

# NATIONAL ASSEMBLY

## OFFICIAL REPORT

**Thursday, 22nd July, 1999**

The House met at 2.30 p.m.

*[Mr. Speaker in the Chair]*

## PRAYERS

## PAPER LAID

The following Paper was laid on the Table:-

The Report of the Departmental Committee on Defence and Foreign Relations on a Draft Treaty for the Establishment of the East African Community.

*(By Mr. Musila)*

## NOTICES OF MOTIONS

### ESTABLISHMENT OF INFORMATION AND COMMUNICATION CENTRES

**Dr. Ochuodho:** Mr. Speaker, Sir, I rise to give notice of the following Motion:-

THAT, in view of the pivotal role accurate, timely and simplified information can play in socio-economic development; and aware of the world's inevitable revolution into an electronic global village in the next century, this House urges the Government to establish information and communication centres or satellite centres and community radio stations in all districts in the country.

### ADOPTION OF REPORT ON DRAFT TREATY ON EAST AFRICAN COMMUNITY

**Mr. Musila:** Mr. Speaker, Sir, I wish to give notice of the following Motion:-

THAT, this House adopts the Report of the Departmental Committee on Defence and Foreign Relations on a Draft Treaty for the Establishment of the East African Community laid on the Table of the House on 22nd July, 1999.

### PRIORITY TO LOCAL PEOPLE IN PRIVATISATION OF PARASTATALS

**Mr. M.A. Galgalo:** Mr. Speaker, Sir, I beg to give notice of the following Motion:-

THAT, in view of the fact that the Government is committed to the principles of privatisation and commercial operations of parastatals as a means of revamping the ailing economy; and considering that parastatals were designed to ensure balanced national development by using raw materials in their localities, this House urges the Government to make regulations which give priority to the local people to acquire controlling shares whenever the said parastatals are privatised.

## COMMUNICATION FROM THE CHAIR

REVOCATION: NOTICE OF MOTION  
ON ESTABLISHMENT OF INFORMATION  
AND COMMUNICATION CENTRES

**Mr. Speaker:** Order! Order! I must bring to the attention of the House that the notice of Motion given by Dr. Ochuodho has not been approved by the Chair. Consequently, I order that the notice is of no effect and should be cancelled from the records of the House.

Before we go to the Questions, I wish to bring to the attention of the House that the latest I can go with the Questions is up to 3.15 p.m., because there are a few other matters that I want to deal with before 3.30 p.m. So, Members must take notice. I may not be generous on supplementary questions, and much more important, I may have to defer other Questions.

**ORAL ANSWERS TO QUESTIONS**

*Question No.274*

DEATH OF JARED MOKANO

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

(a) if he is aware that the late Jared Mokano, a P1 teacher, was killed in a road accident on 27th November, 1998, along Keroka-Kisii Road, at Keumbu in Kisii District, involving a vehicle, registration No.KAE 658C, an Isuzu bus;

(b) what investigations were carried out to establish the cause of the fatal accident involving the deceased, who was a passenger in the said vehicle; and,

(c) when the family of the deceased will be paid by the Insurance Company, M/s Pan African Insurance Company Limited, under Policy No.MCP 048632C.

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

(a) Yes, I am aware that one Jared Mokano, a P1 teacher, was killed in a road accident on 27th November, 1998.

(b) Investigations were carried out, vide Kisii CR/652/125/99, and the bus conductor, Daniel Makori Osumu, was arrested and has been charged with the offence of manslaughter. The matter is still pending before court.

(c) On the issue of compensation, it will be determined after the case, which is still pending in court, is finalised.

**Mr. Anyona:** Mr. Speaker, Sir, first of all, I do not have a copy of the written answer, but I did not want to harass him this time round. I am very interested to hear that this matter is before court because my information is that the driver was arrested, charged and fined Kshs1,000. So, I want to know whether that scenario has now changed, or what has happened, because that is the information I have.

**Mr. Speaker:** Mr. Assistant Minister, what is the case about?

**Mr. Samoei:** Mr. Speaker, Sir, the case involved a bus, KAE 658C, whose conductor---

**Mr. Speaker:** What is the type of the case; is it a criminal or civil case?

**Mr. Samoei:** One of it is a criminal case, and there is a civil case.

**Mr. Speaker:** Is it not over?

**Mr. Samoei:** No, it is not yet over, Mr. Speaker, Sir.

**Mr. Speaker:** Maybe, the best thing to do is to make available to Mr. Anyona, and to me, the relevant case documents so that we can decide what to do with the Question. I will, in the circumstances, defer it. So, please, get in touch with Mr. Anyona and myself.

*(Question deferred)*

**Mr. Samoei:** Thank you, Mr. Speaker, Sir.

**Mr. Speaker:** Very well! Next Question, Mr. N. Nyagah.

*Question No.126*

**Mr. N. Nyagah** asked the Minister for Finance:-

(a) how much money was budgeted/allocated for the last General Election held on 29th and 30th December, 1997;

(b) how much money was actually spent; and,

(c) if he could explain the Government's failure to maintain its budgetary discipline.

**The Assistant Minister for Finance** (Mr. Arap-Kirui): Mr. Speaker, Sir, I beg to reply, and in doing so, I would like to indicate that I had, in fact, substantially answered this Question the last time it came up. But for the benefit of those Members who may not have been here, I will go over it again.

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

**Mr. Speaker:** What is it?

**Dr. Kituyi:** Mr. Speaker, Sir, the hon. Assistant Minister gave an answer to this House which the Chair declared unsatisfactory. He then made an undertaking to bring a more satisfactory answer. How can he say that for the benefit of the House, he is going to bring the same unsatisfactory answer to the House? Why should he do that?

**Mr. Speaker:** That is not what he said. He said: "I had substantially answered this Question, but for the benefit of the Members who were not present---" Proceed, please.

**The Assistant Minister for Finance** (Mr. Arap-Kirui): Thank you, Mr. Speaker, Sir.

Mr. Speaker, Sir, in response to part "a" of the Question, the financial resources budgeted for the last General Elections held on December 29th and 30th 1997, was K£158,210,695.

(b) Financial resources actually spent were, however, in excess of this amount by an additional K£10 million, which is yet to be paid.

(c) The over-expenditure on the 1997 General Elections did not arise from the failure of the Government to maintain budgetary discipline. It was caused by factors that were beyond the Government's control, which included the following:

(i) The IPPG recommendations relating to registration of political parties. This resulted in the registration of numerous political parties, leading to increased election material such as ballot papers.

(ii) The detrimental effects of the *El Nino* rains that made roads impassable by normal modes of transportation. This prompted the Electoral Commission of Kenya to hire more expensive transport services.

(iii) The extension of the election period by one day, which resulted in additional costs.

**Mr. N. Nyagah:** Mr. Speaker, Sir, essentially, the Assistant Minister is telling us that the Government spent Kshs3.1 billion, whereas it spent Kshs4.5 billion for the General Elections. I have with me, the Printed Estimates, which contain that figure, and I have no idea why the Assistant Minister does not want to confess. Can the Assistant Minister, in view of what I have said, give us a detailed account of the figures used in the printing of ballot boxes, the hiring of extra vehicles, the additional costs of that extra one day, and the registration of more political parties so that---

**Mr. Speaker:** You mean orally, or he should lay them on the Table of the House?

**Mr. N. Nyagah:** Mr. Speaker, Sir, for the benefit of this House, because public funds were spent, and these are the things that we asked for, I request the Assistant Minister to table the figures here.

**Mr. Arap-Kirui:** Mr. Speaker, Sir, I may not have the detailed information that the Member has asked for. On the other hand, the Government maintains that the amount actually spent was the amount given, plus an additional K£10 million.

**Dr. Kituyi:** Mr. Speaker, Sir, when the Deputy Speaker deferred this Question last time, the Assistant Minister had said that he had not acquainted himself with the contents of the Printed Estimates, and the Deputy Speaker said, in response to what the hon. Nyagah said, that: "The Assistant Minister does not want to be serious on this because the Printed Estimates are within his grip, and I defer the Question for him to look at them" The Deputy Speaker said: "I order you to come with a comprehensive answer next, Wednesday." Word by word, he has repeated the answer that he gave last week which includes the ambiguity. How can he tell us that because of the IPPG recommendations and the registration of more political parties, there was need of more ballot papers, when more political parties just meant more entries on the ballot papers? There were no additional ballot papers because of more political parties. He has repeated the same mistake. Can he now give this House a more comprehensive answer to the question I raised, that: How do you explain the difference between what is provided for in the Printed Estimates, Supplementary Estimates and the K£10 million that is unbudgeted for and the figure that you are giving in the House? If you take what is provided for in the Printed Estimates and the K£10 million that you are saying was budgeted for, the sum total is different from the answer that you are giving us as the sum. How have you arrived at your answer?

**Mr. Arap-Kirui:** Mr. Speaker, Sir, if I recall, the contention, in fact, was that according to the figures the Members then had, we had as of 1997/98, provided K£104,600,000, and also in the Recurrent Estimates for 1998/99,

there was a figure shown of K£158,410,000. The Question was: "Why the difference?" I said that it was because there was a provision in the Supplementary Estimates for 1997/98. The Members objected to this answer because I did not have the Supplementary Estimates for that year with me at that time. I have, now, the same Supplementary Estimates for 1997/98, showing how the amount was varied by an additional K£53 million, and these are the figures that we have. This is what I had come out to explain further. If the Members wish to bring up anything more, I am not certain because they are exactly the papers that they laid before this House. I think the explanation I have given should serve to answer that, unless they wish to extend it, which is, of course, a separate issue.

**Dr. Ochuodho:** Mr. Speaker, Sir, when the Assistant Minister talks of budgeted funds, I hope he includes money that was used for by-elections because they had prior knowledge of exactly how many by-elections were going to be there. My question is: Why did the Electoral Commission have to hire vehicles?

**Mr. Arap-Kirui:** Mr. Speaker, Sir, I think the Member is seriously misleading the House. Any subsequent by-election has occurred out of subsequent events. We could not have had prior knowledge of by-elections.

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

**Mr. Speaker:** Order! May I just put it right. Dr. Ochuodho and all Members, I expect you to make a statement of fact. Dr. Ochuodho, how would you know, for example, that in March this year, the late Member for Siakago was to die? Be serious. Will you complete your question and be serious?

**Dr. Ochuodho:** Mr. Speaker, Sir, I said that "I hope" because he talked of budgeted and allocated funds, and I said that I hope---

**Mr. Speaker:** Order! Order, Dr. Ochuodho. Take the advice from the Chair seriously. I am serious. Finish your question.

**Dr. Ochuodho:** Mr. Speaker, Sir, my question is: Why did the Government find it necessary to hire vehicles for the Electoral Commission while Government vehicles were being used by KANU candidates to campaign? Why was that necessary?

**Mr. Arap-Kirui:** Mr. Speaker, Sir, I am not sure whether I should take that comment seriously because no KANU candidates were using Government vehicles.

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

**Mr. Speaker:** What is it?

**Mr. Anyona:** Mr. Speaker, Sir, I think there was a more helpful question by hon. Nyagah that we be given a breakdown of the difference to justify this expenditure, and you asked him whether he wanted it to be done now or after, and I thought that was the best way to proceed.

**Mr. Speaker:** Mr. Anyona, I am not at fault, and I do not think the Ministry is at fault either. When hon. Dr. Ochuodho then plays around with the question without being serious, everybody then plays. So, let us be serious.

**Mr. Anyona:** Mr. Speaker, Sir, I was standing on a point of order to propose that we proceed that way, and that the Assistant Minister brings us some information later on to justify that expenditure.

**Mr. Speaker:** Mr. Assistant Minister, what was your response to that?

**Mr. Arap-Kirui:** Mr. Speaker, Sir, my response was that, when we last deferred this Question, it was because of a difference between Kshs104 million and Kshs158 million, which I have explained, and I am prepared to lay papers on the Table here.

*(Mr. Arap-Kirui laid the papers on the Table)*

Mr. Speaker, Sir, when hon. Nyagah goes on to talk about Kshs4.1 billion, I do not know where he has got this figure from, and if he would like additional information on the Kshs4.1 billion that he is talking about, then I would suggest that he gives us those facts. But the facts are as I have said; that is, K£158 million plus an additional excess of K£10 million.

**Mr. N. Nyagah:** Mr. Speaker, Sir, I am quite literate. The amount spent by the Government was Kshs4.5 billion, according to what has gone through this Parliament. Could the Assistant Minister undertake to give us the four requirements I asked for, for the benefit of this House and the country? I would like him to give us details of the costs of printing ballot papers, hired vehicles, and the additional costs relating to the extra day the election took, as well as the costs of registering the numerous political parties. I think we have a right to know these details.

**Mr. Arap-Kirui:** Mr. Speaker, Sir, I am not sure that some of the information being sought by the hon. Member will be forthcoming. For example, the expense arising from the additional day the election lasted, it would be difficult to ascertain and say: "Such an amount is the cost of the exercise up to such a day; such an amount is the additional cost of the exercise on the following day". It is not possible to come up with such a breakdown because, at the end of the exercise, the Electoral Commission of Kenya (ECK), would pay the total sum of money or expenses.

Differentiating the amounts spent for specific days might be a little difficult. However, if the hon. Member would wish to have a further breakdown of the additional expenses he has mentioned, I am willing to oblige at a later date because this was not in the original Question he asked.

**Mr. Speaker:** Very well, let us go to Dr. Ochuodho's Question!

**Dr. Ochuodho:** Mr. Speaker, before I ask the Question, I would like to inform the Chair that I have not received the written reply to the Question.

*Question No.247*

PAYMENT OF BENEFITS TO RETIRED  
KENYA RAILWAYS EMPLOYEES

**Dr. Ochuodho** asked the Minister for Transport and Communications:-

- (a) what he is doing to resolve the explosive stand-off between Kenya Railways retirees and the management;
- (b) how many employees have retired over the past 12 months, and how many more are expected to retire over the next 12 months; and,
- (c) how much money has so far been paid as retirement benefits for those who have retired in the past 12 months.

**Mr. Speaker:** By the way, Mr. Minister, why has the hon. Member not received the written reply to the Question?

**The Minister for Transport and Communications** (Mr. Ntimama): Mr. Speaker, Sir, I wish to apologise to the House that the information [**The Minister for Transport and Communications**] we required from the Kenya Railways Corporation (KRC) has not yet reached us. I would have wanted to give a comprehensive answer to the hon. Member's Question. If he could excuse us, I will bring a comprehensive answer next Tuesday.

**Mr. Speaker:** Is that agreeable to you, Dr. Ochuodho?

**Dr. Ochuodho:** Mr. Speaker, Sir, this Question, in a slightly different form, was first brought here in the last Session, and the Ministry requested the Chair to defer it. The Ministry has had the Question for a longer time than it ever required to get the answer to it. However, since the Minister is a good friend of mine, and since the former Kenya Posts and Telecommunications Corporation (KPTC) has been split to create Telkom Kenya and other bodies, I will oblige and have the Question answered next week.

*(Laughter)*

**The Minister for Transport and Communications** (Mr. Ntimama): On a point of information, Mr. Speaker, Sir, I would like to assure the hon. Member that I will undertake to answer the Question personally.

**Mr. Speaker:** Very well, Question deferred.

*(Question deferred)*

*Question No.186*

STRENGTHENING OF KENYA TOURIST BOARD

**Mr. Speaker:** Hon. Members, Mr. David Kombe's Question is also deferred.

*(Question deferred)*

**Mr. Speaker:** Let us go to the next Question. Is Dr. Kulundu here? Since he is not here, the Question will be dropped.

**Dr. Kituyi:** On a point of order, Mr. Speaker, Sir. It is to my knowledge that Dr. Kulundu has asked hon. Ayacko to ask the Question on his behalf. Hon. Ayacko was on his feet when you called out Dr. Kulundu's Question.

**Mr. Speaker:** Very well; it is okay.

**Mr. Ayacko:** Mr. Speaker, Sir, I am sorry for not having heard you call out Dr. Kulundu's Question.

*Question No.287*

## MEASURES TO CURB CHOLERA

**Mr. Ayacko**, on behalf of **Dr. Kulundu**, asked the Minister for Health what grand plans the Ministry has to curb the cholera scourge in the country.

**The Assistant Minister for Health** (Dr. Wako): Mr. Speaker, Sir, I beg to reply.

In order to curb the scourge of cholera in the country, the Ministry of Health constituted a national task force on cholera in January, 1999. The task force meets weekly, and is charged with the following responsibilities:-

- (i) review of the drugs situation and other medical supplies and distribution of the same;
- (ii) soliciting extra funding to affected districts to support health education and surveillance activities;
- (iii) liaising with the Provincial Administration for support in social mobilisation and education;
- (iv) to ensure that surveillance teams have been formed in each of the districts; and,
- (v) to provide technical support to the districts experiencing cholera epidemics.

In addition, the Ministry is in the process of establishing a Disease Outbreak Management Unit (DOMU), which will provide rapid response to epidemics and enhance communication within district and provinces. The DOMU will further co-ordinate national epidemic surveillance and assist districts in epidemic or emergency preparedness.

**Mr. Ayacko:** Mr. Speaker, Sir, could the Assistant Minister tell us how much money has been set aside to fight the cholera scourge, knowing very well that the disease has attacked the country at a supersonic speed, and that it is serious killer disease?

**Dr. Wako:** Mr. Speaker, Sir, I do not have the figure here with me. However, being an emergency disease, we always attend to cholera as it comes. So far, cholera attacks have been reported in 36 districts, with over 10,000 cases treated and 324 deaths recorded.

**Mrs. Mugo:** Mr. Speaker, Sir, since this is another area where the Government just pays lip service, I would like to tell this House something which it would want to hear. The cholera epidemic has broken out time and again in Kawangware. Right now, Kawangware has had no water for the last two months, and sewerage systems have burst up. Could the Assistant Minister tell us what the Government is doing to ensure that water is supplied to the area? People in that area buy water whose origin is not known to them, and this is unsafe. So, could the Assistant Minister tell this House what the Ministry is doing to ensure that the people of Kawangware have safe water, and that the sewerage is taken care of so that it does not mix with drinking water? As a result, we can know that the Government is serious in containing this situation. Can we have water in Kawangware?

**Dr. Wako:** Mr. Speaker, Sir, I think the question regarding water supply to the area does not fall under the Ministry of Health. However, I would like to advise the hon. Member to tell the people of Kawangware to boil water before drinking it.

*(Mr. Ngure and Mr. Angwenyi stood up in their places)*

**Mr. Speaker:** Proceed, Mr. Ngure!

*(Mr. Angwenyi moved to a microphone)*

**Mr. Speaker:** Order, Mr. Angwenyi! When did you become Mr. Ngure?

**Mr. Ngure:** Mr. Speaker, Sir, we all know that anti-cholera drugs are not perishable. However, the Ministry always treats cholera as an emergency disease. If an outbreak of the disease is declared an emergency, the Ministry can procure drugs for its treatment without going to tender for the drugs. This way, public money is embezzled. That is why the Ministry will never store cholera drugs in dispensaries!

