

NATIONAL ASSEMBLY

OFFICIAL REPORT

Wednesday, 4th October, 1995

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

NOTICES OF MOTIONS

ESTABLISHMENT OF SELECT COMMITTEE

Dr. Otieno-Kopiyo: Mr. Speaker, Sir, I beg to give notice of the following Motion:-
THAT, in view of the high rate of deaths occasioned on Kenyan roads through motor accidents, this House resolves to appoint a Parliamentary Select Committee to inquire into ways and means of reducing the roads death toll.

ISSUANCE OF IDENTITY CARDS

Mr. Karan: Mr. Speaker, Sir, I beg to give notice of the following Motion:-
THAT, in view of the fact over 1.7 million Kenyan youth who have attained the age of 18 years and above have not been issued with National Identity Cards contrary to the Registration of Persons Act, Cap 107, Section 6 of the Laws of Kenya and since this process is an ongoing one, this House urges the Government to make it mandatory for all public, private schools and institutions of learning to ensure that all students who have attained the age of 18 years and above are issued with one before completion of their studies.

ORAL ANSWERS TO QUESTIONS

Question No.479

COMMISSIONING OF DIVISIONAL OFFICES

Mr. R.K. Mungai asked the Minister of State, Office of the President, when the Divisional Headquarters of the new Kakuzi Division will be operational, so as to provide the necessary services to its residents as per the Government's directive of August last year.

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

The Kakuzi Divisional Headquarters became operational with effect from July, 1995.

Mr. R.K. Mungai: Thank you Mr. Speaker, Sir. Arising from the reply given by the hon. Minister, I would like to ask him whether he is aware that currently the residents of Kakuzi Division are experiencing enormous problems because they have to travel long distances to obtain government services since the divisional heads, including the DO for the area, are located outside the division.

Mr. Kalweo: Mr. Speaker, Sir, I do not know whether the hon. Member for the area attended a meeting which established where the headquarters should be.

Mr. Ndicho: Mr. Speaker, Sir, Kakuzi Division is one of the divisions that comprises Thika District, and Thika District is newly created. It is in fact one year old. Now, we have got a lot of problems in that District and this is a very good opportunity because the Minister in charge is here. Can he ensure that other than Kakuzi Division, all the others have got the requirements that a district needs?

An. hon. Member: Say, yes!

Mr. Kalweo: Yes, I am trying, Mr. Speaker, Sir, to get things settled.

Mr. R.K. Mungai: Mr. Speaker, Sir, I wish to confirm to the hon. Minister that I was present at a *Barasa*

called by the DC, when it was decided that the divisional headquarters will be at Kinyangi and upto now the divisional heads and the District Officer have not moved there. They are still in Thika, and my people from that division have to travel a long distance of 50 kilometres to get services. This is contrary to the Government policy of taking services closer to wananchi.

Mr. Kalweo: Mr. Speaker, Sir, the DO has already moved and everybody else should follow because when it was agreed July last year, it is barely a few months ago and to move offices to a new place is not a one day job. So, Kinyangi, is where the divisional headquarters should be and everybody is required to move there.

Question No.615

CANCELLATION OF WORK PERMIT

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

- (a) whether he is aware that an expatriate working as General Manager of Leisure Lodge, Diani, is mistreating the African employees and has no regard for the local elected leaders;
- (b) what reasons necessitated the issuance of his (Mr. Luper's) work permit; and
- (c) in view of the unacceptable conduct of the said foreigner, whether he could, as a matter of urgency, cancel his work permit.

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

My office received some allegations against Mr. Luper and investigations are being carried out and the moment we establish it is true, the necessary action will be taken.

Mr. Rai: Mr. Speaker, Sir, Mr. Luper was at one time employed by Serena Hotel in Nairobi and because of his conduct he was declared a prohibited immigrant. How did he make his way back to this country?

Mr. Kalweo: Mr. Speaker, Sir, Mr. Luper was appointed by the shareholders of the hotel and this is why his work permit was renewed. But as I have said, my Office has received some allegations and if proved true we shall take the necessary action.

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

Mr. Speaker: Yes, Mr. Boy!

Mr. Boy: Is it in order for the hon. Minister to refuse to answer the question put to him by hon. Raid? He was told that Mr. Luper was deported from this country. How did he find his way back? Is it through *chai kidogo* or what? Probably he saw somebody and gave *chai* and he was returned back to the country. How did he get himself back here and yet he was deported from Serena Hotel?

Mr. Kalweo: That is why I am not giving so much information about it. I am saying that we are investigating and, soon, we will establish the truth and some action will be taken.

Mr. Omimo: Mr. Speaker, Sir, it is the Immigration Department that serves notices for people to be deported from this country. It is the same department that issues work permits. If, in fact, that department deported Mr. Luper, how come they issued him with a work permit after that?

Mr. Kalweo: Mr. Speaker, Sir, somebody may be found guilty of something, but it does not prove that that person will continue being notorious for ever. He might have changed for the better.

Mr. Boy: Mr. Speaker, Sir, Mr. Luper was deported because of his bad conduct and being a racist, calling Africans animals and he still continues with that behaviour in Kwale. We reported the issue to the Immigration people and we are now asking why he is still here. The Minister knows very well that the man was deported. Why is he still here? If you are investigating, why do you not deport him first and then investigate later?

Mr. Kalweo: Mr. Speaker, Sir, there are reasons behind it.

Mr. Rai: On a point of order, Mr. Speaker, Sir. This Question was asked before this House almost four months back and the Minister is telling the House that he is carrying out investigations. How long are these investigations going to take? Given this man's conduct, I do not think we can just tolerate his position at the moment.

Mr. Kalweo: Mr. Speaker, Sir, the hon. Member thinks I am not serious about this issue, but I am very serious. Soon, I will report to this House what action has been taken.

Dr. Otieno-Kopiyo: Mr. Speaker, Sir, the question we are asking once more is: When will the Minister report to Parliament what action he intends to take? How long does he need? That is all we need from him.

Mr. Kalweo: As soon as possible, Mr. Speaker, Sir.

Mr. Speaker: Very well. Next Question, Mr. Owino Achola!

Question No.458

OWNERSHIP OF TRADE BANK CENTRE

Mr. Achola asked the Minister for Finance:-

(a) if he was aware that the Trade Bank Centre was sold at a throw away price, and;

(b) who the new owners/directors of the Centre are.

The Assistant Minister for Finance (Mr. arap Koech): Mr. Speaker, Sir, I would like to request that I answer this Question next week because I have not been able to get sufficient advice from the Ministry.

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

Mr. Achola: Well, since I respect the Assistant Minister who has just talked, I would like to agree to his request.

Mr. Speaker: Very well! Question deferred.

(Question deferred)

Mr. Speaker: Next Question, Mr. Mwangi Gichuki.

Question No.578

REHABILITATION OF DAMS

Mr. Gichuki asked the Minister for Land Reclamation, Regional and Water Development what plans his Ministry has to rehabilitate the dams in Ndaragwa Constituency.

The Assistant Minister for Land Reclamation, Regional and Water Development (Mr. Ligale): Mr. Speaker, Sir, I beg to reply.

The Ministry has no plans to rehabilitate dams in Ndaragwa Constituency since the responsibility lies on Nyandarua County Council. The Nyandarua DDC of which the hon. Member is a member has appointed the Nyandarua County Council to be responsible for the custody, fencing and general maintenance of all public dams. However, my Ministry shall continue to render technical advice upon request.

Mr. Gichuki: Mr. Speaker, Sir, arising from that funny answer from the hon. Assistant Minister, I would like to state as follows: In my Constituency, we normally depend on those dams for tending to our livestock. We do not have running rivers in the area. In view of this, since the Assistant Minister says that they have given the responsibility to Nyandarua County Council and, since everybody is aware that most of the County Councils have been bogged down due to lack of funds, can the Assistant Minister consider injecting some money from the Ministry which has a Dam Construction Unit? I understand there is this money from a fund they call Social Dimensions Fund which they can use to assist us to rehabilitate most of these dams.

Mr. Ligale: Mr. Speaker, Sir, I have just informed the hon. Member and the House that, in fact, these dams do not belong to the Ministry of Land Reclamation, Regional and Water Development. They do belong to the County Council of Nyandarua and that Council, therefore, takes the responsibility for their maintenance.

Mr. Nyagah: Mr. Speaker, Sir, we would like some clarification from the Minister. Having looked through the Development Estimates, I am quite aware that I have read in those Estimates about a dam in some Constituency which was funded to the tune of Kshs700 million. How does it then not belong to the County Council of that particular area whereas these ones belong to the particular County Council of Nyandarua? What is the policy of the Government?

Mr. Ligale: Mr. Speaker, Sir, if the dams have been constructed by the Government, they will be maintained by the Government. In this particular case, these are dams that, in fact, were inherited from the Settlement Fund Trustees and, in the case of Nyandarua, it is the DDC which decided that these dams be passed on to the County Council for maintenance.

Mr. Ojode: Mr. Speaker, Sir, the hon. Assistant Minister is giving a misleading answer to this House because, there was a time when I asked the same Question and he gave me a reply that he had already allocated Kshs3.7 million to rehabilitate six dams in my Constituency. Up to this time, not even a single cent has been sent to Ndhiwa for the rehabilitation of these dams. Is the Assistant Minister not misleading this House?

Mr. Ligale: Mr. Speaker, Sir, I did not mislead the House. The dams in Ndhiwa belong to the Government and that is why some money has been set aside for their maintenance. The ones in Nyandarua do not belong to the Government and, therefore, we cannot maintain them.

Mr. Ojodeh: On a point of order, Mr. Speaker, Sir!

Mr. Speaker: Order, Mr. Ojodeh! You are hijacking Mr. Gichuki's Question. If you feel so strongly about the dams in Ndhiwa, put a Question to the Ministry. For now, we are talking about Nyandarua. Mr. Gichuki, last question.

Mr. Gichuki: Mr. Speaker, Sir, much as the hon. Assistant Minister is insisting on handing over these dams to the Nyandarua County Council, I have specifically requested the Ministry that we are aware that there are some funds within the Ministry called the Social Dimension Fund, being held by the Minister and his PS. Can he consider injecting some funds in the area so that we benefit from this Vote because Nyandarua County Council will never do it since they have no funds? The Ministry of Local Government is still holding their money to the tune of Kshs20 million.

Mr. Ligale: Mr. Speaker, Sir, I am sure the hon. Member can appeal to the Ministry of Local Government to release the funds that are held by the Ministry for Nyandarua County Council to carry out the rehabilitation works. At the moment, any monies under the Social Dimensions Fund is already committed.

Mr. Speaker: Next Question, Dr. Oburu!

Question No.587

REHABILITATION OF WATER PROJECT

Dr. Oburu asked the Minister for Land Reclamation, Regional and Water Development:-

(a) if he was aware that North Sakwa Self-Help Water Project, on which the Government and the people have spent enormous resources, has stalled since the late seventies and is rendering no service to the people as intended, and;

(b) if the answer to "a" above is in the affirmative, what steps he is taking to rehabilitate and complete this deserving project in order to avoid further deterioration and vandalisation of the existing facilities for the benefit of Bondo people.

The Assistant Minister for Land Reclamation, Regional and Water Development (Mr. Ligale): Mr. Speaker, Sir, I beg to reply.

I am aware that the North Sakwa Self-Help Water Supply Project stalled during the 1991/92 Financial Year due to inadequate funding. I have already appraised the water project and I have established that it requires approximately Kshs15 million to be completed. The Ministry intends to look around for a suitable donor who will be able to complete the project.

Mr. Speaker, Sir, with regard to the acts of vandalism, they have been curbed by prompt intervention by the local leaders and the Provincial Administration and I would like to commend the hon. Member for assisting in that regard. I would, however, appeal to him to assist the Ministry by educating wananchi through *barazas* on the need to safeguard such water installations from vandalism since such facilities are important because they transmit water, which is life.

Dr. Oburu: Mr. Speaker, Sir, I wish to thank the Assistant Minister for the reply but this project stalled in 1991/92 and the in take for this project had already been constructed and portions of it were functioning.

Mr. Speaker, Sir, could the Government, while still looking for more funds to complete the project, at least rehabilitate what was already constructed so that a number of my people can start benefiting from the project while more funds are being sought for the completion of the whole project?

Mr. Ligale: Mr. Speaker, Sir, we shall look into the possibility of ensuring that those aspects that are ready can be utilized but I would have to check with the technical officers.

Dr. Lwali-Oyondi: Mr. Speaker, Sir, first I am perturbed a little by this information because if I heard the Assistant Minister well, he said that he wanted only Kshs 15 million to complete the stalled project. Surely, Kshs 15 million is the price of some of the cars I see around. Are we expected to ask for Kshs 15 million from donors in order to complete this particular project which was already providing water when the President visited the late Mr. Odinga?

Mr. Ligale: Yes, we need that amount of money and the donor can either be from outside or from within.

Mr. Ojode: Mr. Speaker, Sir, I have a problem with the Ministry of Land Reclamation, Regional and Water Development. A high ranking officer within the Ministry is really frustrating water projects in Nyanza and particularly in my Constituency.

Mr. Speaker: Order, Mr. Ojode! You have to be absolutely relevant to the Question. We have a Question concerning North Sakwa Self-Help Water Project. If you have nothing to ask about that Question do not take time away from Dr. Oburu Odinga.

Mr. Ojode: Mr. Speaker, Sir, apparently North Sakwa Water Project is in Nyanza so let me ask my question because it is a related question. I was telling this House that we were getting water from Ndhiwa Water supply way back in 19---

Mr. Speaker: Order! Order! You are irrelevant. You must sit down. Dr. Oburu Odinga, ask your question.

Dr. Oburu: Mr. Speaker, Sir, I would like to ask the hon. Assistant Minister the timeframe within which he is likely to get funds for completion of this particular project.

