

# NATIONAL ASSEMBLY

## OFFICIAL REPORT

Thursday, 7th April, 2005

The House met at 2.30 p.m.

*[Mr. Deputy Speaker in the Chair]*

### PRAYERS

### PAPER LAID

The following Paper was laid on the Table:-

Report of the Controller and Auditor-General on the Appropriation Accounts and the other Public Accounts, and the Accounts of the Fund for the year 2002/2003.

*(By the Assistant Minister for Finance  
(Mr. Obwocha) on behalf of the  
Minister for Finance)*

### ORAL ANSWERS TO QUESTIONS

*Question No.095*

#### SHORTAGE OF TEACHERS IN MIGORI CONSTITUENCY

**Mr. Owino** asked the Minister for Education, Science and Technology:-

- (a) whether he is aware that Migori Constituency is facing an acute shortage of teachers;
- (b) whether he could inform the House how many primary and secondary school teachers have either died or retired in Migori District since January, 2003; and,
- (c) what urgent steps he is taking to replace those who have died or retired.

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

- (a) I am aware that there is a shortage of teachers in Migori Constituency.
- (b) I wish to inform the House that 162 teachers died and 124 retired in Migori District between January, 2003 and November, 2004.
- (c) In the recently concluded recruitment exercise, Migori District was allocated 137 primary school teachers and 21 secondary school teachers to replace those who had left the service through natural attrition. That translates to 137 teachers, out of a shortage of 1,768 primary school teachers, and 21 teachers out of a shortage of 207 secondary school teachers. I must add that this is a national problem.

**Mr. Owino:** Mr. Deputy Speaker, Sir, according to the information I have, in my constituency, 48 teachers died and 32 retired. We were only given 24 teachers out of the 157 teachers that were recruited recently. Now, that leaves a big balance. How will the Ministry handle this? At the moment, in several schools in my constituency, there are between 150 and 200 pupils per teacher. That makes it impossible for the teachers to effectively teach the pupils. How is the Ministry handling this situation?

**Dr. Mwiria:** Mr. Deputy Speaker, Sir, I did say that this is a national problem. I do sympathise with the situation in Mr. Owino's constituency. But it is the problem in many other constituencies, including my own. I want to assure the hon. Member that we will soon advertise positions again and try to recruit more teachers. Normally, during recruitment, we take the total number of vacancies divided by the number of positions that we will fill, proportionately as we do with the bursary scheme. So, we will address the problem by advertising positions, maybe, by June or July, and we will do our best under the circumstances.

**Dr. Godana:** Mr. Deputy Speaker, Sir, I am glad the Assistant Minister has said this is a national problem which affects every constituency. This problem has been with us for a long time.

Now, the Assistant Minister surely should have on his fingertips the total vacancies and shortage of teachers in the whole country. He should also have some rough data about the thousands of primary and secondary school teachers who have been trained, but are jobless. What plans does he have to fill all those vacancies? The Ministry should not come up with piecemeal information.

**Dr. Mwiria:** Mr. Deputy Speaker, Sir, I do appreciate the concern of Dr. Godana. This is a matter we have been talking about for the last two years. Unfortunately, we have not been able to come up with the final solution. It is taking time. We did some recruitment in 2003 and 2004, but the problem is not solved. I want to assure the House that as soon as we get enough resources, we will be happy to fill all the vacancies. This is a commitment on the part of the Ministry because we do realise that we have got large classes without teachers. Since our commitment to providing quality education could also be questioned, we are committed to it as much as the Members of Parliament are. But we have to come up with the resources that we need to be able to do a complete job.

**Mr. Karaba:** Mr. Deputy Speaker, Sir, it is true that we have a working figure for all the teachers in this country. There are 235,000 teachers. We are now saying that the figure has gone down. Why do we not replace these people as they die or retire?

**Dr. Mwiria:** Mr. Deputy Speaker, Sir, I do appreciate that it is possible to deal with it. In a private company, for example, if you leave your job, you are replaced immediately. So, I will take the hon. Member's suggestion and see, under the circumstances, if it is possible to be replacing them as they die or leave the service.

**Mr. Deputy Speaker:** Is the Shadow Minister for Education, Science and Technology not here?

**An hon. Member:** Yes!

**Mr. Deputy Speaker:** Very well. Please, ask the last question, Mr. Owino!

**Mr. Owino:** Mr. Deputy Speaker, Sir, you have heard rightly from the Assistant Minister that we are, at the moment, not providing quality education. Is he, therefore, telling us that we are recruiting our teachers in accordance with the IMF and World Bank instructions?

**Dr. Mwiria:** Mr. Deputy Speaker, Sir, first of all, I would like to correct the statement that has been put into my mouth, that we are not providing quality education. I said we have a commitment to providing quality education. To do that well, we need to have as many teachers as possible. These are two different matters.

Secondly, I would like to say that we are a sovereign Government. As much as we talk about donors and others, we can refuse what they tell us if we think it is not good for this country. The real constraint is the resources that are available. I think we have said many times that the Ministry takes almost 40 per cent of the recurrent budget and about 80 per cent of that money goes to paying teachers' salaries. We, as Parliament, need to come up with a solution to this problem once and for all,

given the resources that are available. But I have taken the sentiments of the hon. Members and we will see what we can do under the circumstances.

**Mr. Deputy Speaker:** Next Question by Mr. Kingi!

*Question No.062*

OPERATIONS OF MARIAKANI  
MILK SCHEME

**Mr. Kingi** asked the Minister for Livestock and Fisheries Development:-

- (a) when the Mariakani Milk Scheme will start operations; and,
- (b) what plans the Government has put in place to ensure that the factory will get support from farmers who were short-changed by previous dealers.

**The Assistant Minister for Livestock and Fisheries Development** (Dr. Wekesa): Mr. Deputy Speaker, Sir, I beg to reply.

(a) Mariakani Milk Scheme will start operations when the local community and Mariakani Town Council will establish a co-operative society and revive the existing milk processing plant to handle the produce.

(b) In order to ensure that the factory gets support from farmers, my Ministry has put in place the following measures:-

- (i) Transfer the ownership of the factory and other assets from the Kenya Co-operative Creameries (KCC) to the local community.
- (ii) Transfer the leadership and management of the factory to the farmers.
- (iii) Continue regulating the operations of milk dealers and milk products.
- (iv) Train farmers on modern management practices and other modern dairy technologies to prepare them for leadership take-over.

**Mr. Kingi:** Mr. Deputy Speaker, Sir, I wish to thank the Assistant Minister for that answer. I wish to inform him that, indeed, Mariakani Town Council, Kwale Town Council, Kilifi Town Council and the community have already made that move to establish a co-operative society. They have even purchased the machines that are required. Now, they are waiting for an undertaking by the Government to assist the farmers by providing Kshs12 million through the CDA. We are waiting for that money to start the Mariakani Milk Scheme. When will the Government make that money available?

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, the Ministry has not committed itself to provide the money that the hon. Member has talked about. The position is that, through the Local Authorities Transfer Fund (LATF), money has been made available to the trustees of Kilifi to rehabilitate the milk plant. I agree with the hon. Member that most of the equipment has been purchased. What we are waiting for is the community to be organised to start the project.

**Mr. Munya:** Mr. Deputy Speaker, Sir, I had a chance to visit the Mariakani Milk Plant when the Public Investments Committee (PIC) was moving around the country. The partner councils have made an effort to buy most of the equipment. However, they are scaling down the operations because there is no money to bring the factory back to where it was. Since the Government has given money to Kenya Co-operative Creameries (KCC), what prevents it from giving a paltry Kshs12 million to that important plant? Could the Assistant Minister give us a commitment that, in the new financial year, he will give, at least, Kshs12 to that factory, so that it can benefit the farmers?

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, I think the Kshs12 million that is being referred to is from our sister Ministry, the Ministry of Co-operative Development and Marketing. But as far as we are concerned, the Ministry of Livestock and Fisheries Development has not allocated any funds

towards that project. However, most of the equipment has been bought. In fact, there has been progress in rehabilitating the building since the hon. Member last visited the factory. There is work going on and I believe that, within this year, the factory will be operational.

**Mr. Deputy Speaker:** Last question, Mr. Kingi!

**Mr. Kingi:** Mr. Deputy Speaker, Sir, the Government promised to revive stalled factories in Coast Province, one being the Mariakani Milk Scheme. There are others which include the Kenya Cashewnut Factory, Ramisi Sugar Company and a meat factory in Changamwe. None of those factories have been revived. It is like the Government is giving us a raw deal. What is the Assistant Minister doing to ensure that the milk scheme becomes operational as soon as possible?

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, I appreciate what the hon. Member is saying. I just want to remind him that we have been in power for two-and-a-half years. We are really trying to rehabilitate many projects that were stalled by hon. Members sitting opposite me.

**Mr. Deputy Speaker:** Next Question, Ms. Mbarire!

*Question No.080*

RESUMPTION OF AI SERVICES IN EMBU

**Ms. Mbarire** asked the Minister for Livestock and Fisheries Development:-

(a) whether he is aware that there are no Government Artificial Insemination (AI) services in Embu District and farmers are depending on natural insemination, which is compromising the quality of breeds; and,

(b) when the Ministry will resume the said services as was the case before.

**The Assistant Minister for Livestock and Fisheries Development** (Dr. Wekesa): Mr. Deputy Speaker, Sir, I was reminded that yesterday, I apologised for coming late, but did not apologise for giving the wrong answer. I now do apologise for giving the wrong answer.

*(Applause)*

Mr. Deputy Speaker, Sir, I beg to reply.

(a) Yes, my Ministry is aware that there are no Government Artificial Insemination (AI) services in Embu District, and that, some farmers have resorted to natural insemination, thereby compromising the quality of breeds.

(b) My Ministry has no plans to resume Artificial Insemination services in Embu District and other areas in the country where such services are presently absent. Further, my Ministry has harmonised a training curriculum and stepped up the training of more artificial insemination service providers, and also initiated the procurement of a new liquid nitrogen plant for installation at the Central Artificial Insemination Services (CAIS). Those two measures are aimed at reducing the cost of AI services by about 40 per cent. Therefore, it will make those services cheaper and more available to farmers.

**Ms. Mbarire:** Mr. Deputy Speaker, Sir, you have heard the Assistant Minister say that they have no plans to resume AI services in Embu District. That is a very sad thing for my district. If the Assistant Minister has no plans, who will have plans for the farmers in Embu?

Secondly, if AI service providers that you claim---

**Mr. Deputy Speaker:** Ask one question at a time!

**Ms. Mbarire:** Let me finish, Mr. Deputy Speaker, Sir. Who are those newly trained artificial insemination service providers? Are they Government employees? Where are they? Have they started working?

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, we are not running away from giving Artificial Insemination (AI) service. All I am saying is that the previous Government, many years ago while responding to the Structural Adjustment Programmes (SAPs) that were introduced in the late 1980s, decided to stop providing acaricides and running a national AI service. This was done right across the board. So, what we have started doing since that time is to sensitise farmers and allow private practitioners in the sector in relation to the Government scheme of privatisation. So, we are still there providing training to the AI inseminators and identifying stakeholders who have specialised in providing this service. We regulate and give them licences. As to whether these people do exist in Embu, yes, they do. In fact, there are 23 of them and if the hon. Member would like to see me after this, I will be able to give her the names of these AI providers so that she can contact them for the benefit of the farmers.

**Mr. Wario:** Mr. Deputy Speaker, Sir, I am shocked by the sentiments of the Assistant Minister. I thought the objective of the Ministry is to develop, fight diseases and market the animals. Is he now saying that they are no longer interested in developing animal breeds in this country?

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, hon. Wario knows that I have a lot of interest in this sector. In fact, since the NARC Government took over, the livestock sector is improving. Recently, we have exported animals outside Kenya and we really want to provide service. We want to rehabilitate the livestock sector. We are providing technical service to the sector and making sure that Kenyans who depend on their livelihood from the sale of animals and their products are not let down.

**Mr. Mwandawiro:** Mr. Deputy Speaker, Sir, I am also equally shocked by what this Government is doing. We know very well that the Ministry of Livestock and Fisheries Development has a duty of improving breeds in this country and to plan for the development of the same. However, I am shocked now that it is actually responding to SAPs of the World Bank. Are we going to allow the World Bank to plan for our country? Is this Government not capable of planning for this country?

*(Applause)*

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, no! Indeed, we are moving away from these SAPs that have actually damaged a lot of sectors within our economy. The fact that we are not providing acaricides and not buying semen does not mean that we do not recognise the importance of livestock development. All I am saying is that we have now brought most of these services to the farmers who, in turn, will join the stakeholders within this sector to develop the livestock industry.

**Ms. Mbarire:** Mr. Deputy Speaker, Sir, I hope the Assistant Minister has heard clearly that this is a matter that they need to review and revisit. Could he inform the House how soon the farmers should expect the 40 per cent decrease in the price of AI services, which is currently at Kshs500 per insemination? When should they expect this decrease to be effected?

**Dr. Wekesa:** Mr. Deputy Speaker, Sir, we have commissioned for a plant at CIF to replace the old plant that used to be used at CIF. We are purchasing a new plant and in the middle of this year, we will have accessed the plant and it will be operational. We hope that this will reduce the cost of AI service in the country.

**Mr. Deputy Speaker:** Next Question by Mr. Ndambuki!

*Question No.043*

GOVERNMENT FUNDING FOR WATER  
PROJECTS IN UKAMBANI

**Mr. Ndambuki** asked the Minister for Water and Irrigation:-

(a) whether she could inform the House how much money the Government spent on

- water projects in Machakos, Makueni, Kitui and Mwingi districts in the last one year;
- (b) whether she could table the list of those water projects that have benefited from the above funding; and,
- (c) what Government plans, if any, are there to expand the Kilimanjaro Water Project to cover the four districts listed in (a).

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

(a) My Ministry spent a total of Kshs119,028,665 in the last financial year, 2003/2004, for construction and rehabilitation of water supply facilities in the four districts of Machakos, Makueni, Kitui and Mwingi. A further Kshs146,670 was allocated in the current financial year to the four districts as follows: Makueni, Kshs14,070,000; Machakos, Kshs13,200,000; Mwingi, Kshs11,400,000 and Kitui, Kshs108 million. The funds for Kitui include Kshs102 million obtained from the Water Trust Fund.

(b) There are 15 water projects in Makueni District; six in Machakos District; five in Mwingi District, and nine in Kitui District that are benefitting from this allocation of funds as listed. I have a list of all the names of the projects in various districts which I can provide both to the House and to the hon. Member.

(c) The source of the Kilimanjaro Water Project is Nol Turesh Springs which has an average daily yield of 32,000 cubic metres. Currently, this water supply is abstracting 16,000 cubic metres per day which is the maximum allowed to ensure that water reaches downstream users and also maintains the ecosystem.

**Mr. Ndambuki:** Mr. Deputy Speaker, Sir, I wish to thank the Assistant Minister for his answer, but it is too good to be true. Concerning the Kshs119 million which was used in the Financial Year 2003/2004, if you look at the list of projects, you will see the names of three projects that are in my area. The projects cost about Kshs200,000 each. Is the Assistant Minister in a position to provide a breakdown of the Kshs119 million which was used in the 2003/2004 Financial Year?

**Maj. Sugow:** Mr. Deputy Speaker, Sir, with regard to the breakdown of the money that was used, I have information based on the districts: Makueni, Kshs13,450; Machakos, Kshs57,550; Mwingi, Kshs11,928,665; and Kitui, Kshs36,100.

**Mr. Deputy Speaker:** Maj. Sugow, I think you had already said that. Could you, please, clarify?

**Maj. Sugow:** Mr. Deputy Speaker, Sir, the figures that I had read earlier on were for this financial year, but the ones I have just read now are for the last financial year.

**Mr. M. Maitha:** Mr. Deputy Speaker, Sir, the figures the Assistant Minister read out in this House are totally incorrect because in Machakos, this financial year, we were awarded Kshs6 million. What criteria did the Assistant Minister use to award the four mentioned districts only Kshs30 million when Nyeri District alone was given Kshs800 million? Are we not living in Kenya?

*(Applause)*

**Maj. Sugow:** Mr. Deputy Speaker, Sir, not all districts in this country got the same amount of money. There were many factors that were considered and different criteria used in the allocation of the money.