**Dr. Wako:** Mr. Speaker, Sir, that is not correct. The fact remains that cholera does not strike every other day. So, we cannot act on it before it strikes. What happens is that when there is an emergency anywhere in the country, the Ministry responds to it.

**Mr. Angwenyi:** Mr. Speaker, Sir, the Assistant Minister has just said that there have been cholera outbreaks in 36 districts in the country. That is more than half the number of districts in this country, and yet he is saying that there is no budget for control of this dangerous disease. Could he assure the House that the Ministry will set up a fund for this serious and contagious disease?

**Dr. Wako:** Mr. Speaker, Sir, I have not said that there is no budget. What I said was that I could not tell the exact amount allocated for cholera treatment in the Ministry's Budget. I am saying that the Ministry responds to cholera outbreaks immediately whenever they occur.

**Mrs. Mugo:** On a point of order, Mr. Speaker, Sir. Is the Assistant Minister not misleading the House, that the Ministry of Health is not concerned with water? When the Ministry of Water Resources fails, the Ministry of Health gets affected also. We cannot have one Minister dealing with health and another one dealing with cholera. That is avoiding to deal with the problem!

**Mr. Speaker:** So, what is your point of order?

**Mrs. Mugo:** Mr. Speaker, Sir, when the Assistant Minister answered the question I raised about lack of water in Kawangware, he answered that lack of water in the area does not promote cholera outbreak. Is he in order to say so when he knows that people there drink dirty water, which is mixed with sewerage?

**Mr. Speaker:** But they have water at least?

**Mrs. Mugo:** There is no water; it is sewerage!

**An hon. Member:** That is the water!

**Mrs. Mugo:** I want the Ministry to solve the water problem in Kawangware today.

**An hon. Member:** This is not the relevant Ministry!

**Mrs. Mugo:** The Ministry is part of the same Government we are dealing with, Mr. Speaker, Sir.

**Dr. Wako:** Mr. Speaker, Sir, all I said is that I am not sure whether water is available or not, but I am asking the residents of Kawangware to boil whatever water is available.

**Mr. Speaker:** The last one, Mr. Ayoke.

**Mr. Ayacko:** Mr. Speaker, Sir, my name is "Ayacko", and not "Ayoke".

**Mr. Speaker:** Ooh! I apologise.

**Mr. Ayacko:** Mr. Speaker, Sir, the Assistant Minister has not given any preventive measure that the Ministry is taking to curb the outbreak of cholera. We know that "a stitch in time saves nine". Could the Minister give us the list of preventive measures taken by the Ministry to prevent future outbreaks of cholera?

**Dr. Wako:** Mr. Speaker, Sir, I think the hon. Member has heard exactly what I have said. I have given what we are supposed to do, but in terms of prevention, we have about 5,000 public health officers in the field, who are actually teaching the people the necessary tangible measures like building pit latrines, which is the biggest problem in most areas of the country; boiling drinking water, and mobilising the Provincial Administration to hold barazas to advise the people.

*Question No.294*

ROAD PROJECTS FUNDED FROM MAINTENANCE LEVY

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

(a) whether he could table a schedule of all the roads in the country that were to be maintained with funds from the Maintenance Levy Fund during 1998/99 financial year, and;

(b) as at 31 March, 1999, which of the above roads had been maintained and at what cost.

**The Minister for Public Works and Housing** (Mr. Ngala): Mr. Speaker, Sir, I would like to request the House to give me more time to compile a proper answer to this Question. By Tuesday next week, we will be ready to answer it.

**Mr. Speaker:** Are you comfortable with that, Mr. Owino?

**Mr. Achola:** Mr. Speaker, Sir, that is okay with me if he will give a comprehensive answer.

**Mr. Speaker:** Very well, Question deferred!

*(Question deferred)*

*Question No.314*PAYMENT OF COMPENSATION FOR  
USE OF MURRAM SITES

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

(a) why he has refused to compensate the following people for utilising their murrum sites in the construction of Abosi-Kilgoris Road in Bomet District as per valuation VAL M/P/R/KSI/33 and VAL M/P/R/KSI/32:-

- (i) Mr. Kipnyole arap Chirchir - LR.No.Kericho/Abosi/30
- (ii) Mr. Kibii A. Chirchir - LR.No.Kericho/Abosi/30
- (iii) Mr. Kipsigei arap Soi - LR.No. Kericho/Abosi/741
- (iv) Mr. Francis Kipkorir Tonui - LR.No.Kericho/Abosi/787,

(b) since the project by D.M.K. Construction Company was completed in 1997, when does he intend to pay the said complainants, and;

(c) when the murrum site on LR.No.Kericho/Abosi/787 will be filled up as it poses grave danger to the people and livestock in the area.

**The Assistant Minister for Public Works and Housing** (Eng. Rotich): Mr. Speaker, Sir, the written answer to this Question was sent this morning and I am sorry if the hon. Member has not received it. It was sent this morning before 9.00 O'clock.

However, I beg to reply.

(a) The compensation of the murrum sites was included in the contract for the road in question. The Ministry has a pending bill in favour of the contractor and it is this pending bill which has caused the delay in paying the compensation.

(b) The Ministry intends to pay the said contractor once this financial year's Ministry budget starts being implemented. The contractor shall fill up the murrum sites immediately we settle his bill, which should happen as soon as we start implementing the budget.

**Mr. Kimetto:** Mr. Speaker, Sir, if the compensation fee was included in the contract, the contractor has not paid the persons from whom they dug murrum in their farms. What is the Ministry doing in order to pay these people?

**Eng. Rotich:** Mr. Speaker, Sir, I said the compensation fee is included in the contract, but we have not paid the contractor. We have an outstanding bill of Kshs3.62 million. It is from that amount that the compensation will be paid.

**Mr. Kimetto:** Mr. Speaker, Sir, how will these people know when you will be paying the contractor? They do not know that their compensation was included in the contract!

**Eng. Rotich:** Mr. Speaker, Sir, if there is any problem, we would be glad to help so that when the contractor is being paid, the hon. Member will be informed and will ensure that these people are paid. We can arrange for this.

**Mr. Maore:** On a point or order, Mr. Speaker, Sir. The Assistant Minister's answer does not seem to take cognisance of part "c" about the mine excavation. There are so many contractors who, when they get contracts, excavate quarries all of over and leave them open, which is an environmental hazard, as well as a danger to people. What is the policy of the Ministry?

**Eng. Rotich:** Mr. Speaker, Sir, it is an obligation of the contractor to fill back the site that he has excavated.

**QUESTION BY PRIVATE NOTICE**DENIAL OF VISAS TO BRAESIDE  
HIGH SCHOOL STUDENTS

**Dr. Ali:** Mr. Speaker, Sir, I beg to ask the Minister for Foreign Affairs the following Question by Private Notice.

(a) Is the Minister aware that Master Omar Abdullahi and Farhiya Abdullahi, students of Braeside High School, Nairobi, were denied visas to travel to France with their French Class?

(b) Under what circumstances were these teenagers aged 13 and 12 years, respectively, denied the visas while the rest of the class were cleared by the French Embassy?

(c) What action is the Minister taking against this act of discrimination by the French Embassy?

**Mr. Speaker:** Who is replying to this Question? Where is the Minister for Foreign Affairs? I will defer the



Question!

**An hon. Member:** Why?

**Mr. Speaker:** Because I do not know where they are!

**Dr. Ochuodho:** Mr. Speaker, Sir, in the absence of a Minister, we expect the Leader of Government Business or his deputy to be here to answer. Why can they not answer?

**Mr. Speaker:** They are not here! Any Minister who wants to reply? It is actually very rare that the Ministry of Foreign Affairs is ever asked a Question, but that does not mean that they should think that they cannot be asked a Question, and they must be able to reply! Since they are not here, and there being no Minister willing to reply on their behalf, I have no alternative, but to defer the Question to Tuesday, next week!

**Mrs. Mugo:** Where is the Minister?

**Mr. Speaker:** Order! I really hate to send a lady out, so, please, do not be the first! I will defer the Question to Tuesday next week.

However, I want to bring to the attention of the Front Bench on my right the provisions of Standing Order No.36 (6), which reads:-

"Upon receiving a Question for oral reply, the Minister shall within the period specified in paragraph (5) submit to the Clerk fifteen copies of the reply".

Now, mark the words, "shall submit to the Clerk". You have no option; it is compulsory. Make sure you comply with this Standing Order henceforth, which states that fifteen copies shall be given to the Clerk. I suppose the Clerk, therefore, is also compelled to give a copy to the hon. Member who asked the Question. So, can we, from next week, make sure that we comply with Standing Order No.36 (6)?

**Mr. Munyao:** On a point of order, Mr. Speaker, Sir. The Chair ruled that the Ministry of Foreign Affairs rarely gets Questions. Is it satisfactory to leave the Ministry like that? I am sure they get copies of these Questions, and they must have been aware that the Question would be asked today. Is it really fair for the Chair to defend this Ministry like that while there is a Minister and Assistant Ministers?

**Mr. Speaker:** Order, Mr. Munyao; you are getting me wrong. I never defended the Ministry!

**Dr. Ali:** On a point of order, Mr. Speaker, Sir. I have received a written answer and I am told there is no one from the Ministry of Foreign Affairs here. It was just brought right now. So, who brought that answer?

**Mr. Speaker:** Order! Order! When Questions like that are put by hon. Members on a point of order, I expect one of the Ministers here to reply, but not the Chair! I am not in the Government, and I do not know where the Ministers are!

Hon. Members, you will recall what I had said. Because there were other issues I wanted to deal with, I was not even going to go beyond 3.15 p.m. We may revisit this issue when an opportunity will present itself, and as day follows night, I think the opportunity, very soon, will avail itself; just be ready! In the meantime, I will, therefore, defer this Question to Tuesday next week.

*(Question deferred)*

## PERSONAL STATEMENT

### DEROGATORY REMARKS AGAINST PROF. ONGERI

**The Minister for Local Authorities** (Prof. Onger): Mr. Speaker, Sir, in accordance with the Standing Order No.69, I want to make a Personal Statement.

On Tuesday, 20th July, 1999, in this august House, the Member of Parliament for West Mugirango, hon. Henry Obwocha, made very derogatory and mischievous remarks about my person to the effect that I am in the clique of those people who killed Dr. Robert Ouko.

At the outset, I wish to place it on record that I have never, and I will never, be a party to a clique that perpetrates grisly murders as absent-mindedly alleged. I am innocent. My professional training and background is tacitly to save life, and not to decimate it. For hon. Obwocha to make such groundless allegations, is not only outrageous, but is calculated to defile my character and injure my image by callously making such boisterous allegations. Whatever is the mission of hon. Obwocha, be it character assassination, or political gymnastics, can at best be described as hollow and, indeed, a figment of his imagination.

**Hon. Members:** No!

**Mr. Speaker:** Order, Mr. Minister! You cannot complain against an hon. Member of using a terrible language on you by reciprocating in the same measure. I will not allow that. Say your piece of mind with dignity and

respect. Leave the balance to me.  
Proceed.

*(Applause)*

**The Minister for Local Authorities** (Prof. Ongeru): Mr. Speaker, Sir, nowhere in print, rumour, innuendo, or otherwise, has my name featured in the death of Dr. Robert Ouko. There is no reference hitherto that I was ever implicated in that event. Indeed, it is clearly written in the minds of Kenyans that throughout the probe committee, headed by retired Scotland Yard Detective John Troon, or the appointed Justice Evans Gicheru, the Commission of Inquiry into the Murder of Dr. Ouko, was my name ever mentioned, or linked by any remotest imagination to warrant these unfortunate and outrageous allegations. It is, therefore, unacceptable and unbecoming to criminalise my character in this fashion, and to seek to deliberately and mischievously distort history for cheap political mileage. Decorum demands that we do not sink into the realms of malice and falsehoods and become a vehicle into peddling such matters in this august House. If we can make candour the beacon of the things that we tell the public, and truth its motive force, then public life in this country can become more easily comprehensible. But if we peddle calculated falsehoods to character-murder one another, God forbid, we are lost.

Under such circumstances, and in view of the irreparable damage done to my name locally and internationally, using the immunity and privileged Floor of the House, I wish to say that this Parliament has a moral duty to protect its Members from destructive and unsubstantiated statements. It is within my privilege to demand that hon. Obwocha substantiates his allegations uttered on the Floor of this House. If he is not able to do so, I challenge him to state the same outside the precincts of Parliament, if he expects Kenyans to take seriously his allegations.

The murder of Dr. Ouko, the late Minister for Foreign Affairs, is a matter of immense emotional and national catastrophe, which has bothered the minds of the wife, children and, of course, family members. The nation was deeply affected by this tragedy.

**Mr. Speaker:** Order! You had better come to yourself; leave about the history.

**Hon. Members:** Yes!

**The Minister for Local Authorities** (Prof. Ongeru): Mr. Speaker, Sir, this is a matter that cannot, and will not, be treated casually in view of its innuendos and implications. It is imperative, therefore, that this honourable House, through you, initiates action against malicious and unsubstantiated utterances that have every grain of misrepresentation of facts for cheap political mileage. This honourable House cannot be treated to a theatre of absurd rumours and falsehood. That is unacceptable!

*(Loud Consultation)*

Hon. Members, I do know that you are tired.

**Mr. Speaker:** Order, hon. Members! Mr. Minister, will you finish?

**The Minister for Local Authorities** (Prof. Ongeru): Mr. Speaker, Sir, I am aware that hon. Obwocha is due to leave this country for the USA to see how parliamentary democracy functions in that country. It will be, therefore, in the interest of all that this matter be resolved here and now. It is certainly within my privileged right to seek a remedy for absolving myself from this callous insinuation.

Mr. Speaker, Sir, you have promised this House that you will deal with this matter at your own time. It is my plea that you do so expeditiously. I am at your hands.

*(Messrs. Achola and Magara stood up in their places)*

**Mr. Speaker:** Order! Is hon. Obwocha here?

**Hon. Members:** No!

**Mr. Speaker:** Order! I wish to inform the House that I did, indeed, talk to hon. Obwocha and requested him to be present today so that we sort out this issue in his presence. He assured me that he would be here at 2.30 p.m., but I am disappointed that he is not present, in spite of him giving an assurance to the Chair. That notwithstanding, I do not think the Minister will have to wait for long for me to discharge my duty, which I always do when I promise.

I did promise this House in my last Communication from the Chair that I would address this matter. I said that hon. Obwocha was bringing parochial politics into the House.

Hon. Members know that I am very concerned by the way Members are turning out in disparaging each other's names, and disparaging other Kenyans' names, and generally, forcing me to swallow the words which I spoke

during the official opening of Parliament, when I stated among other things that, this Eighth Parliament has distinguished itself by addressing issues rather than personalities and trivialities. That was true last year. It is no longer true today.

On Tuesday, 20th July, 1999, the Member for West Mugirango, hon. Henry Obwocha, made a serious and unsubstantiated allegation against another hon. Member of this House in total disregard of the Standing Orders. The hon. Member alleged that he had been threatened and sought protection from the Chair. After being requested to state who was threatening his life, the hon. Member said, and I quote:-

"Mr. Speaker, Sir, Prof. Onger, when he came here to contribute last Thursday, made a speech, and I have the HANSARD here. He said that he is going to deal with me. You know he is in a clique of those who killed Dr. Robert Ouko."

I have warned hon. Members several times of the dangers of reckless abuse of parliamentary privileges and immunities. What hon. Obwocha alleged is both outrageous and a total disregard of our Standing Orders. Standing Order No.73 (4) states unequivocally that:-

"No Member shall impute improper motive to any other Member, or adversely refer to any other Member, except upon a specific substantive Motion calling into question the conduct of that Member.

I must say that some hon. Members have found pleasure in disregarding our rules of debate. Let me say this: This practice is unacceptable. It is totally against the traditions and practices of this institution, or any other institution worth of its name. The Chair will not allow this to persist. Uncalled practices will not be tolerated by the Chair. I will strive to maintain the decorum and dignity of this august House to the best of my ability. As I said on the day you elected me to this Chair, I will enforce the rules of procedure without fear or favour.

Under the circumstances, I am compelled to make *in absentia*, an order requiring hon. Obwocha, at the very first time he sets foot in the Chamber, to withdraw and apologise to this House, for making the allegation that he made. But let it be generally understood by hon. Members of this House that, this Parliament remains Parliament because of the Constitution, and the rules derived from the Constitution that regulate debate within this Chamber. I urge hon. Members: Let us not cheapen this House. Let this House be a House of hope and honour. Let it be that when a Member has spoken in this House, and it goes forth to Kenya and to the world, that only truth emanates from this House. It should not be malice, falsehood, hatred and bias. I beseech each one of you, hon. Members, to search your hearts and come up with what kind of Parliament you want. Do you want an honest and honourable Parliament, or you want to turn it into a mad house? I hope not the latter. I seriously hope the first. I plead with all of you.

But let pleading not be misconstrued to mean that the Chair will not put the foot down. Take notice that, henceforth, the Chair will put the foot down and return honour, dignity and decorum to this House. Kenyans are entitled to it.

Thank you.

(Applause)

**The Assistant Minister for Finance** (Mr. Lomada): On a point of order, Mr. Speaker, Sir.

**Mr. Speaker:** What is it, very quickly?

**The Assistant Minister for Finance** (Mr. Lomada): Mr. Speaker, Sir, I arise to protest against a story which appeared in one of the newspapers---

**Mr. Speaker:** About you?

**The Assistant Minister for Finance** (Mr. Lomada): Mr. Speaker, Sir, it is about a mission hospital in Lotum area of my constituency!

**Mr. Speaker:** Order, Mr. Lomada!

**The Assistant Minister for Finance** (Mr. Lomada): Yes, Sir!

**Mr. Speaker:** Have you ever heard of our rule that says that a newspaper report shall not be a basis of argument in this House? Have you?

**The Assistant Minister for Finance** (Mr. Lomada): No, Sir!

**Mr. Speaker:** If you have not, then sit down!

(Laughter)

#### MINISTERIAL STATEMENT

SAFEGUARDING DIGNITY AND SECURITY  
OF MEMBERS OF PARLIAMENT

**The Minister of State, Office of the President** (Maj. Madoka): Mr. Speaker, Sir, I wish to make a Ministerial Statement regarding safeguarding the dignity and security of Members of Parliament.