Mr. Ligale: Mr. Speaker, Sir, I have promised that we are making every effort and I hope that this will not be too long.

Mr. Speaker: Mr. Ndicho, ask your Question.

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

Mr. Speaker: You are already irrelevant.

Question No.297

POLLUTION OF RUIRU RIVER

Mr. Ndicho asked the Minister for Environment and Natural Resources:-

(a) whether he is aware that all the industries based in Ruiru Town have no effluent treatment works (lagoons), and as a result they emit all their effluent into Ruiru River, and;

(b) since people living down the stream use the waters of this river for their domestic use, can he order all factories in Ruiru to stop emitting their effluent into this river but build their own lagoons.

The Minister for Environment and Natural Resources (Mr. Sambu): Mr. Speaker, Sir, I beg to reply.

(a) No, I am not aware that all the industries based in Ruiru Township have no water treatment plants. However, only five out of 22 existing factories require effluent treatment works or lagoons.

(b) My Ministry, in collaboration with other Government Ministries, has already taken action on the matter and indeed, all industries with inadequate effluent treatment works are in various stages of rectifying the situation.

Mr. Ndicho: Mr. Speaker, Sir, the officer who gave the Minister this answer does not know what he was talking about because he has given him a very misleading answer. First, the Minister admits that there is no factory in Ruiru that has effluent treatment works. He goes ahead to say that only five factories require effluent treatment works.

It is these five industries that have made me ask this Question. The Minister admits that these factories require treatments works yet they do not have them. That is why I am asking the Minister to order them to stop emitting their effluent into Ruiru River. Can the Minister re-read his answer or promise this House to bring a proper answer.

Mr. Sambu: Mr. Speaker, Sir, as I said it is only five factories out of 22 that require effluent treatment works because the other 17 carry out dry processing in their production processes. In part "b" to my reply, I said my Ministry, in collaboration with other Ministers, is already doing something and if the hon. Member wishes to know I can tell him what we are already doing for the other five industries. For Towel Manufacturing Industry, the effluent consists of organic materials and detergents from washing dyes and bleaching chemicals. Effluent treatment facilities are inadequate and designed diagrams for new treatment works have been submitted to the Ministry of Land Reclamation, Regional and Water Development for approval so that the construction work can start. For Alpha Knits, the pollutants are the dyes, the organic materials, detergents and acids. Nitrate treatment works have been approved and currently construction works is being undertaken. For Spinners and Spinners Limited, the effluent is mostly dyes, bleaching chemicals, detergents and organic materials. The treatment works are adequate and in good working condition. The major problem is with this group of companies, that is, the Special Steel Mills, the GSF Nails and the Galvanized Mills. These three factories are allocated within the same compound and have a common effluent discharge point. The effluent discharge contains heavy metals like iron, ashes and oils. The treatment system is in a bad state and needs urgent rehabilitation. At the moment it is not functioning properly and therefore, cannot fully treat the effluent. The industries have been ordered to take immediate action on the environmental situation within and outside their factories by instituting proper and adequate pollution control measures.

Mr. Gitau: Thank you, Mr. Speaker. It is quite right that the Minister admits that the factories are not doing the right thing. For the sake of the health of our people, could the Minister order the factories closed until the right thing is done?

Mr. Sambu: Mr. Speaker, Sir, we have already ordered them to institute the right treatment works. So we cannot close down the factories.

Dr. Kituyi: Thank you, very much Mr. Speaker, Sir. Notwithstanding the fact that the hon. Minister went into a long rigmarole about what effluents are produced by factories in answering a question which is direct about what measures are being undertaken, could this Minister tell this House if the Government is undertaking any measures in

line with its commitments in the Article for the Rio Conference to introduce carbon taxes and any other tax regimes that punish industries that are notorious for the use of environmentally hostile technology?

Mr. Sambu: That is a sperate question. It has got nothing to do with the Question on the Order Paper.

Dr. Kituyi: Mr. Speaker, Sir, is it in order for the hon. Minister to refuse to answer a question about responsibility on pollution which is in the docket of his Ministry and insist that I should ask the same question which has been asked? It is supposed to be the same question as the one before.

Mr. Speaker: Mr. Speaker, Sir, that is a proper question to be answered.

Mr. Sambu: Mr. Speaker, Sir, the new environmental law which has been formulated by this Government is soon coming to this House for debate and all those issues will be tackled.

Mr. Speaker: Final question, Mr. Ndicho.

Mr. Ndicho: Mr. Speaker, Sir, I thought you were going to move to another Question. I remember very well, in the last Parliament, you were the Minister for Industry and I was with you at Ruiru during a function there. By then I was the Editor-in-Chief of *The Thika Times* and I covered you in the front page, where you expressed your concern on the emission of effluents into Ruiru River. Now you are the Speaker and I am very concerned about one of the industries that the Minister has mentioned. Galvanising Steel Works is very notorious and you already know about it. If he is not going to order the closure of all the other industries, can he specifically send some officials from his Ministry to go and see how this factory is affecting the Ruiru river and the people downstream? Possibly in five years to come they will be dead. Can he send some people from his Ministry to this factory so that they can and see for themselves how dangerous this factory is?

Mr. Sambu: Mr. Speaker, Sir, we have given them instructions to construct effluent treatment works and we have given them a time frame within which to comply after which we will close down the factory. We cannot close it before we ask them to carry out the works.

Mr. Speaker: Very well. Next Question.

Question No.673

REPAIRS TO GATUNDU ROADS

Mr. Gitau asked the Minister for Public Works and Housing what steps he has taken to repair Gathange-Kiganjo and Kimunyu-Gatundu roads.

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

Gathange-Kiganjo and Kimunyu-Gatundu roads have developed potholes and arrangements to repair these roads during the second quarter---

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

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

Mr. Ndicho: Mr. Speaker, there is an anomaly here. The Minister knows that there is no road known as Kimunyu-Gatundu road, this road is called Kenyatta road and it starts from Juja. I do not know why the MP for Gatundu should cut the Juja side---

Mr. Speaker: Order! Order both of you. Mr. Ndicho, I think you are becoming frivolous and if you interject any more you will stay outside of this House. Proceed, Prof. Ng'eno.

Prof. Ng'eno: Mr. Speaker, I am answering the Question by hon. Gitau who asked the question; "what steps has the Minister taken to repair Gathange-Kiganjo and Kimunyu-Gatundu roads". If the hon. Ndicho wants to ask a Question on this road, he can do it.

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

Mr. Gitau: Mr. Speaker, Sir, it is true that we have Kenyatta road which stretches from Thika road to Gatundu; the Late Mzee Kenyatta's home. I deliberately left the portion that belongs to hon. Ndicho because he was not concerned with the portion between Kenyatta road and Kimunyu.

(Applause)

For the benefit of Thika district people, the Minister can now answer the Question on Kenyatta road and include Ndicho's portion.

Prof. Ng'eno: Mr. Speaker, Sir, there is no way I can include a Question that was not raised before. I have to answer the question as put and the answer is, arrangements to repair these roads during the second quarter of the current Financial Year 1995/96 are under way.

Mr. Speaker: Yes, Mr. Gitau. I am sure Mr. Ndicho does want to ask a question about the road.

Mr. Gitau: Mr. Speaker, Sir, I am sure that the Government is probably taking care of the portion I have deliberately left out, but I would like the Minister to tell this House whether these two roads which are littered with potholes will be repaired or resurfaced because repairing potholes will be like painting a cat. It would be doing a useless job, not forgetting that Kenyatta road goes to the home of the Late Mzee Kenyatta, the founder of this nation. If you respect him and if this Government is a Nyayo Government following in the Late Mzee Kenyatta's footsteps, then this road should be respected and be resurfaced.

Prof. Ng'eno: Mr. Speaker, Sir, I am well informed about the Late Mzee Kenyatta who was the first President of this country and as a great warrior who fought the Europeans and brought Independence. Because of that we will spot-patch the potholes, remove all the potholes and when money is available, we will reseal it.

Mr. Ndicho: These road that hon. Gitau calls Kimunyu-Gatundu road starts from Thika road, the whole of that road is known as Kenyatta Road. May I ask my friend the Minister, when he is doing the resealing of those potholes, to please kindly consider also that portion on Juja side so that hon. Gitau does not come and tell the people here that I am not concerned about that road.

Mr. Speaker: The final question on that, Mr. Nthenge.

Mr. Nthenge: Can the Minister tell us when he expects to have the job completed?

Prof. Ng'eno: According to my information, Mr. Speaker, the spot-patching will be done by December but the resealing is a different matter altogether because we have to look for

[Prof. Ng'eno]

money. I have to look at the fuel levy money and try to influence the money to be used for resealing the road.

Mr. Speaker: Next Question.

Question No.041

MURRAMMING OF ROADS

Mr. Karan asked the Minister for Public Works and Housing when the Awasi-Katito; Ahero-Ombaka; Korowe-Nduru and Rabuor-Nyamware beach roads will be murramed.

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

(a) Awasi-Katito road is murramed the whole length. However, the murram has been washed by rains on certain few sections. These sections will be murramed in this Financial Year; 1995.

(b) There are no immediate plans to murram the Ahero-Ombaka road due to lack of funds but its grading and routine maintenance work will be continued to keep the road motorable.

(c) Korowe-Nduru road had been murramed the whole length but some sections have been eroded by rain. These sections will be remurramed in this Financial Year; 1995/96.

(d) There are no immediate plans to murram Rabuor-Nyamware road due to lack of funds but its grading and routine maintenance will be continued in order to make the road motorable.

Mr. Karan: Mr. Speaker, Sir, I respect this Minister because normally he is a bit sincere but I want to draw his attention to this question No.041. The reply which has been given to me was that one written before we even passed the current budget. I want to draw the attention of the Minister to the fact that these roads lead to the centre of the economic activities in my constituency. The areas he is talking of as having been washed by water is as a result of lack of advice from his officers because these areas require culverts. Can he confirm to this House that he will ensure that information is passed to the relevant officers to ensure that culverts are put in those respective areas so that the murram is not washed away?

Prof. Ng'eno: Mr. Speaker, Sir, I will do better than that. Right now I am visiting various provinces. I have already visited Eastern Province and North-Eastern Province. My next visit will be in Nyanza and Western provinces. I will personally visit that road together with my all engineers and give them instruction right there and then to do the culverting, drainage works and whatever is necessary to make wananchi enjoy the benefit of using good roads.

Mr. Mak'Onyango: Mr. Speaker, Sir, arising from the Minister's reply that some of these roads will only be upgraded, why is it not possible to do more than that when we know that this House has already given the Ministry a lot of money in the form of fuel levy?

Prof. Ng'eno: Mr. Speaker, Sir, I would like to enlighten the hon. Member that fuel levy money will total just Kshs.2 billion during this financial year. This money will be used for maintaining all classified roads which number 63,000 kms. To murram a road you require Kshs.800,000 per km. So, you can see that although Shs.2 billion may sound like a lot of money, it is not enough to do the kind of the work we would like to do. However, I have given an undertaking on this one that when I visit the area, I will insist as a result of my visit, that something

should be done as I have already pointed out.

Mr. Omino: Mr. Speaker, Sir, given the fact that these roads are in sugar-growing areas, cess money should be used to repair them. Can the Minister tell us why cess money is being held illegally by the Office of the President instead of being released to repair these roads?

Prof. Ng'eno: Mr. Speaker, Sir, I want to thank the hon. Member for raising that point about sugar cess money. What remains is for me to go and pursue that matter and make sure that sugar cess money is made available to repair these roads.

Mr. Karan: Mr. Speaker, Sir, since it is KANU policy that when Ministers are visiting various parts of this country, the information is passed through the Provincial Administration, and realising that it is a practice that the Provincial Administrator in Nyanza never pass information to hon. Members of Parliament of those regions, and Ministers normally go to our constituencies without our information, will the Minister assure us that when his visit is arranged, he will ensure that hon. Members of Parliament of the affected areas will be there? Although he has said that in respect to Rabuor-Nyamware road, there are no funds for murraming, is he aware that it passes near my home and that on a number of occasions I am unable to reach all the areas which I would like to visit?

Mr. Speaker, Sir, can the Minister personally use his officers to ensure that some money is made available for murraming these roads so that I can have easy access to all areas in my constituency?

Prof. Ng'eno: Mr. Speaker, Sir, I will do my best especially since it has been pointed out that sugar cess money may be available. I will do my level best to see that that money is used in this regard. Secondly, in my future visits I will personally write to the hon. Members to tell them I will be visiting their areas. At the same time I will inform the Provincial Administration about my visit so that hon. Members can have the opportunity to accompany me and my engineers and take us around their constituencies to inspect roads.

Mr. Speaker: Next Question.

Question No. 441

PAYMENT OF BANK SAVINGS

Mr. Mutahi asked the Attorney-General:-

- (a) when Home Loans Company Limited, Othaya Branch, will pay Mr. Murage Kareithi his savings on A/C No.465401457; and,
- (b) what is the accumulated interest in this account.

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

(a) Home Loans Building Society is currently under liquidation and has not realised any assets to be able to pay Mr. Murage Kareithi the money he invested in it under savings A/C No.465401457 with the Othaya Branch of the institution.

(b) At the time of closure of the institution, Mr. Kareithi's account had a balance of Kshs.17,500.00 made up Kshs.17,629.85 as principal sum and kshs.1,870.15 as interest earned.

Mr. Mutahi: Mr. Speaker, Sir, I have previously asked several questions of the same nature and that is the same answer I get from the Attorney-General. When somebody is employed and strains to save a little money he usually saves so that that money can assist in educating his children after retirement. This money formed a part of the benefits this man got from his previous employer. Today, Mr. Kareithi's children are at home; they do not go to school. Can the Attorney-General, with all his powers make arrangements for Mr. Kareithi to be bringing debit notes from the secondary school or the university to the liquidator so that he can be paying school fees directly to the school. This will enable his children to continue with their education. Can those arrangements be made, not only for Mr. Kareithi, but for many other Wazee who have already retired?