**Mr. M. Maitha:** On a point of order, Mr. Deputy Speaker, Sir.

**Mr. Deputy Speaker:** Mr. Maitha, you just asked a question. Please, let the Assistant Minister answer you first.

**Maj. Sugow:** Mr. Deputy Speaker, Sir, not all districts got the same amount of money as far

as the allocation is concerned and this is the case involving all other sectors and not just the Ministry of Water and Irrigation. However, the details I have given regarding these allocations are true and if the Member concerned is not satisfied with implementation of the project based on the figures that I have given, I am ready to listen to him and verify that issue.

**Mr. Rotino:** On a point of order, Mr. Deputy Speaker, Sir. I think the Assistant Minister is trying to evade the question. He has been asked to state what criteria was used in allocating the money. My own district was allocated only Kshs3 million while another district got Kshs800 million. Is that really in order?

**Mr. Deputy Speaker:** Maj. Sugow, address yourself on the issue of criteria!

**Maj. Sugow:** Mr. Deputy Speaker, Sir, budgets, allocations and demands come from the various districts. The Ministry only budgets in accordance with the wishes and demands from various districts. It is for the Treasury to allocate the money and for this House to approve it. The Ministry only implements what this House has approved. It is not the Ministry which decides what amount of money a district should get.

**Mr. Omingo:** Mr. Deputy Speaker, Sir, I sympathise with the predicament that the Assistant Minister has found himself in. Generally, Machakos District qualifies. In fact, it is more qualified than Nyeri District because it is in the semi-arid region. Nyeri District needs less funds for water than Machakos District. Could the Assistant Minister restrict himself and tell this House the criteria that was used? The question is as simple as that.

**Maj. Sugow:** Mr. Deputy Speaker, Sir, I think I have answered that question. Once the budget requirements come from the districts, the Ministry has to plan and forward the requirements to the Treasury. At that stage, it is the Treasury that determines how much money will be allocated to each project in the districts. The work of the Ministry is then to implement the project with the use of money allocated by the Treasury.

**Mr. Ndambuki:** Mr. Deputy Speaker, Sir, with all due respect, this matter also falls on your feet. It is a Question that really needs to be answered. If you look at the list that the Assistant Minister has given me and the amount quoted therein--- I would like the Assistant Minister to show how much was spent on each project. In his response, he has only stated the number of projects that have been undertaken in each of the four districts. For example, in Makueni Districts there were 15 projects and the district was allocated Kshs13 million. In my constituency, there are three projects and each cost less than Kshs250,000. Where did this money come from? In the budget, the Assistant Minister has allocated only Kshs5 million to the entire district.

**Mr. Deputy Speaker:** Mr. Ndambuki, are you alleging that, in fact, there are only three projects and not 15 projects? The Assistant Minister said that there are 15 projects and now you are saying that there are only three projects. Do you mean to say that his answer is not correct?

**Mr. Ndambuki:** Mr. Deputy Speaker, Sir, what I want is the Assistant Minister to give us a breakdown of the money that he said we used. With regard to the projects that he has listed in his response, how much did each project cost? I am sure those projects could not have cost the figures that he has given us.

**Maj. Sugow:** Mr. Deputy Speaker, Sir, these projects are at different stages of implementation. I do not have the figures showing how much each project cost. However, I will be able, if given time, to bring a list showing how much each project cost at various stages of implementation.

**Mr. K. Kilonzo:** On a point of order, Mr. Deputy Speaker, Sir. The Assistant Minister has not been able to adequately address the issue of criteria used by the Ministry. Could he, therefore, bring to this House a list showing how much each district has been allocated?

**Mr. Deputy Speaker:** The Assistant Minister has undertaken to bring more details. We are not going to defer the Question because he has undertaken to bring here more details and lay them on

the Table of the House as demanded by hon. Members.

**Mr. Muchiri:** On a point of order, Mr. Deputy Speaker, Sir. You heard hon. Moffat Maitha say that Kshs800 million was allocated to Nyeri District alone. Could the hon. Member substantiate that because there is no known fact about that? Otherwise, he should withdraw the remark.

*(Loud consultations)*

**Mr. Deputy Speaker:** Order, Members! I think I have finished with this Question and I have given directions as to what the Assistant Minister should do. Therefore, we will now proceed to the next Question.

*Question No.098*

CONSTRUCTION OF HOUSING UNITS  
PROMISED BY THE GOVERNMENT

**Mr. Angwenyi** asked the Minister for Lands and Housing:-

- (a) when the Government will commence construction works of the promised 150,000 housing units a year; and,
- (b) how many of these planned housing units will be built in Kisii, Nyamira, Gucha and Kisumu.

**The Assistant Minister for Lands and Housing (Mrs. Tett):** Mr. Deputy Speaker, Sir, I beg to reply.

(a) The Government has already started the construction works as part of the contribution to 150,000 housing units annually.

(b) The Government, through the National Housing Corporation, is constructing Kisumu Phase I, which will contain 85 housing units. In Nyamira, Kisii and Gucha a market survey is underway to determine the market needs and demands with a view to planning housing projects. The Government convened a broad-based consultative forum on urban housing stakeholders in June, 2003 in Nairobi, in which the local Authorities demonstrated their housing production capacity. Kisumu Municipality Council indicated that it could provide 10,000 housing units every year while Nyamira County Council indicated that it could provide 250 housing units per year. Kisii and Gucha failed to provide indicative figures, of their housing production capacity. However, the market survey is under way.

**Mr. Angwenyi:** Mr. Deputy Speaker, Sir, I believe you are as shocked as I am. The Government stated that it would build 150,000 units per year in the country. The Government ought to have built 150,000 units in 2003 and the same number of units in 2004 and 2005. By now, the Government should have built 500,000 units because we are going to the second quarter of the year. In her response, the Assistant Minister has only accounted for 335 housing units.

Could she, please, take this matter seriously and go back to prepare a proper answer to show us where, in this country, the Government has started constructing these houses?

**Mrs. Tett:** Mr. Deputy Speaker, Sir, the Government is committed to facilitating the construction of 150,000 units per year through establishing the Civil Servants Housing Scheme, the Slum Upgrading Programme, public houses and also through other stakeholders. The local authorities have also indicated that they would deliver over 180,000 housing units per year, and I have a list here. We are going to hit the target of not only 150,000 units, but even double that through private developers and slum upgrading, as we have the goodwill of Kenyan people.

**Mr. Khamisi:** Since the Government has promised to construct these housing units throughout the country, could the Assistant Minister tell this House how many of those units are going



to be built in Kilifi District?

**Mrs. Tett:** I do not tell lies, but I manipulate the truth. I have the figures for all parts of Kenya, but I do not have the one for Kilifi District. I can definitely give the hon. Member the figure when I get back to the office, as I am quite sure that it has been taken care of.

**Mr. Ndile:** Bw. Naibu Spika, wananchi wanaofanya kazi ya kiwango cha chini hawawezi kununua ploti hapa Nairobi na wajenge kwa sababu ploti hizo zimekuwa ghali na pia kwa sababu ploti zote za Nairobi zinamilikiwa na watu wakubwa na hawana haraka ya kuziuzua.

Ni jambo gani Wizara hii inafanya, ili kuwasaidia watu hao, hata kama ni kutenga sehemu ya ardhi na wapeane masharti ya kujenga ili mtu aweze kupewa kiwanja na aambiwe kuwa asipojenga kwa mwaka mmoja, basi atayang'anywa hiyo ploti. Ploti hizo zinafaa ziwe za bure na sio za kununua, na watu wengi wataweza kupata nyumba. Ni mpango gani Wizara iko nao?

**Mrs. Tett:** Mr. Deputy Speaker, Sir, it is, indeed, very sad that many of the plots that the hon. Member is talking about were grabbed during the last regime. But we are giving a lot of incentives to our investors. We are looking for land everywhere we can get it and we are giving a tax incentive. Land is one of the issues we are looking into, not only in Nairobi, because we are not going to build houses in Nairobi only, but all over Kenya where we can get land.

Thank you.

**Mr. Deputy Speaker:** Last question, Mr. Angwenyi!

**Mr. Angwenyi:** Thank you, Mr. Deputy Speaker, Sir. We would like this Government to be committed or to fulfil its commitments. I have information that there is a Kenyan who has taken residence in America and who wanted to build 60,000 units in this country, but this Government could not give him land and the guarantee of the repatriation of his investments after a number of years. I also have information of an Egyptian who wanted to build 30,000 units in Mombasa if he was given land. Similarly, I have got information that there was an Arab who wanted to invest in Kenya and build over 20,000 units, but this Government has not provided the incentive that they are talking about. Could the Assistant Minister tell us today, what incentives they are giving for each area in this country to build these units?

**Mrs. Tett:** I am really surprised at the hon. Member because I am, indeed, in charge of housing, and these people have never come to see me. So, how come they came to see you, hon. Angwenyi? I am the one in charge, not you!

*(Laughter)*

**Mr. Deputy Speaker:** Order! Order, Members! Next Question!

*Question No.113*

OCCUPATION OF SURVEY LINE  
IN MAKUENI DISTRICT

**Mr. Deputy Speaker:** Mr. J.M. Mutiso is on official trip to Tanzania; therefore, his Question will be deferred.

*(Question deferred)*

Next Question, Mr. Ndile!

*Question No.078*

ALLOCATION OF MASONGALENI SETTLEMENT  
SCHEME LAND TO SQUATTERS

**Mr. Ndile** alimuuliza Waziri wa Ardhi na Nyumba:-

(a) kama anaelewa ya kwamba ardhi ya Masongaleni Settlement Scheme ilitengewa maskwota ambao hawana ardhi;

(b) kama anafahamu kuwa ardhi hiyo haikuwanufaisha walionuiwa; na,

(c) ni hatua gani itachukuliwa na Serikali kuwasaidia maskwota wa Masongaleni waliopokonywa ardhi iliyotajwa.

**Hon. Members:** The Third Force!

*(Loud consultations)*

**Mr. Deputy Speaker:** Order, Members!

**The Assistant Minister for Lands and Housing** (Mr. Mungatana): Mr. Deputy Speaker, Sir, I beg to reply.

(a) I am aware that Masongaleni Settlement Scheme originally was Government land that was set aside for the settlement of landless Kenyans.

(b) I am not aware that the scheme benefitted undeserving cases.

(c) The Government initiated several other schemes in the area to cater for the overwhelming number of applicants who missed out in the scheme. This initiative is still going on and has resulted in several schemes being established and allocated. Such schemes include Kiboko "A", Kiboko "B", Kibwezi, Kinyambu and Kasayani "B".

Also, at different stages of implementation are: Ngai Ndethia, Kathekani, Mweini, Kai "B", Kambu, Mangelete, Muthingine, Ngiluni, Manyatta, Thange, Ndetani, Syumile "B", Mbwetani, Ngandani, and Kamunyonyu. These efforts by the Government are meant to ease the landlessness pressure in Kibwezi area.

Thank you, Mr. Deputy Speaker, Sir.

**Mr. Ndile:** Wajua, Bw. Naibu Spika, huyu Naibu wa Waziri ni rafiki yangu sana na ni mwanachama wa "The Third Force".

*(Laughter)*

Mimi ndiye nilimsukuma asijiuzulu, na nashindwa ikiwa swali hili---

**Mr. Deputy Speaker:** Kila mara mnasema--- (Inaudible)

*(Laughter)*

**Mr. Ndile:** Bw. Naibu Spika, tarehe 1, Aprili, 2005, nilipata habari kuwa nimekuwa Waziri, na nilifurahi na nikafikiria kuwa nitaenda kumwambia Rais wakati tutakapokuwa katika mkutano wa Mawaziri, ya kuwa haya majibu tunayopewa Bungeni sio mazuri, na ikawa ni bahati mbaya---

*(Laughter)*

Hili jibu nililopewa na Naibu wa Waziri, haswa jibu nambari (b), aliposema kuwa yeye hajui, na ni Waziri mwenyewe aliyetia sahihi hili jibu--- Jambo hili limekuwa katika vyombo vya habari na pia hata hapa Bungeni, kuwa Waziri aliwahi kusema kuwa shamba hilo lilinyakuliwa, na sasa anasema kuwa halijanyakuliwa. Je, jibu hili amelitoa wapi?

**Hon. Members:** Third Force!

**Mr. Ndile:** Jambo la pili ni hili. Katika jibu lake la tatu, Naibu wa Waziri amesema kwamba Serikali imeanzisha miradi mingine ya kuwapa maskwota mashamba, lakini hiyo ni miradi ya zamani sana! Nataka kumuuliza swali hili: Wakati huu katika Serikali hii ya NARC, ni jambo gani imefanya

kuhusu maskwota? Serikali hii ilipoingia uongozini, imetenga mashamba mangapi ili kuwagawia maskwota wa Kibwezi?

**Mr. Deputy Speaker:** Tosha, Bw. Ndile!

Jibu, Bw. Mungatana!

**Mr. Mungatana:** Mr. Deputy Speaker, Sir, I want to concede to the hon. Member that, indeed, Masongaleni Settlement Scheme had some problems. The scheme was originally measuring 3,613 hactres and 1,780 landless people were settled there. But the problem was that, the original allocation was handled by the Provincial Administration. In fact, the Provincial Commissioner for Eastern Province is the person who issued the first letters of allotment, and there were a lot of complaints. As a result, in 1991, there was an attempt to re-do the whole scheme. I, therefore, concede that there was a problem in Masongaleni Settlement Scheme. However, what we have done so far is to attempt to bring the people who were affected back to that land. The principle we have used is to settle 60 per cent locals and 40 per cent non-locals. The problem was that the land was not sufficient. Therefore, we have tried to resettle the squatters who remained. We are doing the best we can. The hon. Member is my friend. We will pursue this matter further to his satisfaction.

**Mr. Serut:** Mr. Deputy Speaker, Sir, the issue of land is emotive and emotional. In this country, those who were politically-correct during the last regime managed to acquire a lot land at the expense of the poor. What is the Ministry currently doing to repossess all the land that was acquired by the so-called politically-correct and give it to the poor, now that they have been moved from the forests?

**Mr. Mungatana:** Mr. Deputy Speaker, Sir, the hon. Member is aware that before this very House there is pending a Motion which was moved. That Motion tries to address some of the issues that he has raised. We will address those issues substantially next week. However, I would like to assure this House that, indeed, the issues that are affecting land in the country are complicated. As much as we want to take that land back, there is also the question of the law which is currently there. That is why among the many things that we will do, is to bring before this House a request, and once approved, it will give us power to correct historical injustices.

**Mr. Ndile:** Bw. Naibu Spika, Waziri Msaidizi amesema bado kuna matatizo mengi ya ardhi hii. Wizara itafanya nini hata kama ni kujadiliana na Wizara ya Fedha kwa sababu ekari moja inalipishwa Kshs2,500---

**Mr. Deputy Speaker:** Bw. Ndile, tafadhali umeuliza "ni nini" na kabla hujaendelea ukasema "kwa sababu". Ningetaka uulize Waziri Msaidizi swali bila maelezo.

**Mr. Ndile:** Bw. Naibu Spika, kwa ekari moja tunalipa Kshs2,500 ili tupate vyeti. Wakati mwingine wenyeji ni maskini---

**Mr. Deputy Speaker:** Bw. Ndile, nitakukatiza ikiwa utaendelea hivyo.

**Mr. Ndile:** Bw. Naibu Spika, Wizara hii inafanya nini ili kuhakikisha watu wamelipiwa pesa hizo na Serikali, vile Bw. Simon Makonde aliondolewa jukumu la kulipa kodi na Bw. Mwiraria!

*(Laughter)*

**Mr. Mungatana:** Mr. Deputy Speaker, Sir, we, as a Ministry, do not have powers to waive any charges that are accruing for purposes of collection. That is done by the Ministry of Finance. However, I would like to inform the hon. Member, with a lot of respect that, in fact, as far as the SFT is concerned, in Kibwezi Constituency, we are charging Kshs2,500. In fact, that is the lowest rate that we are charging across the country. The people who are deserving to be considered for exemption, they will have to make a proper application to the relevant Ministry which is the Ministry of Finance on a case by case basis.