Mr. Speaker, Sir, Members of Parliament have cited various incidences which have occurred in the recent past, in which they have strongly felt that there is rising violence meted out on Members of Parliament by the police, in complicity with the Provincial Administration. These include the incident in Machakos in June the Meru incident, and the recent Kisumu incident involving hon. Orengo. Before I highlight the circumstances surrounding and leading to some of these unfortunate and unwarranted incidents, let me state that the Government does not, and will not, condone violence against any section of our community.

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

**Mr. Speaker:** Order! We cannot have a point of order on a point of order!

**Dr. Kituyi:** It is procedural!

**Mr. Speaker:** Procedural. So as to break the rules? Is there some fire somewhere? Maybe if there is some fire, but if there is no fire, then you will be in trouble!

**Dr. Kituyi:** Mr. Speaker, Sir, this matter is very important for those of us who are harassed. But those who are never harassed are making a lot of noise! We cannot understand what the Minister is saying!

**Mr. Speaker:** Order! Dr. Kituyi, that is precisely the language that I said will never be used in this House! Could you use the right term?

**Dr. Kituyi:** Mr. Speaker, Sir, the ambience of the voices on the opposite side is excessive for those of us who would like to listen to what the Minister is saying!

**Mr. Speaker:** Will the hon. Minister be heard in silence? Proceed, hon. Minister!

**The Minister of State, Office of the President** (Maj. Madoka): Thank you, Mr. Speaker, Sir.

Before I highlight the circumstances surrounding and leading to some of these unfortunate and unwarranted incidents, let me state that the Government does not, and will not condone violence against any section of our community.

Secondly, let me also say that, it is the duty of all Kenyans, regardless of their social or political status, to respect lawful authority and obey the laws of the land. This is an important factor which must be borne in mind at all times, by all Kenyans. Indeed, Members of Parliament should set the example as lawmakers and help in avoiding unwarranted confrontations.

Mr. Speaker, Sir, on the 20th June, 1999, hon. Jonesmus Kikuyu was scheduled to address a public rally at Machakos---

*(Loud consultations)*

**Mr. Speaker:** Order! Please keep this place dignified! Proceed, hon. Minister!

**The Minister of State, Office of the President** (Maj. Madoka): Mr. Speaker, Sir, on the 20th June, 1999, hon. Jonesmus Kikuyu was scheduled to address a public rally at Machakos and he, indeed, duly informed the area Officer Commanding the Station (OCS) as required. However, hon. Kikuyu was informed on the 18th of June, 1999, that the meeting could not go on as scheduled, as a confrontation was imminent from two rival groups. Unfortunately, on the 20th of June, 1999, a large group of people gathered at the venue of hon. Kikuyu's meeting, accompanied by eight Members of Parliament, including the convenor. When the police approached the group to inform them that the meeting had been postponed, the crowd became unruly and pelted the police officers with stones. In the ensuing confrontation, two police officers were injured and two police vehicles were damaged. Later, the area DC indicated that the incident was unfortunate.

On 11th July, 1999, Messrs. James Orengo, Njakwe and Kathangu---

**Mr. Speaker:** Order! As far as I am concerned, when you come to matters in court, will you skip them? Do not give any facts on a case that is pending in court. You will forget that and say that hon. Orengo's case is in court, and that is it!

**The Minister of State, Office of the President** (Maj. Madoka): Mr. Speaker, Sir, I have not come to that yet. Hon. Kathangu attended a mass at Meru Cathedral and later proceeded to address striking matatu touts at Makutano area and River Side stage, in the company of other hon. Members. The hon. Members urged the touts not to relent in their strike and that they should force the Government to back down on TLB regulations. The large gathering of people during this time caused tension amongst other wananchi. The police intervened and informed the hon.

Members that they had not informed the police of their public meeting and hence they should let the crowd disperse. The touts resisted, but they were dispersed by the police. The hon. Members proceed to Nkubu Town, where they were joined by hon. Murungi in addressing another group of unruly touts, urging them to defy the TLB regulations. From Nkubu Town, the hon. Members went to Chuka Town, where again, they started addressing striking matatu touts. When approached by the Chuka OCS and his men, the crowd of touts pelted them with stones and injured one police officer. The police used teargas canisters to disperse the crowd.

On 11th July, 1999, at about 2.00 p.m., hon. Orengo, in the company of others, was involved in another incident in Kisumu and the matter is now in court.

In view of the foregoing, it is clear that some hon. Members do not wish to follow the simple rules pertaining to the regulations of the public meetings. As I have said in the past, no properly convened meeting will be interfered with.

The recent Saba Saba Kamukunji meeting, and the last weekend's meeting convened by the crowd at Kwanza Constituency, will bear me out. However, if any one acts in flagrant disregard to the law, the police will have no option, but to maintain law and order. Acts of incitement to violence from any quarters will not be condoned. Moreover, the police are fully aware of the position in law as regards public meetings as amended by the IPPG reforms. They have instructions to adhere to the law firmly and fairly. The integrity and dignity of hon. Members of Parliament should be upheld, first, by us, by way of decent and lawful conduct. If we cannot do this, how do we expect other people to respect us?

Lastly, the Government, fully realises that every time there is a confrontation between the police and any section of the public, the country loses due to the negative publicity generated. It is, therefore, in the interest of all Kenyans that situations that promote confrontation be avoided through respect for the law by all concerned.

**Hon. Members:** On a point of order, Mr. Speaker, Sir.

**Mr. Speaker:** Order! I realise the interest hon. Members have in this matter, but I also I realise that the Minister has broken the rule by going beyond 3.30 p.m. Who raised this issue?

**Mr. Kathangu:** I raised it, Mr. Speaker, Sir.

**Mr. Speaker:** What I intend to do is this: Irrespective of the fact that you have raised this issue through a Ministerial Statement, which I do not think does justice to it, I will allow you, hon. Kathangu, to proceed by way of---

**Mr. Kathangu:** On a point of order, Mr. Speaker, Sir.

**Mr. Speaker:** Order! I will get you out! That is why, probably, you get into trouble. If you do not respect the Chair, how do you respect the police?

*(Applause)*

I will allow you, Mr. Kathangu, to proceed immediately by way of a Question by Private Notice, which I will approve for next week, so that hon. Members who are interested in this matter can have the opportunity to participate. Therefore, Mr. Kathangu, place it in my office today, for next week.

**Mr. Kathangu:** On a point of order, Mr. Speaker, Sir.

**Mr. Speaker:** Order! You see, what happens is that the minute you participate in it, you will make me withdraw the offer I made and I will not do justice to you. Can you not allow me to do justice to you, so that you can properly ventilate this issue? What is it, Mr. Kathangu? You may lose your chance, by the way!

**Mr. Kathangu:** Bw. Spika, nimefurahia uamuzi wako, lakini ningependa kuuliza swali moja tu. Hii ni kwa sababu mambo yanayojadiliwa hapa yanahusu waheshimiwa Wabunge ambao ni viongozi wa nchi hii. Tunasumbuliwa sana na polisi ambao wameajiriwa na Serikali hii. Je, tunaweza kufuatana na Kanuni za Bunge hili nambari 45, kuzungumza juu ya mambo haya yanayohusu waheshimiwa Wabunge katika taifa hili?

**Mr. Speaker:** Mr. Kathangu, you have not followed the rules. If you want that, you follow the rules.

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

**Mr. Speaker:** Order! Order! Dr. Shem Ochuodho, you must live to learn to respect the Chair. Now, hon. Members, this Motion was supposed to begin at 3.30 p.m. Now, it is late. I will add the ten minutes that have been taken from the time of this Motion.

Next Order!

## COMMITTEE OF SUPPLY

*(Order for the Committee read  
being Eleventh Allotted Day)*

**MOTION**

THAT MR. SPEAKER DO NOW LEAVE THE CHAIR

Vote 31 - Ministry of Education and  
Human Resource Development

**The Minister for Education and Human Resource Development** (Mr. Kalonzo): Mr. Speaker, Sir, I beg to move that Mr. Speaker do now leave the Chair.

**Hon. Members:** On a point of order, Mr. Speaker, Sir.

**Mr. Speaker:** Order! Order! Those hon. Members, who think that the only business we can do is points of order, you are unfortunate because we will now go to the hard part; talking about the policy of the Ministry of Education and Human Resource Development.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): Mr. Speaker, Sir, I wish to record my gratitude for this opportunity accorded to me to move Vote R31 and D31 for my Ministry.

I shall start by briefly outlining the Ministry's mandate, mission, objectives and policy interventions in various education sub-sectors. The mandate and the mission of my Ministry is to promote, facilitate and co-ordinate the development of human capital through education and training.

*(Loud consultations)*

Before I proceed, I wish to enlist the support of the Chair so that there can be quieter consultations.

**Mr. Speaker:** Order! Order! Hon. Members consult in low tones because we want to hear something from the Minister for Education and Human Resource Development.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): Mr. Speaker, Sir, for the sake of education for all, I wish to plead with my colleagues to give me a hearing. While the objectives of education include fostering of national unity, preparation and equipping the youth with relevant skills and expertise, in order to patriotically serve the needs of the individual and national development; in so doing, Kenyans will discharge their social obligation locally and internationally. In order to achieve its mandate, mission and objectives, the Ministry has put in place policy intervention for each sub-sector, whose implementation strategy takes into account the overall economic policy framework for Kenya, and advocates effective participation of all key stakeholders in the development of education and training in our country.

Mr. Speaker, Sir, the co-operative strategy is aimed at minimising duplication of efforts and ensuring optimum mobilisation and utilisation of resources to achieve educational goals and objectives. In our endeavour to do that, we have now reached a situation where trained teachers from public teacher training colleges will no longer be guaranteed Government employment after graduation, as we have surpassed the optimal teacher/pupil ratio in our institutions and, indeed, some colleges and schools. In future, recruitment will be based on demand.

In addition, may I inform my honourable colleagues that the Teachers Service Commission (TSC) has embarked on balancing of teaching staff in the country, and I call for the support of hon. Members on this issue. As hon. Members know, we are anxiously awaiting the findings of the Commission of Inquiry on Education in Kenya, which should propel this country into the next millennium.

While we await this, the Ministry has taken an initiative in ushering the usage of new information technology in our institutions of higher learning. These include the TSC, the Ministry Headquarters, Kenya National Examinations Council (KNEC), and our secondary schools with various programmes, such as University Information Programme (UIP), strengthening of teaching of mathematics and sciences in secondary schools, strengthening of primary education and strengthening of education at primary and secondary levels, which we refer to as "STEPS", and practical subjects in primary education.

Mr. Speaker, Sir, in order, to be in step with the technological advances of the modern world, the Ministry has included computer education in the school curriculum as an examinable subject. Further, the inauguration of parallel degree programmes and income generating activities in our public universities have gone a long way in enabling more of our students to access education and training.

Discipline in our schools is a matter of serious concern and it is being addressed. In this effort, we appeal to all Kenyans to foster good discipline in their children. In all these, we also seek the support of the hon. Members.

My Ministry recognises the importance of pre-primary education and has instituted a broader concept of early childhood development, which is contained in a programme we refer to as "ECD". This programme is currently

addressing integrated services for children under six years, with respect to the cognitive educational, social, health, nutrition and general access to education.

My Ministry will endeavour to reverse the declining enrolment and completion rates in primary education. To meet the target of universal primary education, the budget for the sub-sector has grown by 12 per cent in the current Budget, as compared to the previous year's Budget. This Budget goes to poverty alleviation to ensure equity, quality retention and, consequently, the achievement of education for all Kenyan children.

Mr. Speaker, Sir, recently, the Government formulated a fundamental goal in this strategy for industrial transformation by the year 2020. In this regard, education is the key factor in achieving this goal, and my Ministry is determined to improve the quality of secondary education through the provision of physical facilities and teaching of relevant skills. In the same token, the Ministry is addressing the declining enrolment and completion rates through the provision of bursaries to economically disadvantaged children in our secondary schools, among other intervention measures. The bursary allocation has gone up from K£440 million to K£500 million for the current financial year.

Development of technical tertiary education and training is crucial for the production of qualified manpower who, in turn, will have impact on the social and economic development of this country. Therefore, my Ministry places great emphasis on the provision of the necessary human and physical facilities to institutions under this category.

My Ministry will require K£2,217,404,480 and K£67,932,682 out of the total Recurrent and Development national Budget for the year 1999/2000 respectively, in order to facilitate the rendering of educational services. These allocations reflect a growth of 0.7 per cent and 15 per cent for Recurrent and Development Expenditures respectively as compared to the 1998/1999 gross approved Estimates.

My Ministry's Recurrent budget is made up of eight Sub-Votes and the allocation of K£2,217,404,480 is distributed in the following proportion. Under Sub-Vote 310 - General Administration and Planning, which caters for teachers' salaries among other requirements, the Ministry will require a total of K£1,878,347,002 distributed in nine expenditure Heads as follows.

| <u>Head</u>                                | <u>K£</u> |
|--------------------------------------------|-----------|
| 834 - Headquarters Administrative Services | 8,137,591 |

**[The Minister for Education and Human Resource Development]**

| <u>Head</u>                                                 | <u>K£</u>     |
|-------------------------------------------------------------|---------------|
| 835 - Headquarters Professional and Administration Services | 1,848,734     |
| 836 - Curriculum Support Services                           | 1,152,768     |
| 837 - Provincial Administrative Services                    | 2,881,710     |
| 838 - Kenya National Commission for UNESCO                  | 558,172       |
| 839 - Kenya National Examinations Council                   | 16,500,000    |
| 841 - Teachers Service Commission                           | 1,809,361,971 |
| 862 - District Administrative Services                      | 29,517,981    |
| 863 - Kenya Institute of Education                          | 3,388,075     |

Under Sub-Vote 311, which caters mainly for the social dimensions of development programmes, among other services, under primary education, we require K£24,343,920 to finance the following programmes:

Under Head 844, primary schools expenses add up to K£2,138,020. Under Head 845-Kenya School Equipment Scheme, we require K£13,762,119. Under Head 846, the School Milk and Feeding Programme requires K£7,443,781. Under Sub-vote 312, which covers programmes and activities of teacher education, a total of

K£6,271,037 is required to cater for administrative costs and grants to various colleges. Under Head 847, primary teachers training college require K£5,111,037. Under Head 803, Kenya Science Teachers College requires K£600,000. Under Head 807, Kagumo Teachers College requires K£570,000. Under Sub-vote 313 schools for the handicapped, we will require K£3,580,059 to cater for the following categories of special institutions. Under Head 810 - primary schools, we require K£650,000, while under Head 811 - special secondary schools, we require K£450,000. Under Head 848 - primary schools, we require K£1 million while under Head 852 - Kenya Institute of Special Education, we require K£1,480,000.

The Ministry has three items of a miscellaneous nature under Sub-vote 314, and we require a total of K£13,188,410 to cater for the following activities. Under Head 853, Sub-head - 000 headquarters, bursaries, scholarships and subsidiaries, we require K£7,300,000. Under foreign missions, which will cater for our education attaches, we require K£4,486,755. Under Head 854, contributions towards local and international institutions, including UNESCO, we require K£1,401,655. The Ministry is putting great emphasis on the development of pre-primary education. In this respect, a total of K£342,763 will be required under Sub-vote 315, Head 186, for training of primary school teachers. Under Sub-vote 316 - secondary education, under Head 800, we require a total of K£29,852,372, of which bursaries to needy students will take K£25 million.

I know this is an issue that does attract a lot of attention from my hon. colleagues. Grants to secondary schools will also take K£2,300,000, while for insurance premiums to cater for vehicles in public schools, we require K£2,300,000 among other administrative requirements. The bursary programme under my Ministry, which is, indeed, a social dimension of development programme, has grown by 14 per cent as compared to the 1998/1999 allocation. I am grateful to the Treasury for that enhancement albeit the fact that we can do with a lot more.

Finally, under the Recurrent Estimates is university education under Sub-vote 318, which consists of five public universities, one university college, Commission for Higher Education and Higher Education Loans Board (HELB). Under the whole Sub-vote, I will require a total of K£266,478,917 distributed in the following areas: Under Head 827, Commission for Higher Education, we will require K£4,200,000; while under Head 828, University of Nairobi, we require K£71,644,933. Kenyatta University, under Head 829, will require K£40,174,400. The University Students Loans Scheme, under Head 832 out of which K£4 million is for the administrative budget for Higher Education Loans Board, will require K£737,457,600. Egerton University, under Head 833, requires K£40,058,383. Jomo Kenyatta University of Agriculture and Technology, under Head 840, requires K£16,474,921. Maseno University College, under Head 842, will require K£16 million, while Moi University, under Head 867, requires K£40,468,640.

I now wish to request hon. Members to approve the Ministry's Recurrent Vote R31. Having outlined my Ministry's requirements for the year 1999/2000 recurrent provisions, I beg to move Vote D31 to cover my Ministry's development requirements for the year 1999/2000. I will require a gross total sum of K£67,932,682 to be distributed under the following Sub-votes: Under Sub-vote D10 - General Administration and Planning, we require K£14,020,250, which is to be utilised under the following Heads: Under Head 834, Headquarters Administrative Services, we require K£200,000. Under Head 835 - Headquarters Professional Administrative Services, we require K£3,900,000. The provision is for the implementation of a new project on strengthening of education at the primary and secondary school levels, which we refer to in the Ministry as STEPS.

Under Head 836, curriculum support services, K£10,200,220 is required, which includes new projects. The new projects include, strengthening of primary education, K£2,400,000; strengthening of teaching of mathematics and science in secondary schools for which we require K£597,850. The GOK Dutch Budget Support for the provision of textbooks to primary schools requires K£6 million. Practical subjects in primary education require K£1,202,400. Under Head 839, the Kenya National Examinations Council, we are requesting K£200,000. Under Head 841, Teachers Service Commission, we require K£20,000. Sub-vote 311 - Primary Education, will require K£16,360,935 under the following Heads: Under Head 844 - primary schools, we do require K£121,530. Under Head 846 - School Milk and Feeding Programme, we require K£16,239,405.

The allocations provide food to schools in ASAL districts and in disadvantaged areas within some of our urban centres. Sub-vote 312 - Teacher Education, we require K£610,000 to be spent on diploma and primary teachers training colleges. Under Sub-vote 313, schools for the Handicap will also require K£149,500. Under Sub-vote 315, pre-primary education, namely, early childhood care and education, will require K£25,242,632.

Mr. Speaker, Sir, the next Sub-Vote for 316, in which I will require a total sum of K£2,357,150. The final, but nonetheless vital, area is Sub-Vote 318 - University Education, and I will require K£8,692,215 under the following Heads: Under 827 - Commission for Higher Education, I will require K£1,150,000 while under Head 828 - University of Nairobi, I will require K£2,160,000. Under Head 829 - Kenyatta University, I will require K£628,636,000, while under Head 833 - Egerton University, I will require K£892,979. Under Head 840 - Jomo Kenyatta University of Agriculture and Technology, we are requesting for K£830,000. Under Head 814 - Maseno University College, I will



require K£1,623,600. Under Head 867 - Moi University, I will require K£1,407,000.