The Attorney-General (Mr. Wako): Mr. Speaker, Sir, I very much sympathise with the predicament of Mr. Kareithi and other depositors. However, the official receiver is not like God who can create something out of nothing.

The fact of the matter is that currently the official receiver has nothing and the reason for this answer still remains the same; the properties belonging to the Continental Credit Finance and Continental Bank are yet to be sold. They were recently advertised for sale, but that was challenged in court by a way of an injunction and the hearing of the case is continuing. We have urged the court to expedite the hearing of that particular case and finalise it to see whether the sale can proceed. If the sale proceeds and some money is found then there could be some hope for Mr. Kareithi and others similarly placed, of getting something, but as of now the official receiver has nothing.

Mr. Mutahi: Mr. Speaker, Sir, this was a savings account and there must have been a lot of money saved in this Home Loans Building Society. Is the Attorney-General saying that when this company was liquidated there was nothing at all in form of what had been saved by wananchi to assist these very needy cases? Do they have to wait

until the assets are sold? Is there no money that can be found to assist these people?

The Attorney-General (Mr. Wako): Mr. Speaker, Sir, in fact, this can be called an economic crime which I hope will be put in our statute books. What happened here is that all that money in the depositors' accounts was loaned to a sister financial institution called Continental Credit Finance. In fact, an amount of Kshs.57 million or the entire amount was so loaned. Now, that Continental Credit Finance which was a sister company is itself under liquidation. The Continental Bank which was also another sister company to Continental Bank again is in itself under liquidation. So, our only hope is to realise the assets of the Continental Bank and Continental Credit Finance. It is at the realisation of these assets now where a dispute has risen and the matter is in the court. In fact, we are trying to see that that particular dispute is finalised quickly in court so that the many small depositors who are now suffering can at least have some hope of getting something.

Mr. Speaker: Next Order, please.

COMMITTEE OF SUPPLY

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

MOTION

THAT MR. SPEAKER DO NOW LEAVE THE CHAIR

Vote 31 - Ministry of Education

(The Minister for Education on 3.10.95)

(Resumption of Debate interrupted on 3.10.95)

Mr. Obwocha: Thank you, Mr. Speaker, Sir, for giving me this opportunity to contribute to this Motion on the Ministry of Education. Looking at what the Minister has requested this House to approve, it is clear that this is a very important Ministry. However, we are not happy with the way the whole education system in this country is being handled from the initial stages, that is at both primary and secondary school level. Recently, there was a directive from the Ministry of Education to the effect that there should be no extra coaching of students. While in urban areas this practice was going on, those of us in the rural areas, who were trying to improve our lot, were told to stop it. If the Ministry is serious about what they are doing then I think that first what they should have done was to revise the 8-4-4 system of education syllabus. The number of subjects undertaken by students is a burden to them. It is very sad that the number of subjects which students are undertaking in both primary and secondary schools cannot be covered within the normal teaching time. Therefore, we are asking the Minister to talk about KANU matters and leave professional issues to the professionals in his Ministry. In fact, I am a bit perplexed to see that today the officers from the Ministry are not here to hear what we are saying. So, the Minister should leave it to the professionals to ensure that they revise this system, which is "killing" our kids. In fact, our kids are now like donkeys. They do not have time to grow up like normal children.

I would also like to touch on university education. From the estimates I can see that the universities are asking for K£226,248,361. Now, it was unfortunate that when we were passing the Higher Education Loans Board Bill the Minister did not take into account the views of the Hon. Members of this House. He can now see the kind of noise that is being made by students in the universities. This is because too much power has been given to this Board and to the Minister to invest, reinvest and borrow all this money, which the Minister is asking for. I do notice that he is asking this House to grant K£500,000 for debts that were incurred by the former University Students Accommodation Board (USAB). Now, can the Minister tell this House where the money that was allocated to USAB went? Why is he asking for this money? What are these debts that he is talking about?

Mr. Speaker, Sir, we are not happy that universities in this country up to now have not been made independent. The universities cannot make their own independent decisions because there is too much interference with their running by the Ministry itself.

There is also the issue of loans to students. What has happened to the money that students are paying. I would have expected that after listing what each university is requesting us to approve for it the Minister would come up with a sum of appropriations-in-aid. Where is the sum of the money which the students are going to pay as part of their fees, and which should be deducted from the gross amount being requested by the universities? We expect an

answer to this from the Minister.

One other issue that is disturbing us is the creation of these campuses. The Minister was here some time last year and he told us specifically in this House that Kisii Campus was going to be a constituent college to Egerton University. What has happened now is that Kisii campus has been made just an extension of another campus of Egerton University. I think this is unacceptable because Kisii Campus is very far from Egerton University. And the man running Kisii Campus will have to travel all the way to Egerton University to take instructions. We expected the Minister to keep his word and that of the President, who told Kisii people that Kisii Campus would be a constituent college. The Minister should leave out of this matter the KANU politics between himself and hon. Nyachae. This is a university, which is for the betterment of this country.

I would also like to say that most of the projects that have been started by the Ministry of Education, particularly teacher training colleges, have turned out to be white elephants. One of them, of course, is Garissa Teachers Training College, which for many years has never been transformed into an actual college. We in Nyamira and Kisii Districts and the other proposed district happen to have private colleges. We have Nyabururu, Nyanchwa and Kamagambo Teacher Training Colleges. For the last two academic years the teachers who have qualified from these colleges have not been absorbed into employment. Yet we have many districts, including my own Nyamira District, which do not have enough teachers. Now, when will the Ministry absorb these teachers into teaching? Can the Minister tell this House what he is going to do with these teachers, who undergo the same curriculum as those in Government teacher training colleges. So, what is wrong with absorbing them?

Mr. Speaker, Sir, I would also like to request the Ministry that instead of them coming here to request this House to agree to give them money to build new headquarters for the Teachers Service Commission (TSC) they should improve the services of the Commission. This is because many teachers from my constituency and elsewhere in Nyamira District who have retired have not been paid their pensions up to now. If you go to the TSC you will find that it is impossible to see an officer there. As my colleagues said, many buildings have come up in Nairobi. So, instead of the Ministry asking for money to build offices, which work will provide other people with a chance to get kickbacks, it should look for office space so that it can serve the people of this country better.

Now, the other issue that I would like to point out to the Minister is that the Commission for Higher Education, which is based at Development House, has not addressed itself to the new university colleges that have come up in this country. For example, there is one for the Catholic Church along Thika Road, which has not been accredited yet! And I do not know what the Ministry is doing! These Universities should be either recognized or be told they are not recognized so that we do not have more admissions. Mr. Speaker, this is very sad.

With those few remarks, I beg to support.

Mr. Sankori: Mr. Speaker, the Ministry of Education is a very vital Ministry in our nation. It is through that Ministry that we have a country called Kenya that we are proud of. It is through that Ministry that all of us who are here, can be able to come here and contribute to the development of this nation. It is on that note that we should take a lot of concern in the Ministry of Education, and I am glad to say, the Minister for Education, despite many obstacles, has tried his best to make sure that Kenyans get the right education. We should make education a compulsory thing in this country. Up to now when we are talking, a lot of children are not getting the proper education, or they are not going to school. In the 50's or 60's, some of the tribes tried their best to improve their education, including airlifting a number of students to go and study abroad. I would request the Minister for Education to ensure that the tribes which were left behind at that time are given a similar opportunity. I know we are all talking of human rights, we are talking of democracy, but I think it is our democratic right, to request, also, to have that privilege to get a few students airlifted to get higher education outside the country.

Our children are being overloaded at a very early stage. We should actually have gradual education, that is to say, we should gradually increase the burden of our children as they grow up. We should not overload a standard one child with eight or nine subjects because, that is just too much, and that child needs a lot of time to play and not to learn. As he grows up, these subjects can be increased one by one.

On the question of teachers, it is unfortunate that, some areas are neglected when it comes to teacher training colleges. Some teachers go to those areas, they get trained and they ask for a transfer to a district nearer their home areas leaving those districts still with the shortage of teachers.

I would request the Minister to make sure that all the teachers sign a commitment that after training, they stay for at least two years in that district, so that, we do not have a shortage of teachers every now and then in some of these Districts. I would also request the Ministry to follow up the supervision of teachers. Are these teachers following the right curriculum, are they planning their lessons properly, are they making their notes? All these things contribute to the good learning of the child. If teachers are not doing that, they will only just be going there to waste children's time.

Teachers are the most poorly paid people in the Civil Service. Despite that, they put in a lot of effort to make sure that they educate Kenyans. It is unfortunate, because, anybody who is holding a pen has passed through a teacher. These people should be well compensated, they should be well paid. I would probably request the Minister

to appoint a commission to look into the salaries of teachers, so that they get well paid, to avoid a situation where they either run away or try to get extra money from coaching of the children. They are actually doing that to make ends meet. Kshs3,000 for a teacher in Nairobi, is nothing! In fact, I do not know how they are even living. I would request the Minister to appoint a commission to look seriously into the teachers' salaries and welfare. We should not always wait for the union to say this and that. Sometimes, the Government must come out and pinpoint some areas that teachers need to be compensated. On the question of parents, in Kenya we have got classes, high class, middle class and low class but we all end up in the same university. Some of the facilities that they call "high class schools", are actually on the negative side of the "low class". You are giving these children the same exam while some are actually getting better facilities than others and these schools belong to the Government. It is high time we scrapped classes when it comes to education so that all Kenyans will have the same education, especially, if they are in schools. I am not talking of the private schools, I am talking of the Government schools, we should avoid classes.

Mr. Speaker, parents contribute a lot of money towards the improvement of these facilities. Earlier on the Government used to give grants to these schools. I do not know what happened, because, we are always voting a lot of money and we should have the same now. We know the budget has been stretched, but, something little is better than nothing.

Coming to the university education, there is a lot of favouritism in selection of university education. If you look at those students that are graduating, I am telling you, you can see "O's" occupying three-quarters of the students. I do not know, it can be "Onyango", it can be "Omera" it can be "Ole", I do not know, but, there are a lot of "O's". Unfortunately, sometimes they "rig themselves" into the universities, and again they "rig the results" of the universities. Some of the lecturers, and I wish those who have been lecturing in the universities are here.

An hon. Member: I am one of them!

Mr. Sankori: Well you might have been a "very green lecturer". I am talking of the lecturers that had been there for long. They rig the results, so that some students get first class honours to attract scholarships.

An hon. Member: Tribalism!

Mr. Sankori: You have said it!

Mr. Speaker Sir, on the question of boarding schools, why do we have boarding schools, why were the boarding schools started? They were started with a reason. These boarding primary schools were started to help the backward areas, the ASAL areas. But, unfortunately, now it is no longer the same. They have been actually reversed, they are no longer assisting the ASAL areas. They have been taken simply because, "Kamau" is a headmaster of a boarding school in Kajiado, he must make sure that, three-quarters of the boarders come either from Kiambu or Murang'a. I come from that area and I can prove that.

When you come to the secondary school selection for the boarding schools, we say "85 per cent to come from the local areas". That is also another issue. If you now go to any secondary school in a backward area, it is the opposite, it is the 15 per cent that are coming from that area, while 85 per cent are coming from outside. Mr. Minister, that is an area that needs to be looked into. What I want to tell the Minister, is that this is an area which needs to be looked into.

On the question of bursaries, bursaries that we get actually go back to the rich. I would request the Minister to make sure that these bursaries are distributed equally. There is no reason why we should have one area getting three or four times more than another area. If they say they have more secondary schools in that area, why are there more secondary schools in that area than the other areas? It might be because those other areas are behind in terms of development. We should first uplift those who are behind instead of pushing them again further down. There is no question of emancipation. The fact remains that the "Acholas" were far ahead of the "Oles", but unfortunately they must wait for us.

(Laughter)

Mr. Speaker, Sir, on the question of books, we used to send equipment to all primary and secondary schools. Nowadays, we do not have any text books. It is high time that the School Equipment Scheme was started again so that parents can be helped. Thank you, Mr. Speaker, Sir.

Mr. Muite: I thank you, Mr. Speaker, Sir. Of course education is very fundamental and very crucial to any nation, for the development of the human resource, which is, perhaps, more important than natural resources. So, no one under-estimates the importance of education in this country. Mr. Speaker, Sir, we need as a nation to have educational policies in this country. We need to examine our needs and come up with appropriate policies.

For example, one sees a situation where there are a number of former high cost high schools. Yet, these high schools are not guided in terms of provision of a laid down policy on whether they should charge fees or whether they should not charge fees, and when you examine the Boards of Governors in those schools, they are in disarray. They are told that they cannot charge fees and yet these are high cost schools like Nairobi School and Lenana School. At the same time they are told that they cannot expel students. Yet, if the Ministry of Education was to come up with

clear policies, the parents can have a choice whether to go by bus, or to buy a small car, so that they can give good education to their children. That is a choice that should be given to the parents who wish to pay higher fees for their children in those schools. But they should be given a free hand to fix the level of fees that they should be able to charge, in order to be able to continue providing the facilities and the standards that they were providing.

