying to determine the boundaries in this area. I do agree with the hon. Member that we have lost lives in this area as a result of these disputes. The Government will exercise caution in dealing with the issue. We are committed to solving this issue however long it takes.

Mr. Maore: Mr. Speaker, Sir, could the Assistant Minister explain the role of the Provincial Administration in fuelling these disputes between the Tharaka, Tigania and Igembe in these areas whereby the kidnappings Mr. Mwenda is talking about are being executed by the administration policemen?

Mr. Samoei: Mr. Speaker, Sir, the Provincial Administration, including the police force, is involved in as far as fighting incidents of crime in this area is concerned. I do not think that it has been adduced, at any stage, that members of our police force or administration police force are involved in any killings.

Mr. Imanyara: Mr. Speaker, Sir, this issue does not just touch only Meru North and Tharaka Districts; it actually touches on all the four Meru districts. Part of the problem was the Government's failure to determine boundaries before creating this new district. The issue in relation to Meru Central District can be resolved fairly easily if the Assistant Minister could send a surveyor to that district. When will the Assistant Minister send officers from the Survey Department to go there and survey the boundaries so that the *Njuri Ncheke* can visit after the survey?

Mr. Samoei: Mr. Speaker, Sir, I was not aware that there is no district surveyor in that district. I will liaise with my colleague at the Ministry of Lands and Settlement to make sure that, that is done.

Mr. Mwenda: Mr. Speaker, Sir, as Mr. Maore has correctly pointed out, the problem is not with the failure of the *Njuri Ncheke* elders to sit down and come to an agreement. The problem has been caused by interference by Provincial Administration in the deliberations and decisions of the *Njuri Ncheke*. Why is the Provincial Administration not leaving the *Njuri Ncheke*, which is headed by a very respectable paramount chief, Mr. Mwirichia, to determine the decisions on the boundaries of these communities?

Mr. Samoei: Mr. Speaker, Sir, the committee headed by the paramount chief, including recommendations from other leaders, will be given due consideration. I did say, in my reply, that the resolutions for this particular dispute are at a very advanced stage. Shortly, we should be able to implement those resolutions and deal with this problem once and for all.

Mr. Speaker: Mr. Shidiye's Question, for the second time!

Question No. 414

COMPENSATION TO MR. KOROW'S FAMILY

Mr. Shidiye asked the Minister of State, Office of the President, when he will compensate the

family of the late Shueb Daud Korow who was attacked and killed by a crocodile at Mohamed Enterprises Farm in Garissa, on 12th September, 1995.

The Assistant Minister, Office of the President (Mr. Samoei): Mr. Speaker, Sir, I want to apologise for coming late to answer this Question and I would like to request that I answer it.

I did answer this Question sometime last week or the week before, but I will still answer it.

Mr. Shueb Daud Korow's case has been finalised and his name placed in the list of the pending compensation cases to be cleared once the Treasury releases compensation money to the Kenya Wildlife Service.

Mr. Shidiye: Mr. Speaker, Sir, first of all, the Assistant Minister is misleading the House when he says that he had already answered this Question. It was on the Order Paper, but he did not answer it because I think we ran out of time. Nonetheless, I would like to thank the Assistant Minister for his reply. This is an incident that occurred in 1995, and every year when we go to the department concerned, they keep on telling us that his family will be compensated in the next financial year. Could he assure us that the money will be paid in the next financial year because if those words are not turned into action, it will amount to nothing?

Mr. Samoei: Mr. Speaker, Sir, indeed, I have provided for Kshs26,195,000 in this year's Budget. Once the Treasury releases the money, this is among the cases that will be settled.

Mr. Shill: Mr. Speaker, Sir, it is not only Mr. Korow's case; there are hundreds of people, especially from Garissa District, who have not been compensated. Could the Assistant Minister tell us how much the Ministry was allocated for compensation last year and how many people have been paid from Garissa District?

Mr. Samoei: I do not have those particular details. I only have details for this year and I have already given the same to the House.

Mr. Weyrah: Mr. Speaker, Sir, how much money is allocated as compensation to every person who has lost his life?

Mr. Samoei: Mr. Speaker, Sir, the Act, as it stands today, provides for a compensation amount of Kshs30,000, and that is the amount that Mr. Korow's family will be paid.

Mr. Speaker: Next Question, Mr. Leshore.

Question No.490

MILITARY EXERCISES AT LARESORO

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

(a) how many people have lost their lives since the military exercise at Laresoro in Samburu East commenced in the early sixties; and,

(b) what action he is taking to compensate the dead and those who were hurt or maimed by the unexploded ordinances.

The Assistant Minister, Office of the President (Mr. Samoei): Mr. Speaker, Sir, this Question is supposed to be answered by Mr. Sunkuli. Unfortunately, he is away in Isiolo. I would beg that this House gives him up to tomorrow to come and reply.

Mr. Speaker: Has he gone to look at the problem of this Question?

(Laughter)

The Assistant Minister, Office of the President (Mr. Samoei): No, Mr. Speaker, Sir. We have an issue involving the military and other persons from outside the country which he has gone to attend to.

Mr. Speaker: What is your response, Mr. Leshore?

Mr. Leshore: Mr. Speaker, Sir, I will not be here next week so, I will accept tomorrow.

Mr. Speaker: Will he be here tomorrow?

The Assistant Minister, Office of the President (Mr. Samoei): Mr. Speaker, Sir, he will arrive this evening. So, he will be on time for tomorrow.

Mr. Speaker: Can I defer the Question to tomorrow?

The Assistant Minister, Office of the President (Mr. Samoei): Yes, Mr. Speaker, Sir.

Mr. Speaker: The Question is deferred to tomorrow.

Mr. Gatabaki: On a point of order, Mr. Speaker, Sir. There are five Assistant Ministers in the Office of the President, but it appears as if there is only one Assistant Minister. However, we read of so many of them in the papers. So, just as a matter of interest, how many Assistant Ministers has the President appointed in his own

office?

Mr. Speaker: You mean how many they are?

Mr. Gatabaki: Yes, Mr. Speaker, Sir. This is because they seem to be very many of them and when it comes to answering Questions, we are lost as to who is supposed to be answering which Question.

Mr. Speaker: The Question is deferred.

(Question deferred)

Mr. Speaker: Next Question, Mr. Weyrah, for the second time.

Mr. Weyrah: Mr. Speaker, Sir, I apologise for coming late.

Question No. 386

NUMBER OF QUALIFIED TEACHERS IN IJARA

Mr. Weyrah asked the Minister for Education:-

(a) how many qualified primary school teachers are there in the following primary schools:

Handaro; Bodhai; Jalish; Ruka and Hara; and,

(b) what number is required for each school.

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

(a) The following is the number of qualified primary school teachers in the schools indicated: Handaro - 1; Bodhai - 2; Jalish - 2; Ruka - 3 and Hara, 6 teachers. This brings a total of 14 teachers.

(b) The following is the approved establishment for each of the above schools: Handaro - 3; Bodhai - 4; Jalish - 2; Ruka - 5 and Hara 6 teachers. You will see that we have a total of 14 teachers with an establishment of 16 teachers. So, there is only a shortage of two teachers.

(Laughter)

Mr. Weyrah: Mr. Speaker, Sir, the Assistant Minister is misleading the House because Handaro Primary School comprises of two classes; that is Standards 1 and 2, and there is only one teacher. Bodhai Primary School comprises of four classes and it is true that there are only two qualified teachers. Jalish Primary School also comprises of four classes and there are only two qualified teachers. Ruka comprises of five classes and there are three qualified teachers, and Hara Primary School comprises of eight classes and there are only six qualified teachers. Does it mean that every class is supposed to have one qualified teacher or the whole school should have only one qualified teacher? Which is the correct situation?

Mr. Awori: Mr. Speaker, Sir, I think, for the benefit of the House so that we all understand, let us look at the enrolment of the children and this will clear the situation. Handaro Primary School has got 31 children. So, the number of classes is four and the approved establishment is three teachers, but we have only one. So, there is a shortage of two teachers there. Bodhai Primary School has got an enrolment of 45 children; six classes, an establishment of four teachers, and they have got two teachers. Jalish Primary School has got 49 children with four classes, approved establishment of four teachers and they have two teachers. Ruka Primary School has got 53 children; eight classes; an approved establishment of five teachers, and they have three teachers. Hara Primary School has 150 children, eight classes, an establishment of six teachers, and they have on duty six teachers. The total number of children in all the schools is 328 with an establishment of 18 teachers and they have got 14 teachers.

Mr. Muchiri: Mr. Speaker, Sir, from the figures which have been given by the Assistant Minister in relation to the children going to these schools, the number is very minimal. What is the Government doing to encourage the residents of those areas to bring children to the schools so that we can have an educated society there?

Mr. Awori: Mr. Speaker, Sir, we have not reached a stage where we can go looking for the children because they are not there. It is just as simple as that. There are many circumstances that bring about this state of affairs, like hardship area and all sorts of things. So, the children are just not there. For those who are there, we are giving them education.

Mr. Keynan: Mr. Speaker, Sir, justice delayed is justice denied. Education is supposed to be a universal

right of every child. I am aware that many parents were forced to withdraw their pupils just because there were no teachers. It is not only in Ijara Constituency. This is an indirect policy by the Ministry of Education in the entire North Eastern Province. Could the Assistant Minister take this issue seriously and ensure that those children of the pastoralists in North Eastern Province are educated, now that the Ministry of Education is, for the first time, being run by professionals? Secondly, could he ensure that there are teachers there instead of employing teachers and forcing them to areas where they are not required?

Mr. Awori: Mr. Speaker, Sir, I am not aware that any teachers have been withdrawn from those areas. There has been natural attrition where some teachers have died and others have just resigned. For the benefit of my colleague and friends, in the Ministry, we are definitely working on the policy of universal education for all. We intend to do that. There are many steps we must go through. When we reach that, even mobile schools are on our blueprint. We intend to follow pastoral children wherever they go with mobile schools but that is on the drawing board.

(Laughter)

Mr. Shidiye: Mr. Speaker, Sir, I find the policy of the Ministry of Education towards pastoral communities completely wrong and violated. If it is not an act of marginalisation, we had discussed in the education forum to improve the education standards in northern Kenya and to have mobile schools. Up to this date, we do not have mobile schools because parents are migrating with their kids.

Secondly, could the Assistant Minister tell us why there are few teachers because the parents are withdrawing their kids from school, whereas the schools are already being built by the parents?

Mr. Awori: Mr. Speaker, Sir, we have given opportunities to everyone to go into teacher training, including pastoral areas. There are, at the moment, pupils or teachers who prefer to teach in their respective areas. What we are now encouraging is that we take people in their respective areas to teacher training colleges so that they can go back and teach there, so that this question of requesting for transfers and-what-not does not arise.

Mr. Shill: Mr. Speaker, Sir, the Assistant Minister said that the Government is very committed in making sure that people get education, and that is their right. Could he, because of our unique situation, due to population scarcity and what-have-you, therefore, change the policy from having the number of teachers to the number of students, to the number of teachers to the number of classes?

Mr. Awori: Mr. Speaker, Sir, when you use the word "universal", you are talking of equality. I cannot see any reason why we can have two policies, where in one area, we are talking about a teacher ratio to children, and in another a teacher ratio to classes. This cannot just work.

Mr. Shill: On a point of order, Mr. Speaker, Sir. This Assistant Minister is really misleading the House. If you want to make sure that Kenya has literate citizens, you must make sure that every child, wherever he is, is educated. Therefore, that policy should be changed to suit the pastoralists. Otherwise, you will never educate the pastoralists.

Mr. Speaker: Well, Mr. Shill, that was not a point of order, but a statement. Nevertheless, Mr. Assistant Minister, do children get penalised for being few?

Mr. Awori: Mr. Speaker, Sir---

Mr. Shill: Answer the question!

Mr. Speaker: Mr. Shill, I am the only Speaker here.

Proceed, Mr. Assistant Minister.

Mr. Awori: Mr. Speaker, Sir, we cherish all children, including pastoralists' children. We intend to take care of them.

Question No.477

SETTLEMENT OF LANDLESS PEOPLE IN LAMU

Mr. Twaha asked the Minister for Lands and Settlement:-

(a) what plans he has to settle the young and the landless people of Lamu; and,

(b) how he will distinguish between genuine second-generation Mpeketoni farmers and Wetemere invaders.

The Minister for Lands and Settlement (Mr. J. Nyagah): Mr. Speaker, Sir, I apologise for not having been here when you first called out this Question.

Mr. Speaker, Sir, I beg to reply.

(a) The Ministry does not have any plans to specifically settle the young and landless people of Lamu. However, the Ministry has plans to settle the landless and poor residents of Lamu and other Kenyans in Witu II Settlement Schemes as well as in the proposed squatters settlement schemes.

(b) It is not the responsibility of the Ministry to distinguish between genuine residents and other people. The role of identifying genuine landless needy people is vested in the Provincial Administration and local leaders.

Mr. Twaha: Mr. Speaker, Sir, the Minister has said in his answer that the role of identifying genuine landless needy people is vested in the Provincial Administration and local leaders. However, the District Land Allocation Committee (DLAC) consists of four civil servants and the chairman of the county council. Why are Members of Parliament not included in the District Land Allocation Committees? When will the Minister include them?

Mr. Speaker: Who are these Watemere invaders?

Mr. Twaha: Wanajikatia mashamba.

Mr. J. Nyagah: Mr. Speaker, Sir, my understanding is that the chairman of the county council and the area Members of Parliament are members of the District Land Allocation Committees. If they are not members, then there is something very wrong. They should be members of that committee in order to help the programmes at the grassroots level.

Mr. Mboko: Mr. Speaker, Sir, could the Minister tell us what is the role of the Provincial Administration in identifying genuine landless needy people since the District Commissioners, who are the Chairmen of the District Land Allocation Committees, do not come from those areas where landless people happen to be?

Mr. J. Nyagah: Mr. Speaker, Sir, you have to have a system of going to the ground and identifying the genuine landless needy people. The most convenient mechanism that we have today is using the Provincial Administration. I am urging hon. Members of Parliament to be active members also in those committees, so that the complaints that are brought to Parliament are reduced. Very often, I have the problem of hon. Members not wanting to take the responsibility of attending those meetings so that they can reduce the pressure that we have. If Mr. Mboko had been more involved in the District Land Allocation Committee in his area, he would have assisted us in reducing the problems we have in Kibwezi Constituency.

Mr. Twaha: Mr. Speaker, Sir, we are not invited to these meetings, neither are we issued with copies of the minutes of these meetings. The chiefs are selling the shambas without consulting anybody. Could the Minister issue a circular ordering the Chairmen of the District Land Allocation Committees to invite Members of Parliament to their meetings and make sure that we are also given copies of unadulterated copies of the minutes?

Mr. Speaker: In other words, Mr. Minister, when will the Provincial Administration recognise Members of Parliament?

