

NATIONAL ASSEMBLY

OFFICIAL REPORT

Tuesday, 19th April, 2005

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

ORAL ANSWERS TO QUESTIONS

Question No.058

NON-INCLUSION OF KEVEVAPI AND KETRI IN THE MINISTRY OF LIVESTOCK AND FISHERIES DEVELOPMENT

Mr. Wario asked the Minister of State, Office of the President, whether he could inform the House why Kenya Veterinary Vaccines Production Institute (KEVEVAPI) and Kenya Trypanosomiasis Research Institute (KETRI) are not under the purview of the Ministry of Livestock and Fisheries Development.

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

KEVEVAPI and KETRI were placed under the Ministry of Agriculture following the Government decision to put all agriculture-related research activity under one umbrella body. This move is aimed at enhancing utilisation of the economies of scale and skills which are abundant in the Kenya Agricultural Research Institute (KARI) where we have 150 PhD holders involved in a variety of research activities in over 30 research stations country-wide. The Government feels KARI has adequate capacity to conduct research on livestock as well as crops.

Mr. Wario: Mr Speaker, Sir, I am not interested in knowing how many PhD holders are manning KARI. The acronym "KARI" speaks for itself. KARI has nothing to do with livestock development. What is the link between Ministry of Livestock and Fisheries Development and KARI for the two research institutions to be placed under KARI?

Mr. M. Kariuki: Mr. Speaker, Sir, we are saying that KARI carries out a number of research activities in varied areas of science. It is for purposes of the economies of scale. It is more convenient and cost-effective to have all the research work done in one station, other than having a multiplicity of different research areas.

Mr. ole Metito: Mr. Speaker, Sir, the research activities undertaken by these two institutions are related to livestock diseases. I wonder what is in the Ministry of Agriculture that has anything to do with these institutions. Why is the Government placing these two institutions in a different Ministry? Are they not inconveniencing the services of the Ministry of Livestock and Fisheries Development?

Mr. M. Kariuki: Mr. Speaker, Sir, I think KARI came into being before the Ministry of Livestock and Fisheries Development was created. I think what the hon. Member is trying to suggest is that perhaps, it is time to rethink whether we could not have a separate research institution under the Ministry of Livestock

and Fisheries Development. That is a sound suggestion and we are going to take it into account. But do not forget that at the end of the day, it is the Chief Executive who decides who should handle which portfolio. That is why I am saying that is a suggestion and we are going to take it in our stride.

I would also like to add that the present day trend globally is to consolidate agricultural research into one station. This is what we have done as of today. Other than separating research because we have created new Ministries, the Ministries are still at liberty to source the results of the research from one central pool.

Dr. Godana: Mr. Speaker, Sir, it is true that KARI as an organisation pre-dates the creation of the Ministry of Livestock and Fisheries Development. But it is also logical that when the Government felt it necessary that the concerns of livestock farmers, including better breeding and more effective disease control has to be managed properly under a separate Ministry, it is logical that the research institutions should have gone with it. The Assistant Minister should not hide behind the prerogative of the Chief Executive, unless he says the Chief Executive actually created the Ministry of Livestock and Fisheries Development for the very simple reason of giving somebody a Ministerial flag and nothing else?

Mr. M. Kariuki: Mr. Speaker, Sir, it is true that KARI is a massive research institution. Indeed, the workforce of KARI, presently, is 3,520 members of staff spread over 30 research stations across the country. All the research stations share one budget. For example, the budget for this year is Kshs1.5 billion.

An exercise to reorganise KARI has, of course, implications on rationalisation of the research officers and the budget. However, we are not deaf to the suggestion being raised here. We think that the suggestion has merit and we will take that into account in our future planning.

Mr. Wario: Mr. Speaker, Sir, the Assistant Minister told us that there are 150 PhD holders in KARI. How come we cannot export even a kilogramme of meat to the European Union market because of diseases affecting our livestock? When will this department be shifted to the right Ministry?

Mr. M. Kariuki: Mr. Speaker, Sir, I cannot give a time-frame, but we have heard and seen the merit in the suggestion that has been raised. In the fullness of time, it will be implemented.

Question No.025

REVIVAL OF FACTORIES
IN NYANZA PROVINCE

Prof. Olweny asked the Minister for Trade and Industry:-

- (a) whether he was aware that most of the major factories in Nyanza Province are in-operational, thus causing serious unemployment in the region; and,
- (b) what plans he has to revive the factories and create employment.

The Assistant Minister for Trade and Industry (Mr. Miriti): Mr. Speaker, Sir, there was a slight confusion as to who was supposed to answer this Question.

Mr. Speaker: Why the confusion?

The Assistant Minister for Trade and Industry (Mr. Miriti): Mr. Speaker, Sir, this Question was forwarded to the Ministry of Agriculture and the Ministry of Trade and Industry.

As I stand here now, I think the hon. Member has a reply from the Minister for Agriculture who, last week, had undertaken to give a response.

Mr. Speaker: Okay. Could you, please, answer the hon. Member.

The Assistant Minister for Trade and Industry (Mr. Miriti): Mr. Speaker, Sir, I beg to reply.

(a) I am aware that the two factories are in-operational in Nyanza Province.

(b) The Government is undertaking reforms to create incentive structures for investment. This includes the recent enactment of the Investment Promotion Act that provides a one-stop licensing shop to reduce bureaucracy. Other policy reforms are improvement of infrastructure, promotion of efficient rural finance and credit schemes for small holders and rural primary processors. Farmers are being supplied with free seeds to encourage the growing of cotton to provide raw materials for the textile industry in the region.

Prof. Olweny: Mr. Speaker, Sir, this Question actually raises concern about the unemployment situation in Nyanza Province. Many of the factories, in fact, 32 of them, are not operational. What is the employment capacity of these 32 factories that are not operational?

Mr. Miriti: Mr. Speaker, Sir, this is a serious issue. So many people, as the hon. Member has said, have lost employment. However, as these factories were being closed, other new ones were being opened in the province. So, as much as people lost their employment, others got opportunities for employment.

Dr. Kibunguchy: On a point of Order, Mr. Speaker, Sir. The Question was very specific by asking, "How many?" Is it in order for the Assistant Minister to give us an answer that does not answer the specific Question that was asked? How many job opportunities were lost?

Mr. Speaker: Order, Dr. Kibunguchy! You are totally out of order. In fact, you just wanted to hijack the Question.

Prof. Olweny: Mr. Speaker, Sir, these factories used to generate revenue which was used to create employment indirectly. What is the total revenue that the Government is losing when these factories are closed?

Mr. Miriti: Mr. Speaker, Sir, these were private companies and it is obvious that they were paying taxes. However, there are other companies which have been created. We have not yet calculated the amount of revenue which the Government is losing as a result of closure of the companies.

Question No.001

NUMBER OF STUDENTS
STUDYING MEDICINE IN UON

Mr. Speaker: Prof. Oniang'o is not present. The Question is dropped.

(Question dropped)

Question No.068

ILLEGAL IMPORTATION OF POWDER MILK

Dr. Kibunguchy asked the Minister for Agriculture:-

- (a) whether he is aware that there is illegal mass importation of cheap powder milk;
- (b) whether he is further aware that the milk is going to the shop counters before inspection by the Kenya Bureau of Standards and the Ministry of Health;
- (c) which companies and individuals are involved in this importation; and,
- (d) what urgent steps he is taking to arrest this situation that exposes the people to unsafe milk and also threatens the local milk industry.

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

(a) Yes, I am aware that there is an element of illegal importation of cheap powder milk in the country, but not mass importation of cheap powder milk.

(b) I am not aware of milk going to shop counters before inspection by Kenya Bureau of Standards and Ministry of Health, but I am aware that in March, 2005, the Kenya Dairy Board inspectors intercepted two traders in possession of milk powder suspected to have been smuggled into the country. The traders did not have the mandatory inspection certificates from the Kenya Bureau of Standards or the Public Health Office. The powder was subjected to tests by the Kenya Bureau of Standards and from the tests 150 kilogrammes were condemned unfit for human consumption.

(c) The individuals involved in the importation were Messrs. Mohammed Abdillahi and Mohammed Abdi, both from Mombasa.

(d) The Ministry has put in place adequate measures to ensure that unsafe milk does not reach the consumer and the local milk industry is not threatened by illegal trading practices. The measures are:-

(i) Institution of adequate and appropriate regulations that will ensure unsafe or illegal milk does not get into the market or threaten the local milk industry through unscrupulous and illegitimate trading; and,

(ii) Intensification of surveillance by my Ministry in collaboration with the Kenya Bureau of Standards, the Public Health Department, the Kenya Revenue Authority, the Police and other arms of the Government. These measures are meant to ensure that no illegal or sub-standard milk products enter into the local market.

Dr. Kibunguchy: Mr. Speaker, Sir, first of all I would like to thank the Assistant Minister for the answer. However, when he says that there is an element of illegal importation of cheap powder milk in the country, but not mass importation of cheap powder milk, I do not know where he is getting those statistics from. Having known that dairy farmers in other countries are massively subsidised, is the Assistant Minister satisfied that we can compete with them adequately when we ourselves are not subsidising our farmers?

Dr. Wekesa: Mr. Speaker, Sir, it is true that there is some milk powder which is being imported into the country without our knowledge. The reason for this is that those who want to evade the official route will use any means to bring in the illegal milk powder through our border with Tanzania or the port of Mombasa. It is not possible for the Ministry to keep a tag on every ship or bag that may be carrying the illegal importation. However, we depend on other agencies within the Government to make sure that all illegal imports are confiscated.

Mr. Sambu: Mr. Speaker, Sir, for powder milk to be packed as fresh milk, it must be reconstituted and in the process, butter must be added. Where is this reconstitution being done? It cannot be done in a small kitchen. This has to be technically done in a large-scale in a factory where all these factors are taken into consideration. Where is this being done and why is action not being taken against those who are doing it?

Dr. Wekesa: Mr. Speaker, Sir, first of all, I have said that we have caught some people who have imported powder milk. If our Ministry's officials, through the Dairy Board, are aware of any powder milk being reconstituted, definitely the culprits will be caught. However, people who want to evade the regulations of importing milk will do everything to make sure that our officials do not catch them. I will also hasten to add that measures have been put in place to deal with this issue.

Dr. Kibunguchy: Mr. Speaker, Sir, in answer to part "c", the Assistant Minister has named two people who were caught importing powder milk. What action did the Ministry take against these two individuals?

Dr. Wekesa: Mr. Speaker, Sir, one of them was fined Kshs10,000 and the other victim's case is still pending in court. However, we have since empowered the Dairy Board to impose a heavier penalty and this includes the confiscation of the imported powdered milk.

We feel that the fine of just Kshs10,000 is not sufficient.

Question No.038

INSTALLATION OF TV/RADIO
TRANSMISSION STATIONS IN MANDERA

Mr. Shaaban asked the Minister for Information and Communications:-

- (a) whether he is aware that the residents of Mandera District do not receive Kenyan radio and television broadcast signals; and,
- (b) what he is doing to ensure that the Government installs television and radio transmission stations in the district.

The Assistant Minister for Information and Communications (Mr. Gumo): Mr. Speaker, Sir, I beg to reply.

(a) Yes, I am aware that the residents of Mandera and the surrounding regions do not receive Kenyan radio and television signals.

(b) The Government, through the Kenya Broadcasting Corporation (KBC, since 1995 has laid out technical plans to install television and radio transmission stations in those areas where these services are not available, including Mandera District and the surrounding areas. The plans include modernisation and upgrading of the KBC to enable it cover the entire country. The estimated cost of the plans is Kshs1 billion, an amount that is not readily available.

Given these circumstances, I wish to inform the House that the Government is currently exploring various ways to finance the Corporation to enable it discharge its mandate effectively as a public broadcaster. **Mr. Shaaban:** Mr. Speaker, Sir, for the last 40 years, the residents of Mandera have not had access to the national radio and television stations. The Assistant Minister is merely giving us sweeping statements.

Could he exactly tell us what plans he has, and in which financial year the plans will be implemented?

The Assistant Minister, Office of the President (Dr. Machage): On a point of order, Mr. Speaker, Sir. Is the hon. Member in order to refer to the Assistant Minister's answer as stupid? Is that parliamentary language?

Hon. Members: He did not say that!

Mr. Speaker: Order, hon. Members! I did not hear that. Did you say that, Mr. Shaaban?

Mr. Shaaban: Mr. Speaker, Sir, I did not say that unless the Assistant Minister was asleep.

The Assistant Minister, Office of the President (Dr. Machage): Mr. Speaker, Sir, the hon. Member referred to the Assistant Minister's statement as stupid. I heard it very well.

Mr. Speaker: Order! I was very attentive here, but I did not hear that. Is there any other hon. Member who heard that?

Hon. Members: No!

Mr. Speaker: I never heard that. If the Assistant Minister can prove that to me through the production of the copy of the HANSARD, I will listen to his point of order. For the time being, Mr. Shaaban was asking a question.

