

NATIONAL ASSEMBLY

OFFICIAL REPORT

Tuesday, 3rd October, 1995

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

ADMINISTRATION OF OATH

The Oath of Allegiance was administered to the following Members:-

Paul Githiomi Mwangi

Mrs. Catherine Moraa Nyamato

COMMUNICATION FROM THE CHAIR

DEATH OF DR. L.G. SAGINI

Mr. Speaker: Order! Order, now! Hon. Members, it is with a heavy heart that I announce the death of another dear friend and colleague who passed away on Friday, the 4th of August, 1995, following injuries sustained in a tragic road accident. I am referring to the late Dr. hon. Lawrence George Sagini, Nominated Member, whose long outstanding political career dates back to the days of our struggle for Independence.

Dr. Sagini was born at Ikuruma Village in Kisii District in 1926. He was educated in Kisii School before going to Mangu High School. He trained as a teacher at Kagumo and taught in various schools in the then Central and South Nyanza. In 1957, he left Kenya for Pennsylvania University in the United States of America, where he enrolled at the Allegheny College for a Bachelor of Arts Degree. On his return from the United States of America, he served as an Education Officer and in March, 1961, he was elected to represent Kisii District in the Legislative Assembly. He was re-elected to represent Kitutu West Constituency in the first Independent Parliament of Kenya in 1963. He was appointed the Minister for Natural Resources, and in 1964, he was given the Local Government portfolio which he held up to 1969. Dr. Sagini was nominated to Parliament in 1992. He has also served as Chairman of the Board of Directors of Kenya Power and Lighting Company and was Chairman of the Nairobi University Council until his death.

The friendly and amiable late

Dr. Sagini will be certainly missed by many who got to know him here and outside this august House. On behalf of all of us and on my own behalf, I convey our most heartfelt condolences to the bereaved family and friends.

Hon. Members, let us rise and observe a few moments of silence in honour of our departed colleague.

(The House observed a few moments of silence)

ORAL ANSWERS TO QUESTIONS

Question No. 592

AWARD OF CONTRACTS

Mr Nyagah asked the Minister of State, Office of the President:-

(a) whether he can furnish the House with the names of all Government contractors awarded contracts during the period of 1993/94 and 1994/95 in Embu District;

(b) if he is satisfied that the contracts were awarded in accordance with the approved tender regulations.

The Assistant Minister, Office of the President (Mr Awori): Mr Speaker, Sir, before I answer, I would like to apologise to my young hon. Member. I cannot understand the reason why he has not received his answer, but I will

make sure that he gets it.

Mr Speaker, Sir, I beg to reply. A total of 141 contractors were awarded contracts during the period 1993/94 and 1994/95 in Embu District.

Mr Speaker, Sir, there are 141 and it would take hours to read the list.

Mr. Speaker: Lay it on the Table.

The Assistant Minister, Office of the President (Mr Awori): Thank you, Mr Speaker, Sir. Before I do that, I will answer "b." Yes, I am, indeed, satisfied that the tenders were awarded to the contractors in accordance to the laid-down procedures as stipulated in the Treasury Circulars and any other circulars issued from time to time, and, in particular, Circular No. PA 31/1A 1999 of 21st June, 1995, issued to all Provincial Commissioners and District Commissioners.

Mr. Nyagah: Mr Speaker, Sir, I have got a very long list here. I do not know how the Assistant Minister expects me to go through it within two to three minutes. However, that notwithstanding, is the Assistant Minister aware, and I have not had time to study this, that a lot of those tenders that have been given in Embu District, most of them are to officials of the DC's office, Government officials, who take the biggest share of the tenders that are given, and the rest is just as a matter of formality are given to the people in Embu District, and that most of them are from outside Embu District?

Mr. Awori: Mr Speaker, Sir, where they come from, I would not argue the point. It is likely that the majority of them are from Embu District, but their allegiance is unknown. It is possible their allegiance may be outside the ruling party and that is possibly the reason why they awarded themselves the tenders.

Mr. P.N. Ndwigwa: Mr Speaker, Sir, I am not surprised by that answer because we have even discussed in the DDC. One example is the Mutunduri-Manyatta Road, whose tender was awarded by the former Embu DC, Mr Muli Malombe, to a company which belongs to him, and his Accountant was awarded a contract to murrum the roads between Mutunduri and Manyatta, and they embezzled farmers' money. This money was amounting to over Kshs32 million. Is the Assistant Minister aware that, that happened? Is he saying that he is not aware that that happened?

Mr. Awori: Mr Speaker, Sir, roads come under the Ministry of Public Works, and not the Office of the President.

Hon. Members: No! On a point of order of Mr. Speaker, Sir!

Mr. Nyagah: Mr Speaker, Sir, I would like to table a document here for the Minister to peruse and see that a lot of people who worked in the various departments within the PC's and DC's offices, who are responsible for awarding the contracts, are the same people who awarded contracts to themselves. Is the Minister going to ensure that a remedy is going to be found, so that they do not award tenders to themselves in future?

Mr. Awori: Yes, Mr Speaker, Sir. In fact, I have a circular here dated 22nd June, 1995, circulated to all districts throughout the country and it stipulates the exact procedures that should be followed. I am sure if the civil servants in those offices particularly happen to be---

Mr. P.N. Ndwigwa: On a point of order, Mr Speaker, Sir. Now that we have made the Assistant Minister aware - we have a list here, is he in order to deny that the Nyayo officers in Embu District have been awarding themselves contracts? We have a long list here which I am going to table. Now that we have made him aware of a specific case on top of this, is he going to take action or simply take a cut of the money?

Mr. Speaker: Order! Order! Mr Ndwigwa, that language you have used against an hon. Member is both insulting and very uncivil. Will you withdraw? Order! Order! I will have no mob justice here. The hon. Member here has said, in conclusion to his point of order to the Assistant Minister, "Are you going to take action, or are you going to take a cut of that money?" That is not a permissible language in this House directed to other Members. Would you withdraw that against the Minister?

Mr. P.N. Ndwigwa: Mr Speaker, Sir, I will withdraw that statement and perhaps, add that he also said that the people who were getting the contract were not KANU officers while forgetting that the contract does not belong to KANU.

Question No.493

GOVERNMENT SPONSORED PROJECTS

Mr. Arte, on behalf of **Mr. Salat,** asked the Minister of State, Office of the President, how many projects are sponsored by the Government under the social dimensions programme in North Eastern Province.

The Assistant Minister, Office of the President (Mr. Manga): Mr Speaker, Sir, I wish to apologise to the Chair and the Member because I do not have an answer to this Question and we are looking forward to have an answer

next week.

Mr. Speaker: What is your reaction, Mr Arte?

Mr. Arte: Mr Speaker, Sir, that is in order, but I would only ask on which date next week would he bring the response?

Mr. Speaker: Well, that is determined by the Secretariat. Therefore, the Question is deferred until next week.

(Question deferred)
Question No. 120

LOSS TO CANE FARMERS

Mr. Shikuku asked the Minister for Agriculture, Livestock Development and Marketing, since sugar-cane farmers in Mumias and Butere lose a lot of sugar-cane through spillage which occurs in transit what action the Ministry has taken to save the farmers from the said losses.

The Assistant Minister for Agriculture, Livestock Development and Marketing (Mr. Maundu): Mr. Speaker, Sir, I beg to reply.

It is not true that farmers are losing a lot of money through sugar-cane spillage which occur in transit, to factories, but it is, however, true that a certain amount of cane spills on the way from the farms to the factories. Nonetheless, in the recent years, there has been considerable improvement due to modifications which are being made on transporting trailers. Part of the problem, of course, as you are aware, arises due to poor conditions of roads between farms and factories.

In this regard, Mr. Speaker Sir, my Ministry has encouraged Mumias Sugar Company Limited to maintain more access roads within the scheme to reduce this spillage. On their part, the company and the contractors have put in place the various training schemes for improving efficiency of operators handling cane transport equipment.

In addition, the Mumias Sugar Company Limited has introduced or has a compensation scheme in place, where farmers are compensated for any weight loss due to spillage.

Mr. Speaker, Sir, I wish to assure cane farmers that the matter of spillage is an issue that is constantly being reviewed by Mumias Sugar Company Limited and representatives of cane growers. At the movement, Mumias Sugar Company Limited is undertaking investigations into modifying further their transport system to make it more appropriate for conditions prevailing within Mumias Scheme.

Mr. Shikuku: Arising from that absurd reply, Mr. Speaker, Sir, where the Assistant Minister denies that the farmers do not lose money as a result of spillage, and then he agrees there is spillage; once the cane spills that reduces the amount of money the farmer would have earned. Therefore, there is no use saying that they do not lose money; they do lose money. Will the Assistant Minister consider weighing this cane at the farm so that we reduce the spillage on the road because the roads are abominable because of these heavy trucks which transport cane? So, it is quite possible to get them to the standard they are supposed to be. Why does he not agree with me that we weigh this cane in the farm to avoid spillage?

Mr. Maundu: Mr. Speaker, Sir, I did not deny that farmers do not lose money, but the question talks about "a lot of money", which is not true. There is an amount of money lost as a result of the spillage, but Mumias Sugar Company Limited has put in place a compensation scheme. We have also tried to encourage Mumias Sugar Company Limited to improve the condition of roads. I think it will not be appropriate, for this sugar-cane to be weighed at the farms before transporting it to the factory.

Mr. Mak'Onyango: Mr. Speaker, Sir, arising from the Assistant Minister's reply, it is true that part of this spillage is caused by the mode of transportation. Could the Assistant Minister consider ways and means of ensuring that this spillage is minimized? This is because, first and foremost, the Government should be protecting the farmer in order to encourage him to produce more. Could you, in order to do that, consider ensuring that the type of transportation system used is such as to cut or reduce spillage to the minimum?

Mr. Maundu: Mr. Speaker, Sir, I agree totally with that point of view and that is why we have said Mumias Sugar Company Limited is constantly reviewing their transport system to make sure that it minimizes any spillage. At the same time, of course, we are looking into the roads. We also make sure that the trucks are well tightened before they leave the various farms. I agree with that, and we are looking into that and we are reviewing it.

Dr. Kituyi: Mr. Speaker, Sir, arising from the Assistant Minister's written reply, where he alleges that Mumias Sugar Company Limited has a compensation scheme where farmers are compensated for any weight loss due to spillage, since they do not have any mechanism for measuring the weight at the farm gate, how do they establish

how much weight has been lost for compensation?

Mr. Maundu: Mr. Speaker, Sir, the established manner is by way of average; to know the average weight at a time.

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

Mr. Speaker: No point of order! Wait for your time. Mr. Shikuku, ask your question.

Mr. Shikuku: Mr. Speaker, Sir, I thank you for giving me this opportunity. Arising from the previous and the last reply, is the Assistant Minister aware that the Mumias Sugar Factory is not interested in weighing this cane at the farm because according to the Mumias Sugar Company Limited, the contract between it and the farmers states: "While the cane is in the farm, it is the Mumias Sugar Company Limited cane". The farmer is not allowed to cut and sell it to somebody else, but when it is eventually cut, it belongs to the farmer immediately it is on the tractor. So, any spillage is not a Mumias Sugar Company Limited problem until it gets to the weighing scale, then again it becomes the property of the Mumias Sugar Company Limited. Now, is the Assistant Minister aware of that?

The time has come when he should use his Ministry and good offices so that the cane is weighed at the farm, so that they will not spill any. After weighing it there and signing that they have taken so much tonnage, they will not spill it and there will not be spillage on the road. Spillage is being encouraged because it belongs to the farmer on the road, while it belongs to the Mumias Sugar Company Limited at the weighing machines.

Mr. Maundu: Mr. Speaker, Sir, it will be realised that at the farm level, of course, the farmer in the first place has been subsidized; has been given loans for the purposes of developing his cane and, therefore, the farm is his and the cane, at that time, is not theirs because they have been financed by Mumias Sugar Company Limited. But the business of cutting the sugar-cane and transporting it to the farm is the farmer's.

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

Mr. Speaker: We have exhausted that Question now. Next Question, Mr. Anyona!

Question No. 209

PAYMENT OF WORKERS

Mr. Anyona asked the Minister for Education:-

(a) whether he is aware that non-teaching staff of Nyansiongo High School in Nyamira District have not been paid their salaries and other allowances since 1991, including salary revision from 1991 to July, 1993, and new salary adjustment from July, 1993, to June, 1994; and,

(b) what has caused this situation and when the workers will be paid their benefits in full.

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

(a) I am not aware that non-teaching staff of Nyansiongo High School in Nyamira District have not been paid their salaries and other allowances since 1991. My Ministry has sent out a cheque of Kshs100,000, dated 24th December, 1994, for payment of workers' salaries. Further, my Ministry has been assured that salaries of 23 employees and 22 casual workers employed by the school have been paid up to and including 31st March, 1995.

Mr. Anyona: Mr. Speaker, Sir, this is a typical answer---

Mr. Speaker: Order, hon. Members! Can we hear the hon. Member for Kitutu.

Mr. Anyona: Thank you, Mr. Speaker, Sir. This is a typical answer from this typical Ministry, and if you look carefully at the answer, you will see that the first answer makes nonsense of the second answer. He says that he is not aware, then he goes on to tell us that he paid these people in December, 1994. I do not know how that kind of arrangement works. But the point is that there was a delay from 1991, and this Question obviously was filed two years ago. They were not even paid by the time the Question came up again in 1994. Where was this money; what was it doing and who had it? Because there are a lot public funds being lost in schools through embezzlements and frauds, where was this money? Tell us; either you know or you do not know.

Mr. Komora: Mr. Speaker, Sir, the Question has just been asked and it is referring to events going back to 1991. As far as 1991-1994, and up to 31st March, 1995, is concerned, we are not aware that there are any more delays because we have paid.

Mr. Obwocha: On a point of Order Mr. Speaker, Sir.

Mr. Speaker: Yes, Mr. Obwocha.

Mr. Obwocha: Mr. Speaker, Sir, can the Assistant Minister then tell this House if they have indeed been paid up to March 1995, when they are going to pay the rest of the money from April to date?

The Assistant Minister for Education (Mr. Komora): Mr. Speaker, there are two issues here. There are members of staff of board of governors who for a long time now, all schools have been told to find ways of meeting

their salaries through those parents associations and boards of governors. As far as those staff paid by the Ministry are concerned, they will be treated like any other staff in accordance with the budgetary provisions which, fortunately, this House is discussing starting from today.

Mr. Anyona: Mr. Speaker, I really do not understand this Minister; he is going round in circles. The question, and we want to be clear, is, this amount of money, Kshs100,000; does it include the salaries that were delayed, the allowances that were delayed, the salary revision, the salary adjustment and from 1991 to 1994? Does it or does it not?

Mr. Komora: Mr. Speaker Sir, as far as the Ministry is concerned, all payments have been made, including and up to 31st March, 1995.

Mr. Kiliku: The Assistant Minister was told that these people were not paid since 1991 until 24th December, 1994; that is when they sent a cheque of Kshs100,000. Who was holding that money for three years? Where was that money for three years, between 1991 and 24th December 1994? That was the question.

Mr. Komora: Mr. Speaker, I have already stated that there are some members of staff and non-teaching staff who are paid by boards of governors. We are aware that there are some boards of governors who have not been able to pay their staff for quite some time, and when we go to their assistance, we allow them to pay up to a certain limit within the financial provision available from the Ministry, and from what the parents can pay. In this particular issue, maybe the hon. Member concerned may wish to assist the school to raise funds for the balances.

Mr. Speaker: Next Question, Mr. Mwaura.

Question No.255

TEACHING OF VERNACULAR LANGUAGES

Mr. Mwaura asked the Minister for Education:-

- (a) what the Government policy is with regard to the teaching of vernacular languages in primary schools;
- (b) whether he is aware that the use of vernacular languages in teaching various subjects for standard one to three (1-3) at divisional and provincial primary schools has created difficulties for the children from other communities who happen to be studying in these areas; and,
- (c) whether he can ensure that the mode of teaching of all subjects other than the vernacular for standard one to three (1-3) at the divisional and provincial schools will be either Kiswahili or English.