Mr. J. Nyagah: Mr. Speaker, Sir, the Provincial Administration recognise Members of Parliament. But it is a two-way traffic. Hon. Members of Parliament should also be active on the ground, so that they are in a position to know when these meetings take place. Meanwhile, I will liaise with my colleague in charge of the Provincial Administration to ensure that, in future, Members of Parliament will receive letters of invitation to those meetings.

Mr. Twaha: On a point of order, Mr. Speaker, Sir. The Minister has said that Members of Parliament are not active on the ground, but the District Land Allocation Committees are not transparent. They do not invite us to the meetings. We do not know where the meetings are held and when; neither are we members of the committees. So, how are we inactive?

Mr. J. Nyagah: Mr. Speaker, Sir, after a quick consultation with my colleague in charge of the Provincial Administration, we have agreed that we will send a memo to the districts. My appeal is, therefore, for the Members of Parliament to be active participants. That is the only way in which they can help us to ensure that they do not complain. I hope that this will happen.

QUESTIONS BY PRIVATE NOTICE

MEASURES TO CURB WILDLIFE MENACE

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

(a) Is the Minister aware that elephants and other wildlife from Tsavo National Park have destroyed crops in Mtito Andei and Utithi locations of Kibwezi Constituency?

(b) What action is he taking to stop the menace?

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

(a) I am not aware of any unusual occurrence of wildlife, especially elephants, destroying crops in Kibwezi Constituency.

(b) Wildlife problems must be brought to the attention of the Kenya Wildlife Service (KWS) to be entered into the occurrence book and be attended to promptly.

Mr. Mboko: Mr. Speaker, Sir, as I speak, elephants are camping in Kathekani area of Mito Andei Division. In fact, one has given birth to a calf. Yesterday, there were demonstrations---

Mr. Speaker: Mr. Mboko, elephants do not give birth to calves!

Mr. Mboko: Mr. Speaker, Sir, this matter was brought to the attention of the KWS at Kaboe Station, Tsavo West, on 10th June, 2001. I personally, on 19th June, 2001, reported the same case to Mr. Rotich, the Director of KWS. On 3rd July, 2001, I reported the same issue to the Deputy Director, Mr. Kioko. Now that the Assistant Minister is aware of the problem, what action will he take?

Mr. Samoei: Mr. Speaker, Sir, I did not say that I was not aware of the issue. I said that the reported cases did not warrant the kind of action the hon. Member wants me to give it. I am aware that in this year, there are 44 reported cases of wildlife destruction in Utithi Location. There are 16 reported cases in Mito Andei Division.

We have enough personnel from the KWS. As the hon. Member has said, we have rangers at Kaboe and Kithasyu Stations who are on radio communication. I have said, in my answer, that if the hon. Member helps us by informing the members of the public where to report cases of wildlife destruction, so that we can continuously monitor and help the community in controlling the wildlife, we will bring this problem down.

Mr. Wamae: Mr. Speaker, Sir, the issue of elephants destroying wananchi's property is prevalent even in Nyeri and elsewhere. What does the Assistant Minister want us to do? Does he want wananchi to defend themselves by shooting them with poisoned arrows which the Akamba are known to have?

Mr. Samoei: Mr. Speaker, Sir, we have made recommendations for the amendment of the Kenya Wildlife Service Act. I do hope that once we change the law, it will give me more room to control wildlife.

Mr. Speaker: Ask the last question, Mr. Mboko!

Mr. Mboko: Mr. Speaker, Sir, indeed, marauding elephants have destroyed crops in large scale. They have destroyed the crops of the best farmers we have in Kibwezi. I would like to point out that Mr. George Mulei has lost over 20 acres of cabbages and bananas. In fact, he has hired the same rangers to guard his farm. He pays these officers money when, in fact, they are supposed to protect him. Mr. Geoffrey Mwikya Kikuto has also lost hundreds of acres of beans as I speak here now. If the Assistant Minister is not ready to take action, and if he thinks that what I tell this House is untrue, then he should allow me to use my own method to chase the animals from the people's farms.

(Applause)

Mr. Samoei: Mr. Speaker, Sir, I admit that we do have a problem. Because the hon. Member has raised the issues here, I will investigate them, and if there is merit in them, I promise him that I will take action.

Mr. Mboko: Mr. Speaker, Sir, let me ask the last question.

Mr. Speaker: Order, Mr. Mboko! I think your point has gone across and I am sure that it is not just in your constituency that elephants have caused havoc. I think we had the same Question last time, and the Minister asked hon. Members and members of the public not to take the law into their hands. I think you will recall the comment that came forth, that the animals should also not take the law into their own teeth and claws. So, I think the Minister will address this issue. Please, understand! Look at the time! Your colleague and brother, Mr. Kaindi, similarly, has got a burning issue.

Proceed, Mr. Kaindi!

EVICTED OF KIVAE RESIDENTS

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

(a) Is the Minister aware that over 100 residents of Kivae in Kinanie Sub-Location in Athi River Division are living in the cold, having been forcibly evicted and their houses destroyed by armed police using hired thugs on 11th July, 2001?

(b) Is he further aware that the residents lost their properties?

(c) What urgent measures is the Minister taking to recover the lost properties, resettle the said residents and bring to book the culprits?

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

(a) I am aware that over 100 persons were evicted from a ranch owned by Lukenya Ranching and Farmers Co-operative Society following a Civil Suit No.97 of 1997 at Machakos High Court. The eviction was carried out by agents of Lukenya Ranching and Farmers Society while the police were on site to ensure that law and order was maintained.

(b) No loss of property has been reported following the eviction.

(c) Further, the squatters cannot be resettled on the ranch since the eviction order was issued by the High Court in Machakos. However, the victims are at liberty to appeal against the court---

Mr. Michuki: On a point of order, Mr. Speaker, Sir. Is the Assistant Minister in order to deal with a Question in which the police are alleged to have hired thugs? The police were armed and worked with thugs to evict people, and yet the Assistant Minister is now answering the Question as if this is nothing to talk about.

Mr. Speaker: What was he supposed to do? Mr. Michuki, we have to be serious. The Question is brought rightfully by Mr. Kaindi and it is directed to this Assistant Minister. Now, you are asking whether the Assistant Minister is in order to answer the Question directed to him. What is he supposed to do?

Mr. Michuki: Mr. Speaker, Sir, could the Assistant Minister confirm that police hired thugs to go and evict people?

Mr. Speaker: But he was in the process of answering the Question.

(Laughter)

Order! I am sure that Mr. Michuki is trying to help you. You can now see what he is telling you, that you deny or confirm that the police hired the thugs!

(Laughter)

The Assistant Minister, Office of the President (Mr. Samoei): Mr. Speaker, Sir, I did not even bother to engage myself in that issue because it is unthinkable that members of the police force can engage themselves in such an exercise.

Mr. Kaindi: Mr. Speaker, Sir, first of all, he has not answered part "c" of the Question. I think he was cut short and, therefore, he has not responded to part "c" of the Question. Could he do that?

The Assistant Minister, Office of the President (Mr. Samoei): Mr. Speaker, Sir, I had answered the Question. My reply was that the squatters cannot be resettled on the ranch since the eviction order was issued by the High Court in Machakos. However, the victims are at liberty to appeal against the court decision.

Mr. Speaker: Mr. Kikuyu!

Mr. Kaindi: Mr. Speaker, Sir, I have not even asked a supplementary question.

Mr. Speaker: Order!

Mr. Kikuyu: Mr. Speaker, Sir, could we know from the Assistant Minister, who are the owners of Lukenya Ranching and Farmers Co-operative Society? This is because this *shamba* was divided among the owners about 10 years ago. Who is suing these squatters because they were left there by the owners? My father is one of the owners who agreed in the general meeting that the squatters stay in that place. Who is suing these squatters, and who is evicting them?

Mr. Samoei: Mr. Speaker, Sir, Lukenya Ranching and Farmers Co-operative Society is an entity recognised by our courts of law. That is the body that went to court and obtained orders to evict the squatters in question.

Mr. Kaindi: Thank you, Mr. Speaker, Sir. I think the Assistant Minister is not aware of many facts about this case. This case has been the subject of court litigation for 40 years. The so-called squatters were there even before the Lukenya Ranching and Farmers Co-operative Society bought the land from the colonial owner at that time. The agreement then was that a small piece of land be set apart under the then Ministry of Livestock Development to resettle those squatters. That had been agreed, but a small clique of the so-called management of Lukenya Ranching and Farmers Co-operative Society took it upon itself to take these people to court because the land in question was allocated to them in 1996. These people have a letter of allotment. That land was not part of Lukenya Ranching and Farmers Co-operative Society, and that is why Mr. Kikuyu is saying that some of us who

were also owners of Lukenya are not in dispute with the so-called squatters. Could the Minister tell us, first, when did Lukenya Ranching and Farmers Co-operative Society take ownership of the so-called area? Secondly, the court order was invalid. It was issued in 1998, and they were implementing it as late as last month.

Mr. Samoei: Mr. Speaker, Sir, we do admit that the arguments being put forward by the hon. Member are valid only that they are in the wrong place. I think the arguments being advanced by the hon. Member would actually help the court arrive at a different decision from what it has arrived at as of now.

I said in my reply that the squatters are at liberty to challenge the court decision and appeal against it.

Mr. Speaker: Is hon. Donde here?

Mr. Donde: Thank you---

Mr. Speaker: There is no time for your Question! What is your preferred time tomorrow?

Mr. Donde: Mr. Speaker, Sir, tomorrow afternoon will be okay.

Mr. Speaker: Very well. I will make sure that I begin with your Question.

FREE EDUCATION IN PUBLIC PRIMARY SCHOOLS

(**Mr. Donde**) to ask the Minister for Education:-

(a) Is the Minister aware that on 16th June, 2001, this House resolved that no child in public primary school shall be denied

[**Mr. Donde**]

access to class for reasons to do with levies?

(b) Has the Minister issued a circular to all public primary schools informing the head teachers of the said resolution of the House?

(Question deferred)

Mr. Speaker: Mr. Kihara, is tomorrow okay with you?

Mr. Kihara: Yes, Mr. Speaker, Sir.

Mr. Speaker: It is all right. So, I will defer both Questions to tomorrow and I will begin with Questions by Private Notice.

SALE OF GILGIL COUNCIL HOUSES

(**Mr. Kihara**) to ask the Minister for Local Government:-

(a) Is the Minister aware that the County Council of Nakuru has sold Gilgil Council houses to the councillors at the expense of the tenants?

(b) Is he further aware that the councillors are in the process of selling the houses to third parties?

(c) What action will the Minister take to ensure that the houses are sold to the tenants living in them as per the Ministry's directive and the Council's own minutes?

(Question deferred)

Mr. Speaker: Next Order!

COMMITTEE OF SUPPLY

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

MOTION

THAT MR. SPEAKER DO NOW LEAVE THE CHAIR

Vote 31 - Ministry of Education, Science and Technology

(The Minister for Education on 24.7.2001)

(Resumption of Debate interrupted on 24.7.2001)

Mr. Speaker: Who was on the Floor? Mr. Kosgey concluded. Yes, Mr. Choge!

The Assistant Minister, Office of the Vice-President and Ministry of Home Affairs, National Heritage and Sports (Mr. arap Choge): Thank you, Mr. Speaker, Sir, for giving me this opportunity to also air my views. We have had a lot of problems in as far as the transfers of teachers is concerned. If we take a district like Kiambu, those teachers that are teaching in Limuru, Tigoni, Banana and Thika do not want to be transferred to some other places like Ndeiya. Therefore, those pupils in Ndeiya do not get proper education because of lack of good teachers. Even if you transfer teachers from Limuru to Ndeiya, they will not teach properly. They only teach, maybe, three lessons in a week. They are permanently late and they leave school early during the weekend. They come late during the beginning of the following week. Therefore, the pupils do not get good education because of lack of good teaching. The only solution would be to train more teachers from Ndeiya area. For that matter, in places like Aldai Constituency, we should train more teachers from those areas. Teachers from other parts of the same district or outside the district cannot deliver or teach properly in those schools. I, therefore, urge the Ministry of Education, Science and Technology to make sure that the in-take into teacher training colleges from those hardship areas is given priority. Also, during the staffing, they must, first of all, give priority to teachers from those areas, who know the places well.

Mr. Speaker, Sir, last year, the KNUT and even the teachers themselves refused to be transferred from Central Province to Siaya or Bondo. They did not want to go on transfer. To avoid this and to be fair to the people of Siaya, they must train more teachers from those areas and not from those places which are already overstuffed. Of course, there is a rule that you can transfer teachers from one point to another, but in reality, we have found that teachers from those areas or urban areas that are better developed cannot go to teach in remote places. There is another problem in remote areas; teachers with good qualifications such as D+ or C or B+ or B- are not available. Therefore, the only solution would be for the Ministry to train more P2s from those areas to man the schools instead of looking for P1 teachers only.

I heard Mr. Munyasia say that there are no teachers in Bungoma. It is true because most of the teachers in Bungoma find themselves in Nandi. There used to be many teachers in Bungoma. The only alternative would be to train more teachers from Nandi so that those teachers from Bungoma can go back to their home districts where they can teach better. The issue of salaries for teachers has got to be considered. The only way of helping teachers now because the Ministry or the Government does not have enough funds is to enable them to teach in their own homes.

Mr. Speaker, Sir, I wish to talk a little bit on Kakamega District. We have about five schools in Kakamega District; of course, it is touching me because the people in that area speak Kinandi. Teachers from those areas are not trained, but instead, they train a particular group or those people who can speak Luhya. As a result, teachers in those schools find it difficult to teach Nandi children. I think in as far as primary education is concerned, they should train teachers of Nandi origin.

Mr. Speaker, Sir, I wish to talk about exam cheating. Our children are punished for mistakes that are committed by people who know very well what they are doing. There has to be severe punishment for such people. If it were me, I would have those people struck off the payroll of the Teachers Service Commission. They are liars and unreliable. They are the type of officers who do not deliver services to the Ministry of Education, Science and Technology. In future, we should punish these people severely; otherwise, punishing students is not fair.

Mr. Speaker, Sir, we have pockets like the Nandi Escarpment and areas like Kaptumet, Maraba, Soy, Kapko and Tinderet where teachers do not get hardship allowance. Their colleagues next door in Kisumu District, get hardship allowance. This is being unfair. All teachers should be treated equally. They come from the same communities. Teachers in Nandi District should also get hardship allowance. But to avoid this, let us train teachers who live within the schools. If we do that, we can then do away with hardship allowance.

On the School Feeding Programme, children from disadvantaged areas should be given lunch because they have no better roads to reach their homes. Life in those escarpments is the same as in North Eastern Province or other parts which are remote. Therefore, I suggest to the Ministry that children from those areas should be provided with lunch in the schools.