Mr. Shaaban: Mr. Speaker, Sir, I was saying that the residents of Mandera District have not had access to the national radio and television stations for the last 40 years. Could the Assistant Minister tell us when Kenyan radio and television transmission stations will be installed in Mandera District and its environs? This will enable the residents to have access to their national radio and television stations.

Mr. Gumo: Mr. Speaker, Sir, it is a bit difficult to say when radio and television transmission stations will be installed in Mandera District because the amount of money required is so much that the Government cannot afford to install them right now. This requires almost Kshs1 billion and that is a lot of money.

Mr. Rotino: On a point of order, Mr. Speaker, Sir. Is it in order for the Assistant Minister to deceive the House? He has said that Kshs1 billion is required to install radio and television transmission stations in the entire nation and not specifically in Mandera District. Is he in order to mislead the House?

Mr. Speaker: Order, Mr. Rotino! First of all, you cannot use the word "deceive". That is a point of argument. You should be patient. Let me get the hon. Members who seriously have issues to raise.

Mr. Munya: Mr. Speaker, Sir, when some parts of this country do not receive Kenyan radio and television broadcast signals, it means that they are being discriminated in terms of access to information. This is an urgent matter that the Ministry needs to address urgently. When will the Assistant Minister specifically install radio and television transmission stations, so that these people can be where the rest of Kenyans are?

Mr. Gumo: Mr. Speaker, Sir, that has been noted. I hope that in the next Budget, the Minister for Finance will allocate some money for the Ministry of Information and Communications, so that we can install radio and television transmission stations in all parts of the country.

Mr. Sasura: Mr. Speaker, Sir, radio and television are the main tools of educating, entertaining and informing. In northern Kenya, people are so much uninformed that it is not surprising to find people who still think that Moi is the President of this country.

Could the Assistant Minister undertake to initiate the installation, even if it will not cost Kshs1 billion, to show the people of northern Kenya that the Government has the goodwill to install the stations?

Mr. Gumo: Mr. Speaker, Sir, I am sure this can be done. The problem is lack of funds. However, some frequencies have been put aside for private investors. Private investors who want to set up radio stations in North Eastern Province can apply, as long as they do not misuse the frequencies.

Mr. Speaker: Last question, Mr. Shaaban!

Mr. Shaaban: Mr. Speaker, Sir, since the Government does not have the capacity to ensure that Kenyans, like the people of Mandera District and the whole of northern Kenya can have access to the national television and radio, could he make arrangements with international providers like CNN and BBC, through which the people of Mandera can access the national agenda?

Mr. Gumo: I have already talked about that and I am sure if CNN is interested, they can apply and we can consider their application. The CNN is already in the air; do you mean that you are also not getting CNN in Mandera? If they do not, then maybe, it is because they do not reside in one place as they keep on moving from one place to another.

(Laughter)

Mr. Billow: On a point of order, Mr. Speaker, Sir. We do not move from place to place. You heard Mr. Gumo say that private providers can, indeed, apply. In 2003, the Nation Media Group applied for licences to provide television signals to North Eastern Kenya and it was denied. Therefore, is the Assistant Minister in order to mislead the House that private providers are, indeed, allowed by the Government to offer their signals when, for sure, Nation Media Group's application was rejected sometime in 2003 for that region on security grounds?

Mr. Gumo: Mr. Speaker, Sir, this is 2005; let them apply and they will be considered

immediately. Bring the applications!

(Laughter)

Mr. Speaker: Next Question, Mr. Khamisi!

Question No.071

ACQUISITION OF KADAINA ISLAND BY KWS

Mr. Khamisi asked the Minister for Lands and Housing:-

- (a) whether he could confirm whether Kadaina Island in Matsangoni Ward of Bahari Constituency is owned by the Kenya Wildlife Service (KWS);
- (b) if the answer to "a" above is in the affirmative, whether he could explain the circumstances under which the island was occupied by KWS; and,
- (c) since the island is now occupied by squatters and a permanent school has been built there with the help of donors, whether he could cancel any existing lease agreement, adjudicate the land and distribute it to the squatters now occupying it.

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

(a) Kadaina Island in Matsangoni Ward of Bahari Constituency is not owned by the KWS; it is Government land.

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

(c) I do not have records of occupation of the island by squatters and developments therein. However, as part of the ongoing exercise in the Coast Province of identifying and documenting squatters on available Government land, the Kadaina squatters issue will be investigated and action for settlement taken accordingly.

Thank you, Mr. Speaker, Sir.

Mr. Khamisi: The Assistant Minister is certainly contradicting himself because, first, he says that he has no records of occupation of squatters on this island. Secondly, he goes on to say that squatters would be considered for settlement! I want to inform the Assistant Minister that, apart from the school, there is a dispensary in that area, and about 100 inhabitants on that island. But now that the Assistant Minister has agreed that this is Government land, could he consider this as a special case and adjudicate the Government land on this island and give it out to the squatters? What is the problem?

Mr. Mungatana: For your information, Government land is never adjudicated, and there is a whole different process of settlement. We only adjudicate Trustland. So, the settlement process, as I have informed the hon. Member, will take place after the proper procedure is followed. The fact that the Ministry does not have records of the squatters is explanatory on the need for us to co-operate with Members of Parliament or the people on the ground. The reason for this is that it might not be reflected in the registry of the Ministry of Lands and Housing that, in fact, there are people who are settled there. So, with the information that we have received from the hon. Member, I have sent my people to the ground to verify that there are squatters there. As per your request, we have asked the Commissioner of Lands to send a letter to the Lands Officer and Settlement Officer in Kilifi District and, with the co-operation of the chiefs and other administration official, we shall compile a list of those who are on the ground and follow the normal channel and hopefully settle them in the next financial year when we have the money.

Thank you, Mr. Speaker, Sir.

Mr. Ndolo: Thank you, Mr. Speaker, Sir. Now, the Assistant Minister has agreed that

Kadaina Island belongs to the Government. When we visited that island, we found out that, that dispensary and everything there is owned by Germans. They do not even have a police station. When is the Government going to make sure that the people of Kadaina are going to benefit from what other Kenyans are benefitting in order to enjoy the fruits of this Government?

Mr. Mungatana: That is a valid question, but as I have said earlier, when the information on the ground is not documented or reflected on our maps that there are squatters there, a lot of the planning and the other issues that the hon. Member has raised would not be considered. But now that we are doing the general verification process, we shall take that into account and they will have all those facilities.

Thank you, Mr. Speaker, Sir.

Mr. Speaker: Last question, Mr. Khamisi!

Mr. Khamisi: Mr. Speaker, Sir, I do have a list of all the squatters in that island, and they are 87 in total. So, if you want the list, I will give it to you. But the Assistant Minister has talked of an ongoing exercise of identifying and documenting squatters on the island. Could he be more specific as to when this exercise started and why it started without the co-operation of the local leaders?

Mr. Mungatana: With due respect to the hon. Member, I have just said that it is just today that I instructed the Commissioner of Lands to issue the letter to the officer on the ground in Kilifi. So, I am sure they will all be informed and involved.

Thank you, Mr. Speaker, Sir.

Mr. Speaker: Very well. Next Question, Mr. Wamwere!

Question No.015

ILLEGAL LOGGING IN BAHATI FOREST

Mr. Wamwere asked the Minister for Environment and Natural Resources.

(a) whether he is aware that illegal logging is going on in Bahati Forest despite the Government ban;

(b) why lorry registration number KYQ 708 which was impounded while transporting logs was later released on 19th June, 2004; and,

(c) whether he could inform the House why illegal logging is allowed to continue when non-residential cultivators from the forests have been evicted?

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

(a) I am aware of a few illegal logging incidents which have taken place in Bahati Forest despite the Government ban.

(b) Lorry registration number KYQ 708 was never impounded. However, I am aware that lorry number KUY 998 was impounded on 4th August, 2004, and unprocedurally released on 5th August, 2004. My Ministry promptly initiated investigations into the matter with a view of taking action against the officers who would be found to be responsible.

(c) Since the ban imposed on forest harvesting is still in force, the question of allowing illegal logging to continue after the eviction of non-residential cultivators from the forest does not arise. In this regard, therefore, my Ministry has stepped up its efforts to ensure that illegal logging in Bahati or any other forest is eliminated.

Mr. Wamwere: Mr. Speaker, Sir, since the Assistant Minister has accepted that this lorry was impounded in June last year, could she tell this House what action the Government has taken against the owner or the driver of that lorry?

Prof. Maathai: Mr. Speaker, Sir, the information I have at hand is that investigations are

continuing.

Mr. Sambu: Mr. Speaker, Sir, a Government ban should apply across the border; a ban is a ban! Timsales Limited, Rai Plywoods Limited and Pan Paper Limited manufacture timber products. Why are some of these companies allowed to log when they simply manufacture timber like the African saw millers? Is it because the owners are Asians who have briefcases?

Prof. Maathai: Mr. Speaker, Sir, I know the hon. Member has filed a similar Question which will come up later. So, I will respond to his question then.

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

Mr. Speaker: Mr. Sambu, what is it?

Mr. Sambu: Mr. Speaker, Sir, I have not filed that Question this Session. I asked the Question last year and I presume it was dropped. So, I do not know whether it will be listed on the Order Paper during this Session.

Mr. Speaker: So, is it not listed for this Session?

Mr. Sambu: Yes, Mr. Speaker, Sir. I have not asked that Question.

Mr. Speaker: If it was for the last Session, it must have been dropped. Prof. Maathai, if you could respond to his question.

Prof. Maathai: Mr. Speaker, Sir, the companies that the hon. Member has mentioned are producing specialised products and not timber as alleged.

Mr. Sirma: Mr. Speaker, Sir, the lorry registration number KYQ 708 which the Assistant Minister mentioned is known to be going round Nakuru and Koibatek districts, among other districts, collecting logs with no one arresting the driver. Is this illegal logging involving Government officers? We do not know how long this illegal activity will go on since it is as if the Ministry cannot take any action to curb it. Could she deal with it?

Prof. Maathai: Mr. Speaker, Sir, we have admitted that there is some illegal logging taking place and the Government has taken action. So, if any officer, or any hon. Member, has any information that might assist us, please, forward it to us. Obviously, whatever illegal logging is taking place, should not be taking place.

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

Mr. Speaker: Mr. Kosgey, sorry we have to finish with this Question now.

Last question, Mr. Wamwere!

Mr. Wamwere: Mr. Speaker, Sir, clearly the Government has no interest to protect our forests, either from illegal logging or the so-called legal logging. There is clearly a bias that is favourable to the big foreign companies. Could the Assistant Minister tell us, since she is so keen on ensuring that our forest cover is restored, what she is doing to make sure that those who are caught in illegal logging are arrested and stopped from carrying out the activities, and that the foreign companies that have been licensed to destroy our forests are, in fact, stopped from that activity forthwith?

Prof. Maathai: Mr. Speaker, Sir, the Government is committed to protecting our forests. I would say that any illegal logging should not take place. However, we all know there are people who are not obeying

the law. The instructions to the foresters,

whom we depend on, is that they must stop any illegal logging. On the companies that may be logging, I would like to say that commercial plantations that are mature can be harvested.

Hon. Member: By who?

Prof. Maathai: Mr. Speaker, Sir, the only companies that are allowed to harvest are those that produce special products such as---

(Several hon. Members stood)

up in their places)

Mr. Speaker: Order! Hon. Members, sit down! You cannot harass the Assistant Minister like that!

Proceed, Prof. Maathai!

Prof. Maathai: Mr. Speaker, Sir, the only companies that are allowed to harvest these mature plantations are those that produce special products that are used in the building industry and not timber. If any hon. Member knows any of these companies that are producing products other than what they are licensed to do, please, let us have evidence.

*(Several hon. Members stood
up in their places)*

Mr. Speaker: Order, hon. Members! Look at the clock hon. Members, I have five Questions by Private Notice. Every Question is important, we have to work within time.

Let us move to Questions by Private Notice.

QUESTIONS BY PRIVATE NOTICE

MEASURES TAKEN TO CURB INSECURITY IN NAIVASHA

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

(a) In view of the economic status of horticulture and flower industry in Naivasha, what urgent measures has the Minister taken to curb insecurity and criminal activities within the environs of Naivasha?

(b) How many people have, so far, been arrested and prosecuted for the recent murders, robberies and general criminal activities in Naivasha?

(c) Could the Minister assure the investors, both local and international, of their security both at home and working places?

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

(a) The Government acknowledges the important contribution of the horticulture and flower industries in Naivasha to the country's economy and employment. In order to curb insecurity and criminal activities within the environs of Naivasha, the following measures have already been taken.

One, enhanced 24-hour telecommunication lines between the police and members of the public through the provisions of the following telephone lines: Celtel 0735-527541, Safaricom, 112 and Land line No.05020190 and 999. Two, enhanced community and partnership policing, in conjunction with various security firms, local security committee groups and provisional four vehicles by the same groups for patrols on a 24-hour basis. Three, patrols and beats have been intensified both on foot and motor vehicles.