One finds the same lack of policy even in low cost high schools. We are told that those schools must not expel students, and on the other hand, the reality is that those schools are not given adequate funding by the Government. They do not receive adequate funding in order to be able to run those schools without, on one hand, expelling the students, and on the other hand, asking those students to pay school fees. This Government must accept that, if it does not have adequate funds to give to the schools, even primary schools, the time has come for us to stop all pretences at saying that we are providing free primary education because this is not what we are doing. If we are not going to give them money, then we must allow fees to be charged. There is no use of introducing the aspect of cost-sharing without any clear-cut policies so that the parents can know what they are supposed to pay, so that they can go ahead to struggle and pay the fees. What one sees is a lot of chaos. I am very sympathetic with the parents, and I do feel that any child whose parent cannot be able to pay school fees ought to have at least primary education. Each and every child, who wants to go to school should be able to go to school. But the reality is that we are not generating enough income in order to give this free education. It is of no use telling people living around a particular area, that it is their responsibility to maintain the school in their particular area by either conducting Harambee or requesting that school to conduct a Harambee in order to meet recurrent expenditure. No one can be able to budget on the basis of a Harambee. If one is going to do a Harambee at the end of the year, one is not able to say how much is going to be raised through that Harambee. We must ask the Ministry of Education to come up with clear-cut policies on education. Is it free? If it is free, how much does it cost to run a primary school? Is the Government in a position to provide that money being the cost to run that primary school? How much does it cost to run an ordinary high school?

Is this Government able to give that high school that amount of money to run? How much money is it going to cost to run a high cost high school? Is this Government in a position to give that school money to run properly? If not, how much is the Government able to afford? This is a question of coming up with figures so that the Government can say in advance, that it is going to cost Kshs.20,000 to run this particular high school, but the Government is not able to give more than Kshs.5,000, and so the balance of Kshs.15,000 has got to be raised by way of charging fees. That should be the case so that everybody knows where he stands. The only way in which ultimately we are going to be able to provide the sort of education that we can, is by getting the economy of this country in order. That is the crux of it. We need to get the economy working so that enough money can be generated by this Government, in order to give even free primary education, which is really not free. All we are saying is that the parents will not be paying the money, but the Government has to pay that money. The Government cannot pay that money, unless it has that money.

It cannot have that money unless the economy is running and we eliminate corruption. The economy is not going to run if this Government goes on over-borrowing from the Central Bank.

Like now, as at 30th of June, 1995, this Government, without authority, borrowed from the Central Bank Kshs.25 billion. This is over-borrowing. The result of that, is that the rate of inflation will go up. The cost of living will go up. The supply of money will increase. Even the little money that the Minister of Education is asking for his Ministry, will be wholly inadequate. Even if today he is honest, tomorrow he will say that this is peanuts he is asking for. It is wholly inadequate to fund primary schools, high schools and even universities.

The other mistake we have made with our university education is that, we have expanded far too quickly without adequate planning. I am not against university education and I wish many of our children could go to the university. But if we cannot afford it, we must accept that. The university should be like a pyramid. For every doctor, we need some nurses and paramedics below. It is not each one of us who needs to go to university. We need to plan our education so that we can have relevant education. I think we need to be expanding technical schools. We need to be expanding the Ahtis in this country. We need to expand education in the area in which employment can be created. As it is, we are just expanding. In my humble view, we did a disservice by converting Egerton to a University. The people who were being trained in animal husbandry and agriculture belonged to the middle level personnel. Egerton was playing a critical role in that line. We have taken over teacher training colleges and converted them into universities, without first sitting together as a nation, to find out where we are going to get money to meet the recurrent expenditure, before embarking on any new additional universities. Before we embark on any new additional university, we need to plan and look ahead and come up with budgets and be sure that we are going to be able to meet the recurrent expenditure. The present university loan scheme is trying to do too little when it is too late. These are issues that should have been addressed before embarking on expansion of unplanned university education. This scheme with due respect, is obviously not going to work at all. I have great apprehension. We are told that very few students are going to be given these loans. Already they are in the universities. The administration of these loans is not going to be any easier and it is really very regrettable that we are going to have a situation where we have got university students who may be forced to discontinue their university education. As the case is in Kikuyu constituency alone, the increment that I was awarded here is going towards paying university education for the students

from Kikuyu constituency who are not able to afford university education. But I can only do so much if there is so much to do. I am only able to support 96 students out of 300. But nevertheless without blowing my own trumpet at least it is going somewhere. And I would take this opportunity to appeal to the Ministry of Education to look at Kikuyu constituency because the standard of education in primary schools and in high schools has been deteriorating in Kikuyu constituency. I have taken trouble to investigate and it is because they sent teachers who are in transit waiting for jobs here in Nairobi---

Mr. Speaker: Order! Order!. Mr. Tuya!

Mr. ole Tuya: Mr. Speaker Sir. Thank you very much for giving me time to contribute to this very important Motion. I should first thank the Minister for Education for the work he has done---

Mr. Speaker: Mr. Tuya can you use the microphone since nobody is hearing you?

Mr. ole Tuya: I would like to thank the Minister for trying to do many harambees to bring up the improvement of many schools in the country.

Mr. Speaker Sir, education is very important and we should all try to see that we get a better way of teaching our students and bringing them up in a proper manner in terms of education. There are many problems that we all need to solve. That is the parents, the teachers, the Ministry of Education and others. There are problems which might face the teachers which may lead to disruption in teaching. For example in remote areas teachers have got problems of poor transportation and dangers from wild animals. The Ministry should try to find of a way of providing them with transport because if the inspectors of the schools cannot travel, they can be blamed while it is not their fault. There are problems which can face teachers. Some of them have no houses in their areas and teachers cannot perform well if they cannot sleep well.

The Ministry should also try to ensure that teachers are provided with better housing and get owner-occupier house allowance. Although we say that teachers should obtain a title deed to be paid these owner-occupier house allowance, maybe some will built their houses and it will take a long time for them to get a title deed of that house. I think it is better to be considerate.

Mr. Speaker Sir, I think that teachers are very important and we should see to it that they get all their needs fulfilled. However there are bad teachers who might not perform their duties well. For example in Narok as someone said, nobody said that all the teachers are bad and they should go back to their home areas. Some do not perform their duties---

Mr. Nthenge: On a Point of order, Mr. Speaker. Can the Hon. Member be audible enough.

The Speaker: Order! Order! I try my best to make myself audible. In the same vein, I think every Member needs to make himself or herself audible unless you want to address yourself. Proceed!

Mr. ole Tuya: Mr. Speaker Sir I think the Hon. Member is a bit too old to hear well and that is not my problem. What I said is that some of the teachers do not perform their duties well. Some of the teachers in Narok are running "matatus" from morning to evening instead of performing their duties. There are maybe one or three. If we talk about one or three teachers, we do not mean all of the teachers from outside are bad but maybe those who do perform their duties well are the ring leaders and they use that privilege to politicise everything.

Mr. Speaker Sir, for example two weeks ago, we held a harambee in one of the secondary schools in my constituency. The headmaster of that school has disappeared up to date with Kshs200,000. **Mr. Munyasia:** Mr. Speaker, is it in order for hon. Tuya to mislead this House that in Narok district it is only non-Masaai teachers who run matatus and that Masaai teachers do not do any business?

Mr. Speaker: Order! Order! Mr. Munyasia. That is very frivolous. Next time you better be serious.

Proceed.

Mr. ole Tuya: I think the Hon. Member should open his ears properly and hear what I am saying. I did not mention a Masaai, Kikuyu or whatever. I talked about teachers. I said that such a kind of person who has disappeared with Kshs200,000 up to now--- Should I keep quiet? Is it tribalistic if I say that so and so is not a Maasai and it is true that there are some capable teachers? I said the headmaster of Moi Naikara Secondary school ran away with money. Then find the name. He is not a Kikuyu. He is a Luhya.

Mr. Speaker Sir, If we say, we want 80, 70 or a higher percentage, in our schools, for local people, what is wrong with that? If you come to Kikuyuland, you find maybe ten Masaais in a school and other tribes and then you find 60 or 70 Kikuyus. What is wrong, if I say that a higher percentage of Masaais should be taken in to teachers colleges, or schools? Others can be admitted, but a lesser number. That is what we are saying, Mr. Speaker.

Another thing I would like to mention is that, in most parts of the country, land has been demarcated, and we should see that our schools get enough land for tomorrow's use, because if we fragment this land where will communities get land to build Secondary Schools, or universities? Enough land should be set aside for development of schools.

Mr. Speaker Sir, I think it is very important now for the Government to think more about free education in primary schools. Most schools are missing a lot of materials. If you go to schools, they miss chalks and they do not have exercise books. I think it is high time now for the Ministry to think about it and help, because they have poor

parents who cannot even contribute Kshs20 and that will be a very big loss.

I should like to say that teachers are not forbidden to do business. However, why do they not employ some people to help? If a teacher goes to do his own business, during school hours, that is very odd, and those who are complaining, we can give them those teachers and then we see if they are going to keep quiet in their own areas. There is one from maybe Machakos or Kitui who is ever standing there, and if you want to know I can give you his name. He is a headmaster, he is running a matatu. When we talk about such kind of a person, it becomes tribalism. Shall we send him home and then we see if those people will not make noise because the person is from their home area? We can never keep quiet over such a thing.

Mr. Nthenge: Thank you very much, Mr. Speaker. I support the Ministry's demands. I would like to inform the Ministry that there are few things they should do because education is such an important thing. It is actually the mother of everything. To be anything, you have to start with education, whether you are a great lawyer, a pilot, a Speaker of the National Assembly, or a Minister, you have to start with education. It is something we should not joke with. The people who matter in education are parents, students and teachers. The teachers tend to be ignored and I am asking the Minister, to try and find some little incentives, to make the teaching profession also respectable. Because teachers complain that quite often they are referred to as "kamwalimu" and you know the person calling him so, happens to have more money than the teacher, but less brains. Now which is more important, the brain or the money he has stolen? Now, the teachers get fringe benefits, let us find out, if there are any, even if it is a piece of chalk. These days I hear, they are being told to buy their own pens, and so no. Let us, therefore, consider teachers as very important people in this industry called teaching in order for every teacher to feel proud of being a teacher. We do not have to ask a teacher what he does and then he is shy to tell you what he does, just because he cannot afford a car. Some, even cannot afford a bicycle, it is not proper.

Now, let us look for some attractions. I am willing to be interviewed by the Ministry to give them ideas. I am sure there are many Members who are interest in education and are ready to sit in a little committee and find out what they can do to interest very good teachers to continue. One thing before I forget, is "merit". Let us find out if a teacher is a wonderful teacher and sends more people to the university, and to good secondary schools. You do not just tell him, "okay you remain where you are". Let us find something to do for that teacher, so that others can emulate him. Production and excellence among teachers should be recognised. Now, if a teacher happens to be a gifted teacher, and finds that we do not recognise him, maybe after ten or fifteen years, he will leave teaching, and go for better pastures. Teachers find jobs easily, because they happen to be trained in psychology, and in very many things, and they tend to do very well when they go to other things. There was a time in 1961 here, other than Tom Mboya and I, all the others were qualified teachers. That is why when the people wanted representatives, who were honourable, they picked on teachers. So teachers do very well where they go. We all must make them remain in the teaching profession because we require them there. Both parents and students require them. Everybody requires a teacher. Therefore, let us recognise their ability and what they do by what we do for them. Even saying thank you alone, makes a person feel alright. But if they make a school a wonderful school and we parents or the Government do not care, they become disheartened, and then they feel that they might try their chances elsewhere.

Now, Mr. Speaker, something else that has been noticed even in this House, is the lack of morals. Where do the children start? After two, three or four years, they go to the nursery. From nursery they go to primary, secondary, then university. So, a child or a person is most of the time in an "educational institution". Now, that is the time, Mr. Speaker, we should make these people be morally sound, and during the British time, the religious organisations used to have schools, and the Government gave them money, and allowed them to train these people to be good. So, the missionaries trained people who became very good. Now, we have removed the power from these missionaries and we say it is a muslim school, but you go there and find the man who is teaching there is a christian, or probably a very badly misbehaved boy. This is wrong. Let us give the power to the organisation, who will then pick some good and well-behaved teachers so that a child starts learning from teachers. If I and Sharrif are told to go and become teachers, and we do all sorts of silly things the children will have no alternative but copy us. So, let Nthenge and Sharrif look wonderful and the children try to be good.

Now, Mr. Speaker, Sir, after saying that, there is something else I have been wanting to tell the Ministry. Universities are not unique in Kenya. Universities are international institutions of higher learning. How are they run? I am not a scholar, but I am a thinker. After thinking, and after enquiring, I have been told, "you leave the mad people alone". Top intellectuals are geniuses and they are like mad people; you give "mathare" their money and leave them alone; give the universities their money and do not interfere. Let politicians not interfere. You leave the scholars there to do their research. Let us, the politicians keep away.

Let us leave the scholars there to do their research and we will get the best medical doctors, lawyers and engineers. Let us just give them money and do not interfere. We are already over interfering and some of our best teachers, lecturers and professors are running away because they feel that there is too much interference. If George Nthenge is interfering with education, they tend to pose such questions as "who was he in my class anyway? I used to beat him. Who is this George Nthenge? After all what are his qualifications? What did he get in his BA?

That is why he could not be admitted for masters! Who is he to tell me what to do now because he is a politician?" Let us give them money and leave them alone. They are like mad people. Top intellectuals are not normal. Geniuses are slightly higher than us. They see more than we do and therefore let us leave them alone but the products are what we should wait for. That is why they take somebody into a theatre, they "kill" that person and if you go there in two days, you will find the person who was "killed" talking. This is because they pretend that they have "killed" them they make them numb, they cut them, they do all sorts of things and that person still continues to live. When are we going to recognise them? You imagine a pilot up there. They are not like us here who can afford to doze a little bit! Let the intellectuals be left alone, we give them the money and tell them to do the best for our nation.

Mr. Speaker, Sir, the other point which I would like to mention is sex education. We have been shying away from it. Whether we like it or not, it is God's decision that there are males and females and they start behaving like females and males when they are children. We should have some special senior teachers who should go for special training to train children on sex so that a child--

(Laughter)

I am not suggesting that they should be trained on how to play sex.

(Laughter)

I am saying we should train them on sex education. Some of the people here, want the language to change. We Kambas, I agree, we believe that you start sex at any time. That is our culture.

(Laughter)

An hon. Member: That is now too much!

Mr. Nthenge: That is alright but all I am saying is that there should be a training

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

Mr. Speaker: What is it Mr. Shikuku?