Mr. Speaker, Sir, initially, Government used to give university loans to students who were going overseas for further studies. However, we no longer give them loans because we have many private universities in Kenya. This is being unfair. At least, the Government should give them some money, even if it is half of what they give to students in our public universities. This is because it is the same taxpayers who pay for students in public universities who should pay for those students in private universities abroad. Why should we be unfair to those students in private universities?

Mr. Speaker, Sir, as has been said before in this House, some headmasters and some members of Boards

of Governors in schools misappropriate funds. I would urge the Ministry of Education, Science and Technology to make sure that before a headteacher of a school is appointed, he/she should declare his/her wealth. This is because some headteachers have become very rich within a very short time because of misappropriating school funds.

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

Mrs. Sinyo: Mr. Speaker, Sir, I rise with a lot of concern. This Ministry wants this House to approve its budget. However, I do not support the Vote because there are no explicit areas that affect my constituency. Special Education is a department in the Ministry of Education, Science and Technology; but when the Ministry prioritises its issues, it does not give special education any preference. Right now, the Ministry is recruiting teachers. However, specialised teachers to handle children with disability from Highridge, Kagumo and Asumbi colleges and Kenyatta University are not being employed. These teachers are most affected by unemployment. I would like to bring to the attention of the Ministry the fact that there are about 20 well-trained teachers who are supposed to handle children with disability from Highridge, Kagumo and Asumbi teachers training colleges. It is a shame that, as the Ministry recruits teachers, there is no special preference given to them. If the Ministry wants this House to approve this budget, then it should consider employing these teachers.

In my office, I have a record of these teachers who were trained many years ago, but they have not been employed. The Government used its funds, resources and facilities to train these teachers. Why should this Government spend such a colossal amount of money to train these people and yet, at the end of the day, they do not want to employ them? The Government does not even post enough teachers to special schools. Most of them are understaffed. In the short time I have been in this House, I have gone to integrated schools with children with disability. For example, these are schools with children who are mentally, physically, or visually handicapped.

(Loud consultations)

Mr. Speaker, Sir, could you protect me from the House because hon. Members are not taking my constituency issues seriously? Hon. Members are consulting in loud tones, and yet, this is a very sensitive concern.

Mr. Speaker: Order! Hon. Members, could you give her an audience? This is an order!

Mrs. Sinyo: Mr. Speaker, Sir, I was saying that we have disabled children in ordinary schools and the Ministry is aware of this. However, these schools do not have enough teachers or equipment to handle those children. You can imagine a blind child in a class where there are no braille facilities. That child will not learn anything despite the fact that the school boasts of having a special unit for the blind or deaf child. Let us treat our children equally so that they get quality education. The Ministry of Education should give special consideration and recruit of diploma teachers from KISE and Kenyatta University so that they can teach children with disability in our schools.

Mr. Speaker, Sir, I have a specific case of concern of 12 students in Kenyatta University pursuing degree course in special education. I would challenge the Ministry to give them full loans because those students have chosen to pursue special education so that they will help the less fortunate people in our society. Since they cannot raise school fees to complete their education, I would urge this Government to assist them. Most of them come to us for donations so that they can finish their education. The Ministry should give them full loans so that they complete their university education and be able to cater for children with disability in our schools.

Mr. Speaker, Sir, there is a unique school in Nyanza called Nguja School for the deaf. It has a primary and secondary school. However, you will find that in spite of the hardships I have talked about here, the Ministry of Roads and Public Works has deliberately built their offices in that school. It is sad that children in that school have no playing ground. I hope the Minister and his Assistant Ministers are here so that they can take this matter seriously. It is a shame for the Ministry of Roads and Public Works to grab school land. They have already built offices and deprived children of a playing ground. I would suggest that this matter be investigated and the necessary action taken against the Ministry of Roads and Public Works. Those offices should be handed over to that school. It is very unfair that this Ministry knows that such things took place in that school, but they have not taken any action. Is it because this institution is for deaf children?

Mr. Speaker, Sir, it is a pity that Thika Secondary School for the Blind, which is the only secondary school for the blind in Africa is slowly being left to the sighted students. The Ministry is pursuing the policy of integration blindly because blind children will not have an institution of their own. As much as this Ministry wants cost-sharing and integration in our learning institutions, let us strictly leave this school to the blind children in this country. The Ministry is not genuine in integration because they do not employ blind teachers to teach in ordinary schools. But blind students, who cannot afford fees, are being left out. For the last five years, the

number of blind students joining Kenyatta, Moi and Nairobi Universities has been on the decline. We are very soon going to have no more blind lawyers like myself. The Ministry has deliberately introduced the policy of cost-sharing, knowing very well that parents of students with disabilities cannot afford school fees. Disability is synonymous to poverty. Cost-sharing will, definitely, affect the parents of children with disabilities, and sighted students will take over our institutions. I would, therefore, suggest to the Ministry to look into this issue seriously. Otherwise, the money the Ministry is asking for will be wrongly applied in favour of the able-bodied members of our community.

Mr. Speaker, Sir, the Ministry treats people with disabilities the same as those without disabilities, yet they know that treating unequals as equals is the greatest injustice that can be done to somebody. The Ministry has perpetuated this situation.

With those few remarks, I hope that the Ministry will act to correct that anomaly.

Dr. Ochuodho: On a point of order, Mr. Speaker, Sir. When you sometimes give hon. Members on the Government side a chance to speak, you may remember that there is also a National Development Party hon. Member on this side. So, consider me also.

Mr. Speaker: Order! If you want to be with the Government, go to the Government side. Maybe, you went astray. So, continue being astray.

Mr. Kirwa: Thank you, Mr. Speaker, Sir, for giving me the opportunity to support this Motion.

First of all, let me record my appreciation to the Ministry, in particular the Teachers Service Commission (TSC), for the encouraging manner in which it is recruiting teachers; it is now considering the areas of most need. I hope that the TSC will not only base its recruitment on the district level, but will also go to specific areas of needs in those particular districts. Although Trans Nzoia District was in the past said to have had excess teachers, some pockets of that district experienced shortages of teachers due to their geographical locations, among other factors. Part of my constituency borders Marakwet District. Teachers in Marakwet District are paid hardship allowances. Therefore, the outflow of teachers leaves parts of my constituency with a deficit. So, this imbalance is not well reflected when we talk of Trans Nzoia District having excess teachers.

I would now like to raise the issue of promotion of teachers. Previously, teachers used to be promoted on merit, and this policy still persists. However, at one stage, the policy of promoting teachers on merit was abused. Some primary school teachers completed Sixth Form. However, because they did not qualify to join university, they opted for the two-year Primary School PI training and qualified; they are now teaching in the field. Some years back, for some strange reasons, the Ministry took some teachers with Sixth Form certificates for a crash training programme, which lasted a shorter period. Thereafter, they were promoted straightaway to Secondary School Teacher I (SI) grade. This has created a situation where teachers with the same Sixth Form qualifications are teaching in the same school, but at different grades. The teachers who went for the Primary School PI training earlier believe that they are being punished. I hope that the Minister is taking these views into consideration with a view to correcting the anomaly that was created.

In 1996, some teachers were promoted on merit to the SI scale. Later on, the SI scale was phased out. Consequently, the Directorate of Personnel Management (DPM) issued a circular to the effect that teachers would be promoted to ATS IV instead of the SI scale. The ATS IV scale is lower than the SI scale. This meant that teachers who had been previously promoted would earn less than the salaries they were earning before they were promoted. This further meant that the affected teachers had to refund the difference for the period between the time when they were promoted and the time when that anomaly was detected. I hope that the Ministry is taking this misgiving into consideration. Really, it is not necessary to punish somebody for mistakes that were made by the DPM and the TSC.

[Mr. Speaker left the Chair]

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

Mr. Temporary Deputy Speaker, Sir, in the run-up to the 1997 elections, teachers were promised hefty salary increases. The promise was politically motivated. Up to now, teachers are still waiting for the implementation of the second and subsequent phases of their salary increases. Given that the next elections are around the corner, I hope that the Minister will consider implementing the remaining phases of teachers' salary increments, so that they can be happy. Otherwise, I can promise him that the Government is in trouble, and that he is likely to be in more trouble than the Government, given the fact that he has not been able to implement the remaining phases.

I would now like to talk about teachers' transfer and their balanced distribution to the various districts. The fundamental question regarding this matter is: How come that many districts have excess teachers while others have deficits of the same? You cannot say that this is a result of natural attrition factors such as death, resignation or retirement from service. Natural attrition cannot produce deficits of 700 teachers in some districts and 800 excess teachers in others. The Minister tried to pretend that this problem does not arise when we know that 247 teachers were recently transferred to the Minister's home district from another district in Rift Valley Province. This means that people who would have been employed as teachers in Nandi District are not going to benefit because of the transfer of teachers from other districts in the province to Nandi District.

The question is: How did that district have a deficit, given that there has been continuous recruitment of teachers over the years? The Minister had the audacity of saying that my comments were not based on any merit.

The other issue is that of management of Harambee money. Harambee funds contribute a high percentage of monies various schools are getting throughout the country, and yet the Ministry of Education has not taken serious interests in auditing these funds. The Government has been saying that they support Harambees, but to the best of my knowledge, Harambee has become a method of fleecing politicians of the money which is never audited. It is between the administration of schools and various Boards of Governors, either to decide to misuse the money or do something positive with the money. What we want the Ministry to do is to ensure that any monies that are received by the school, whether in form school fees or Harambee contribution, must be effectively audited. Otherwise, there is no point of us contributing money in Harambees year in, year out, without the money being put into good use and audited. I am happy the Minister came to hold one Harambee in my constituency under the directive of the President. I hope that money is going to be properly kept, because it is not good for the Minister to have come to raise Kshs1 million--- I am very grateful to him for having brought, that money, and yet that money may not have been properly kept by the school. These are some of the serious issues---

(Loud consultations)

Mr. Temporary Deputy Speaker, Sir, because the accounts are not audited, I do not know whether the Minister went with the money or it is in the school.

The Minister for Education (Mr. Kosgey): On a point of order, Mr. Temporary Deputy Speaker, Sir. The hon. Member who is contributing was making a very important point about auditing Harambee funds. But is he in order to say that the money I raised in his constituency did not remain there, when I know very well I left his area, having made a very generous contribution and the money was put in a bank in Kitale? If he does not know, I will remind him to be going home frequently. Is it in order for him to insinuate that the Harambee money we raised disappeared?

Mr. Kirwa: Mr. Temporary Deputy Speaker, Sir, I did not insinuate anything. I was saying that because of lack of auditing, I am not very sure whether that money is there because no structure has been put up so far. So, in the absence of that, the Minister could as well be having the money and he is planning to bring it back for another Harambee function.

Finally, the most important point that we need to make this afternoon is the question of bursary. As the Chair knows, we budgeted for Kshs536 million to be given out to various students in secondary schools as bursary money. There was a day when the Government did Harambee and we raised Kshs1.53 million. The bursary money was kept in the constituency and I feel it did a better job than the money that is being budgeted now as bursary money. The Ministry of Education should not be giving out bursary money at the headquarters.

Mr. Mwiraria: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this debate.

Let me start by talking about students' unrest in secondary schools. Since my colleagues have spoken about the same before, I just want to make one additional point. In the recent years, our country has lost a lot of students through arson in secondary schools. Memories of Bombolulu, Kyanguli and some of the other schools more recently in Western Province are still fresh in our minds. I am glad to notice that the Permanent Secretary has taken the trouble of establishing a special team to look at this matter.

Students' unrest is clearly an indication of the societal problems our country is facing today. Because of that, we should examine very carefully the best methods of stopping arson in secondary schools. I would like to recommend strongly that this nation explores and, in fact, bans the sale of petroleum products to minors or to people who are not driving vehicles.

We banned the sale of alcohol to young people. We know, for instance, that a student who goes to a petrol station to buy petroleum is not doing so because he has a car which he has stopped by the roadside. So, my proposal is that, we should, as a matter of urgency, ask the Minister to come to this House with the necessary

amendments to the law banning the sale of petroleum products to students and minors in containers. This way, at least, we can stop some of these incidents because in almost all cases, there has been petrol purchased by students beforehand, and that petrol has been used to set a blaze dormitories and other buildings.

Mr. Temporary Deputy Speaker, Sir, my second point on students' unrest is that most of the principals and head teachers of our secondary schools do not appear to have been trained in public relations. There was one incident last week when a headmistress of a senior and respectable secondary school made a parent and her daughter kneel for an hour outside the school gate because they were late coming to the school. This is not the kind of behaviour we expect from responsible principals and head teachers. My request to the Minister is that there ought to be special training programmes for people who are appointed school heads. We have excellent schools in Kenya, which do very well in student discipline and in academic achievements. I am sure we can spread leadership qualities like the ones we have at Starehe Boys' Centre to most of the school heads.

The Assistant Minister for Education, Science and Technology (Mr. Karauri): On a point of order, Mr. Temporary Deputy Speaker, Sir. What Mr. Mwiraria has said is very disturbing. He has said that there is a headmistress of a school who made a pupil and the parent kneel at the gate of the school. Could he substantiate that remark because it is a very serious one?

Mr. Mwiraria: Mr. Temporary Deputy Speaker, Sir, short of bringing a pupil from Alliance Girls High School, how can I substantiate it?

Mr. Temporary Deputy Speaker, Sir, anyway, the point that I was making is that we do need to train our school heads. If we really want to have discipline, order and good relationship between school heads, principals and their pupils, some of the people whom we have appointed as heads need basic training in the management of an institution. They need to use public relations when dealing with their own students. We do not have to go out of Kenya to get that training.

My other point relates to university education. We appreciate the fact that our Government does not have adequate funds to give the kind of education that all of us would like to have. But it is regrettable that these days, many of the poor students who get into university are unable to complete their education because they do not get adequate bursary and loans which would help them pay the fees expected of them by the universities. I think, as a nation, we are duty-bound to educate those Kenyans who excel and qualify for university education because we know how competitive it has become in Kenya so that we do not lose so many students because they have failed to complete payment of the fees. Since we have a loan fund which is a revolving fund, and which I know the Ministry is trying to recover from the few graduates who get jobs, I would urge the Ministry to provide sufficiently for those poor students who qualify to go to the university, so that they can complete their examinations and graduate. At the moment, what seems to be happening is something that I do not understand. Somehow, students from well-to-do families get bursaries and full loans; the Kshs40,000 that is given annually. But those from poor families do not get enough money to help them go through their education. Could the Ministry look at the Higher Education Loans Board and find out why the poor students are not getting adequate funds in order to complete their studies?

Finally, let me make one point on special education. This is the education of the few children who are disabled in one way or another; mentally retarded, deaf and crippled in many ways. These are the children who most parents have difficulties in supporting. Looking at the budget before us, the Ministry has been reducing provisions for special education over the years. As we sit here, most of the special schools are starved of funds. My plea is that those disabled children are as much, part of our society as the able-bodied and healthy children. In my view, they deserve education more than the able-bodied ones, because without education, they cannot sustain their future.