(b) The record of those who have been so far arrested and prosecuted for the recent murders, robberies and general criminal activities in Naivasha is as follows: (i) One person has been arrested for the offence of murder and the case is pending before the court.

(ii) Nine have been arrested for robberies and their cases are still pending before the court.

(iii) Four hundred and sixty seven people have been arrested for general criminal activities and taken to court. Out of

those 290 were fined and paid up fines. However, 10 of them were unable to raise the fines and were put on Community Service Order for a period of one month and 167 have their cases pending before the courts.

(c) Following recent measures that have been taken within the environs of Naivasha, security within the area is stable. Both national and international investors should, therefore, rest assured that the Government is determined to root out any criminal networks in the area.

Mrs. Kihara: Mr. Speaker, Sir, that is a good answer from the Assistant Minister. However, I would only wish that the security on the ground is as good as that answer. Could the Assistant Minister give the House an audit of the people killed, as far as their names are concerned and also the dates they were killed.

Mr. M. Kariuki: Mr. Speaker, Sir, on 20th, January, 2004, Charles and Muira Stoneway were killed during an attack at their home in Gilgil. On 20th, August, 2004, Martin John Christian Palmer, who was a Manager at Chepachule Farm in Naivasha was attacked and shot while he was driving his motor vehicle. On 28th, September, 2004, John Alexendar Elliot was attacked by unknown persons and a criminal file has been opened. We are yet to make any arrests. Those are the three incidents that took place last year.

Mr. Mwandawiro: Bw. Spika, tunafahamu kwamba mashamba ya maua ya Naivasha yanawaajiri kazi watu wengi sana. Vile vile, tunafahamu kwamba wafanyi kazi hao wanaishi maisha magumu sana. Wanalipwa mishahara midogo na haki zao za kibinadamu zinapuuzwa. Je, Waziri Msaidizi anaweza kutuhakikishia usalama wa wafanyi kazi hao? Anaweza kuhakikisha kwamba haki zao za kibinadamu zinalindwa na mishahara yao kuongezwa?

Mr. M. Kariuki: Mr. Speaker, Sir, the issue of wages and salaries is outside the purview of this Question. However, I would like to assure the hon. Member that we care about the security of all the people, and not just the investors. It is our business to ensure that, every Kenyan, wherever he or she is, is safe.

Mr. Speaker: Last question, Mrs. Kihara!

Mrs. Kihara: Mr. Speaker, Sir, we know the apparatus the Ministry has put in place, including elevating our police station into a division. He only mentioned investors who have been killed and yet, insecurity is rampant in Naivasha. Could the Assistant Minister consider giving us unmarked patrol cars on the Naivasha-Nakuru Highway?

Mr. M. Kariuki: Mr. Speaker, Sir, I have already pointed out the measures that we have taken. The Question was about the flower and horticultural industry in Naivasha. That is why we confined ourselves to the three incidents in that area.

As far as the highway patrols are concerned, we have some vehicles. But they are not sufficient. We hope we will look into that problem in future and give our police officers the necessary capacity to conduct patrols on the highways.

Mr. Speaker: Next Question, Mr. K. Kilonzo!

IMPORTATION AND SALE OF MAIZE THROUGH THE NCPB

Mr. K. Kilonzo: Mr. Speaker, Sir, I beg to ask the Minister for Agriculture the following Question by Private Notice.

Considering that famine has become a disaster in the country, could the Government import maize and sell it through the National Cereals and Produce Board (NCPB) at an affordable price?

The Minister for Agriculture (Mr. Kirwa): Mr. Speaker, Sir, I beg to reply.

The Government has been procuring maize through the NCPB with a view to intervening in the market supply situation when the need arises. So far, the Government is holding a total of

2,947,222

bags of maize, comprising of strategic grain reserve, famine relief and those for commercial window. Therefore, there is no need for importation.

Mr. K. Kilonzo: Mr. Speaker, Sir, I wish to thank the Minister for that answer. However, could he confirm to this House whether Kenyans are free to buy the maize from the NCPB? How much would a 90-kilogramme bag cost?

Mr. Kirwa: Mr. Speaker, Sir, we allow individuals to buy maize from NCPB. The price as at now is Kshs1,680 for a 90-kilogramme bag.

Mr. Speaker: Next question! The hon. Member for Kiharu Constituency!

Mr. Kembi-Gitura: Thank you, Mr. Speaker, Sir, for not calling my name. This Question is very important because it shows our dependency syndrome.

Could the Minister tell us what he and the Government are doing about food security in this country?

Mr. Kirwa: Mr. Speaker, Sir, as a Government, we have taken numerous measures into consideration. The first one is to improve productivity across the country.

Secondly, we have a programme under *Njaa Marufuku Kenya*, whose main objective is to address issues of vulnerable groups in our society to have access to food.

Mr. Speaker: Last question, Mr. K. Kilonzo!

Mr. K. Kilonzo: Mr. Speaker, Sir, importation of maize is just a short-term measure to curb famine. What is the Minister doing to ensure that farmers get seeds, fertilizer and are educated on improved methods of farming to ensure that, we have sufficient food reserves to avoid importation?

Mr. Kirwa: Mr. Speaker, Sir, as I said earlier, we want to take care of our farmers. Therefore, importation of maize was an act of first-aid.

Otherwise, in the long run, we need to have a strategic grain reserve, which we now have.

Mr. Speaker: Next Question, Mr. Wamunyinyi!

NON-PAYMENT OF DUES OWED TO
CANE FARMERS BY NZOIA
SUGAR COMPANY

(Mr. Wamunyinyi) to ask the Minister for Agriculture:-

(a) Is the Minister aware that cane farmers contracted to Nzoia Sugar Company and whose cane was harvested and delivered to the factory in 1999 have not been paid their dues?

(b) Is he further aware that some of the farmers records at the factory cannot be traced or have been distorted?

(c) What urgent remedial measures is the Minister putting in place to stop further suffering of the farmers?

Mr. Speaker: Mr. Wamunyinyi is not here? His Question is dropped.

(Question dropped)

Next Question, Mr. Munya!

EVICTION OF NJURI NCHEKE BY
NATIONAL MUSEUMS OF KENYA

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

(a) Is the Minister aware that the National Museums of Kenya has evicted the Njuri Ncheke Council of Elders from their headquarters situated near Nchiru Market?

(b) Is he further aware that the above action has created animosity between the community and the National Museums of Kenya officials in the area?

(c) What measures will the Minister institute to restore the Njuri Ncheke House and land to its rightful owners and alleviate imminent confrontation between the parties involved?

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

(a) I am not aware of any eviction of Njuri Ncheke Council of Elders from its headquarters near the Nchiru Market by the National Museums of Kenya. The headquarters is, instead, a recognised and gazetted national monument for preservation of the cultural heritage of Njuri Ncheke. The National Museums of Kenya only provides staff for day-to-day affairs and taking care of the monument. The Council of Elders holds its functions in the designated areas every time.

(b) I am not aware of any conflict between the officials of the National Museums of Kenya and the Elders of the Council. The only known dispute is between the National Museums of Kenya and an individual who has laid claim to part of the land, and on which stands the Njuri Ncheke premises. Discussions are going on between the National Museums of Kenya and the elders to resolve the issue.

(c) My Ministry will ensure that the Njuri Ncheke continues to be managed as a site museum between the National Museums of Kenya and the community represented by the Njuri Ncheke Council of Elders.

Mr. Munya: I would like to thank the Minister for that very good answer. However, since the Njuri Ncheke Council of Elders has played a big role in preserving our culture and conservation - most of the shrines have conserved very many rare species of trees and culture - could he consider gazetting all the other centres across Meru as national monuments?

Mr. Balala: Mr. Speaker, Sir, a group is analyzing what can be gazetted and what cannot.

Mr. Muriungi: Mr. Speaker, Sir, a shrine like the one in Nchiru Town is considered sacred. All the other Njuri Ncheke shrines are also sacred. It is possible that some people who operate on this land in a museum are trespassers. Trespass on that land is not only an abomination, but can also attract a curse. What steps is the Minister taking to ensure that uninitiated people do not trespass in this shrine, lest they are cursed?

Mr. Speaker: Are you saying that the Minister may be cursed?

Mr. Muriungi: I am not talking about the Minister. I am talking about any uninitiated people who trespass on this land.

Mr. Balala: Mr. Speaker, Sir, I would not want to be cursed by my ancestors. We have employees who are working with the council of elders to preserve the site. That is going on as we speak.

CAUSE OF STRIKE BY MAGISTRATES

(Mr. Choge) to ask the Minister for Justice and Constitutional Affairs:-

(a) What was the cause of the recent strike by magistrates?

(b) How many magistrates were suspended/interdicted or sacked?

(c) What measures have been taken to remedy the situation which is adversely affecting the administration of justice in the country?

Mr. Speaker: Mr. Choge's Question is deferred to Thursday.

(Question deferred)

Mr. Speaker: That is the end of Question Time!
Mr. Sasura wanted to seek a Ministerial Statement.

POINT OF ORDER

SHOOTING OF TEENAGERS IN MARSABIT

Mr. Sasura: Thank you, Mr. Speaker, Sir. I rise to seek a Ministerial Statement from the Minister of State in [Mr. Sasura] charge of internal security.

Mr. Speaker, Sir, yesterday, 18th April, 2005, between Marsabit Town and Songa, a group of teenagers were sprayed with bullets---

(Loud consultations)

Mr. Speaker: Order, hon. Members! The hon. Member is seeking a Ministerial Statement involving the lives of Kenyan people! The Minister cannot hear what is being said, unless you give him that opportunity.

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

Mr. Speaker: You are out of order, Mr. Kimeto. You better learn the procedures of this House; otherwise, you will land yourself in problems.

Proceed, Mr. Sasura.

Mr. Sasura: Mr. Speaker, I said that yesterday, at about 11.00 a.m, a group of teenagers who were coming from a religious retreat were sprayed with bullets about two kilometres from Marsabit Police Station. Three of the teenagers were killed; two girls and one boy who's ear was chopped off after he was killed. The incident took place 500 metres from the Kenya Wildlife Service (KWS) Camp in Marsabit National Reserve, which is in the middle of a forest. I would like the Minister to issue a Ministerial Statement with regard to the following: One, under what circumstances citizens are killed in a situation where KWS personnel, who are heavily armed are 500 metres away. Secondly, following these killings---

I forgot to mention that four hours ago, a fourth person was killed in the same area. Could the Minister tell us how many culprits have been apprehended? There is fear of escalation of violence in the area due to possible retaliation. What measures is the Minister putting in place to ensure calmness in Marsabit because there is imminent danger? **The Minister of State, Office of the President** (Mr. Michuki): Mr. Speaker, Sir, yes, I will give a Ministerial Statement next week. For now, I will ask the hon. Member to volunteer more information as he has said that there will be a possible retaliation.

Mr. Sasura: Mr. Speaker, Sir, I believe that it is the responsibility of the Minister to give a Ministerial Statement on the insecurity in this country. The issue of retaliation among the pastoral communities is a reality. I said that there was fear of possible retaliation because it is a reality and it has happened before. The Minister should not ask me to provide him with information. That is his responsibility. It is also the responsibility of the policemen on the ground, who had not collected the bodies from 11.00 a.m. yesterday, until this morning.

The Minister of State, Office of the President (Mr. Michuki): Mr. Speaker, Sir, I fully agree with the hon. Member that it is my responsibility to ensure security in this country. I do not fear responsibilities. I have to say that if anybody went on a retaliation mission, that would suggest that he knows who the attackers are. I wanted clarification on this. There is no way that I will not answer Mr. Sasura, if I have your permission to do so.

Mr. Ngoyoni: Mr. Speaker, Sir, I think we are chasing a wild goose here. The Minister is trying to create excuses. In every pastoral community, when anyone is killed and the killers are known, definitely the rest of the community has to retaliate. This is a historical thing which we all know. We are asking the Minister; could he stop the possible retaliation by doing what he is supposed to do?

The Minister of State, Office of the President (Mr. Michuki): Mr. Speaker, Sir, seriously speaking, the issues of security cannot at any time be taken lightly. It is not an issue to joke about. The situation could be aggravated by people exaggerating situations. I am not saying that the hon. Member has done so, but there are situations where exaggerations have taken place. For instance, when a Committee of this House visited Marsabit Town about 10 days ago, one of the Committee Members alleged that 12 people had been killed. The administration people in the area were only able to give four names of the people who had been killed. The hon. Member was requested to give the names of the eight remaining people but he could not because there were no more people killed. So, let us take this matter seriously. I can assure this House that we will spare no effort in protecting Kenyans who are exposed to banditry and people who have illegal guns. In fact, we have recovered many guns. I do not want to say how, but we have recovered many guns.