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

(a) The policy of the Government with regard to the teaching of vernacular languages in primary schools is that the mother tongue or the language of the school's catchment area is used as the medium of instruction for primary school classes, standard one to three.

(b) In areas where there is no common mother tongue as in urban and settled areas, Kiswahili or English may be used as a medium of instructions depending on the location of the school.

(c) My Ministry is not aware that the use of vernacular languages in teaching various subjects in schools, whether they are called divisional or provincial, which we do not have, has created difficulties for children from other communities who happen to be studying in those areas. My Ministry would be pleased to get details in connection with any particular schools with these difficulties.

Mr. Mwaura: Mr. Speaker, I am surprised to hear the Minister saying that his Ministry is not aware that there are some difficulties in some divisional headquarters because, as you know, we have Kenyan officers working in different provincial headquarters from all over Kenya, and in particular, in my area, and I am sure this is the same in some other divisional headquarters. Questions have been raised by officers who come from, say, Luhyaland, Luoland or Coast, when they are forced to have their children taught in Kikuyu in standard one to three. I am asking the Ministry to consider that these children are given opportunity, at least, to be taught in Kiswahili, instead of being made to learn the local vernacular?

Mr. Komora: Mr. Speaker Sir, I have already stated that that is the case in urban areas, and I do not see any difficulties. If the hon. Member has any specific problems in any specific school, we would be happy to meet him and discuss the solution.

Mr. Murungi: Mr. Speaker Sir, a language is not a mere collection of words; it is a people's culture. We are having a problem in this country because our culture is being destroyed in our primary schools.

Mr. Speaker Sir, could the Minister consider getting our vernaculars learned in our primary schools from

standard one to standard eight, instead of the current standard one to standard three, along with Kiswahili and English, because we are having many of our children who do not know about our culture, Kimeru, Kikuyu, Masai and other cultures? Why could we not emphasize in this area?

Mr. Komora: Mr. Speaker Sir, we have two issues here; the mother tongue is necessary in terms of educational principles; you start from the "known" to the "unknown". So, we use mother tongue. When we have overcome that problem, we introduce a language which is understood by the majority of students and teachers, you use the language that is most relevant.

Kiswahili is our national language, and English is our international language, and to some extent, our official language. These two languages assume an important role from standard four onwards.

Question No. 576

OVERCHARGING OF TRADERS

Mrs. Ngilu asked the Minister for Local Government:-

- (a) whether he is aware that Kitui Municipal Council is overcharging small-scale traders at Kitui Municipal Market, and as a result driving them out of business; and,
- (b) what the Ministry's guidelines on such charges are.

The Assistant Minister for Local Government (Mr. Walji): Mr. Speaker Sir, I beg to reply.

Some traders have sued the Kitui Municipal Council on the same issue and the case is pending in court. The court decision is, therefore, awaited.

Mr Speaker: Do you know the case number?

Mr. Walji: No, Mr. Speaker, I do not have the case number. This is the information available.

Mr. Speaker: How then, Mr. Walji, do you expect this House to take that as a fact? Very well, put your question.

Mrs. Ngilu: Mr. Speaker, could he give the names of those who have taken the matter to court and their case numbers?

Mr. Walji: With all due respect to the hon. Member--

Mr. Speaker: I suppose what we will do, Mr. Walji, for the benefit of the House, is that we will defer the Question to next week and you will come with full details of the case. Be prepared to answer the Question. The Question is deferred to next week.

(Question deferred)

Question No.292

ALLOCATION OF PLOT

Rev. Ommani asked the Minister for Lands and Settlement:-

- (a) whether he is aware that the person who fenced part of the land belonging to Amalemba Primary School in Kakamega Municipality has not been allocated another land as promised by the Provincial Administration after his eviction; and,
- (b) what steps the Ministry was taking to allocate the complainant an alternative piece of land.

The Assistant Minister for Lands and Settlement (Mr. Khaniri): Mr. Speaker, I beg to reply.

(a) I am not aware that the person who fenced part of the land belonging to Amalemba Primary School in Kakamega Municipality has not been allocated another land.

(b) I am also not aware that the person was promised another land by the Provincial Administration after his eviction. My Ministry can, therefore, do nothing to allocate the complainant another land as the Ministry is not aware of his predicament.

Rev. Ommani: Arising from the answer given by the Assistant the Minister, he is misleading this House because this Question was brought here sometime last year, on my behalf by hon. Mwagwaga, and the answer from the Minister was that, this man is going to be allocated another portion of land and move out of the land of the school.

Dr. Otieno-Kopiyo: Mr. Speaker, Sir, the question does not make sense. If you fence off a parcel of land belonging to a school, how come you should be allocated another piece of land?

Mr. Speaker: Very well. Dr. Otieno-Kopiyo, you should have been asking the Assistant Minister to answer that question exactly the way it is.

Continue, Rev. Ommani.

Rev. Ommani: Mr. Speaker, Sir, this year, this same person has written letters of warning with the aim of evicting the school from that plot. Is he aware that, that fence that had been erected by this person is still there? Two, is he further aware that this person has written a letter of eviction to the Parents-Teachers Association (PTA) and the Chairman of the school?

Mr. Khaniri: Mr. Speaker, Sir, I am not aware. All that I am aware is that the school is allocated land in Kakamega Municipality of 4.4 acres, and the private developer had been allocated 1.1 acres. So, we feel that in a municipality like Kakamega, 4.4 acres is quite sufficient for the school to do its developments.

Mr. Ndilinge: Mr. Speaker, Sir, this is a shocking Question because as we are now talking here, a cemetery plot in Sultan Hamud has been issued to an individual and the person is now ready to evict the dead.

(Laughter)

Mr. Speaker, Sir, is it a culture for his Ministry to allocate public utility plots to individuals?

Mr. Khaniri: Mr. Speaker, Sir, that is a very different question altogether.

Dr. Lwali-Oyondi: Mr. Speaker, Sir, may I ask the Assistant Minister why on earth this particular person fenced off part of the land belonging to the school and why the hon. Member expects him to be rewarded after grabbing a plot belonging to this school? This practice is all over Kenya. Could the Assistant Minister---

Mr. Speaker: Order, hon. Dr. Lwali-Oyondi! The Assistant Minister has said he is not going to give out another plot. Who are you asking that question? Are you asking the hon. Member or who?

Dr. Lwali-Oyondi: I am asking the Assistant Minister. This question is relevant in that even in my constituency, they have grabbed fields belonging to schools and so on. Various dignitaries have grabbed school property in my constituency, Nakuru Town.

Mr. Speaker: Order, Dr. Lwali-Oyondi!

Dr. Lwali-Oyondi: I am on a point of order.

Mr. Speaker: I gave you time to ask your question. What is it, hon. Walji?

The Assistant Minister for Local Government (Mr. Walji): On a point of order, Mr. Speaker, Sir. Can the hon. Member substantiate what he has said, that certain dignitaries are stealing plots?

Mr. Speaker: Let the Assistant Minister answer that question. Can you finish asking your question.

Dr. Lwali-Oyondi: Could the Assistant Minister give a directive all over Kenya, so that people do not grab school compounds and make them their own property?

Mr. Khaniri: Mr. Speaker, Sir, as far as my Ministry is concerned, we respect the ownership of people's plots. We do not interfere with them. Two, I have already stated that the school has got its own boundary with 4.4 acres, and this private developer has got his distinct boundary of 1.1 acres.

Question No. 041

MURRAMMING OF ROADS

Mr. Speaker: Is Mr. Karan not here? Well, we will revisit the Question.

Question No. 274

ENVIRONMENTAL DEGRADATION

Mr. Muite asked the Minister for Public Works and Housing:-

(a) whether he is aware of the environmental degradation that has been caused in Kikuyu Constituency by Messrs. Fedimp Federici-Impresit Construction Company, an Italian company involved in the construction of a road through the area;

(b) whether he is further aware that the activities of this company have resulted in a quarry near Gitaru, that poses a great danger, with some parts of the quarry being up to 70 feet deep and filled up with water from a stream; and,

(c) what urgent steps are being taken to return the stream to its original course and to rehabilitate the

quarry.

The Minister for Public Works and Housing (Prof. Ng'eno): Mr. Speaker, Sir, I beg to reply.

(a) Yes, I am aware.

(b) Yes, I am aware.

(c) The stream is flowing on its normal course. A local environmental consultant has been engaged to carry out a study at the quarry with a view to identifying the necessary environmental improvements. However, before the implementation of the consultant's recommendation appropriate consultation will be carried out with all the interested parties, including the local communities and the leaders, Kenya Wildlife Service, Forest Department and Kiambu County Council.

Mr. Muite: Mr. Speaker, Sir, this is a very sad affair. Anything going wrong in this country has got either an Italian or a French connection. The Kikuyu people have already lost one human being who slipped and fell into this very, very dangerous hole that they have dug. Is the Minister aware that there is a dispute between the Ministry and the contractor as to whose responsibility it is to refill the quarry and as a result of that dispute the people of Kikuyu are there with this great danger to continue losing life until this Government is replaced by a more responsible Government?

Prof. Ng'eno: Mr. Speaker, Sir, I am aware that there is a dispute between certain individual residents who live around the quarry but the contractor, in terms of the contract, has had to take an insurance cover so that if there are complaints arising from wananchi for whatever reasons, the wananchi and the contractor, using the insurance companies, will deal with those matters.

Mr. Ndicho: Mr. Speaker, Sir, can the Minister tell this House whether his Ministry has got any policy concerning construction of roads and holes dug by the contractors, because in Juja, there is a very deep hole like that of Kikuyu, left by a contractor and this was done on somebody's shamba? This person was not compensated and when the contractor left, he left the hole there and now the farmer has got a dam that he did not require. Can the Minister tell us whether his Ministry has got any policy on refilling these holes.

Prof. Ng'eno: Mr. Speaker, Sir, actually, some quarries are private quarries which are developed because the owner of the land persuades the contractor to purchase stones from his land. What we do, as a Ministry, is that we go and see whether the material from there is fit for construction of the road, and if it is, then we leave the mwananchi to benefit from the contractor. He can sell the stones. When the stones have been dug out and the contractor goes away, what the mwananchi does with his own quarry is up to him. As a matter of fact---

Mrs. Ndeti: On a point of order, Mr. Speaker, Sir.

Mr. Speaker: Can we hear his policy.

Prof. Ng'eno: Can I explain what I am trying to do, Mr. Speaker, Sir?

Mr. Speaker: Yes, proceed.

Prof. Ng'eno: I am saying that in certain other aspects, such as the one hon. Muite is referring to, the Government purchases a quarry and after the contractor has left the site the Government fences the quarry and looks after it as we have done in this particular case. What I am saying is that the policy is that where the Government has purchased a quarry it is responsible for whatever takes place in that quarry. Where the contractor has leased the quarry from a private individual, just as he has done next door to the quarry hon. Muite is talking about--- There is another quarry which is open but hon. Muite is not asking a question on it because he knows he will lose both because the owner has agreed with the contractor to be paid a certain amount of money, as the quarry is open. So, where mwananchi has sold his land we as Government do not touch it, but where we have purchased the quarry, then we are responsible for whatever happens there.

Dr. Kituyi: Mr. Speaker, Sir, arising from the absurd reply by the hon. Minister, the Rungiri quarry near Gitaru is a major environmental disaster in this country. The reduction of the ground water level by more than 30 feet is not a private matter between the owner of any piece of land and a construction company. The Government of this country is supposed to be custodian of our collective environment regardless of any contract between an individual and a contractor. It is documented very well by public media, how much dust pollution has destroyed vegetation in that neighbourhood; how much the water level has gone down, and how much some surface water has been polluted. Can this Minister now tell us why, instead of taking action on the basis of the documentation available to him, he is spending more taxpayers' money to commission another environmental study?

Prof. Ng'eno: Mr. Speaker Sir, I was on the site yesterday; the water level had really gone down, but it has come up now and the river is flowing as before. I can take the Member there this afternoon if he is willing. As I said,

when the quarry was being blasted, maybe there were cracks in the walls---

Mr. Muite: On a point of order Mr. Speaker Sir.

Mr. Speaker: What is it, Mr. Muite?

Mr. Muite: Is it in order for the Minister really to mislead this House that he saw vegetation coming up, when I go there on a daily basis and I can confirm - without suggesting that the hon. Minister is lying - but he is economising a lot on truth? There is no vegetation that is growing.

Prof. Ng'eno: Mr. Speaker, I would like to take some Members there. I was there yesterday. I am surprised that the hon. Muite can tell an untruth. I was there; I took my engineers there because I was serious and I wanted to know what was happening, and I can take any willing Member there to go and verify.

Mr. Speaker: Order! Order! Order, now! Order! We have other Questions. Those Members who are interested in following the Minister to that place can go there.

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

Mr. Speaker: Overruled! Next Question, Mr. Kiraitu Murungi!

Question No.501

IMPLEMENTATION OF THE CONSTITUTION

Mr. Murungi asked the Attorney-

General what steps he has taken to implement Section 84(4)(b) of the Kenya Constitution.

The Attorney-General (Mr. Wako): Mr. Speaker, Sir, I beg to reply.

Parliament is required, under Section 84(4)(b) of the Constitution, to make provisions for financial and legal aid to an indigent citizen of Kenya whose substantial rights are alleged to have been infringed. This is a matter which is under consideration by my office, taking into account the financial constraints faced by the Government.

The consultations will soon involve the entire legal fraternity because a successful legal aid scheme depends on them. When the proposals are finalised by way of drafting a Bill, they will be considered by the Government and thereafter tabled in this National Assembly for discussion.

Mr. Murungi: Mr. Speaker, Sir, I would like to thank the Attorney-General for that answer, but I also wish to note that the Attorney-General is notorious for making empty promises to this House.

Section 84(4)(b) is couched in mandatory terms and it says that "Parliament shall make provision." So, it is upon the Attorney-General to introduce a Bill as soon as possible, so that Parliament complies with Section 85 (v) (b) of the Constitution. As I speak, many oppressed Kenyans who cannot afford to pay court fees and lawyers are suffering great violations of their human rights. All this is because the Attorney-General has not brought the appropriate Bill before this House. Given the history of these empty promises concerning constitutional reform and task forces, can the Attorney-General now tell this House whether he is going to introduce such a Bill within the next three months?

Mr. Wako: Mr. Speaker, Sir, I have not made any empty promise. Members will recall that I promised this House to bring the Registration of Political Parties Bill and it is there. So, I do keep my promises. As soon as consultations are complete and proposals are ready, they definitely come to this House for debate.

Mr. Speaker: Dr. Ombaka!

Dr. Ombaka: Is the Attorney-General satisfied that failure to operationalise this provision of the Constitution does not render nugatory the fundamental principles of our law, such as the presumption of innocence? And related to that, is the Attorney-General aware that proposals for implementation of a legal aid scheme have been bandied about in this country for over 15 years?

Mr. Wako: Mr. Speaker, Sir, I am aware that whatever current system that we do have, which includes, if I may say so, the number of NGOs in this area is doing a good job, but we need to improve on that system and that is why I have assured this House that consultations are being made and the entire legal fraternity will be involved in these consultations because, at the end of the day, the success of any legal aid scheme will depend on the entire legal profession. By entire legal profession I mean those in the public and private sector, those who are part of the academic community, and those in the Judiciary including some legal NGOs like the Public Law Institute of which the hon. Member of Parliament is a director, and I was associated with it from the beginning, including Kituo cha Sheria; Fida Kenya, which is doing a good job, advising women and children in this country of their legal rights.