**Mr. Deputy Speaker:** Thank you, Mr. Mungatana.

Next Question, Mr. Wamwere!

*Question No.011*

DATE OF HEARING FOR CIVIL APPEAL  
NO.91 OF 1999 AT NAKURU

**Mr. Wamwere** asked the Minister for Justice and Constitutional Affairs when Civil Appeal No.91 of 1999 at Nakuru, against judgement of Civil Suit No.100 of 1995 at Nakuru, of Goko Mutango vs Amos Kabiro Kimemia that awarded the plaintiff Kshs200,000 will be heard.

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

On 5th April, 2000, the appeal was adjourned and stood over generally as the record of appeal had not been filed. This remains the position to date. Neither of the two parties to the suit, has moved to court to have the appeal struck or for even a stay. It is, therefore, imperative that the two parties move to court, either to have the appeal listed for hearing, or for a stay.

**Mr. Wamwere:** Mr. Deputy Speaker, Sir, given that the record of the appeal is incomplete, can Mr. Mutango, the plaintiff, move to attach the properties of Mr. Kimemia in order to recover his court award?

**Mr. Githae:** Mr. Deputy Speaker, Sir, there is no stay or even an injunction attachment against Mr. Kimemia. In view of the fact that even the Court of Appeal records are incomplete, one of the requirements that the Court of Appeal has now insisted on is that when somebody is appealing on damages, the damages should, first of all, be deposited in court before it can hear the appeal.

It appears that this is a simple plaintiff. Mr. Mutango appears to have been intimidated by the mere filing of the appeal. My advice to him is to proceed and attach the properties of Mr. Kimemia and then it will be up to Mr. Kimemia to obtain either a stay or such other conditions that the court may impose.

**Mr. Deputy Speaker:** This really appears to be a matter that can be disposed of. Mr. Wamwere, do you have any other issue?

**Mr. Wamwere:** Mr. Deputy Speaker, Sir, I am satisfied. I will advise Mr. Mutango accordingly.

**Mr. Deputy Speaker:** Thank you!

Hon. Members, there are still some two more Questions by Private Notice and only one minute remaining. Therefore, I will extend a bit.

Next Question by Mr. Ngoyoni.

**QUESTIONS BY PRIVATE NOTICE**

DETAINING OF LOIYANGALANI  
DISTRICT OFFICER'S VEHICLE

**Mr. Ngoyoni:** Mr. Deputy 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 the Loiyangalani District Officer's vehicle, registration number GK A226H, is detained at Marsabit District headquarters?

(b) Is he further aware that the vehicle is being used for general duties while insecurity in Loiyangalani Division is spiralling out of control?

(c) What immediate steps is the Minister taking to return the vehicle to the District Officer to assist in addressing insecurity?

**The Assistant Minister, Office of the President** (Mr. M. Kariuki): Mr. Deputy Speaker, Sir, I beg to reply.

(a) I am not aware that the vehicle was detained. The vehicle was taken to Marsabit District headquarters to undergo repairs.

(b) In view of part "a" above, this question does not arise.

(c) The repairs have been completed and the vehicle is awaiting collection by the District Officer, Loiyangalani. This will facilitate the District Officer, to perform his normal duties.

**Mr. Deputy Speaker:** Mr. Ngoyoni, are you satisfied?

**Hon. Members:** Bw. Ngoyoni, sema asante!

**Mr. Ngoyoni:** Mr. Deputy Speaker, Sir, before thanking the Assistant Minister, who is a good of friend, I asked this Question because cases of insecurity in that particular division have really gone out of hand. We know very well that vehicles facilitate in enforcing security by moving officers around. Could the Assistant Minister confirm to this House the date this vehicle was brought and why the DO should be the only person to collect that vehicle? What is the problem?

**Mr. Deputy Speaker:** Mr. M. Kariuki, this is a matter we can quickly finalise. Could you do that?

**Mr. M. Kariuki:** Mr. Deputy Speaker, Sir, the vehicle broke down and the gears could not engage and they, therefore, had to move it to the District Commissioner's offices. The next problem was then the question of the amount that was going to be incurred to have the repairs done, but they got an organisation that volunteered to repair the vehicle and it is now properly on the road. I am told that the District Officer (DO) has taken a short leave and as soon as he is back, he can take this vehicle and start doing business.

**Mr. Ethuro:** On a point of order, Mr. Deputy Speaker, Sir. This is a very important question, especially in ASAL areas where insecurity is so rampant. Could the Assistant Minister reassure this House that most of the divisional headquarters in the North Rift and upper parts of Eastern Province will have DOs and serviceable vehicles in order to counteract insecurity? I know that in Turkana District, there are neither DOs nor vehicles. Could he ensure that Laisamis and other divisions have a DO and as well as a vehicle?

**Mr. M. Kariuki:** Mr. Deputy Speaker, Sir, we have challenges in terms of ensuring that there are enough vehicles for DOs. In a number of areas we have old vehicles that have broken down. However, we are hoping that during the next Budget, this House will support us when we move a Vote to buy more vehicles for administrators.

**Mr. Deputy Speaker:** This should be the last question. Mr. Leshore!

**Mr. Leshore:** Mr. Deputy Speaker, Sir, this is not a problem based only in Loiyangalani Division. What happens is that when we get vehicles to the division and the DC knows that a certain DO has a new vehicle, he takes it back to the headquarters so that he can use it to come down to "Kenya" and visit his home area. What is he going to do to ensure that these DOs have Authority to Incur Expenditure (AIE) for those vehicles? That is the main problem!

**Mr. M. Kariuki:** Mr. Deputy Speaker, Sir, on this specific case, I am aware that the hon. Member had sought a vehicle from our office, specifically for this particular DO. I am not, however, aware that a particular DC has taken a vehicle that was assigned to a DO without the authority that is necessary. If there is a specific assignment of a vehicle by the Office of the President to a DO, it should remain there. The DC has no business taking away that particular vehicle.

**Mr. Deputy Speaker:** Next Question, Mr. Haji!

*(Mr. Ngoyoni stood up in his place)*

With respect, Mr. Ngoyoni, we have exhausted that Question. I appreciate that you ought to get the last shot but I thought that when I gave Mr. Ethuro and Mr. Leshore a chance---

Okay, we will hear what you have to say.

**Mr. Ngoyoni:** Mr. Deputy Speaker, Sir, this vehicle is relatively new. It is hardly two years since it left CMC. For those two years, for one-and-a-half years, it was with the DC doing all kinds of

errands. Actually he used it to go to Embu, Marsabit and all kinds of destinations. This is the information I wanted to give to the Assistant Minister.

**Mr. Deputy Speaker:** What is your question?

**Mr. Ngoyoni:** Mr. Deputy Speaker, Sir, a new vehicle, unless misused, will not develop engine and gear problems, at least not this kind of machine. Now that the Assistant Minister will release the vehicle to the divisional headquarters, is he going to ensure that the DO gets a monthly allocation for him to be mobile?

**Mr. M. Kariuki:** Mr. Deputy Speaker, Sir, the hon. Member has been a DC and I am sure he knows much more than, perhaps, we know. However, I would like to assure him that once this vehicle is in the DOs office, it is our responsibility to facilitate the mobility of the DO. We appreciate the importance of security as the DO sometimes has to use police and administration police in that vehicle to patrol the area, and we shall facilitate that.

**Mr. Deputy Speaker:** Next Question, Mr. Haji!

**Mr. M.Y. Haji:** Mr. Deputy Speaker, Sir, I beg to ask the Minister for Roads and Public Works, the following Question by Private Notice.

(a) Is the Minister aware that Ijara and Masalani Airstrips are not serviceable?

(b) How much money has been set aside in the current Budget to make the two airstrips serviceable?

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

(a) I am aware that Ijara and Masalani Airstrips are not serviceable.

(b) Kshs500,000 has been set aside for the repair of Ijara Airstrip this Financial Year, 2004/2005. Masalani Airstrip was, however, not considered.

**Mr. M.Y. Haji:** Mr. Deputy Speaker, Sir, does he consider Kshs500,000 to be a reasonable amount to repair an airstrip that was damaged during the *El Nino* rains?

Secondly, is he aware that Masalani Airstrip is situated in the district headquarters and that most of the time, people have to land at Hola which is six kilometres away and cross by canoe through Tana River which is heavily infested with crocodiles and hippos? We lost two officials during the elections. What is the Minister going to do about this?

**Mr. Raila:** Mr. Deputy Speaker, Sir, I intend, sometime next week, to issue a comprehensive statement of the state of airstrips in the country and what we intend to do. I know that the Kshs500,000 is not sufficient as our estimate is about Kshs10,970,000 to completely regravell Ijara Airstrip. However, this is the amount of money that is available for this year to make it, at least, usable.

Airstrips have moved from the Office of the President to the Ministry of Transport and eventually landed in my Ministry. My predecessor had initiated a comprehensive study on the state of airstrips in the country, a report which is available to us. It has recommended core actions required to bring most of these airstrips into a state of repair. I will be issuing a statement in that regard, sometime next week.

**Mr. Salat:** Thank you, Mr. Deputy Speaker, Sir. Over the weekend I used Bomet Airstrip but the problem is that a windsock is non-existent. What is the Minister doing about this problem?

**An. hon. Member:** *Weka bendera ya KANU!*

**Mr. Salat:** Mr. Deputy Speaker, Sir, could he do something about replacing that windsock for Bomet Airstrip and other airstrips in the country?

**Mr. Raila:** Mr. Deputy Speaker, Sir, there is an issue of jurisdiction here as there is an aspect dealt with by the Civil Aviation, and one that is dealt with by my Ministry. That is the reason why I am saying that I am going to be talking about what we intend to do. I am not able to respond to that question right now because he has just asked it but I will take it to the officers concerned and ensure

that remedial action is taken immediately.

**Mr. Deputy Speaker:** Last question, Mr. Haji!

**Mr. M.Y. Haji:** Mr. Deputy Speaker, Sir, although the Minister is going to issue a general statement on airstrips in the country, what is he doing, specifically, for Masalani, which is the only district headquarters without an airstrip in this country?

**Mr. Raila:** Mr. Deputy Speaker, Sir, I wish to inform Mr. Haji that Bondo District headquarters also does not have an airstrip. However, we already have carried out a survey on Masalani Airstrip and the estimate we have is that it will cost about Kshs9,194,000 to completely gravel it. This is one of the areas I am going to be talking about and how we intend to source money to do that.

Thank you.

**Mr. Deputy Speaker:** That is the end of Question Time. I think it is appropriate for the Chair to record its appreciation to both sides of the House. Hon. Members have turned up in good numbers to ask their Questions and all Questions have been adequately answered by Ministers. Therefore, I think the Chair must record its appreciation. If we maintain that, we will go a long way. We have extended Question Time by 10 minutes. I hope we will do better next time.

Next Order!

There is a Ministerial Statement by the Minister for Information and Communications in connection with safeguarding Kenyan interests from ECONET Communication Company. It was sought by Mr. Angwenyi.

## POINTS OF ORDER

### RESPONSE TO REQUEST FOR MINISTERIAL STATEMENT ON ECONET IN MEDIA

**Mr. Angwenyi:** On a point of order, Mr. Deputy Speaker, Sir. If you look at the media, for the last four days, ECONET has tried to respond to my Ministerial Statement. There is even a response which appears today in *The Standard*. This is a fraudulent company. The more we give it time, the more it might corrupt some of our officials. I may never have a Statement.

**The Minister for Roads and Public Works (Mr. Raila):** Mr. Deputy Speaker, Sir, the hon. Members have always been very quick to remind Ministers that media information is not admissible in this House. Are we now trying to exercise double standards by allowing the hon. Member to depend on newspaper reports?

**Mr. Deputy Speaker:** First of all, I have not seen any newspapers here. It would be immature for us to engage in this matter when the Statement is not ready.

Mr. Angwenyi, why do you not hold on and when the Minister comes with a Ministerial Statement, which I order to be brought by Tuesday - the Clerk will write a letter to the Minister - you can raise those issues? The Chair can then study the reports you are talking about.

**Dr. Godana:** Mr. Deputy Speaker, Sir, I oblige to your advice. The Chair had already directed that the Statement be given today. The hon. Member did not cite newspapers as authority for what he is doing, which is what the Standing Orders prohibit, but to complain that it appears as if there is some linkage between the campaign that is going on in the media and the absence of the Minister.

**Mr. Deputy Speaker:** As a matter of fact, I did not specifically order that it be brought today. Who said that it would be done today? The Statement that I ordered to be presented today is specifically that from the Minister for Labour and Manpower Development. The Minister brought it and I thank him for that. I have ordered that the one being sought by Mr. Angwenyi be brought here on Tuesday. The issues you are raising will be addressed then.

**Mr. H. M. Mohammed:** Mr. Deputy Speaker, Sir, I would like to seek a Ministerial Statement from the Minister for Energy in regard to shortage of electric power in Garissa Town and its environs in the past two weeks. The power shortage has seriously affected the lives of the people of Garissa. Very important institutions have also been affected. These include hospitals, water supply points, hotels, among others. I would like the Minister concerned to give a Ministerial Statement on why Garissa people are being denied electric power.

**Mr. Deputy Speaker:** Do we have the Minister for Energy here?

**An hon. Member:** He is not here.

**Mr. Deputy Speaker:** Could we then get a Minister who will inform the Minister for Energy about the issues which have been raised by hon. H. M. Mohammed?

**Mr. Raila:** Mr. Deputy Speaker, Sir, the request will be conveyed.

#### FRENCH GOVERNMENT-FUNDED RURAL ELECTRIFICATION PROGRAMME

**Mr. Sambu:** Mr. Deputy Speaker, Sir, I would like to seek a Ministerial Statement from the Minister for Energy. I would like to know when the French Government-funded rural electrification programme will commence, which areas will be covered and whether it will follow the District Development Committee's (DDC) priority list. The Minister should clarify if the French Government-funded rural electrification project is being negotiated between individuals and the French Government. I would also like him to name the other funded rural electrification programmes being conducted, and tell us which areas will benefit from them.

**Mr. Deputy Speaker:** Mr. Minister, will you do the same?

**The Minister for Roads and Public Works (Mr. Raila):** Yes, Mr. Deputy Speaker.

**Mr. Sasura:** On a point of order, Mr. Deputy Speaker, Sir. In many cases, if we seek Ministerial Statements, it is Ministers or Assistant Ministers who commit themselves to inform the relevant Ministers. When Ministers fail to turn up, it is the Leader of Government Business who is supposed to take brief of what has been said. We are not sure if Ministers who take brief on behalf of others relay the information.

Mr. Deputy Speaker, Sir, is it not in order to give this assignment to the Vice-President and Minister for Home Affairs; otherwise, he will be declared redundant?

**The Minister for Roads and Public Works (Mr. Raila):** Mr. Deputy Speaker, Sir, the hon. Member would do us a lot of justice if he minded his own business on the other side. The Leader of Government Business asked me to undertake what we would convey. I have done that on his behalf. I have done this for the sake of collective responsibility in Government.

**Mr. Deputy Speaker:** So far, the Chair is satisfied with the way we are moving. I hope we will maintain things the way they are. I also hope that the Clerk will maintain a register of these requests so that we keep record of what is happening.

We now move on to the next Order.

#### MOTION

#### ADOPTION OF SESSIONAL PAPER NO.1 ON POLICY FRAMEWORK ON EDUCATION, TRAINING AND RESEARCH

THAT, this House adopts Sessional Paper No.1 of 2005 outlining Policy Framework on Education, Training and Research, laid on the Table of the House on Tuesday 22nd March, 2005.



*(The Minister for Education, Science and  
Technology on 5.4.2005)*

*(Resumption of Debate interrupted  
on 6.4.2005)*

**Mr. Deputy Speaker:** Mr. Wetangula was on the Floor the last time we were debating this Motion. How many minutes do you have?