Mr. Shikuku: Do you not think the hon. Member on the Floor is confusing the House when he talks of sex education and he tells them not to talk about teaching children how to play sex? What is he teaching?

(Laughter)

Mr. Nthenge: Mr. Speaker, Sir, we want some senior teachers to be trained on how to handle this so that our children can respect sex and grow up respecting it and expect to marry. Whether they are males or females they should know that the ultimate goal for a human being is to marry and have a family. A family starts from a man and a woman and they have to be trained from the beginning to respect their bodies. I would like them trained properly. Now can I be added more time?

(Laughter)

Mr. Speaker: Order! Order! I am sorry under the Standing Orders, we have no provision for lessons about sex.

(Laughter)

Mr. Kariuki: Mr. Speaker, Sir, I am grateful that you have given me this opportunity to say a few things about these estimates. I should start by asking a few questions that need to be answered either by the Minister or by the House itself. The question is; since Independence in 1963, when we took over the leadership of this country, we inherited an education system which was manned by whites and we had to do what the colonial whites expected us to do or what we were supposed to do at that particular time. After that the planning of the education system was taken over by the Africans who were trainees of the white rulers. From there, what type of planners did we inherit? We inherited planners who were going to plan according to the advice and the training of the white man. The issue of the Africans was not there. Whether we were going to train teachers or to educate people to serve this nation or to serve the interests of the whites, is the question which we have to try and discuss. We are now capable of planning for the future of this country in terms of education. When are we going to get out of this cage of planning according to the interests of foreigners? When are we going to get out of it? Those who are planning for the Kenyan education today, give them the little money that we have. That money is not very little. I heard one of the MPs here say, "It is a very

little amount of money" I think it is hon. Muite. If we are serious, we will be able to produce educated men and women to man the affairs of this country with that little money which we regard as little. To me, it is a lot of money. Let us ask ourselves; "who were planning for the education of this country after the *Mzungu* left us? They were the big tribes. It was being planned by either a Kikuyu, a Luo or a Luhya. Whom did they plan for? Did they plan for the tourists in this country? And upto now, what kind of education are we carrying forward? Who are the people who are benefiting more than anybody else? Is it the people who are poor or the rich people? When are we going to get out of that direction of supporting our brothers and sisters who are not capable of doing things that we expect them to do? We are told here that schools must be build by parents. We must therefore determine whether some parents are able to do this kind of work or they cannot do it; whether they can be able build schools. Some parents in some districts cannot raise money for their food. They depend on the Government to give them food and yet you compare them to parents who come from Kericho, Nyeri or Murang'a for that matter where their purchasing capacity is stronger.

Let us not cheat ourselves here that we have the best system of education. It is going to produce in the end the poorest and the richest persons in the world. With that kind of disparity, when are we going to bring these things together? If you go to Laikipia where I come from, Nakuru, Eldoret, Kitale, these people are new people who migrated to those areas after colonialism was defeated and whites were ejected out of this country. Are these people capable of raising money to build their schools? Why are we comfortable, deceiving ourselves that they will be able to do that? If you go to Juja, people there can afford it! People in Murang'a, Kericho, Nandi and Nyeri can do it! Go to Nakuru, the poorest schools are in Nakuru, Laikipia, Eldoret and Kitale.

Mr Speaker, Sir, because we are known to be nowhere, we people from those areas have to hire experts from Kiambu, and another one from Elgeyo. Some people somewhere must defend us, and speak for us because they know we are poor; and that we cannot survive unless they talk for us. Time has come when we must be seen as people with their own district, where we would not expect every person who is politically hungry and wants to be supported by this policy. We are not going to allow that in future. We can only do that, if we want to be strong ourselves, we need the deliberate support of the Ministry Education. There is no question of talking about semi-arid and arid areas: take these districts hon. Minister, through Mr Speaker, take them very seriously. The poorest people in this country are not only the Turkana, Samburu, or Masai, for that matter. Other people are also poor, and something must be done, we have to go there and see whether these people can really survive. Now, for example, in Laikipia District alone, last year, 1994, we produced only 81 students with "B-." These students cannot even be admitted to university, because they did not qualify. The Ministry and the people from those areas should be ashamed. They both should cry, if they can, because we are destroying some people in this country without being serious about what is happening. They did not qualify, if you take into consideration the fact that in 1994, in Thika alone, one school produced several students with "B+ and A". These are the students that are going to university. The four districts I am talking about, their job is only to produce maids and watchmen for this country. We want to produce doctors and lawyers like the Hon. Speaker. When the Hon.Speaker became a lawyer, we had only one person from Laikipia. How many lawyers qualified at that particular time?

Mr Speaker, Sir, when I talk about education in this country, I feel a little bit agitated, because I see there is no fairness, and if we continue that way, unless we are told that there is an untouchable class in this country who are going to remain untouchable, then, we will accept that. In India, there is a group of people who are agree that they are poor and God does not like them. In this country, we cannot do that. Therefore, I think that something needs to be done. A deliberate policy needs to be started immediately.

Mr Speaker, another point here is, we have so many officers in the Ministry of Education, for example, inspector of schools, supervisors of schools, and so on, and these officers are immobile. In Laikipia, we have almost everybody, name him, but none of them has got a vehicle, maybe it is only the DEO, while the rest are just there to please the top that we have everybody, everywhere. Yes, you can have them, but this is not the fault of any party here, it is our education system and the seriousness that we are expected by the public to handle issues. We are here to plan for this country, and we are here to say: Who are the most backward people in this country?

The Assistant Minister for Research, Technical Training and Technology (Mr. Khalif): Thank you, Mr Speaker, for giving me this opportunity to contribute to this important Vote. Education is something that is very important for our people, and it is necessary to make it compulsory, because right now, a lot of children are not going to school because there are parents who do not want those children to go to school. I would like to call upon the Minister to try to bring an amendment in the Education Act, so that education is compulsory in this country. This is even more important, because in areas like North-Eastern Province or pastoral societies, we have a lot of children who do not go to school because of the lifestyle of their parents. They keep on moving with their parents, who are constantly on the move in search of water and pasture, and the children are used for labour. They look after the animals, and when you tell the parents to take those children to school, they will not listen to you because they need the children to look after the camels and other livestock.

Mr Speaker, Sir, there are different stages for education. Right now, the Ministry of Education is focusing only on Higher Education, Secondary education, and post-secondary education. Although, quite a lot has been done

to expand Primary education, it is very important for the Government to try to emphasise on pre-primary education, because here, I think there is total apathy on the part of the Ministry of Education. Nothing is being done to try to develop a curriculum for pre-primary education, and it is very important because that is where the child is nurtured to receive his education and, it is at that age that a child can be really moulded to be somebody who will receive education later. If that stage is ruined, then, the child's ability to absorb further education is always destroyed. It is important to develop a curriculum which integrates secular and religious education at the nursery level, so that our children are properly exposed to spiritual as well as secular education in order for them to be able to grow up as good citizens.

Mr Speaker, Sir, I would like to suggest that after every five years, the Government focuses its resources on one particular stage. For example, for the last 10 years or so, the focus has been on university education. Universities have been expanded and we are talking about more and more universities, and the demand for more places in the university is growing and the Government should be commended for what it has done to expand university education.

[Mr. Speaker left the Chair]

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

But now, I think, emphasis should be on the primary education, because it is here where we need to teach children properly, so that as soon they finish primary education most of them who cannot pursue secondary education can be able to work for themselves. They should be able to have education to be self employed. They do not need to complete secondary education in order to be able to work. I think within the first eight years, we can teach children or give enough skills to children to be able to help themselves in life.

Mr. Temporary Deputy Speaker, Sir, if I come to the question of sex education, I think it is very important to consider religious values of the different communities in this country. It is here where those Kenyans who are Muslims would like to advise the Kenya Government not to bring anything which will affect education because sex education is just going to make students be exposed to something they are not ready for and we should always be careful not to listen to what the Western world is trying to impose on us. There is a great attempt by the Western world to impose their values, especially moral values, on us and for the last three years, there has been a lot of debate about whether we should accept sex education or not. I think the Government should be very careful on this issue. I know that there are some Members of Parliament who are very liberal-minded about this issue but it is important to really understand---

An hon. Member: These are the Kambas.

The Assistant Minister for Research, Technical Training and Technology (Mr. Khalif): Mr. Temporary Deputy Speaker, Sir, an hon. Member is talking about the Kambas. I have not mentioned any tribe, but there are people who would like us to take wholesale what we are being told about sex education or the need for us to adopt certain values. Therefore, I think we should be very careful.

The other thing I should like to ask the Minister is to allow Muslims to have their own colleges where they can train teachers in Islamic Education. Right now we have no single college to train teachers who can teach Islam, whereas other religious denominations have several of them and we are asking the Government to allow us to operate our own teacher training colleges, so that they can train teachers who can teach Islamic education.

Mr. Temporary Deputy Speaker, Sir, religious education is compulsory and what is happening in Kenya is that, in all the schools we have very capable teachers who can teach Christian education but we have no teachers who can teach Islamic education. This is because those Muslims who can teach are not trained as teachers. So, we need to train teachers every year who can be deployed in the schools to teach Islam.

Mr. Temporary Speaker, Sir, right now there is a college which is being constructed by Muslims in Mombasa. That college has all the facilities and even officials of the Ministry of Education have been there. They have surveyed and inspected the place and everyone is satisfied that that college should be licensed because it has got all the facilities.

Unfortunately, there is some problem with the Ministry of Education because there seems to be some policy of late that private colleges should not be licensed or should not be allowed to operate. If that rule is applied on Muslims, it is going to be very unfair because it has come when Muslims have made the first attempt to have their own college. The Catholics have about nine, the Protestants have got several. So, I think the Muslims who consist about 35 percent of the population of this country have the right to have their own college. I am told by some Ministry officials that the other problem is that, the Ministry is not sure whether the Government will be able to absorb those teachers.

Mr. Busolo: Thank you, Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this Motion. I think this Vote of the Ministry of Education is a very important one because as we realise, education has become the means to livelihood and a career; and education seems to have the monopoly of granting the means to that livelihood and career. I have taken notes of the Printed Estimates of the Ministry and it seems that the expenditure seems to be more on the side of general administration and planning as well as higher education but at the

level of policies in terms of expenditure, I would like to raise a few issues as to how that Vote is organised.

The first level I want to take on, Mr. Temporary Deputy Speaker, Sir, is gender. It seems to me that at the Ministry of Education, the question of gender is yet to be given priority, emphasis and its due share of resources. Taking the statistics for 1994, in pre-primary enrolment, we find that the girls only make up 48.9 percent of the enrolment. In secondary schools the girls only make up 45 percent. In primary schools teachers, the Senior teachers constitute only 39.5 percent. At the level of secondary school teachers, the female make up only 34.2 percent. At the level of trained graduates teachers, the females only account for 30.1 percent.

Mr. Temporary Deputy Speaker, Sir, this continues through Diploma Teachers Training Colleges, Kenya Institute of Special Education, National Polytechnics and even at the level of universities, you notice that the Government-funded public universities have an enrolment of 25.2 percent females whereas the private-funded universities have an enrolment of 47 percent females. Looking at all these kind of data you will notice that in as much as I support the Vote for the Ministry, when it comes to the level of gender, I think the Ministry needs to give some priority to female education. It is not a nice thing for me to talk like that because we also know that we are talking about the Beijing conference when it comes to the question of women.

The second aspect I want to raise, Mr. Temporary Deputy Speaker, Sir, has to do with the question of centralisation and decentralisation at the Ministry. The syllabus for instance is very heavily centralised. Exams are controlled from the centre and I have been wondering whether it is not yet time for the syllabus to be decentralised taking due recognition of the various ecological conditions of this country. It should also be the same for examinations.

In fact, when it comes to examinations, I feel that they should also, perhaps, be decentralised. If they have to be centralised, I have been wondering why we cannot, for instance, take an educational institution like Kenyatta University to handle examinations instead of giving the responsibility to the Kenya National Examinations Council (KNEC) with all the problems that we have been getting from it of late.

Mr. Temporary Deputy Speaker, Sir, the other aspect I would like to raise about this Ministry of Education Vote has to do with the social responsibility of educational institutions. You find schools in this country living like islands unto themselves, be they boarding or even day. In fact, it seems to be worse for day schools. There is a school somewhere, parents know there is a school but that school has no relationship to the community. If it is a matter of employment, there are only a few fellows, probably, within the community who are employed; maybe, one *fundi*, one *askari* and such like persons. I wonder why the Ministry, for instance, cannot draw up a deliberate programme of extension classes to make up for this question of inadequacies of institutions to further literacy. Why can schools not have programmes where old men, women or even retirees within the communities where these schools are can go to those schools for training in areas that, perhaps, they feel they want to train in, even if it is just a matter of learning about Geography of History. I feel that, in that way, the schools will become part and parcel of the community.

Relatedly, some schools fall within the environments of certain factories or industries. I am speaking as somebody from Webuye and I am reminded of the existence of the Pan African paper Mills within the area and the Nzoia Sugar Factory. I wonder why the Ministry cannot have a deliberate policy of having these factories have a certain attitude towards education by contributing adequately to the education infrastructure of those areas. There are, for instance, heavy chemical factories, sugar factories like Nzoia or the Pan African Paper Mills. Why can this kind of factories not establish polytechnics to train school leavers from those areas? There is also the question of building structures within the schools. In my Constituency of Webuye, in a lot of schools, roofs and other such like things are blown off by the wind and yet I am aware that there is a Building Code in this country. I have no idea if, within the Ministry of Education, there is an Inspectorate of Works that has to deal with the Building Code to make sure that schools enforce a certain system of buildings, tiles and such like things so that buildings are safe and secure for the children that learn in them.