At this point, my Ministry would like to pay gratitude to the Government and our development partners such as the World Bank, the World Food Programme, the Department of International Development (DFID) the European Union, United Nations International Children's Educational Fund (UNICEF), the governments of Japan and the Netherlands among others, who have contributed significantly to the education sector. In addition to the significant contribution by the Government of Kenya and our development partners, I wish to recognize the contribution of the Kenyan community, including the parents and teachers associations, boards of governors, school committees, religious organisations, the private sectors and others in the realisation of our country's education goals.

With those remarks, I beg to move.

**The Assistant Minister for Agriculture** (Mr. Karauri): Thank you very much, Mr. Speaker, Sir, for giving me an opportunity to second this Vote.

Mr. Speaker, Sir, in seconding this Vote, I want to make the following observations. The Minister for Education and Human Resource Development should allow the education system to be fully democratised. I say this because we have had problems in secondary schools where prefects have been burnt, or threatened with death by other students. What I mean by democratisation here is allowing the students to choose their own prefects through electing them. Human nature likes dictating to others, and there could be heads of schools who are dictatorial and if they are, the Ministry should check and remove them because they do not fit in those roles as heads of schools, and they should allow the students to choose their own prefects. They also have a tendency of choosing student bullies who, finally, students would want to punish.

Mr. Speaker, Sir, I also want to say that in the process of democratising education, parents should play a very major role in the management of education. We used to have sponsors from the religious sector, and we still have them, who played a very big role in promoting education. Most of the schools, after Independence, and even before Independence, were built by these sponsors. But we picked up the spirit of Harambee and most schools are built by the communities where they belong. These communities then should be allowed to have a lot of say in the management of these schools. There are many schools where communities have protested against leadership in those schools. Maybe, they do not like the head of that school because he has been there for the last ten years or so, and students do not pass at all. When parents complain, their complaints fall on deaf ears. They should be given more say in the running of those schools. When they reject somebody whom they think is not performing properly, that person should not be protected by the Ministry of Education and Human Resource Development. It should also be the same for District Education Officers. Leaders in the districts know which District Education Officer (DEO) is performing well and which one is inefficient. When the leaders in a district want a DEO to be removed from the district, such a person should not be protected by the Ministry of Education and Human Resource Development because the leaders know what they want. They want somebody who can perform and promote education. So, such persons should not be protected at all.

Mr. Speaker, Sir, there is a problem when it comes to the posting of teachers by the Teachers Service Commission. People are posted from one place to another, for instance, from my constituency to Kilifi District, and they keep on complaining because they have their own problems. Maybe, they want to be near their homes. When they are recruited, they know that they can work anywhere in the country, but could we not change this policy? Should we not recruit teachers from those places which need teachers? Why do we recruit teachers from those places which have plenty of teachers, and then, post them to areas where they are not comfortable to work? Let us recruit enough teachers from North Eastern Province, Kilifi and Kwale districts or any other areas that require teachers. Let us not recruit them from areas that have enough teachers. That way, we will minimise complaints from teachers who want to be transferred back home. Those teachers even feign sicknesses and even bribe doctors to certify that they are not fit to stay in such areas. To remove those difficulties, let us recruit from areas that need teachers.

Mr. Speaker, Sir, the Ministry should consider employing teachers who are trained and have already completed college. I think we should not be dictated to by the International Monetary Fund (IMF) or the World Bank, when it comes to the employment of teachers. By not employing teachers, we are killing education in this country and when we kill education, then the future of this country is doomed. As I talk now, there are areas, even in my own constituency bordering Tharaka and Ukambani, where in a one-stream school with eight classes, there are only three teachers. Children are not learning in such a school! How much can three teachers do for eight classes? So, these children are going to play around and do other funny things until the day is over. Eventually, they will decide not to go to school. Let us not kill education in this country. Maybe, we should have less chiefs, DOs and assistant chiefs. These are areas that are not of any priority. Let our priority be education in this country, and then we shall develop.

Mr. Speaker, Sir, I wish to say something about the renting of offices by the Teachers Service Commission (TSC). I think it is wrong planning to have the TSC renting offices year in, year out. I am even informed that they have their own plot somewhere. The Minister, in the next Budget, should give sufficient funds to the TSC to build their own

offices. It is wrong planning for somebody who can afford a mortgage and have his own house to continue paying rent for many years, and he will never own that building.

**Mr. Angwenyi:** On a point of order, Mr. Speaker, Sir. Is the Assistant Minister in order to discuss and criticise the Vote, while he is supposed to be seconding?

**Mr. Speaker:** Mr. Angwenyi, do you know the difference between criticism and advice?

**The Assistant Minister for Agriculture (Mr. Karauri):** Mr. Speaker, Sir, the hon. Member does not seem to know the difference.

What I was saying is that, the Minister should make money available to the TSC and this House will approve that money for the TSC, to put up their own building and stop paying rent to other people, and we will save a lot.

Mr. Speaker, Sir, finally, I wish to say that promotion by merit has been seriously abused over the years. Even where you come from, Mr. Speaker, Sir, the people who are promoted on merit are the people who least deserve it; but because they know an officer they can bribe, they will be promoted. In fact, I have come across cases of Form One drop-outs being promoted to P2 teachers and today, they are being promoted to graduate level, while those who left school at graduate level have not received even a single promotion. Teachers who have had their subjects done very well in schools do not get that promotion either. I think promotion by merit should be scrapped.

*(Applause)*

With those remarks, I beg to second.

*(Question proposed)*

**Mr. Wamae:** Thank you, Mr. Speaker, Sir, for giving me the opportunity to officially respond on behalf of the Opposition on this Vote of the Ministry of Education and Human Resource Development, as the shadow Minister.

*[Mr. Speaker left the Chair]*

*[Mr. Deputy Speaker took the Chair]*

Mr. Deputy Speaker, Sir, this is a very important Ministry. It is on the basis of this Ministry that our children and our future is moulded. The success of our education system will determine the type of citizens we shall have and, therefore, what success in economic and social development we shall attain. Therefore, it is imperative that everything should be done to ensure we follow the right course, and succeed in delivering what our people expect.

Mr. Deputy Speaker, Sir, I am aware that this Ministry takes the bulk of our Budget; that is, more than K£2 billion, which is a very big chunk of our total national Budget. This is rightly so, because we have a young population; we have many children in schools and we need to have teachers and administrators to look after them. We also have five public universities which depend on public finances, and I am particularly pleased to see that these universities are now generating income to supplement the public finances allotted to them. I would like to congratulate the Ministry for allowing the public universities to engage in income-generating projects; for instance, through the parallel admission system which increases the number of students getting education. This will also enable the universities to pay the lecturers and professors better. As a result of this, the lecturers are now more satisfied, and they remain more in the universities than before. I think, of late, we have not had many academics going out of the country as they used to. This is because they are now getting enough income. By having them around, the country is also saving a lot of money.

Mr. Deputy Speaker, Sir, education can be a source of foreign exchange. We can sell our education and get foreign exchange. If we improve our private and public schools, including the universities, we can encourage students from other countries. Kenyans have paid a lot of money for university education in India, Britain and the United States of America. It is high time we also got foreign students to come and pay to study here. I would like to encourage the Ministry to follow this course. This is because, this is a way in which we can improve our economy and employ more Kenyans as teachers, lecturers and professors. Many countries in Africa are looking for avenues of getting higher education as we are also looking elsewhere. Tanzania, South Africa and many other countries are looking for avenues. Let us create the right atmosphere to encourage students to come here. Let us also get our professors and heads of institutions going to neighbouring countries and give lectures, thereby promoting our education as a commodity. Let them inform the world that we have facilities here which they can enjoy, at a cost, of course, slightly higher than what Kenyans pay, and let them pay us in foreign currency. By so doing, we can create more employment to our people.

Mr. Deputy Speaker, Sir, may I also say that the Ministry of Education and Human Resource Development, and the Ministry of Labour, should explore the possibility of getting jobs for our teachers in the neighbouring countries. I am against the idea of the Government stopping further training of primary school teachers. This will not do any good to our country. We train nearly 9,000 primary school teachers in one year, half of whom are men and the other half are women. So, in two years, we train nearly 19,000. The Government has not taken any students this year, and there is only one class remaining. I think this is a misguided policy and we should go back and fully train the primary school teachers. When you train people, it is not your responsibility to find them jobs. We are not saying that because the Government is training them, it must guarantee them jobs. Even when training in other sectors of education, jobs are not guaranteed. But people get education and they can go and start their own private schools or be employed elsewhere, including outside the country. But they have a training. These primary education institutions are very valuable to us. If the Government will close them at the end of this year, they will be vandalised; they will be destroyed, and it will be very expensive to re-open them. We must keep them open, so that it will be cheaper in the long run to run them.

I am also sure that the students are willing to share the cost in their training, just like it is done in medical training and other spheres of education. But the idea of closing these teacher training colleges must be stopped and the Government must reverse that decision for the interest of this country. We must continue using those institutions. We are not going to turn them into hostels, neither are we going to turn them into agricultural training schools. They were meant for teacher training and let them continue being so. So, we hope the Minister will ask for funds later, either in the form of Supplementary Estimates or whichever way, so that by January, the primary teacher training colleges admit new students. If the Government is interested in the welfare of this country, let us have those colleges opened, even if it means cost sharing. We do not require the Government to guarantee those students employment if there are no opportunities available in our schools.

Mr. Deputy Speaker, Sir, I would like to support what was said by the Seconder. The Ministry is saying there are too many teachers in the country, but in many other places, there are very few teachers. We are already feeling the pinch of not employing teachers who left college last year, even in a place like Mathira Constituency where we have many teachers. This is because those who have retired or died have not been replaced. There is also a misallocation of teachers, particularly when it comes to married women. They are not prepared to move to places far away from their families, and nearly 50 per cent of teachers in Mathira are married women. Therefore, it becomes very difficult to move them. This is also an area which should be reasonable enough for us to continue training teachers. We must at least have enough reserve of teachers to fill the gaps where necessary. If we can have a shortage of teachers in a place like Mathira, you can imagine the shortages we have in the Arid and Semi-Arid Lands, where they never had enough teachers even before.

Mr. Deputy Speaker, Sir, the shortage of teachers is pathetic. So, for whatever reason, let us find a better way of saving money for the national Budget. Let us not hammer too much on the teachers' employment as the most important area of saving our resources. Our resources are being wasted by corruption and improper utilization of resources and not by employment of teachers. So, it is very important that we stop this idea of saying that we will not employ teachers. Let us employ them wherever they are required. If we are going to employ them when they are required, then we must train them. Let us have a reservoir of trained teachers available so that when we have to fill the gap, we know where to find them.

Secondly, people in the private sector are investing in education and they will require trained teachers. So, they are going to employ those who would have been trained by the Government. It is the responsibility of the Government, and not the private sector, to train people. However, the private sector will supplement the Government efforts by putting up pre-primary, primary and secondary schools, universities and a few teacher training colleges. So, let us not be short-sighted, but look far to the interests of our country. Mr. Deputy Speaker, Sir, one might imagine that because this Ministry is dealing with education, it will develop our young people and make them think that there is no corruption. However, this Ministry is not immune to corruption. There is corruption in this Ministry, maybe, not to the same extent as the Ministry of Works and Housing, or some other Ministries we have discussed here. For instance, there is corruption in the admission of students to good secondary schools. In some good secondary schools, the headmasters are substituting students. Those who were admitted and come from poor families are being encouraged to sell their vacancies to students from well-to-do families. This is going on, and a way must be found to ensure that head teachers do not have powers to substitute students. Sometimes, they do this in collusion with Provincial Education Officers, as a conspiracy, and they are getting paid for this substitution. This is an area which I would like the Minister to look into. Let us not have individual head teachers doing minor consultations with the DEOs and substituting students. If they are to substitute, let us have a committee to do so.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): On a point of order, Mr. Deputy Speaker, Sir. Much as I hate to interrupt my friend on the other side, the Ministry views very seriously, this issue of corruption. Could the hon. Member be kind enough to substantiate that some head teachers do, in fact, get paid

for admitting a student through substitution of those students from poor families, and that, there is collusion? Evidence to that effect would be of good help to us as a Ministry. Otherwise, I would urge him to refrain from making blanket contribution on corruption.

**Mr. Wamae:** Mr. Deputy Speaker, Sir, when you are dealing with corruption, you never get a receipt to come and prove some of these points. I have already written to the Minister for Education and Human Resource Development on one particular case because I did not want to bring it to the House, and asked him to explain why certain things had been done. The reason why I did not want to bring it as a question to this House is that, it would have done damage to that school. I was very careful not to damage the reputation of that school. So, I wrote a personal letter to the Minister, giving him the details of the case, and he has never given me a proper reply. I do not want to ruin people's names for nothing, but I am sure there is an area where such things happen. They do not do substitution just for the sake of it; there must be some consideration.

Other areas where corruption is carried out is in towns, particularly Nairobi. Admission to Standard One is a major problem in Nairobi and parents are complaining. They have to queue for long hours and, sometimes, they have to book places two years in advance. I am sure you must know what goes on in-between. This is another area where, because of shortage of Standard One places, a lot of corruption goes on.

The third area is offering tuition services to pupils. Teachers, instead of teaching pupils in classrooms, are doing it during evening classes at a fee. Instead of giving fair teaching during the official hours, they carry it forward to evening, where they have private tuition which is paid for. This is encouraging corruption because, when teachers know that they can make extra money by having evening classes, every teacher would like to do so. By doing so, parents will be made to pay additional money, which is not part of the stipulated fees. Therefore, this is another area which the Minister needs to look into. I think this private tuition should be stopped because once you have that loophole, every teacher would like to use it. Once they use it, naturally, they have to be paid. Whoever gets extra money during this time when there is shortage of money and life is very difficult, will always find that it is the right thing to do. This is a very common practice, particularly in Nairobi, and I hope the Minister will find a way of stopping it. This is because it is getting to be a very major problem. If a pupil is from a poor family, he cannot afford it and, of course, he is not going to get tuition. This way, there is no fair treatment to all the pupils. Therefore, I am sure the Minister will find a way of dealing with this matter.

Mr. Deputy Speaker, Sir, the other major issue in this Ministry is the high dropout rate of pupils in primary schools. If you look at primary school enrolment; in 1998, Standard One had 503,000 pupils, but in Standard Eight, there were 221,000 boys only. This, therefore, means that more than half of the pupils had already dropped out. In the case of girls, Standard One had 473,000 pupils, and those who continued to Standard Eight were 215,000. This was even a higher dropout rate of girls from Standard One to Standard Eight. This is a very worrying trend. I hope the Commission of Inquiry on Education will come out with a solution. Why are students dropping out of school at that rate and yet, primary education is supposed to be free? In fact, it should be free and compulsory. Why is there a big number of dropouts? Education should be free and compulsory, from Standard One to Standard Eight. Why are we having a dropout rate of more than 50 per cent in our student population? Is it because of the school fees being charged, or it is because of activity fees? What is it? Is it because of marriage of young girls? I hope most of the people are not marrying young girls before they reach, at least, Standard Eight. This is an area which is very worrying, and this Ministry must come up with an answer. I hope, when the Minister comes to reply, he will tell us why he considers this problem to be so big. We would hope that all Kenyans can, at least, have a minimum of eight years of education. But when we have such a high dropout rate, it is very worrying to all of us.

Mr. Deputy Speaker, Sir, when I was talking about the training of teachers, I forgot to remind you that we have many untrained teachers, both in primary and secondary schools. We have about 6,500 untrained teachers in primary schools and over 2,000 in secondary schools. Untrained teachers should be trained by replacing them with other teachers who have been trained. There is no reason why you should close those primary teacher training colleges. You must train all those teachers and remove those untrained teachers who are already in our schools. I think the point of recruiting teachers for areas where there is a big shortage should be maintained.

Mr. Deputy Speaker, Sir, on the question of university education, I feel Maseno University College should be made a full-fledged university. This university has nearly 4,000 students and that number is very big for a college. I do not think we need so much money to make it a full-fledged university, except that you would have given it more autonomy. I think it is time it became independent, because if Moi University has 5,000 students---

**Dr. Ochuodho:** On a point of information, Mr. Deputy Speaker, Sir. I would like to inform the hon. Member that, currently, the provisions for JKUAT which is a fully-fledged university is Kshs16 million, and the same would apply to Maseno University College. So, it will not cost more than that.

**Mr. Wamae:** Mr. Deputy Speaker, Sir, he is supporting my case. He did not give me any information.

All I am saying is that Moi University has a student population of about 5,000 students, and Maseno

University College has about 4,000 students. This is a big number of students for a university college. It should be a full-fledged university. I think it has grown and shown its maturity. It can, therefore, stand on its own as an additional university in this country.

Mr. Deputy Speaker, Sir, the other area we should look into is that of private universities. We should encourage the establishment of private universities in addition to the existing ones. I am glad that the Higher Education Loans Board is now extending loans to students in those universities. That is a very good thing and it should be encouraged. In fact, we should now stop giving bursaries to students who go to foreign universities where the type of courses they are going to pursue are available in Kenya. That system of financing students in America, Britain and India, when we have similar courses here should be stopped, so that, that money is used in Kenya to build our own institutions, whether private or public. I think that will help us in very many ways.

Mr. Deputy Speaker, Sir, while discussing private universities, we should also encourage universities financed by churches as we are doing now. For example, we have the Catholic University and Baraton University which are church sponsored. We should also encourage those universities sponsored by individuals, and chartered universities in collaboration with other universities in other countries. We should make sure that the population of our students abroad is considerably reduced.

Mr. Deputy Speaker, Sir, I was glad to hear the Minister announce today that computer education is going to be compulsory in our schools. Computer knowledge is very important today. If you want to train in any field, you must have some computer knowledge. I think we should find a way of making computer training available to our students, starting from secondary schools and then, later on, in primary schools. I was glad to see the University of Nairobi assembling computers and selling them at very reasonable costs. Some of those computers use solar energy and are sold at about Kshs50,000 to Kshs70,000. We should purchase these computers from our universities and provide them to our secondary schools. We will have solved two problems; that is, we will have given our universities income and provided our schools with computers which are adaptable and can be easily assembled locally. I was very happy to see the University of Nairobi doing that, and I hope that universities will come up with more innovative ideas on items which can be used in our schools. So, let us create a market for Nairobi University to sell their computers to our schools. This way, we will have assisted our university.