I beg to support.

The Minister for Mineral Exploitation (Mr. Kalweo): Thank you, Mr. Temporary Deputy Speaker, Sir. I will be very brief. The Ministry that we are now discussing is the backbone of all other Ministries in this country, and in the world for that matter, because it is the trainer of trainers. It is more or less like a farm or nursery where we grow human beings by implanting wisdom in those young ones. Even in this House, without education, we would not be what we are. It is a Ministry which we should at all times discuss about with wisdom and integrity, so that we cannot mess it up. What hon. Members say here is that we would like this Ministry to be one of the examples of other Ministries because 99 per cent of its work covers young Kenyans. That is why we would ask the Minister concerned, and the Ministry as a whole, to consider how to raise this Vote so that it can cater for so many other requirements that we are discussing. Like Mr. Mwiraria said, we should even add more money to its Vote, so that we can now boost education of our children.

The money that they are requesting now, nearly Kshs25 billion, is not enough because, for example, we want our educational system to be based largely on science subjects for scientific purposes. For example, in

secondary schools, we should have more physical facilities for science subjects, so that we can have more scientists in this country. We have been training more on arts subjects for many years, and this is why our streets are flooded with students who are holders of Bachelor of Arts degrees. If we now turn our ideas into promoting more science schools, I think it will assist the country better than we are today. To me, I think it is good for the Ministry concerned to ponder over that and bring in by next year, a bigger Vote than what we are having today.

Another area that I would like to talk about is syllabus. The same students who go through the 8-4-4 system of education later become teachers and they teach in our schools. If we are not careful, how would these graduate teachers teach our children if we do not put in place a syllabus? The retaining of one type of syllabus for quite some time will serve the purpose, rather than changing from one system to another all the years, and then, we would have no qualified teachers to teach our children. Those who were educated in the past know that somebody would rush with one form of syllabus from the lower primary school up to the university and he or she would become a teacher. That person would know exactly what he or she could teach.

Mr. Temporary Deputy Speaker, Sir, teachers normally spend more time with students than their parents because of the type of our education. If a teacher is not disciplined, how do you expect him to discipline students? I would like to request the Ministry to issue schools with regular circulars updating them of the Ministry's requirements, so that head teachers can conform with them and discipline the students. Teachers are the cornerstone of students' lives. So, they should be better equipped to do so and that equipment should emanate from the Ministry.

The behaviour of students matters a lot. The kind of behaviour they display in the streets and the rural areas when they go on strike really depicts what kind of society we are. We are becoming too lax on discipline. We should become more disciplined so that we can impart this to our children before we hand them over to the teachers. We should not blame teachers wholly. We should participate in the upbringing of our children so that they go to school when they are disciplined. We should not leave the upbringing of the child entirely to the teacher. We should participate so that we can have a more disciplined society in future.

We have outdated equipment in schools, for example, science equipment. In my constituency, we have old equipment in schools and this is why I am asking the Ministry to look into that issue. You will find that the schools in other countries are computerised, whereas we do not even have typewriters in some schools. Some of the equipment in these schools is very old and it should be updated. Let me congratulate the Minister for the present recruitment of teachers which is going on because we do not have sufficient teachers, especially in Meru North. The other day we were informed that 128 teachers will be recruited this year. We would require them to be divided equally on constituency basis so that some areas do not get more teachers than others. It is a good move and I would like to thank the Ministry for it because some schools did not have teachers.

With those remarks, I beg to support.

Mr. Musila: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to support the Motion. I would like to thank the Ministry of Education, Science and Technology for their recent initiative to resolve the issue of shortages of teachers throughout the country by announcing recruitment of one-third of the teachers that are required in various districts. The list published by the TSC showed very clearly what we have been talking about all the time, that the hiring and training of teachers throughout the country has been all along unfairly done. This is so because looking at those lists, some districts like Mwingi, Makueni, Machakos and a few others, were clearly disadvantaged because they had a lot of vacancies for teachers.

While thanking the TSC for the transparent manner in which they appear to be carrying out these exercises, particularly in giving DEBs an BOGs the mandate to recruit teachers, I would like to appeal to the Ministry to look at this issue afresh again. Whereas they said that they will recruit only one-third of the teachers that are needed, some districts are still too much disadvantaged. For example, they intend to recruit 200 teachers for a district with 600 vacancies. Therefore, 400 vacancies will remain unfilled whereas other districts which had, say, 100 vacancies will now have 300 teachers. The TSC should have ensured that every district should have not more than 100 vacancies after this exercise. I would like to request the TSC and the Government to ensure that this exercise continues and that the two-thirds that are remaining are somehow recruited as soon as possible in order that we may appear to be treating all districts equally.

I would like to point out two serious problems in our education system. First, I would like to talk about primary education. Primary education is supposed to be free of charge in this country, but in reality, it is not free. In every primary school there is activity fee, building fund, inspection fee and others. We have so many fees and levies in primary schools that a lot of our children are unable to pay them. Therefore, they are kept away from school by teachers. I believe we are defeating the purpose of education by denying the child the basic right to education. While the Government says education is free of charge, school committees and the school management are imposing levies on pupils. I am appealing to the Minister to direct that no child will be excluded from primary

school because of non-payment of this levy. I am saying this with all seriousness because the Ministry appears to be issuing instructions which are not being followed. We are all too familiar with the instructions that the Ministry issued last year regarding school fees guidelines. We know that heads of schools defied the Minister, who did nothing about this. When the Minister stands here to reply, I would like him to assure this House that no child will be excluded from primary school because he has not paid the levy and that primary school education will remain free of charge as we know it.

Let me also talk about the problems we have in secondary schools. Most of our secondary schools are broke because when most students leave school, they leave behind huge balances of unpaid school fees. The Ministry has directed schools to release results and school leaving certificates for students who finish their education, but this is not the case. I do understand why heads of schools do not release the results. This is because they normally hang on these results as security hoping that one day, the students will come back and pay their balances. They use this money to pay pending bills in the schools. The reality is that secondary schools have no money because most students go home, leaving behind unpaid fees and nothing is done about this matter.

I hope that the Ministry's request for Kshs536 million as bursary will be approved. We are only covering up the problem. The problem today in our secondary schools is that they cannot be run properly because they are owed fees by students who left school. As a result, the secondary school heads are keeping the results of these students. I do not think it is fair to tell the head teachers to release these results. The solution to this problem is for the Ministry of Education, Science and Technology to take stock of the degree of indebtedness in secondary schools. How many students have left huge unpaid fees in secondary schools? Once we have ascertained these figures and we really want to help schools get off the ground, we award them grants, even if it means the bursaries that we want to give now to students. If we do that, we will be repaying debts of students who left schools and have not paid them. I know some people may ask: "Why should this happen?" However, it will help the schools and also students who left school to go back and claim their certificates. This is because whether we like it or not, this is a serious problem. Let us give secondary schools grants. This problem has continued. We know that the number of dropouts in our schools has continued to increase. Last year, in Mwingi District, we had over 200 secondary school dropouts. They dropped out not because of any other reason but because they had no school fees. If, in one district like Mwingi, we had 200 dropouts in a secondary school, I know countrywide we are talking of thousands and thousands of dropouts.

Mr. Temporary Deputy Speaker, Sir, even in the Poverty Reduction Strategy Paper (PRSP), we did identify poor access to basic education as one of the main problems most districts, particularly arid districts have. We did identify high dropouts as one of the biggest problems in secondary schools. So, I think the Ministry must address itself to the problem of school dropouts and the main cause of school dropouts is lack of fees. The Ministry must ensure that a lot and sufficient money is directed to bursaries; first of all, to clear the old debts that are owed to schools by students, so that schools can now provide adequate service to existing students. Then address the issue of students who are now dropping out because they do not have fees so that they can continue with their education. Unless we do this, we are only treating the problem superficially and I hope the Ministry will provide sufficient funds to assist secondary schools in order that they may finish the debt problem that is now bothering them.

I support.

Mr. Muite: Mr. Temporary Deputy Speaker, Sir, the first issue on which I would like to contribute on is the nearly Kshs600 million for bursaries that the Ministry is asking this House to approve. This is now a multiparty nation and a multiparty nation needs transparency in the distribution of these bursary funds. Since 1992, the Ministry of Education, Science and Technology has not been transparent in the manner in which it has distributed the money for bursaries. This is no longer acceptable. We want the Ministry to tell this House the criteria on which they are distributing this money.

Mr. Temporary Deputy Speaker, Sir, in the old days, bursary money used to be taken to county councils, if you remember, and it used to be distributed very transparently. Every village knew that the child of a particular home has been given Kshs150, 50 or 15 because they are poor and their parents' condition was a matter of common notoriety by the people of that area. This is no longer so. In the past, this bursary money has been treated by the Ministry of Education as a political kitty where they dish out money as if it is their own personal money to people they want to distribute it to. There are cases when individuals have walked to the Ministry of Education, Science and Technology in Jogoo House and walked out with a cheque of Kshs200,000 in respect of bursaries. Yes, they are there! We want this to stop. We want the Ministry to tell the nation the criteria for distributing the bursary money.

Mr. Temporary Deputy Speaker, Sir, I would suggest that the Ministry should consider giving each constituency a basic amount, like Kshs1 million, the way we are doing with the Roads Maintenance money; a

basic amount that is given equally to all the constituencies then, above that, give the constituencies money proportionately to the number of students in that particular constituency. Let this criteria be a matter of common knowledge and, therefore, that money that is going to be distributed at the constituency level should be distributed by a committee consisting of the Member of Parliament for the area, the Divisional Education Officer and other local leaders at the constituency level. That is the transparency that we are looking for, and I do trust that the Ministry will give us that criteria before we give this money. When we give it to the Ministry, we do not want to leave it to the Minister and other political leaders and, in fact, even to his senior officials in the Ministry to distribute it as if it is personal money to the politically-correct. We reject this, and want fairness and a criteria in the distribution of this money.

Mr. Temporary Deputy Speaker, Sir, the second point on which I would like to contribute relates to the manner in which we are running our schools. Populist statements are made by this Government that primary education is free and that even in high schools, no child should be sent home because of lack of school fees. High sounding populist statements, but this Government is broke! It does not have the money to fund education in this country and that is what it must accept. If there is no money, there is no money! Let us leave the parents and the teachers to manage these schools. Let us borrow a leaf from the way that people in the grassroots are able to manage churches and religious institutions. They are able to build them without any assistance from the Government. They are able to pay their religious leaders and look after them.

Mr. Temporary Deputy Speaker, Sir, I appeal to Kenyans that we must not get into this habit of being escapist into different religious sectors. I have nothing against religion, but we build so many churches and religious institutions on Harambee basis. We need to turn our attention to the schools and if the people are able to manage the religious institutions, why can they not be able to manage the schools? However, let them not be confused by policies that are ill-thought out by this Government. The Government says: "Do not send any children home", and then the same Government does not give these schools enough money to run themselves. How do you expect those schools to run?

Mr. Temporary Deputy Speaker, Sir, if you want to send your child to Nairobi or Lenana School, it is not that every parent can afford it, but there are parents who will elect to eat ugali day in, day out, and give their children good education. Let them sacrifice. I am saying, do not set these unrealistic limits of how much is going to be charged by the parents and the teachers for the different schools. There are different categories of schools.

What this Government is able to afford, give that to the schools. Give guidelines by all means in terms of regulations, but do not give contradictory policies and demands. We must allow the parents and teachers to set limits of the amounts they are going to levy. Do not set unrealistic limits for fees. That is why, as hon. Musila said, now the schools are talking about different levies because they are trying to supplement the fees. Allow them to set realistic fees levels for the different schools, so that parents can also have a choice since they are entitled to a choice. Education is expensive and until this Government is able to get the economy going, so that they can afford free primary education and adequate grants to schools, they must admit they are not in a position to do it and, therefore, allow the parents and the teachers to set realistic levels for the school fees.

Mr. Temporary Deputy Speaker, Sir, we have been talking about indiscipline in schools. The President, the other day, said that the current wave of indiscipline which we are seeing in many schools is as a result of the Opposition leaders calling for civil disobedience. To some extent, I want to agree with the President. I want to say that our children are a reflection of us, the grown-ups. The same confusion which is afflicting the nation, lack of morals, insecurity, hunger and frustration is what is percolating down to our children. They now know that empowerment enables one to stand up and say "no". Unfortunately, they are saying "no" in ways that are totally undesired. Empowerment of people is important, and time has come for us to talk with our school children. As parents, we no longer beat our children. We reason out with them.

I want to support the Minister for Education here about prohibiting corporal punishment in schools. Most of us try to reason out with our children. This is the age of reasoning out. Therefore, what we are seeing in schools is the lack of morality in the society. We are seeing the children expressing themselves. The economy has been destroyed and they are not being fed and housed properly. They have not been given blankets and sheets, and they are rebelling against that. We are seeing the end result of the destruction of the economy, morals, society and education by this Government. So, the responsibility for what is happening in our schools is not on the Opposition leaders. All we have taught our children is to ask questions and demand explanations. This is what they are doing. The responsibility for the wrong ways in which they are trying to express themselves falls squarely on the KANU leadership. They need to get the economy going again and discuss in order for us to have once again a national sharing of values, so that we can have morality again as part of our society. Morality is shared values and they have to be shared across the board. When children hear Government leaders saying one thing and doing the opposite, and see leading politicians telling lies, how then can we ask them to have any morals? Action always

speaks louder than words.

I want to appeal to this Government to see what is happening in our schools as a symptomatic of the disease that is afflicting the Kenyan society. This should worry one. The empowerment which you are now seeing in school children-- Even in South Africa, that is how it started. Now, it will extend to the rest of the society. That is not civil disobedience; it is people power. I only wish there was somebody to regulate the outlet of the feelings of our young children. I only wish that instead of us leaving it to the children, people of this country could rise up and say: "Enough is enough; you, Government and Moi, get out!".

The Assistant Minister for Energy (Mr. Sasura): Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this very important Vote on the Ministry of Education, Science and Technology.

This Ministry has requested about Kshs24.5 billion to run its daily affairs, but, as hon. Kalweo has rightly said, this Ministry, being the backbone of most of the Ministries in this Government, needs more than what the Minister has requested for.

To come straight to my point, one of the pertinent issues which I want to point out today, and which has been provided for in the budget, is the issue of bursaries. I totally disagree with hon. Muite when he says that bursaries should be equally distributed to constituencies, when even nature itself has not made us equal. Geographical conditions and rainfall patterns have made us unequal in this country. That means that the resources in this country are not evenly distributed. So, it is grossly unfair to distribute bursaries equally to constituencies.

I would want this able Ministry to check on the department that is concerned with the disbursement of bursaries to university students. There is something wrong within that department. It is said that students in public and private universities are all entitled to bursaries, but that department leaves a lot to desired because in most cases, we end up raising funds for our university students to bridge shortfalls.