Mr. Speaker: Very well! Before I move to the next Order, Mr. Michuki did you request to issue the Ministerial Statement on Tuesday?

The Minister of State, Office of the President (Mr. Michuki): Yes, Mr. Speaker, Sir.

Mr. Speaker: And I hope you are also reassuring him that you will be very firm on anybody attempting to retaliate?

The Minister of State, Office of the President (Mr. Michuki): Mr. Speaker, Sir, you are quite right that we shall move swiftly. Last night, at Kapasara, where the President opened a tea factory, bandits came and took away 29 grade cattle and ran with them into the forest. The police, on information they received, moved to the area, recovered the 29 animals, surrounded the forest where the bandits were and as we sit here, they are being guided by their aircraft within that forest to follow those bandits and they are going to have it rough.

Thank you, Mr. Speaker, Sir.

(Applause)

Mr. Speaker: Order, hon. Members! It is just about Ministerial Statements. As I have said in the past, there are some hon. Members who think that Ministerial Statements will be a substitute to Questions. They will not be. Questions will remain Questions and hon. Members must be alert and ask Questions to the various Ministers.

Requests for Ministerial Statements will be sparingly given by the Chair only on very urgent matters of public policy and it will be done very rarely because there is a trend, in fact, to circumvent the whole issue of Questions. Nevertheless, we will get rid of the ones we have in the pipeline. We have three in the pipeline for today. One is by the Office of the President on the issue of famine relief distribution in Turkana District, and next is on disabled hawkers which is directed to the Ministry of Local Government. I understand the other one is the issue of implementation of French Government Rural Electrification Programme. I understand that there is an agreement that the Minister for Energy will issue it tomorrow afternoon. Are these other two ready?

I will begin in the order in which they come. Office of the President, are you ready on the issue of famine relief? However, as I said, they will not be a substitute to Questions. Mr. Michuki, are you ready? Sorry! It is not your docket. Dr. Machage!

**COMMUNICATION FROM
THE CHAIR**

MINISTERIAL STATEMENT
ON FAMINE RELIEF IN TURKANA
TO BE ISSUED ON THURSDAY

The Assistant Minister, Office of the President (Dr. Machage): Mr. Speaker, Sir, I was not aware of the same but I will follow it up and bring the Ministerial Statement as soon as possible.

Hon. Members: When?

Mr. Speaker: Order! I need to have an organised way of dealing with these Ministerial Statements because I want to get rid of them. I do not want them to be in the Order of our business every week and everyday. So, when are you likely to issue it?

(A mobile phone rang)

Mr. Speaker: Whose mobile is that? Mr. Assistant Minister, is it yours?

(Laughter)

Now, could whoever it belongs to put it off!

Dr. Machage, when will you be ready?

The Assistant Minister, Office of the President (Dr. Machage): Mr. Speaker, Sir, if I find the same in my office I should be ready even tomorrow afternoon.

Mr. Speaker: I will then put it to Thursday afternoon.

Mr. Ethuro: On a point of order, Mr. Speaker, Sir. The Ministerial Statement on famine relief distribution was sought by me for Turkana District. That was two weeks ago. It was about lack of relief rations for starving people.

So, how can the Assistant Minister say he is not aware and yet his substantive Minister was here and undertook to issue that Ministerial Statement?

Mr. Speaker: Mr. Ethuro, you are actually the cause of your own tribulations. You are the cause of the problems you are facing! If you had put a Question by Private Notice, the Minister would have been duty-bound to come here. That is why I am saying that do not make requests for Ministerial Statements a substitute for Questions. So, the Assistant Minister will issue that Ministerial Statement on Thursday.

MINISTERIAL STATEMENT

PLIGHT OF DISABLED HAWKERS

The Minister for Local Government (Mr. Kombo): Mr. Speaker, Sir, hon. Mwenje asked for a Ministerial Statement on disabled hawkers, but I want to actually issue a policy statement on hawking because we want to treat the disabled and the able-bodied hawkers in the same manner.

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

Mr. Speaker: He is responding to your point of order!

Mr. Mwenje: Mr. Speaker, Sir, I seek your further indulgence---

Mr. Speaker: Mr. Mwenje, sit down! Let him finish his Ministerial Statement.

Mr. Mwenje: On a point of order, Mr. Speaker, Sir. I want to correct him.

Mr. Speaker: Order! You cannot direct a Minister on what to say. The Minister has clearly said you wanted a Ministerial Statement on the disabled hawkers. He says that he has brought a Statement on all hawkers.

Proceed, Minister!

The Minister for Local Government (Mr. Kombo): Mr. Speaker, Sir, a hawker is a person who moves about selling wares. In our town's context, the word "hawker" erroneously includes peddling of consumable and capital items.

In 1963, the City Council of Nairobi regularised the trade and passed The 1963 Hawking By-laws under *Kenya Gazette Notice* No.748 of 1963. Under this *Kenya Gazette Notice*, hawking was outlawed in the Central Business District (CBD). Over the years, hawkers immigrated from upcountry and surrounding districts into Nairobi. It was a general breakdown of order as they carried on their businesses and conduct in the CBD.

Like in other institutions, the Government has pledged to reform this sector.

The consequences of uncontrolled hawking included insecurity where there was significant increase along the streets of Nairobi incidences of mugging, armed robbery, rape, murder *et cetera*. Security forces were unable to combat or reduce crime in the back lanes since the hawkers provided safety routes and security to the criminals once they entered the back lanes. The streets had become a haven of drug peddlers. Drugs were distributed from the backstreets. The backstreets became a haven of *chang'aa*, *kiruru* and *kumi kumi* drinks. The backstreets became new homes of street families where the structures already existed.

I need not mention the many negative reports at international levels where the attacks on tourists was serious and had serious effects on tourism. The settlement of hawkers in the main streets pavement and the backstreets brought with it the worst traffic chaos ever experienced in Nairobi. The presence of hawkers in the main streets denied pedestrians the use of pavements leading to breach of freedom of movement of individuals. The hawkers took charge of parking bays where they indiscriminately displayed their wares leading to traffic congestion.

There was a total breach of all the by-laws within the council. The council could not manage refuse garbage and waste. There were no longer use of receptacles and so on. As mentioned elsewhere, the hawking in the streets was contrary to Control of Handcart by-laws, the City Council of Nairobi Food Shops and Stalls by-laws. The continuous occupation of backstreets was also in contravention of Prior Services by-laws of 1967. Amongst the most abused by-laws was the City Council of Nairobi General By-laws of 1961. The by-laws prohibit noisy musical instruments, deposit of debris which include vegetables, polythene bags and general refuse, construction of unauthorised structures and so on. The list is endless and this led us to say that hawking in the streets of Nairobi should be removed. The Government responded to this menace by removing the hawkers. The Government, through my Ministry, has acknowledged the following:-

(i) That hawking is part and parcel of our lives and it involves people from all walks of life and every sector of the economy,

(ii) That thousands of Kenyans, at one time or another, depend on the industry,

(iii) That the informal sector employs a large section of Kenyans,

(iv) That arising from the above, the hawking sector cannot be ignored.

To this end, my Ministry has developed and given policy guidelines to the City Council of Nairobi for better management of hawkers.

The Government has removed hawkers from the Central Business District (CBD). As a result, the following steps have so far been taken to clean up the City:

(i) Cleaned up Wakulima Market and organized it to cater for spill-over hawkers on farm produce. In the Ngara Open Air Market, the Ministry has already spent Kshs11 million on levelling and murraming the area. It has also fixed lights in the area. Besides the two above, the Ministry has also developed new markets to accommodate small-scale and micro enterprises in the City. For a long time, development of markets was ignored and this has caused the problem of hawking. The following areas have been identified: Karen, Karadin, Mwariro, Dandora, Buru Buru, Baba Dogo, Ngara, Umoja, City Market, Westlands, Mutindwa and Jogoo.

Apart from developing these markets, in conjunction with the private sector, the following specific roads and car parks have been identified and would be closed on Sundays from 8.00 a.m. to

4.00 p.m. to allow vendors to conduct their wares: Koinange Street which will be closed for clothing, shoes and electronic and assorted items. Taifa Road will be closed for clothing, shoes and assorted items. Biashara Street will also be closed down for clothing, shoes and assorted items and the Sunken Car Park will be used for fruits and vegetables.

In addressing the hawker problem, consultations have been made with the stakeholders, including the police, hawkers' representatives, the Kenya National Chamber of Commerce and Industry, the City Council of Nairobi, my Ministry, the Ministry of Labour and Manpower Development and the Ministry of Trade and Industry. I wish to take this opportunity to thank Nairobi residents and the majority of hawkers and stakeholders for supporting the relocation exercise. Reports and congratulatory messages received from a wide cross-section of *wananchi* since the success of relocation of the hawkers from the CBD area indicate the degree of support and gratitude from the public in general for this timely measure.

My appeal to hon. Members, and Kenyans in general, is to give the City Council of Nairobi and my Ministry total and unqualified support in our endeavour to develop hawking as a mode of economic development.

Thank you.

Mr. Speaker: All right!

Mr. Mwenje, you can seek one or two clarifications.

Mr. Mwenje: Mr. Speaker, Sir, I want to thank the Minister for answering half of the questions that I raised. But there is the other bit. The word "hawker" comes from the word "hawk". A hawk will only go where there is meat to eat. Therefore, a hawker will only go where there are people they can sell their wares to.

Mr. Speaker: Order, Mr. Mwenje! That may all sound very philosophical. It may be a very good thesis and ground of argument for a debate. However, we are not debating. Could you, please, seek a clarification.

Mr. Mwenje: Mr. Speaker, Sir, I had to, first of all, put it right as to who a hawker is, so that we can be at par. One area which I do not think the Minister got right is the question of taking hawkers to Ngara Open Air Market, near a river, where nobody in this City can go to buy any wares. As I speak, no hawker agreed to go there, where the Minister says he spent Kshs11 million to flatten that area because there is nobody who can buy their wares---

Mr. Speaker: Mr. Mwenje, are you giving a counter-statement or seeking a clarification?

Mr. Mwenje: Mr. Speaker, Sir, please, give me time to seek my clarification after I have told the Minister where I think he is not right.

Mr. Speaker: Order, Mr. Mwenje! Let us get the rules right. There is, in fact, no basis for a debate on a Ministerial, or even a Personal Statement. In fact, the Minister could make a Statement then sit down and that is the end of the story. That is why hon. Members must ask questions. Strictly speaking, when a Minister has made a Ministerial Statement, that is the end of the story. It is the indulgence of the Chair to allow a Member to seek a clarification. But if that indulgence of the Chair appears to be abused, then the Chair may refuse it.

Mr. Mwenje, I will give you the last opportunity to seek a clarification. Please, proceed!

Mr. Mwenje: Mr. Speaker, Sir, since it is not possible for the hawkers to go to Ngara Open Air Market near a river, could he relocate them to a different place? The alternatives he has given are not within the City Centre. Since we had requested that we have a meeting with him, which I hope he will agree to, could he, therefore, agree that the five areas we had mentioned in addition to the ones he has mentioned, that is, at the Railway Station, Bus Station and Eastleigh Market, be set aside for hawkers? In addition, apart from the two days he has mentioned, could he add more days for the hawkers to sell their wares in the backstreets which will be properly maintained and kept clean by either the hawkers or City Council of Nairobi? Could he also agree to hold a meeting with Members of

Parliament from Nairobi, so that we can discuss the issue because it is of paramount importance?

Mr. Speaker: Order! Mr. Minister, would you like to respond?

The Minister for Local Government (Mr. Kombo): Mr. Speaker, Sir, as you know, the NARC Government is always out for consultation and dialogue. Since the Member of Parliament wants to dialogue with us, we are available.

Mr. Speaker: Very well! Next Order!

Mr. Sasura: On a point of order, Mr. Speaker, Sir. I rise to seek a clarification from the Chair. You have called for the next Order, and what is next will be specifically, Order No.8. In view of the fact that the Committee has not submitted its report to the House, is it in order then to have the Public Procurement Bill debated today on this Order Paper?

Mr. Speaker: Order, Mr. Sasura! First of all, we are not on Order No.8. Even if we were on Order No.8, the fact that the Committee has not finalised discussion on a Bill is not ground for postponing it. The Committee had seven days to file its report. This matter, as I understand, was referred to the Committee on 5th April. Therefore, seven days lapsed long time ago. So, even if you have not finished, it will proceed nevertheless. But that is not where we are. Therefore, my ruling is that, in the event that you ever want to revisit that issue, it will not be postponed on that ground.

Next Order!

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

Mr. Speaker: Order, Dr. Godana! We cannot jump the business of the House! I have made a ruling and you will not overturn it.

Next Order!

MOTION

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

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

*(The Minister for Education, Science
and Technology on 31.3.2005)*

*(Resumption of Debate interrupted
on 14.4.2005)*

Mr. Speaker: Mr. M. Kariuki finished his contribution. Is there anybody else interested? Proceed, Mr. Vice-President!