Mr. Temporary Deputy Speaker, Sir, there is also the question of teacher testing. We are living in a world in which labour needs to be re-trained regularly. I am not aware that teachers usually go for re-training. For instance, in the world of cybernetics that we live in today, in the world of bio-technology, there is a lot of paradigm shifts and concept transformations. I think that, whether you teach History, Mathematics or Topography, sometimes, you need to go back for retraining in order to learn the latest elements that have come up within your field. I feel that the Ministry, together with KNUT and the TSC, should start a programme of retraining of teachers so that children going to school in the nineties are up to date with world level developments in knowledge instead of learning some things that may have been there in the fifties and which may not make sense today.

Mr. Temporary Deputy Speaker, Sir, there is also the other question of the purpose and mission of education itself. Before I came to this House, I was a teacher at the university and I used to agonize as to what was the purpose of my mission in teaching. It seems to me and, here I think I would like to agree with hon. Paul Muite, that the Ministry does not seem to have a deliberate policy of what its mission and purpose is. Elsewhere, we have education to train a leadership cadre, for instance, of a very distinct specific kind. You talk of the Harvardians, Chicago type economist, Makerere type kind of people. In this country, I have no idea of the calibre of people we train from our

institutions. We also wonder whether the mission is to restore to the nation a moral elite type of people or whether education is just to produce an educated public. I feel that if the Ministry has a policy, it does not seem to be clear enough. I feel that the Ministry should clarify its mission and purpose so that the end product of trainees in our educational institutions have a clear sense of purpose and vision of their country and the kind of the community they are going to join and what their contributions are going to be in that community.

Mr. Temporary Deputy Speaker, I also want to raise the question of performance and results and, that is related to the question of mission and purpose of education.

Thank you very much, Mr. Temporary Deputy Speaker, Sir.

Mr. Cheserek: Ahsante sana, Bw. Naibu Spika wa Muda, kwa kunipa nafasi hii ili nami niweze kuungana na wenzangu kuhusu pesa ya Wizara ya Elimu.

Bw. Naibu Spika wa Muda, wengi wamesema, na ninataka kuguzia tu machache, na hasa mawasiliano ambayo imeshazungumziwa hapo mbele. Elimu yetu imedhoofika sana. Imerudi chini kwa sababu ya ukayguzi mubovu. Wakaguzi wa tarafa hawawezi kukaguwa walimu kwa sababu hawawezi kuwasiliana nao, na hasa katika mahali kama Kerio Valley na Turkana ambako kuna tarafa kubwa ambazo ni kama wilaya nzima. Bila gari au pikipiki, walimu hawawezi kukaguliwa. Kwa sababu ya hiyo, walimu hawasimamiwi, hawatengenezi mipango ya kazi kwa ujumla au hata kutayarisha masomo yanayotolewa kila siku. Wengine wanaenda kupata mishahara na baada ya kupata pesa, wanapotelea mjini. Kwa sababu wakaguzi wa tarafa hawaendi kuwasimamia, elimu inadhoofika. Ninaomba Wizara, angaa, ichunguze kabisa na kuangalia mambo ya magari kwa wakaguzi.

Bw. Naibu Spika wa Muda, katika wilaya mpya ya Marakwet, Afisa wa Elimu wa Wilaya hana gari na, hasa sasa wakati huu wa mitihani, sijui wanasimamia namna gani mitihani. Ninaomba Waziri aangalie jinzi ya kusaidia Wilaya hizo mpya kama Trans-Mara na Marakwet. Ninataka niulize Wizara pia ichunguze mambo ya "training intake". Kuna wilaya nyingi kama Kiambu ambazo zina walimu wengi kupita kiasi na huku sisi wengine kule Tana River na Pokot tunapungukiwa. Ninataka Wizara iangalie jambo hili, ifanye "census". Mahali kuna walimu wengi kupita kiasi, tafadhali, Wizara irekebishe hali hiyo na kuwapeleka hawa walimu wa ziada mahali pengine ili wananchi wa Kenya, hasa wale wanaopungukiwa, waweze kufaidika kama kila kabila.

Bw. Naibu Spika wa Muda, tuna shida sana katika vyuo vyetu vikuu hasa katika vitivo vya muhimu kama kile cha Sheria. Kuna ukabila mwingi sana unaotumika wakati wa kuchukua wanafunzi kujiunga na vitivo hivi. Ukiangalia majina ya wale wanafunzi ambao wamechukuliwa katika Kitivo cha Sheria utaona kwamba kuna ukabila mwingi sana umetumika. Pia ukiangalia Kitivo cha Architecture ni vile vile. Kitivo cha Utabibu ni hivyo hivyo. Sijui watoto wa kutoka Marakwet hawahitimu kama watoto wa kabila la Kikuyu, wa kutoka Pwani au nini. Naiomba Wizara iliangalie sana jambo hili ili kila Mwanakenya apate nafasi ya kusoma. Jambo la kusema kwamba sehemu fulani ziko nyuma na zingine mbele kimaendeleo lisiwe kisingizio cha kutowapatia wanakenya nafasi ya kusoma. Ni vile tu Wazungu walipitia upande wa Mkoa wa Kati. Kama wangepitia upande wa Turkana mambo yangukuwa mengine.

Kuna watu wanaochukuliwa katika vyuo vya waalimu kutoka Lokichogio au Kajiado na baada ya kuhitimu wanafanya kazi mahali pengine. Ningependa Wizara hii ihimiza jambo la hawa waalimu kurudi kufunza sehemu zao baada ya masomo yao. Hii ni kwa sababu wengi wa hawa waalimu wakiwa karibu kumaliza masomo yao wanachagua kufunza nje ya kule walikosomea.

Ningetaka Wizara ya Elimu iangalie mambo ya uniforms na vitabu. Kuna wakuu wa shule zingine ambao wanawachukua watoto wetu kibishiara. Wakuu wa shule zingine wanalazimisha watoto kununua uniforms zao kutoka mahali fulani kwa sababu wanapata commission. Ningependa Wizara ichungunze jambo hilo.

Mambo ya bursary ya elimu imepoteza umuhimu wake kwa sababu hizi pesa hazifaidi watoto maskini tena. Pesa hizi zinafaidi matajiri. Ikiwa Waziri hatalichunguza jambo la kugawanya pesa za bursary basi itakuwa imepoteza umuhimu wake kabisa. Ikiwa utasema kwamba pesa zitagawanywa kulingana na namba ya streams katika kila wilaya au katika kila shule basi itakuwa kwamba shule za Kiambu na Murang'a, shule mmoja ambayo ina streams nne itachukua bursary ya watoto wa Wilaya ya Marakwet nzima. Sasa ukiangalia per capita income ya Wilaya ya Marakwet na ya Murang'a wewe mwenyewe utajua ni nani anastahili kusaidiwa. Ningependa Wizara iangalia jambo hili vizuri na hakuna haja ya kupatia Thika Kshs 4million na Kshs 400,000 Marakwet na hali unajua hali ya uchumi ilivyo huko.

Kwa hayo machache naunga Mkono ombi la Wizara ya Elimu.

Dr. Lwali-Oyondi: Mr. Temporary Deputy Speaker, Sir, the Ministry of Education is a very very important Ministry because it is from it---

The Temporary Deputy Speaker (Mr. Ndotto): Dr. Lwali-Oyondi, you have only five minutes so you better sum up what you want to say.

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

[The Speaker resumed the Chair]

Dr. Lwali-Oyondi: Thank you, very much, Mr. Speaker. The Ministry of Education is the stem from which every one of us has grown and its importance cannot be overemphasized.

I wish to draw the attention of the Minister to the fact that many of my constituents are unable to pay school fees and something has to be done about this. The infrastructure of the Constituency and in particular trade has been affected by various raids on the residents. Those who are hawking or those who own kiosks have been completely devastated and they can no longer pay school fees. Therefore, what they are experiencing is poverty that has been imposed on them. Secondly, we have a school, in my place, Afraha Secondary School, which has been grabbed by a councillor and has been sold. I hope the Minister is going to come to the rescue of the parents of the students of Afraha Secondary School so that it is returned to them. They started it and they put there this particular councillor as its chairman but he has also taken up the grabbing mania that has overtaken us and he is trying to sell the school. I will request the Minister to try to rescue the school and return it to the parents.

I would like to speak on the School Milk Programme. We would like this programme to be discontinued immediately because first, many schools no longer receive this milk and secondly, the money that is being provided for this Programme - K£18 million - is quite substantial and can be used to do some other development projects. K£18 being provided by the World Food Programme would better be used for providing a lunch programme to students instead of giving them milk. We would prefer having it given to us as a subsidy for books instead of milk that is never seen at all.

Mr. Speaker, Sir, talking on universities, I think there is a confusion and students are no longer studying what they are supposed to study. They are instead given a lot of other subjects that are not relevant to the courses that they are taking. We hope that the Minister will make sure that when a student is taken to study medicine he does so and not other subjects.

On the 8-4-4 system of education we are teaching our children how to cheat. For example, in carpentry most of the parents just go to wood industries and buy stools and give them to their students to take to schools for assessment where they are given high marks. The children see their parents cheating. I do not know whether we expect these students to be fools.

In the final analysis they know that learning is just about cheating. It is because we have no teachers in those primary schools to undertake carpentry lessons that this is happening. They just tell their students to buy stools from the next door carpenter. I do not think this is good enough for our children. If we can teach them to cheat I do not see how we shall stop them from cheating. The Minister may not have understood that. The students are actually buying stools from carpenters and getting high marks which go towards their KCPE marks because there are no teachers for these technical students. In that case, I do not think it neither helps the children nor us.

Egerton University---

Mr. Speaker: Order! I will now call the Minister to reply.

The Minister for Education (Mr. Kamotho): Thank you, Mr. Speaker, Sir, for giving me this chance to respond to the points raised by hon. Members from both sides of the House. I would first of all like to start by thanking the donors who have made their own contributions towards the promotion and development of education in this country. I would like to single out a few. The first being the World Food Programme, United Nations Family Planning Association, USAID, Danida, The Federal Republic of Germany, EDF and EEC, UNICEF, the governments of Finland, Belgium, UK, Japan, Switzerland and the Netherlands among others, who have contributed significantly to the sector of education. As I said earlier, I would like to thank all the Members who have made contribution in support of the Vote of Recurrent and Development Expenditure of education during the 1995/96 Financial Year. I also welcome the very constructive suggestions and proposals which have been made by hon. Members in this House. As you know, because of the time factor, I will not be able to respond individually to every point that has been raised by all the Members who have spoken. But I will try as much as possible to cover all the important areas which have been touched on by the hon. Members.

Mr. Speaker, Sir, first of all I would like to re-echo the Ministry's commitment to universal primary education, a point that has been touched on by several Members. It will take us time before we are able to make primary education compulsory because the whole infrastructure would have to be in place. It is very difficult because it is very expensive and therefore, progressively with the current emphasises on universal primary education, I am sure we will be able to reach a point where we can declare compulsory primary education in this country. As of now, I would like this House to know that around 95 per cent of school aged children in this country go to school. In some areas, the number is almost 100 per cent, particularly in arid and semi-arid areas where the percentage is much lower but the Government is working round the clock to ensure that all school age children in this country go to school. As Members have mentioned here, one of the prohibiting factors is the fact that although our primary education in this country is free in the sense that in public primary schools we do not charge tuition fees, but really because of the concept of cost-sharing where we expect parents and the community to provide the physical facilities in schools, it has

become difficult for some of the parents to send their children to school. But with the continued commitment and effort by communities through the *harambee* movement, we shall definitely be able to overcome these problems.

Mr. Speaker, Sir, I would also like to inform this House that the point raised by some of the Members that we should leave communities and schools to charge fees as they wish, is not practicable because it will mean that a large number of Kenyans who do not have adequate resources and who, they cannot even feed their own families, will not be able to send their children to school and that is why the larger sector of our education in this country is public. The Government plays its part and the communities do play their part.

Mr. Speaker, Sir, in the secondary school sector in particular, the Government policy in this area is to encourage whenever possible day schooling. Where it is not possible, we cannot avoid having boarding secondary schools because of sheer distances. The 3,000 secondary schools in this country spread throughout this country. However, there are certain areas where these schools are very far apart and therefore access to secondary education is more difficult than primary education. This is because primary schools are village schools and most of the children are able to go to school and go home but when it comes to secondary schools, in some areas it is unavoidable that we have to continue with boarding secondary schools. Whenever possible, like in urban areas like Nairobi, the majority of secondary school students are day scholars. Our policy is really to encourage the dual system that whenever possible, we should encourage day schools for those parents who cannot afford to pay boarding fees to have an opportunity for their children to go to school. I would like to thank Members and the communities in this country, for the way they have continued to raise resources to develop and expand secondary schools throughout the country together with primary schools.

Mr. Speaker, Sir, on the question of teachers, particularly primary school teachers, it is currently the Government policy to ensure that teachers are adequately trained from the zones, the locations of this country so that when they complete their training, they are able to go back to their own home areas and teach. The truth is that, in a lot of cases, particularly when it comes to women teachers, when they complete their college education, they go and get married far from their own home areas. This is an area where we cannot be able to control and therefore some of these factors cause understaffing in some of the areas because of the tendency of the trained teachers, particularly women who get married far and mostly in urban areas and therefore go to join their husbands and leave schools without teachers. We will continue struggling with this problem until we are able to overcome because as a developing country, there are certain problems which cannot be solved overnight.

Mr. Speaker, Sir, I would like to request hon. Members to assist us to encourage the local young qualified men and women to join teaching. Teaching is a very noble career and the most respected career around the world. Therefore, it is important that we encourage communities to persuade and to talk to their young men and women to join teaching.

Mr. Speaker, Sir, there has been a lot of misunderstanding about this whole concept of Family Life Education. It is Government policy not to teach sex education, family planning or even expose our children to condoms, contraceptives and those other related things.