Mr. Deputy Speaker, Sir, we have discussed a lot about education, but I would like to add one thing: The present system of managing our schools in as far as appointment of Boards of Governors and Parents Teachers Associations are concerned, is right. I agree with the hon. Member who seconded this Motion that in the management of our secondary schools, there is a tendency for dictatorship. The head teachers have become very powerful and have nominated some students as prefects, who have also become very powerful in supervising other students. The students are now revolting against it. Whereas I do not have a full solution, maybe, electing those prefects by the students themselves might help. Otherwise, we must make teachers more responsible in supervising students instead of leaving it to the school prefects.

Secondly, we must find a way of protecting our students from smoking bhang and other intoxicating drugs. These are some of the problems we are experiencing in Central Province. The Bhang being grown in Mt. Kenya Forest is finding its way into schools. We must find out a way, in collaboration with other Government agencies, of ensuring that our children do not get ruined with bhang and other drugs. These drugs have become very prevalent and very many, everywhere. They are being grown openly in hundreds of acres, in areas like Mt. Kenya Forest. I am sure this bhang, which is disastrous to our children, is also being grown in other forests elsewhere, and even in game parks. If that can be stopped, it would also assist to alleviate indiscipline in our schools.

Mr. Deputy Speaker, Sir, I was also happy to hear the Minister say that we are going to start training teachers for pre-primary schools. This is long overdue. For the Government to have considered closing primary teacher training colleges before they had trained pre-primary school teachers was another big mistake. We need many pre-primary teachers to help our young boys and girls learn how to read and write. This is an area which the Ministry cannot leave to the informal sector. They must move in and maintain high standards in the whole country, so that we do not have different standards at different levels.

Mr. Deputy Speaker, Sir, parents, who are responsible for building schools in their areas, should be allowed to have a greater say in the management of those schools. This is because the physical facilities are being provided by the parents, and if they are going to continue providing those facilities, they must have a say in their management. I hope, through the Parents - Teachers Associations, there is some form of control. We need regular meetings between the boards of governors and the parents. These meetings could take place at least once a term, so that parents can also have a say and dialogue with the boards of governors. This would, maybe, create better communication.

The parents must also have a say in the appointment of headteachers, both in primary and secondary schools. Some of them are very big-headed. I think when parents complain, they should be listened to and something should be done, because ultimately, the parents are the biggest stakeholders in our education.

With those few words, I support.

**Mr. Achola:** Thank you, Mr. Deputy Speaker, Sir, for giving me this opportunity also to contribute to this important Vote.

Mr. Deputy Speaker, Sir, I want to look at this Vote in five areas. First of all, I will talk about the General Administration and Planning as presented by the Minister. Secondly, I will talk about Primary Education, followed by Teachers Education, Early Childhood Education, Secondary Education and University Education.

To start with, Mr. Deputy Speaker, Sir, I was a little bit impressed by what the Minister said were the objectives of the Ministry of Education and Human Resource Development; that the purpose of having the Ministry is to provide quality education. Quality education for what? If we offer education which cannot be applied in our daily lives, it does not mean anything. So, this afternoon, I am going to talk about education for useful application in life. Talking about planning and administration generally, education must be relevant. We are suggesting in the National Development Party that, the 8-4-4 education system which has been around for quite a long time, has failed completely to produce people who can properly utilise their skills.

*(Applause)*

We are, therefore, suggesting that we revert back to our old 7-4-2-3 education system which produced graduates like me. Definitely, there is a difference between the 8-4-4 graduates and the ones who came out of the old system some 20 or 30 years ago.

Mr. Deputy Speaker, Sir, in Planning and General Administration in the Ministry, you remember in 1997, we had great problems with the teachers' salaries and this particular Minister was really hard put to sign off or to explain or to resolve the impasse between his Ministry and the teachers. I would appeal to the Minister to ensure that he does not wait until the teachers go on strike next time, so that he takes pro-active action to improve on the teachers' salaries.

Mr. Deputy Speaker, Sir, many times we have had teachers not doing their jobs in schools because they feel they are underpaid. This has contributed immensely to the poor performance in many schools in the country. Recently, the Minister told the nation that they were going to reduce the number of teachers in the country, but looking at individual districts, and my district of Migori, is particularly relevant here; although the Minister is saying that we have excess teachers in this country, the reality on the ground gives a different story. I would like to request the Minister that, before they think of reducing the number of teachers, they should first of all rationalize the distribution of teachers countrywide. There are certain schools or certain districts in rural areas and certain urban areas I know where, teachers prefer to teach in urban areas. Therefore, there is overstaffing in urban and understaffing in rural areas. So, once rationalization is done, then the Minister can look at the number of teachers and see whether or not, they are excessive.

Mr. Deputy Speaker, Sir, I would also like to mention that the issue of teachers in Migori in particular, is pathetic; it is only satisfactory to the tune of 87 per cent. We have a constituency like Nyatike, where teachers are really dying of AIDS and there is a high turn-over. I am not quite happy to hear the Minister say that the teachers are sufficient, when we know that in that district, we are understaffed.

Mr. Deputy Speaker, Sir, I will now turn to the problem of Primary Education. But, first, let me start with the problem of the School Milk Programme. This year, we have budgeted K£1 billion to be used for purchasing milk. We all know, and last week, I brought a Question here on the distribution of milk in schools and every hon. Member was up in arms saying that they have never seen milk in any school at all. I am not surprised because there is no infrastructure. Many schools in the rural areas cannot be reached. So, even if the milk was available, it is virtually impossible for them to get that milk. In any case, the headteachers and other teachers actually sell the milk in market places, instead of giving it to the pupils. I would rather suggest that, that K£1 billion is transferred to the School Equipment Sub-Vote to improve the supply of school equipment, so that instead of having that K£13 million that has been allocated to the School Equipment; they would have something like K£13 million-plus and also on the Feeding Programme, it should be added another K£6 million. Then, the School Equipment Sub-Vote would have K£20 million.

Mr. Deputy Speaker, Sir, one other thing that the Ministry must look into is the supervision of schools. We have supervisors in primary schools, but they have no means of transport to help them go round to supervise their teachers. Really, they are just there earning money and doing nothing. I am sure the Officials of the Ministry actually know them. Maybe, that is one area where we need to do something.

Mr. Deputy Speaker, Sir, on the morale of teachers, we have just mentioned that poor remuneration affects many teachers in primary schools. That is why they involve themselves in extra-curricula activities like running matatus and other businesses and therefore, under-performing in their academic field.

Talking generally on the teachers education, last year, I think the President confused us when he said that certain teachers' training colleges were going to be closed. But as I have just said now, we do not have enough teachers in this country. So, I think the Ministry must have a specific policy on which colleges they are going to close down and

which are going to continue. At the moment, we are not clear. The Minister may be clear, but I do not think, we, Members of Parliament, have been told which colleges are going to be closed.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): On a point of order, Mr. Deputy Speaker, Sir.

**Mr. Achola:** Please, just do not interrupt me! You can do it when you are responding because I have only five minutes and I have a lot to say yet.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): On a point of order, Mr. Deputy Speaker, Sir. Much as I would wish not to interrupt my friend, Mr. Achola, did I not hear him say the President "confused" the country on teacher training? Well, there is no such confusion. If anything, the President is on record as saying that teacher training would continue.

**Mr. Achola:** I am not quite sure he heard me well, but it is common knowledge. He said it in a public rally at a teacher training college in Parklands and I was viewing at the television. I know that Migori Teachers' Training College is closed. There are no students joining it. So, what is the Minister talking about?

That one notwithstanding, let me cheer him up on Early Childhood Education. I am very happy that he has put reasonable funds because that is where we lay the foundation for training in this country. There is no point putting so much money in primary school training when we are doing nothing in the pre-unit. So, I am fairly happy with what he has done on that particular score.

Mr. Deputy Speaker, Sir, because my time is running out, let me go to university education. It is more important than the other areas. What is the point of producing graduates who cannot be employed? What is the point of using taxpayers' money to produce graduates with Bachelor of Arts in Political Science? Here, we have got Members who are not graduates, but are wonderful politicians. So, I would appeal to the Ministry to invest more in technical education, particularly in the university. We would like the Engineering Department to be strengthened, so that, at least, 20 per cent of the students joining the universities are actually scientists and people who are going to be trained to be engineers. If we are going to realise this dream of being industrialised by the year 2020, we must, at least, at the university level, have people who are science oriented. About 20 years ago, in fact, when we achieved our Independence, the three East African countries agreed that their universities would have an intake of 20 per cent of their students going to do science subjects. But that has gradually decreased to 11 per cent today.

Mr. Deputy Speaker, Sir, recently, I read in the newspapers that the District Education Officer (DEO) of West Pokot District actually advised pupils in certain schools there to try and find their own science teachers. Could you believe it? If you are going to ask public schools to find their own science teachers, then it shows that something is amiss.

Mr. Deputy Speaker, Sir, secondly, I would like to suggest to the Minister that he should try to democratise the university administration a little bit. At the moment, I see no reason why the chairmen of various departments in the university are appointed politically. There is no need to do so if you want to run a university that is independent. There is no reason why the President should be appointing the Vice-Chancellors. So, I would appeal to the Minister that in future, he should bring a Bill to this House to amend the Universities Act.

With those few remarks, I support.

**The Assistant Minister for Transport and Communications** (Mr. Mohamud): Mr. Deputy Speaker, Sir, thank you, very much. I think the Minister has already told us about his Ministry's objectives which, if achieved, are going to develop this country economically, socially, culturally and morally. For this Ministry to achieve these objectives, it requires a lot of funds. We know very well that the Ministry gets a lot of money, to the tune of about one-third of the total Recurrent Expenditure in the Budget. However, I think that is not enough. I would like to say that although this Ministry gets a lot of money, it is known for spending it in the right way. So, I would like to congratulate the Minister for Education and Human Resource Development and his staff, for spending the money in the way it has been budgeted for.

Mr. Deputy Speaker, Sir, secondly, we are aware that certain Ministries are given money and they do not spend their money as required. So, why do you not take some of these monies from those Ministries that do not spend their money properly and give it to the Ministry of Education and Human Resource Development? I say that, because we know the enormous task ahead of this Ministry and in future, we would like the Ministry to keep on spending its money in the right way.

Mr. Deputy Speaker, Sir, for these objectives to be achieved also, the Ministry requires trained manpower such as teachers, education officers and other technical personnel. The Ministry also requires the support of the general public. We cannot leave the Ministry of Education and Human Resource Development only to teachers and its officials. The Ministry has to be supported by the general public and the media; particularly the radio and newspapers. We would also like the Ministry to be supported by NGOs and international organisations, in order for it to achieve its objectives.

Mr. Deputy Speaker, Sir, another very important thing is that, once the Ministry is given the money, we would like it to design a curriculum that is relevant, in such a way that the personnel the Ministry will produce must be useful to the economy. We do not want university graduates or form four leavers who cannot fit into the economy. So, we would like the Ministry, once given that money, to come up with a good, relevant and practical curriculum that will be useful to the economy.

Mr. Deputy Speaker, Sir, having said that, generally, the performance of the Ministry as I said earlier is good. This is particularly so because if you look at the enrolment of students from Independence to-date, you will find that many students were enrolled. For example, at Independence there were about 800,000 primary school children. Today, I think they are around six million. I think we are moving in the right direction.

Mr. Deputy Speaker, Sir, however, there are a few other shortcomings which we should address. The Ministry should particularly address the following shortcomings: I think one of them has been ably said by the previous speakers and this is the decline in enrolment. The primary school enrolment of students dropped from 95 per cent in 1989 to about 75 per cent to date. That is something very alarming indeed. If the enrolment is dropping, then there is something wrong with our objectives. We are not achieving our objectives. We are not utilising perhaps, the resources properly. In other words, we are going to be inefficient. So, for the Ministry to realise its objectives, it has to reverse that trend of the decline in primary school enrolment.

Mr. Deputy Speaker, Sir, in North Eastern Province, the situation is even worse. While the national primary school enrolment is around 75 per cent, that of North Eastern Province is about 30 per cent. This is also very alarming and there are a lot of contributory factors for this decline of primary school enrolment such as high drop-out rates and high repetition. Some of the reasons for this sad state of affairs in North Eastern Province is for example, the nomadic way of life that is practised there. The Ministry has to seriously address this issue, although it has attempted to do so by introducing boarding primary schools there. However, unfortunately, the boarding primary schools do not provide the required facilities. We would like the Minister to allocate adequate funds for boarding primary schools, in order to retain the few children that are already attending schools.

Mr. Deputy Speaker, Sir, another problem that has led to this high drop-out rate is poverty and this does not cover North Eastern Province alone but Kenya as a whole. I think that situation should be corrected very fast. The Minister has already told us that he has bursary funds for students in secondary and universities. However, we would like the Minister to give North Eastern Province more preference, as far as these bursaries are concerned.

Mr. Deputy Speaker, Sir, another big problem in addition to the high drop-out rates is understaffing and I think, the previous speakers have already talked about it. Understaffing, is there. It is a reality not only in primary schools, but also in secondary schools. In North Eastern Province, we have a shortage of 60 science and language teachers for secondary schools. I think this issue has to be addressed by the Teachers Service Commission (TSC). The TSC Act, Chapter 212 of the Laws of Kenya, provides that: "The TSC shall provide adequate teachers to our public educational institutions." Now, the TSC will be failing in its work if it does not give us enough teachers and this is what has been happening. I am sure the reason is because of other conditions set by the World Bank and the IMF. I think that issue has to be handled very carefully. Also, if the discipline of our students has to be achieved, then enough teachers have to be available.

Mr. Deputy Speaker, Sir, the other cause for the poor education standards in North Eastern Province is the overburdening of our students during classtime. In our place, we have secular education and religious education. The latter comes about because the majority of our parents are muslims and they would like their children to be taught Islamic Religious Education (IRE). They are popularly known as *madrassas* or *duxis*. Now, these children face a lot of problems because after secular education, they are again required to attend the *madrassa*.

Mr. Deputy Speaker, Sir, in actual fact, children spend 12 hours on both secular and religious education. The Ministry has come up with a policy of integration, which I think should be implemented, so that children can attend to secular education and religious instructions at the same time. We have the problem of a high school dropout rate because education has become expensive; it is no longer affordable. This is an area the Ministry must look into. Let the Ministry carry out its own research to find out why children drop out of school.

I would like to suggest a few solutions to some of the problems I have highlighted. I have already mentioned some of them. One of the solutions I would like the Ministry to consider is provision of textbooks to schools. I am aware that pupils are right now required to buy their own textbooks. However, we should realise that there are areas which are disadvantaged. It is not just the North Eastern Province which is disadvantaged; there are other areas in the country. I think children from such areas should be provided with free textbooks. Another solution I would like to suggest is improvement on the management of schools. This is a matter which must also be looked into. An investigation into the causes of strikes and increase in the number of indiscipline cases in our schools will reveal that sometimes the heads of the schools are to blame. Therefore, I would like the Ministry to take the points I have raised seriously.



With those remarks, I support the Motion.

**Mr. Ndicho:** Thank you, Mr. Deputy Speaker, Sir, for giving me the opportunity to contribute to the Motion on the Vote of the Ministry of Education and Human Resource Development.

I would like to join my fellow hon. Members and call upon the House, through the Minister, to enact a law that will make education compulsory for all Kenyans. Israel has a policy which demands that every child born in that country acquires military training, in preparation for that country's defence. Our country's defence lies in the hands of the children of this nation. Therefore, it is important that our children are forced to acquire education, so that we can have a future with an educated generation.

On the same note, it is also important for the Ministry to have compulsory computer lessons, starting from Form One. The whole world is going computer. Some Kenyans who went for studies in the United States of America (USA), the United Kingdom (UK), and other European universities, were laughed at when it emerged that they were not conversant with the computer. It is very bad for Kenya to be left behind the global computer literacy programme.

Mr. Deputy Speaker, Sir, therefore, it is important that we formulate our education policy and make it Kenyan-tailored. Let us forget about the International Monetary Fund (IMF), the World Bank and other dictators. We should not allow them to tell us how our education system should be like. Let us chart the way we want it to be, as Kenyans.

On the same note, I would like to ask the Ministry to completely abolish the quota system of admitting students into institutions of higher learning. This is one of the factors that has contributed to the deterioration of the quality of education in this country. Some students are admitted to universities and other institutions of higher learning, not because they have qualified, but because of the quota system. It is very important to provide our children with quality education.

**Mr. Angwenyi:** On a point of order, Mr. Deputy Speaker, Sir. Is the hon. Member in order to mislead the House, that admission into public universities is based on the quota system?

**Mr. Ndicho:** Mr. Deputy Speaker, Sir, I beg to ignore that statement. I am saying that it is important to let Kenyans have quality education irrespective of who they are or where they come from. Some years back, we used to have people from only one area joining either colleges or universities. It is very encouraging that President Moi, having been accused of very many bad things--- It is always good to give credit whenever one does something good.

**An hon. Member:** Do it!

**Mr. Ndicho:** Mr. Deputy Speaker, Sir, one of the good things President Moi has done is to respect education in this country. He has helped to establish many educational institutions and enhanced education for our children. The only problem is that his efforts are frustrated by corrupt people down the ladder. However, President Moi can be said to have done an excellent job in the area of education.

Mr. Deputy Speaker, Sir, there is a problem in our Teacher Training Colleges (TTCs). It is important for the Government to train teachers; it is prudent to have a trained person, who will have his certificates with him. Trained teachers can benefit from the many private educational institutions coming up. The Ministry should train teachers for the private sector to absorb to avoid poaching of trained teachers from public schools by private schools. This practice is devastating because many pupils cannot afford to go to private schools.

On the issue of the teachers' union, I would like to say that it is important to let teachers in private institutions have their own union. Teachers in private institutions are not in the Kenya National Union of Teachers (KNUT). When they try to form their own union, they are denied the opportunity to do so.

The other issue I would like to raise is misappropriation of school money by head teachers, in collaboration with either District Education Officers (DEOs) or Provincial Directors of Education (PDEs). I do not know whether this has gone to the Headquarters level in the Ministry. We have had cases where blatant evidence was adduced to the effect that headmasters misappropriated school money, but the only punishment meted out to them was a transfer to other schools, where they did the same. Transferring such headmasters to other schools is like transferring a disease from one school to another.

Mr. Deputy Speaker, Sir, I would like to comment on university education. In 1996, this House passed a law, making it mandatory for university students to be helped through the Higher Education Loans Board (HELB). I have a letter with me here, which was written by students from the Jomo Kenyatta University of Agriculture and Technology (JKUAT), which is in my constituency. They said that in 1996, Kshs1.2 billion was allocated to HELB, which helped many students; in 1997, the amount was slashed to Kshs880 million; in 1998, the amount dropped to Kshs660 million; this year, the figure has dropped further to 600 million. This trend shows that the figure will drop to zero.