**The Assistant Minister for Foreign Affairs (Mr. Wetangula):** Mr. Deputy Speaker, Sir, I have 25 minutes to go.

Before the House rose yesterday, I had decried the omission by the Minister to make any mention about the scrapping of the 8-4-4 System of Education, which is unpopular in this country. Kenya, Uganda and Tanzania have signed the East African Community Treaty. We are in the process of harmonising the operations of our institutions. This includes among others, education. We all know that Tanzania and Uganda do not embrace the 8-4-4 System of Education. Kenya has to get in tandem with our partner states. This can be done by scrapping the 8-4-4 System of Education as recommend by the MacKay Report and going back to the old system, which would serve this country a lot better and foster integration of the East African Community much faster. While the Report hails the introduction of Universal Primary Education (UPE) in the country, I would have expected the Minister to be bolder and make UPE compulsory, with penal sanctions on parents and guardians who do not take their children to school. It is not enough to have UPE when it is left optional for those who want to take their children to school or not.

Mr. Deputy Speaker, Sir, one of the major problems we have in the education sector in this country is the poor management of secondary schools. The Ministry must come up with a criteria of reviewing credentials of principals of secondary schools. There must be a criteria of insisting on not only academic qualifications, but also management skills. We have a lot of schools that often run into leadership of principals who are either imposed through political interference, nepotism; or all manner of negative activities and they never quite perform. I have had some schools in my district where, upon removal of a principal, the school's performance automatically shoots up. Such principals must be brought in line with new NARC Government policy of performance contracts and should also sign performance contracts, be evaluated from time to time, and where there is non-performance, they have no business being in school.

Mr. Deputy Speaker, Sir, we are now in the era of information technology. The number of schools in this country that have access to electricity are very few. We are getting into a situation where children from disadvantaged rural schools are forced to compete, first, in national examinations and thereafter, for the job market with children in more endowed areas. You do not expect a child from a school in North Horr, where my good *mwalimu* here, Dr. Godana, represents, and who has never had access to electricity; who has never had access or even heard of a computer, to leave Form Four and join a competitive job market with a child from Starehe or Alliance. I would want a situation where the Ministry of Education, and it is totally lacking in this policy paper, has a programme of making sure that every single secondary school in this country has access to electricity. Where they have no access to the national grid, we can supply solar panels that can be used to enhance the teaching of Information and Communication Technology (ICT).

Mr. Deputy Speaker, Sir, there is also the issue of staffing in schools. You find that in areas where the style of life is a little harder than others, schools just never get adequate teachers, or the Ministry sends teachers there who are on punishment. You will find that all urban schools are over-staffed with very good teachers, and rural schools have a terrible shortage of teachers, yet, at the

end of the day, those rural schools, with many more students than the urban schools, have to compete in the same examinations. This is something that the Ministry has to correct. If we do not do that, then we are not providing what the Sessional Paper describes as "Focusing on Access, Equity and Quality." Access, yes. Equity, nil. Quality, totally flawed. You cannot talk of quality when there is access to 20 per cent of the students and the rest have no access. Until and unless we do that, we shall continue churning out students from schools who are half-baked, ill-educated and unable to fit in the system.

Mr. Deputy Speaker, Sir, something equally lacking in this Paper is a proper focus and mention on the issue of pre-primary education. They have glossed over it. But one would want a situation where the UPE must start from pre-primary. I would want to see a situation where every single primary school has a feeder nursery that brings children to Standard One and then they can go on through education.

Mr. Deputy Speaker, Sir, one of the worst affected places in this country in staffing is my constituency of Sirisia. If you went to Bungoma, you would find schools in Bungoma Town staffed with up to 60 teachers. Some sit idle the whole day; largely wives of civil servants, the DOs' wives, the DC's relatives, whatever. When you go to the rural areas, you will find a school with over 1,000 children and over three streams, but staffed with only six teachers. At the end of the day, these children have to be prepared to face the same examinations and to compete with those in urban schools.

Mr. Deputy Speaker, Sir, this Paper is not laying any proper emphasis or focus on the training and distribution of adequate teachers in our schools in the country. It is not enough to have schools. The schools will only be schools if they have adequate children and staffing. There is no point of taking children to schools just to either keep them off the job market or to idle around into adulthood then we release them to society. We have to give them quality education that will make them men and women that will contribute to the growth of our economy.

Mr. Deputy Speaker, Sir, in our education system, we have introduced the so-called parallel programmes in our universities. The sad thing is that these programmes are totally devoid and lacking in quality. It is a system open to anybody with money. If ten years ago I did not qualify or meet the minimum qualification to go to the university to study medicine, and there is no evidence that I have done anything to show that I now qualify; the fact that I have a cheque book and a capacity to write a cheque should not allow me to go and do what I failed to do then.

*(Applause)*

**Dr. Godana:** On a point of information, Mr. Deputy Speaker, Sir. I just want to be fair to the people undertaking parallel programmes. I would like to inform them that the university still protects and strictly guards the minimum entry requirements, even for the parallel programmes. The issue is that there are people who missed doing medicine ten years ago because of limited places, and not because they did not have the core qualification in terms of percentage points to do medicine.

**The Assistant Minister for Foreign Affairs (Mr. Wetangula):** Thank you, Dr. Godana! That is purely an academic argument. The reality is different, and you know it! You and I have discussed it. I am surprised that you are "beating" an about-turn on an issue that we have talked about.

Mr. Deputy Speaker, Sir, I do agree with the principle that Dr. Godana is talking about; that if you missed to go to university but you qualified, your opportunity to go to university must remain open-ended, and when the opportunity arises, then you can go. But we also know that there are people at the university on parallel degree programmes who never qualified to go to anybody's university. All that the university is looking for is the capacity and ability to pay! That is wrong and we know that! That is a compromise of our academic standards and it is not proper.

Mr. Deputy Speaker, Sir, Kenya now boasts of six public universities, 13 recognised private universities and a few quack universities around. If you go to countries like the United Kingdom (UK),

India, Australia and so on, education is now a major foreign exchange earner. Kenya, being the economic giant in this region, and boasting of the third largest economy in Sub-Saharan Africa, with a growing academic industry, we need those universities to focus on marketing themselves in the region and attract students from neighbouring countries and all over Africa. We should be marketing our universities in India, Sri Lanka and the whole of Asia. We have good quality universities, and with proper marketing--- That is something the Ministry of Education, Science and Technology can do as a regulator. That is totally lacking in this Sessional Paper. If that was done, it would definitely increase our foreign exchange earnings, increase the horizon of Kenyan students in terms of interaction with foreigners and, above all, put Kenya in the world map as one of the countries to go for quality education.

Why should Kenyans be rushing to India and Uganda, of all places? Now, we have more students going to learn in Uganda than Ugandans coming to learn in Kenya. That is a reversal that is a worrying trend to many of us. Kenya, having been the leader, has no business sitting back and surrendering our role of leadership in that field. From my constituency alone, I have more than 10,000 students in Uganda. Some are running away from the flawed 8-4-4 system. Others are going to universities in Uganda because the Ugandans are marketing their universities properly. They are offering services which we can offer, but we are not telling anybody about them. That is a duty and a role that the Ministry of Education, Science and Technology must perform. It must market our universities.

Mr. Deputy Speaker, Sir, there is the issue of tertiary institutions. But before I address that, I want to laud the role that the Harambee system has played in the development of education in this country. I may not have the correct statistics, but I think that the Harambee system has engineered almost 70 per cent of the total secondary schools that we have in this country. Kenyans denied themselves many things and contributed money to build schools. It is now incumbent upon us, as hon. Members of Parliament, to use the Constituency Development Fund (CDF) in our constituencies to boost the Harambee secondary schools by constructing for them facilities like laboratories, libraries, tuition blocks and so on. I have to laud the Government for providing teachers to all schools, regardless of whether they were started by the Government itself, or on Harambee basis.

Mr. Deputy Speaker, Sir, we have the middle level colleges. Those include village polytechnics and so on. The country has got only three national polytechnics, which are totally inadequate. I know of only three: Mombasa, Nairobi and Kisumu polytechnics. If we want to lay emphasis on middle level training--- Those in the field of engineering will tell you that, for every engineer, you need 50 to 100 fitters and mechanics. We need to revamp and increase national polytechnics. I would propose that, as we focus on districts and provinces as centres of development. Every single province in this country ought to have a national polytechnic to absorb students who may not join universities because they have not met the qualifications, or they have been cut off by the inadequacy of spaces in the universities.

We also need a clear policy on how to absorb those polytechnic graduates. We have village polytechnics that offer very competitive courses like tailoring, masonry, carpentry, driving, mechanics and so on. But we have not evolved a clear policy on how to place those young graduates from those institutions into the job market. I have not heard the Ministry of Labour and Manpower Development talking of creating a database for those graduates to market them beyond the borders of Kenya. Recently, President Thabo Mbeki of South Africa was being interviewed by the British Broadcasting Corporation (BBC). He said that South Africa has a terrible shortage of fitters and welders. It was importing fitters and welders from Sri Lanka, Malaysia and Indonesia. But we have all those people here! We need a pro-active Ministry of Labour and Manpower Development to market our graduates. We have all those opportunities available in countries whose economies are doing better than ours. We can take those graduates and market them to do their jobs and earn their living. Why should South

Africa import labour from Indonesia and Kenya is here? There are so many jobless people in our streets. It is just that we are not properly coordinated. If we were, we could create the 500,000 jobs that we promised, beyond the borders of this country. As we develop many institutions of learning, I have always had a feeling that the quality control of education in this country has not been as adequate as it ought to be. The level of inspection has not been as adequate as it ought to be. Even the little that is left--- I read in the newspapers recently that they want to disband the Universities Joint Admission Board (JAB). I would like to advise the Ministry not to do that.

Mr. Deputy Speaker, Sir, I would like to advise the Minister to decry the policy that was started of confining students in their districts. In the good old days, in my great school of Friends Kamusinga, in my class there were students from Coast, Ukambani, Meru, Somali and from everywhere. We grew up as a nation. Then there came a flawed policy that 85 per cent of students should be in school in their districts.

I always tell my friends that if a child is born in Thika; goes to a primary school at Thika; ends up in a secondary school in Thika; proceeds to Jomo Kenyatta University in Thika; gets a job at Del Monte in Thika and works there until he dies, he will never know that there are other Kenyans in this country. He is confined in a small locality where the only people he talks to are people of his community. When he hears that there are people from the lake region called Luos, all he thinks about is what we read in the newspapers. When he hears about the Luhyas, he thinks of the slander we used to get that we are cannibals. We have to create nationalism. Every district in this country must be equipped with a national school where children from all over the country are admitted. This will create a national cohesion.

Mr. Deputy Speaker, Sir, as I go towards the end of my contribution, one of the biggest problems that we have in the education sector are the conservative forces in the Ministry of Education, Science and Technology. We have forces in the Ministry who are so conservative to the extent that they spend their time defending things that they know are untenable. Those of you who attended the Education Conference, which partly produced this Paper, saw that everybody talked against the 8-4-4 system, but you also saw that the mandarins from the Ministry were guarding this system like a hen guards her eggs. Each one of them wanted to make sure that at the end of the day, we must have the 8-4-4 system left intact. Indeed, this Paper is lauding the 8-4-4 system, which is a dishonest thing to do.

Yesterday, I said that one progressive character that we know in the Ministry of Education, Science and Technology, is Dr. Mwiria. We want him to take the lead and reform his colleagues. He should ensure that they act in tandem with the thinking of Kenyans, the region and of the continent. As they laud the 8-4-4 system, they are not even telling us how many candidates on this continent are embracing this system. They are not telling us that by embracing the system that makes us less competitive, we are undermining ourselves.

Mr. Deputy Speaker, Sir, finally, we cannot talk of equitable access and quality education, until and unless we address the issue of poverty. There are certain parts of this country that are so poor that even if we levied a small token, say, Kshs20 per cent per annum, they would be kept out of school. We have universal primary education, but we must find a way of providing universal secondary education, if we have to develop our manpower in this country.

With those few remarks, I beg to support.

**Mr. Khamasi:** Thank you, Mr. Deputy Speaker, Sir, for giving me a chance to contribute on this Motion. It is a very important Motion. I will not take my full 30 minutes because what I wanted to say has been said by most of my colleagues. I want to congratulate the previous speaker, Mr. Wetangula, for what he has said.

This Ministry, perhaps, is the only pace maker of this Government. It is the only single Ministry that has, perhaps, delivered what the NARC Government promised Kenyans. We promised

Kenyans free primary education and this Ministry has done well to that extent. The Ministry is headed by an able Minister and able officers, if they can only pull up their socks.

I was puzzled by the Minister when he was moving the Motion. There has been a very big debate about the 8-4-4 system of education in this country and it is the last thing that the Minister touched on when he moved the Motion. It was an after-thought. He did not want even to talk about it. He took, at least, half a minute to say that the system is not bad. He went on to say that what is important is what is being taught to the students. He did not want to give it a name. What a fallacy? That is pretence. Prof. Saitoti is a senior Minister to know that Kenyans are not children. We are serious people here. This system has been accused right, left and centre, until we established the Koech Commission, which went round collecting the views of Kenyans. They recommended that this system needs to be reviewed and yet, the Minister presented a Sessional Paper here without touching on that issue. What is he telling Kenyans? The 8-4-4 system of education has to be reviewed to be in tandem with what Kenyans want.

Mr. Deputy Speaker, Sir, when our children leave this country even to study across the border, for example, in Uganda, they have to do bridging courses at a very high cost, just because our system here is not right. We would like the Ministry to look into this seriously and review the system, which is very expensive, cumbersome and some of our children have been destroyed by this system of education. It was imposed on us and we were not even given an opportunity to debate it. It was forced down our throat. It is high time we reviewed it. The Minister cannot take this lightly and just comment on it as a by the way.

I want to talk about one or two things which the Minister mentioned when he was moving the Motion. First, I want to talk about the teacher development and utilisation. I agree that, perhaps, the time teachers take to train is not sufficient. I believe we can improve on that. I have a problem with deployment. The Government cannot behave in a fraudulent manner. The Government has behaved fraudulently by telling Kenyans that they have provided free primary education. There are now more than 100 pupils in a classroom and yet, the Government has not employed more teachers. Sometime back, the Government said that it was employing about 6,000 teachers. These teachers were not enough to fill the gap left by those who have died, retired or have been fired. As we speak, statistics from the Teachers Service Commission (TSC) show that the number of teachers who have left the service since the introduction of the free primary education is about 10,000. We only employed 6,000.

There is a deficiency of 4,000 teachers to bring the number to what it was. This means that the Government has not increased the number of teachers in this country, yet, we are talking about quality education. Prof. Saitoti, was very emphatic that we want to provide quality education. What type of quality education are we providing when we have got 100 pupils per teacher in a classroom? This is fraud. The Government must be told so, in no uncertain terms.

The NARC Government promised Kenyans to provide free primary education. Therefore, it should have been ready to employ teachers. There are thousands of them out there, languishing and wanting to be employed. I did not realise that I was in a group of people who can take a country for a ride. Now I do believe that we are taking Kenyans for a ride. We cannot continue doing that unchecked. We, as a Government, must be checked. We want serious people. We cannot continue like this because we will produce half-baked Kenyans. This is because we are not providing quality education. I would have loved to see Prof. Saitoti here because I would have told him something which I cannot say right now.

Mr. Deputy Speaker, Sir, in this country, we have too many private institutions. Some of them are situated in the backyards of shops. I want to thank Dr. Mwiria for what he did some time back. He closed down some institutions which were being run in the backyards of shopping areas. However, Dr. Mwiria seemed to be a lone voice. He seemed to be doing it out of nowhere. If we will have any institution providing either secondary school education or colleges, in whatever field, they must

conform to the law. There is no point in Dr. Mwiria going down to Mombasa and closing a few private institutions, and yet, when we go all over the country, they are mushrooming and fleecing Kenyans of millions of shillings, because they want education of some form or another. It is important that this policy is strengthened, so that all those institutions which have come up, not in accordance with the law, are closed forever.

Mr. Deputy Speaker, Sir, I want to talk briefly about the utilisation of the manpower in higher learning and other institutions. There seems to be a permanent acrimony between the Government of Kenya and workers within the education providing institutions. Those are teachers, either in primary or secondary schools, and now it has gone to the universities. These are people who are yearning to get their rights in terms of emoluments. We cannot go on pretending that people can live on peanuts, particularly when we think of the professors in our universities. This Government is able to collect enough taxes to pay well our teachers, if we stopped corruption. Let us shorten the period that we agreed to pay teachers so that they can now settle down and begin doing a good job. There is no point at all in arguing about what is rightly for the people, particularly those who provide an essential service in education. It is necessary that the Government sits down with university lecturers, the Kenya Union of Post Primary Teachers (KUPPET) and the Kenya National Union of Teachers (KNUT), and sorts out these wrangles that have bedeviled the country. We cannot pretend any more. We need the Government to appreciate that these people are doing an important job. If we are looking for doctors or technicians to send to South Africa, as has been expounded by Mr. Wetangula, we must come to terms with the people who provide education. We must respect our lecturers and teachers and make sure that they do get what they deserve.