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

Mr. Speaker: Very well, Mr. Orenge

Laughter

Mr. Orengo: Mr. Speaker, Sir, Karl Marx once said of Hegel "that he stands on his head." Unfortunately, the present Attorney-General is standing on his head when it comes to such matters and we have to put him back on his feet. The Attorney-General is talking about financial constraints and it is unfortunate that he is talking about financial constraints, when it comes to a legal enactment which would make Kenyans enjoy or safeguard their constitutional rights. When it comes to a situation where the Attorney-General wishes to suppress Kenyans in enjoying their freedom of association or assembly, he brings the Political Parties Bill very fast, which has nothing to do with the fundamental laws of this country. Can the Attorney-General agree with me that we are in this impasse because this Government believes in people's fundamental rights? That is the only reason why they are not doing it, otherwise, if it was the other way round; to suppress Kenyans, a Bill would have come very quickly from this Attorney-General.

Mr. Wako: Mr. Speaker, Sir, I know of very spiritual people who normally stand on their heads; those who practice yoga and others. So, that is nothing to me. The Government does believe in the promotion and protection of human rights and the Government is serious when it says that discussions are under way.

Mr. Speaker: Next Order! Order! Next Order.

COMMITTEE OF SUPPLY

(Order for Committee read being Fifth Allotted Day)

MOTION

THAT MR. SPEAKER DO NOW LEAVE THE CHAIR

Vote 31 - Ministry of Education

The Minister for Education (Mr. Kamotho): Mr. Speaker, Sir, hon. Members, I wish to record my gratitude to you for the opportunity given to me to move the Vote of my Ministry for the recurrent and development operation during 1995/96 Financial Year. May I also take this opportunity to thank His Excellency the President for the exemplary manner in which has led the country, and for the keen interest he has shown in the promotion and development of education in this country. To respond to the educational needs of this country, the Ministry needs K£1,361,471,985 for Recurrent Expenditure, under Vote R31. This reflects an overall growth of---

(Loud Consultations)

Mr. Speaker: Order! Order, hon. Members. Proceed Mr. Kamotho.

The Minister for Education (Mr. Kamotho): Mr. Speaker, this reflects an overall growth of K£77,900,768, which is equivalent to 6 per cent growth over the previous year. Our objective is to improve the quality of life through provision of equal educational opportunities to all Kenyans, and secondly, to produce skilled manpower for our own national economy. Thirdly, to instill realistic attitudes and aspirations regarding employment among our own people; in other words, to try and fight the white-collar job mentality which has been a problem to our people for a very long time. Finally, to provide education as a basic human right of all Kenyans. To be able to achieve all these, as I stated earlier, we need K£1,361,471,985 for Recurrent Expenditure.

In addition, we need K£123,478,106 for Development Expenditure. For General Administration and Planning, under the Recurrent vote, we require K£1,089,331,741, under Sub-Vote 310. This money is required for the Ministry's overall administration, policy implementation and planning and specifically, headquarters administrative services require K£2,343,105.

Under Head 835 - Headquarters Professional Services, headed by the Director of Education, we require K£1,854,136. Under Head 836 - Curriculum Support Services, the Ministry requires K£932,104. This is required to carry out the responsibility of setting and maintaining high standards of performance of education, through supervision and inspection of teachers in the implementation of the school curriculum. For provincial administrative services, we require K£1,729,875.

Mr. Speaker, Sir, I would like the House to note that with effect from last year, we did also re-designate the Provincial Education Officers to Provincial Directors of Education, and this meant to do a lot more delegation of powers and responsibilities to the provinces for supervision and inspection of institutions falling under provincial educational responsibility. Under Head 838, I require K£170,616. This amount of money is required to run the

Kenya National Commission for UNESCO. This agency is very important because UNESCO plays a major part in the promotion of education, science, culture and communication in our country.

Mr. Speaker, Sir, another major element of the expenditure of the Ministry is examination. As you all know, examinations form a major integral part of our education. To be able to set, administer and moderate examination of all non-university examinations, the Ministry will require under, Head 839, K£8,901,000.

Mr. Speaker, Sir, another very major requirement of the Ministry of Education is to run the Teachers Service Commission. As we all know, teachers falling under the TSC, which is in charge of employment, registration and deployment of teachers and also the payment of salaries, is a very major operation of the Ministry. Therefore, the Ministry will require under this particular item, K£1,062,920,807, plus K£30,000, for telephone services for the TSC. This is a major expenditure as I said earlier, and for the interest of the House, the Government pays not less than Kshs1.6 billion every month for salaries of teachers. So this is a very crucial item in the Ministry of Education budget.

Mr. Speaker, Sir, in addition, we are all aware that all the districts in the country have District Education Boards (DEBs). The DEBs are in charge of the running of education activities in the districts, and all these districts will require K£8,162,213 to run the DEBs.

Another important and major item of the Ministry of Education is the Kenya Institute of Education, which is very important in our education system. It is responsible for designing and eventual development of national curriculum. This falls under Head 863 where, the Ministry of Education will require K£2,316,890.

Mr. Speaker, Sir, primary school education also has expanded rapidly since Independence, as we all know. I would like to inform the House---

Mr. Speaker: Order! Order! We are having great difficulty in following this debate which I have no doubt is very important to us all, and to the nation at large. I think we are even forcing the Minister to shout at the top of his voice. Can we, as all honourable Members, have private consultations very quietly?

Proceed.

The Minister for Education (Mr. Kamotho): Thank you, Mr. Speaker, Sir. As I was saying, in this country, the primary school education has expanded rapidly since Independence. For the information of the House, today we have about six million children in our primary schools as compared to 800,000 at Independence. To be able to administer this mammoth number of children in our primary schools in over 16,000 primary schools, the Ministry, under Sub-Vote 311, requires K£9,894,861.

In addition, the boarding primary school

which are spread particularly in arid and semi-arid areas, and also in a few places in the country, for administrative servicing under Head 844, require K£6,783,104. Under Head 835, I require K£6 million for procurement and distribution of textbooks in particular in arid and semi-arid districts of this country. Under Head 846, we have the school milk and feeding programme which is a very important item for the health of our own children. To ensure that the small-scale farmers are able to sell the milk under question, we will require K£10,965,275. That figure includes K£7,456,000 for purchase and distribution of milk to all the districts. In addition, we require K£3,210,590 for the feeding programme in schools in ASAL and other pockets of poverty areas in this country.

Mr. Speaker, the other major item under the Ministry of Education---

Mr. Nyagah: On a point of order, Mr. Speaker, Sir. I have been trying to follow the Minister with a lot of keen interest. If, indeed, the school milk programme is that vital, can the Minister instruct the DEO in Embu to ensure that Gachoka gets milk?

Mr. Speaker: Order! Mr. Nyagah, that is a very parochial issue. Can we proceed?

The Minister for Education (Mr. Kamotho): Mr. Speaker, Sir, the other major item is teacher education. Under Sub-Vote 312, I need K£5,340,456. Under Head 847, primary teacher training colleges, which are 22 in the country, I need K£4,520,456.

Under Head 803, Kenya Science Teachers College which we all know is a very important institution which produces science teachers for our secondary schools, I need K£410,000. The other single important institution under this Sub-Vote is Head 807, Kagumo Teachers Training College, where we require also K£410,000 to cater for grants-in-aid for these institutions.

Mr. Speaker, Sir, another very important item under the Ministry of Education is educational opportunities for the disabled. Under Head 810, I need K£260,000 for post-primary schools. Under Head 811, Special Secondary Schools, I need K£181,260. Under Head 848, Special Primary Schools, we require K£410,000, and under Head 852, we require money for Kenya Institute of Special Education in order to effectively discharge educational obligations to the disabled. Under these and those other small items that I have just mentioned, I require K£1,707,823.

Under Sub-vote 314, I need K£2,643,180 including Head 853, under which I will require K£2,540,000 for bursaries and scholarships for non-graduate teachers who go for first or higher degrees in local as well as overseas universities.

Mr. Speaker, Sir, my Ministry needs K£289,180 under Sub-Vote 854 for contribution to various bodies who make some contributions to promote education and culture in our own country. I would only mention these institutions in passing: The Kenya Colleges and Sport Council, the National School Feeding Council, the University Grant Committee, in addition to the Higher Education Loan Board; the Outward Bound School, the Institute of Swahili Research, Science Education Programme for Africa, African Social Studies Programme, UNESCO and Inter-University Council for East Africa and Commonwealth. All these institutions make a major contribution to the promotion and development of education in our country.

The Ministry, in addition, requires K£216,594 for pre-primary education training of teachers under the Sub-Vote 315, Head 816. As hon. Members have noted of late, the Government is emphasizing a lot the need for education responsibility to take care and to look into the possibility of participating in children from birth through university. Therefore, our efforts is to put a little more money for training teachers for pre-primary are meant to ensure that education for all by the year 2,000 is totally realised.

I now come to Sub-Vote 316, Head 800 - Education in Public Schools. I need K£10 million for bursaries, and under Item 310 of Head 800, I require K£6 million through grants and grants-in-aid for secondary schools. The other Item which is no less important under the Recurrent Vote is university education. Under Recurrent Estimates, Sub-Vote 318, I need K£226,246,361 for the five public universities and one university college. This amount includes K£3,097,959 for Head 827 - Commission for Higher Education. The university students loans scheme is in full swing. Hon. Members can remember that they passed the Bill on this scheme, which subsequently became an Act, during our last sitting. Under this scheme I need K£47,590,840 to advance loans---

(Loud consultations)

Dr. Kituyi: On a point of order, Mr. Speaker, Sir. While those of us who pay attention to the finer details are struggling to hear the hon. Minister, could you assist the House to restrain the hon. Members on the other side of the House who think that this is a jamboree?

Mr. Speaker: Order! That corner over there, in spite of my calling for order, some other hon. Members are still behaving in a disorderly fashion. We will take strict action against them!

Proceed.

The Minister for Education (Mr. Kamotho): Mr. Speaker, Sir, as I was saying, for the university students loans scheme I need K£47,590,840. I would like to make two or three points clear here; that the loan for university students is not going to be automatic. We are going to use a means-testing system to ensure that it is the needy who get the loan to pay for their education. At the same time, the Government is totally committed to ensure that no Kenyan student will miss university education in our public universities for lack of funds. Therefore, I would like to assure this House that we are extremely thorough in this, and that I will make sure we are extremely fair in considering the applications from our students in any part of our Republic.

I now turn to the Development Vote, D31. Having outlined the Ministry's requirements for the 1995/96 Recurrent provision, I beg to move on to Vote D31 on my Ministry's development requirements. I need K£123,478,106 for development. This figure reflects an overall growth of K£9,690,963 or 8.5 per cent over the 1994/95 development figure. Under Sub-Vote 310 - General Administration and Planning for Education, I need £15,861,069 to cover several components. Under Head 037 - Education Media Services, where in 1994/95 we had K£5,650,000, this year we have no provision. This is because this programme was funded by the World Bank but this year we were not able to get any provision at all for it.

Under Headquarters Administrative Services, whose funds are provided by the World Bank under University Investment Project, and also the Project Administration and Strengthening of Primary School Education, which is financed by the Government of Kenya, the British Government and World Bank, I need K£7,752,769, with the Kenya Government contribution being K£1,106,568. Under Head 835 - Headquarters Professional Administrative Services, I need K£80,000. Under Head 836 - Curriculum Support Services - I need K£4,828,300, of which Government contribution is K£1,610,500. As for construction of the new Mitihani House, although the project requires K£44,034,973, I am only asking for what I have been provided with, which is K£2 million. Under Head 841, I need K£800,000 for the design of the Teachers Service Commission headquarters. We all know how congested the headquarters of the Teachers Service Commission is today.

Mr. Speaker, Sir, under Sub-Vote 311 - Primary Education, I need K£19,512,500 for primary schools, school milk and the feeding programme. Sub-Vote 312 covers programmes and activities in teachers' education. Under this item, I need K£9,964,676 for diploma and primary teacher training colleges. Under Sub-Vote 313 - Schools for the Handicapped - I require K£4,520,000, and under Sub-Vote 315, I need K£3,120,000 for early childhood care and education programmes. Under Sub-Vote 316 - Secondary School Education - I need K£12,882,964 for maintenance of old buildings and purchase of laboratory equipment. Major components in secondary schools laboratory project,

which is financed by the African Development Bank (ADB), requires K£9 million, with Government contribution being K£450,000.

Mr. Speaker, Sir, the final, but not the least important, is the development of university education. Under this Item I need K£57,616,899. Under Head 827 - The Commission for Higher Education, I need K£32,075,680 to service university requirements under the university investments programme. Under Head 828 - University of Nairobi, I need K£6,391,207. Under Head 829 - Kenyatta University, I need K£2,150,778. Under Head 833 - Egerton University, I need K£4,500,00 and under Head 841, I need K£2,770,000.

With those remarks, I beg to move.

The Minister for Local Government (Mr. Ntimama): I stand to second this Motion on education, and, Mr. Speaker, it is only right and proper that we thank the Government for spending so much money on the education of our children and giving them all the facilities that they require to further their education. I also wish to thank His Excellency the President, Daniel arap Moi, in particular and probably, by extension, the Ministry of Education, for allowing a lot more of our children from the disadvantaged areas, from the ASAL areas and from areas that were left behind for no fault of their own, into teacher training colleges. This has been great relief to those areas because, for the last two years, the Ministry of Education has posted teachers to some of these areas and we feel that we are now able, to say that, at least, we have teachers in some of these primary schools way out there, which actually did not have any teachers in the past.

I do not want to go very far, but I want to register some comments here in relation to what I have been reported to have said, and about the teachers in Narok District. I want to make it very clear that I would be the last person to attack the teaching profession, because, I have been a teacher myself for many years, and I know this is a noble profession. I know that this is a profession which is composed of or should be actually for dedicated or committed individuals or selfless people. Actually, you cannot become a teacher unless you have all those qualities, you know, to be able to teach children. I would be the last one, but I am surprised that the Kenya National Union of Teachers, the top officials, go on saying this because I said there are a handful of teachers in Narok District who are devoid of professional ethics; who, as soon as they cross the border, go and sell hides and skins, and they hawk mitumba.

Some of the well organized ones drive their matatus, and I say they are few; they are not even 20 of them, and all of a sudden, the Kenya National Union of Teachers and some of their supporters in the media go up and attack Mr. Ntimama. They have always been taking me out of context; they have not even found out what I meant; they have not even found out what I said. How can they protect a few teachers, a handful of them who are stealing the children's time, a few of them who are unprofessional? It is very unfair and, in fact, they are even threatening a national strike. I was shocked; if that is the way they do it, then I am sorry; it is no longer a profession, and I think the union has really gone overboard and gone over the borders because, we support them; we help them. But here is a situation where those children in those areas need more care; need more committed people, need people who will be there most of the time, because these are children who have never actually been helped before. When I say something, I am surprised, even the media - some of the people, not all of them, because I respect a few people in the media - turn around and start attacking Mr. Ntimama for chasing away the teachers again. I will say, I still insist, that I have not attacked all the profession. I still insist that I did not even talk about the teachers of Kenya I do not know what they do in the areas that they are supposed to be. Probably some honest hon. Members, during this debate, will tell us what exactly happens in their own areas, and if they were honest, we will probably hear some views, probably not altogether supporting Mr. Ntimama, but very nearly supporting him for some of the things that happen in this area.

So, I had become so vulnerable, I cannot even have time to answer this allegation because, when I try to call somebody to correct it, the next day, all I see is the comment by a man called "Oliver Seki", or a man called "Harun Lempaka", people who are politically bankrupt; people who have no forum; people who have nothing to say, and they want me to respond. How can I respond to comments by these people who politically do not exist, as far as I am concerned? It is like responding to echoes from the graveyard!

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

Mr. Speaker: What is it, Mr. Mulusya?

Mr. Mulusya: Mr. Speaker, Sir, is the Mr. Ntimama in order to talk about matters which are not pertaining to the Vote in front of us? What has a graveyard got to do with this thing?

Mr. Speaker: Order! Order, Mr. Mulusya! Maybe, you were not here when he was talking.

Proceed.