The Vice-President and Minister for Home Affairs (Mr. Awori): Thank you, Mr. Speaker, Sir. I want to thank the Minister for an excellent Sessional Paper. I have listened to quite a number of contributors. But I just want to add a dimension on the various factors in this Sessional Paper. I want to ask that the Minister considers certain contents of the Sessional Paper. There are six areas that I want very quickly to touch on.

Mr. Speaker, Sir, we have a lot of problems in the country at the moment. One of the reasons is lack of discipline. I would like to suggest that discipline should become a subject in our education system. I remember those days in our rural setting. Those who were recognised were mainly teachers, religious leaders, elders and other prominent people. Those days, if children were playing in the field

and saw a teacher approaching, they would stop their game, let the teacher pass and then continue with their game. That was respect and discipline. In Japan, we have seen how highly developed they are. One of their criteria has always been discipline. Discipline helps people to respect institutions. For instance, in this country, we have had many road accidents. They occur because drivers are not disciplined. They do not observe traffic regulations. In a country like Japan, it does not matter what happens. At an inter-section, when the red traffic lights are on, even if there is no one else coming from the other side, motorists will wait until the green lights appears before they proceed. In that case, they have very few road accidents compared to Kenya and yet, they have hundred times more vehicles than us.

Mr. Speaker, Sir, our drivers - and I am not confining myself to *matatus* only - behave very badly on the roads. That is simply because they have no discipline. I suggest that discipline should be made a subject. If we start teaching discipline to our youngsters today, in 20 years time, we will be having a disciplined society. With discipline, comes the question of culture. We want our culture to be part and parcel of what is taught to our children. If we have our culture, discipline will be there. We will know how we used to behave in the old days. In the old days, our culture stated that people must respect their parents and elders. In all African cultures, hard work was the norm. They had values that rejected hand-outs. At the moment, even politicians are having a hard time because people are always expecting them to give something. We want to teach people the culture of hard work and self-respect, so that when you beg, you are making yourself a slave to the person whom you are begging.

Mr. Speaker, Sir, we want a culture of not glorifying poverty. Poverty is a relative word. There are people who are satisfied with the little they have. Currently, we have borrowed a culture from outside where we glorify extreme riches. That has created a lot of problems. That is the reason why, for many times, there have been people who have been killed. I was talking to the Minister in charge of internal security a few minutes ago. I asked him what is happening in Ngong, particularly. He told me that those criminals are killing people for as little as Kshs2,000! If you can equate the life of a human being with Kshs2,000, then we are in trouble. The reason is because we have simply copied an outside culture. We are not following our own culture. We want schools to continue teaching our folklore. When we were children, what used to give us the greatest pleasure was to sit around in the evening and listen to stories from our grandfathers and grandmothers. Those stories extolled discipline, respect and hard work. If we include story-telling in our educational system, our children will know that our heroes lived.

Mr. Speaker, Sir, many times, the books that we read tell us stories about John Tiger or Haul Anderson and other heroes from Sweden, England and so forth, as if we have never had our own heroes. We would like our children to learn about our heroes. We should ask the Minister for Education, Science and Technology to seek a further budgetary allocation to conduct research in all the 42 cultures that we have. That way, we could resurrect the various heroes that we have and learn from them.

Mr. Speaker Sir, currently, we do not have any respect for any of our heroes. For example, I was appalled when Prof. Maathai, upon her return to Kenya after winning the Nobel Prize, was received by very few people. If it was in another country, all work could have come to a stand-still. That is because we are deserting our culture of respect to our heroes. We would rather glorify David Beckham, a footballer in Britain and yet, we have our own heroes who have conquered the world. Last night, Catherine Ndereba won, for the fourth time, the Boston Marathon. I expected to see all newspapers covered with her picture. I expected all the newspapers to carry her picture, but nothing like that happened at all. I am sure by the time she returns to this country, there will hardly be anybody at the Jomo Kenyatta International Airport (JKIA) to receive her and yet if it was an Ethiopian returning to Addis Ababa, 250,000 people would be at their airport to receive her. We

should respect our heroes, and we can only do this if we start teaching our children at an early age this virtue. I would like to see this happen in this country.

Mr. Speaker, Sir, as we do that, we should include subjects on patriotism in our curriculum. We should teach our children how to be patriotic to their country. We want every Kenyan to recite the National Anthem because it extols the virtues of Kenyans. How many even among us here in Parliament can recite the National Anthem both in English and Kiswahili? Let us emphasize this in our educational system.

In our culture, we used to respect disabled people. Currently, there is a terrible prejudice against people who appear to be deformed, for instance, the Albinos. We have segregated the Albinos because they go to special schools instead of going to normal schools. There is prejudice against the physically challenged people, the deaf and the blind. It is important that in our educational system, we emphasize this so that we can minimise it.

[Mr. Speaker left the Chair]

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

Mr. Temporary Deputy Speaker, Sir, I recall that immediately after the World War II there was prejudice in Japan. However, the Japanese decided that they would teach in their school, that even if a person is physically challenged, he is a human being; and that he or she has got qualities of a human being and we should not prejudice against him or her. We should teach our people this so that they can reject the prejudice they have against disabled people. In order to do this, we need to integrate our schools. I believe it is wrong for us to have special schools for the disabled. These people's intellect is not different from normal people. We should allocate funds to schools to bring about an environment which will enable a physically challenged person who uses a wheelchair to access all the classrooms and rest rooms. Let us have an environment where a blind person can move around with a white stick in a normal school. That means that we must provide facilities such as braille typewriters to enable those people learn in normal schools. When the other children see and get used to them, slowly they will rid themselves of the prejudice.

Mr. Temporary Deputy Speaker, Sir, it is absolutely important that the prison reforms we are trying to carry out at the moment, for example, giving the prisoners education should not be merely a window dressing exercise. Those prisoners are still citizens of this country. They are human beings. It is important that there should be a proper education system in the prisons so that those who are jailed at whatever level can continue with their education. If we do this, they will not be a burden to us when they are released from prison because they will be educated while others would have learnt skills which they can use to develop this country.

Finally, we have talked a lot about the free primary school education. This programme has helped a great deal. We should not implement this programme only in primary schools, but also in early childhood development or in nursery schools. For many years, people have trained as nursery school teachers and they are being paid by local authorities and yet we know how many times those authorities run out of money. The first casualty when a local authority runs out of money is a nursery school teacher.

Mr. Temporary Deputy Speaker, Sir, if the Government extends the free primary school education to nursery schools, it means that nursery school teachers should be admitted to a proper teacher training college so that they can learn how to teach young children. They should also be paid their salaries by the Teachers Service Commission (TSC). This will promote understanding by teachers and children in both schools. I urge the Ministry of Education, Science and Technology, in

conjunction with the Ministry of Finance, to take this matter very seriously.

On adult education, I have never understood why this form of education is considered as a mere social matter under the Ministry of Gender, Sports, Culture and Social Services. I think there is a human right which states that everybody has a right to education. There was amusement last year when an 80 year old man joined a primary school somewhere in Rift Valley Province. We should have a properly structured education system where adults who want to advance their education can join a learning institution where they can get that education because education helps them expand their knowledge and integrate in society properly.

Mr. Temporary Deputy Speaker, Sir, with those few remarks, I support this Sessional Paper.

Mr. Chepkitony: Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to this Sessional Paper. It has come at the right time. We have enjoyed the free primary school education for the last two years. The impact of that programme will be felt when those who have benefited from it join secondary schools. I hope this Sessional Paper will enable the Ministry to come up with a policy for secondary schools, universities and middle level colleges.

This country recognises the importance of education. This is exemplified by the fact that this Government is funding the free primary education because education is very important for the development of our country. Education should be dynamic. I hope that this Sessional Paper will come up with proposals which will change the type of education offered at various learning institutions so that it can be relevant to the development of our country.

Any form of education has to be relevant to the development of a country if it has to be meaningful to both the country and learners.

A lot has been said about our system of education. We had the old system and the current 8-4-4 system. Personally, I do not see anything wrong with the 8-4-4 system as long as it is made relevant, dynamic and changed to meet the challenges of a growing nation like Kenya. It also needs to be changed to meet challenges of the world like globalisation. It has to be within current technologies and the latest field in the technology should be introduced at different levels of education. Therefore, there is nothing wrong with the 8-4-4 system of education as long as we keep changing the subjects and make them relevant. Just like His Excellency the Vice-President and Minister for Home Affairs has said, we need to teach or offer various subjects that are relevant to our society and promote our culture, ethics, hard work and religion apart from the core subjects that are being emphasised like languages, mathematics and sciences. We, therefore, have to keep on changing. However, if education has to be universal, the Government has to subsidize it.

It is good that we have introduced free primary education. However, early childhood education is also important and we need to recognise this. We must, therefore, start funding early childhood education. At the moment, this has been left to the parents to fund it and it is poorly managed. In many areas, parents are not well organised and they do not have the resources. About 60 per cent of our population is living below the poverty level. This should be facilitated. If the Government has managed to offer free primary education, why does it not extend it to early childhood education? It is my view that we should start funding early childhood education.

The same applies to secondary school. School fees is a hinderance to many students who want to pursue their secondary school education because many parents are unable to pay fees. Although we have bursaries, they are not enough. We have to subsidise them and the Government should allocate more funds for bursaries. At the moment, the Government is subsidising public schools by posting teachers there. However, that is not enough. The Government should allocate more funds to the Ministry to enable it pay salaries for the non-teaching staff like in the past and the parents will meet the upkeep of the children. If that is done, it will go a long way to reduce the cost of education, which is very high and keeps escalating.

Mr. Temporary Deputy Speaker, Sir, for university education, there is need to allocat more

funds to the Higher Education Loans Board (HELB) to enable it disburse grants and loans to all the students who apply for them. At the moment, many students from poor families are not getting adequate funds. Some of them go to university, but they drop half-way because they are unable to pay school fees. The loans they get are not enough. This is really causing a lot of problems to these students. They want to learn, but they cannot. It is, therefore, my hope that the Government will allocate more funds to the HELB to enable it advance the loans to the students. A few years ago, university education was free and those who benefited from it are privileged. Why do we not extend the same gesture to students currently in university? Those people who got free university education are not repaying their loans. In addition, they were given stipend. The current generation in the university has to get loans and pay them back. This is discrimination. Why do we not allocate enough funds to the HELB?

Mr. Temporary Deputy Speaker, Sir, I want to touch on the middle level colleges. They are very important because not everybody will go to university. We need to expand these colleges and fund them. The HELB should offer loans to the students in middle level colleges. These colleges are important to our development.

Many of the courses offered in middle level colleges assist the students to be self-employed. After their graduation, some students start their own businesses and some of them get employed. However, middle level colleges are very important and we need to develop them so that our youths can benefit from them. We also have to look afresh at syllabuses of the various courses. They have to be updated and made modern so that they are relevant to the state of development.

Another issue I would like to mention is the quality of our education. In many of our schools, the quality of education is being checked by the inspectorate or quality assurance officers and this should be intensified. We should provide the necessary funds, transport and adequate staff to enable the inspectorate staff to carry out inspections in schools in all our districts. Without these inspections, academic performance will not improve. We, therefore, have to strengthen teaching by inspecting and ensuring that there is high quality education and the subjects are covered on time to enable students pass their examinations. This will enable us to produce quality graduates from various levels of our education.

Mr. Temporary Deputy Speaker, Sir, I want to talk about the privately sponsored courses, popularly known as parallel degree programmes in our universities. These have really assisted many parents who used to send their children to universities abroad, and have saved a lot of money for this country. We used to spend a lot of money conducting Harambee and sending students to India, USA and Australia. Although we are still sending them abroad for studies, but the number has come down. We need to strengthen this area and encourage those parents who are able to sponsor their children to privately sponsored programmes. We also need to increase the course so that more students are able to study in local universities instead of going overseas.

I do support the programme of introducing computer lessons in our primary and secondary schools. At the moment, only those privileged schools conduct computer lessons depending on the school committees and the boards. I think we have to make this uniform so that when our children finish school they all have the same skills because they have all been treated equally.

With those few remarks, I support the Sessional Paper.

The Assistant Minister for Justice and Constitutional Affairs (Mr. Githae): Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to contribute to the Sessional Paper.

Mr. Billow: On a point of order. Is it in order for the hon. Member to be called upon to contribute when the Nobel Peace laureate is here and she also stood up to speak?

The Temporary Deputy Speaker (Mr. Khamasi): Order! This is the kind of habit that the Chair has always ruled against. You have no business challenging the Chair. It is a bad habit and you

should desist from it.

The Assistant Minister for Justice and Constitutional Affairs (Mr. Githae): Thank you, Mr. Temporary Deputy Speaker, Sir. I demand an apology. I am an hon. Member of this House and I am entitled to speak. Nevertheless, I will continue.