Mr. Deputy Speaker, Sir, lastly, I want to talk about the Higher Education Loans Board (HELB). This was a grand idea to help those students who are unable to pay to get university education. If the funding for this particular institution is increased, we shall have more students benefiting from it. But I would like to add that we have extended this facility to provide education even for students who are in universities out of this country. Why can we not do the same for the students who are on parallel courses, because some of them deserve to be supported to enhance their education? It is a matter which the Government should think seriously about and see what it can do about it. We should not neglect them because they are Kenyans. They deserve to be supported.

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

**Dr. Godana:** Thank you, Mr. Deputy Speaker, Sir, for giving me the opportunity to comment on the Sessional Paper before the House. I am glad it is Dr. Mwiria who is holding the brief for the Minister.

Mr. Deputy Speaker, Sir, I think it is important that, as we debate this Paper, we address our minds to what a Sessional Paper is supposed to do. A Sessional Paper is an indication of a road-map according to the people who man the Ministry. This Sessional Paper should have been a clear road-map to us, of where those who have been charged with the responsibility of chairing the Ministry feel we should be going. I am afraid, it is a very poor attempt to this course. It has been couched in generalities without giving us any firm and clear standpoints or directions. The Paper starts off with the nicely sounding words about the goals, principles and basic values underlying the education system. These values are: access, equity and quality, as Mr. Wetangula so eloquently cited.

*[Mr. Deputy Speaker left the Chair]*

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

Mr. Temporary Deputy Speaker, Sir, I have heard it repeated here by the Minister when he

was moving the Motion and other contributors that, if there is one promise the NARC has fulfilled, it is in ensuring free and universal primary education. It is not universal yet. What is "universal"? The word "universal" means a primary education system which covers each and every child of primary education age. That is done through the opportunity to go to school. A child is free to go to school if the chance has been given. Despite our reminder to the Minister barely months after this policy started, the Ministry has yet to come up with innovations to ensure that, in hardship areas, where facilities are not available, the number of schools is far less than the number of children of school-going age, and where the lifestyle does not encourage the attendance of schools because they are few are far between--- In my own constituency, the distance between schools on average is about 50 kilometres. The Minister is yet to tell us how, in those difficult circumstances, he intends to address them with special programmes.

Mr. Temporary Deputy Speaker, Sir, we have also been told that primary education is free. It is not free! In every primary school in my constituency, parents have to pull resources to pay for two, three or four teachers. They pay either trained teachers who have not been employed or school leavers. That is a result of nationwide problem of the severe staff shortage which the Minister, himself, admitted this afternoon. That leads me to ask the question: How on earth would the framers of this Paper fail to address themselves clearly as to how we will deal with that problem? The shortage in the country is not that of qualified teachers. Teacher training colleges and the departments of education in the universities are churning out teachers in their thousands. If private primary schools ask qualified teachers to apply, their offices are flooded with applications. As the Minister said this afternoon, we all know there is a severe shortage of resources. I think that has already shown a malaise. We plan education in the area of teacher training to produce a certain number, but we do not plan or budget for the intake of those teachers! We then lament that every constituency, division, primary or secondary school has a shortage of teachers. I would have expected the Ministry to give a concrete roadmap on how to solve that problem. If, anything, even suggest areas where we should have budget cut-backs, even in other Ministries, so that each child can get quality learning from qualified teachers. That means 30 to 40 pupils have a qualified teacher at every hour.

Mr. Temporary Deputy Speaker, Sir, in accordance with the motto at Independence of eradicating poverty, illiteracy and disease, the Government stepped up a campaign on adult education. Adult education was, for a long time, wrongly placed under the portfolio of the Ministry of Gender, Sports, Culture and Social Services. A few years back, we felt happy when the programme was brought under the Ministry of Education, Science and Technology. I think, in retrospect now, it was, in fact, a most unfortunate development. It looks like the people in the Ministry of Education, Science and Technology are so overwhelmed by the problems of traditional education policies that there are no more adult education programmes going on in this country.

**The Assistant Minister for Justice and Constitutional Affairs** (Mr. Githae): On a point of order, Mr. Temporary Deputy Speaker, Sir. Is it in order for the hon. Member to mislead this House that adult education is under the Ministry of Education, Science and Technology, and yet we know it is not?

**Dr. Godana:** Mr. Temporary Deputy Speaker, Sir, I see the Sessional Paper has referred to adult education as a policy. It has mentioned adult education and not just continuous learning.

**The Temporary Deputy Speaker** (Mr. Khamasi): Order, Dr. Godana! Address the Chair!

**Dr. Godana:** Mr. Temporary Deputy Speaker, Sir, in any case, it is the same NARC Government. In accordance with the principle of collective responsibility, they should not try to duck.

Mr. Temporary Deputy Speaker, Sir, adult education does not exist in this country any more. That means that those who were not fortunate enough to have access to formal primary education, have no opportunity of acquiring basic literacy from the public sector. I think one thing is certain! The Ministry and the country have been overwhelmed because of the manner in which Kenyans have

taken education as, perhaps, the single most important thing within every family. It is clear that the bulk of Kenyans' household incomes are now spent on food, health and education. An [Dr. Godana] average Kenyan family will do everything, even to starve, to put a child through education. That drive has caught up and, as a result, it is understandable that with the meagre resources available, the Ministry feels over-stretched.

Mr. Temporary Deputy Speaker, Sir, I think we have failed, over the years, to innovate, in particular, the area of university education. Earlier this afternoon, Mr. Wetangula talked in a language which I thought was--- I know he did not mean to disparage, but was not very fair to people doing parallel programmes. I stood up to give him information. In theory, the university admission criteria in terms of grades has not changed over the years. However, because of the increasing number of pupils who leave secondary schools to seek university education, and the places at the universities have not increased correspondingly with the increase in population, the cut-off points have to be raised. We are told that in one or two years to come, a student will have to get Grade A to get admission at the university. Presently, those who score B are finding it difficult to get a slot in public university admission rooster. That is why the parallel education programme started. I think it is wrong for us to refer to two classes of university admissions, when we are dealing with public universities. University education at public universities must be accessible to all on par. I think we should do away with the idea of parallel programme. It actually demeans the quality of education.

If a student is admitted because he has the qualification to pursue university education, then whatever grades he got, he or she should be subject to the same financial costs. That would mean, hopefully, you will increase the cost a little for those who get admission on the first list, but reduce the cost for those who pursue education as if it was completely private. More importantly, it will mean that both categories of students through class sheets, which is what parallel education does--- Teaching in the evenings and during Saturdays will ensure that lecturers and professors will not attend classes as if they are second-class university education programmes, just because there are students who have to stay outside. I think that is discriminatory and we have to find a way out.

That leads me to recall what the last speaker said. It is really unfortunate that, having admitted people to public universities; one category on first admission and the second category on a parallel programme, because they have to pay more than the others--- Still, it is the same public university which has accepted both categories of students. The assumption clearly is, both categories are university material.

Mr. Temporary Deputy Speaker, Sir, it is wrong for the Higher Education Loans Board (HELB) to allow those students on regular admissions bursaries and access to loans and deny those on parallel programmes the same. In fact, that problem is dramatised by what is obtaining at the private universities. Students who get C- and C+, after doing certain bridging courses, are now getting admission to United States International University (USIU), Daystar University and to Catholic University for Eastern Africa (CUEA). These are all centres of learning which I believe are providing quality education, in many cases, in fact, lively or if not, outsmarting our own public universities. Those students have a right to apply to HELB for loans, and yet we have denied others who went to the public universities because they are cheaper relative to the private universities. The parallel programme is still cheaper than the programmes at the private universities. So, in fact, you get many better students. Those who missed regular admission very narrowly are going for the parallel programmes and their own classmates who can afford better education going to private universities. The latter get access to the benefits of the HELB and the former, who were better students in terms of results, not getting that access. I think this is something which the Ministry must address.

Mr. Temporary Deputy Speaker, Sir, the other problem with university education is that universities the world over--- I really do not know what is the problem really with us because, personally, since I came to this Parliament, whenever this opportunity has risen I have kept on saying



this: Universities the world over do not rely just on grants from the Exchequer year in, year out. Universities depend on their own investments and endowment funds. This idea has been debated and about every Minister who has been here has always promised us the same, and yet it looks like the public universities have made very little progress. These private universities, like Daystar University and Catholic University for Eastern Africa, depend partly on benefactors but they depend a lot on benefactors who have put endowment funds in their investments. I think, really, the Ministry should have included in this document a clear roadmap of how over the next ten years they want to make the University of Nairobi's income earning opportunities stable, reliable and sustainable over the long term. This is so that, at least, the university is not at the mercy of the Minister for Finance, who, when he finds he cannot balance the Budget, may find the easiest place to strike is the Ministry of Education, which takes nearly one-third of the national Budget because you take a big chunk. You are the easy target for any reduction when the Minister for Finance has to keep himself within certain limits.

Mr. Temporary Deputy Speaker, Sir, on information technology, I like the realisation by the document that on education, the world has really gone into information age and we should go into that age. A few years back an Indian High Commissioner who has now left this country addressed a public lecture in this city on opportunities or prospects for information technology take-off in East Africa, and it is amazing the picture he gave. India is a country that defied critics. When Rajiv Gandhi came to power, he said that India was going nuclear; I recall India was the butt of jokes. I remember the cartoons in *The Economist*, *Time* magazine and what-have-you. They were teased with statements like: "Poor India, with starving millions, aspiring to be an information technology power". Today, it is a first rank information technology power. It required the bold vision of one leader to say: "We are going to leap into the information age".

Mr. Temporary Deputy Speaker, Sir, to get back to what that Indian High Commissioner said, he said: "This country, Kenya, is best placed in the whole of Eastern and Central Africa to lead the continent in that field. Why? One, you have the best educated population in Sub-Saharan Africa". It is true. This country has the best educated population in Sub-Saharan Africa and that is all you need; a young literate working population to be able to take off in the information technology field, and yet the variation in qualities in levels of development in this country are so diverse. Former speakers have referred to this variance; particularly, hon. Wetangula, when he gave the example of North Horr and so on, in essence gave this Ministry an opportunity when preparing this Sessional Paper to give us another clear road map. I would have expected to see a programme, as part of this so-called free primary education programme, a two to four-year programme, clearly spelt out plans of how they want to ensure every child in primary school knows what a computer is, and it is possible with solar power. It is possible to actually have a four-year programme of ensuring every primary and secondary school is supplied with a number of computers and some solar panels to---

## QUORUM

**Mr. Gachagua:** On a point of order, Mr. Temporary Deputy Speaker, Sir. This is an important matter that is being discussed and I would like to bring to your attention the fact that there is no quorum in the House.

**The Temporary Deputy Speaker** (Mr. Khamasi): Yes, there is no quorum. Ring the Division Bell.

*(The Division Bell was rung)*

Order, hon. Members! We now have a quorum. Dr. Godana, you can proceed!

**Dr. Godana:** Mr. Temporary Deputy Speaker, Sir, before the hon. Member interrupted my

trend of thought, and I think it has been damaging, I had gone to the subject of singular lack of vision by those who prepared this document in providing a clear road map; provision of an opportunity or access to information technology education in schools.

Mr. Temporary Deputy Speaker, Sir, I want to repeat that it is possible, and I think this document will have to go back to include this for the Ministry of Education, Science and Technology planners to actually tell us the cost of providing for solar-powered computer lessons per school. They should tell us that the cost of one computer laboratory per school is either Kshs400,000 or Kshs500,000. I believe it is less than Kshs1 million. We have so many primary schools in this country which, therefore, will require the same number of computer laboratories. We intend to ensure every child has a access to information technology by ensuring over the next four years this is in place, so that you we can actually go in phases. It is possible. Unless we do that, we will continue to encourage quacks, as people have referred to those who go behind their shops, pretend to open up computer information technology schools, some of which are not registered, and fleece the people of their meagre resources.

With those few remarks, I beg to support.

**The Minister for Regional Development Authorities** (Mr. M.A. Mohamud): Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this chance. I would like to join my colleagues in congratulating the Minister for Education, Science and Technology for the work he is doing. For the last two years, the Ministry has implemented a number of educational projects, especially the provision of free primary education, even though it is faced with a few difficulties contrary to what hon. Dr. Godana has said.

Mr. Temporary Deputy Speaker, Sir, the purpose of education is to provide economic and social development of this country. We cannot contribute to the economic and social development of this country when certain regions have no access to education. As I said earlier, the Ministry has really done a lot, but there are certain areas in this country where there are imbalances because people cannot access education. For instance, they cannot afford primary school education, let alone secondary school education. This is an issue that the Ministry needs to address adequately.

There are many graduates from our colleges and universities who have not actually been adequately prepared to meet the demands of the job market. There are thousands of graduates who are not actually required by the economy. That is an indication that the education system in this country has not been properly designed; especially at the primary and secondary school levels, to enable graduates who are leaving school be absorbed in our labour market. If this situation is not rectified, we will have too many useless graduates loitering in the streets. This situation can only be achieved if our university education is geared towards the realisation of this important goal.

Many countries, like Japan and some other nations in the far East, spent a lot of money on education and today they are economic tigers. Those of us in this country who say that the education sector is allocated the biggest share of the country's revenue and must, therefore, be given a reduced allocation cannot justify their stance. We need to put more resources in the education sector so that the youth of this country can get employment. Many students are prepared for wage employment. The education system in this country must prepare students to be self-reliant and able to take up self-employment. The economy cannot absorb everybody. Like I said before, the Jua Kali Sector absorbs over two million people every year. That is a sector that is rapidly expanding and we need many of our technical training institutions to produce graduates required by this labour market.

Mr. Temporary Deputy Speaker, Sir, we cannot talk of quality and standards of education in this country when the books and curriculum that are used in our learning institutions are not relevant. For example, you will find primary school children using a load of about 30 books every year. That is not important. What we need are few books that are relevant and affordable. When you ask parents to buy 30 books for child in a certain class, that is not realistic. We would like the quality of education to

be controlled through the use of appropriate books and curriculum that are relevant to the needs of our people.

If we want to improve the quality of our education, we need to have quality teachers. We cannot have a teacher who is not well prepared or given proper training imparting knowledge to others. We need to improve the quality of trainee teachers in the training colleges even if it means extending their training for a further three or four years. That will ensure that the trainee teachers are ready when they leave their colleges. We have seen teachers who left college long ago and have not been taken to in-service training or informed adequately about the changes in the curriculum being employed as teachers. We require the Ministry to keep on taking teachers for in-service training courses so that they are well informed of what is going on in the education circles.

Mr. Temporary Deputy Speaker, Sir, another worrying thing is the teacher-to-student ratio in our country, particularly in the primary school where already there is a serious shortage of teachers. The stipulated official requirement is one teacher to 50 pupils in primary schools and one to 40 in the secondary schools. In reality, you will find one teacher teaching over 100 students in a classroom. This way, the quality of education offered is definitely compromised. To solve this problem, we need the number of teachers to be increased, particularly in areas such as North Eastern Province and other disadvantaged areas where there is acute shortage of teachers.

Mr. Temporary Deputy Speaker, Sir, the other thing has to do with management of education in this country, generally. You know very well that because of the rapid expansion of education in this country since Independence, many administrators were hurriedly picked and made headmasters or education officers despite the fact that some did not have adequate administrative skills to run these schools. That is why you will always hear of strikes or indiscipline problems here and there. However, the main problem is in the management of education, particularly at the level of head teachers. We would like them to be given frequent appropriate training so that they can manage their schools properly.