The Minister for Local Government (Mr. Ntimama): Well, as I say, I do not want really to respond to hon. Mulusya, because he has just come out of the court, and I thank him for that, and I support him for that because, I would have gone right through, and, really, anyway, as far as I am concerned, I think I congratulate him for having come out of there, you know. So, I am saying that I support the teaching profession and they must know I will never

attack them, but they must not be so jittery and sensitive when we talk about a few errant teachers in our areas. What would I be doing as an hon. Member in that area, if I did not point out some of these little shortcomings in the schools that are in my constituency? I would actually not be doing the right job for the people; for the children around there. So, I want to say that, that is the matter as it were, and I still insist that those few; those five or six, or ten, must go to sell and hawk mitumba elsewhere. And the Ministry of Education should send us committed teachers who will help those children who, for about a century, have never had an opportunity to go to school, not because of their own fault, but, because of the situation in this country in those years.

So, I want to also thank, again, the Minister for Education for giving us some of this help in boarding facilities because, again, I was accused of even sending away children in boarding schools. It is not also true. What I am saying is that there are some areas in Narok, in all the ASAL areas--- I do not want to mention the districts; some people will say, I am crossing the borders and so on, and so forth, but it is the Government that has built these schools. These schools were built by the Government in ASAL areas to help the nomadic and pastoralist community. We will be defeating the whole purpose if we are going to send children from some advanced areas---, I call them so, this time; I will agree that they are so advanced and they are even ready to colonize us. So, how can you really? It is not fair when you are building a school for nomadic children and ASAL areas, to start sending other children from those advanced areas of this country. It is unfair. This is also what I meant about allowing these children to be admitted into

boarding schools in some of these dry and arid areas without being interfered with by children from other areas. But the whole dilemma is that we are very unlucky because most of the headmasters in these boarding schools come from outside some of these arid and ASAL areas. I do not particularize. And so, they admit all their kith and kin; they admit all their brothers; they admit all the children of the in-laws, and then we lose all the chances. So, I am saying, in this particular case, we should be considered, and I second this Motion. Thank you very much, Mr. Speaker.

(Question proposed)

[Mr. Speaker left the Chair]

[Mr. Deputy Speaker took the Chair]

Prof. Mzee: Thank you very much, Mr. Deputy Speaker, Sir. Education is very important, as reflected by the amount of money which the Minister has asked this Parliament to approve. He has asked for K£1.3 billion, which constitutes approximately 40 per cent of all the expenditure that this country incurs. This reflects the importance of education, and I support that very much indeed. However, the only quarrel I have with the proposal of the Minister is that there are a lot of cheap things and savings which can be done.

Mr. Deputy Speaker, Sir, in the development of any country, I consider two things very important. The first thing is communication, especially the road system, water, power *et cetera*. The other second thing is the development of human resources. The development of human resources can only be achieved through good education. We give our children good education, so that they can have skills and adapt to the new technology. We know that this will attract investors. Science and technology can cross borders freely these days. The only requirement is to have human resources developed to adapt to this technology.

Mr. Deputy Speaker, Sir, I would like it to be noted that the structure of education in this country is not that good. In certain circumstances, it is appalling. First, I would like the Minister to note there is a great variation in the quality of education available from area to area in this country. The quality of education available in Mombasa, for example, is absolutely different from the quality of education which is available elsewhere. The variation is so big and so significant that the Minister has to address this problem and remove this variation in the quality of education.

Secondly, within any given area, there is a big disparity in the quality of education available to the high income group and the low income group. In any one area, people are not getting equal opportunity in education. This has to be addressed and corrected. We do not have equal opportunities in education for all Kenyans.

Mr. Deputy Speaker, I would like it to be noted that teachers in this country are the most patriotic people. They are given a salary which can barely support their families, and they are asked to do a donkey's work for that salary. In actual fact, most men do not want to take up the teaching profession. The teaching profession nowadays has been left to the disadvantaged gender; the women. There is nothing wrong with the women, except that their biological formation is that they cannot give full services to the teaching profession. In Mombasa and the Coast province, for example, 70 per cent of the teachers are females and quite a number of times, they are on maternity leave, or attending other domestic priorities, and they are not available in the classroom, and our children go without teachers.

Mr. Deputy Speaker, I was going to suggest some adjustments. I thought that out of K£1.3 billion, which the Minister is asking for education, half of it would go into paying salaries; exactly half of it or about K£699 million would go through the Teachers Service Commission (TSC) to pay salaries. TSC is going to get K£1 billion, out of which, K£699 million will be spent on salaries. I was thinking that a lot of money, or over half of the amount that the Minister has asked for, will go into the administration, provision of university education, higher education elsewhere, the Examinations Council and into ASAL areas.

Mr. Deputy Speaker, I would like to point out one most important thing which the Minister has pointed out about ASAL areas or the arid and semi-arid areas where we have only 4 per cent of the population. He has indicated that he is going to spend about K£6 million on primary school boarding alone. Also, he is going to spend a large sum on school textbooks and school feeding programmes in ASAL areas alone. These areas have only four per cent of the whole population. We are spending too much money in the wrong areas.

The other thing is about the school milk scheme. The Minister is asking for K£10 million for this scheme. I was going to suggest that this should be scrapped totally. There is no point in providing milk. This has completely failed. We can save up to K£10 million if it can be scrapped.

Mr. Deputy Speaker, Sir, I want to suggest a very important aspect. Since the Ministry of Education and TSC have been very inefficient, we should decentralise the education system. We should totally decentralise the education system and pass over this responsibility to the councils, the municipal councils, City Council and the county councils. These people are better equipped to run education than hon. Kamotho. Their education system has failed. The 8-4-4 system has failed because it is being controlled by very, very few people, who are looking after their own interests. If we decentralise the education system and pass over the responsibility to the councils, I can assure you that we would have better control of provision of education to our own people and a more efficient system of education. The only thing we would have to do---

QUORUM

Dr. Kituyi: On a point of order, Mr. Deputy Speaker.

Mr. Deputy Speaker: What is your point of order, Dr. Kituyi?

Dr. Kituyi: Unfortunately, Mr. Deputy Speaker, Sir, we do not have a quorum.

Mr. Deputy Speaker: Yes, we do not have a quorum. Ring the Division Bell.

(The Division Bell was rung)

Mr. Deputy Speaker: Order! I now understand we have a quorum. Proceed Prof. Mzee.

Prof. Mzee: Mr. Deputy Speaker, Sir, I would like to continue and become a little bit parochial and talk about Coast. In the Coast Province, everybody knows we are scraping the barrel of education, the bottom of the education barrel. For many years we have been having shortages of teachers and these shortages are up to 25 per cent. Every year we start, we start with shortages. And the worst thing is that when teachers go for maternity leave and other things, they are not replaced. We have very few people who are trained as teachers who originate indigenously from the Coast. As at the present time, only 65 per cent of teachers in the Coast Province are indigenous people. A number of teachers have been posted to the Coast from other provinces. We do not have any objection towards this, but immediately these teachers are posted there, they start asking for transfer. They ask for transfers to go elsewhere.

Mr. Deputy Speaker, Sir, even though for the developmental budget, the Minister has asked for K£123 million, this money rarely trickles down to places like Coast Province. For the last 15 years we have never seen any new school built. We have never seen any class built. There has been no expansion whatsoever. Not a single penny, besides the teachers' salaries has come to the Coast Province in the last 15 years. I do not know what happened. Here, I am talking about over K£500 million which we pass year after year and we do not see it. After the salaries have been paid, we see nothing. There is no classroom expansion. There is total lack of facilities; no textbooks, no equipment, no specialised teachers to teach subjects like Music, Religion and Art and Craft. We lack all this. In Mombasa, for example, we have 50 per cent of the residents being Muslims and yet we hardly have 100 IRE teachers among the 120 primary schools which are there.

Mr. Deputy Speaker sir, I would like to draw the attention of the Minister to the fact that the 8-4-4 system is very demanding and the syllabus is never completed within the allotted time. This system requires reform; very drastic reforms in order for teachers to be able to cope up with it.

Mr. Deputy Speaker, Sir, before I sit down, I would like to touch on the grabbing of land which belongs to schools. There is hardly a school in Mombasa which has never been affected by land grabbing. Allidina Visram had 23 acres allocated to it at Nyali, but this has been reduced to 5.3 acres and the rest has been grabbed. Almost all

primary schools have had their land grabbed, from Mkomani to Kongowea, to Star of the Sea School. As recently as two weeks ago, one senior politician, the Mombasa supremo, visited one of the primary schools and was trying to evict the headmistress of that school so that he could grab the school house and the land around the school. This is what is happening everyday. Land grabbing by politicians and Members of Parliament from that side is the order of the day. I caught hon. Sharrif Nassir red-handed trying to grab a headmistress's house in my constituency; the house and the land. He wanted to take all of it and evict her. This has to be stopped. There is another problem which faces Shimo la Tewa Secondary School which is being mismanaged at the present time. There is an attempt to remove all upcountry pupils from that school. For the last six months, there has been selective removal of Luo students from that school for one reason or another, and asking them to go home. The only crime these students have committed is to talk about the mismanagement of the funds which had been raised by the President and the Speaker of this House during the Harambee and these pupils were given marching orders to go away selectively. This happened mostly to Luos and other upcountry pupils. This is very serious. The Headmaster for Shimo la Tewa Secondary School is being protected by the Ministry.

The Assistant Minister for Education (Mr. Komora): On a point of order, Mr. Deputy Speaker, Sir. Could he substantiate with facts and documentation on this matter? Our Ministry has never been tribalistic.

Mr. Deputy Speaker: Hon. Masinde.

The Minister for Labour and Manpower Development (Mr. Masinde): Thank you, Mr. Deputy Speaker, Sir, for giving me this opportunity to contribute to this very important Motion. It is very important that the Ministry of Education should be given the money it has asked for. Up to now, in general, we feel that the Ministry has done its best to make education from primary to university level properly stabilised and we are quite satisfied. At least the wananchi are satisfied that those who are able to go to school are getting education. However, it is now high time we tried to refine the kind of education we are set to follow from primary school to university. We now need quality education for our children.

Mr. Deputy Speaker, Sir, without having to interfere with the educational system that we have, this can be done in a number of ways. At the moment, schools and classrooms are overcrowded with the children. Right from primary level, we have classes composed of over 50 children per class and per teacher. The same applies to the secondary schools. It is impossible to have a teacher concentrate and impart the best of his knowledge to a class of that magnitude. Something has to be done, to reduce the number of pupils per class, and this should be right away from primary school to secondary school.

Mr. Deputy Speaker, we have enough teachers to go round and if there are not enough teachers, then we have sufficient training colleges to train and produce teachers to manage these schools. The Ministry should look into the issue of posting of teachers so that teachers are evenly posted in various schools of the country with relevant subjects. We have some schools, especially in my constituency, and I think this applies in many other constituencies, where you go to a school and find that the children have not been taught, perhaps, chemistry or physics for two terms or more. When you ask the headteacher, he says, "We have applied for the teachers but the teachers are not available." Surely, with this money the Ministry is asking for, the Ministry should be able to plan for the number of schools that we have and produce teachers in various science and technical subjects to be posted to schools in various parts of the country, so that education is evenly distributed and not to have the imbalance that is being alleged at the moment; that you have some schools being overstaffed while other areas are completely understaffed.

Mr. Deputy Speaker, Sir, while we talk of quality education, we must also be able to have this education diversified at various levels. Most people, when talking of education, are talking of general education from primary up to university level. There is a middle part which I think the Minister has ignored, and that is business education and, of course, technical education which does not, at the moment, fall under his Ministry, but this could be co-ordinated so that we have many teachers trained for business education as well as technical education. These subjects are technical, and business subjects are being offered in secondary schools. However, some of them do not have teachers at all and one wonders what the pupils taking those subjects are expected to do at examination time. I think those two subjects, namely, business education and technical education, are very, very important because these are the people that will do the bulk of the job in our industries and in the public sector as well.

Mr. Deputy Speaker, Sir, I am still talking of quality education. It is important that the inspectors of schools from primary to secondary schools, are there and they do their job, and are enabled to do their job by being provided with the necessary transport. The inspection of primary schools is fairly good at the moment because nearly every division has, at least, an inspector. However, I am wondering whether we have such a thing in the secondary schools. Some of the divisional inspectors are educationally lower than the ordinary teachers in secondary schools and, therefore, they are scared to go to secondary schools and inspect them. I am appealing to the Ministry, if they have not done something to that effect, to at least provide a secondary school inspector for every division, if not a district, to

start with, so that they concentrate on inspecting on the subjects that are being taken up in secondary school education. I think that many secondary schools have decided to follow a certain pattern to enable them to pass more children and gain credit, in which case they are drilling children in a specific area. Therefore, on the question of following syllabuses strictly and being able to, in fact, impart education into children, they have no time for it because they do not have close supervision. I feel that this issue should be very, very seriously followed. Also, the inspectors should be inspectors who know what they are doing so that when they get to the field, they will know what to say, or they are able to advise the teachers in various subjects if the teachers are not pulling up their socks.

Mr. Deputy Speaker, Sir, a lot of this money that the Minister is asking for is basically for development and recurrent expenditures, but I think more for recurrent than development. We have quite a number of Harambee schools around the country and most Harambees done are for schools, and parents and wananchi are very keen to assist where possible, whether they have children in the schools or not; they go and contribute whatever little they have towards the upkeep and development of the schools. We have read in the newspapers, and we have experienced this, that a number of schools have had funds misappropriated. The parents and the community have complained about teachers, right from the primary schools to secondary schools, and the best or the worst that has ever taken place is that the teacher has been moved from one school to another, to go and make the other schools even worse than the schools he has been removed from. I feel that the Ministry should take stern action to these sort of people who are discouraging the efforts of the parents and the community, who are determined to uplift the standards of education of their children; to uplift the facilities for their children. A few individual teachers try to mess them up and discourage the whole society. At the same time, of course, they are marring the good name of the many teachers that try their best to use whatever little they get in the form of Harambee funds to uplift standards in schools.

Mr. Deputy Speaker, Sir, we cannot have quality education unless we make sure that the actual grassroots of education are properly started. We have quite a number of primary schools, many of them being run by private individuals and just being commercialised. I feel that the Ministry should also emphasise proper training of primary school teachers and let them have these schools and the teachers teaching pre-primary children also fully inspected so that we get a proper foundation for the children, right from pre-primary to the highest level of education.

With those few remarks, I beg to support.

Dr. Kituyi: Thank you very much, Mr. Deputy Speaker, Sir, for giving me a chance to also say one or two things about the Ministry of Education. I take my point of departure in the structure of the budget for this Ministry. If you look at this budget, one of the things you notice is that between fiscal year 1994/95 and fiscal year 1995/96, the level of expansion in net public funding for recurrent budgets in education is larger than the total Government expenditure on development in education by more than K£10 million. While the total of development budget is K£66 million, the recurrent budget increased by K£77.56 million. This is a statement about priority, and also a statement about failed or aborted rationalization of expenditure on education.

Mr. Deputy Speaker, Sir, a second thing emerges when you look at this. In the current financial year, the Minister is expecting to get from direct payments and Appropriations-in-Aid, funded by ADF, UNESCO, UK and World Food Programme, a total expenditure of K£57.4 million on development in education, equivalent to 89 per cent of the total Government budget for development on education. Two things emerge immediately. The first one is a chronic dependence on goodwill and foreign funding for the development of education or a de-emphasis of domestic spending on expansion in the development of education. The net effect of both of those facts is that this Government should now, from this, realise that it is very beholden to its foreign masters and it should cease from the temptation that is so common with it, to cry foul and say: "We are an independent country and we should not be dictated to by anybody". If somebody is paying the equivalent of 89 per cent of your development budget for any sector, particularly, the largest public expenditure sector as education, you are so beholden to that person that all your pretences of independence have to be ignored.