Mr. Speaker, Sir, people confuse family life education and family planning. Those two things are too far apart. What the Ministry is trying to do is to sensitise and train mature teachers on how to guide the lives of our young people under them. If anybody cares, he should go and buy the book that has the curriculum for our primary and secondary schools. Let him come and show us where we are talking about sex education, condoms or contraceptives. That is total misunderstanding. Some people have a tendency of disinforming the community for their own political interests.

Mr. Speaker, Sir, I had a meeting with the Catholic Bishops. We came to a very common understanding because even the books, and literature books which are written by some of those who confess to be holier than thou, are worst and immoral. We do not like that kind of literature in our schools. We have always said so, but the tendency by some people to mispresent Government policies and programmes is very unfair to the youth of this country.

The little money that is in the Budget for family life education is to purchase computers, typewriters and vehicles to assist in funding the programme on sensitisation of teachers who are in charge of teaching home science, civics, geography and those subjects which touch on the lives of the people and the economic needs of a society, and the implication of unmanageable large families because the economy is not growing at the same rate as our population. So, that issue of family life education has totally been misunderstood.

The other point that I would like to touch on is primarily on university education. Hon. Members here have talked a lot about the interference in universities by the Government. I would like to make it absolutely clear here that all the five public universities are established through an Act of Parliament. The powers and functions of all the institutions of all those universities are clearly spelt out, and therefore, the Government does not administer universities. Our public universities are autonomous. Even what I do when I ask for money from the Government for the universities, I give it to each individual university to carry out its own programmes within the university where we have the senate, the university council and other organs of the universities. So, there is no interference by the

Government in the running of the public universities. The only time we get involved is when I am asking for money for universities from the Government and during the graduation ceremony which is a ceremonial activity of all universities throughout the world. Otherwise, the administration and management of the universities are done by the universities.

Mr. Speaker, Sir, I will soon be bringing a Bill in this House for harmonisation of all the universities' Acts, so that the universities will be able to co-ordinate their activities and finances through the Commissioner for Higher Education. In other words all those different Acts establishing all the universities will be harmonised under one Act which will enable proper management of university with a harmonised legal framework. As I was saying even now there is no interference in public universities by the Government.

If there is any interference, it comes, from the politicians because when there is a small thing like UASU, that is an internal matter of the university and it is none of our business to get involved in such an issue. You better believe me, when there was a little scuffle in the university, it was the leader of the Opposition and some of his colleagues who went there to police the university to appear as if they were inspecting, soothing and so forth. That was interference. There is no biggest interference in the university management than that one.

Mr. Speaker, Sir, so as far as the management and administration of the universities are concerned the laws are very clear.

Mr. Gatabaki: On a point of order, Mr. Speaker, Sir. Is it in order for the hon. Minister to mislead this House about the presence of the Opposition Members at the Campus that they had gone there to police the university when we know very well that they had gone there to check the enormous amount of damage---

Mr. Speaker: Order! Order, hon. Gatabaki! That is your view; he is also entitled to his views. Proceed.

The Minister for Education (Mr. Kamotho): Thank you, Mr. Speaker for your protection.

The other point that hon. Members have talked about is that recently we passed an Act here on the Higher Education Loans Board. As I said when I was moving the Vote, the Board is now in operation---

Mr. Shikuku: On a point of order, Mr. Speaker, Sir. Is the Minister in order to tell the House that we passed an Act here. We do not pass Acts here we pass Bills which become Acts. He is old enough to know that.

Mr. Speaker: Very well, you are right!

The Minister for Education (Mr. Kamotho): Thank you, Mr. Speaker, Sir, for that correction.

The Bill was passed here recently by this House. It was given the Presidential assent and it is now an Act. The Board is now fully in operation.

The Board is fully autonomous. There is no more routine administration or interference by the Ministry of Education, and therefore, by the Government. The Board is trying to do its best to ensure that all the needy cases are assisted. The total cost to educate a Kenyan in our public university was established to be Shs.120,000.00.

Mr. Speaker, Sir, under the cost sharing programme, it was agreed that the Government will bear Shs.70,000.00 out of Shs.120,000.00. Then Shs.50,000.00 was to be met by the beneficiary. We know that the majority of Kenyans cannot be able to raise Shs.50,000.00 to pay to the university. So, it was agreed that the direct fees of university student which stood at Shs.6,000.00 before, plus the automatic loan of Kshs.27,500.00 was to be raised to Shs.42,000.00 plus Shs.8,000 to make up the Shs.50,000.00 which parents are expected to pay. There is a substantial number of Kenyan parents who can pay the Kshs50,000/- university fees and we would like them to pay. This is because they are paying Kshs200,000/- at Daystar University, United States International University, the Catholic University of Eastern Africa and Baraton University. They are also paying Kshs1 million and Kshs 800,000 to educate their children in the United Kingdom and the United States of America respectively. So, what we are saying is that we would like those who can afford to pay the Kshs50,000 to do so. In the case of those whom we will establish that they definitely cannot pay anything there is a maximum bursary of Kshs8,000/- plus a maximum loan of Kshs42,000. The loan, as I said when I was moving this Vote, is not automatic. Some of the applicants may get Kshs10,000/-, others Kshs20,000/-, others Kshs30,000/-, others Kshs35,000/- and others still Kshs42,000/-. This is because until we are able to recoup the outstanding arrears of about Kshs500 million and build up a revolving fund we cannot meet all the expenditure for the loans to university students.

Mr. Speaker, Sir, the other point that I would like to mention, over which a lot of hon. Members expressed fears, is that--- I agree with the hon. Members in their concern about the high cost of education even in secondary schools. I would like to assure this House that the Government appreciates the sentiments expressed by hon. Members in this matter. The Ministry of Education is doing a study now to establish the actual cost per student in secondary schools in various categories; that is in a three-stream school, a four-stream school, a one-stream school, a boarding school and so on, so that we can actually guide schools in charging school fees. This is meant to ensure that we minimise any possible exploitation of parents by schools. So, we are very concerned about this issue and we will be taking any appropriate action to ensure that parents in this country are not exploited.

The other point that I would like to make, and which has been made by several hon. Members, is about equitable distribution of educational resources. We know that there are some imbalances here and there. Now, the objective of the Government is to try, through special financing in arid and semi-arid areas and use of bursaries, to get

rid of these imbalances. When it comes to admissions into universities, I would like the House to know that we have in existence both quality provincial and national schools which admit students to Form One equitably throughout the country, depending on the number of KCPE candidates in every district. So, whenever there is poor performance there is consolation in that some students will be admitted into Alliance, Mang'u, Limuru Loreto, Limuru Girls, Moi Girls, Eldoret and Maseno schools. This is because normally about 80 per cent of kids from these schools go to university. So, that is a consolation. Therefore, while we are doing everything possible to upgrade and uplift the standard of education throughout the country we must not lose sight of the existence of national and provincial schools in which we have the policy of trying to equalize opportunities throughout the land. So, that is a very important area and of major concern to us.

With those few remarks, I beg to move.

(Question put and agreed to)

(Mr. Speaker left the Chair)

IN THE COMMITTEE

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

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, I beg to move:- THAT, a sum not exceeding K£713,609,350 be issued from the Consolidated Fund to complete the sum necessary to meet the expenditure during the year ending 30th June, 1996 in respect of:-

Vote 31 - The Ministry of Education

(Question proposed)

VOTE R31 - RECURRENT EXPENDITURE

The Temporary Deputy Chairman (Mr. Ndotto): Hon. Members, we will turn to Recurrent Expenditure on page 1346 of the Estimates of Expenditure.

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

Head 834 - Headquarters Administrative Services

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, last year the Ministry requested K£835,647 under Item 120 of this Head. However, this year they are requesting only K£48,120 against this Item. What are the reasons for the reduction from K£800,000 to K£48,000?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, one of the reasons for this reduction is that last year there were a lot of arrears to be paid. These were pending bills for telephones and so on, which were to be cleared when money became available. That is why this year we have asked for a lesser allocation.

(Head 834 agreed to)

Head 839 - Kenya National Examinations Council

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, under Head 839 - Kenya National Examinations Council, the Minister is requesting for K£8,901,000. Now, the Kenya National Examinations Council charges students from all over the country fees to run the examinations and other facilities. Why is Parliament being asked to appropriate this kind of money to the Kenya National Examinations Council?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, the students are not charged the full cost for examinations. So, the money being asked for, is meant to complement what the students are charged to meet the examination cost.

(Heads 835, 836, 837, 838 and 839 agreed to)

Head 841 - Teachers Service Commission

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, I have two questions, I would like to put the first one first. That, under 841 - Teachers Service Commission, Item 181 and 182, this is payment of rents and rates. Now, under the other Vote, down there, we have been told the Teachers Service Commission has requested for its own allocation, or the grants have been placed separately. Now, which is this money again we are being requested to approve on rents and rates, both residential and non residential, when in fact we have on the other side, been requested to give the whole grant to the TSC?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, I am requesting this money to pay the current rent of accommodation of TSC Headquarters staff and also the rented houses which are given to senior staff members of TSC. I do not know which figure Mr. Obwocha is referring to. He is confusing this and the other.

Mr. Obwocha: Maybe, Mr. Temporary Deputy Chairman, Sir, I was not clear, because, if you add all the grants, in fact, to the TSC, they are almost Kshs1.20 billion. I am not wrong because I can see the Minister nodding. Now, if we have given them the grants to run their system wholly, including emoluments, rents and so on, why are you asking for rents separately? That was my question.

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, these are details of the Kshs1 billion plus, which we talked about. Therefore, there is no conflict whatsoever.

Mr. Munyasia: Thank you, Mr. Chairman. My question relates to Head 841, items 050, 065, 303, 305 and 305 on page 1350. I want to find out from the Minister whether this little increment over what there was last year, does include the 50 per cent award of increased medical allowance that was made to the civil servants recently?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, that amount does not include that increment. The matter is under discussion between the Ministry and the authority that deals with teachers remunerations and therefore, it is not part of the figure.

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, my second question was, if you look at, for example item 050, they have requested for house allowances of K£1.05993 million, I hope the Minister has seen that, item 050 - House Allowances. But, on item 303 we have also given them grants to TSC of house allowances in this case of K£5.31879 million.

Now, who is being given that house allowance under item 050, and yet we have provided for all the house allowances under grants to the TSC?

The Temporary Deputy Chairman (Mr. Ndotto): Mr. Obwocha, are you sure you are not asking an obvious question? Because, item 050 is house allowance possibly for the TSC staff at the head quarters, but, the other one is clearly saying grants to TSC teachers.

(Heads 841, 862 and 863 agreed to)

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - PRIMARY EDUCATION

Heads 844 - Primary Schools

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, we also would like clarification on 844 - Primary Schools, item No. 160 boarding expenses, low-cost boarding primary schools - K£1.0250,500 million. Now, which are these boarding schools that the Government is maintaining?

The Minister for Education (Mr. Kamotho): We have quite a few boarding primary schools particularly in arid and semi arid areas, plus a few others like Naivasha Boarding, Nyeri Complex Boarding School and a few others spread around the country where the Government makes a contribution towards the running of those schools, in addition to staffing.

Head 845 - School Equipment Scheme

The Temporary Deputy Chairman (Mr. Ndotto): Do you want to suggest something Mr. Munyasia?

Mr. Munyasia: Yes Mr. Temporary Deputy Chairman. That is on Head 845, Item 221, the Purchase of School Equipment. Could the Minister tell us what items are purchased under this Head on school equipment, because we know that schools at home do not get any equipment from the Ministry?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, considering the number of primary school children in this country, which stands at about six million, you should realise that there is an allocation we give on the basis of each child. I think it is about Kshs.20 per child for purchase of books, and all the

other things which they use. It may look a very big figure here, but when it comes to allocating funds to primary schools, for the purchase---Ask your head teachers and they will tell you whether they get it or they do not. It is so little that it may not be felt in the community. There has been an argument of late as to why we are neglecting primary schools education, and concentrating on higher education.

A study is on now to try and divert resources from higher education to primary school level. There are primary schools in this country which cannot be able to buy chalk, pencils and those basic necessities like text books. So, to me, this is a token figure considering the number of primary schools in the country.

The Temporary Deputy Chairman (Mr. Ndotto): I think you have clarified that one. Mr. Obwocha, do you have something?

Mr. Obwocha: Are we on Head 846 because I have a question there?

The Temporary Deputy Chairman (Mr. Ndotto): Yes.

Head 846 - School Feeding Programme

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, all of us in the country know that the Ministry has rendered Kenya Co-operative Creameries (KCC) bankrupt. Under Item 161, Purchase of School Milk, and Item 162, School Feeding Programme, the Minister has requested for K£10.5 million in total. We know the Ministry owes millions of shillings to KCC. Where have you provided for the money that you are going to clear the pending debts from KCC?

The Temporary Deputy Chairman (Mr. Ndotto): Mr. Obwocha, are you asking whether this figure will be used for clearing the pending bills?

Mr. Obwocha: Yes.

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, first of all, the money for the school feeding programme is from external funding. Therefore, you cannot take that and go and pay for milk. But part of the K£7 million, will be used to pay the pending bills from KCC. We will continue taking the milk and then pay later.

(Heads 844, 845 and 846 agreed to)

(Sub-Vote 311 agreed to)

SUB-VOTE 312 - TEACHERS EDUCATION

Head 847 - Primary Teachers Training Colleges

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, the Ministry under Head 847, Item 310 has requested this House to approve grants and appropriation-in-aid amounting to K£4 million for primary teacher training colleges. Why are they specifying on Head 807, Kagumo Teachers College separately, and Kenya Science Teachers College under Head 803 separately? Why have all these colleges not been put together? Why can we not have all the colleges, with their own grants stated separately?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, Kagumo and Kenya Science Teachers College are the only two diploma teacher training colleges we have now. The other 22 of them are primary teachers training colleges. So, we found it to be less cumbersome to separate the two, but lumped the others together.