Mr. Temporary Deputy Speaker, Sir, other very important organs are the boards of governors, the primary school committees and the Parent Teachers Associations (PTAs). The role of these institutions is very critical, but unfortunately, the people in these institutions are not qualified. Most of them are hand-picked by politicians and other leaders, and in the end schools suffer. The Ministry of Education, Science and Technology should review the Education Act so that the role of these institutions and those who occupy them are defined clearly. Otherwise, if you allow any Tom, Dick and Harry to become a chairman of the board of governors, our schools will not be run effectively.

Mr. Temporary Deputy Speaker, Sir, another important thing that has been done in the administration of education, and particularly on staffing, is that the boards of governors have been given authority to employ teachers. That is a wise decision, where teachers sign an agreement with a particular school to teach there for a period of about five years. What used to happen initially was that a teacher was employed by the Teachers Service Commission (TSC), and after a few months went back to his home district or elsewhere. We would like that policy to be retained by the Ministry because it is popular and it should be extended up to the primary level.

On quality assurance and standards, I would like to thank the Ministry for, first of all, restructuring the Ministry and introducing various directorates, one of them being the Directorate of Quality Assurance and Standards. These are very important institutions because they are the ones which ensure that standards are maintained in our schools. But, unfortunately, the school inspectors are very few and lack transport facilities. It is only a few days ago when the Minister gave a few motorbikes, but that is not enough. The inspectorates plays a very big role and, therefore, they should be given adequate transport and facilitation. More inspectors should also be employed by the Ministry.

Finally, Mr. Temporary Deputy Speaker, Sir, I would like to say something about examinations. Examinations are an integral part of the education system in this country and generally,

the Kenya National Examinations Council (KNEC) has been doing a good job for many years. Unfortunately, we recently read in the newspapers that there was mass cheating all over the country and that certain very big schools in this country had their results cancelled. That put the students and parents in a very big problem. The purpose of having invigilators in examinations is to prevent cheating; that is the main work! Now, if the supervisors and invigilators cannot prevent cheating and, as a result, because they have not done their job, one student spoils the lives of thousands of students, that shows that the KNEC is not doing its work properly. We would like the KNEC to do its work and vet invigilators and supervisors properly, so that our students do not just become victims for nothing.

Mr. Temporary Deputy Speaker, Sir, another important purpose for having examinations is, of course, to evaluate the education performance and particularly, the performance of students. But much more than that, examinations actually assist teachers in evaluating their performance in their methodology and teaching. In most cases, students do very poorly in certain topics and subjects because the teachers have not actually prepared their students adequately for learning. So, if the teachers are very serious, they should be able to follow the examination trends and results so as to improve the quality of their teaching in the schools.

Thank you very much, Mr. Temporary Deputy Speaker, Sir. With those many remarks, I beg to support.

**Mr. Wario:** Asante, Bw. Naibu Spika wa Muda. Namshukuru Muumba kwa fursa hii, ili niweze kuchangia Mswada muhimu ulio mbele ya Bunge hili. Mbinu ya elimu ya nchi hii ya leo kamwe haijatambua matakwa ya mtoto mfugaji. Sio kupenda kwetu sisi kutolima kahawa, majani chai, pareto au kuvua samaki. Kule Mandera na katika wilaya nyingine za wafugaji, hatuna mito wala bahari zitakazotuwezesha sisi kuvua samaki ama kufanya mbinu zingine za maisha. Kwa sababu ya hali mbaya ya mazingira, sisi tumelazimika kuwa wafugaji. Katika jamii ya wafugaji, mzazi atakapohama, basi mtoto huwa anaathirika, kwani atalazimika kuhama ili kuwafuata wazazi wake. Hii Sessional Paper iliyoko mbele yetu leo hii haijaangalia masilahi ya mtoto mfugaji. Vipi basi tutaboresha hali ya elimu ya mtoto mfugaji? Ukiangalia matokeo ya mitihani ya kila mwaka, na ukiangalia Ripoti ya Koech kuhusu elimu, utaona kuwa kujiandikisha kwa watoto wafugaji shuleni kunazidi kwenda chini. Mimi nilifikiri wakati ni sasa na nilikuwa na tamaa leo kuwa Wizara hii, chini ya uongozi wa Prof. Saitoti, atamfikiria mtoto mfugaji. Lakini iwapo Prof. Saitoti atawasahau watoto wafugaji, basi sioni ni nani mwingine atawakumbuka watoto hao.

Elimu ya bure imedhoofisha ubora wa elimu katika nchi hii. Elimu itakuwaje bure, iwapo hatutaboresha karakana? Inatakikana majengo ya shule na ujenzi wa aina fulani ili watoto na waalimu waweze kutekeleza kazi zao. Tulipigiwa parapanda, tukaambiwa kuwa elimu ni ya bure, basi wale watoto waliokuwa wakichunga wanyama wamerudi mashuleni. Na sasa, kuna zaidi ya watoto 120 chini ya mwalimu mmoja. Je elimu hii ni ya bure au ni bwerere? Ubora wa elimu hauna maana tena katika nchi ya Kenya! Nasema haya kwa masikitiko; angalia mbinu ya sasa ya elimu ya 8-4-4; ukitoa nne na nne kutoka kwa nane, inakuwa ziro! Wizara imetekwa nyara na wachapishaji wa vitabu na, kamwe, Prof. Saitoti na watu wake hawawezi kubadilisha jambo hili! Hii ni kwa sababu wale wanaochapisha vitabu hawaipatii Wizara fursa ya kuleta mbinu muafaka kwa watoto wa Kenya. Kazi inayofanywa na pesa zinazotengwa, zinatengewa wachapishaji vitabu, na mbinu ya 8-4-4 itakuwa pale kuwadhulumu watoto wa Kenya daima dawama.

Bw. Naibu Spika wa Muda, katika hali ya leo na teknolojia ya kisasa, hivi majuzi kulikuwa na tisho moja lililowatisha wafugaji; nalo ni jambo la ukulima wa sukari. Nimepata fursa ya kuandika jarida moja lililowatumia wanahabari wa *Daily Nation*. Hatimaye nimepata watu wakiniandikia kutoka katika karibu pembe zote za ulimwengu, kuniunga mkono katika swali hili; kutoka Amerika na nchi zote duniani! Maendeleo ya aina hii utayapata wapi katika Eneo Bunge la Tana River? Baada ya kusheherehekea miaka 40 ya Uhuru, bado Wilaya ya Tana River imebaki katika giza. Hatuna umeme.

Teknolojia hii tutaipata wapi? Je, mwanafunzi wa Wilaya ya Tana River anaweza kushindana kimasomo na mwanafunzi wa wilaya zingine hapa nchini? Ikiwa tunazungumza juu ya usawa na elimu ya bure kwa watoto wetu wote, ni lazima Serikali iangalie Wilaya ya Tana River.

Mwezangu aliyenitangulia kuzungumza juu ya Hoja hii alisema ni muhimu kupeleka mitambo inayotumia nguvu za jua, ili wanafunzi wapate fursa ya kusoma usiku. Ni dhuluma kubwa kwa watu wetu kwa sababu miaka 40 wamekuwa katika giza na wataishi miaka 40 mingine katika giza. Ni vipi tutapata maendeleo ya kisasa? Watoto wetu watanufaika lini kama watoto wengine wa Kenya? Watoto wetu watashindana vipi kimasomo na watoto wa kutoka maeneo mengine ya nchi? Mambo haya yote hayajatajwa katika Sera ya Elimu inayopendekezwa na Prof. Saitoti. Je, atatwambia nini sisi wafugaji? Je, ameanalia matokea ya mitihani ya Mkoa wa Kaskazini Mashariki? Nasema hivyo kwa sababu asilimia 80 ya watu wanaotoka mkoa huu ni wafugaji, ambao wanahitaji mbinu maalum.

Tumeambiwa Sera ya Elimu inapendekeza elimu ipelekewe watoto mahali popote. Lakini watoto wetu wanaambiwa: "Fuateni elimu mahali popote." Je, huu ni usawa? Tutapitishaje Hoja hii ikiwa dhuluma hii inaendelea? Nitamwomba Waziri pamoja na Wizara yake, waangalie masilahi ya mtoto wa mfugaji.

Bw. Naibu Spika wa Muda, kama nilivyotangulia kusema hapo awali, walimu wana chama cha kutetea haki zao, lakini watoto wetu hawana chama cha kutetea haki zao. Mara nyingi walimu huchagua mahali pa kufanyia kazi yao ya ualimu. Ikiwa mwalimu amehamishwa kwenda Eneo Bunge la Bura, kwa mfano, leo usiku hatalala. Atakuja hapa Nairobi na kesho kutwa atabatilisha uhamisho huo. Hatafundisha Wilaya ya Tana River. Ukitembelea shule hapa jijini, walimu ni wengi mpaka hawana kazi ya kufanya. Wao hucheza dama na mchezo wa kutupa vishale ndani ya ofisi.

Katika shule zilizo eneo langu, kuna zaidi ya watoto 120 katika darasa moja. Je, mwalimu mmoja atawahudumia vipi watoto 120? Ningependa kutoa changamoto kwa Waziri wa Elimu, kabla sisi kupitisha Hoja hii, aeleze Bunge hili ni shule gani katika Eneo Bunge la Bura ambayo ina walimu wa kutosha. Hakuna hata moja. Walimu ni wa kuombewa; huyu amekufa, mwingine amehamishwa. Mpaka leo ni bahati mbaya. Na wale wasimamizi wa shule? Eneo Bunge la Bura ni kilomita 5,037(?) mraba. Hata hivyo, kuna wasimamizi wa elimu wawili pekee katika eneo langu. Wengine huja kidharura kutoka Hola. Ni bahati mbaya kuona msimazi wa elimu amekuja shuleni kwetu. Ningepanda Waziri anieleze ni kwa nini maofisa hawa ni wachache. Kwa hivyo, mambo haya yote katika sera hii yanawahusu watoto wa Nairobi, Mombasa, Nakuru, Kisumu na kadhalika. Waziri amesahau vijijini, mashambani na wafugaji wa nchi hii. Ni vipi tutapitisha Hoja hii?

Bw. Naibu Spika wa Muda, Serikali ya NARC ilipochukua hatamu za uongozi iliwatia maskini tamaa. Iliwaambia itaangalia masilahi yao kwa kutoa misaada ya karo kwa watoto kutoka jamii maskini. Mwaka wa kwanza tulipata Kshs1,500,000 kama msaada wa shule. Hata nilifikiria kuhusu chama changu. Ikiwa tumepata Kshs1.5 milioni, basi wakati ujao, msaada huu unaweza kupandishwa na mimi nikajiunga na Serikali ya NARC. Kwa sababu hii, ni faida kubwa kwa watoto wetu. Lakini juzi tulishtuka tulipopata Kshs123,000 kama msaada wa elimu. Tuliuliza ni kwa nini msaada huu ulipunguzwa, na tukaambiwa: "Idadi ya watoto wenu ni wachache." Je, tunahitaji kuzaana kwa wingi ili tufaidike na misaada ya elimu? Je, hii ni haki kwa watoto wetu? Je, wale wachache hawastahili kupata haki kama Wakenya wengine? Je, maskini hawafai kusaidiwa kwa sababu wamezaliwa katika jamii ya wachache?

**Mr. Wamwere:** Ni kuzaa tu ambako kutawasaidia!

**The Temporary Deputy Speaker** (Mr. Khamasi): Order, Mr. Wamwere! Let us listen to Mr. Wario.

**Mr. Wario:** Bw. Naibu Spika wa Muda, kama kupunguzwa kwa msaada huu si dhuluma, basi neno "dhuluma" halina maana katika nchi ya Kenya.

Jamii ya wafugaji na wanyonge wanataka hatua ya kidharura. Si idadi ya watu itakayowasaidia. Tunajua ni kabila gani ambalo ni la idadi kubwa ya watu hapa nchini. Hata hivyo,

wachache pia wana haki yao. Ikiwa Serikali itaangalia ni wapi wanapata kura nyingi na kusahau wachache, basi hii ni dhuluma ya ubinadamu.

Bw. Naibu Spika wa Muda, hatuwezi kuwa profesa au kusoma mpaka kiwango cha chuo kikuu. Kuna aina fulani ya ufundi unaohitajika katika nchi ya Kenya. Hivi karibuni ufundi huo utaangamia kwa sababu vyuo vya kiufundi vimekuwa popo ambaye si ndege wala mnyama; havina Wizara maalum. Ni kwa bahati mbaya vyuo vya ufundi viko chini ya Wizara ya Kazi. Ingekuwa bora ikiwa vyuo hivi vingekuwa chini ya Wizara ya Elimu ili viweze kutekeleza kazi zao. Tumetumia baadhi ya Kshs6 milioni za kuendeleza Eneo Bunge, yaani CDF, kuelimisha karibu makarani 20 na madereva 40. Kama Serikali ingeweka vyuo vya ufundi chini ya wizara maalum, basi maisha ya vijana wa nchi hii yangeimarika zaidi. Ni bahati mbaya ikiwa vyuo hivi havitawekwa chini ya Wizara ya Elimu.

Bw. Naibu Spika wa Muda, zamani hakukuwa na ufisadi. Tangu Serikali hii kuanzisha elimu ya bure na misaada ianze kupelekwa shuleni, basi malalamiko yamechacha. Je, tutapambana vipi na swala la ufisadi kule shuleni? Hili ni tatizo ambalo lazima lishughulikiwe leo.

Tunataka uhakikisho wa ubora wa elimu. Ni lazima tuwe na mbinu inayotumia tukifanya hivi tutaharibu au kutengeneza elimu. Ikiwa idadi ya wanafunzi itakuwa ya juu sana, watoto wengi watahama kutoka shule za umma na kujiunga na shule za kibinafsi kwa sababu ya ukosefu wa ubora wa elimu.

Bw. Naibu Spika wa Muda, singependa kuwachosha na maneno mengi. Shida inayotukumba hajazungumziwa katika sera hii. Kuna hili tatizo la wizi wa mitihani. Kikwetu tunasema, ni uoga kumwacha ndovu, utafute nyayo zake. Ndovu yuko mbele yako na unasema: "Sitaki ndovu, nataka kuona nyayo zake zimepita wapi?" Tunajua wanafunzi au watahiniwa hawana majibu ya mitihani ya kitaifa. Ni nani ana majibu haya? Inajulikana wazi. Pia, inajulikana wazi ni nani anayedanganya au kuiba mitihani. Athari ya kuiba mitihani inadhuru watahiniwa kuliko wezi wenyewe. Miaka miwili iliyopita, Shule ya Upili ya Tarasa huko Wilaya ya Tana River ilisemekana watahiniwa waliiba mitihani. Mwalimu mkuu na walimu waliosimamia mitihani walihamishwa na kupelekwa hadi Wilaya ya Malindi. Watahiniwa waliohusika walilazimishwa kurudia masomo yao. Je, Wizara inaweza kutuhakikishia ya kwamba kule walimu walipelekwa hawataiba mitihani? Je, kuwahamisha ndio suluhisho la wizi wa mitihani? Je, ukimhamisha mwalimu na kumwambia mwanafunzi arudie masomo yake, si hii ni dhuluma?

Bw. Naibu Spika wa Muda, kwa hayo machache, ningependa masilahi ya wafugaji yaangaliwe kwa makini.

**Mr. Munya:** Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this very important Motion. I know that a lot has been said about the 8-4-4 System of Education but I also wanted to add my voice. We thought that when NARC government takes over, this discredited system that all parents were crying about would be done away with so that a more serious system would be developed. However, what we saw was an education conference that was organised - we were invited to participate - and we thought that ground-breaking decisions would be made. The only thing we see from that conference is a re-statement of values or goals and nothing radical came out of that conference.

The basic problem most of us have with the 8-4-4 system is the inadequate preparation it gives students who are joining university. When our children want to join universities abroad, most of the times now, they have to undertake short courses to prepare themselves, while in the old system it was obvious that once you graduated from our A-Level system, you were considered well prepared to join any university anywhere in the world. Our students now have to go through other courses that are expensive, for them to join universities abroad.

Mr. Temporary Deputy Speaker, Sir, if you look at literature, for example, which we used to study; now for you to join the university, they combine English language and literature and call it one subject. Before, in A-Level, we had to do three or four papers to prepare us to study literature at the

university level. When students come to the university now, they know very little as they have only been introduced to literature, and if you ask them the books they have read, they will not tell you. During our time, we would study books from different regions to understand different problems that faced people in different regions of the world. This enabled us to broaden our mind and see the world in bigger and global terms. However, we have now narrowed our learning by poor preparation for higher education, and this is the basic inadequacy in this 8-4-4 System of Education.