Mr. Temporary Deputy Speaker, Sir, I suggest that there should be a quota system of allocation of these bursaries. This should be based on geographical conditions, with a bias in favour of arid and semi-arid areas (ASAL).

There is a matter of policy which I need to bring to the attention of the Minister. Two years ago, officers in this Ministry who were at the district level designated as "Assistant Primary School Inspectors" or "School Inspectors" were supposed to be phased out. There was a programme to phase them out. In my opinion, we have made a mistake here and the Ministry should review this exercise. I am saying this in the light of the morale our teachers have today. A case in point is a teacher in Marsabit District who has been in the service for 23 years. He has been a Teacher Advisory Centre (TAC) tutor for five years, an assistant primary schools inspector for another seven years and a divisional schools inspector for another five years. When this programme was introduced, he had to go back to class to serve as an assistant teacher in a primary school under a headmaster whom he had taught. This is just an example of the effect that programme has had on some of our teachers. It is obvious that this teacher will not teach with the morale expected of a teacher. We should treat these situations purely on merit. If we are to follow the chain of command, if an assistant primary schools inspector has been demoted to a primary school teacher, then the headmaster should give way because this was his senior. I think there is a bit of disorganisation here.

Thirdly, the issue of indiscipline in our schools is very scaring. Whenever I have seen street children in Nairobi in their thousands, I have always imagined them growing into very dangerous citizens in this country. Discipline in schools can only be projected to a very scaring situation. This is a matter which this Ministry should address. But there is need to point out that it is not solely the responsibility of the Ministry of Education to deal with discipline in our schools, but it is a collective responsibility of citizens of this country at all levels, including parents, teachers, students and leaders, to shape the characters of our children in schools.

I would like to point out that, lately, indiscipline cases in our schools have been over-publicised by the media. The media is manned by people who are parents and they need to check out on the way they are giving excessive and unnecessary publicity to unrest in our schools. I am very happy that Mr. Muite conceded that they are setting a bad example to our students. If hon. Members of Parliament are running through the streets of Nairobi in the name of demonstrations and mass action, what do we expect of school children? I am happy that an hon. Member has just conceded that they are setting a bad example, and they should desist from that practice. I would like to urge teachers to watch on hawking around schools. There is rampant hawking of ice cream and other items around schools, and I believe that some of these hawkers are drug peddlers. Teachers should check and ban hawking around and inside our schools.

Mr. Temporary Deputy Speaker, Sir, I would also like to say something about the Education Act, which requires some amendments. Specifically, I would like to point out two points. First, this Act has a provision for boards of governors and it has specified their role in the running of our schools, but there is no provision for

school committees. If you look at what is just happening in our country where the Government, in collaboration with donors, is buying textbooks for our schools, you will find that this exercise is directly dealt with by the school committees, the headmasters and the booksellers. But, unfortunately, some of the members of school committees are illiterate and do not know the role they are supposed to play. These members also do not know what is required of them unlike the boards of governors. There is need for the amendment of the Education Act, to introduce a provision for school committees in our schools. We should ensure that members of school committees meet specific qualifications before they are elected to serve in those committees.

Secondly, if you look at the Education Act, you will find that some of our schools are given a blank cheque as far as religion is concerned. You will find that schools that have been built by Catholics, or Muslims for that matter, can operate under the umbrella of religious freedom. A school which performs well in a certain locality might not accept kids from other religions just because they are covered by the Education Act. Although the school performs very well, and a large number of its students are admitted to universities, it cannot accept students from other religions. This is unfair to the people in the area where the school is located. There is need to review this aspect of the Education Act.

I would like to congratulate the Teachers Service Commission (TSC) for their recruitment exercise which is taking place now, especially with reference to the recruitment of secondary school teachers. The boards of governors and the school management have a big role to play in the recruitment of teachers so that, at the end of the day, they do not blame the TSC or the Ministry of Education, Science and Technology for recruiting or posting unqualified teachers. This is a very positive move and we should encourage it.

Lastly, let me also touch on special education. I would like to agree with Mrs. Sinyo that much emphasis is not given to this area. There are assessment centres at the district education level, which have been assigned to lazy teachers. I would like to point out that female teachers are sent to do their crocheting, and a teacher who is tired is also sent there to take a bit of rest. I think this should either be phased out completely or proper checks and balances are put in place so that the assessment centres can become productive, and serve the purpose for which they have been established.

With these few remarks, I beg to support.

Mrs. Mugo: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to the debate on the Floor of the House. The Ministry we are discussing is very important in this country and in any country in the world. But unfortunately, the money which is allocated to education does not reflect that importance. Right now, as we speak here, thousands of children who should be in school do not attend school because of lack of school fees.

In my constituency, and many other areas, some schools have less than half the normal enrolment number. The reason for this is lack of school fees. This is a very serious issue that the Government should take time to address, but it has continued to get worse year in, year out. Very soon, this country will have an illiterate society, if we move at that speed.

On bursary, parents are unable to pay school fees for their children as a result of rampant poverty. It has been indicated that there will be subsidy for the poor families which cannot pay school fees, and yet the Budget has not reflected that. That is why we say that it is a waste of money when we attend all these workshops and seminars and, at the end of the day, we have nothing to show for it. That money should have been put to education.

When we look at the Development Vote for the Ministry of Education, Science and Technology, which is barely Kshs1.4 billion, we find that 45 per cent of that money is supposed to come from the donors. We have left the development of our education to donors, whereas Kenyans are paying taxes which are higher than in many other countries. The experience we have had is that donors' money is not even forthcoming because of the conditionalities attached to it. This is the case, and yet the Ministry of Finance and Planning leaves the Ministry of Education, Science and Technology, which is important, to depend on donor money which we have no control over. The Government does not meet the conditions of the donors. The Minister for Education should tell us how he intends to fill the gap if this money is not released by the donors. I am saying this because, from our past experience, most of this money is never released by the donors. We can only rely on donor money if we do not care about education. Our priorities are all wrong. If we do not develop our children, what kind of a country will we have?

I would like to emphasise on early childhood education, which has not had enough attention. In Dagoretti, we almost do not have pre-primary schools, where children are prepared so that they pursue primary education. To expect those children to perform just like children from other areas, where there is pre-primary education, is asking for the impossible. The Ministry of Education, Science and Technology should come up with a policy and allocate enough money to pre-primary education, or early childhood education. That is the foundation

of any education.

Another aspect that has been touched on is bursaries. In the past, we used to know the parents who benefited from the bursaries. In my constituency, we used to have Kshs100,000 per year, but these days we do not even get that amount of money. So, where does the bursary money go? Who receives these bursaries? It is alleged that most of these bursaries benefit children whose parents can afford to pay school fees. We want transparency. In fact, the Printed Estimates do not even give a breakdown of that money. This Government does not want us to know how they squander public money, misuse and even give it to the people who do not deserve it. We should have a provision in the Printed Estimates to show how bursaries are distributed. We need to take care of the girl child education and I have in mind North Eastern Province, where we know there is one girls' school. We want to know what percentage of those bursaries are going to girls.

With those few remarks, I beg to support.

The Temporary Deputy Speaker (Mr. Imanyara): It is now time for the Minister to respond.

The Minister for Education (Mr. Kosgey): Thank you, Mr. Temporary Deputy Speaker, Sir. At the outset, I would like to thank all hon. Members who have made very important contribution to this Vote. I have listened and taken notes and my officers have done likewise. We are very grateful for their contribution. We are very grateful for the appreciation and we need more money in order to be able to run education effectively. That notwithstanding, I wish to state very categorically that the Ministry of Education, Science and Technology is committed to providing, facilitating, promoting and co-ordinating education for all Kenyans. We are charged with the responsibility of educating close to seven million or slightly more than that and our policies remain the same. We are concerned about access to education by all Kenyans. Our policy is to provide education for all Kenyans and I can assure hon. Members that we will get there.

Mr. Temporary Deputy Speaker, Sir, in our effort to provide education for all, in other words, to make sure there everyone has access to education; we have developed a documentation which we shall shortly be discussing among the various stakeholders in the provinces and the nation; a handbook mapping out how we hope to achieve our education for all programmes. Access to education is a very vital thing. We keep talking about ASAL areas or North Eastern and Eastern Provinces which, at the moment, have low enrolment rate. We are very concerned about this and I would like to appeal to Members and parents from those areas to take their children to school. It is true that, that is a hardship area, there is drought and so forth, but there are programmes which the Government has put in place in order to support educational programmes in those areas. Therefore, we would like the children in North Eastern Province and all other ASAL areas to go to school. We would also like children in slums in Nairobi and Mukuru in particular to go to school. Nairobi has become the second province to North Eastern with the lowest enrolment rate. I am happy one Member from Nairobi is here so that she can hear that Nairobi is lagging behind after the ASAL areas. So is a place like Nyeri. We do not know what happens to boys in Nyeri. They are not going to school. They are taken out of school much earlier than anybody else. That is why currently we have enrolment rate of about 88 per cent. We would like to achieve 100 per cent in primary schools. We would also like to achieve a completion rate of 100 per cent. We are currently having a completion rate in primary education of about 54 per cent. That is not good. We would like every child in Kenya to complete primary school education.

We want equitable access for all children, whether they are disabled, from poor families, ASAL areas or high potential areas. So, our policies are geared towards provision of equitable, accessible and affordable education for Kenyans. In this respect, I would like to commend the 8-4-4 System of Education which everybody seems to condemn. I would like to say only one thing about the 8-4-4 System of Education. We have been having this system of education for quite sometime and our students, who have graduated through the 8-4-4 System of Education, have done very well in our universities and even in overseas universities. I can assure hon. Members that they are on the honours list. So, if the system was bad, how come that our students are on the honours list?

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

[Mr. Deputy Speaker took the Chair]

Mr. Deputy Speaker, Sir, to ensure affordability, because education is becoming expensive for most parents, we have given guidelines. We know that poverty is rampant in Kenya at the moment. I would like to state very clearly that we shall enforce these guidelines. These guidelines are arrived at after consultations with the District Education Boards and Provincial Education Boards and also with the various stakeholders in the districts and provinces. So, they have not been just made up or issued by the Ministry as circulars. We would like to make

education affordable to most Kenyans. We do not like to make it quite expensive so that they drop out. Hon. Members did express that the dropout rate in secondary schools is mainly due to the high cost of education and the various levies. We have issued instructions to the extent that we want to re-examine afresh the levies paid in form of activity fees by primary school children, so that the pupils are not unnecessarily sent out of school for lack of such levies. It is our hope and aim to make sure that these levies, particularly in primary schools are totally eliminated. So, we must all continue to strive to make education affordable to all Kenyans.

Mr. Deputy Speaker, Sir, we must also make sure that we continue to mobilise resources for sustainable and efficient delivery of education. We must also mobilise resources to make sure that our universities and institutions of higher learning continue to do research. Research is a very important aspect of our education. The Ministry will, therefore, continue to co-ordinate the provision of all aspects of training to make sure that there is efficient delivery of education. We will also make sure that education which we give to our children is relevant to the needs of the country and to the needs of that individual.

Mr. Deputy Speaker, Sir, there are certain programmes being undertaken by the Ministry to make sure that education is accessible, affordable and equitable. One of those is the STEPS Programme, which I referred to yesterday. It is dealing with strengthening of primary and secondary schools. This is intended to teach headteachers because we have recognised the weakness in the administration of secondary schools. It is lack of exposure of certain headteachers to management skills. We are going to give them the necessary management skills through this programme. Mr. Deputy Speaker, Sir, one area we need to move into very quickly is information technology. We should take information technology in our schools very seriously. I must commend those hon. Members who have participated in the provision of computers and various IT components in our schools. We will continue to pursue this line to make sure that we produce computer literate students from our schools and institutions of higher learning.

Mr. Deputy Speaker, Sir, I would like to refer very quickly to comments made by hon. Members with regard to the amount of money - Kshs536 million - we distribute among secondary schools in Kenya. Hon. Members will recall that in the past we used to send one cheque to the District Education Boards for distribution to needy students in secondary schools. This was not satisfactorily done because DEBs did not actually do a fair job in our opinion. Therefore, it was decided that we should be issuing a cheque to each and every school in proportion to the number of enrolled children in that school. However, out of 3,200 secondary schools in Kenya, we issue a cheque to each one of them which ranges from Kshs20,000 to Kshs300,000 depending on the enrolment in the school. For example, if it is a small school with Forms One and Two, they still get their small cheque. I can produce evidence that this money actually leaves the Ministry and goes to schools. This may not be satisfactory because, sometimes, headteachers in those schools do not involve the boards of governors. The procedure is that, on receipt of these cheques, the headmasters or headmistresses should actually summon members of the boards of Governors so that they deliberate on how the money can be distributed among the poor students already recognised in that school. We will continue to improve on this system. I can assure the House that this money will be transparently disbursed to schools. We will make sure there will be transparency in our disbursement of bursary funds to the needy children. At the moment, about 200,000 students in our schools benefit from these bursaries. However, this is a small amount of money and we would like it increased because there are more needy students in our schools.

Mr. Deputy Speaker, Sir, the Kshs204 million that is going to be sent out as scholarships to our needy students in America, Canada and Austria, among other countries, is not enough. We receive applications from parents who are in distress of paying school fees abroad. Sometimes, it is our education attaches who bring to our attention the needy cases and we try to help. We will try to make sure that these scholarships are transparently distributed to the needy students and that it will not be spent to educate children from well-to-do families. I do not agree with hon. Member who alluded that a Minister's daughter or son can get a scholarship. I checked and I confirmed here that no Minister's son or daughter has ever received a scholarship. That was an allegation. Scholarship funds have never benefited children of Ministers.

Mr. Temporary Deputy Speaker, Sir, with respect to the Teachers Service Commission (TSC), our policy has been one teacher per class. We will continue to maintain that policy. We realise that in the ASAL areas, classes are small and, therefore, if we go into the pupil-teacher ratio, probably in primary schools, we may not capture the North Eastern Province. Earlier on, there was a Question of a school that had 31 students spread out in four classes. In such a school, you have to deploy four teachers to teach 31 students. It is not very economical, but it is something we have to live with in ASAL areas. But the policy is one teacher per class.

I would like to commend the TSC in their exercise of recruitment of teachers. We are now moving into an area of transparency in this exercise. As vacancies arise, we will redress the inequity that has risen in the past where certain districts have had surplus teachers, and others have a shortfall, as a result of, maybe more teachers

being trained in those districts and less being trained in other districts. We will make sure that within a very short time we have a complete balance of teachers, particularly in primary schools. On the current recruitment of teachers, I can assure hon. Members that it will be done transparently and it will target those zones where there is a shortage. I take the sentiments of the House very seriously; that they want this exercise to target those zones where there is a shortage at the moment. We would like to open this exercise to everybody, but if we do so, we will continue to have the same problem.