Mr. Deputy Speaker, Sir, having said that, I now want to turn a little to the rationalisation internal to the logic of this budget. If you look at this budget, there is a major moral question that we leaders have to ask ourselves. University students account for less than 1 per cent of all the students in this country, and yet they appropriate more than 80 per cent of all our public allocation to education. What moral right do we have, however much we think seriously of the importance of university education, to so lop-sidedly allocate, outside salaries, our resources on education to such a small component of the national population? Similarly, in any country or society, the most critical and liberating education for the population is the initial formative education; pre-primary and primary education. Considering that this is also the category that takes the largest number of people who go to school in this country, why does the Government, through the internal logic of its budget, de-emphasize the allocation of resources to this critical component of public education in the country?

Mr. Deputy Speaker, Sir, even as we talk about the importance being put on the funding of university education, there are very sad things that one notes; the virtual collapse of public university education in this country.

As was said by the Leader of the Opposition at one session in this House, I was party to a team which visited the University of Nairobi to notice what vandalism by paid policemen had been unleashed on public facilities; the systematic destruction of doors into students' hostels. The fact that we are not talking about it and that newspapers are not covering it any more does not take away the reality that this Government unleashed criminal violence against citizens of this country; citizens who, by the allocation of public resources on their education, are supposed to be, really, the cream that we want to cultivate for the best interests of the country. Up to today, I wonder if this leadership really cares about those university students as persons.

Just before I leave the universities, there is an anomaly in this budget. While the Minister is asking for a substantial amount of monies for the Higher Education Loans Fund, which should take over the provision of bursaries, scholarships and subsidies in education, there is a separate item asking for K£2,354,000 for bursaries, scholarships and subsidies. One would expect that the Minister explains why this item recurs when it is supposed to be covered under the request for Higher Education Loans Board. Now, to finish with the Higher Education Loans Board, when we were discussing this Board in this House, I did personally bring out two major concerns; one, that it was being given excessive discretionary powers, and, two, that justice and fairness have to be seen to be done in the allocation of limited resources through this Board. As it turns out, today, parents are being told that if your family income is more than Kshs36,000 a year, you do not qualify for money from the Loans Board.

Now, the thing is, the money you are supposed to qualify for is more than the Kshs36,000 that is being assessed as wealth for a family. Which means that if you earn Kshs36,000, you will not be given Kshs42,000 in a year. How will you survive in order to afford to send your son to school?

Lastly, on the same issue, given the weakness of the rules that control the Higher Education Loans Fund, one would have expected persons with impeccable character, integrity and unquestionable morality to be the right persons to be put into the leadership of the Higher Education Loans Board. However, persons whose integrity has been questioned, like the case of Chelashaw of the infamous gunny bags scandal when he was working with the National Cereals and Produce Board (NCPB), and who should have kept very far from this Fund, has, unfortunately, been brought right at the centre of it.

Now, moving on generally on education, there is a crisis of education in this country which is not being addressed by this Ministry. It is a crisis of the collapse of polytechnics, both national polytechnics and youth polytechnics. It has been suggested here and, it should be considered seriously, that the teachers in the youth polytechnics in this country should be absorbed into the Teachers Service Commission (TSC) to regularise their income and make them aware of what kind of terms they are going to work under. As for the national youth polytechnics, today, you find the personnel running them much poorer than the persons who were running them 10 years ago.

The Minister for Education (Mr. Kamotho): On a point of order, Mr. Deputy Speaker, Sir. Is the hon Member not out of order to mislead the House that this Ministry does not concentrate on the functioning of national polytechnics while he knows very well that the national polytechnics are not under this Ministry? They are under the Ministry of Technical Training and Technology.

Dr. Kituyi: Mr. Deputy Speaker, Sir, it is unfortunate that the hon. Minister did not understand what I said. I said that the crisis of youth polytechnics is partly because they have not been brought under his Ministry. If I said that they should be "brought" under his Ministry, it means that I am aware that they are not under his Ministry. At least, that is my understanding of logic.

Mr. Deputy Speaker, Sir, many hon. Members have explained their concerns about this thing they call school milk. I want to put it again very clearly that, first, there is nobody in my constituency who gets this thing they call school milk. Secondly, if we had the milk, we would be ready to sell it and get school equipment. Why can this Government not do what we want instead of doing what they think we want? Just because some of you like milk does not mean that everyone of us likes milk. Our children could do with chalk and other school equipment instead of the mix of milk which never gets there.

Mr. Deputy Speaker, Sir, there was this talk about the construction of a new headquarters for the TSC. There are two major problems with this; one, there is an oversupply of public buildings in Nairobi. If the TSC wants more space, why do they not move into another public building instead of starting all over again, costing us a lot of money with contracts and kickbacks? Secondly, the TSC is over-centralised, and this is causing problems of too many teachers having to spend meagre resources to come to Nairobi. Why do you not decentralize the services of the TSC to the districts, instead of constructing another white elephant in Nairobi just because of the kickbacks that some people get?

Finally, why has the PS in the Ministry of Education defended a woman who is the headmistress of Pangani Girls Secondary School, in spite of outrageous conduct? Is it just because she comes from the right ethnic community? Is it because she has very powerful friends who protect her? What about the parents and the students

who suffer because of her bad manners?

The Assistant Minister for Health (Mr. Mutiso): Mr. Deputy Speaker, Sir, I rise to support this Motion before the Floor of the House because education is the key to development. Education is very essential for our national development. As such, I would like to highlight certain points that the Minister for Education raised when he was speaking and asking for his Vote to be passed by this House.

Mr. Deputy Speaker, Sir, looking at the colossal amount of money that the Ministry of Education takes from the national cake and the way it is spent, you will agree with me that more than 50 per cent of that money is spent on salaries, and the other little percentage of about 40 per cent goes to development, if there is anything like that. The point I want to raise to the Minister is that, although the Ministry of Education is a very large Ministry in that we have many teachers in the country, in many institutions, for example, in universities, secondary and primary schools classes, I am of the opinion that it is very essential for the Minister to consider, despite the largeness of the Ministry, that certain key educational institutions which are at the crucial stage of one getting education, should be brought under this Ministry, so that there is national co-ordination of the educational system in the country. What I mean is that if you looked at the nursery schools, which are the foundation of education in the country, they are under a different Ministry, which has got a different approach and need to education. Personally, I feel that this is a point which the Minister ought to think very seriously about how it should be corrected, although the Ministry, as it is today, it is very large. It would have been even better in the national planning, if the Ministry had to be split into two; I mean, two as it was before, where we had the Ministry of Higher Education and the Ministry of Lower Education, because if we talk of education of a country, the policy must be one, and must be controlled by one individual, or one body which has got a common approach, so that it can be a system which from the word "go" is the same to the end. But when you find fragments of systems of education, one under the Ministry of Culture and Social Services, and another one, like the polytechnics which the hon. Member was talking here, is under a different Ministry, it appears that there is some confusion, and this is what I would like to highlight to the Minister to consider, even if it means sub-dividing that Ministry into two categories. In my view, this is the best approach to our national education, because as it is, there is a confusion. Technical training is under a different Ministry, while the nursery school, which is the start of education, is also under a different Ministry, and primary, secondary and university are under the Ministry of Education. Why can this not be ironed out and brought under one Ministry or head?

Mr. Deputy Speaker, another point that I want to inform the Minister about the system of inspecting schools. I do not know whether the Minister can tell us correctly whether, when an inspector of schools is appointed to a particular division or district, that particular inspector is capable of visiting every school to assess the amount of the content of education that each teacher is giving, and whether that particular inspector is qualified to inspect all the subjects that each teacher is teaching. These are the points which are very necessary; otherwise, when we have an inspector of schools, be they primary or secondary, and he is a person just picked from a group of teachers and sent maybe, to a sort of very hurried workshop training; and then, sent to the field; that particular individual has no transport facility and, therefore, you find that most of his time is spent in the office. He cannot visit schools or classes, and even if he wants, he cannot have the brain to know all the subjects; he cannot have the facility to visit every school and spend time listening to the teacher and, at the same time, assess the educational contents that he is giving to the children.

Mr Deputy Speaker, these are major points which, I think the Minister for Education ought to think about, and, I do not think, if they are recommended and accepted by this House, the House would reject those ideas even if it means splitting this Ministry into two. As it is, it is large and when added these others, it would be even larger. So, I think, the way we have been moving - although, we are not all that badly off in comparison to other nations around us - we would have been even much better, if this method was applied, because it was there before, and I do not know why it was changed. It is not because it was found it was not producing good results, but it is because of financial constraints, or lack of personnel. I think we have now enough teachers in the country; all that it needs is just the management, the way of organising these teachers and the right teachers who can be qualified to become inspectors of schools be sent into proper training - and they should be many, not one - so that they can be able to visit the schools. Maybe within a term, they will have gone round in one particular division which they are charged with and assessed the ability of the teachers, and at the end of the year, I am convinced that you will find that the educational content that has been given to our children has very much improved in comparison to what has been given before. Therefore, I wish to recommend to the Minister for Education to consider these points, because I think, they are very essential, and if we want to catch up with the rest of the world, the developed world--- we are a developed nation, but with time, our development depends on how faster we are able to move, so that we can catch with the rest of the developing world.

With these few words, Mr Deputy Speaker, I want to support the Vote.

Bishop Njeru: Thank you, Mr. Deputy Speaker, Sir, for giving me this opportunity to contribute to this Motion. Education is one of the institutions that we have to look upon and be able to examine what is happening now

in our country, Kenya, as far as education is concerned. If we look at the school leavers now, they are more than the ones who are in school and the Ministry of Education should come up with a solution to this problem. Even if we promote education and we support this Motion, after our students leave school, where will they go? The Government must come up with a clear mind and tell Kenyans what objectives they have because of the people who are leaving schools and they are now at home, jobless or loitering. Most of them are now turning into criminals because they have no means of earning a living.

Mr. Deputy Speaker, Sir, our country seems to be standing on a very slippery ground as far as education development is concerned. If we look at the education system of 8-4-4, we see that the students are not interested in going to school, especially in Mwea. I wish to remind the hon. Minister for Education that Mwea, for the last 10 years, has been a dumping ground for all rejected teachers from elsewhere into the District. In Mwea, all parents are not taking their children to the secondary schools there because they know the teachers who are there are the ones who were rejected by hon. Minister ole Ntimama. They are the teachers who they now want to be brought to Mwea, and I quite agree with the Minister for Local Government that those teachers who are rejected, instead of being taken to Mwea should be retired honourably. If you ask any teacher, whether the DEO in Kirinyaga has ever visited any one school, I would be pleased to hear one day when he ever visited any of our secondary school.

Mr. Deputy Speaker, Sir, if you can allow me, I will say the dropout rate of students from the classes after enrolment is very high. Wanguru Secondary School, which used to have 700 students, now has 78 students. They have all the facilities; the school is too big, but the enrolment has dropped from 700 students to 78 students! This is really hell. Nobody can ever think there is any education. What are they doing now with education at Mwea? When you look at Mwea Secondary School, which was very famous, we had 600 students when Mr. Kennedy Mureithi was the headmaster there, but now they have dropped to 89 students. The school has all the facilities and teachers, but the students are 89 in the whole secondary school. Why is it so? It is because Mwea people have come to know that the quality of education in those schools is very poor. They are taking their children to Embu, Nyeri and Murang'a, where they know the teachers are the best cream in the teaching profession. One of the teachers who had been the best at Kangaru Secondary School had been removed and taken to Murang'a. The Minister for Education is trying to look for another "reject" to bring to Mwea. I totally reject this Motion when I look at that area because even in Tebere Secondary School, there were about 450 students, but now they are only 69. All the secondary schools have been abandoned because there is no close supervision; there is nobody who is interested in what is going on in education. I call upon the Ministry of Education to transfer all those teachers because they are doing business.

Mr. Deputy Speaker, Sir, another trend which is in primary school is that one primary school has more than 30 women teachers.

An hon. Member: No men?

Bishop Njeru: No men! They are just there, loitering; they do nothing. In one secondary school, for the last 10 years, they have taken only one student to the university. So, when one hon. Member was talking about students in the university, I was wondering when we shall take one or two there because, how can somebody who is not professionally qualified teach a student to go to the university; somebody who is not interested in teaching? So, education in Mwea has really gone down and we cannot see any need of supporting this Motion. Coming from Mwea, I will never support it because I do not see any reason for doing so. The teachers who are there were brought it after being rejected elsewhere. It has been a trend that Mwea is the area where all teachers who are being punished are taken as punishment. They know this very well, because there are a lot of mosquitoes and there are no good facilities. There is nothing. But looking into the whole thing, I would ask, the Ministry of Education to consider giving us teachers who are qualified so that we may promote education in Mwea.

Mr. Deputy Speaker, Sir, the other thing which I would like to talk about here is education policy. When the students leave school, we do not see any policy from the Government as to how they can be employed. They have no plans for our school leavers. Where are we sending them after the university? Where are they going after secondary school? There are no ways of creating jobs for them. So, this area should be looked into by the Minister for Education and the Government, and they should know that after leaving universities or secondary schools, they really need jobs. They will need to be employed. They want to earn their living. Without those ideas and creating jobs, maybe by building industries where they can get jobs, it will also be another problem, even after the education has been promoted and improved. We are going to find a lot of people jobless in Kenya and maybe, they will end up becoming criminals because they have no means of living.

In the university here, every time we talk about the students going on strike. I am proposing to the Minister for Education that some secondary schools which are boarding schools should be changed to day schools, so that the students who are in that area can go to school in the morning and in the evening they go back home and do something else. But when they are boarders they will stay there and form strikes in secondary schools. That is why we have a lot of strikes because students are idle. So, some of those secondary schools can be turned into day secondary schools.

If the Government can consider making some of those secondary schools day schools, we shall reduce these types of strikes every now and then because a student will never have a chance to discuss bad things after school. Some of the students come from very near, like one or two miles away, and I remember, when I was a student, I was travelling 14 miles everyday, and I made it for all those years I was in school. Why is the Government not changing those schools to day schools now, to reduce these crises of strikes? After people eat, drink and stay together, that is training for bad things.

So, Mr. Deputy Speaker, Sir, I propose that the Government should now come up with the idea of changing some of the boarding schools to day schools. They may leave a few schools as boarding schools in the districts. Why should people of Mwea take their children to Chuka in Meru as boarders, when there are such secondary schools there? If we have good teachers in Mwea, then they can walk to school because we leave in villages. We do not need boarding schools because students can attend school and go back in the evening to do other things at home, to help themselves.

Mr. Deputy Speaker, Sir, on the distribution of teachers, one wonders why one Minister said that the teachers who are teaching in his constituency should leave. Hon. ole Ntimama said all the Kikuyu teachers should go back to their districts of origin. I should suggest that the Masaai should be given Masaai teachers; Kikuyu, Kikuyus teachers; the Turkana, Turkana teachers and Samburu, Samburu teachers so that we can compete.

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

Mr. Deputy Speaker: Order! Order, Mr. Ruhiu!

Mr. Ruhiu: Mr. Deputy Speaker, Sir, is it in order for the hon. Bishop to be tribal in education?

Mr. Deputy Speaker: Order! Order! Order Bishop Njeru! A Bishop should set the example in following the rules.

(Applause)

Order, Bishop! Mr. Ruhiu, on a serious note, what is your point of order?

Mr. Ruhiu: Mr. Deputy Speaker, Sir, is it in order for the hon. Bishop to bring a tribal overtone into our education in this country? This implies that he has got half baked ideas about our education.

Mr. Deputy Speaker: Order Mr. Ruhiu! Order!

Bishop Njeru: Mr. Deputy Speaker, Sir, what I was trying to say is, is that Cabinet Minister---

Mr. Deputy Speaker: Order! Order! I think, in all fairness, Bishop lost one or two minutes, and because of that, Bishop, you have one minute.

Bishop Njeru: What I was saying, Mr. Deputy Speaker, Sir, is that if the Cabinet Minister can say, "all those teachers from his area should go back to their area", what else would we in the Opposition, or I as a Member of Parliament not be right to say; that if that is the case, then the Government should introduce tribal teaching, so that the Samburu may have Samburu, the Kikuyu for KiKuyu and the Luo for Luo!