Mr. Temporary Deputy Speaker, Sir, we have also failed to respond to regional demands. We are now integrating this region, yet our own system built in Kenya is borrowed from Canada, a country that changed a long time ago but we are still there. Are we trying to say that we can remain as an island in Kenya? We are integrating systems and we want Kenyans to go out there and work in Uganda and Tanzania. We even want to become an East African Federation, yet we are saying our system remains different. That is why even our own parents have realised this, especially, the elite. If you ask most of hon. Members here where their children are, they will tell you that they are either in Uganda or Tanzania. And for those who cannot afford, their children are in elite schools here that are offering the A-Level system. If all the elite, leaders of this country, have no faith in the 8-4-4 system, why should poor Kenyans continue suffering under that system so that we can continue paying for books? Those books are developed where we know and they are churned everyday and year. We know vested interest that wants the system to remain so that they can continue to make business and money from it.

We are telling the Ministry to go and sit down again and come up with a better system. It can go back to the old system and improve it so that we can keep up with the trends in this region, to ensure that we are not left behind.

We also thought that Kenya, and this is related to the other point I have made, would be a regional centre for excellency in education. We thought that we would be leaders also in learning in terms of seeking education, and that we would promote our country to be the leader so that people in Uganda, Tanzania, Rwanda, Sudan and everywhere would be coming here, and Kenya becomes a hub of education. How can we become a hub of education if we are running a discredited system? If countries that were in turmoil a few years ago are now the countries that are giving refuge to our students, are we moving forwards or backwards? Does this Ministry have a vision of where it wants to take us? If we have to be shown by Uganda and Tanzania what to study and where to send our children, can the Minister tell us that he has a vision of where he is taking us? We do not believe in statements of old philosophies! To write a book and tell us that it is a Sessional Paper, a book that does not give us a road map and the next plan for the next over 10 years in education, on where we want to go is not a Sessional Paper. They hurriedly called education officers from across the country, brought them to Nairobi for two days, stated things that have always been there, and tell us that this is a Sessional Paper and a road map for this country. We are very disappointed!

Mr. Temporary Deputy Speaker, Sir, one of the values we are told that this Sessional Paper states about education is promoting democratic institutions and governance. How do you promote development of democratic institutions when the style of leadership in those schools is itself authoritarian? If the philosophy of running our schools is dictatorial, how can we inculcate the culture of democracy amongst students? Role models, teachers, lecturers and principals only know how to send students home when there is a problem. They do not know how to sit down and discuss with their students, and do not know how to organise students into government to run their affairs. How then do you tell them that you are training them for democracy? No wonder most of the times when we have elections, it is those same young people who are hooligans. Do you get surprised when they become hooligans if, from the time they went to school, the only thing they know is the cane, and that schools have to run like military institutions? How can we expect them after graduating from that school system to immediately become democrats? Without training, you cannot have democrats and

that is why you see even some hon. Members fighting when they are participating in elections. Instead of sorting out their problems in a democratic manner, they exchange fists and even throw chairs at one another because the democratic training that was expected to be given when you were learning in schools is not there. Therefore, the challenge for the Ministry is to see how we can maintain discipline in schools and colleges without becoming dictators and authoritarian or without harassing students unduly. How can we maintain the balance of keeping discipline in schools, and at the same time inculcating a democratic culture?

One of the other things that we have done, which is not very good for our system, is the expansion of our higher institutions of learning. We are creating universities everyday and it started with President Moi. Anywhere he went and people demanded for a university, he gave it to them even in the middle of the Budget, without proper planning and Parliament not even asked. We know that most universities have to be established through an Act of Parliament and we expect about 10 or 15 years of preparation. However, we see our Presidents going to a region and saying that they have given that region a university. We thought that, that would stop when Moi went. However, we have not seen it stop. Mr. Kibaki went to Western Province the other day and declared a university there. Now, people in Mombasa want a university and soon we will have people in Meru demanding theirs and every village will follow suit. We are never bothered about the quality that, that university will provide, and learning materials. That is why in most of our universities, most buildings that they call libraries are museum pieces. They have very old books and you will not find latest journals as they do not keep pace with new knowledge. Latest journals that are being read in other universities are not there. What we teach in our schools today can be referred to as 'history of education'. They teach history. In the past, when doctors were graduating, they had all medical knowledge, including what medicine had been discredited. You know the havoc some of them cause out there owing to inadequate training. The challenge is up to the Ministry. As we try to cater for our increasing population, we have to meet the challenge of providing learning facilities and materials that are required so that universities are not referred to by name, but because they are excellent centres of learning.

On the issue of promotions in universities and institutions of other levels, merit should be the criteria used to determine their promotions. Merit is rarely used in those institutions when it comes to promotions. You would expect that those are the institutions where merit matters most. I do not want to name names. However, I will give you an example of what goes on. An individual may start as an assistant lecturer in a university and within a year, they become a lecturer. Within the next one year, that person becomes a head of department and in less than four years, they become heads of institutions. One becomes a head of an institution and even a deputy vice-chancellor and you wonder how it happened. They may not be one of the brightest people in the world, not a genius or somebody who may have been recognised because they have published nothing. This person may not have published anything. You then wonder how such a person has climbed ladders to reach at the top. When we have such kind of promotions where people who do not merit are promoted, that means that people who work hard are demoralised. Those who deserve promotions either leave the institutions and go elsewhere where merit matters, or just resign from their work. We need to streamline systems of promotions at the university level. Not only do we need to do this at the university level, but also at the lower education levels like the primary schools. There are people who become school inspectors or (Assistant Educational Officers) AEOs, yet they cannot teach pupils to enable them pass their examinations. You will find demoralised teachers teaching because they are demoralised and have nothing else to do. They do not deliver because we have not streamlined systems to make sure that it is the best individuals leading our institutions. The best individuals would also make institutions become the best. However, when it is mediocre performing individuals who hold top positions just because their relatives are in top Government positions, what should we expect? These are some of the



problems that the Ministry needs to grapple with, so that those who are rewarded are those who deserve it. People should work hard knowing that they will get a reward. Most of the time, people who work hard are punished. They are punished for working hard. If one has a weak boss, they continue being demoralised. One is punished for being ambitious. Sometimes we are punished for being good. We have to streamline our systems to make sure that it gives us rewards and punishes those who do wrong.

The problem is that of remuneration which affects all the learning institutions. Not only does it affect the university level, but also the primary and the middle level. I do not know where the problems started. However, before the Government started correcting this problem by increasing salaries for university lecturers, you would find principals of secondary schools earning more money than vice-chancellors and professors. You are then left wondering what kind of system this is that does not recognise people who have spent more than 10 years in school and achieved several degrees. One ends up earning less than someone who went up to Form Four and joined college for only two years. Some of the issues we talk about are not logical. Look at the primary school level.

*(Mr. Wamwere consulted loudly)*

**The Temporary Deputy Speaker** (Mr. Khamasi): Order, Mr. Munya. We cannot have two people contributing at the same time in the House. Hon. Wamwere, you know the rules of the House. You will shut up until I notice you. You should not go on interjecting the person on the Floor.

**Mr. Munya:** Thank you, Mr. Temporary Deputy Speaker, for coming to my rescue. I was talking about remuneration. A DEO is supposed to supervise principals and head teachers of secondary schools. The DEO may be earning less than half of what a principal of a secondary school earns. He is supposed to be a boss and supervise head teachers who know that he earns close to nothing. Do you think the head teachers would respect the DEO?

We know these things because we have been in the system. Sometimes that is why principals have to take bribes to the DEO. If you want to move a principal who is mismanaging a school and if the DEO depends on handouts from the school principal for his survival, do you think the DEO will sack the principal? He may not. Even if there is no money exchanging hands, a principal would not respect a DEO who earns less than him. This is the same thing with an AEO who earns less than a primary school head whom he is supposed to supervise. Why is the Ministry taking so long to solve this problem? The Ministry has been aware and it has been promising on the Floor of this House that it will streamline salaries so that those who are in the inspectorate departments can earn more than the people they are expected to inspect and supervise. Instead of spending hours writing this report, why can they not solve this problem then we can know they are doing something? Actions speak louder than words. The Ministry may write many papers which we can table here. But unless it takes a proactive role in solving these issues, we are not likely to move anywhere.

There is another madness which has gripped this country. Everyone wants to join universities. We have been turning every institution into a university. Every college wants to be called a university. We are forgetting that it is not only graduates from universities who will change this country. We have middle cadre colleges which are very important in industrialising a country. We even want to turn our polytechnics into universities. Every institution is being turned into a university. The middle cadre colleges are the ones which produce people who drive the engines of industries. Where will these people go? We should stop this madness of making every institution in the country a university. We do not even plan for them. I hear everybody saying they want a university near their home. I do not know what they want to do with them. Does this mean that a student from Meru cannot attend a university in Nairobi? Does it mean that if a university is established in a certain village, it is only the natives of that village who will attend it? I thought universities were national institutions. Can we stop

demanding universities for every district and improve the ones which are there? We should expand them so as to accommodate more people. Can we stop this politically driven expansion of education so that we leave experts to plan for them?

Mr. Temporary Deputy Speaker, Sir, I heard a Member talking about disparities in accessibility to education. But instead of talking about disparities in accessibility in terms of regions and communities, which is the most popular theme in this House, I want to talk about disparities in accessibility in terms of class: the rich-poor divide. As far as I know, even within the poorest communities, there are rich people who will always access education. So, when we try to make it regional, I think we miss the point. I think the best way to look at it is in terms of class. Education is expensive.

University education is becoming more expensive. The resources we are spending there are not expanding. So, most of the time, we are increasing the fees at the university level to cope up with expansion. Remember when the Government was pressurised by the lecturers to increase salaries, the Government did not expand the Budget for the Ministry. Instead, it transferred the cost to the universities and, by extension, to the students. That is why immediately after those salaries were increased, the universities also started increasing fees. Did we increase the allocation for the Higher Education Loans Board (HELB) so that those poor students who cannot afford those higher fees could get more loans given to them? We did not. So, we are slowly making university education inaccessible to the very poor in our communities.

I am surprised some Members here are saying we liberalise these loans so that more students can get them, even those in private universities. If this money is not already enough for those who are in Government-run universities, are we being realistic by saying we expand it to make it accessible to every student? Are we not arguing in our own self-interest, so that our own sons and daughters can also access loans? Is that not how we are arguing? We must have a criteria where the very poor but intelligent students who will be useful to this society have access to those loans so that they are not locked out of university education. They are increasingly getting locked out. They are supposed to pay for food and accommodation.

Now, the situation in the living halls in the universities is pathetic. I do not think the Chair has gone there recently. But if you go there, you will be shocked. Most students live on *sukuma wiki* and *ugali* throughout. Go there and see it for yourself and you will not be happy. These are the people we want to become leaders of this country tomorrow, but we do not want to take care of them. We want to hide our heads in the sand like the proverbial ostrich and assume there are no problems there. We must make sure that poor students who cannot afford school fees, as long as they have reached the cut-off points, are given loans. Those who have not reached the cut-off point can go to the middle level colleges. I am saying this because I know that in most developing countries, the only way for a poor person moving up the social ladder has always been through education.

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

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

Now, if you close this only avenue which provides the poor people with access to jobs and capacity to improve their incomes at their family level, we are not helping. We would be creating situations for future conflict. If we make the poor, who are the majority in this country, know that they will never have access to education, which is the only avenue for social upward mobility, you can be sure we are building situations of conflict.

Mr. Temporary Deputy Speaker, Sir, the other important issue relating to higher education in this country is that of the brain drain. The most experienced lecturers from our universities are always moving out. Sometimes, we say that they move out because of remuneration. But it is not remuneration alone. Remuneration may have played a major role in making many of them run away to other places where there are greener pastures. But some of them leave because of frustration. You are the top lecturer in the university, you have been doing well, you are renowned, but there is no promotion for you, because the system is very happy with promoting mediocre people to run the institutions. They get frustrated and they want to go where they are appreciated. When we lose these very well trained people, we are not just losing an individual. Some people tend to trivialise this issue and say, "Well, he can leave, we will have other people lecturing." That is what we used to be told during the past regime. "So what if he leaves? We will promote other people to teach." It is not as simple as that. If a professor like Prof. Ali Mazrui leaves, you can imagine what he leaves with; the research funding he attracts as an individual, the structures he would have created there that would have attracted more money to the institution and promote the institution nationally and internationally, the attraction he could have of bringing students from other places to learn in that institution. So, you are losing a major resource. You are making the institution lose its reputation.

Mr. Temporary Deputy Speaker, Sir, I was happy to learn that some of these professors are slowly coming back; those who are able to. But we need to go out of our way as a country to try and entice them to come back. We even need to come up with tailor-made packages for them. For example, someone like Prof. Ngugi wa Thiong'o, you approach him and tell him to come back to do A,B,C,D for us and this is the package. If he comes back with his Centre of Language Translation that he has started in America and he brings it to the University of Nairobi, you can imagine the funding the university will attract and the status it will gain. If Prof. Mazrui comes back and starts a Centre for Cultural Studies, you can imagine the reputation our universities will gain in terms of attracting research donations, status and students from other countries.

Mr. Temporary Deputy Speaker, Sir, I want to conclude by saying that the most important difference we will see is a change of management style. This is very important. As long as our universities continue being run in very authoritarian ways, we shall not be helping our young people to learn democratic principles that are very important for their future responsibilities.

With those remarks, I beg to support.

**Mr. Ojaamong:** Mr. Temporary Deputy Speaker, Sir, first of all, I take this opportunity to thank the Minister for calling a conference that led to the production of this Sessional Paper No.1 of 2005 on education, training and research. The mission or objective of the Sessional Paper is to provide education for all, which is sung world wide. If you go through the Sessional Paper, there is education for the disabled, mentally handicapped, the most intelligent people in our country and for adults. So, virtually, it captures its objective of providing education for all. I will not repeat what others have said. I will only try to focus on an area which was missed out in the Sessional Paper, and which concerns my people.

In their contributions, Mr. Wetangula and Dr. Wekesa indicated that so many people who border Uganda have been crossing to the other side to get education. But they did not indicate to the House how they suffer later on. This Sessional Paper did not recognise students who go to Uganda to learn. They are not awarded bursaries, especially those who go to secondary schools. The process we have now, where the District Education Officer (DEO) and the District Commissioner (DC) dictate the terms in the District Education Board (DEB)--- They say that they cannot write a Kenyan cheque to be cashed in Uganda. It is true it cannot. They cannot also pay cash because they cannot account for the money. That has caused a lot of suffering. We have very bright students who have crossed to the other side. Later on, they will come back with the knowledge that they have acquired from the other side to assist us in this Republic. That has not been captured in this Sessional Paper.

Mr. Temporary Deputy Speaker, Sir, the Sessional Paper has not also captured the legal implications of our students crossing over to Uganda. The Government is not aware. Currently, those people cross over to the other side of the country on their own, without informing the Government. So, whatever happens to them there, nobody knows. They are at the mercy of nature and God. So, our Government should understand that we have students in neighbouring countries, who also need protection from the Government.

Mr. Temporary Deputy Speaker, Sir, they say that after you acquire education, regardless of the level, it should make you move from one level to another, acquire training or a job. When the students who go to Uganda come back and look at the advertisement in the newspapers, including the recruitment of police, they say: "Come with your original Kenya Certificate of Secondary Education (KCSE) of a certain grade." They do not talk about the Uganda primary school certificate or the Uganda advanced certificate of education. When those students go for recruitment, they are disqualified because they do not have the KCSE. So, they are knocked out because they go with their Ugandan certificates. There has to be a policy whereby, when somebody gets a certificate at whatever level in Uganda, it should be harmonised into the Kenyan one, so that the "A" level certificate is equivalent to KCSE one in Kenya. That way, whenever jobs are advertised, they can get an equal opportunity.

Mr. Temporary Deputy Speaker, Sir, the Sessional Paper has not captured the problems that students undergo at the border. With the onset of free primary education, you will find that because Uganda has better educational facilities and teachers, students only come to register, get their Kshs1,010, textbooks and disappear back into Uganda. That is a loss to our country. How is the Government going to retain those students in our system? They come to Kenya to get the resources and go back to their side. That is not captured, and yet, it is happening where our country borders other countries.