As far as recruitment of secondary teachers is concerned, our policy depends on the curriculum-based. If a school is offering maths or agriculture, for example, we will get a teacher for those subjects. Therefore, our policy is what is called curriculum based method of recruitment of secondary school teachers.

As far as special education is concerned, we take very great care of it. Yesterday, I did refer to it. Hon. Sinyo, whose constituency is special education, is not here to listen and was not even here to listen as I moved my Vote and neither is she here to listen to my reply. Therefore, she will continue with her misconceptions. Special Education in this country is treated very seriously by this Ministry. We attach great emphasis on it. As I said yesterday, 10 per cent of disability could be regarded as handicap. We know there are many children out there, who do not go to school. We would like to appeal that all of them go to school; whether special schools which I referred to yesterday or the integrated schools where they will receive the same treatment as other children. The assessment centres will be strengthened so that children with disabilities could be identified and placed in various schools. Yesterday, I said we are requesting for Kshs103 million to run these special schools and I gave the various schools that will benefit. This figure was more than doubled in the 1999/2000 Budget. We have maintained this figure despite the current financial constraints. We will continue to review this allocation for special education, so that incapacitated children can also go to school.

Mr. Deputy Speakers, Sir, we recognise that there are certain shortcomings in the Education Act. There is need to incorporate Parents and Teachers Associations (PTAs) into the Act, so that they can have a legal role to play in the management of schools. We appreciate that most schools are built through the effort of PTAs.

I note the sentiments of this House regarding auditing of schools' books of accounts. We will strengthen the Audit Department and look into ways and means of making it effective. We admit that currently school audits are in bad shape. Some schools have not been audited for a very long time. It is not good for monies paid by parents to schools not to be audited.

Increase in cases of indiscipline in schools has attracted a lot of attention. This subject is currently in our minds. We have established committees at our head office and at the provincial level to look into the matter. Stakeholders are participating in the committees' discussions to find ways and means of eliminating indiscipline in schools. We want to ensure that schools are managed well and that incidents of arson are eliminated, so that schools can be safe.

One cannot explain the increasing cases of indiscipline in our schools. But let me remind this House that there are 3,200 secondary schools in Kenya currently. Many of those schools are being run well. It is not the case that students in every school are rioting. Headteachers and boards of governors who are running their schools very well ought to be commended and given encouragement so that they can continue doing the good work they have been doing. That does not mean that we are not concerned about the 30 or so schools that are currently experiencing indiscipline problems. We will continue to address the problems as they arise.

As it has already been mentioned here, some of the problems being experienced in our schools are societal. As stakeholders, all of us should play a role in ensuring that our schools are run well so that our children can leave school as morally, spiritually, mentally and physically upright people at all times, so that we can continue to have a very good society. All of us, including sponsors, teachers and education officers, have a role to play towards that end. We shall spell out the measures we intend to take during the coming holidays, so that everybody knows what we are supposed to do. At the moment, we are consulting. We do not want to issue circulars left, right and centre, without consulting the stakeholders.

Before I conclude, I would like to refer to an aspect I have alluded to in the past concerning the current system of education. Following complaints from parents, we have reduced the number of examinable subjects; the initiative has been taken very well. That, together with the Ministry's fees guidelines, will make education cheaper and enjoyable to the majority of students.

Following the Koech Report, we set up a task force to examine it and look for ways and means of implementing it. We are identifying the aspects of the recommendations we can adopt and those which we cannot adopt. It is not necessary that when such a document is produced it should be adopted wholesale. The task force has completed its work. We are now preparing to have a national forum on the issue.

I know that we are late; we have been talking about the forum for quite some time. But I can assure you that we intend to hold that forum this year the outcome of which will enable us to review the various aspects of our

education system. During the forum, everybody, Members of Parliament included, will be invited to make his or her contribution so that we can chart the way forward as far as our education system is concerned.

In the meantime, I would like to thank hon. Members for their invaluable contribution. As you know, everybody is a stakeholder in education. Parents and leaders are equally interested in the country's education system; everybody knows something about education. As I said, our aim is to provide quality education for all Kenyans. We call it "Elimu Bora kwa Maendeleo." We aim at making education accessible, affordable, equitable and relevant to the sustenance of the needs of this country.

With those few remarks, I beg to move.

(Question put and agreed to)

COMMUNICATION FROM THE CHAIR

EXTENSION OF TIME - COMMITTEE OF SUPPLY

Mr. Deputy Speaker: Hon. Members, before we proceed into the Committee, I would like to take this opportunity to clear what occurred here on Thursday, 18th July, 2001, regarding the extension of time of the Committee of Supply. It was alleged that the Chairman of the Committee has no authority to extend the time beyond 7.00 p.m. I think I was hasty in acceding to that view. It was insisted that we needed to have adjourned the House **[Mr. Deputy Speaker]**

and sought leave to extend sitting time. But, Standing Order No.17(2), which is the Standing Order that was quoted on that day, reads as follows:-

"---unless for the convenience of the House, Mr. Speaker or Mr. Chairman directs earlier or later interruption of business."

So, the operative words are "unless for the convenience of the House, Mr. Speaker or Mr. Chairman directs earlier or later interruption of business." So, the Chairman of the Committee was quite within his rights to extend the time of sitting of the Committee. But you have to read Standing Order No.17 together with Standing Order No.142, which is the most applicable during Committee of Supply.

Standing Order No.142 provides that we may not hold Committee of Supply on any Vote for more than two Allotted Days. That Thursday was the last Allotted Day for the Vote of the Office of the President. So, the Standing Order does allow the Chairman of the Committee to extend the time when it is the last Allotted Day for the Vote. But if the Chairman had stopped the proceedings of the Committee to seek leave of the House to sit again, that would have technically meant that we were on to a third sitting day. That is not permissible under our Standing Orders.

Therefore, hon. Members, the position is quite clear, that if Mr. Speaker, or the Chairman of the Committee, directs an earlier or later interruption of business, that is what will happen. So, I wanted to make that clear for purposes of not only this day but for any other future day when we get into such a position.

Let me also state that no harm would have been done even if we had stopped without completing that Vote because we had already passed the Vote on Account, which provided the Government with enough money to spend until the end of the year. Secondly, under Standing Order No.142(7), we are going to apply the Guillotine Procedure for all Votes which will not have been dealt with. Finally, we are going to pass the Appropriation Bill, which will then make all our proceedings with regard to financial matters legal.

So, hon. Members, do not lose your sleep over this. There was no illegality committed, and I hope that none will be committed in future.

[Mr. Deputy Speaker left the Chair]

IN THE COMMITTEE

*[Mr. Temporary Deputy Chairman
(Mr. Musila) took the Chair]*

Vote 31 - The Ministry of Education, Science and Technology

The Minister for Education: (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, I beg to move:-
THAT, a sum not exceeding Kshs24,807,961,130 be issued from the Consolidated Fund to

complete the sum necessary to meet expenditure during the year ending 30th June, 2002 in respect of:-

Vote 31 - The Ministry of Education, Science and Technology

(Question proposed)

VOTE R31 - RECURRENT EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

Head 834 - Headquarters Administration Services.

Mr. Achola: Mr. Temporary Deputy Speaker, Sir, under Head 834, Item 602, page 877, Appropriations-in-Aid, Reimbursement from World Bank for Early Childhood Development, how is that money going to be spent? Although you have asked for this money, it seems as if you are going to spend it.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, yesterday I did explain that we are intending to get Kshs50 million from the World Bank for use on early childhood development. We have an Early Childhood Development Programme and we also have the National Early Childhood Centre, here in Nairobi, and the district early childhood centres in the districts. As I explained yesterday, it covers 14 district centres, and we do have to pay salaries and other services in respect to this programme.

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, I am not quite sure of what the Minister has explained to us. What is this money being used for? You remember that yesterday, when we were contributing to this Motion, we said that we wanted this scheme to be equally distributed throughout the country, because if we are going to have a system that works in this country, it must not just affect certain districts only. Could the Minister tell us which districts are going to benefit and how they will be identified, so that they can benefit from this money?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Speaker, Sir, there are 14 districts.

The Temporary Deputy Chairman (Mr. Musila): But I think the hon. Member wants to know this, and the Chair may even want to know now: On what basis were these 14 districts selected?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, as you know, the Early Childhood Education Programme is a new programme that we have taken very seriously and committed ourselves to promoting. We have selected certain districts - 14 districts - on the districts allocation. You will see that there are early childhood education services, training field services in Nyeri, Thika, Maragwa, Kilifi, Kwale, Lamu, Mombasa, Taita-Taveta, Tana River, Malindi, Embu, Mbeere, Isiolo, Kitui, Machakos, Marsabit, Moyale, Meru Central, Makueni, Meru South, Tharaka, Meru North, Garissa, Mwingi and Mandera districts. The list continues, and because of poor resources, we cannot cover each and every district, because we have to establish early childhood centres in each district.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, the question which was raised by Mr. Achola was: What was the criteria in the choice of these districts? The Minister has not explained it. Could he explain what was the criteria used to identify these districts?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, this is more or less, what I might call a pilot scheme, and 14 districts have been selected and they are at the moment undergoing this programme. We will cover the rest of the districts.

Mr. Achola: I am not satisfied with that particular explanation, but let us call it a day on that one. Head 849, Item 110, Travelling and Accommodation Expenses on the Teachers Service Commission (TSC). Travelling expenses have been reduced from Kshs6 million to Kshs1 million. On Item 111, the travelling expenses has been drastically reduced. Could the Minister give us a justification as to why this is so? Going down the page on Item 178, on HIV/AIDS awareness, I would like to know whether this Kshs1 million which has been retained at the same level as in the previous year will be spent on staff of the TSC or on AIDS awareness programmes for the entire teaching profession?

The Minister for Education, Science and Technology (Mr. Kosgey) Mr. Temporary Deputy Speaker, on Item 110, Travelling and Accommodation Expenses, there was a backlog of unpaid bills which we had to cater for this year which is just ending. We hope to go back to normal operations soon. We have cut down travelling by the TSC staff in order to reduce expenditure. On Item 178 on HIV/AIDS, I did explain yesterday about the AIDS

Committee Unit (ACU) which every Ministry has. We have actually produced a curriculum for both primary and secondary school levels. If you look at the Supplementary Estimates, you will note that we did actually request for Kshs11 million for printing of this curriculum which we got. We printed copies and they have been distributed to schools. This Kshs1 million is for the running expenses of this ACU in the TSC. We require these units to mainstream and have a committee monitoring AIDS awareness campaigns.

I do hope that when the National AIDS Council receives its money, it will channel some of its funds to the Ministry headquarters, ACU and the TSC Committee. We have to show that as a Ministry, we have to finance the ACUs.

Mr. Angwenyi: I do not want to take the Minister back, but I thought that we do have an agency in the Office of the President that deals with AIDS throughout the country. I think this money could be utilised elsewhere so that we can get resources for HIV/AIDS programmes from the Office of the President. Could you transfer it via Parliament to be utilised for something else like, maybe, textbooks?

The Minister for Education, Science and Technology (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the programme that has been put forward by the National AIDS Control Council requires that we have the ACUs in the Ministries. For example, we have an ACU in the GSU. We also have Constituency AIDS Committees which are operational in every constituency. This Kshs1 million is normally put there as a token because we are very concerned. You will realise that the TSC is one organisation whose members have really been hard hit by the HIV/AIDS pandemic.

Mr. Achola: As a follow-up to that question on AIDS, if what the Minister says is true, how come on page 884, Head 863, Item 178, Kenya Institute of Education, Kshs11 million will be spent on the same? They do not seem to be comparable.

The Minister for Education (Mr. Kosgey): Yes, Mr. Temporary Deputy Chairman, Sir. I think this is for printing of the curriculum. We did actually request for some money last year. It is entitled "AIDS Awareness". However, it should actually be "Production of Material". The Kshs12 million was for last year's printing of curriculum. We will continue printing posters and materials for the AIDS campaign.

*(Heads 834, 835, 836, 837, 838, 839,
841, 849, 862, 863 and 901 agreed to)*

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - PRIMARY EDUCATION
Head 844 - Primary Schools

Mr. Khamasi: Mr. Temporary Deputy Chairman, Sir, under Head 844, Item 224, there is a provision of Kshs3 million for purchase of lightning arrestors. Could the Minister be kind enough to let us know whether some of these arrestors are going to schools which were hit by lightning and we requested for money which was never sent?

A hon. Member: Say yes!

The Minister for Education (Mr. Kosgey): Yes, Mr. Temporary Deputy Chairman, Sir.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, under Head 844, Item 160 which is "Low-cost Boarding Primary Schools". Where are these low-cost boarding primary schools in the country since I do not seem to have any in my province?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, there are many in the ASAL areas.

Head 845 - Kenya School Equipment Scheme

Mr Achola: Mr. Temporary Deputy Chairman, could the Minister explain, on page 887, Head 845, Item 221 which is "Purchase of School Equipment and Textbooks", whether he is satisfied that this amount of money is going to be sufficient for schools because we realise we are having a problem with the textbooks in various schools?

Head 846 - School Milk and Feeding Programme

Mr. Temporary Deputy Chairman, Sir, if you allow me, just going down the page under Head 846, Items 100, 110 and 162, could the Minister explain exactly what is included in this? For example, School Feeding Programme under Item 162 which was Kshs313 million last financial year and you are proposing to be given Kshs142 million which is a drastic change.

The Temporary Deputy Chairman (Mr. Musila): So, Mr. Minister, could you address yourself to the provision of purchase of school equipment and school feeding programme?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Speaker, Sir, I think this School Equipment Programme is ongoing. Quite a number of districts have already benefited from it this year. In fact, we have covered the last batch of districts. We are going to start all over again; from those which did not receive them previously. This programme is supported by DFID, British Government, and it is a shilling-for-a-shilling programme. The money the Government is investing here is Kshs406 million. The British Government will invest an equivalent amount in it. In fact, the total amount of money, as I explained yesterday, is Kshs884 million for this year and we hope to cover about 40 districts.

The Temporary Deputy Chairman (Mr. Musila): And what about the School Feeding Programme, Item 162?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, Item 162 has been reduced this year because it has been split into two. There is a development item. We are getting money from the World Food Programme (WFP). The Kshs142 million is purely for transportation and clearing. The figure has come down because last year we had drought in a lot of districts. This year it has been a bit better.

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, on the same page 887, Appropriations-in-Aid, Item 600 under Head 864 on World Food Programme (WFP), yesterday we mentioned that we should not anchor our Budget on money that is coming from outside the country. Now, the WFP will provide these many millions. What will happen to Turkana and the rest of the districts in arid and semi-arid (ASAL) areas if this does not come? For how long does the Minister expect the WFP assistance to continue?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the WFP gives us money as a refund for what we spend. This assistance is given under the Item on transportation, and the WFP is giving more than that. As I explained yesterday, under the Development Vote, we are getting more from the WFP. The question is whether we should actually factor into the Budget the WFP assistance or whether we should not rely on it. This is neither here nor there because the WFP has pledged to assist us and we are grateful that it has continued to assist us.