Thank you, Mr. Deputy Speaker, Sir.

The Assistant Minister for Commerce and Industry (Mr. Osogo): Thank you, Mr. Deputy Speaker, Sir, for giving me this opportunity, to make a few observations, while supporting this Vote. I will dwell mostly on Head 836, Item 222, which deals with Family Life Education, and for the first time, it is being introduced in the Estimates.

Mr. Deputy Speaker, the Ministry of Education has been very private on this matter. The churches and parents have spoken, that they want to know what is contained in the syllabus of Family Life Education in the schools. Is it sex education or is it not? But we are going into the ditch we fell into when we introduced 8-4-4, and loaded the school curricular with subjects like music and carpentry, and so on, without having teachers. Mr. Deputy Speaker, Sir, I was a teacher before, and during our time, we had colleges that were teaching technical teachers. They were learning at Kabete, Kagumo and so on. So we had teachers provided for that type of education, but when the 8-4-4 education was introduced, subjects like music did not have any trained teachers, but they were examination subjects. Subjects like carpentry and masonry were examination subjects, but with no teachers. That is why we ran into difficulties with the 8-4-4 type of education, because we did not have teachers for them. Now, we seem to be going to the same problem by introducing Family Life Education. How can children teach other children sex?

(Applause)

Teachers that qualify now are teenagers; just as they leave secondary school, they go to the teachers college, they qualify as teachers and then they come to teach. They are still children! We cannot subject our children to other children to teach them sex.

The Minister should take a very serious note of this because I am speaking as a parent and as a teacher, and

knowing exactly what teachers could do. Children cannot teach other children sex; it will be fooling ourselves. So, it is important that the Minister takes care that, at least, he has got teachers who are going to teach Family Life Education, if it is going to do with sex at all, because, I can imagine a child trying to teach sex to another child, the consequences can be very sad. Let us take it seriously. In olden days, this type of carelessness of sex we now fear was not there. Why was it not there? Because children were able to be talked to about this subject by elders. Our grandfathers talked to the boys; the grandmothers talked to the girls, when they were sleeping in their huts, about sex, and this is what should actually happen. They should leave it to us parents, to talk to our children, and any parent who fears his own child, to explain what sex is and the dangers of loose sex, should not be worth to be a parent. What do you do as a parent? I wanted to point this one out. We have to, and parents are asking, and I am one of them, that the contents of that subject, as a subject in a class, must be told to us parents before we accept our children to be subjected to half-baked sex education.

Mr. Deputy Speaker, Sir, I would like to come to school textbooks I have spoken about in this House before. School textbooks are a big headache to parents. The Government itself is not prepared to buy books for children now, simply because books which are accepted in schools as textbooks, are subject to campaign for financial gain. When I was at school, and there are a few old people like myself here, we had set books. There were writers at that time. For example, in mathematics in secondary school, we had the Dudley Stamp for all the maths in all the books. But there were maths writers at that time. For mathematics, we had Gilbert Jullet, and for Geography, we had the Dudley Stamp as a textbook and all schools had those books. In primary schools, the Carey Francis mathematics book was working, but now, because there are so many writers - I think there were no writers at that time - we are subjected to all sorts of books recommended by the Ministry of Education. And this is the reason why the Government is not able to buy books for primary schools and parents are suffering.

I have been a parent with so many children, I must admit, and every year I have been buying books; the following year the books are changed and the recommendation is different; you get a list with different books. Now, it is because somebody has done his campaign properly - the writer and author of the book - and his book is taken as recommended by the school, and the school passes on the list on to parents to buy. I have in my house several books that are useless, Malkiat Singh and the like, and this has been a burden to the parents, I am only pleading, and I have pleaded before to the Ministers before hon. Kamotho was a Minister, that at least the books should be standardised, so that the Government can enter into it and try to buy standardised books to help parents. Poor parents are not able to buy even a single book for their children, and that is why they are actually performing badly. In my own constituency, it is shameful, I could not get a boy to go to university last year; it is horrible. In 1994, no single child from my constituency made it to university, simply because they had no books and the parents cannot afford the books.

Mr. Deputy speaker, I come to Head 846, item 163, food assistance, and this is provision of food to school children. There are areas, like Machakos, Kitui and others, where, definitely, this food is going and they need it. In my constituency, I would like the Minister to take the name of a school, Madua Primary School, where small children went for two kilometres in water and they cannot walk back home for lunch at lunch time and back to school. So, they stay at school without any food at all, and they do that because the place is swampy. It is not that they like to do it, but the place is swampy. Children cannot move to and fro for lunch. Madua Primary School is one. We have got Bugamba Primary School and Mundikabi. Those three primary schools need assistance from this money, and it is a lot of money. It is K£18 million for that project, of which the World Food Programme is going to provide £14 million. So, I am asking the Minister to consider these three schools in Bunyala Constituency for assistance with this aid.

Mr. Deputy Speaker, I see there is a provision for the Kenya National Examination Council to build a block and there is a provision of £2 million owed to farmers.

Mr. Deputy Speaker, Sir, I think there is a provision of K£2 million for the Kenya National Examinations Council to build the block. I would like to support the hon. Member who said that there are too many Government buildings in Nairobi and they should be considered sparingly. I do not see why the Minister cannot put the provision of the Teachers Service Commission building, which is also provided with K£800,000, and the Kenya National Examinations Council together. They both can put up one block. After all, they are related.

The Teachers Service Commission and Kenya National Examinations Council are one. So, they could easily share a building rather than putting up so many buildings that consume a lot of money, and yet they are not fully occupied.

Lastly, Mr. Deputy Speaker, Sir, I would like to speak on the Kenya Institute of Special Education. This is provided for in Head 852, and the provision is K£3.7 million. Now, where is this Kenya Institute of Special Education, and where do they take the teachers or the students from there because in my constituency, I have got children with special problems and they would like to join special schools? We have never heard of it. So, if such education exists anywhere, it is important that we, as Members of Parliament, and the country, are told. It is important

that we are told that there exists that kind of institute where teachers are trained, or children are taken, so that we can also send children there from our various constituencies to benefit from the kind of facilities that exist. It is very very important because if I am asked by anybody where the special schools which cater for our children are situated, I would not know.

Lastly, the pre-primary education is also provided with a lot of money in the Minister's Vote but those do not exist in the rural areas. The nursery schools do not exist in the rural areas. We want to be told where this money is going to be spent.

With those few remarks, I beg to support the Vote.

Mr. Farah: Thank you, Mr. Deputy Speaker, Sir. On many occasions I have stood in the House here to say that we will be asking the Government to recruit sufficient people from our own area to serve as administration policemen, regular policemen or to serve in the security forces to be able to maintain the security of the province because people from other parts of the province cannot do that. Today, I am telling the House, and I am begging the Minister to, please, remove as many Somalis as possible from North Eastern Province and give us all the Kikuyus and the Kambas that are rejected from other places. My community is good at serving as soldiers. Give a Somali a gun and tell him to do something and he will do it very well. Send him as a teacher somewhere, and he is an absolute failure. That is why, as it is now, the only person who goes from my province to a teacher training college is a person who cannot go anywhere else. And because he cannot go anywhere else, he goes to schools in my area.

If you go to the schools in my area right now and listen to the English language of a teacher, it is far below the grade of a standard four child in a primary school here. Those are the teachers who are supposed to teach those children so that they lay the foundation and send them to good secondary schools and then compete on merit into our national universities; thanks to our Joint Admission Board. I think it is time we started a situation in which we do not have only one community teaching in the same community. In the first place, having people from the same community teaching in the same community means that they will talk in the vernacular. If they talk in the vernacular, the vernacular is not examined in schools at the KCPE level. I am now asking the Minister to post as many teachers as possible to that area.

During my time, all the teachers in the province used to be either from Kambaland, Meru or Kikuyu and we had good teachers and we had good results. On a percentage basis, we got sufficient number of young men who were coming from there going to colleges, but now even if we are able to send only 20 or 30 of them, what is the percentage out of the 10,000 that is got from the whole country? On the basis of this, I am going to try and implore the Minister to try and send us as many teachers and administrators as possible. Here also comes in the clan concept. A teacher does not perform his duties very well if the administrator wants to punish him. The *mzee* goes home and says, "Look, this is being done because I come from this or that clan". That is the problem we have in our area, but if it is a Kikuyu, a Mkamba or a Luo - not that many Luo have been working in my area as teachers - nobody is going to complain about that. The thing is going to be followed according to the rules on the book. So, I am going to implore on that.

On the other issue, in 1990, the top girl from North Eastern Province could not make it to the university because of two points. She had a C+ of 67 points. So, through the generosity of His Excellency the President, the girl was admitted as a special case. At that time, of course, some people said that if you admit 20 of them, they will lower the academic excellence of their classes. Today, that girl has come out with an Upper Second Class Honours degree from Moi University and she is the second best in her faculty of Bachelor of Education (B.ED) in that class which means that even if we do not make it to the cut-off-points into the university on merit, given an opportunity, we can still compete adequately and come out very good or excellent as a matter of fact. That also happens in the Medical Training College.

At one time, a quota system was applied there and thank God it is still being applied there and I appreciate that very much on the part of the Government and the Ministry for Health. The lecturers in the class said, "We cannot take these boys because they are going to compromise their excellence. They are going to stop the others from progressing as fast as they should be". The same principal told me that for three years now the top student in pharmacy is from North Eastern Province. The top students in clinical medicine are from North Eastern Province, and they had the lowest marks when they got into the college to be admitted for those courses. What I am telling the Minister is that we cannot get one child to do medicine now because the best we have is a B+, and if you are going to say that it is only those students who have passed on merit that are going to take medicine, then they will not go in, but if you give them an opportunity they will perform like they did in the past. They will still come out the best. So, please, prevail upon the Joint Admissions Board.

This is a nation and we need to bring up our weak to move with us at the same pace. I am going to implore that this time, quota system or certain preferential treatment should be given in admitting students from marginal areas of northern Kenya schools to faculties of medicine, dentistry, pharmacologists, engineering, computer science and these kind of faculties. We passed that in this House and it has not been applied yet. It has not been effected yet, and I am

implored on the Minister to, please, apply it.

The other issue I want to talk about is bursaries. What is a bursary for? It is supposed to try and assist the poor. If we say that we are going to issue bursaries on an enrolment basis, the poor cannot enrol in schools because they are poor. So, in this case you eliminate them right from the beginning. What happens is that you come up with a population on what we call enrolment basis. You get so many enrolments in Central Province, Western Province and parts of Rift Valley while North Eastern Province gets very little enrolment, and consequently, you give them Kshs 365,000 to develop their schools and then add another Kshs 500,000. How much is it going to help in all the 15 or 20 schools we have in the province, when over 70 per cent of those students come from destitute families? If that were to be applied in another form, you are saying that if we have to apply for certain donor aid, we should be considered on the same merit as the Americans, and because the Americans are 240 million or ten times our population, they are entitled to ten times what we get, but that is not the case. We are going to America to get aid from them to develop ourselves. What I am saying is that get money from Central Province and other places where the people are fairly developed, and take it to the areas where the people are not developed and let them come up.

As we talk now, all the schools in North Eastern Province are suffering very much because the students cannot afford school fees. Something ought to be done about that. Right now, we have a situation where the land is very big, the people are few, and if we put up a school so that children can be able to go to schools, you get too many schools that are thinly spread and too few pupils in every classroom. We have said this; let us only have a few multi-purpose boarding schools in those areas which are going to be specifically located, so that a nomad can take his child there and forget about him and keep on going on with his cows and camels back and forth wherever he wants, because that is their lifestyle and we cannot change it right now.

With that student enrolment of 60 or 80 pupils, let us have schools that are strategically located, that are very well equipped and have adequate teachers and in this way we are going to bring out people who will be useful to the society. I am saying this because a few cases were experimented on in the past, and a few of those schools are doing very well. We as parents cannot do it because parents who are currently under a programme called Drought Recovery Programme, who are supposed to recover from that drought, cannot raise funds in order to build schools for themselves.

On the issue of Family Life Education, I concur very well with the Minister. Let us allow the traditional institutions which used to take care of this do it again; that is, the religious institutions, the mosques, the churches and the family itself. In any case, we have got different denominations and we have got different attitudes and different social behaviours towards family life itself. We cannot have a Muslim teacher coming to teach a third of the class; we have a Catholic teacher coming to teach the other third, and a Protestant teacher coming to teach. No! Let us leave it because some of the family life attitudes of Protestants can be outrageous to the Muslims and the Catholics, and vice versa. So, we cannot have it as it is right now because we do not have adequate Islamic Religious Education (IRE) teachers in the country. They are very few. The Muslims insist on nothing short of family being taught to them by somebody who is a Sheik and who is an IRE teacher basically. And there will be no adequate IRE teachers to do that. So, until we are prepared fully for that, let us not force that on our society now. Let us shelve it.

On the school feeding programme, I would call upon the Minister to try and strengthen that because we need that feeding for our children. The School Milk Scheme as a concept is a very good concept, but practically, it is some kind of failure. Let us have something like the CSB. It is a Corn-Soya bean kind of formula which has got iron and vitamins in it and everything, and it will cost a fraction of what the school milk is costing right now. If the child gets a cup-full of that, and it comes in porridge form, and gets three of that in a day, he can study and do so many things in class. But getting a quarter-pint of milk once in a week, in North Eastern Province is not enough. How do you expect that to sustain him? This is ultra heat treated and homogenised milk which has lost all the food properties.

I implore the Minister to try and have a different approach, particularly in Northern Kenya, Turkana and the marginal areas on that side.

With those few remarks, I beg to support the Motion.

Mr. Rotino: Thank you very much Mr. Deputy Speaker, Sir, for giving me this opportunity to be able to contribute to the Ministry of Education Vote. Education is the backbone of any country's development. It is a nursery where we need to breed the leaders of tomorrow. This Ministry is very important, and we should keep our eyes on this Ministry because it is what breeds our leaders of tomorrow, because we shall not be there 20 years to come. There are people who are coming to take up our positions. These are people whom we are training in these institutions. It is very important that we keep a very strong eye on this Ministry.

I want to talk of the professional ethics of the Ministry of Education in connection with the teachers because these have been eroded nowadays. When you go to the rural areas, teachers are wearing slippers or *nginyira*. You find a teacher dressed in a tattered dress and this is a teacher who is supposed to show a good example to the students or the pupils he is teaching. Some of the teachers are also found to be drunk on duty. We feel that the APSIs and

the AEOs should do something in that regard to be able to improve the ethical standards of the Ministry of Education, and especially of teachers, so that the profession is not ruined because it is a very noble profession and we have to give respect to teachers. Those teachers who are teaching our children should be people of good moral standards; people who are well mannered so that they can impart this to our students.

Mr. Deputy Speaker Sir, I want to talk about boarding schools in semi-arid and arid areas. Some of us who come from these arid areas suffer so much. For example, in West Pokot District, we have boarding schools which have subordinate staff like watchmen, cooks and matrons who have not been paid for the last four to five months. They really suffer and even in some other districts, they have gone for eight months without salary. The other day, they were paid for only one month or two months. This is something that is troubling us because these are people who work in these boarding schools. They are the people who keep the institutions going because they provide essential services in these institutions and the Ministry should give us a clear-cut policy. How are we going to run these boarding schools? If the Ministry allocates Kshs10 million to about 21 districts which have these boarding schools, that is nothing absolutely! So, the Ministry should give us a clear cut policy on how to run these boarding schools in these arid areas, so that those of us who are leaders in those districts can be able to sell this idea to those who run those institutions. It is something that we have to give a lot of attention to, and the Ministry should be able to give a clear-cut policy direction on this.