As I said, I support the Sessional Paper but I want to make a few suggestions and, I want to make them in point form so that the Ministry officials and the Minister can note them down. One, is the 8-4-4 System of Education that the Ministry is advocating that we continue with. There have been suggestions that this system---

An hon. Member: Why are you reading?

The Assistant Minister for Justice and Constitutional Affairs (Mr. Githae): I am not reading!

The Temporary Deputy Speaker (Mr. Khamasi): Order, Mr. Githae! Address the Chair. Do not listen to side-shows.

The Assistant Minister for Justice and Constitutional Affairs (Mr. Githae): I will not, indeed, Mr. Temporary Deputy Speaker, Sir.

There are suggestions that this system be abolished, but somehow it is now being maintained. I do not know the reasons for this. Our children are now going to Uganda for the "A" Level System of Education. Kenyans have always demanded the "A" Level system of education, so I do not know why the Ministry is still advocating for the continuation of this system.

Mr. Temporary Deputy Speaker, Sir, secondly, there are too many subjects in the 8-4-4 system of education. They need to be reduced at minimum, both at primary and secondary level. We had three subjects at the primary level, that is, English, Mathematics and General Paper. We need to go back to that system so that we do not make our children tired. We should not make them to carry more than ten killogrammes of books everyday on their shoulders.

Thirdly, there is the issue of nursery schools. Unfortunately, the free primary education which has been very successful, left out the nursery schools. As a result, nursery schools have dismissed all their teachers. I am recommending that nursery schools form part of the free primary education. The same applies to kindergartens. Again, free primary education has omitted kindergarten schools. Therefore, teachers who had been employed in schools which were being maintained by school committees have been dismissed as we speak today.

Mr. Temporary Deputy Speaker, Sir, my sixth point is with regard to teachers. Over the last five years, the Government has not employed all the teachers who have graduated from teacher-training colleges, they should be employed as a matter of urgency. This is a time bomb we are sitting on, because they are saying: "What is the point of going to a teacher-training college only for you to graduate and you are not employed?" We should either close these colleges or leave them to private teachers' colleges. In which case, then the Government can employ the number of people that it requires.

The other problem is when it comes to the actual employment; when they say that only those schools with vacancies should have teachers employed. I will give a case of Kirinyaga District. Over the last two years since I came to this Parliament, when other districts have been given a chance to employ teachers particularly for primary schools, in Kirinyaga District, we are told that we are overstaffed. So, we have had no recruitment of primary school teachers in Kirinyaga District. When we send our people to the neighbouring district, Mbeere, they are told that they do not come from Mbeere and that they should go back to Kirinyaga District. When we send them to Nyeri District, they are told that they do not come from Nyeri District and that they should go back to Kirinyaga District. We have also sent them to Murang'a District with the same results.

Mr. Temporary Deputy Speaker, Sir, we then looked at the teachers in Kirinyaga District and found out that 50 per cent of them do not actually come from there. So, what are we as leaders

supposed to do? Teachers should be employed in the whole Republic of Kenya. It should not matter where you come from. If there is a vacancy in Nyanza all the unemployed teachers should compete for that vacancy and not insist that only those teachers who come from that district should be employed in that school. That policy needs to be changed as a matter of urgency. What are districts that are supposedly over-staffed supposed to do with people who do not come from that district and yet they are considered to have staffed the schools? That needs to be done as a matter of urgency.

Let me talk about certificates. Head teachers are not releasing school-leaving certificates on the basis that they are owed school fees. Let me now speak as a lawyer and advise the Ministry. The contract is between the students and the Kenya National Examinations Council (KNEC). The school is not privy to this contract. Therefore, if at all there is anybody with a claim, it should be the Kenya National Examinations Council and not the school. That is the legal position. I think the Ministry needs to advise the head teachers that they should not withhold certificates. So, the Ministry needs to advise head teachers against withholding certificates. They have no legal basis for doing so.

Mr. Temporary Deputy Speaker, Sir, our education system is too rigid. Education systems elsewhere allow one to start at certificate level. It does not matter what qualifications you have. After the certificate level, one proceeds to the diploma level. After the diploma level, one proceeds to higher national diploma. After higher national diploma level, one proceeds to university. We do not have that system in this country. The education system is so rigid. You cannot even transfer from a university abroad and come to complete your degree programme in Kenya. If you do so, you are required to start from the first year. This is the most ridiculous education system I have ever come across. It needs to be reviewed as a matter of urgency.

In other countries, if you have a higher national diploma, you only go to the university for one year and then you graduate. We need such a system of education. We also need to introduce the academic credit system where grades can be transferable. Currently, they are not. So, we need to change this as a matter of urgency.

Mr. Temporary Deputy Speaker, Sir, in this country, even if you have a genius like Prof. Maathai, you must study for the same number of years with another person who is not a genius. We do not have a system where one can jump a number of classes. Even if you are a genius, you have to study for eight years at the primary level and four years at the secondary level. This is ridiculous.

Another point I would like to highlight is with regard to our examination system. We have national examinations conducted at the end of every year. This is the most ridiculous system I have come across. Examinations should be held quarterly. If you sit for an examination and pass, you should get out of school. It should not matter whether you have learnt for four years or less. We should not be so rigid.

Mr. Temporary Deputy Speaker, Sir, I was shocked when I heard an hon. Member discrediting the parallel programmes being conducted by our public universities. I would like to inform this House that some people who have been admitted into the regular university programmes have opted to go for the parallel degree programmes because of the delays in the regular programmes. If you opt for the regular programmes, you lose at least one year. If you opt for the parallel programme, you do not lose any year. You proceed to the next year. So, this system is good and it needs to be encouraged.

My only quarrel with this system is that the Higher Education Loans Board does not give loans to students admitted under the parallel degree programme. It should give loans to parallel degree programme students and those in private colleges. In fact, we need to extend the loan system to the secondary school level. Students should be able to acquire education loans even at the secondary school level. This is the same system that is operating in the United States of America and elsewhere.

Mr. Temporary Deputy Speaker, Sir, the other ridiculous system we have is tying the admission process to the number of beds in our hostels. This is the most ridiculous system I have ever

come across. You do not tie your admission to the number of beds that you have in the hostels. Let students look for their own accommodation. They should be allowed to live wherever they want. In fact, we need to turn all the hostels in our universities into lecture theatres so that we can then increase admission from 10,000 students to about 60,000 students. This will take care of those students who are forced to go to Uganda and other countries. So, we need to review that policy as a matter of urgency. We should not tie admission to the number of beds that the university hostels have. Let the students look for their own accommodation and, instead, convert those hostels into lecture theatres.

Mr. Temporary Deputy Speaker, Sir, another hon. Member said that we have too many universities. Again, with due respect, I would like to disagree. The more universities we have, the better. In fact, I would encourage hon. Members to treat education as an investment. We need to encourage the people who have come up with private universities such as Kabarak University, United States International University (USIU) and Nazarene University. We need to encourage the proprietors of these universities to even build more campuses. That is the only way we can stop losing foreign currency. Currently, we spend more than Kshs6 billion in a year to finance education overseas for our students. That money can be invested in this country if we increase the number of universities in this country. So, the more universities we have, the better.

Mr. Temporary Deputy Speaker, Sir, the Commission for Higher Education (CHE) should also not be so rigid. I think Kenya is the only country where the CHE insists that for a university to be licensed, it must have 25 acres of land. What is all that land for? Do you grade cattle in the universities? Why would a university need 25 acres of land? You can have a quarter of an acre and put up a 20-storey building for a university. So, the requirement that a university must have 25 acres of land for it to be registered is the most ridiculous policy I have ever come across. You do not rear cattle in the universities, so you do not need land at all. You can put up storeyed buildings. So, that policy must be changed immediately. There are sporting facilities elsewhere, which students can utilise.

Mr. Temporary Deputy Speaker, Sir, again, we must not generalise when we say that the main objective is to protect the girl child. That may be so, but in my constituency, our problem is not the protection of the girl child. We have got more girls in school than boys. In fact, our problem is now the boy child. The school drop-out rate for boys is alarming. So, we should not generalise. We need to protect and encourage education for both girls and boys. Let us not give priority to either gender. The country needs them all.

Mr. Temporary Deputy Speaker, Sir, let me commend the new policy. In the neighbourhood of every school in this country, you will find some *kiosks*. Those are hiding places for drug peddlers and illicit brews like *kumi kumi*. We need to make it a policy that no shop or *kiosk* should be next to schools, so that drugs are not sold to students. I am a bit disappointed by Chapter Five of the Bomas Draft, on culture, which provides that the Government should encourage the consumption and brewing of traditional drinks. What are these traditional drinks we are talking about? This is dangerous. The so-called *kumi kumi*, *karubu* and *njohi* are the brews that are destroying our children. So, we need to be a bit careful.

Another disappointing observation regarding Kirinyaga District is that all its neighbouring districts have teacher training colleges. Kirinyaga is the only district in that area without a teacher training college. Murang'a District has one teacher training college, Meru District has two and Nyeri District has one. Leaders from Kirinyaga District have been recommending to the Ministry of Education, Science and Technology to also put a teacher training college in that district. We are ready to offer 100 acres of land for the college.

So, I appeal to the Ministry to give us a teacher training college. We feel that we are discriminated in this area. So, when the Minister replies, I would like to hear what he has to say about this request, because this is a subject that is very dear to us.

Mr. Temporary Deputy Speaker, Sir, let me now come to the promotion policy. A long time

ago, we had a promotion policy for teachers where, if you were a Primary Teacher Grade PII, and you did "O" Level examinations, you would become a PI. If you were a PI, and you did "A" Level examinations, you would become a Secondary Teacher I (SI). I do not know what happened to this policy. We now talk of promotion on merit and experience. Unfortunately, the introduction of this new policy has encouraged corruption. Teachers come to the Teachers Service Commission (TSC) and "buy" their promotions. I recommend that we go back to the previous policy, which was based on academics. The policy stipulated very clearly that if you passed a certain stage, you would be promoted to the next grade.

Mr. Temporary Deputy Speaker, Sir, the other very disappointing policy that the Ministry has is on the so-called "85 per cent local admission". I do not know where that policy came from. It is the most ridiculous one and it is making students to be very parochial and tribalistic. If that policy had been in existence when I was in school, I would not have benefitted. I came from a bush primary school and went all the way to Maseno in Western Province because we did not have the so-called "85 per cent local admission". We need to abolish that system immediately if we are going to create nationalistic students. The only criteria should be merit. That is why the students we are now producing; the only thing they know best is throwing stones whenever there is power outage or when there is no food.

Mr. Temporary Deputy Speaker, Sir, the Ministry of Education, Science and Technology is too huge. It is a monster. It needs to be split into at least, three Ministries for proper accounting and running. It is too huge! In fact, it is consuming almost 50 per cent of the entire Budget. How can one Ministry consume almost half of the country's Budget? We need to split that Ministry into Ministry of Basic Education, Ministry of Higher Education and a Ministry dealing with technical and other related institutions. That way, the head office can keep in touch with what is happening in the schools. However, at the moment, I am not very sure whether that is happening. So, that is my recommendation.

Mr. Temporary Deputy Speaker, Sir, I also wanted to talk about the Constituency Development Fund (CDF). We have had a very successful free primary education policy. I appeal to my colleagues to use the CDF to construct classrooms, particularly for primary schools. This is because, with the introduction of free primary education, if you asked teachers to contribute even Kshs5 for a toilet, they will not. They will say that the Government promised free primary education, which includes classrooms, toilets, desks and books. So, that is my appeal to my colleagues.

Mr. Temporary Deputy Speaker, Sir, I also want to talk about the issue of visiting days. I do not know where this issue came from. When we were in school, we had no such thing. We used to stay from the beginning of the term to the end, except during half-term. Visiting days are being used by parents for showing off. I have gone to a few schools and I have found a parent who came with a catering unit from a hotel. He had chairs and waiters in full uniform, and they were having lunch with the student. I thought it was very ridiculous. So, I would like to recommend to the Ministry to abolish visiting days and instead have half-term for one week.

I also wanted to commend the Ministry on the issue of teachers' salaries. In 1997, the then KANU Government promised teachers salary awards to the tune of 200 per cent. It was quite clear that it was not feasible, but purely for political reasons, they accepted. I would like to commend the Ministry for agreeing to pay the teachers their salary awards. In view of the fact that the Kenya Revenue Authority (KRA) has over-collected revenue this year, I would recommend that the Ministry accelerates the teachers's salary arrears. Instead of paying within the four years they agreed, if they have some more money, why not pay them immediately? I am sure they would be very happy.

Mr. Temporary Deputy Speaker, Sir, I also wanted to talk about school uniforms. Parents are being fleeced by schools on uniforms. Some schools are changing their uniforms every year. Some uniforms are more expensive than even the suit I am wearing. This is making education unaffordable. I

would propose that we even do away with uniforms. Let students use whatever clothing is available. It is happening in Olympic Primary School in Kibera and I do not see why it cannot happen elsewhere. This will reduce some expenses on parents.