We should actually show what we receive in our Estimates because it is subject to audit and approval by this House.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, although the Minister has explained Head 845, Item 221 on textbooks, I would like to request him to look into this because schools in my district were asked to open bank accounts three years ago. They opened accounts and the amounts they deposited in those accounts, presumably to assist in purchase of textbooks, have now been depleted. They have been charged ledger fees over the last three years. The amounts have been depleted and they have not received the textbooks. I hope the Minister will confirm today that this year, we will receive textbooks in all schools in my constituency.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, Kisii District is covered this year.

(Heads 844, 845 and 846 agreed to)

(Sub-Vote 311 agreed)

SUB-VOTE 312 - TEACHERS EDUCATION

Head 803 - Kenya Science Teachers College

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, if you look at Head 803, Item 310, Grants and Grants-in-Aid Pre-Service at the Kenya Science Teachers College, you will see that the amount has been kept the same as last year, yet the Minister has explained in this House that we are losing a lot of teachers due to the HIV/AIDS pandemic. That is not reflected here. We should be training more teachers and granting more money to this institution so that we can have better trained teachers in science subjects. This does not reflect what he said.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, in fact, we have

increased the figure. If you look at Item 312, you will see that we have actually given the College a separate Item, for teaching practice, of Kshs8 million. We would like to have more money for Kagumo Teachers College, but we do not have sufficient resources. But if you look at the total sum, you will see that it has gone up to almost Kshs20 million.

(Heads 803, 807 and 847 agreed to)

(Sub-Vote 312 agreed to)

SUB-VOTE 313 - SCHOOLS FOR THE HANDICAPPED

Head 848 - Primary Schools

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, as you realise, we have neglected our physically-handicapped children in this country. We should show some affirmative action on this vulnerable group of people. This is so and yet we have not increased the allocation to this Head. We do not have any school for the physically-handicapped in Nyanza Province. I do not think that I have seen such a school even in Rift Valley Province. This is the case, and yet he does not request for more money for this aspect so that he can expand the services and provide an affirmative action to this group of Kenyans.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, we have so many schools for the physically-handicapped in Nyanza Province. One of them is Gucha and another one is Joy Land in Kisumu. When I was replying, I said that in 1999, we more than doubled this allocation and we shall continue to review it to ensure that we allocate enough money to the schools for the handicapped. When I was replying, I also appealed to parents to take their children, who are currently at home, to these schools.

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

(Sub-Vote 313 agreed to)

SUB-VOTE 314 - MISCELLANEOUS SERVICES

Head 853 - Bursaries, Scholarships, Subsidies and Education Attaches

Mr. Achola: Thank you, Mr. Temporary Deputy Chairman, Sir. I would like the Minister to explain, on page 890, Head 853, Item 070 - about Foreign Service Allowance that has been allocated Kshs16 million. These are people who stay abroad and, basically, these are joyriders. Maybe, he can explain to us what they do, or whether he can justify why he should pay this amount of money. On the same page, Items 341 and 342, on Bursaries and Scholarships respectively, I would like the Minister to explain to us the modalities they use to disburse this money. This issue was raised yesterday.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the foreign attaches have to be paid their salaries and that is why the foreign service allowance is reflected in the Estimates. When the same attaches employ their staff, they have to be paid their foreign allowance. We have reduced the number of education attaches. In the past, they were all over, but we have cut down their number, and now, they are not joyriders.

Mr. Temporary Deputy Chairman, Sir, with respect to the bursaries, when I was replying, I said that we have an allocation for scholarships and bursaries for Kenyan students who are in overseas universities. This amount of money is different from the Kshs536 million which is given for secondary schools. This amount of money is given to Kenyans who study in various learning institutions outside the country. Occasionally, parents apply, but in this case the students apply directly to the Ministry and say that they have difficulties. For example, parents might send their child to Australia and soon or later they realise that they cannot afford the fees, and we come in to help. I explained, when I was replying, that I will make sure that the disbursement of this money is done transparently.

The Temporary Deputy Chairman (Mr. Musila): Are you raising a point of order, Mr. Achola, or is it that you want the Minister to clarify something? I will give you a chance to seek clarification.

Mr. Achola: Is he saying that in the future, they will come up with a transparent system of disbursing bursaries, and that in the past, they have done it haphazardly?

The Minister for Education (Mr. Kosgey): I am not saying anything like that, Mr. Temporary Deputy Chairman, Sir. I have just explained what this money is for. I have just explained that parents apply directly to the Ministry for allocation of these bursaries. It has been done in the past and it is not a new item. I take it that the hon. Member is the Chairman of the Education Committee and this is not the first time this item has appeared here.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, still on the same items, but the first one is on Foreign Service Allowance for Educational Attaches--- What do educational attaches do currently? Those days when we were going to the university, they would secure for us scholarships and some assistance in education. What do they do today that cannot be done by other people in the Foreign Service? As you can see, they have increased the amount by Kshs4 million. The other issue is on bursaries and scholarships. We would request the Minister to send out a circular to all schools stating the criteria used to give bursaries. Members of Parliament should also receive copies of that circular. We need to have some transparency as to how taxpayers' money is being used.

Head 854 - Contribution Towards Local and International Institutions

Finally, on Head 854, Item 325, there is subscription to the International Institute of Molecular and Cellular Biology. What particular benefit do we get from that?

The Temporary Deputy Chairman (Mr. Musila): Order! Order, Mr. Angwenyi! I just wanted you to be fair to the Minister by giving him time to respond!

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the cost of living overseas has gone up. That is why the figure of Foreign Service Allowance has gone up by about Kshs4 million. As to the job description of education attaches, I thought that was obvious to everybody.

Hon. Members: No! No! Could you justify it?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, education attaches, whether they are in our embassies or high commissions abroad, look after our students' needs whenever they have got problems. They also monitor enrolment in various institutions and also make sure that the students in those places do not undergo undue hardship. They also give us a feedback whenever we require it when disbursing bursaries and scholarships to the students.

With regard to bursaries, I said that parents and students have been applying to the Ministry and we have disbursed the bursaries according to the needs and requests from the students. It is a small amount and I think they have received it.

Mr. Khamasi: Mr. Temporary Deputy Chairman, Sir, this is not a small amount of money. We are talking of Kshs103 million. The Minister says if parents makes a request, they will respond accordingly. Does the Ministry pay these bursaries direct to colleges, or through the embassies? This is because there are cases of people who are on the payroll and yet, they are not in any college, but they get money through foreign embassies.

An hon. Member: We know some of these people!

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, if the hon. Member knows of any case, let him report to us and action will be taken. As I explained, one of the jobs of education attaches is to give us a feedback. We send the money to our students abroad through the Foreign Service.

The Temporary Deputy Chairman (Mr. Musila): I think, Mr. Minister, you have heard the concern of hon. Members on this particular issue of scholarships and bursaries. Therefore, the House should be satisfied with the Minister's explanation because he said he will do it in a very transparent manner this time round.

(Heads 853 and 854 agreed to)

(Sub-Vote 314 agreed to)

SUB-VOTE 315 - EARLY CHILDHOOD EDUCATION

Head 816 - Training Field Services

Mr. Angwenyi: Mr. Temporary Deputy Chairman, I would like the Minister to explain the entire Head 816. Where do they provide early childhood education in this country?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, as I explained earlier,

early childhood education is provided in 14 districts in the country. If you look at the various Items listed under Head 816, you will find that we spend money on personal emoluments and house allowances, among other things, in those districts.

(Head 816 agreed to)

(Sub-Vote 315 agreed to)

SUB-VOTE 316 - SECONDARY EDUCATION

Head 800 - Board of Governors-Maintained Schools

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, I know the Minister says he has already explained how they have been disbursing bursaries. But with regard to Item 311, could he tell us how they have been disbursing bursaries to various secondary schools?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, as I explained when I was replying, each of the 3,000 secondary schools receive bursaries and grants according to the number of needy students enrolled in each school.

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, that is a very unfair way of treating people under this item. Why should we treat all people as equals?. There are areas where parents are rich and they can afford to pay school fees. How can we give a similar figure to everybody? Could the Minister consider a method where children from poor families get more money than those from rich families?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, it is assumed that every school has students from poor families. Even districts with high resource potential have poor people. We allocate money in proportion to the enrolment of each school. Surely, that is a fair way of estimating the number of deserving cases in a particular school. It does not mean that all the children who attend school in the North Eastern Province are from poor families; only a certain proportion of children are from poor families.

Hon. Members: How do you know that?

The Temporary Deputy Chairman (Mr. Musila): Order! Order!

Mr. Angwenyi: Mr. Chairman, I would like to seek a clarification on that issue. Could the Minister design a way---

(Loud consultations)

The Temporary Deputy Chairman (Mr. Musila): Order! Order, hon. Members! Mr. Noor, let us have some order over there!

Continue, Mr. Angwenyi!

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, we are on the issue of bursaries in secondary schools. I would like the Minister to include the people's representatives in disbursement of bursaries. Of course, those involved in the disbursement of these funds are already misusing them. Actually, the most deserving students do not get bursaries.

Under Item 310, there is provision for grants for operations. I do not know what these are. Nevertheless, could the Minister explain how these grants are distributed to schools? Under Item 187, there is provision for vehicle insurance. In my constituency, Boards of Governors pay for insurance cover for their schools' vehicles. On which vehicles is this money going to be spent?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, hon. Members sit in District Education Boards (DEBs); they also sit in the Boards of Governors (BOGs) of schools in their constituencies. That is why, as I was initiating debate on this Vote, I requested hon. Members to attend BOG meetings, so that they can participate in distributing bursary funds allocated to schools. Please, do not leave that to headteachers. As I said, while replying to debate, we will continue to examine the system of disbursement to ensure that it is transparent.

Regarding the provision for vehicle insurance under Item 187, I would like to clarify that we insure any vehicles that are not insured in public schools. The grants for operation provided under Item 310 are used to pay salaries to non-teaching staff in some boarding schools.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, the Minister says that they pay salaries to

non-teaching staff in some boarding schools. I have been a BOG member of a national school, a provincial school, a district school and a private school. In all those schools, I never came across a case where the Ministry paid the salaries of non-teaching staff. Could he give me one example?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, as I am saying, in fact, this is one item that we discussed fully. Indeed, and it is something that we are phasing out. I would say that:- Three quarters of the schools in the country, at moment, have what we call "Board of Governors employees" who are paid by parents. But we still have some schools in ASAL areas which are run by the Boards of Governors, but we still pay non-teaching staff. This is a fact.

(Head 800 agreed to)

(Sub-Vote 316 agreed to)

SUB-VOTE 317 - TECHNICAL EDUCATION

Head 565 - Kisumu Polytechnic

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, if you look at Head 565, you will notice that, at Kisumu Polytechnic, there is no provision for the supply of equipment and textbooks although we are sending our children to some of these polytechnics. Indeed, we are providing the necessary facilities and equipment for our children to get quality education. Could the Minister consider, maybe, in his Supplementary Estimates to increase **[Mr. Angwenyi]**

his budget for these institutions for the purchase of textbooks and equipment?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the equipping of national polytechnics, and other polytechnics, has been a subject of considerable debate between us and various donors. We realise that our polytechnics are not very well-equipped with modern machinery because those which are there are old and so forth. So, we will continue to source funds for equipping our polytechnics. With regard to textbooks, we charge fees which are used to buy them.

(Mr. Oduyo stood up in his Place)

The Temporary Deputy Chairman (Mr. Musila): Mr. Oduyo, you are an Assistant Minister and you cannot stand here. Have you forgotten your position?

Mr. Achola: He is not serious! On page 896 - Mombasa Polytechnic, Maintenance of Buildings and Stations - when the Committee on Education, Research and Technology visited Mombasa Polytechnic, we found that the institution had completely decayed. I am just wondering why the Minister has not set aside some money for that institution which is so important for our technical training and whether, in future, he will set aside sufficient funds to be able to maintain the buildings there. They are completely rusty and falling into pieces. In fact, I have looked at the Estimates of the Development Expenditure and I have found out that there is no provision for it.

The Temporary Deputy Chairman (Mr. Musila): So, Mr. Achola, are you telling the Minister that the money provided here is not enough?

Mr. Achola: It is peanuts!

The Temporary Deputy Chairman (Mr. Musila): Mr. Minister, what are you doing to see to it that it is increased?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, I agree. We shall continue to source for money from the Treasury in order to prioritise technical education.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, we are targeting to make our country industrialised by the year 2020, but we will not attain that, if we do not train our people in the Kenyan polytechnics---

(Loud consultations)

The Temporary Deputy Chairman (Mr. Musila): Order, hon. Members!

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, could you warn these voting machines?

The Temporary Deputy Chairman (Mr. Musila): Order, Mr. Angwenyi! You are completely out of order to refer to hon. Members as voting machines.

The Assistant Minister for Foreign Affairs and International Co-operation (Mr. Odoyo): On a point of order, Mr. Temporary Deputy Chairman, Sir. Could you take some action against him? This is a complete---

The Temporary Deputy Chairman (Mr. Musila): Order, Mr. Odoyo! Mr. Angwenyi has been cautioned, and he will have to continue.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, if you look at the amount allocated for personal emoluments, to be given to our people who are working in these polytechnics, it is stationary. We have not increased any amount. We do want to retain our best and quality people there. Could the Ministry consider trying to source for funds in order to improve wages of our people who are teaching in the polytechnics, so that they can retain them and give them better quality education?

The Minister for Education (Mr. Kosgey): Yes, Mr. Temporary Deputy Chairman, Sir.

Head 695 - Curriculum Support Services and Inspectorate

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, I do not know whether we have reached there, but I think we have. On page 898, Head 695, Item 000---

The Temporary Deputy Chairman (Mr. Musila): Yes, we have reached there.

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, it is about personal emoluments for Curriculum Support Services and Inspectorate. The amount of money under that Head has been trebled. Could the Minister justify it?

The Temporary Deputy Chairman (Mr. Musila): Mr. Minister, the question is: Why has it been trebled?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, it is because of increase of staff.

Mr. Achola: By how much? It cannot be!

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, is Mr. Achola not aware that personal emoluments are in form of money?

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, it is not possible! We know that the Government is retrenching public servants from the Public Service. The Minister cannot convince us with that story. Mr. Minister, I think you had better check on that because when you look at the other areas; like money given to the TSC, the amount is decreasing. How come for that Item, you are saying that it is increasing because you are employing more staff and we know that you are not? Give us a more plausible explanation.

The Temporary Deputy Chairman (Mr. Musila): I think that is a legitimate question; the amount in question has been increased from Kshs926,716 to Kshs2,734,756. The hon. Member wants to know why that change? You can give the Minister a minute to consult with his officers on the Civil Service Bench. Is there any other question while the Minister is consulting?