Mr. Deputy Speaker, Sir, I want to talk about college intake. This year, college intake was very bad. In West Pokot District last year, we got 200 students going to college, but this year, we were given only 52. Now we have a lot of students coming out of school. Where do we take these children? There were over 400 candidates who applied and were interviewed in various zones. If 52 only are taken, and we have an exodus in West Pokot district of non-Pokot teachers going out of the district--- There are 152 teachers who have applied to go out of the district on external transfer. Who is going to replace these people? As I speak now, we have an acute shortage of teachers in my constituency. There is a shortage of 67 teachers who are needed to come and replace those who are going for external transfers. If we have only 52 going to college this year, we are going to be in problems in the next two years.

If you look at the list, they took those going to college by zones. Every zone was given two or three students. In the whole of West Pokot, there are about 20 zones. So, when you multiply 23 by three, you get about 60, and you find that we are absolutely disadvantaged.

In some other districts, a zone is a sub-location. In some other districts, a zone is a whole division. Look at a district like Marsabit, for example. The whole district is a zone, which means they are going to take only three students from Marsabit, if that is the case. If you go to other places like Nyanza or Kakamega, a sub-location is a zone, which means they get more children going to college than we do. That is a reality. Can the Minister consider us once in a while?

The cost of education in this country is completely out of reach. The Ministry should be able to see this. There are certain things that I feel are not really of necessity, for example, getting of uniforms. Uniforms should not be made compulsory in the schools, so that the other requirements that are compulsory can be provided because the cost of tuition is substantially high.

When you look at the cost of running the schools; if I take my child to a boarding school, what I am told to buy is twice the school fees. The Ministry should look into the running of private schools so that the poor people are not exploited by those schools. We have education for the rich only. Mr. Deputy Speaker, Sir, about management of school funds. I know the Ministry has got auditors but they are not doing a very good job. There is a lot of misappropriation of funds in various schools. I do not want to name them, but the Ministry should be able to use the machinery they have, to be able to check the management of various secondary schools to ensure that the fees we pay is properly managed and utilised, because some headmasters are making themselves rich out of school fees. The Ministry should have more auditors going to these schools to check.

Mr. Deputy Speaker, Sir, I want to talk about religion in schools, whether Christian, Islam or other denominations. Our schools are getting a raw type of education because the children are not being trained in a religious background. We have examples of schools which are run by the Catholic Church, the CPK, and other denominations. We have to import this in our schools. If our young children in nursery Schools, kindergarten and in primary school do not get good religious background, we will have a society that is ruined and which nursery has no morals and will have problems in future. I know there are these pastoral teachings, but this is just secondary and we need the primary part of it. We need pastors to be in schools. We need the children to be completely brought up in a Christian background. When some of us teach our children at home about good Christian behaviour, they do not get that continuity in more than 270 days in a year. We are having a ruined society and we are not going to manage it. We need to institute this in our various institutions.

Mr. Deputy Speaker, Sir, I also want to talk about the school feeding programme. We are a beneficiary, as a district, of this feeding programme and the idea is wonderful, and I understand, maybe, there is a process of phasing it

out or something like that. If that rumour of phasing it out because the sponsor is not there is true, I want to appeal to the Minister and the Ministry to look into this because this is what makes some of our children to go to school. In these remote areas, where we still need to persuade children go to school, the enrolment is still very low and when there is this feeding programme, children are enticed to go to school. Some of us who are nomads have problems in enticing them to go to school. I appeal to the Minister that if this programme is being phased out, he should go around and shop for some donor to help us to continue this for the next five or six years, because it is vital to our district.

Mr. Deputy Speaker, Sir, I want to talk about sponsorship in various schools. We have had a lot of problems of sponsorship. With those few remarks, I beg to support.

Mr. Ndicho: Ahsante sana, Bw. Naibu Spika, kwa kunipa nafasi hii niongee machache kuhusu mambo ya shule na masomo katika nchi yetu ya Kenya. Bw. Waziri yuko hapa na anayasikia haya mambo vizuri kabisa. Anapaswa kufahamu kwamba sisi ambao tumechaguliwa na wananchi, na ambao ndio wazazi wa hawa watoto walioko katika shule zetu, wametuarifu kuwa mambo ni mabaya sana kwa sababu watoto hawapati masomo ya kutosha. Kuna taabu nyingi katika shule, tukianza na walimu. Tumesikia mengi kwamba walimu wanajihusisha na mambo ya biashara wakati ambapo wanatakiwa kuwa shuleni wakiwasomesha watoto. Wilaya ya Kiambu ni mojawapo ya zile wilaya ambazo zilikuwa zikifanya vizuri sana katika mitihani ya KCPE na KCSE, lakini siku hizi tunaona hiyo wilaya huwa karibu kushikilia nafasi ya mwisho. Hii ni kwa sababu walimu wanajihusisha na mambo ya biashara na kuwaacha watoto shuleni wajisomeshe. Mwalimu mkuu anaacha kazi yake ya kuwasimamia wale walimu wengine, lakini utaona kwamba yeye ndiye wa kwanza kwenda kufanya biashara. Hiki ndicho chanzo cha kuzorota kwa kiwango cha masomo katika wilaya nyingi. Ninashindwa kuelewa kwa sababu hakuna hatua yoyote Wizara ya Elimu imechukua. Kulikuwa na wakaguzi wa shule ambao walikuwa wanazunguka katika shule wakiangalia kama walimu wanafunza kwa njia inayostahili. Lakini siku hizi, hata hawa Wakaguzi wanajihusisha na biashara; wako na *matatu, duka* na biashara nyinginezo, na hawana nafasi ya kukagua walimu katika mashule. Bw. Naibu Spika, nasikitika kwa sababu haya mambo nisemayo Waziri hayasikii kwani mhe. Ruhii anamwambia maneno mengine ambayo sijui ni maneno gani. Haya ni mambo muhimu ambayo Waziri anastahili kuyasikia vizuri sana, ya kwamba katika Wizara yake---

Mr. Ruhii: Jambo la nidhamu, Bw. Naibu Spika.

Mr. Ndicho: Bw. Naibu Spika, huyu ni mtu wa kuharibu wakati wangu. Hana sababu ya kusimama kwa jambo la nidhamu.

Mr. Deputy Speaker: Nidhamu yako ni nini?

Mr. Ruhii: Bw. Naibu Spika, nimesimama kwa sababu mhe. Ndicho anajua hapa niko na Waziri wa Elimu, Bw. Joseph Kamotho, naye anaweza kumsikia. Tena, Kiswahili chake ni kile cha Mkikuyu, lakini bado anasikia kwa njia nzuri na huku anaongea nami.

Mr. Ndicho: Bw. Naibu Spika, ninwone huruma mhe. Ruhii kwa sababu sijui kama wananchi wa Embakasi watamchagua tena, kwa sababu kazi yake ni kuja hapa kucheza. Haya tunayoyazungumzia ni mambo muhimu sana na wananchi anaowawakilisha Bungeni ndio wanaoshikilia mkia, halafu anakuja hapa kucheza. Bw. Naibu Spika---

Mr. Deputy Speaker: Order! Order! What is it, Ruhii?

Mr. Ruhii: Bw. Naibu Spika, nakuomba umwambie mhe. Ndicho afuate Kanuni za Bunge, na asianze kunitupia matusi.

Mr. Deputy Speaker: Order! Order! Mhe. Ndicho, wapaswa kujua ya kwamba kila wakati unapozungumza, unafaa kufanya hivyo kupitia kwa Naibu Spika wala sio mbunge mwenzako.

Mr. Ndicho: Bw. Naibu Spika, kabla mhe. Ruhii kunikatiza, nilikuwa nikiongea juu ya haya mambo mabaya ambayo hayako katika Wilaya ya Kiambu peke yake, bali hata hapa Nairobi. Nairobi ilikuwa ikiongoza katika mitihani, lakini siku hizi inashindwa na hata Turkana. Ni kwa sababu kule Turkana, walimu hawana biashara ya kufanya na kazi yao nikufunza tu. Ni kwa sababu hiyo wanafunzi wao wanafanya vizuri. Kiini cha taabu hizi ni kuwa Waziri amekosa maofisa ambao wamejitolea kufanya kazi yao. Kazi yao ni kungojea mwisho wa mwezi kupata mishahara. Wakati ule mwingine huwa katika biashara zao. Kwa hivyo, Waziri wa Elimu anataka aonekane ni Waziri ambaye anaongoza Wizara ambayo ina watu ambao wamejitolea, na ni lazima awahamishe maofisa wake kutoka Ofisi Kuu hadi kule mashambani. Ni lazima waone kwamba mambo ya masomo yanaendeshwa sawa sawa.

Bw. Naibu Spika, jambo lingine ambalo ni baya ni kuwa walimu wale wanaoijiunga na vyuo vya walimu ni wale wanafunzi ambao hawakufuzu vizuri kuanzia shule ya msingi na katika shule ya upili, hasa kuhusu mambo ya sarufi. Siku hizi unapomsikiliza mwalimu akifundisha darasani, unashindwa kuelewa kama huyu ni mwalimu anayewafundisha wanafunzi wahitimu mtihani au ni mambo namna gani. Jambo hili huitwa "vicious circle", kwa sababu ikiwa mtoto hana msingi wa kutosha wa elimu kufahamu sarufi na wa kutumia lugha ya Kiswahili au Kiingereza sawa, anapojiunga na chuo cha walimu hatafaulu vizuri. Jambo hili si nzuri hata kidogo.

Ningependa pia kutaja machache kuhusiana na ardhi ya shule. Hata leo tulikuwa na Swali kuhusu Kakamega ambako kuna mtu ambaye alizingira ardhi ya shule na Wizara ya Ardhi na Makao ikampa cheti cha kumiliki ardhi hiyo ya shule. Rais mwenyewe yuko katika rekodi akisema kuwa ploti za shule zihifadhiwe kutokana na wale watu wanaopora ardhi. Kwa mfano, katika Thika, shule ya Thika High School impoteza uwanja wake wa ekari 12.5---

Mr. Ruhui: The Minister can understand your "Kikuyu" Kiswahili!

Mr. Ndicho: Bw. Naibu Spika, can you protect me from Mr. Ruhui. Mr. Ruhui is just a playboy. This is not Embakasi; this is Parliament. Do not come and play about here!

Mr. Deputy Speaker: Order! Order, Mr. Ndicho! That is utterly unparliamentary, and I am ordering you to withdraw it, please. It is unparliamentary to refer to hon. Member as a playboy. There are no playboys here; they are hon. Members.

Mr. Ndicho: Bw. Naibu Spika, nayaondolea mbali hayo maneno, lakini mkanye Mhe. Ruhui.

Jambo la mwisho, ningependa kugusia juu ya mfumo wa 8.4.4. na mpango wa maziwa au school milk programme. Huu utaratibu ulianza kule Uingereza na uliletwa na Mrs. Margaret Thatcher alipokuwa Waziri Mkuu wa Serikali ya Uingereza. Huu utaratibu sasa huko Uingereza hauendelei tena. It is not there any more. Hii ni kwa sababu ni jambo ambalo ni gumu sana. Utaona kwamba wakulima wa maziwa hawalipwi pesa za maziwa, bali maziwa wanayokamua na kupeleka kwa KCC yanawekwa na kupeleka kupewa watoto wa shule bure. Kuna pesa nyingi ambazo zinahusika katika kusafirisha hayo maziwa na kufanya packing na kupeleka kwa watoto wa shule. Kwa sasa, wakulima wa maziwa hawalipwi miezi nenda---

The Minister for Education (Mr. Kamotho): On point of order, Mr. Deputy Speaker, Sir. Is the hon. Member not misleading this House for claiming that the school milk programme was started by the former Prime Minister of Britain? That programme has nothing to do with the British programme; this is a Kenyan programme with no external support.

Mr. Shikuku: Mr. Deputy Speaker, Sir, initially it was done there!

Mr. Ndicho: Bw. Naibu Spika, utaratibu wa maziwa ulianza Uingereza na umeharibika huko na hata hapa nchini hakuna mtoto hata mmoja anayekunywa maziwa hayo. Jambo ambalo ningetaka ni Bw. Waziri asimame hapa na auondoe utaratibu huu wa maziwa katika shule.

Mr. Mcharo: Bw. Naibu Spika, nakushukuru kwa kunipa nafasi hii ili niseme machache kuhusu Wizara ya Elimu. Kwanza, ningependa kuipongeza Wizara kwa kazi ngumu inayofanya kwa kuelimisha watoto wetu katika Jamhuri yetu. Ninafahamu shida wanazozipata kuhakikisha ya kwamba watoto wetu katika shule za msingi, hata za upili mpaka vyuo vikuu, wanapata elimu ambayo inahitajika hapa Kenya kwa kuendeleza maendeleo ya nchi hii.

Lakini, Bw. Naibu Spika, ningependa kusema kwamba katika kipindi cha miaka 30 iliyopita, na zaidi tangu tuwe huru, jambo kubwa ambalo tunategemea katika kuendeleza elimu yetu ni huu mpango wetu wa Harambee ambao umesaidia sana katika ujenzi wa shule nyingi. Lakini umefika wakati ambapo ni lazima sisi kama Wanakenya, na hasa Wizara ya Elimu, tujue kwamba sehemu zote katika Kenya hazawezi kuendelea katika njia ya usawa. Kwa sababu kiuchumi, katika nchi hii, tunajua ya kwamba kuna sehemu ambazo zimebarikiwa na zina bahati nzuri kwa sababu zina pesa za kutosha au zina pesa nyingi kuliko sehemu nyingine. Na katika sehemu hizo, wanafunzi wameendelea vizuri sana na watu wemesoma vizuri zaidi kuliko wengine. Jambo hili linaadhirishwa na matokeo ya mihani wa kitaifa kila mwaka. Prof. Mzee alipokuwa anazungumza hapo awali alisema mengi kuhusu elimu katika Mkoa wa Pwani. Katika Mkoa wa Pwani, kuna sehemu nyingi ambapo wazazi hawawezi kupata pesa za kuchanga ili kujenga karakana, maabara na kupatia shule zao vifaa ambavyo vinahitajika kwa kuendeleza mfumo huu wa 8.4.4.

Wizara ya Elimu ni lazima iketi chini na kuhakikisha kwamba katika utaratibu wao wa Bajeti, au wakati wanapofanya Bajeti, wahakikishe kwamba kuna pesa ambazo zimewekwa kando, za kusaidia shule katika sehemu ambazo kuna taabu, mahali ambapo kuna ukame na wananchi hawawezi kupata mazao yoyote na hawawezi kuchanga kusaidia shule zao kupata karakana, maabara na vifaa muhimu vya sayansi na kadhalika. Sijui ni kwanini hatujafanya hivyo kwa miaka mingi. Kwa sababu ya ukosefu wa vifaa muhimu katika shule za Pwani na sehemu nyingine ambazo hazawezi kunufaika kwa sababu wazazi hawana pesa za kutosha, watoto wana akili lakini, hawawezi kupita mihani yao sawa sawa.

Tunashukuru ya kwamba katika mihani wa KCPE, kuna quota system ili kuhakikisha kwamba wanafunzi wanajiunga na shule za upili bila taabu yo yote. Lakini shida iliyoko - na jambo hili tulilisema wakati uliopita - ni kwamba ni watoto wachache kutoka sehemu hizo ambao wanaingia katika vyuo vikuu. Hii si kwa sababu hawana akili, lakini ni kwa sababu hawafundishwi vizuri; wanakosa vifaa muhimu na nyumba wanamosomea hazifai. Kwa hivyo, ni lazima tunapochunguza usawa katika elimu, tufanye hivi katika sehemu zote za Kenya. Tusipoliangalia jambo hili vizuri litakuja kuzusha mzozo katika miaka ijayo kutokana na watu watakaokuwa wamebaki nyuma kielimu. Kwa hivyo, wakati umefika kwa Wizara ya Elimu kuhakikisha kwamba kila sehemu ya nchi hii imepata haki yake kielimu.