Let me now talk about the admission policy for Standard One. You will find a parent staying somewhere in Kangundo bringing his or her child all the way to a school in Nairobi at the northern end. Parents are being forced to wake up their children at 4.00 a.m. I think this is unhealthy. We need to change this policy and we adopt the one used in the USA and United Kingdom. Your child should go to the nearest primary school from where you are staying. It is automatic. There is no application. On the 1st of January, you take your child to the nearest school to where you are staying. If you change your residence, you take your child to the nearest school to your new address. This will help students cease waking up at 4.00 a.m. If students wake up at 4.00 a.m., by 2.00 p.m., they are dozing and not learning anything. That is sheer waste of time. When students reach home again in the evening, at about 10.00 p.m. I think this is ridiculous. We need to change that policy, then children can be waking up at 7.30 a.m. and at 8.00 a.m. they are in school. I think this will reduce stress on the parents.

Mr. Temporary Deputy Speaker, Sir, let me now speak on the land title deeds for schools. Fortunately, under the NARC Government, no school has lost its land. But I know quite a number of schools in the previous years lost their land. I am recommending to the Ministry to make it a policy that every school should have a title deed for their land, to stop grabbers from taking their land.

Mr. Temporary Deputy Speaker, Sir, let me also speak on disabled students. There is nothing wrong with disabled students. They are as intelligent as the other students. They should learn together. They should not be discriminated against. Disabled students have not benefitted from the free primary education policy. They are still paying school fees. So, free primary education needs to be extended to schools such as Thika School for the Blind and other schools for disabled children.

Mr. Temporary Deputy Speaker, Sir, with regard to brain drain, unless we make a deliberate policy of creating employment for graduates from our universities, they will continue going overseas. The result of this is that our country will lose a lot of revenue.

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

Mr. Bifwoli: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this chance to contribute to this Motion.

I want to thank the Minister for Education, Science and Technology for preparing this Sessional Paper. Unfortunately, he never consulted the experts and so the Paper is just like any other report of a committee, task force and commission that the previous Government used to appoint. I am saying so because since Independence, the leaders of this country have been appointing task forces and setting up committees to study our education system. All these were politically appointed with instructions to recommend certain changes to the education system of this country. In the process, the education system of our country was destroyed and put in tatters.

Our education system now looks like an old man whose clothes are covered with patches. That is the type of education we have in this country. If we really need the best education system in this country, we need to seek the help of experts and those who have experience on matters of education. These are the people who are supposed to forge the way forward for us. It is for that reason that I want to lend some ideas to the Ministry with regard to the way forward. It seems that it is suffering from lack of experts. The Ministry must have promoted people because of their background and that is why it cannot give us an education system that can make sense. Even the proposals in this Sessional Paper, according to me, are not making sense at all. The Ministry has not proposed anything tangible.

The 8-4-4 system of education might not be bad. Look at Uganda. It has been introducing changes in its education sector without necessarily changing the education system. When a Ugandan

child goes to another country to study, he is not forced to do a university entry examination. However, a Kenyan student - whether he or she has obtained grade A (Plain) - will be forced to sit A- level examinations after two years more of study. Why have we condemned our own children never to be recognised by the international standards of education? I wish to propose that we should go back to the old education system because it provided opportunities for specialisation. In that system, after Standard Seven, very few students made it to Form One; after Form Four, very few, again, made it to Form Five; and after Form Six, very few made it to the university. Those who made it to the top were really good material, but today, everybody is moving from nowhere to everywhere. What is happening? Do we really have a good education system? Are we in a *baraza*? Are we really interested in having a good education system that will enable our children to be internationally accepted?

Mr. Temporary Deputy Speaker, Sir, I have been a teacher for more than 20 years and I know the country's syllabus. The education curriculum in this country is changed every year. That means that new books must be written. It also means additional costs to the parents and the Ministry. I have heard that a new curriculum and syllabus are now being developed. That means that there are people writing books and, therefore, the books that are in use today will eventually be withdrawn. Who is paying for all these? Why can we not have a relevant education curriculum? When changing a curriculum, we must ensure that it is relevant so that books that were used before remain in use.

We have been complaining about poverty. Bad education policies have contributed towards the poor economy in this country. This is because of several unnecessary changes and appointment to offices of people who do not have the proper experience and expertise.

Mr. Temporary Deputy Speaker, Sir, the frequent changes in our syllabus is the cause of instability in our education system. Why are we subjecting our education system to experiments? It is so unstable. Parents do not know what kind of education system will be brought next and that is why people in my constituency would prefer to take their children to Standard One in Uganda. This is because they are fully aware that in Uganda, their children will go to school up to Form Six and then join university easily. Here in Kenya, today, it is this system whereas tomorrow it is another one. It is high time the Minister came out clearly in this Sessional Paper to give us an education system that will last and stand the test of time. If there must be changes to the education system, then they must be intended to give quality education that will enable our children to join any learning institution anywhere in the world without hindrance. The situation today is that even a bright child from Kenya with grade A (Plain) cannot be accepted in Uganda or Tanzania, while a Ugandan child can easily join any of our universities.

Mr. Temporary Deputy Speaker, Sir, at one time we were told that education was free. I do not think it was really free. The Government then realised that education will never be free so it brought in the issue of cost-sharing. Today, everybody is praising this Government for providing free primary education. Let me tell this House that, practically, there is no free primary education. If you are a parent and your child--- I do not think there is any hon. Member here who has taken his or her children to a public school in order to benefit from the free primary education. Even the officials in the Ministry of Education, Science and Technology do not do that. We have all taken our children to private schools and condemned others to illiteracy. Why do you provide a Standard One child with chalk and books and deny him a teacher? This is a child who cannot read or write. What will he do with the education material without a teacher? We cannot walk around claiming that the Government has provided free primary education. Without teachers, provision of free primary education will not be successful. Children in public schools are not learning and nobody wants to accept that fact. I would like the Minister, in his response, to tell us why a child should leave his mother's house to go to school only to idle. Even you and I had teachers to teach us. Who is going to teach our children today? How come then we are cheating the whole world by congratulating the Minister over nothing? It is time we stood somewhere and spoke the truth because it will save this country.

Mr. Temporary Deputy Speaker, Sir, if we want to provide free primary school education to Kenyan children, then it should be quality education. Look at the last KCPE results; children from private schools scooped all the chances in the national secondary schools, while those from public schools missed those opportunities. They can only get those opportunities if they repeat thrice or four times. Pupils from private primary schools eventually snatch all the opportunities in good secondary schools and they automatically join universities. This means that the poor child in this country has no chance of getting good education. It is time that we developed an education policy that will benefit all of us and not a few of us.

Mr. Temporary Deputy Speaker, Sir, if the Ministry has to bring any reasonable changes, it should write its proposals and give them to the Departmental Committee on Education, Research and Technology. This is where many of the hon. Members who are interested in education are. If the Minister had presented this Sessional Paper to the Committee, we would have advised him and he would have brought a sensible Sessional Paper to this House and not this one. The hon. Members are just praising the Sessional Paper for the sake of it. This country is ours and we should give quality ideas on how to develop a proper education policy in this country.

If we want to provide quality free primary education, there must be a teacher/pupil relation. As we speak, a primary teacher handles over 100 pupils. Experts say that the largest number of pupils a teacher can handle in lower primary is 50. I wish to recommend that a teacher should handle only 40 pupils in order to develop a good teacher/pupil relation. A teacher needs time to mark examinations and the pupil needs time to participate in class work. Pupils must be put in groups and the teacher must go round to each one of them. It is like addressing a political rally. Are teachers supposed to teach or to address political rallies to standard one children? In some schools, you will find that there are only six teachers against eight classes with 200 pupils each. Can any learning go on in such a school?

Mr. Temporary Deputy Speaker, Sir, if the Government is serious about providing free primary education, it should provide free quality primary education. I want to challenge the Government to employ teachers. You cannot talk about free medical services if there are no doctors. If there are no doctors and nurses, how will patients get prescriptions? That is the scenario that we have in the education sector. There is free primary education, but there are no teachers. It is my humble request to the Government to employ enough teachers.

I want to talk about pre-school education. The Government has provided free primary education, but it has not provided free nursery education. Since most of us never went through the nursery education, parents will opt to keep their children at home and when they are old enough to join primary school, they will take them to Standard One. Parents do not see the value of pre-school education. If the Government values nursery school education, it should have employed nursery school teachers and provided free nursery school education. Nursery school teachers are paid by the parents and the children are supposed to buy books on their own. We are saying that we are providing free primary education and yet we have not employed enough teachers.

The Government is doing very well on tax collection and it should use that money to employ more primary teachers. Statistics from the Kenya National Union of Teachers (KNUT) Headquarters show that we have a shortage of about 6,000 teachers. We have been told that schools in Bungoma District are over-staffed, and when you go to my constituency, you will find that there are six teachers in a school with 16 streams.

I want to differ a little with a colleague of mine, who has said that we should sub-divide the Ministry of Education, Science and Technology into three departments. I want to propose that we should put all the ideas that are relevant to education under the Ministry of Education, Science and Technology. For example, nothing is happening in the Adult Education Department. They have no inspectors. The department of adult education, nursery school education and vocational training

should be transferred to the Ministry of Education, Science and Technology.

Mr. Temporary Deputy Speaker, Sir, I again want to differ with the Vice-President and Minister for Home Affairs. He has said that the Government wants to provide free primary education to prisoners. I had a problem in raising my school fees. I wish I was young because I would have committed a crime just to be put in prison and learn free of charge. Are we encouraging people to kill others, so that they can be imprisoned and get free education? A prisoner must be made to suffer and not have access to human rights. How can they talk about human rights when they have killed others? Some of these human rights activists seem to be criminals and that is why they keep on fighting for human rights for prisoners. There should be nothing like human rights for criminals. Criminals must be put in prison to suffer and not to enjoy. If I do not have a television set in my house, I will beat up someone so that I can be put in prison to go and watch television. If I am hungry, I will commit a crime, so that I can be put in prison to go and eat well. A prison is not a feeding camp. If I were the Vice-President and Minister for Home Affairs, I would make the prisoners' lives very difficult, so that people do not commit crime.

Mr. Temporary Deputy Speaker, Sir, the administration of education in this country is really chaotic. Teachers who have totally failed in teaching are promoted to inspectors. Surely, what do these teachers know? If a teacher failed to make any child pass his or her examinations, what advice would he give to another teacher? Teachers should give their past records to show their performance. The idea of promoting teachers to inspectors just because they are well placed has destroyed the administration of education in this country. The administration of education in this country should be taken seriously. I have failed to understand the education policy in this country. Today, even the Minister is not aware that there are so many different circulars which are coming from his Ministry. When you ask him, he denies that. They keep on changing.

If we want to create nationalism, we should select Form One students on merit. We should also recruit teachers on merit. It is unreasonable to say that all students can join national schools, but when teachers are being employed, they must be posted to their villages. Why are we contradicting ourselves? For example, if I am a teacher, I am not allowed to teach in Siaya District, but if I want to join Form One, I am allowed to go and learn in Siaya. This Ministry must come out clearly on this issue. It should sentence us to tribal areas, or let us work and learn anywhere in the country. We do not have a proper education policy in this Ministry. The Ministry is being dictated to by certain unknown forces. Indeed, I do not know whether they are ghosts or human beings. If I will ever take over this Ministry, this rubbish will end.

Mr. Temporary Deputy Speaker, Sir, teachers should be recruited on merit. They should be interviewed by qualified people and not just some rich men who are influential in the villages. How can an illiterate person interview a physics teacher? What does he know about physics or mathematics? Some of the so-called Boards of Governors are illiterate. They interview teachers and fail them. How can a trained teacher fail an interview when he is being interviewed by an illiterate person? That is the same teacher who is overloaded!

My brother has talked about promotion; let me tell you, promotion was stopped on academics, and I do not know why. A teacher is like a *jembe*, and a *jembe* that cannot be sharpened is not as sharp as that one which is sharpened. A teacher who reads everyday is sharper than a teacher who left the profession and only looks at books when he is going to teach. You must read every book! The only way to read and be known that you have read is to read! I am sure the professors who are here, like Prof. Olweny, must have started at a lower grade, but because of reading, they have progressed up to the level of professorship. I know a colleague who was a P3 and another one who was a P4, but they read until they became professors. Today, we are being told that as long as you are trained as a P1, you must only wait to be promoted on merit, meaning that if you are not, you should be moved forward. Even the graduates who leave our universities now; if somebody gets a First Class honours

in his first degree and goes back for his masters programme, he is never promoted! But a P4 is promoted to ATS1, while a graduate 1 is never promoted because he has gone for a masters degree and because the Ministry does not need masters or PhD graduates. They do not need them! So, you are wasting your time. They will ask you: Why did you go to read when I went to work "properly", and I am a chief principal and you have your PhD and you are just an assistant teacher? Surely, are we serious?