Mr. Temporary Deputy Speaker, Sir, let me talk about the financing of education, which the Sessional Paper captures very well. It indicates that communities, churches, Non-Governmental Organisations (NGOs) and development partners will participate in the financing of education. I want to focus on the donors, and not the communities financing our education system. The Minister emphasized about the African Development Bank (ADB). I came to hear about that ADB Project two years ago. That has been a song! I have been going to the Ministry's headquarters and they have been talking about that programme. Up to now, there is no clear path as to when we are getting that money. Considering that we are now being talked about as one of the most corrupt countries, are we sure we are going to get that money? Are we going to show that the centres of excellence, which the Ministry says will be two in every district, will be achieved?

I will give an example; the Organisation of Petroleum Exporting Countries (OPEC) and Government of Kenya (GoK) Project. When I came to this Parliament some two-and-a-half years back, we had Phase I of that project funding five schools in every district. I was lucky to have benefited because five of my schools were identified. But almost three years down the line, is there anything which has gone there? Those people have just been going round and round. When we talk about financing infrastructure in schools, and that OPEC/GoK Project was initiated during the KANU regime and, to date--- I know that money has arrived in the country and some people are not just willing to release that money because Phase I was going to assist Arid and Semi-Arid Lands (ASALs) and areas with pockets of poverty. It is in those areas where we have the minority who do not have a voice in this Government. Those are the people who this Government wants to stifle, so that they cannot rise anywhere. So, it is a deliberate move. There is money from OPEC meant for schools, but there are people who are deliberately sitting on it. They do not want those areas to come up. So, are we going to trust this Government? I have been following that programme for a very long time and I am now very tired! This weekend, I am going to tell my people: "If this Government wants to bring

the OPEC money, let it bring it! If it does not---" It is now like a song to my people.

So, when it comes to donors bringing money, there has to be a criteria. Let it be stipulated in the Sessional Paper. That money will come and those who are in power will direct it to their areas. We have just heard in the afternoon Session how Nyeri alone, because the President comes from there, took over Kshs800 million for water. But because there is no President from Ukambani or Machakos, they were only given Kshs300 million for water. So, the same thing is going to repeat itself in the educational system. A place like Teso, which will never produce a president, will never get those resources. That is why I have been thinking that, if this Government does not want some constituencies to be in Kenya, some of us can also lead our own countries.

I want to emphasize again that the Government, in this Sessional Paper, is going to put up two centres of excellence in every district. Let that be and let the leaders be involved. Secondly, the Government will equip laboratories and improve science learning in nine schools in every district. Let that be so, and let it be in a fair way. Let the resources be distributed fairly. Let it not be as if we are begging.

Thank you for giving me the opportunity to contribute.

**The Minister for Roads and Public Works (Mr. Raila):** Mr. Temporary Deputy Speaker, Sir, I am never in the habit of repeating what has been said by other hon. Members. I am, therefore, going to desist from repeating some of the points, important as they are, but which have been very adequately covered by the previous speakers. I only want to talk about points which I think are missing in this particular Sessional Paper, which are of great importance to our country in terms of education policy.

This is a result of a National Education Conference that brought together about 800 participants here in Nairobi and spent three days. I am surprised that the three days that we brought some of our best brains in education together could end up with a Paper that is deficient in a number of areas. I am talking in terms of fundamental issues which have been left out here. I want to suggest that this Sessional Paper needs to be enriched by the inclusion of some of those issues, which have been omitted.

If you look at the evolution of the education system in this country, it goes back to the Ominde Commission of 1964, which has been adequately covered here; Gachathi Commission of 1976; Mac Kay Commission of 1981, Kamunge Commission of 1998 and the Koech Report of 2000. We would have liked to see a radical departure from what has been, and to come up with something that is different to address our needs here. We are talking about a knowledge-based education system. We want to develop a knowledge-based society and to do this, education is very crucial.

We are mentioning the inadequacies, which we still have here, like the issues of access, equity and quality of education in our society. However, we are addressing the symptoms rather than the cause of these issues. We need to look at this country as a diverse country. Causes are not the same in different parts of our society. So, generalisation, as we have in this document, is not helpful to our society. The problems that make Samburu children not to go to school are not the same problems that make Kikuyu, Turkana or Giriama children not to go to school. This document needs to take specific peculiarities that exist in different parts of this country rather than just treating them uniformly. If you look at other policy documents in other countries like Uganda or South Africa, you will find this Sessional Paper is inadequate. We need to see the problems of the Pokots when we are talking about accessibility.

Mr. Temporary Deputy Speaker, Sir, we want to address this in light of the millennium development goals. Why do we have a problem of the girl child not going to school? We have issues of early marriages and female genital mutilation. These issues need to be dealt with when we are talking about education and access to education in this country. They have not been mentioned in the

Paper at all. The issue of the girl child education is not specifically mentioned here. The Sessional Paper states that one of the goals and objectives of education is to ensure that all children, including girls, children in difficult circumstances and those from marginalised, vulnerable groups have access to complete free and compulsory education by 2010. However, the girl child education needs to be taken on its own and emphasised properly in our education policy in this country rather than being treated so casually, the way it has been treated in this document. We need to say how we are going to get our girls to go to school. There is the issue of marginalised regions, particularly the pastoralist regions in our country. We need to come up with a clear policy as to how the pastoralists are going to be empowered. Affirmative action, as a policy of the Government, in the provision of education in this country needs to be clearly spelt out in this document, in order to empower communities which were left behind during the colonial days, and also in the post-colonial era.

Mr. Temporary Deputy Speaker, Sir, I am uncomfortable in the way in which we have treated the issue of teachers here. We are talking about the development and utilisation of teachers, but we have not mentioned about the organic conditions that affect the performance of our teachers. The issue of the remuneration of teachers has not been touched at all, in this document. We know that this is a burning issue. It is an issue that has caused the disruption of education year in, year out. We need to find a lasting solution to that problem rather than just rushing over it. How are we going to ensure that our teachers are adequately remunerated in years to come? We need to talk about that here.

I want to touch on the issue of supervision of schools. When I was in school, there used be school inspectors. During those days, there was discipline in schools. An inspector would visit a school without notice, walk into a classroom and sit at the back, listen to the teacher teaching and march out and go to the next classroom. Teachers would be given marks. They would also be inspected in terms of how they dressed and how decent they were. A teacher who was indecent and unkempt would be disciplined. These days, if you go to a marketplace, you cannot tell the difference between a teacher and a village thug. They all look the same. Teaching was a noble profession during those days and teachers were respected. They were the standard-bearers. This has completely deteriorated. Supervision in our schools has actually gone to the dogs. This is an issue that needs to be properly treated when we are talking about quality education in our country.

Mr. Temporary Deputy Speaker, Sir, I want to move on to higher education. Before I do so, let me talk about adult education. Adult education is very important in a developing country like ours. When we talk about, for example, fighting HIV/AIDS, this battle cannot succeed if we have a society that is largely illiterate. The reason why Uganda's and Senegal's campaign against HIV/AIDS has succeeded is basically because of the amount of adult education that has been introduced in these countries. People have been enlightened; they can read and write and, therefore, they can be properly instructed in protective measures that are required to reduce the spread of HIV/AIDS. I get the impression that we have gone down on Adult Education. It is now not treated the way it used to be treated in the old days. We should not make a wrong assumption that many people have become literate. If you go to the rural areas, you will be amazed to see the number of people who cannot read and write. So, Adult Education needs to be more encouraged and expanded, so that we reduce the number of people who are illiterate. This will help us in terms of inducing a knowledge-based society.

Mr. Temporary Deputy Speaker, Sir, the Asian Tigers comprise of countries that have succeeded. They have invested very heavily in manpower development to empower their people. So, it is important that we begin from the cradle to the grave, the life-long education. As we emphasize the need for pre-primary education, we should also expand the facilities and make them available and accessible to our people throughout their lives.

Mr. Temporary Deputy Speaker, Sir, about the situation in our institutions of higher learning, I agree that we need to introduce more incentives in these institutions. It goes without question, that we have continued to lose many of our best brains to other countries. If you go to South Africa, you will

be amazed at the number of Kenyan intellectuals who are teaching in the universities in that country. If you go to Botswana, you will find that almost the whole medical system is being run by Kenyans. Also, you will find Kenyans constructing better roads in Botswana and Namibia than they do here in Kenya. Likewise, if you go to Britain and America, you will find Kenyans there. I do not believe that we should get all our people who are out of the country to come back here. In fact, being out there is like exporting labour. When they are there, they earn money which they bring back here. There is a very big proportion of our foreign exchange which is coming into the country as a result of remittance from Kenyans who are residents out of the country. However, there are intellectuals who we would be better of retaining here in our institutions of higher learning. To do so, we must create a conducive environment within our institutions of higher learning, which will attract and retain those people here. I am not just talking about monetary rewards, but other conditions that will attract them to come and stay here. There are some patriotic Kenyans who will do with small monetary rewards in order to be here in Kenya.

Mr. Temporary Deputy Speaker, Sir, we used to have duty-free facilities for our lecturers to import vehicles, but it was removed. However, within the Government, we are still consulting over this issue. But I am a very strong supporter for the reinstatement of that facility for our lecturers. They should be allowed to import their vehicles duty-free as part of the incentives.

Mr. Temporary Deputy Speaker, Sir, I would like to see a situation where Kenyan scientists are enabled to share experiences with their counterparts in other parts of the world. They should also be empowered financially to carry out research. I am talking about state-of-the-art research here. They should be able to compare their experiences with their counterparts in China, Brazil, India, South Africa and other countries.

Mr. Temporary Deputy Speaker, Sir, I would like to conclude my contribution by saying that, there is need for this document to be enriched by taking into account a number of very important issues that have been suggested by hon. Members. Let us develop a document that will be responsive to the needs of our country now and in the future. Kenya does not need to be where we are. Kenya wants to go further ahead. We do not want to be continuously compared with the worst in the world. We want to go where countries in Asia, Latin America and Europe have gone. If we organise our education system and empower our people, I am sure it can be done.

With those few remarks, I beg to support.

*(Applause)*

**The Assistant Minister, Office of the Vice-President and Ministry of Home Affairs** (Prof. Kibwana): Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this very important Sessional Paper. It is in a field where, for about 25 years, I was involved as a professor of law.

I must start by saying that, it is an extremely well thought-out and articulated Sessional Paper. I think part of the reason for that was the conference that precluded the drafting of the Sessional Paper. Views from various stakeholders were solicited. That has enriched this particular document.

Mr. Temporary Deputy Speaker, Sir, when we draft national policies, it is important to get stakeholders' input, so that we can get people-driven policies. I want to commend the Ministry for that sensitivity to policy-making. Secondly, I think it is necessary to underscore the gains that have, in the two years of NARC administration, been scored in this sector. It is not an exaggeration to say that, this is one of the most crucial sectors in terms of the gains under the current administration. Many of those gains, such as free primary education and secondary school bursaries are known. Therefore, I will not go into the details.

Mr. Temporary Deputy Speaker, Sir, one of the worrying figures that have been revealed at

the beginning of the report, using the 1999 National Census, is about 2.8 million boys and girls between 14 and 17 years old who have not enrolled in secondary schools. That is a very big indictment in terms of the failure of our secondary school education. About 2.8 million youths who should be in secondary schools are not catered for. That is one very important area that needs remedy in this Sessional Paper.

Another area is special needs education where, according to the document, out of 750,000 children with special needs, only 90,000 are provided for. We know that about 10 per cent of our children require special needs education. I think it is very important to address that aspect of education. A system of education which is sought and practised world-wide is the integrated system of education. Special needs children are not provided with education on their own. That is one failure in our system of education. We do not have facilities that emphasise integration. We do not have physical facilities and teachers who can teach both special needs students and ordinary ones. Critically, in some few schools there is that special facility of boarding so that children who have special needs, particularly children with physical disabilities, are accommodated within reach of the educational institutions. I think this is one aspect that needs to be emphasised so that, perhaps, in each location at the primary school level, boarding facilities are available so that kids with special needs are integrated with other kids in that particular facility, so that they go through normal education. Of course, the Ministry of Education, Science and Technology will have to liaise with the Ministry of Gender, Sports, Culture and Social Services, so that there is an identification of the children because in many places these children are hidden and they are not exposed to schools.

Mr. Temporary Deputy Speaker, Sir, again, this Sessional Paper talks about polytechnics and indicates that out of the 600 youth polytechnics in the country, 350 of them are Government-supported. I think there are more youth polytechnics than the 600 because many parents are trying to come up with Harambee polytechnics, and really, this is one very important area in terms of making sure that the standards are high. The Ministry of Education, Science and Technology should try and ensure that these standards are proper because some of the polytechnics do not teach as much as they should. Children from Standard Eight and Form Four graduates gain admission into these institutions and they are not exposed to very superior education as such. As the Sessional Paper demonstrates, this kind of education in the polytechnics or in the technical, industrial, vocational and entrepreneurship institutions is the one that creates the possibility of industrialisation and also self-employment. We urge the Ministry to really focus on this specialised training. It is important for the Ministry to make sure that most polytechnics are supported by the Government in terms of paying teachers' salaries. For example, in a few polytechnics the Ministry pays part of the teachers' salaries, but this should be a universal thing because it will help a lot.

Mr. Temporary Deputy Speaker, Sir, I must state that in the technical, industrial, vocational and entrepreneurship educational institutions, there is a recognised problem of co-ordination in terms of ten Ministries working together in this area and, therefore, the Ministry should ensure that this problem is dealt with. However, I am very happy that from the 79,000 kids, about 44 per cent of them are women, so that there is more or less parity in this particular area. This is something that will encourage many kids to go through polytechnics, universities and many other training institutions.

Mr. Temporary Deputy Speaker, Sir, one critical area which the Minister needs to focus on in this Sessional Paper is commercial colleges. It is now apparent that any Tom, Dick and Harry can start these colleges and employ people to teach whatever they want to teach. For example, most of the commercial colleges claim to offer computer studies and parents are duped into thinking that their children will get good education from such colleges and employment thereafter. It is very important for the Ministry to standardize this particular subsector of education. Even if most of the commercial colleges belong to private hands, the Ministry needs to look at them carefully because so many parents and their children are being duped by the colleges which purport to be offering competent courses



when, in the really sense, they are not.

The question of staffing primary schools is a problem just like it is in the health sector with regard to nurses and other staff. It is an area we need to re-examine carefully. In many schools, when teachers die of HIV/AIDS; which is acknowledged in this Paper, or retired, they are not replaced as should be the case. Although the Government is not doing anything to increase the number of teachers, their replacement alone is inadequate. This is really one area that we must work hard to improve on if we really need the free primary education to be of any consequence at all. I hope that the Ministry will focus on this issue even as it revises the Sessional Paper. Of course, I understand that there are many financial constraints and so on. I have an example of primary schools in Makueni Constituency where four teachers teach in Standard One up to Standard Eight. There are even some classes which are conducted in one building so that the teacher can teach two or more classes simultaneously. That is not proper at all.

Mr. Temporary Deputy Speaker, Sir my colleagues have talked about some teachers preferring to work in posh areas and urban centres, when we have shortage of teachers in the remote areas. Even when the Ministry employs teachers in the remote areas and tells them that they cannot be transferred, they still insist on being transferred to the posh areas. When you are employed somewhere to teach, it should be made difficult for you to be transferred to a place of your choice because constant transfers affect performance in schools.

Mr. Temporary Deputy Speaker, Sir, with regard to adult literacy, I was surprised to see in the Press that the enrolment in adult literacy classes is declining very fast. I think this is one area that we need to invest in heavily. We need to convert our adult population into a literate one. Without doing that, they will not be able to participate in development activities such as agriculture, business and so on.

### ADJOURNMENT

**The Temporary Deputy Speaker** (Mr. Poghio): Prof. Kibwana, you will have 18 minutes to continue with your contribution next time the House resumes.

Hon. Members it is now time for the interruption of business. The House is, therefore, adjourned until Tuesday, 12th April, 2005, at 2.30 p.m.

The House rose at 6.30 p.m.