Bw. Naibu Spika, ningetaka kurudia jambo ambalo nililisema hapo mbeleni. Jambo hili ni kwamba inafaa watoto ambao rekodi zao za shule zinaonyesha kuwa ni werevu wakubaliwe kuingia katika vyuo vikuu hata kama wamepita na kiwango cha C- katika mitihani wa darasa la nane. Tunajua watu ambao hawakufanya vizuri katika mitihani ya shule za sekondari, ambao walienda katika vyuo vikuu vya ng'ambo na wakarudi hapa kuwa maprofesa. Tunataka watoto kutoka Wilaya za Lamu na Tana River, ambazo huwa za mwisho katika mitihani ya kitaifa, wapatiwe nafasi ya kuingia katika vyuo vikuu. Kwa njia hii sehemu hizi zitakuwa na wahitimu wa vyuo vikuu wa kutosha, ambao watasaidia kuziendeleza.

Pia utaona kwamba walimu katika shule nyingi za Mkoa wa Pwani, hasa zile za sekondari, wametoka katika sehemu za bara. Sisemi kwamba walimu kutoka Pwani na bara wasichanganyike, lakini shule nyingine katika wilaya za Mkoa wa Pwani zina waalimu wengi wa shule za sekondari kutoka bara. Ni lazima tuyaseme mambo haya kwa sababu sisi ni wanasiasa. Ni lazima Wizara ya Elimu ihakikishe kwamba watu wa kutosha kutoka Wilaya za Taita-Taveta, Kilifi, Kwale na yinginezo wamekubaliwa kuingia katika vyuo vikuu ili kusomea ualimu. Pia, iwe vivyo hivyo kuhusiana na kosi nyingine maalumu kama udaktari. Naweza kusema kwamba sehemu nyingine za Kenya hazina madaktari ambao wanatoka katika sehemu hizo hizo. Kwa hivyo, inafaa tuhakikishe kwamba kila mkoa na wilaya imepata idadi yake ya wanafunzi katika vyuo vikuu.

Nikimalizia, ningetaka kuuliza, ni kwa nini ujenzi wa chuo cha ualimu kinachojengwa katika Wilaya ya Taita-Taveta umesimama? Nimeulizwa swali hili lakini nimeshindwa kulijibu! Tunataka ujenzi wa chuo hiki umalizike ili watoto wetu wapate kusomea ualimu hapo. Tulifikiri kwamba chuo hiki kingefunguliwa mwaka huu, lakini hakijafunguliwa na hatujui ni kwa nini. Tunaomba kila juhudi ifanywe ili chuo hiki kifunguliwe mwaka ujao na kiwachukue wanafunzi wa kusomea ualimu.

Kwa hivyo, jambo nililotaka kutia mkazo ni kwamba tunataka Wizara ya Elimu ihakikishe kwamba kuna usawa katika ustawishaji elimu katika nchi hii. Wakati wanafunzi wa vyuo vikuu wanapofuzu, hatutaki kusikia majina kutoka sehemu moja au mbili tu, au kusikia jina moja au mawili kutoka Pwani katika kila majina 100 yanayosomwa. Tungetaka hali hii irekebishwe.

Kwa hayo machache, ninaunga mkono Voti hii ya Wizara ya Elimu, na ninayaomba makao makuu ya Wizara kuchunguza mienendo ya walimu wakuu wa shule za msingi na za sekondari. Hii ni kwa sababu baadhi yao, kama alivyosema mhe. Ndicho, wanaendesha biashara na hawashughulikii shule zao kama inavyotakikana. Ninayasema haya kwa sababu nimeyaona.

Ahsante sana, Bw. Naibu Spika.

Mr. Kiliku: Ahsante sana, Bw. Naibu Spika. Mimi ningemwomba Waziri aeleze wazazi watakavyolipa karo ya vyuo vikuu iliyoongezwa kutoka Kshs6,000 hadi Kshs42,000, na hali wazazi hao hao wameshindwa kulipa karo hii ya shs6,000. Serikali ilisema kwamba hakuna mtoto yeyote atakayekosa kusoma--

The Minister for Education (Mr. Kamotho): On a point of order, Mr. Deputy Speaker, Sir. Is it not out of order for the hon. Member to mislead the House by saying that we increased university fees from Kshs6,000 to Kshs42,000, while the direct contribution by the students has only been increased from Kshs6,000 to Kshs8,000?

Mr. Kiliku: Bw. Naibu Spika, mimi naeleza yale ambayo Serikali imekuwa ikieleza katika magazeti na pia katika fomu zitakazojazwa na wanafunzi wa vyuo vikuu.

Katika nchi hii ni watoto wa matajiri watakaokuwa wakipata elimu ya kiwango cha juu. Tunapozungumza sasa, wazazi wengi wameshindwa kulipa karo ya shule za sekondari. Pia katika nchi hii kuna sehemu nyingine ambapo watu hawana mapato. Kwa hivyo, haifai Waziri afikirie watu wote wanatoka Murang'a. Kuna sehemu nyingine ambako hata kupata chakula ni shida. Ikiwa Serikali haitawasaidia wazazi kama hawa, watoto wengine watanyimwa elimu, huku watoto wengine wakiendelea kusoma. Kuna sehemu nyingi za nchi hii ambako watu wanasikia tu kuhusu shule za kitaifa. Kwa sababu moja au nyingine, shule za kitaifa ziko katika sehemu moja. Inafaa tuwe na shule ya kitaifa katika kila mkoa wa nchi hii kwa sababu kila mkoa una watoto wanaopita mitihani vizuri.

Ingawa wakati huu tunaambiwa kuwa elimu ni ya bure, inafaa Waziri achunguze na kujionea mahitaji yanayotakikana ili mtoto akubaliwe kuingia darasa la kwanza. Shule za kawaida za msingi, kwa darasa la kwanza, je, ni haki kuendelea namna hiyo, tusiposema? Hii ni kwa sababu, imekuwa Serikali ni kupeana walimu peke yake na mambo mengine yote yamechukuliwa na wazazi. Wazazi wengi wameshindwa kabisa. Tunarudi kwenye ujinga. Achukue hesabu ya miaka mitano iliyoipita na sasa; wale watoto wanaoshindwa na karo ya shule ni wangapi, na wale waliokuwa wameshinda wazazi wao wakati ule ni wangapi? Waziri, hivi sasa, amekuja na maafisa watatu peke yake.

Ningemuuliza kesho akija, aje na maafisa, wajae kutoka hapa mpaka pale, ili wasikize Wabunge wanasema nini. Katibu wa Kudumu aje, Mkurugenzi wa Elimu na wengine wote waje; hata maafisa wa elimu wa mikoa wengekuwa hapa kusikiza Wabunge wanasema nini. Siyo kupuuza mambo ya Bunge.

Kuna ratiba katika Wizara ya Elimu kila mwaka. Kuna mashindano yanayojulikana kama "Music Festival" yanayofanyiwa hapa Nairobi, lakini Wizara ya Elimu haitoi msaada wowote kwa watoto hawa. Watoto

wanachangiwa kule na wengine hawawezi kujumuika. Na wengine wakija hapa, hawana mahali pa kulala, wanatangatanga hapa Nairobi, huku hawana chakula wala chochote. Ikiwa Wizara haina uwezo wa kuwasimamia watoto kuja Nairobi, na haitaweza kuhudumia wale watoto wakae mahali pazuri, afadhali kutupilia mbali ule mpango wa mashindano ya nyimbo kila mwaka. Na kila Mbunge anajua kwamba, haya ni kweli; aangalie sehemu anayowakilisha Bungeni, wale watoto walioshinda mwaka jana, kama walipata pesa kutoka kwa Wizara ya Elimu. Yeye Mbunge ndiye anaitwa kuchanga, na wengine hata wanakosa kuja. Pawe na mpango maalum, na pesa mtafute ili kwamba, wale watoto wakishinda, watakuja Nairobi vipi, watalala namna gani, watarudi namna gani, kuliko kuwaacha namna hiyo. Wengine, wamepatikana kwenye ajali nyingi za barabarani na sababu yake ni kurundikwa kwenye lori. Watoto wanapoenda kucheza mbali, ama wanapoenda kwa ratiba fulani ya Wizara ya Elimu, wanarundikwa kama magunia ya makaa katika lori. Ie ajali ya juzi ilikuwa kidogo tu! Hii ndio sababu ya ajali nyingi za barabarani za magari ambayo yanabeba watoto wa shule. Tunalaani jambo hilo kabisa. Tuangalie ikiwa watoto wanasafiri mbali, wasafiri inavyohitajika. Walimu wakilipwa mishahara, ni vizuri Waziri aangalie kuwe na utaratibu wa kupeleka mishahara ya walimu karibu nao kwa sababu walimu wengine wanasafiri kwa muda wa hata siku mbili wakikaa kungojea mishahara, na wengine hawana hakika kama watapata. Na hizo ni sehemu za watoto ambao, hata wale waalimu wanaosomesha madarasa yatakayofanya mitihani, wengine wanakosa kusomesha. Pawe na mwongozo wa kumpelekea mwalimu mishahara hata kama inawezekana, mahali ambapo anafundisha, kuliko kuwaacha wale walimu kusafiri sehemu kubwa wakifuata mishahara. Na wakati mwingine, Waziri, Bw. Kamotho, mimi nimesema tu anashughulika sana na mambo ya KANU. Ningemuomba apunguze mambo ya chama cha KANU, aangalie mambo ya elimu, maanake, hii Wizara yake ni kubwa, na hii Wizara nchini kote inamwalia Bw. Kamotho. Kila mahali, yuaangaliwa Bw. Kamotho. Hata kazi ya Katibu wa Chama isipewe Waziri wa Elimu, kwa sababu anashughulikia chama sana, na hana nafasi. Hata ninamuonea huruma. Huku, anatakikana kusambaza propaganda ya KANU na huku anatakiwa aendeleze mpango wa elimu, mtu huyu, huyu, mmoja. Atafanya hiyo kazi namna gani? Namhurumia sana, mhe. Kamotho. Ingefaa wakati mwingine, chini ya Serikali hii au nyingine itakayokuja, Waziri wa Elimu asipewe kazi nyingine ya chama kwa sababu elimu ni muhimu sana. Ndio unaona elimu imezorota namna hiyo. Mhe. Kamotho hafanyi kazi yake ya ziada kwa sababu hana nafasi. Lakini wakati uchaguzi mdogo unapofika, hutamwona tena ofisini. Atakuwa kule kwenye uchaguzi mdogo na huwezi kumwona. Ukitaka kumwona, itakubidi uende mkutane naye kule Siakago ama Nyatike. Mambo ya elimu hayatakuwako. Si eti ni mbaya, lakini kazi mbili ni kubwa sana kwa Katibu Mkuu wa Chama cha KANU na Waziri wa Elimu. Hiyo, ni kuwanyima watoto elimu. Mimi ningemwomba mhe. Kamotho awaangalie wale watoto wa maskini. Tunaendelea kuchanga pesa ya hazina za basari. Kila pahali tunachanga, lakini zitatoshia? Hazitoshi.

Bw. Naibu wa Spika, watoto wengi wameachwa. Wazazi wao wanakufa kwa sababu ya magonjwa mbali mbali, na hasa Ukimwi. Watoto wameachwa peke yao. Hii hazina ya basari itaweza kuwasaidia? Tunachanga kweli, lakini hatuwezi kuikamilisha. Utaona watoto wengi hawatapata nafasi. Kwa hayo machache, naunga mkono.

The Assistant Minister for Finance (Mr. Keah): Thank you, Mr. Deputy Speaker, Sir, for giving me the opportunity to contribute to the business of today, and more particularly, to the Vote of the Ministry of Education.

Mr. Deputy Speaker, Sir, I support the request by the Minister for Education, that they be granted the sum that they have asked for in order to run and operate the Ministry of Education. The Ministry of Education is a very major Ministry indeed, taking as it does, over 40 per cent of the national Budget. I would like to take this opportunity to congratulate the Minister, indeed, his staff, and more particularly, all the teachers in Kenya, including professors and lecturers, for the commendable work that they are doing in educating our children.

The education of our children is really basic and fundamental and absolutely imperative as a means of developing this country. It is in this respect that we congratulate the Minister and his staff, and more particularly, the teachers. We wish him and his staff all the very best for doing a very difficult job indeed. I am going to make a few suggestions here for the benefit of being reviewed and possibly looking into some of the very few aspects of the Ministry.

Most important in my list of priorities, is the distribution of teachers. As I speak, I know that some of the schools in my own constituency, from experience, have very few teachers, indeed. I do realise that there is a limitation to the availability of teachers, but I request the Minister and the Ministry, to do all what is possible to allocate the teachers, as practicable as possible, to all the schools, and as equitably as possible. It is not really fair that some schools should have an excess of teachers, while others have far, far much less or fewer teachers.

I have a whole list of schools that have a shortage of teachers, and I will be happy to give the Ministry the list of the schools that have a shortage with a view to asking them to see what they can do to alleviate the teacher shortage problem.

I am sure I am speaking for Kaloleni Constituency but I am sure I am also speaking for other constituencies in the Republic of Kenya.

On the issue of the teacher training, I realise that the latest allocation in our area was only six teachers per

zone. I wonder whether this allocation is equitable throughout the Republic. But in our area, we had only six places for each zone and I was very surprised indeed. In this respect, I would like the Minister for Education and his staff to actually go out of his way to look at and review the very marginal and peripheral areas of this Republic; the very remote areas, actually to actually pick people from those hardship areas and give them training places so that those people could go back to their areas. I am aware that there is this policy of taking the teachers back to their home areas. I would like to encourage that policy because some of those areas are so difficult that some people would not really stay in those hardship areas other than the indigenous people. In this regard, I am not in any way encouraging tribalism, but facts are facts and I would ask the Minister to look into this and review the situation and find a solution, whereby teachers can be equitably distributed throughout the Republic of Kenya.

My next point is the issue of school fees. This issue is a very difficult one because there are some families that are not capable of paying school fees for their children and no matter how hard the leadership in those areas to help it has become increasingly difficult for some students actually pursue education.

The other problem that we have at the moment is that some schools are still withholding school leaving certificates and examination results because of the non-payment of school fees or school fees arrears. I would like to ask the Minister for Education to find a permanent solution to the withholding of school certificates and examination results from the students so that these students, having completed their education, can get jobs because without those certificates, it becomes very difficult for them to get jobs. I urge the Minister to find a permanent solution to the withholding by schools of these school certificates.

My third point, Mr. Deputy Speaker, Sir, is on school land and plots. Many schools do not have title deed for their land. I think it should be made mandatory that each school land should be properly demarcated, allocated and a title deeds given to the school. This will stop some of the stories that we hear about school land being grabbed by some people. The moment school land has been properly allocated and a title deed has been given, that land will be untouchable thereafter. I can only urge that it is made mandatory that all school land is properly demarcated and fenced for that matter, and it does not have to be a chain-link fence; it can be through the planting of trees right round the compound.

At this juncture, I know that in my own constituency, there is a hue and cry about the EPZ in Kokotoni taking the land of Migundini Primary School. I want to categorically tell my people listening today, that no Migundini Primary School land will be taken by anybody, with or without the EPZ. I will fight with the people to make sure that the Migundini Primary School land is kept intact, and, in fact, maintained and I want my people to hear this so that they know I am, in fact, representing them, and I am saying it loud and clear that they should rest. They should stay at peace knowing that no school land will be taken. For that matter, I just want to assure them, as I am on the Floor here, that no mwananchi will really suffer as a result of the EPZ; not just the school land, but the mwananchi will not be made to suffer. No Government can allow any of its wananchi to suffer in any way whatsoever. I thought I should take this opportunity to mention that simply because I know it is a point that is appearing in the newspapers, and the journalists have a tendency of misreporting some of these issues.

Mr. Deputy Speaker, Sir, let me now take the issue of universities. Mr. Minister of Education, we want a university at the Coast. Please, do all you can to ensure that we do have a university at the Coast. It is long overdue, and I leave it to you, Mr. Minister, that this year or next year, we do have a university.

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

ADJOURNMENT

Mr. Deputy Speaker: Order! Hon. Members, the House stands adjourned until tomorrow, Wednesday, 4th October, 1995, at 9.00 a.m.

The House rose at 6.30 p.m.