(Heads 803, 807 and 847 agreed to)

(Sub-Vote 312 agreed to)

SUB-VOTE 313 - SCHOOLS FOR THE HANDICAPPED

(Heads 810, 843 and 852 agreed to)

(Sub-Vote 313 agreed to)

SUB-VOTE 314 - MISCELLANEOUS SERVICES

Head 853 Bursaries, Scholarships and Subsidies

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, under Head 853, which is on bursaries and scholarships, the Ministry is asking for K£1,750,000, and yet there is also under a separate Item, a request for loans to

students. Why are we having these bursaries here, when, in fact, we have the Item for loans to students? This is a contradiction.

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, the two items are completely different. This one is meant for quite a number of Kenyan students who are abroad, some doing programmes which are not available locally, or students that the Government is committed to educate or who are undergoing studies abroad and maybe they lost their parents, and they are continuing. This is where that item falls under.

On the question of the loans, this is a separate item for our university students in our local universities here.

Dr. Lwali Oyondi: Mr. Temporary Deputy Chairman, Sir, just under the same head, Item 341, could the Minister explain why the bursaries have dropped by almost half? Last year we had K£3,200,000 and this year we are just having K£1,750,000.

The Minister for Education (Mr. Kamotho): The reason, Mr. Temporary Deputy Chairman, Sir, is that there are fewer students now than there were in the previous year, because we are reducing our commitment to meeting any responsibility of educating Kenyans outside this country. So, this year, they are fewer than the previous year.

(Head 853 agreed to)

(Sub-Vote 314 agreed to)

SUB-VOTE 315 - PRE-PRIMARY EDUCATION

(Sub-Vote 315 agreed to)

SUB-VOTE 316 - SECONDARY EDUCATION

Head 800 - Board of Governors Maintained Schools

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, I will now refer to Head 800, Board of Governors Maintained Schools. I happen to be a Member of a Board of Governors in all the schools in my constituency, and I happen to know that Sironga Girls High School, is one of the Government maintained schools. In fact, it is the only provincial girls secondary school. We are not paid any money for the school. Now, the Minister is asking, as grants, under Item 310 a sum of K£6 million. What is this money for? Where does it go because I think under Item 311 he has rightly stated that the amount shown there caters for bursaries for students in these institutions. Under Item 310, where does this money go?

The Minister for Education (Mr. Kamotho): Mr. Chairman, Sir, considering the number of secondary public schools we have in the country if Sironga Girls did not receive any grants last year, then it may receive this year or next year because it is very difficult or impossible to be able to provide every school with grants every year because of the little allocation given to the Ministry. So we spread it throughout the country.

Dr. Lwali-Oyondi: The issue of giving these grants in aid to Board of Governors does not seem to be occurring in my constituency where I am a member of the PTA in almost all the schools and also on the BOG. We have never seen that grant in all the schools in Nakuru for the last eight years. Could the Ministry explain where exactly this money goes?

The Temporary Deputy Chairman (Mr. Ndotto): Dr. Lwali-Oyondi, are you sure that you have a clear record that for the last eight years no school in Nakuru appears to have received this grant?

Dr. Lwali-Oyondi: Yes. Let us say Menengai and Nakuru High School---

The Minister for Education (Mr. Kamotho): Mr. Chairman to be very frank the hon. Member is not right because I am sure some of the schools in Nakuru must have received grants even in the previous year. They might not have received for this year but some of them might still be in the pipeline of receiving something because we are very fair in giving the little grants we receive from Treasury to schools throughout the country. We do not discriminate against schools in any area of the Republic.

Mr. Achola: Mr. Temporary Deputy Chairman, Sir, could the Minister just tell us what criteria he used in giving these grants to the various schools because we do not seem to have had them in Nyanza for example?

The Ministry for Education (Mr. Kamotho): Mr. Chairman the criteria of giving grants is need and priority given by DEB's in the districts.

The Temporary Deputy Chairman (Mr. Ndotto): I think that is enough. We are only dealing with Head 800. Let us have the last one.

Mr. Munyasia: Thank you Mr. Temporary Deputy Chairman. I have been looking around. I thought there would be details about how Item number 311 that is bursaries. I suppose secondary school children are being given

these bursaries but I have not got any guidance. Could the Minister maybe briefly tell us how he is going to apportion this money if we approve it? I do not know what formula he uses for giving that money to the various districts.

The Minister for Education (Mr. Kamotho): Mr. Chairman I am sure I have answered that question several times here about the allocation of the bursary fund to the districts. It is based on the number of classes per district but because of the special consideration of poorer areas, we have the poverty criteria where 25 per cent of the total bursary fund is given to the arid and semi-arid districts. And then the 75 per cent is shared equitably depending on the number of classes per district.

(Head 800 agreed to)

(Sub-Vote 316 agreed)

SUB-VOTE 318-UNIVERSITY EDUCATION

Head 832-University Students Loans Scheme

Mr. Obwocha: Mr. Chairman, Sir, I have two questions. the first one is on head 832- University Students Loans Scheme Item No. 508-Defunct USAB Debts, that is the University Students Accommodation Board. When were these debts incurred because as we know, USAB was wound up three years ago. Now how are we being asked to pay debts that were incurred some times back?

The second question is that we are approving grants to various universities but we know from all the universities the students pay some little college fees which has been Kshs6,000 but I think it has been increased. Now why have you not reflected Appropriations-in-Aid, that is the money you receive from the students to deduct from the total grant? Why is it not reflected here?

The Minister for Education (Mr. Kamotho): Mr. Chairman, Sir, the Kshs8,000 students are expected to pay to the university is a small amount of money and that money is left to the universities to meet their own internal expenses. It is not part of the money I am asking for and therefore we are not treating that money as Appropriations-in-Aid.

The other question of the USAB debts is that we know that although USAB is non-existent, they owed money to some Kenyans by virtue of having taken their goods which they never paid for.

I think the Government has a social responsibility to pay the suppliers of the goods. It is not last year. As hon. Obwocha says, it is quite a number of years back but we have a social responsibility to Kenyans.

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

(Sub-Vote 318 agreed)

(Vote R31 agreed to)

The Temporary Deputy Chairman (Mr. Ndotto): We will now move to Development Estimates.

VOTE D31 - DEVELOPMENT EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

Head 839 - Kenya National Examinations Council

Mr. Obwocha: We notice that the Kenya National Examinations Council wants to construct buildings, and they have requested for £2 million. Now, can the House be told whether this is also a new Headquarters for the Kenya National Examinations Council, like the Ministry said the Teachers Service Commission is contemplating building up their own Headquarters? What is this money for because it is non-residential?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, I would like to inform the House that this is an on-going project, and the building of the Headquarters of the Kenya National Examination Council has been a stalled project, requiring about £44 million to complete the project, but Treasury has allocated us £2 million. I think we must understand and realise, the importance of the security of the examinations, and the objective is to have a building that also will be housing a security press for the examination papers, because today, we print our examinations in London. Therefore, as soon as the building is complete, we can now start printing our examinations

here in the country, because we cannot be printing our examination papers at Mfangano Street, where the headquarters of the KNEC and the National Housing Corporation house is. So, this money is meant to continue the completion of the KNEC building.

*(Heads 037, 834, 835, 836, 839
and 841 agreed to)*

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - PRIMARY EDUCATION

Head 846 - School Milk and Feeding Programme

Mr. Obwocha: This is another shock, Mr. Temporary Deputy Chairman. Apart from that milk scheme on Head 846, item 163, we are being asked to approve £18 million for this school feeding programme.

Can the Minister enlighten the House about this direct payment from the World Food Programme?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, this is a development vote, and this money is meant to purchase vehicles, to build storage facilities for food in these areas. So the other one which was recurrent, was the normal local purchases of food, but this one is for transport, storage and those other related capital equipment requirements for this purpose.

Dr. Lwali-Oyondi: Mr. Temporary Deputy Chairman, Sir, it would appear that this particular development is recurrent in that the expenditure last year is just about the same as what is going to be expended this year, £17 million and £18 million.

(Heads 844 and 846 agreed to)

(Sub-Vote 311 agreed to)

SUB-VOTE 312 - TEACHERS EDUCATION COLLEGES

Head 847 - Primary Teachers Training Colleges

Mr. Munyasia: My question relates to Head 847, item 401, the building of Kibabii Primary Teachers College. Last year we had been allotted £1,300,000, later they removed £1 million and left £300,000.

Mr. Temporary Deputy Chairman, Sir, if we approve this particular estimate now of £1,500,000, could the Minister indicate to us, because he had been said earlier that the college would be build from October and we are already on 4th October, could he indicate to us when construction of this long delayed primary teachers college is going to start?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, the processing of the tender documents is going on and as soon as the processing is ready, we hope to break the ground before the end of this year. So, when the money is allocated to me, I can assure the Hon. Member that construction of Kibabii will start before the next financial year.

(Head 803, 807 and 847 agreed to)

(Sub-Vote 312 agreed to)

SUB-VOTE 313 - SCHOOLS FOR THE HANDICAPPED

Head 852 - Kenya Institute of Special Education (KISE)

Dr. Lwali-Oyondi: Mr. Temporary Deputy Chairman, Sir, we would like to know where this Kenya Institute of Special Education (KISE) is?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, I am surprised that our Members are very ignorant of the geography of this country. This KISE is in Ruaraka, near Moi International Sports Centre, just across.

So, if Members would like to go and see it, they should go and see it because it is a magnificent institution.

(Heads 810, 848 and 852 agreed to)

(Sub-Vote 313 agreed to)

SUB-VOTE 315 - PRE-PRIMARY EDUCATION

(Head 816 agreed to)

(Sub-Vote 315 agreed to)

SUB-VOTE 316 - SECONDARY EDUCATION

Head 800 - Board of Governors Maintained Schools

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, the Government is asking us to approve construction of Strathmore Education College by giving them £2,200,000. Now we are under the impression that Strathmore College is a private College. How come we are being asked to give £2.2 million to a private college?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, it is true that Strathmore College is under private management. This money is external receipt given by EEC through the Government. In other words, there is no local resources of the Government going to strathmore College. This money, because of the normal arrangement that they needed some guarantee or some conduit to finance Strathmore College, the Government only provided the arrangement. This is not taxpayers' money.

(Head 800 agreed to)

(Sub-Vote 316 - agreed to)

SUB-VOTE 318 - UNIVERSITY EDUCATION

Head 827 - Commission for Higher Education

Mr. Obwocha: Mr. Temporary Deputy Chairman, Sir, my question under Head 827, concerns graduates from some of the private universities that have been established in Kenya particularly, but which have not been accredited.

Since the Commission for Higher Education has been entrusted with the duty of accrediting these universities, can the Minister tell this House when Pan-Africa College, will be accredited? This is the one on your way to Kiambu, on the junction to Kamiti. When is it going to be accredited?

The Minister for Education (Mr. Kamotho): Mr. Temporary Deputy Chairman, Sir, so far, I would like to bring to the notice of the hon. Member that three private Universities have been issued with a charter. These are: The University College of East Africa, at Baraton, the Catholic University of East Africa at Lang'ata, and also the Daystar University.

Mr. Temporary Deputy Chairman, Sir, the process of accreditation is very thorough, it is very fair and it is done by the Commission for Higher Education. I cannot be able to tell at this time how far the processing of the documents of Pan-Africa University has gone because when they send an application, there is a process of inspection and discussion between the Commission and the sponsors of the institution.

Mr. Temporary Deputy Chairman, Sir, I can assure the hon. Member and the House that the process is going on and it is free and fair.

Head 833 - Egerton University

Dr. Lwali-Oyondi: Mr. Temporary Deputy Chairman, Sir, I would like to draw your attention to Head 833 of Egerton University. This happens to be in Nakuru District and there are a lot of constructions there which have stagnated for quite a number of years and I see a lot of constructions being approved. Could the Minister not finish one item, put a lot of money on a given building and finish it instead of running all of them at once and never finishing any? That is at Egerton University itself.

The Minister for Education (Mr. Kamotho): Mr. Chairman, Sir, we have a problem of stalled projects in all our public Universities. But the Government is working round the Clock to try and raise money to complete all the projects in Moi University, Maseno, Egerton, Nairobi Kenyatta and Jomo Kenyatta University of Agriculture and

Technology. Therefore, if the hon. Member bears with us, we are hopeful that money will be found to be able to complete all these projects in good time.

Mr. Obwocha: Under the same Head 833, Egerton University, most of these buildings were sponsored by USAID. I notice that last year, there was a provision for K£1.830 million by the USAID which was a direct payment. This year there is nothing. What were the reasons that led to the withdrawal of these donor funds?

An hon. Member: Na usiseme ni Upinzani!

The Minister for Education (Mr. Kamotho):

Mr. Temporary Chairman, Sir, apart from the unnecessary opposition to donor assistance, some of these projects are GoK projects. There has been a decline in the expected external donor aid and of course, the Opposition of this country should take the larger part of the blame.

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

(Sub-Vote 318 agreed to)

(Vote R31 agreed to)

(Question put and agreed to)

(Resolution to be reported without amendment)

(The House resumed)

[Mr. Speaker in the Chair]

REPORT

Vote 31 - Ministry of Education

Mr. Ndotto: Mr. Speaker, Sir, I am directed to report that the Committee of Supply has considered the Resolution that a sum not exceeding K£713,609,350 be issued from the Consolidated Fund to complete the sum necessary to meet the expenditure during the year ending 30th June 1996 in respect of vote 31 - Ministry of Education, and has approved the same without amendment.

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

The Minister for Labour and Manpower Development (Mr. Masinde) Seconded.

(Question proposed)

(Question put and agreed to)

ADJOURNMENT

Mr. Speaker: Hon. Members it is now time for us to interrupt our Business. The House is therefore adjourned until tomorrow, Thursday the 5th of October 1995 at 2.30 p.m.

The House rose at 6.20 p.m.