Mr. Deputy Speaker, Sir, there are many students who are dropping out of universities because they cannot access the money from the HELB. According to documents availed to them, the amount of money they receive is not enough to enable them feed themselves and concentrate on learning. I heard that a section of the students' residential halls at the JKUAT got burnt because a student was cooking in his room using an electric coil. One evening, the lights

went off. The student left the electric coil on and went to study, using light from an electric generator. When the power came back, the electric coil got hot, blew up and burnt the whole section. So, it is important to abolish the cafeteria system in the university kitchens.

The financial problems being experienced by our universities have led to the introduction of parallel degree programmes in those universities. This is a very important development in our education system. It is a way by which universities are now raising their own funds, because the Ministry cannot provide them with enough funds. In effect, the parallel degree programmes have become a money-making undertaking for the universities. People who were educated with public funds, and who are now in the working class, are now the ones who are studying under universities' parallel degree programmes at the expense of young people, many of whom drop out of the universities even before they complete their basic degree programmes.

Mr. Deputy Speaker, Sir, at the Parklands Campus, we have a lot of old rich students who can afford to pay that money. I am not criticising this programme. It is important because it is giving people an opportunity to study degree courses or even change to other disciplines. I am glad that I have been admitted to study law in September at the Campus there. I can afford to pay the Kshs60,000 because I am working here in Parliament, but it should not be a programme to help people who got educated in their time when they were young, to get further educated while our students are dropping out of schools and cannot afford the university education. Very many Kenyans are opting to study in the universities abroad because there are both learning and working opportunities. They can work there as well as learn. I should support hon. Matu Wamae when he said that the private universities and schools should be encouraged in this nation.

The other issue is that there is a lot of money that is being demanded from parents and I know the Ministry does not know about it. In Thika Town, for a pupil to be admitted in Standard One the parent must pay Kshs6,000. We have over 20 schools there and if we calculate 20 schools by about 80 pupils in two streams, it is about 1,600 pupils. When this is multiplied by Kshs6,000, it will amount to about Kshs9.6 million. I tried to check whether that money is reflected in the budgetary provisions in Thika Municipality, but it is not there. This money is squandered by the headmasters and the education officers. It is high time the Ministry looked at the exploitation of parents. That is why many of them cannot afford to take their children to schools. The exploitation is too much, including that of private tuition.

With those few remarks, I beg to support.

**Mr. Poghiso:** Thank you, Mr. Deputy Speaker, Sir, for the opportunity to contribute to this Motion. I would like to thank the Ministry of Education and Human Resource Development for considering ASAL areas as special areas that need attention, and for making provisions to that effect.

I would also like to reiterate the significance of education in changing lives. I happen to come from a constituency where the literacy level is so low that the rate is back to 15 per cent. I believe that is where the Ministry of Education and Human Resource Development should have its interest. The Ministry should even work over-time worrying about this kind of constituency; a situation where 85 to 90 per cent of the people cannot read or write. That really should be their concern and they should even be sending education officers there to see what can be done. They should have a special plan of action for places like Kacheliba Constituency.

The enrolment of all the primary schools in my constituency, at the moment, is pathetic. All the children in primary schools in my constituency can fit in one school; all of them in one primary school. The reasoning is that our people are nomadic and pastoralists and during the days when education was being introduced in the cities, on the main roads and highways, nobody reached that place. It was difficult for missionaries who were starting schools even to get there. Now that we have been Independent for such a long time, we need to alleviate this situation.

The Ministry of Education and Human Resource Development needs to have a special programme for these nomadic areas. We cannot change people's way of life very easily, but I think teachers should be trained from that particular locality, who will live among the nomads themselves and teach the children near the villages. Schools do not have to be permanent buildings, residential and so forth. They should be places where we can have programmes for nomadic education, where the teachers can even move with the population. We need to encourage that and the Government needs to pay those teachers so that they can move around with their people. It is not that we encourage this nomadism, but it is a way of life of people at the moment and they just need to be accommodated where they are presently.

The other alternative is to have boarding schools. One of the mistakes made in the past, even when the missionaries came, was to think that we could put the school buildings and the teachers in one place and then expect people to send their children there. The missionaries then realised that people were moving away and leaving the schools and so they started boarding schools which were funded fully by the people. I would ask the Ministry to start Government boarding schools in these areas with facilities and even feeding programmes, so that these children can be encouraged to go to school.

We have one sure way of ending cattle rustling, which is to educate the future cattle rustlers. This will be eliminating a generation of cattle rustlers because once they go to school and become of age, they will no longer think of cattle rustling as an option. They will know about other economic activities and ways of heroism other than cattle rustling.

*(Applause)*

The other way is for them to know something about religion. Many times, some of these things go hand-in-hand. With the knowledge of religion, their hearts can change; they will begin to look at other people as their brothers, and properties as something that does not need to be coveted. I think education is first and foremost!

There is one school in Kacheliba Constituency, which was built with monies from the World Bank, called Punyao Arid Zone Primary School. The contractor took the money, put up buildings and within a short time those buildings were cracking. The whole workmanship was so bad. However, it is a good modern school. But it was to be funded fully and to encourage nomadic children; and that is why the name is "Arid Zone Primary School". Now the school has very few children and the enrolment is so low. The issue is that the Ministry needs to consider seriously that school for funding. It is the only school in this constituency that would accommodate the children when their parents have moved miles and miles away. The children can be taken care of in that school. The World Bank funding is no longer there and the Ministry allocation for the school is so little. Even the children close the school early because of lack of food. If we could be assured that that school will be funded and will have food throughout the year, these children will be there. We are going to get a generation that is different from the ones that we have known before.

Mr. Deputy Speaker, Sir, it is a pity that the Ministry of Education and Human Resource Development expects our children to compete uniformly at the national level because of the examination system in this country. A child in some of the schools in Nairobi here, at the age of, say, seven or eight years, may be in standard one or two. Because of the different quality of education here, they can read and write. However, in a rural school, a child in standard seven is beginning to read English, Kiswahili and cannot communicate. At the end of the eighth grade, they are all expected to sit for the same examination. That is very unfair! Even in the political life, we say that we need to create a level-playing ground.

Mr. Deputy Speaker, Sir, it is not only the issue of having a level playing ground. These teachers are trained in the same colleges, like others in the country, but when they are sent to the rural areas, how come that they cannot bring these students to the standard required? Like the standard where they can read even newspapers and write at secondary school level. Why not? If the Ministry of Education and Human Resource Development wants to be fair to all the children in this country, it should be able to assess the quality of education being offered in schools. If it does not meet the requirements, then, something should be done to those teachers. Disciplinary measures should be instituted, so that these teachers can raise the standard of education to a level where these children have also a chance to go to the national secondary schools and universities. It is no wonder that children from West Pokot District, and Kacheliba Constituency, for that matter, at the end of their Form Four Education, are not able to favourably compete with other children in other parts of the country to the point where we do not have any of them qualifying to study professions like Law, Medicine and Engineering. You cannot find them doing such courses. How do you expect them to meet the grades required for such courses? Then when we talk about quota system, many people rise up in arms. But how do you expect these children to make it in courses like Law, Medicine and Engineering, when the upbringing is not uniform? There is unfairness and marginalisation in our education system, and that has to be addressed.

We stand here and vote for Ministries, but if our own people do not benefit from the money given, then, we are really doing a disservice to our own people. Teachers, like nurses and doctors, are trained to develop young people through kindergarten up to universities. But imagine in West Pokot District, when teachers are told that they are going to be transferred to Kacheliba, they ask for transfers because they do not come from that area. Somebody sitting somewhere, either at the provincial level, or the national level, will find a way of getting that person out of West Pokot District, or Kacheliba, and send him or her elsewhere, so that there are no teachers to teach these children. In fact, the number of teachers in Kacheliba Constituency schools is so low. I need to see something being done about that issue.

Mr. Deputy Speaker, Sir, I support the Motion.

**Mr. Khamasi:** Thank you very much, Mr. Deputy Speaker, Sir, for giving me this opportunity to contribute to this very important Motion. This is a very big and important Ministry, and if you are to speak about it, you will take quite a long time. There are a lot of good things the Minister has addressed in his speech this afternoon. I congratulate him for that.

However, I will try to zero-in on some of the areas which have got to be addressed by the Ministry. First and foremost, it is common knowledge that the 8-4-4 system of education has been criticised very heavily by Kenyans. The Government has been very slow in reacting to these criticisms. Now that a commission has been established to review

it, we would like that process to be speeded up, so that we can see a review of this system as soon as possible.

Another area that I would like to comment about is promotion of teachers. We do support the issue of promoting teachers on merit. But I think whoever does it needs to do some research. We have known of areas where teachers have been promoted by the Head of State in foras, or in *barazas*. It is of necessity that whenever that is done some consultation is made. I am saying that because of what has transpired after those promotions, you will find that those teachers are earning more than officers supervising them. Their salaries are very high to the extent that the officers who are supposed to supervise them are earning less and more often than not there is no respect. When these promotions are being done, some consultation is necessary.

*[Mr. Deputy Speaker left the Chair]*

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

Mr. Temporary Deputy Speaker, Sir, in this country, we have seen situations whereby organisations grow so big and get out of control. I have got in mind the question of the *matatu* industry. The Government just watched as they got out of control, and now it has got a very big problem in dealing with them. A similar situation is developing in the Ministry of Education and Human Resource Development. The Kenya National Union of Teachers (KNUT) is too big an organisation, and the Minister and his staff have got a problem to deal with. We now have got another body, the Kenya National Secondary Schools Headteachers Association. This one is getting out of hand; it must be checked and controlled. We have now got headteachers who are too senior; they are even senior than the Director of Education, who is sitting in this House on the Civil Service Bench, and they never even listen to him. This is a situation which must be checked, and unless something is done about it, it is going to be another KNUT. Mr. Minister, you have got a problem dealing with it.

In the same line, the management of teachers is a problem; the School Inspectorate in this particular Ministry needs to be monitored. Its performance level has gone down. Its officers are not as keen in the job as they used to be. The supervision of primary and secondary schools is lacking. You will find that even primary school teachers establish programmes in their schools, which have not been approved. They are charging parents a lot of money for this programmes, which have not even been approved by the Ministry. I have in my mind the Primary Schools Computer Programme, which the Minister talked about. I do not know whether there is a curriculum for primary school computer education. But you will find a few schools are now bringing in private people to teach a few students, who can afford to pay for it. The sort of money that they charge is exorbitant, and it has got to be checked. Problems of our schools are enormous. Sometimes, the Boards of Governors (BOGs) and the headteachers come up with huge amounts of money, to be paid by the parents. As much as the Ministry has said that these payments have to be approved by the respective District Education Boards (DEBs), this is not happening. We need the Inspectorate to get involved and check. There are schools which are now charging fees which are completely out of reach. We are now having very many pupils and students dropping out of schools because the Inspectorate is not on its toes to find out what is going on.

Mr. Speaker, Sir, in order to help this Ministry, I would like to urge the Parliamentary Committee on Education and Human Resource Development to be strengthened and look into this matter very seriously. This is because we know the Commissions that have been set up time and again have not been very useful. They have not been very fruitful. I have in mind the Commission which was set up to check on the question of devil worship. It spent taxpayers money and nothing came out of it. I would urge the relevant Parliamentary committee to take over some of these matters. This way, we will be sure that wherever taxpayers money will be used, we will get the results effectively.

The Minister has talked about bursary allocations. But thank God he sits where he does not know what goes on, on the ground. Wherever these funds go to, if at all they do, is completely left at the mercy of the headteachers. By the end of the day, the actual beneficiaries of this money do not get it. It goes to individuals who do not deserve it.

On transfers of headteachers and the District Education Officers (DEOs), my comments are that, we do not need non-performers to be removed from one institution to another. This is happening time and again. We have headteachers who have failed in certain schools being transferred to other schools to fail them! I would like the Ministry to be hard on this. A headteacher who does not perform should not be transferred to another school to fail it. Such a headteacher, a DEO or whoever it is, should be told to pack up and go!

I want to join my friends on the question of training of teachers in this country. We do not have enough teachers. That is a fact. If we do have enough, then obviously, the distribution of teachers is completely messed up. There is something very seriously wrong with the distribution of teachers. I am talking about Kakamega District whereby, so many schools do not have enough teachers. When you talk to the DEO, he will tell you that there are

enough teachers in Kakamega District. Where are they? There is something very seriously wrong with the distribution of teachers in very many schools.

Mr. Temporary Deputy Speaker, Sir, about university education, I would like to emphasise that we should be increasing allocation to the Higher Education Loans Board (HELB), instead of reducing it. What is happening is that people with money are the ones who can afford university education. Yet, our policy from Independence was that, we were going to provide education for everybody. We have always said that students will never be sent away from the universities due to lack of fees.

With those few remarks, I beg to support.

**Mr. Kimetto:** Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute.

You will find that in our primary education, since the Teachers Training Colleges were closed for sometime, it is very difficult to cope up with the number of children being born in this country. The birth rate of children in this country, compared with trained teachers, or those who are undergoing training, is higher. Let it be a warning ahead of time, that it is very necessary right now, to open up our training colleges to enable Kenyans who are being born now to get enough education.

Mr. Temporary Deputy Speaker, Sir, our pre-primary schools are completely not run by well trained personnel, just because there is no training for this kind of personnel. It will be very difficult if our country cannot come up with a policy of assisting pre-primary education. If many pre-primary education teachers could be trained very well, our country could be in a position to compare itself with the world at large. I am appealing to the Minister to train pre-primary teachers. We have what we call the in-service training for those teachers who teach in pre-primary classes.

Mr. Temporary Deputy Speaker, Sir, our technical training colleges are very few. The number of students admitted into such colleges are also very few. The colleges cannot cope up with the demand of this country. The Minister should come up with ways and means of increasing his Ministry's budget, to increase the technical training colleges.

Mr. Temporary Deputy Speaker, Sir, we are faced with the challenges of industrialisation by the year 2020. How shall we meet those challenges, if we are not paving the way for the children of this country to be trained in the technical training colleges? This is the only way they can make this country industrialised. If we rely on the few people who come from outside this country, this country will be run by people who will not have the interest of this country at heart. The people of this country, if the Ministry will not take care of this problem, will be slaves in future. This is because they will have nothing in their heads.

Mr. Temporary Deputy Speaker, Sir, I would like to say something about the BOGs in secondary schools. In the rural areas, BOGs for secondary schools are selected without adherence to particular standards. The people who elect the BOGs are Members of Parliament, councillors, District Officers (DOs) and the chiefs. In one way or another, the politicians tend to appoint those who support their political parties. They do not consider the Parent Teachers Associations (PTAs), which are supposed to run the schools. The appointment of BOGs in secondary schools should be done by the PTA members. The politicians, or the DOs who are transferrable now and then, should not appoint BOGs. Secondary schools should be run by parents with students in them. If that is done, the secondary schools would be run very well. But if they continue in the manner in which they are run now, misappropriation of funds will be common. The management of the schools will not be all that good. I feel that the PTAs should be enhanced to run secondary schools. This will involve parents in the running of secondary schools.

Mr. Temporary Deputy Speaker, Sir, the Bursary Fund is disbursed from here in Nairobi to other parts of this country. This fund is not well distributed among the needy cases. This money from Nairobi is not adequate for children from poor families in some areas because there are many deserving cases. For example, last year, Bomet District got Kshs1 million as bursary funds. The only person who is supposed to distribute this money to the needy cases in Bomet District is the DO. We should find ways of distributing bursary funds equally. It should not only be distributed by the DO. We should have many officers in our districts to allocate this money to the needy cases.

I would also like to talk about the HELB. I feel that the HELB should have offices at the divisional level because it is only the people on the ground who know the level of poverty in that division. The HELB officers here in Nairobi do not know exactly the needy cases in a division. It is a shame that those students who get university loans are from rich families. Why do we not set up a system whereby the HELB will have offices at village level so that they can assist those students.

Mr. Temporary Deputy Speaker, Sir, there is a lot of misappropriation of funds in the way our secondary schools are managed. This is because local communities are not involved in the management of those schools. If these schools were managed by people from villages, then they would look after their money to the best of their ability and avoid misappropriation of funds. I also feel we should set up boards of governors in primary and secondary schools to

take care of all money at the district level.

I would also like to comment on promotion of teachers in schools in this country. It is evident that teachers who do their work diligently and assist students to excel in their subjects and join secondary schools or universities do not get promotions. Probably, they are very busy teaching and they do not have time to solicit for promotions. At the end of the year, when examination results are released, subjects done well are those ones taught by those teachers who have never been promoted since they joined the teaching profession. So, the Minister should ensure teachers whose subjects are well done are rewarded adequately. These teachers should be promoted as per the strengthen of their services and merit. The Ministry should make sure that teachers do not bribe to get promotions. If we do that, then we will improve education standards in our schools.

Mr. Temporary Deputy Speaker, Sir, the schools inspectors do not have cars to move around and inspect schools. They should be provided with vehicles or motorbikes to enable them to inspect schools in their areas of jurisdiction. The Inspectorate Department in this Ministry is very weak because inspectors have no vehicles. I urge the Minister to provide them with vehicles or motorbikes.

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

**Dr. Murungaru:** Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me the opportunity to contribute to this important Ministry's budget.

From the outset, I would like to state that quality education will go a long way in contributing to poverty eradication which is, perhaps, the most important national undertaking that our country is facing today.

The Minister, in his opening remarks, touched on a number of subjects and I would like to dwell on a few of them. The Minister talked about the on-going rationalisation of teachers in both primary and secondary schools. In Nyeri District, for example, we have had a number of complaints about major victimisation in this rationalisation programme. We have teachers who have been transferred from some institutions and those transfers have not translated into anything positive, either for the schools that teachers have left, or the schools that the teachers have gone to. I would like to urge the staff of the Ministry to consider very much the stability of the teaching force in all schools when this rationalisation exercise is taking place. There is no point of carrying out this exercise in a manner which will destabilise schools which have, otherwise, been doing well.

Mr. Temporary Deputy Speaker, Sir, there has been a lot of talk about the HELB, specifically on the amount of money that is being availed to university students to assist them complete their education. Realising that education, and more so higher education, will determine how this country performs on the global scene, both economically and politically, it is very important that those students who have proved themselves, at primary and secondary school levels, and actually managed to get themselves selected to join university, are assisted to do so. Those talents must not be wasted because that is the cream of our students body. I recall that during my time in the university, and I believe that was your time and the time of the Minister for Education and Human Resource Development, we used to get loans. We used to get 100 per cent loans. Let these students get 100 per cent loans so that they finish their university education.

*(Applause)*

Mr. Temporary Deputy Speaker, Sir, today, in most constituencies, the most frequent Harambees are for students who have been either unable to get the HELB loans or have received inadequate amounts. I believe it is very difficult for Prof. Chacha Nyaigoti Chacha to know whether a student in Kimahuri, which is a village in a forest in my constituency, deserves loans or not. The only way that this can be equalised is to spread and provide loans in full to all students who have applied to those universities. It is, therefore, the duty of the Government to work out a system of ensuring that there is 100 per cent recovery of these loans.