Head 671 - Eldoret Polytechnic

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, if you look at the Item on Maintenance of Plant, Machinery and Equipment, there is very little money voted---

The Temporary Deputy Chairman (Mr. Musila): Order, Mr. Angwenyi! Please, quote the Item that you are talking about.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, for example regarding Head 671, Item 250, Maintenance of Plant Machinery and Equipment, all the polytechnics have not been allocated adequate funds that can be used in maintaining equipment and plant. We know that polytechnics deal with equipment all the time. We would expect that if the Ministry wanted to maintain those equipment, so that they could be useful to our students, they would allocate more funds to this Item.

The Temporary Deputy Chairman (Mr. Musila): Could the Minister address himself to the issue of maintenance of plant, machinery and equipment?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, on the first question, if you look at the details under Head 925, you will see that the technical training teachers will increase from 40 to 500. There is definitely an increase in staff from 40 to 500. There was a very serious shortage of teachers. I think there was even an announcement to the effect that we would employ more teachers. The other question was on

Item 250, Maintenance of Plant, Machinery and Equipment. This is an ongoing project for which we are trying to source money. The state of our national polytechnics is not satisfactory as far as the state of the buildings and equipment are concerned, except for the new one in Eldoret. We will continue to try and equip our institutions. I hope that this time, next year, we will come to the House with a substantial request.

*(Heads 651, 652, 662, 663, 671,
694, 695, 696 and 697 agreed to)*

(Sub-Vote 317 agreed to)

SUB-VOTE 318 - UNIVERSITY EDUCATION

Head 828 - University of Nairobi

Mr. Achola: On Head 828, Item 300, Grants and Grants-in-Aid, I can see that the figure of Kshs1.6 billion is retained as constant, yet we know that this amount includes emoluments of university professors and lecturers. Could the Minister explain to the House what his Ministry is doing to improve the remuneration to the teaching staff so that we do not have the brain drain that is currently being realised?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, I wish I could say that we will expand the cake and give more to the universities. That is why the universities are offering programmes that generate incomes so that they can meet some of their expenses including emoluments. You will realise that the universities did also retrench a substantial number of their staff; particularly non-teaching staff. Therefore, that has been taken care of.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, the Minister for Finance has stated it very clearly that the number of Kenyans who live below the poverty line has increased from 42 per cent to 63 per cent. This means that most parents cannot afford fees for their children in the universities and yet the allocations for grants---

The Temporary Deputy Chairman (Mr. Musila): Which Item are you talking about?

Head 832 -Higher Education Loans Board (HELB)

Mr. Angwenyi: Head 832, Items, 300, 314 and 500. The allocation to this Head is the same as that for the previous year when fewer people were living below the poverty line. This means that we are making university education a preserve for the rich. The Minister has just said that the universities are now offering programmes like the parallel degree programme. I cannot see the amount realised from those programmes as Appropriations-in-Aid in this budget.

The Temporary Deputy Chairman (Mr. Musila): Mr. Angwenyi, you are supposed to ask a question. You have already made a contribution and time for debate is over.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, my two questions are: One, why has the Minister not increased the amounts for grants and scholarships while an increased number of people are applying? Two, why can we not see AIA of whatever is being realised from parallel degree programmes?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, I did explain yesterday that the Higher Education Loans Board (HELB) actually requires about Kshs1.5 billion to cover all their needs. We are providing, as a Government, a sum of over Kshs600 million. Some of that money goes for administrative services. Loans to students figure is Kshs600 million. They also recover about Kshs45 million every month from past students. This amounts to about Kshs1.2 billion for disbursement every year. I wish we could actually meet the total figure of Kshs1.5 billion and we are going to aim at this target. That is why, at the moment, we are actively pursuing what we call financing of higher education in Kenya as a major topic in the Ministry. One of the aspects of it is how to raise enough money for the HELB.

Now, the other part is that AIA from the Module II Programme. It is not reflected and I will have to check on that one. However, there is an AIA in the University of Nairobi, of Kshs13.2 million.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, just a point of clarification. The Minister has just said that they are recovering Kshs45 million a month. Where is that reflected in the Estimates?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, it is not shown here because we would have to show the total sum and then that money will have to come to the Consolidated Fund and

then voted out. It will be a very difficult programme.

Head 832 - Higher Education Loans Board (HELB)

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, maybe the Minister could just explain on the same Head 832, Item 314, University Students Bursaries. Again, I am worried about what mechanism is used to decide who gets the bursary. On Item 500, Loans to Students, I thought that the scheme had a revolving fund and, therefore, really, the fund should be revolving and the Ministry should not be disbursing further funds to the University if the fund was actually revolving and people are paying for the loans. Maybe he can explain that.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the idea is to have a revolving fund. We have never actually achieved that because we have never financed HELB sufficiently to have that revolving fund. If we were able to budget and give them about Kshs2 billion, it would really revolve. Ultimately, we will have to get there. At the moment, one of the difficulties that they have is that the graduates have no jobs and, therefore, they cannot even repay. We are lucky to be getting Kshs45 million a month.

Mr. Achola: But what about the criteria for giving out these bursaries?

The Minister for Education (Mr. Kosgey): A bursary is always given on the need.

Mr. Achola: No! Everybody could still have a need on that item please.

The Temporary Deputy Chairman (Mr. Achola): No, but Mr. Achola, you know the process. The process goes through identifying candidates and recipients right from the grassroots that is the location until it reaches HELB.

Mr. Achola: You are telling me, Mr. Temporary Deputy Chairman, Sir.

The Temporary Deputy Chairman (Mr. Musila): Yes, I am telling you because the Chair wants us to make progress.

Mr. Katuku: Mr. Temporary Deputy Chairman, Sir, still on the same funding of universities, which we agree are underfunded, could the Minister, maybe in view of Head 828, Item 300--- I can see they have provided that money for University of Nairobi. We know that they have stalled projects which are a bother to the University. Have you made any specific provision for completing those stalled projects and how are you going about the rest of the universities which have similar problems?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, we do not have a provision for stalled projects.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, we are the watchdogs over the spending of our people's money. I would request the Minister to bring into account the Appropriations-in-Aid that we realise from the Parallel Degree Programme and from the recovery of loans from our students. The Minister must have this money in the Estimates books next time.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, if that were to be done, the money in question would have to go to the Consolidated Fund and be voted by this House. That should not be really a thing to do. The books of the University of Nairobi, and other public universities, are audited and tabled here.

Mr. Katuku: Mr. Temporary Deputy Chairman, Sir, I raised a question about the stalled projects. There are some contractors on site and their bill is increasing every now and then. What is the Minister doing about the whole thing? This is an expense to the Government.

Mr. Temporary Deputy Chairman (Mr. Musila): Mr. Katuku, the Minister wants to reply but you are talking about Development Expenditure. If you let me finish with the Recurrent Expenditure [**Mr. Temporary Deputy Chairman**] now, you will still have an opportunity to ask that question.

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

(Sub-vote 318 agreed to)

(Vote R31 agreed to)

VOTE D31 - DEVELOPMENT EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANING

Head 835 - Headquarters Professional Administrative Services

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, maybe the Minister could explain Head 835, Item 186. What is it? There is a lot of money allocated for the Strengthening of Education at Primary and Secondary Levels (STEPS).

The Temporary Deputy Chairman (Mr. Musila): Be specific, Mr. Achola. When you talk about the whole of it, what does that mean?

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, it is only one Item.

The Temporary Deputy Chairman (Mr. Musila): But specifically, what do you want to know?

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, I want to know what STEPS means. What is "strengthening of education at primary level"? If the Minister can combine this with Head 836, Item 413 and explain both, I will be satisfied.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, I explained yesterday, when moving the Vote, that we have this programme called "Strengthening of Education at Primary and Secondary Levels (STEPS)". This programme is funded by the World Bank to the tune of Kshs72 million and by Kshs2.5 million from the Government of Kenya. I explained that we have several components under this programme. It includes curriculum review and teachers management by trying to decentralise the Teachers Service Commission. We will do a pilot programme in eight districts to try to decentralise the TSC. We will re-look into examinations and valuations and set up education management information systems. Under Head 836, Item 413 - Strengthening of Primary Education (SPRED), Kshs478 million is the component from the Department for International Development (DFID) of the British Government.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, I am surprised that the Minister has said that we are strengthening education when, in fact, we are increasingly being unable to manage our schools, with the strikes and everything. I wish the amount they have voted here, of Kshs478 million under Head 836, Item 413, could be transferred to school equipment. We would strengthen our education if we did this. Allocating this amount of money for supervision, which is never done, is not strengthening education.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, Mr. Angwenyi does not listen to what I say. I have just said that the Kshs478 million is meant for books, and it is the component from the DFID. I wish hon. Members would pay attention.

Mr. Angwenyi: On a point of clarification, Mr. Temporary Deputy Chairman, Sir. We know how to read these accounts. The DFID contribution is shown down there. Let him look down, and he will realise that UK will give only Kshs23 million. It is shown here. So, when the Minister says that it is the DFID contribution, that is not true.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, the Appropriations-in-Aid is split into three items. One is direct payment from UK---

It is split into three items, and you can see that Item 413 is both Appropriations-in-Aid and revenue.

Mr. Angwenyi: What is he saying, Mr. Temporary Deputy Chairman, Sir?

The Temporary Deputy Chairman (Mr. Musila): Mr. Angwenyi, what is the problem?

The Minister for Education (Mr. Kosgey): Let me explain, Mr. Temporary Deputy Chairman, Sir. I said that Item 413 consists of both Appropriations-in-Aid and also revenue from the programme. If you look at the Appropriations-in-Aid, which stands at Kshs23 million, you will find it is an on-going programme this year. In fact, they will reimburse whatever amount of money we spend. If you look at our Recurrent Vote, you will realise that I had explained that our contribution this year will be Kshs406 million and the donor contribution will be Kshs478 million.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, I do not want to bother my friend, Mr. Kosgey and his staff, whom I respect very much. Let us say that this amount of money that the Government of Kenya is voting for this project, if we will get Kshs40 million from the other sources, the balance of Kshs438 million will come from the Kenyan taxpayer. That is okay, but we are saying that we would have used this money better elsewhere. Let him not confuse Recurrent Expenditure with Development Expenditure. (*Heads 835, 836 and 841 agreed to*)

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - PRIMARY EDUCATION

(Heads 844 and 846 agreed to)

(Sub-Vote 311 agreed to)

SUB-VOTE 312 - TEACHERS EDUCATION

Head 847 - Primary Teachers Training Colleges

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, under Head 847, Item 407, construction of buildings has been allocated Kshs12 million. For the last two to three years, we have not been using these college training facilities because we had a surplus of teachers. Why are we devoting so much money to further construction when we cannot fully utilise what we have?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, this is for paying pending bills for Kitui TTC which had stalled.

(Head 847 agreed to)

(Sub-vote 312 agreed to)

SUB-VOTE 315 - EARLY CHILDHOOD EDUCATION

Head 816 - Training Field Services

Mr. Achola: Thank you, Mr. Temporary Deputy Chairman, Sir. I want to raise a question on Head 816, Item 340 - Grants to NGOs - ECD. NGOs have been very tricky in this country; trying to earn money out of nothing. Could the Minister explain to us how these NGOs are going to account for this huge sum of money that is being entrusted with them on a project that we are still querying?

The Minister for Education (Mr. Kosgey): We have some NGOs that we have been collaborating with. One of them is Action-Aid, which has been assisting in child development. The other one is the Catholic Relief Services (CRS) among others.

Mr. Achola: How do we ensure that this money is actually spent on the projects we are passing? If you have given the money to NGOs, what accountability is there to the Ministry by these NGOs? To just say that you have given them money is not enough.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, I have taken note of that point because it is valid. In the past, the Government has made certain grants to certain reputable organisations including mission hospitals. It might be difficult to follow up to make sure that they actually do those projects they allege to do. But they use their money and make a claim. We check against the vouchers and then pay.

Mr. Angwenyi: Mr. Temporary Deputy Chairman, Sir, I have got two questions. First, I want a clarification on that point. Is the Minister saying that these NGOs are using their money and they have been putting their money in our budget? If he is not saying that, could he consider---

The Temporary Deputy Chairman (Mr. Musila): If I heard the Minister correctly, he said that the NGOs would spend their money and then submit claims for reimbursement.

Mr. Angwenyi: That does not necessarily mean that they are using it prudently. They can use the money for anything and claim from us. So, we have no control over that and we must look at that. Secondly, would the Minister consider to spread the Kshs72 million equitably among the 70 districts so that each district gets Kshs1 million?

Finally, Item 401, on construction of buildings, is consuming Kshs138 million. In these lean times, are we embarking on major construction projects? What is it for?

The Minister for Education (Mr. Kosgey): The first question, Mr. Temporary Deputy Chairman, Sir, is whether we could spread out this money to each district. I said we are supporting certain NGOs that we have been collaborating with for all the years. We are not supporting each and every NGO. On construction of buildings, the National Centre for Early Childhood Education, we are building the headquarters at the Kenya Institute of

Education (KIE) and in the districts we talked about it.

Mr. Angwenyi: Mr. Temporary Deputy Speaker, Sir, it looks like there are certain districts in the country which get high proportions of the Ministry's budget. Why are these other districts not considered under all these items?

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Chairman, Sir, not all districts really get the same amount of money. There are some small districts like Ijara. It is smaller than my home district. We are not about to vote the same amount of money to Ijara District like we would vote for Kisii Central.

(Head 816 agreed to)

(Sub-Vote 315 agreed to)

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

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

(Sub-Vote 318 agreed to)

(Vote D31 agreed to)

(Vote 31 agreed to)

(Question put and agreed to)

(Resolution to be reported without amendment)

(The House resumed)

*[The Temporary Deputy Speaker
(Mr. Muturi) in the Chair]*

REPORT

Vote 31 - Ministry of Education, Science and Technology

Mr. Musila: Mr. Temporary Deputy Speaker, Sir, I am directed to report that the Committee of Supply has considered the Resolution that a sum not exceeding Kshs24,807,961,130 be issued from the Consolidated Fund to complete the sum necessary to meet expenditure during the year ending 30th June, 2002, in respect of Vote 31 - Ministry of Education, Science and Technology, and has approved the same without amendment.

The Minister for Education (Mr. Kosgey): Mr. Temporary Deputy Speaker, Sir, I beg to move that the House doth agree with the Committee in the said Resolution.

The Assistant Minister for Education, Science and Technology (Mr. Ojode) seconded.

(Question proposed)

(Question put and agreed to)

ADJOURNMENT

The Temporary Deputy Speaker (Mr. Muturi): Hon. Members, it is now time to interrupt our business. Therefore, the House stands adjourned until tomorrow, Thursday, 26th July, 2001, at 2.30 p.m.

The House rose at 7.00 p.m.