I would also like to talk a bit on the policy of the Ministry in terms of establishing new schools. Recently, we have heard that the Ministry of Education and Human Resource Development has come up with a policy, though, unwritten to the effect that it is not encouraging establishment of new secondary schools. If this policy were to be implemented and truly become Government policy, it would spell disaster for some areas of this country.

Mr. Temporary Deputy Speaker, Sir, I have in mind areas like North Eastern, Rift Valley and Coast Provinces. In actual fact, in most areas of this country, we do not have enough schools to accommodate all the pupils who need to be educated in this country. Therefore, it is important that the Government continues to encourage parents to establish more public schools because they are the only schools which can be afforded by the majority of the people in this country.

In the same breath, I would also like to urge the Ministry and, indeed, the entire Government, to be conscious of the fact that two-thirds of the districts in this country do not have parents who can afford to build schools on their own. Therefore, let this Government come up with a deliberate policy of putting up schools in all those marginalised

areas. There is no way there will be stability in this country if only a small proportion of the citizenry is being educated while the rest is ignorant. There will always be no major development, and there will always be trouble in this country. Therefore, let the Government and Kenyans know that they must make sacrifices to ensure that they level out education in the entire country. This will only be possible if the Government comes up with affirmative action towards establishing and maintaining schools in marginalised areas until a uniform level is achieved.

Mr. Temporary Deputy Speaker, Sir, I would also like to urge the Ministry of Education and Human Resource Development to re-think the 8-4-4 system of education, which has been spoken about a lot. Professionals both in the Ministry of Education and Human Resource Development and outside the Ministry have accepted that there is something wrong with this system of education. We are aware that there is an inquiry going on and we want it to finish its work as quickly as possible. This is because we are now producing a lot of graduates who cannot be said to be proper graduates of our education system. They are not upto the standards needed. Let that probe be completed as soon as possible and the implementation of its recommendations, which I am sure will be meant to rationalise the 8-4-4 curriculum to make it more relevant to our national needs, be implemented.

Finally, I would like to touch on a subject which is very close to me. I am the Chairman of the Board of Governors of Nyeri High School, which is one of the premier schools in this country. Every person who is in Kenya will recall that a tragedy took place in that school in May this year. I am glad that all the professionals in the Ministry of Education and Human Resource Development are here, and they are aware of the results of the preliminary investigations which were carried out.

One thing which is very true is that there is rampant drug abuse in our schools. This has contributed very significantly to indiscipline in our schools. In fact, *bhanga - cannabis sativa* - as common in many secondary schools as ordinary cigarettes or sweets. With that kind of scenario there is no way we will produce secondary school graduates or, indeed, university graduates that this country requires. I think there is need for the Ministry of Education and Human Resource Development to come up with a very clear policy on counselling of all stakeholders in our education system.

Mr. Temporary Deputy Speaker, Sir, in actual fact, I would like to recommend to the Ministry of Education and Human Resource Development to set aside a specific budget to finance counselling by professionals. Students, teachers, Boards of Governors officials and subordinate staff should be counselled in order to minimise, if not to completely eliminate, cases of drug abuse in our schools. I would also like to recommend to the Ministry to come up with a deliberate policy of encouraging churches and other religious organisations, including Muslim organisations, in the correct areas, to be involved in the day-to-day upbringing of students. This is because we have discovered that, that has been wanting and it is good that the Ministry encourages that practice in our education system.

Finally, I would like to urge the Ministry to always ensure that professionals manage schools and other learning institutions.

Mr. Temporary Deputy Speaker, Sir, I beg to support.

**The Assistant Minister for Environmental Conservation** (Mr. Affey): Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to also contribute to this Vote. This is a very important Ministry, and it is one Ministry that no reasonable hon. Member of Parliament can deny funds for operation.

First of all, I would like to take this opportunity to congratulate the Minister for his good presentation. In fact, his speech was well understood, and I am sure that most hon. Members will have time to contribute and support this particular Vote. I would also wish to congratulate the management team at Jogoo House. Under very difficult circumstances it has managed our institutions of higher learning and the general education system in this country.

I stand to support this Motion, and I have particular issues which I would like to raise with the Minister. In his attempt to improve the education standards in this country he should take note of the following.

I come from a region in this country which requires support in almost all its fields of development, namely education, economic empowerment and poverty alleviation. In fact, that is a region that requires remedial measures. North Eastern Province currently suffers from a serious shortage of teachers. It is one province where the Government should establish a plan to see how best it can be brought to par with other parts of this country. I know there are some areas in this country which have excess teachers; indeed, there are more teachers in some areas than students. However, as we speak here now, there is an acute shortage of teachers in North Eastern Province.

We have always requested the Government to give us at least a college which can train teachers for that province, if not for the whole country, to teach in our schools. Fortunately, the Minister presided over the first graduation ceremony at Garissa Teachers Training College. The institution is there but, unfortunately, both last year and this year, I am reliably informed that, that college cannot admit students because there is general Ministry embargo on intake. I would like to appeal to the Minister to consider that college in isolation of other colleges in this country. Let that college operate.

For the first time, the people of North Eastern Province have seen a college of that magnitude. If we can only

have the first batch out and then delay further intake, that will be a big discouragement. I would like to inform the Minister that we have enough students in that province and we are capable of paying their fees. I would like to appeal to the Minister, because the facility is in place, to reconsider and open it as soon as possible for more intake. It is only through this that we can do away with the problem of shortage of teachers in that province.

Mr. Temporary Deputy Speaker, Sir, we also have a huge population of young graduates from our colleges especially from the North Eastern Province. They have finished their tuition, but they cannot be absorbed by the Government because we are not able to pay them. If there is going to be any Government directives the time has come when we should be able to selectively implement them. If it is a question of employment, we have teachers who have graduated from the province and they can fit into the set-up since they are from the North Eastern Province. Why do we not have them employed so that they can assist us? Why must we say that since there is a general ban in this country on employment we cannot employ any more teachers. Therefore, even those areas should continue to remain the way they are. Initially, there was this complaint about teachers failing to go to the North Eastern Province because it has harsh climatic conditions and due to the security problems. We are now proud of having our own young men and women who can go to that area and teach. Action must be taken urgently.

I would like the Minister to assess the manner in which the Kenya National Examinations Council sets examinations. I find them very unfair in most cases. When I was a student sitting for my Geography paper, I was given a map of a place called Kipkabus. Where the hell is this Kipkabus that we were being asked about? We were not given an opportunity to visit Kipkabus when we were in school and yet I, as a student in Wajir, I had to do the same examination with the same kind of pupil in Kipkabus, the same area where that map was drawn. This is very unfair. I looked at all the questions and I did not see any regarding a camel or the area where I come from. There is so much unfairness in the manner in which these exams are set. The only way to sort this out is to have regional examinations for the North Eastern Province. Let the students be given exams at least in an environment in which they are comfortable. If the students in Central Province are comfortable with questions concerning tea and coffee give them that particular examination.

If you say you are setting a national examination and the manner in which that examination is set is not national then we will have a problem of performance and the final examination results are the key to success in life. I would like the Minister to ensure that when the Kenya National Examinations Council is setting these examinations it must consider each peculiar situation particularly regions. When we are talking of geography or history, it is not going to be fair to give examinations to students who do not share the same facilities. The other issue is about bursary. Currently, in the North Eastern Province there is a serious drought. Parents cannot effectively pay for school fees. They would wish to pay the school fees, but because the general economic backbone of that area is livestock, our animals cannot sell. Therefore, quite a number of students are losing the chance for education because they cannot pay fees.

I would like to request the Minister that since he comes from an area with similar conditions in terms of environment he should give more bursary funds to the ASAL region and those areas that we know have got specific problems, especially in areas where there is drought and parents are unable to pay school fees. At least, the Ministry can be seen to be unfair for chasing a child away for lack of school fees and yet his parents cannot sell their animals. There is no market for the only economic source of livelihood, for instance cattle or camels. There is no way they can pay fees and, therefore, by extension, there is no way they can send their children to schools. Bursary and grants must be given to these schools so that students can be retained in schools.

We have got also the nomadic primary schools. The Ministry has established about three modern schools in North Eastern Province, and I am sure in other nomadic areas. These schools are now collapsing because when you establish a school which is a beautiful structure, funding becomes the problem. I would like to request the Minister to also consider not only establishing more schools, but also try to see how functional the ones that we have now are. If they have problems please support them. In areas that I come from people lead this kind of nomadic lifestyle and these schools have really assisted us in retaining young children especially at times of drought when families move in search of pasture. They have always left the children behind because these schools cater for that kind of purpose.

Mr. Temporary Deputy Speaker, Sir, finally the school feeding programme has been very good. The Ministry had undertaken that in conjunction with donor support. I am sure that this programme might come to an end very soon, probably in the next few years, but we would like the Minister to consider improving on this programme.

With those remarks, I beg to support.

**Dr. Ochuodho:** Thank you Mr. Temporary Deputy Speaker, Sir. I will address this topic in three parts: general education, basic education and higher education. Allow me before I do that to make two short observations. I must observe with satisfaction that the majority of Parliamentarians who have spoken this afternoon kept on referring to computers. This has not been the case in the past. I am proud for that to have happened. However, I must also note with dissatisfaction that it is only last week that the Ugandan Parliament logged onto the internet way ahead of the Kenyan Parliament, as we all know. Nonetheless, I am happy that within Uganda many of their Parliamentarians have



had an opportunity to know the role of modern technology as we have witnessed in this House this afternoon. The second point I wanted to make is that this Ministry is very well endowed with resources and I do not see any reason why it cannot perform.

Indeed, earlier today, perhaps if the Minister was still in the Ministry of Foreign Affairs, we would have had an answer to a question that we did not get an answer to earlier in the day. I want to challenge the Ministry that they have no excuse whatsoever not to perform as per expectations. Turning to my concerns about education in general, on the issue of cost sharing, I think it is a contentious issue in an environment where the vast majority of the populace live below the poverty line. I have no problems with cost-sharing in a situation where 50 per cent of the population can afford cost-sharing and maybe the other 50 per cent cannot. In a situation where we are told that although 40 per cent can afford and 50 per cent cannot afford, I know in my area maybe only 10 per cent can afford whereas the other 90 per cent really cannot afford. This is why in my district, for example, no single building has been put up in a school over the past five years because they just cannot afford it.

I would want to appeal to the Government that this issue of cost-sharing is one that we must really look at. Maybe at an appropriate time when the economy picks up we could go back to it, but as of now I do not think it is appropriate. In terms of facilities for schools, I am a bit saddened that only K£59 million is being provided for development purposes. If it is a question of a tight Budget, where do we get the money that we use to pay policemen to beat up hon. Orengo, hon. Kathangu, to arrest hon. Dr. Ochuodho and so on? I personally feel that it would be more important to educate our children than to go chasing after these politicians or even employing Special Branch officers to keep trailing each and every so-called troublesome politicians. For us to maintain a proper balance we must put our money where our mouths are.

I would also want to turn to the issue of the Dutch Government. I am glad the Minister did mention that this is one of the partners that has been helpful in terms of promoting education in this country. However, I was saddened when they threatened to pull out purely because of our greatest problem, which we all know is corruption. The Ministry did not even raise a finger, but I hope they raised it in private. I would have thought that they would have been much more concerned when the Dutch Government threatened that it was going to pull out because we are not using our resources well. Indeed, I may just mention here that I was privileged to be in a team of Members of Parliament who visited the United Kingdom. The Government there is equally concerned about proper utilisation of money that we get in the form of aid. I believe that all other development partners are equally concerned. In my opinion, the problem lies in corruption. Even in the case of the School Milk Programme, in my constituency, I hardly see children getting school milk. I can see that in this Budget, a provision has been made for the School Milk Programme. But where is this school milk? Could it be also another case of corruption? That money is spent on things which it was not intended for. In that regard, for my constituency, I would say that our children are prepared to learn with empty stomachs or by drinking water, but they should have the basic facilities that they require; like chalk, books and teachers. We should try to do something about the current situation where we have a school with only four teachers in my constituency. I think in this regard, we must get our priorities right.

Mr. Temporary Deputy Speaker, Sir, I would also like to address the issue of violence in schools. It is now over a month since I sought a Ministerial Statement on this matter. I am informed by the hon. Minister for Education and Human Resource Development that sometime next week, this statement will be forthcoming. But given that I may not be around again, being part of a team of Parliamentarians who will be visiting the United States of America, I want to just observe that regardless of what answer may be given, the bottom-line that is mainly responsible for the problems we see with regard to violence in schools is poverty. Whether it is the drug abuse we are talking about, the societal moral decay or devil worshipping, I think the root cause of all these is poverty. Why do these students resort to drugs? In most cases, it is either that they have had to go for a number of days without food or their parents are fighting all over because the resources are meagre. I think this is due to the problem of poverty. I must warn that the problem of violence in schools will not be eliminated; if anything, it will only worsen in the coming years if we do not take the bull by the horns by addressing poverty concerns, especially by alleviating corruption.

Mr. Temporary Deputy Speaker, Sir, let me also turn to teachers' salaries. This Ministry did negotiate with teachers but it has reneged on its own promises over the past months. I know that this is a very touchy issue but I think we made a commitment and we need to motivate our teachers. I would like to call upon the Ministry to re-asses the circumstances. If it is a question of requiring more allocations---

#### QUORUM

**Mr. Nyanja:** On a point of order, Mr. Temporary Deputy Speaker, Sir. I think the rules of the House must be obeyed. There is no quorum in the House!

**The Temporary Deputy Speaker (Mr. Imanyara):** It is true that we do not have a quorum. Ring the Division

Bell!

*(The Division Bell was rung)*

**The Temporary Deputy Speaker** (Mr. Imanyara): Order, hon. Members! I think we now have a quorum. Proceed, Dr. Ochuodho!

**Dr. Ochuodho:** Mr. Temporary Deputy Speaker, Sir, I was on the point of calling upon the Ministry to find resources so that our teachers can be rewarded better. I would like to say that there are issues on which we spent money that we would otherwise have saved. One of such issues is the unnecessary by-elections through defections. That is just one of the areas where we spend money unnecessarily. I also want to register my concern over the freezing of further recruitment of teachers. In my constituency and the whole district, we have lost many teachers for various reasons. These teachers are not being replaced and we continue to suffer. I would like to appeal to the Ministry to ensure that if they are not recruiting any more, let them redistribute the existing teachers. They should get teachers from places that are overstaffed and take them to Homa Bay District because we have a grave shortage of teachers in that district.

Mr. Temporary Deputy Speaker, Sir, I would like to disagree slightly with the Shadow Minister for Education who said that we should not bother about jobs. I think it is important that we train people for the purposes of jobs. If they are not going to be employed, then there is no point training them. Last night, while coming home from a foreign country by Kenya Airways, I was saddened to learn that of the 12 members of staff who were manning the airline, there was only one Kenyan amongst them. I would have expected to see more Kenyans manning that airline. Those working at the Kenya Airways have been imported from a country which I will not mention now. I was saddened because we do not seem to be giving our people the best.

Mr. Temporary Deputy Speaker, Sir, on the issue of Teacher Training Colleges (TTCs), the Minister tells us that there is a little provision for them. We know that they have not taken students this year. So, why are we making this provision for them? If it is for paying the tutors, then why do we not get them to do something else? As far as I am concerned, Asumbi TTC, which falls in my constituency, has very little activity going on and yet the resources are there. There is a great potential there and we could take advantage of this situation and offer commercial courses like the computers we are talking about. This would be a good opportunity to utilise those institutions for that purpose.

Mr. Temporary Deputy Speaker, Sir, the issue of scholarships is one of the major concerns. I would not be surprised if a donor country refuses to give us money because we would use that money to send the children of the rich to study overseas. We must make sure that if there are any scholarships, they are transparently contested for, and we must make sure that they go to the needy. I would also like to mention that I do not see any reason why we should give scholarships only to students going to our public universities and not to those going to local private universities. Most of those students going to private universities have validly qualified for university education. I would like to say that in the past, a few scholarships have been given even to students in private universities but a number of them have also gone to Government civil servants. I hope the new team in office will ensure that this is not going to happen.

Finally, on the issue of computers, which a number of hon. Members have talked about, I may just mention that for the impact to be felt, we must realise that it is a new definition of literacy. These days, if you know nothing about this technology and you go outside Nairobi, especially to the developed world, you will find yourself out of place. So, for us to have a major impact, we must have a master plan for training in computers. But not much of this is happening now.

Equally, I have in this regard given a notice of Motion for provision of five computers to every Government secondary school and we have done the arithmetic. We only require about Kshs1 billion for all of our secondary schools to have five computers each. I am not even talking about primary schools. So, I know people may be concerned about electricity and telephone lines. But I am delighted to tell them there exists a technology today that can facilitate the use of computers even where there is no electrical power or telephones. There are pocket radios that can be used for wireless communication. Earlier today, there was a technical hitch. I had given an earlier notice and when I got a note in my pigeon hole, I thought it meant acceptance of a Motion that I had given notice of Motion calling upon the Government, to put community information centres in every district.

With those remarks, I beg to support.

**The Temporary Deputy Speaker** (Mr. Imanyara): Let me just remind hon. Members that this debate did not begin until about 3.40 p.m. So, I shall not interrupt it until 6.40 p.m. So, Zero Hour will begin at 6.40 p.m.

**Mr. Angwenyi:** Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me a chance to contribute to this important Motion.

Mr. Temporary Deputy Speaker, Sir, education is the only investment we can give our children. In fact, education is a lifelong process. As we were told this afternoon, even Members of Parliament are about to go to the

United States of America to learn more about Parliamentary Democracy. However, I would like to warn hon. Obwocha not to get inoculated at the Airport, as he might be "*Muthiorad*."

Be that as it may, this Ministry's Budget this year has been very well thought-out, despite the fact that some areas may not have received as much funds as they deserved. I know that the Minister for Education and Human Resource Development is a born-again christian and so he is not corrupt. I also know that the technical staff are qualified educationists. So, I believe that education this year will be conducted properly. However, I would have thought that the amount allocated for early childhood education should have been increased substantially, because that is where we lay the foundation for the learning of a person throughout his life. I also notice that the amount allocated for the disabled is very small; it is only K£9,000. We have many children in this country who are disabled and they do not get attention until they reach secondary schools or universities. I would have thought that the Ministry would look into ways and means of allocating adequate funds for these children. They are our children and I am sure we do not want to abandon them. It is very difficult for them to reach university so as to be taken care of by the Ministry, unless they are taken care of early when in the primary and secondary schools.

Mr. Temporary Deputy Speaker, Sir, one of the Government's objective is to eliminate poverty among our people. One way of eliminating poverty is to streamline school text books system, so that we have a text book for one subject which is used for a period of about 10 or 15 years. I recall when I went to school, we used to have the Highway Mathematics text book, for example. We used that text book, handed it over to our brothers and sisters and then, to our children and thereby, we did not need to buy text books. As we all know, text books are changed from year to year. In fact, that is one area where there might be corruption in the Ministry of Education and Human Resource Development. Somebody may corrupt his way for text books to be recommended and be changed at the end of each year. I would suggest that the Ministry identifies proper text books and use them for a long period, so that parents do not have to spend too much money on buying text books. Still on that subject, text books are lacking in our schools. We may have the best teachers in the world. But what they teach in class must be revised by the students when they go home. But if they do not have text books, they cannot revise what they are taught. If you talked to a group of people, however intelligent they are, they will not absorb everything you tell them. So, you need to have some reference material so as to learn more or remind yourself what you have forgotten. So, I would propose that the Ministry considers providing text books to all our schools as it did before. The Ministry can get the money to buy these text books by scrapping the school feeding programme and the school milk programme. I am sure, if it does away with such programmes, the Ministry will remain with a surplus of about K£20 million to K£30 million, which it can spend in buying text books to our schools.

Mr. Temporary Deputy Speaker, Sir, I notice in this Budget an allocation of K£2.3 million for vehicle insurance for school Boards of Governors' vehicles. I do not understand where this money is spent. I am a member of a number of Boards of Governors of schools in my constituency and we have never had a single vehicle being insured by the Government. So, I do not know how this money is being spent. As you also realise, most of our schools do not have vehicles. So, this amount should be re-allocated to text books and school equipment schemes.

Mr. Temporary Deputy Speaker, Sir, I also want to speak about college education. The Government has only allocated K£5 million to this department. But as we know, there are now private institutions, especially the church-related ones, which are training primary school teachers. Why can we not let these private institutions carry out that activity and re-allocate this amount to some other functions in the Ministry?

Mr. Temporary Deputy Speaker, Sir, I also want to mention something about the construction of buildings in the universities. I am particularly concerned about the University of Nairobi. There are some buildings which were started in 1988 and they are still incomplete and yet, the Ministry has only allocated a small amount of K£250,000 for this purpose. I would have thought that the Ministry would allocate more funds to finish these buildings once and for all, so that it can do something else next time.

Mr. Temporary Deputy Speaker, Sir, I notice that there are some laboratory equipments being provided by the Ministry to schools. But I cannot remember in the last three years I have been in Parliament, the Ministry providing any laboratory equipment to any school in my constituency. There are 28 secondary schools and 118 primary schools in my constituency and not a single one has received any laboratory equipment from the Government in the last three years. So, I do not know where this money is being spent. I do not know whether they are spending it in your constituency, Mr. Temporary Deputy Speaker, Sir! Will the Ministry be transparent when it is distributing some of this equipment? The laboratory equipment should be given to each constituency so that we can see there is equity in the provision of such facilities to our schools.

Mr. Temporary Deputy Speaker, Sir, I also notice that there are Grants-in-Aid, amounting to K£2.3 million. But I know that the Government scrapped the grants Vote some time back. The Government does not give grants any more. What is this amount going to be used for then? Are some areas in this country receiving grants? I used to be in the Board of Governors of Nairobi School, a national school. While there, we were told there were no more grants. I

am now a member of Boards of Governors of 28 schools in my constituency, and we have not been given any grants.

Mr. Temporary Deputy Speaker, Sir, if this amount of money is not given to all areas in this country, then it may be misused.

Another subject which is of concern to the people of Kenya is school management. The Ministry of Education and Human Resource Development can post a headmaster who had messed elsewhere, to a school located in an area where he is not wanted, without consulting the people on the ground, especially the people who have built that school and who maintain it. Posting of headmasters and deputy headmasters to schools must be done in consultation with the Boards of Governors (BOGs) and the people concerned. These are the people who build and manage the schools. So, they must have someone who will promote the welfare of those schools.

Mr. Temporary Deputy Speaker, Sir, another aspect which is of concern is sponsorship. I would like to recommend that the Minister brings a Bill to amend the Education Act on sponsorship. You find a school attached to a certain church which sponsors it but the church does not contribute even a penny to that schools, but it imposes its policies on the school. I thought that, unless a church contributes to the development of that school, maybe, by providing funds to expand the buildings or provide laboratory facilities, *et cetera*, then it should not interfere with its administration. The church sponsoring that school should be concerned with providing spiritual welfare of that school. Determining who should be the chairman of the BOG or the headmaster of the school should not be in the hands of the so-called church sponsors. If we did that, then our schools would be run well.

With those few remarks, I support.

**Ms. Karua:** Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this Motion. A nation that wishes to progress must invest heavily in education and human resource development. While supporting this Motion, I do not think that Kenya is investing enough in education. Since the money voted for this Ministry appears colossal, the question is, are we making effective use of the funds invested in this Ministry?

Mr. Temporary Deputy Speaker, Sir, the Minister expressed concern on different programmes of what will be affirmative action for certain sectors within the education system. There is affirmative action by the Ministry for the girlchild. But is this project being managed effectively? What is happening is that, within the bursary allocation, some funds are disbursed to the district and they are distributed to very many schools. At the end of the day, the funds do not support any young girl to successfully complete her education. A little money is given to each student, leaving them cash starved. Is this the best way to alleviate the plight of the girl-child? If it is the question of the marginalised areas, the Arid and Semi-Arid Lands (ASAL), in this Vote, we have seen money allocated for low cost boarding schools, but these are just in a handful of districts. Most of the districts do not have that programme. Is this the best way to effect that particular programme which I consider an affirmative action? If the Ministry wants to eradicate ignorance in this country, it must take affirmative action. I believe we are now reverting to ignorance instead of moving away from it. The Ministry should seriously consider having a compulsory primary education scheme which should be free for all. This will impact, not only on the girl-child, but also on impoverished areas. I do not know why it should be so difficult to offer compulsory free primary education. We were given free education before and we managed. Why are we not managing it today? The simple reason is that we are misusing the resources that we have instead of effectively utilizing them.

Mr. Temporary Deputy, Speaker, Sir, I share the sentiments with the hon. Member who has just left the Floor that, the Government should consider buying textbooks for our schools, especially primary schools. When we went to school, we were provided with free textbooks and in some cases, even exercise books. What is so difficult about that today? This again is a question of management of resources. We do not want to see an education system that places the burden, of buying new textbooks on parents each year, and discarding the old ones, because some few officials in the Ministry want to help a few corrupt individuals to get rich quickly. Why do we not have the same textbooks being slightly amended each year and returned to the market? There is a big racket within the Ministry of Education and Human Resource Development. We are tired of talking about it! It is time the Ministry did something about it. There is no reason why, for example, a textbook for Maths cannot be used repeatedly by one class until it gets worn out. That is what we used to do and we got a good education. Today, we are buying heaps of books for our children year after year. I do not know whether they are getting as a good education as we got. Today, an average parent is struggling to educate his children in private schools. Why is this happening? People have lost faith in the public education system in this country. What is the Ministry going to do, to restore faith in our education system?

Mr. Temporary Deputy Speaker, Sir, so many university students are going abroad every year leading to capital drain from this country. It does not mean that the education they are getting there is superior, it is the same education that is offered here, but we have created a feeling among Kenyans that they cannot get good education in Kenya. When we went to school, children of junior civil servants went to school with us in our public schools. Today, children of senior ranking civil servants are going to expensive private schools forcing their parents into perpetual corruption while trying to make ends meet. Could we restore faith in the public education system so that education can

be affordable to all and thus stop the capital drain that is occurring when we send our children to schools outside the country?

Mr. Temporary Deputy Speaker, Sir, as many hon. Members have said, we need to overhaul the education system and do away with the 8-4-4 system which is overburdening our children and revert to the old system. We should look closely into the management of our schools. We all know that there has been a spate of violence and lawlessness in our schools. When a crisis of that nature occurs, surely, it has something to do with good management. If there are drugs in schools, what are the teachers doing? Why do they not know that there is a problem? Why do they get to know when it is too late and we are losing lives? They have to begin a culture of taking responsibility! Within same schools we have had chaos of a proportion where students actually die because of problems that ought to have been foreseen. Someone must take responsibility for this. The seniormost manager is the headteacher or the principal. Should that person continue heading that school or any other school, or should they have time to reflect on what went wrong and why they never got to know something was going wrong? I do not want to blame the teaching fraternity alone. I also want to say that the parents, through the Boards of Governors (BOGs) and the Parent Teachers Association (PTA), have a role to play. But do the PTAs and the BOGs understand their role? I am happy to note that recently, I saw the Ministry officials going round and holding seminars with Boards of Governors and headteachers, outlining their roles. There should be a specific allocation for this particular purpose. They should continue with the awareness seminars, let the BOG and PTA members understand their roles.

Currently, headteachers have a blank cheque. They manage the schools and prepare their budgets alone. The Boards of Governors are merely rubber stamps. We keep on complaining about hiking school fees and we are told that the BOG accepted the hike. If you talk closely to them, they would tell you that the teacher said this. They will not bother to find out where the headteacher gets supplies from and at what price. They do not bother to know whether these are reasonable prices. At the end of the day, we end up having schools costing much more than the parents can afford. The Ministry can help us on this by enhancing the awareness of members of the BOG and PTA and also closely monitoring headteachers. There is also indiscipline, not just among students, but also among the teaching staff. A headteacher will leave the school to go and conduct his own private business on a daily basis or he can misuse school resources and when the students get to know about it, it promotes indiscipline in our schools.

If the students are not getting food and they see the headteacher taking food away from the school, they will definitely strike. The Ministry of Education and Human Resource Development should take a close look at the management of schools and deal very firmly with people who are responsible for failure and chaos in schools. Headmasters who have a history of encountering riots in every school they head should not just be transferred, but stripped of their duties as headteachers. Perhaps, they need to be looked after by other headteachers as well. Again, some headteachers do not teach, most of them do business. I would say that, perhaps, from where I come from, most headteachers do not teach, they leave teaching to the rest of the staff. How will they ever get to know what is happening in schools or be in touch with the students? They need to be closely monitored.

Mr. Temporary Deputy Speaker, Sir, I am also concerned about the quota system of admission into schools. Why can the Ministry not aim at equalising access to education throughout the country in order to do away with the quota system? Can the Ministry not give itself a target of say five to ten years of equalising access to education everywhere so that we do away with the quota system? How are we going to help Kenyans in every part of the country to be able to educate their children if we only focus on the quota system and not equal access to education?

Mr. Temporary Deputy Speaker, Sir, I would also like to say that, with the AIDS pandemic, the Ministry should be concerned and introduce Family Life Education to ensure that children have enough information as they grow up. This would serve as a means of protecting them from the AIDS scourge. I think the days when the Ministry could not introduce Family Life Education because of protests from the religious circles are gone. We are all in agreement as a nation that responsible Family Life Education is necessary in our schools.

I beg to support.

**The Temporary Deputy Speaker** (Mr. Manyara): We will go straight to hon. Members'-Half-Hour Statements. I have got only four petitions. First, Mr. Murungi will petition the Ministry of Rural Development, and hon. Musyoka, you are requested to undertake to get your colleagues to give these statements. So, could you please note that?

#### MEMBERS'-HALF-HOUR STATEMENTS

##### WINDING UP OF TARDA

**Mr. Murungi:** Thank you, Mr. Temporary Deputy Speaker, Sir. I rise on the Zero-Hour to request a Ministerial Statement from the Minister for Rural Development.

Mr. Temporary Deputy Speaker, Sir, the request is with regard to the Tana and Athi River Development Authority. Tana and Athi Rivers Development Authority is a body corporate established under Cap.443 of the Laws of Kenya. Since 1978, TARDA has constructed multipurpose dams in Masinga and Kiambere, and is in the process of constructing the Mutonga Grand Falls Dam.

The reason why we are requesting for this Ministerial Statement, is because the Government has now formally requested TARDA to transfer all its assets of power generation to a new company called Ken Gen. We would like the Minister to give a comprehensive Ministerial Statement to this House, explaining whether the Government intends to wind up TARDA or not, and secondly, on what basis this body corporate, TARDA is being requested to transfer its assets to another company without following the law and approval by the National Assembly.

Thank you.

**The Temporary Deputy Speaker** (Mr. Imanyara): Mr. Musyoka!

**The Minister for Education and Human Resource Development** (Mr. Musyoka): Mr. Temporary Deputy Speaker, Sir, the Minister for Rural Development is here.

**The Temporary Deputy Speaker** (Mr. Imanyara): I am sorry, Mr. Maalim.

**The Minister for Rural Development** (Mr. Mohamed): Mr. Temporary Deputy Speaker, Sir, I would like to ask for more time, because the Ministerial Statement the hon. Member is seeking is very important. I will be able to make a Ministerial Statement in two weeks time. This is a very important subject and I will definitely need more time to make a comprehensive statement.

#### BURNING OF EURASIAN DREAM VOYAGE

**Mr. Murungi:** Mr. Temporary Deputy Speaker, Sir, I would also like to request for a Ministerial Statement from the Minister of Foreign Affairs, specifying the circumstances under which a ship called Eurasian Dream Voyage No.018, from Japan to Mombasa via Dubai got burnt at Dubai.

Mr. Temporary Deputy Speaker, Sir, in that ship there were very many motor vehicles belonging to Kenyans. We would like the Minister to clarify to this House how many motor vehicles got destroyed in that ship and who the consignees of those motor vehicles were.

We would also like the Minister to tell the House what steps the Government is taking to ensure that Kenyans whose motor vehicles got destroyed in that ship are compensated either by this Government or other authorities who had insured that ship.

Thank you.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): Mr. Temporary Deputy Speaker, Sir, the hon. Dr. Godana is currently involved in the peace process with regard to the question of Southern Sudan. He has asked me to inform this august House that he would be in a position to make a detailed Ministerial Statement next Tuesday.

**The Temporary Deputy Speaker** (Mr. Imanyara): I would like to point out that during the hon. Members' Half-Hour Statements, you do not need to address statements of a particular Ministry. An hon. Member may make a statement without necessarily demanding a Ministerial Statement. It is not Question Time and hon. Members are free to make statements on any topic that they wish to, as long as Mr. Speaker's Office has approved the statement before 1.00 p.m. The next statements are by Mr. Ndicho, to the Office of the President and the Ministry of Local Authorities.

#### POSTING AND TRANSFER OF RUIRU MUNICIPALITY CHIEF OFFICERS

**Mr. Ndicho:** Mr. Temporary Deputy Speaker, Sir, I would like to direct my request to the Ministry of Local Authorities. Following the arrest and subsequent charge, yesterday, of the Ruiru Town Clerk, a Mr. Njihia, with murder of the former Githurai Ward Councillor, Charles Maina Njuguna, on June 10th, and subsequent remand in prison awaiting murder trial, I would like the Minister for Local Authorities to consider as a matter of urgency, sending another Town Clerk in Ruiru. Could he also consider transferring the Treasurer who was arrested along with the Town Clerk and all the Chief Senior officers from Ruiru so as to have fresh blood running the affairs of Ruiru Municipal Council, since some of these people have been implicated in this murder? It is very important that, that stigma is got rid of from the people of Ruiru.

**The Assistant Minister for Local Authorities** (Mr. Sasura): Thank you, Mr. Temporary Deputy Speaker, Sir. We will be in a position to issue a Ministerial Statement on Tuesday next week.

**The Temporary Deputy Speaker** (Mr. Imanyara): You can respond after Question Time.

## RELEASE OF RUIRU DO FROM CUSTODY

**Mr. Ndicho:** Mr. Temporary Deputy Speaker, Sir, I rise to request the Minister of State, Office of the President, to explain to this House and the whole nation the circumstances that led to the release from police custody of the Ruiru DO, a Mr. Mwangangi, after he had been arrested together with the Town Clerk and other people who are suspected to have killed Ruiru-Githurai Councillor, Charles Maina Njuguna, on 10th June. Why is the Government not transferring him from Ruiru since his continued presence in Ruiru is causing a lot of fear, confusion and tension among wananchi there? In view of the fact that the Government does not condone murder, it is also feared that the gun that was used to murder Cllr. Wa Njuguna was a Government gun, because it has not yet been recovered although the person who shot him was arrested.

Mr. Temporary Deputy Speaker, Sir, it is also important for the Minister to respond to the issue that the person causing all this confusion in Juja Constituency and in Thika District, is none other than Mr. Uhuru Kenyatta, the District KANU Chairman. It is very sad because that is the man who is causing all those problems.

**The Temporary Deputy Speaker** (Mr. Imanyara): Order! Order, Mr. Ndicho! You will not be allowed to get away with using the provisions of the Standing Orders to attack people who may not be in this House or, to go into matters that are not in the summary of the statement that has been approved by the Office of the Speaker.

**Mr. Ndicho:** Mr. Temporary Deputy Speaker, Sir, I am most obliged. I am requesting the Minister, when making his Ministerial Statement, to go deeper into the cause of this trouble because that person is a friend of those suspects. Even now when they are in Kamiti Maximum Prison, I understand that they are living comfortably because of their connections. The people of Thika District and Juja Constituency, and in particular Githurai and Ruiru, are very much disturbed. Immediately after Cllr. Wa Njuguna was killed, yesterday we buried five other people who were also mysteriously killed. So, when the Minister is making that Statement, he should investigate and get the correct data from the ground.

**The Minister for Education and Human Resource Development** (Mr. Musyoka): Mr. Temporary Deputy Speaker, Sir, it is not really clear in my own mind, if an arrest has been made and there is already in custody a suspect for murder, whether the Minister of State, Office of the President, is really required to make further Statements in connection with the circumstances that are already related to this particular charge of murder? Would it not be appropriate that the events are allowed to take their natural course? Is there really need? Are you convinced that there is need for the Minister of State, Office of the President, to respond to this matter?

**Mr. Ndicho:** Mr. Temporary Deputy Speaker, Sir---

**The Temporary Deputy Speaker** (Mr. Imanyara): Mr. Ndicho, you have made your statement. This is not a debating session.

**Mr. Ndicho:** Mr. Temporary Deputy Speaker, Sir, the Minister did not understand that I am demanding the removal of the DO because of the murder---

**The Temporary Deputy Speaker** (Mr.

Imanyara): Order! Order, Mr. Ndicho! The Minister will undertake to inform the Office of the President and the Minister of State, Office of the President will respond on Thursday next week.

**Mr. Ndicho:** Mr. Temporary Deputy Speaker, Sir, is the Minister saying the truth?

## ADJOURNMENT

**The Temporary Deputy Speaker** (Mr. Imanyara): Order, hon. Members! It is now time to interrupt the business of the House. Therefore, the House stands adjourned until Tuesday, 27th July, at 2.30 p.m.

The House rose at 6.55 p.m.