Mr. Temporary Deputy Speaker, Sir, I wish the Minister will sit down and start the initiative of encouraging people to read. The people with P3s should be encouraged to study up to Form Four and sit for the Kenya Certificate of Secondary Education (KCSE). Then, they should go ahead and do their "A"-level examinations. We should encourage the P1 teachers to go and do degree courses. We should encourage them by giving them new salaries and new grades when they pass their examinations. When a man with a masters goes to the university and gets a PhD, let his salary be changed. That is the time we shall have done the right thing.

We have three schemes of service; For graduate teachers, for non-graduate teachers and the last one for technical teachers. Imagine that the Teachers Service Commission (TSC) is employing teachers and it has three schemes of service to use in order to determine the welfare of a teacher. This is because graduates, non-graduates and technical teachers have different schemes of service, and yet they are not doing any examinations.

The Assistant Minister for Immigration and Registration of Persons (Mr. Mwaboza):
Mwalimu anaongea!

Mr. Bifwoli: Mr. Temporary Deputy Speaker, Sir, I also want to say that the legal framework for education is in jeopardy. There are so many people existing in schools. These days, we have the so-called "stakeholders" and the Parents and Teachers Associations (PTAs) and they are not provided for in the Act. Why do we introduce human beings in our education system and they do not exist legally? Why do you introduce these funny fellows who are being baptized "stakeholders and PTAs" and they have no legal backing? They like beating their chests and closing schools. How do you know me if I am a stakeholder? I must be recognized, and the only way to be recognized is to be radical or rough. This Ministry must create a legal framework, so that when we create the PTAs, we must include a provision for it in the Education Act. What is the role of the PTAs and the "stakeholders"? This must be provided for in the Act. What are these stakes and what are they holding?

Mr. Temporary Deputy Speaker, Sir, I want to inform you that in this country, we have so many Non-Governmental Organizations (NGOs) and we are told that they are also stakeholders. Somebody will start an NGO because some of them are business NGOs which are begging avenues. They know that when they start NGOs, they can beg So-and-So to give them money to go and use it on So-and-So. If we are going to go on like this, I do not know---

Finally, I want to ask the Government to honour what they agreed to give the teachers. I remember that the Government signed an agreement with the teachers for a salary increment of 200 per cent, and that is what killed KANU. By then, I was one of those fellows who were so much against KANU because they cheated us.

The Temporary Deputy Speaker (Mr. Khamasi): Order, Mr. Bifwoli!

Mr. Bifwoli: I am sorry, I withdraw the word "cheated". They signed a contract with us and never honoured it, and I said here one day, and we have a saying in our community: "Before you inherit your brother's wife, you must know the disease that killed your brother". I am now saying it loud and clear; if NARC has to exist, they have to know why KANU was thrown out of the Government. One of the factors is because they misled the teachers about the 200 per cent pay increment. If we are also going to dodge the implementation of the 200 per cent pay increase, then, I am sure that we are the next victim to be shown the door, and I do not want to join you when the time comes. If the teachers call a strike today, I want to promise you that I will join them publicly to

demand what belongs to them.

With those few remarks, I beg to support.

Mr. Billow: Thank you, Mr. Temporary Deputy Speaker, Sir. I must congratulate the last speaker for giving us very enlightening remarks relating to the promises by this Government. There is no doubt from the contributions and enthusiasm shown by the hon. Members for the last one week that there is a lot of interest in this subject. This interest is partly because of the problems that are in the sector, and partly because, as hon. Members of Parliament, we want to see changes being made to our education system. We want to see changes because, for example, if you just look at the way education or schools have been performing from the time we were children, we have always heard about the same schools being among the top ten, like Starehe Boys Centre and Alliance Boys High School. So, you ask yourself the question: Are these the only schools in this country, or is there something wrong with our education system? Why is it that every year, it is the same schools which are in the top 10 or top 100 in terms of performance, yet there are tens of thousands of schools in this country?

I think that, that performance shows there is a problem, and the main problem is that there is no level playing field in this sector. That is the main problem that we have, and I think most of the inequalities that have been reported about in this country, whether it is in poverty and so forth, have their roots in education. Because, it is only when you have a sound education system from childhood that you can also have opportunities open to you; whether it is about income opportunities, social skills, empowerment potential and so forth. It all depends on how much education you have had. It is unfortunate that our system of education has a lot of inequity in it that makes it grossly unfair, and that discourages many people in this country.

Mr. Temporary Deputy Speaker, Sir, our education system is not also market-driven. Let me explain. It is not driven by the needs of society, our industries or by the needs for technology and so forth. Just as the last speaker said, it is an education system that is dependent on a curriculum that has been determined by a group of people sitting in the Ministry of Education, Science and Technology; by a group of people who do not have exposure to the market. I think it is time we moved away from an education system which is product-oriented, to one that is really dependent on the needs of society, economy and those of the development of this country. I think that is one of the things that we need to address.

Mr. Temporary Deputy Speaker, Sir, our system does not address some of the fundamental issues like character development. In many countries today, a lot of emphasis is being put on character development. The opportunity to do so is when children are in primary schools. This is the time to develop better character. We should teach children about trustworthiness, sincerity, openness and all those virtues that one would like to see in society. We have to inculcate these virtues in our children when they are in school. Unfortunately, our curriculum, does not address character development.

There are schools that I have visited personally in the United States of America, for example, that go to such details as conflict resolution. These are schools that are meant for diverse cultures. They have got all kinds of people from various parts of the world. One of the things that happens when we have got different cultures is the likelihood of conflict. Because of that, the curriculum is designed in such a way that children are taught how to avoid conflict using simple ways of instructions. For example, they are taught some courteous ways of interacting with people using words such as "excuse me", "please", "could I have your pen?", among others. Those are such simple terminologies that can really make an impact on the life of a child, so that when that child grows up, he or she becomes the kind of citizen we want to see in this country.

It is clear because it was even mentioned at Bomas and in many other forums, that there is need to develop the character of our youth at school level. That is when we teach them proper citizenship, patriotism, in addition to all the other virtues that we want to see in society. Otherwise, we have a situation today where children come out of school and they throw stones at motorists as a hon.

Member mentioned earlier. After university education, they start mugging people or breaking into shops. That is why when there is a small strike at the university, when there is no power for a few hours, they go out looting shops and destroying cars. I think it is time we started changing our system of education.

Mr. Temporary Deputy Speaker, Sir, one of the other problems that I have seen in our system of education is the human waste that comes out; it is immense. Over 600,000 to 700,000 pupils leave primary school education every year. Out of those pupils, only about 250,000 to 300,000 make it to secondary schools. The rest are known as Standard Eight dropouts. They are left in villages and rural areas. Very few of them actually have access to youth polytechnics. We also know that there are problems in that sector. So, more than 200,000 of those children are completely wasted. Out of the 300,000 students who join secondary schools, not more than 50,000 of them ever end up in universities or in tertiary institutions. About 50,000 students end up in all our tertiary institutions, including the universities. Again, the rest are referred to as Form Four dropouts. This is the waste that we need to address. The only way to address this, and we have said this on this Floor, is to have an alternative to the academic system that we have. We should look at technical education. This is an area that I will come to later.

Mr. Temporary Deputy Speaker, Sir, there is need also to address one fundamental area when it comes to education. That is in resource allocation. Some of the inequalities that we have seen in education, that I mentioned earlier with performance of schools, has to do with the way resources are being allocated. It is skewed in such a way that certain regions get more resources than others. There is no equity at all in the way resources are allocated, so that some schools have facilities. We have schools which have all the basic requirements. They have laboratories, libraries, books and enough teachers, but in other schools; for example, in some rural areas, they do not have anything at all. We have heard many hon. Members mention here that one of the fundamental things is that these schools do not have enough staff. They are understaffed. Sometimes students in these schools do not have access to libraries and laboratories. They do not even have conducive environment that will make them competitive. Without providing these resources equitably, there is no way we can ensure competitiveness in education, or even talk about equity. The ASAL areas or remote parts of this country are marginalised with regard to resource allocation. Mr. Temporary Deputy Speaker, Sir, another thing with resource allocation is that it is based on patronage. We have seen this with regard to teachers. There are districts which are overstaffed and which end up getting teachers every time recruitment is done. There are districts which are grossly understaffed. I come from one of those districts. It is important that the Ministry addresses the issue of balance of teachers and generally on resource allocation, whether it is teachers, facilities and all other things that are necessary for good learning.

Mr. Temporary Deputy Speaker, Sir, we must, therefore, remove the barriers to attainment of good education. We will have to remove all other barriers, including all those that have been mentioned earlier.

One of the other areas that is important is with regard to the curriculum. I think I do not want to belabour this point. Many hon. Members have mentioned that there is need to review our curriculum. The curriculum has to do with the number of subjects that students take, the relevance of the subjects to the economy, to national development and to the technical and information age in which we are. It is important that we address that in our curriculum.

When you come again to the area of teachers, I think it has also been belaboured a lot. I would like to mention that, that is one of the most important areas if we want to address the issue of inequity in the short term. I come from a district where the average number of teachers per school is actually four in my constituency. You can imagine a school from Standard One to Standard Eight that has only four teachers and they are expected to compete---

Mr. Wamunyinyi: *Na wanafunzi?*

The Temporary Deputy Speaker (Mr. Khamasi): Order, Mr. Wamunyinyi! Let us listen to Mr. Billow.

Proceed, Mr. Billow!

Mr. Billow: Mr. Temporary Deputy Speaker, Sir, so you have an average of four teachers per school and that makes it very difficult for those teachers to provide quality education to the students.

Again, the problem we have, in addition to the shortage of teachers, is the **[Mr. Billow]** quality of trained teachers. We have had a period where those who were joining teacher training colleges were those who had failed or who had attained grade D and below in secondary schools. The quality of teachers, again, is very important. I think these are the only professionals who are not subjected to stringent requirements of the profession. This is either because of the influence of the Kenya National Union of Teachers (KNUT)--- There is a problem with addressing the issue of quality of performance of teachers. You have a teacher or head teacher, for example, who is in charge of a school for ten years. However, that school has never sent any one to university or college because the best their students have ever done is to get a C Minus. Year in, year out, the same material is produced. This head teacher, in essence, is wasting the future of those students and their parents' resources. Unfortunately, no action is taken against such a teacher.

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

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

The only action that is ever taken by the Ministry of Education, Science and Technology is transfer. Transfer is not a solution. Sometimes transfers are not effected and you find the same teachers, who are under-performing, or even not performing, managing schools. We do not find that in any other professions. It is important that the Ministry addresses the issue of performance of teachers.

Mr. Temporary Deputy Speaker, Sir, when we look at various sectors of education, I would like to address technical education. That is one area that has completely been forgotten by this Ministry. I mentioned earlier that 50 per cent of primary school drop-outs end up in polytechnics. In the Sessional Paper, we are told that there are 600 youth polytechnics. Out of those 600 youth polytechnics, only about 350 receive Government assistance. Now, what happens to the other polytechnics? They are either shut down, not performing or do not have any operations going on at all. Those are the institutions that we need to develop. About 300,000 pupils who leave primary schools and fail to be admitted to secondary schools, together with about 200,000 Form IV leavers who fail to get places in tertiary institutions, should be given an opportunity to guarantee their future through the youth polytechnics. It is important for the Government to start addressing the issue of developing youth polytechnics.

Those are the institutions that will provide the technical skills that are necessary for the development of this country. We are in a technology era. This is the time when people should be talking about how to make all the facilities that are in this House. To do so, we need to equip our youth with those capacities. It is a shame because the total budget for technical education, both Recurrent and Development, is less than 1 per cent. It is amazing. It is actually 1 per cent of the development budget and, 1 per cent of the recurrent budget. There is no way we can benefit all those people who have been left out of primary and secondary schools through technical education, if that is the kind of attention we are giving it.

Mr. Temporary Deputy Speaker, Sir, in the Sessional Paper, there is absolutely no change

proposed at all, in the allocation of resources to that very important sector. I do not see how we can then get out of the waste that I mentioned earlier, with regard to polytechnics. I also want to talk about access to education, which is a fundamental right. It is a human right! All children must have access to education. I think one of the most important goals of development is human wellbeing. It is not just about economic performance. Those are not the indicators for development. The most important indicator for development is human wellbeing. You cannot attain that wellbeing unless you are given access to education. Education is a right. In that regard, I want to mention that, there are many regions of this country which do not have access to education because they do not have schools. Enrolment in the province that I come from, that is North Eastern Province, is still less than 20 per cent. There is no way we can increase enrolment, unless we build schools and other physical facilities. When we have done so, we are told that registration must be obtained from the Ministry.

Mr. Temporary Deputy Speaker, Sir, in 2003 alone, the District Education Board (DEB), Mandera, put up 16 new primary schools in villages where there were no schools completely. Up to now, in spite of dozens of reminders to the Ministry, none of the schools has been approved for registration. Parents have wasted their resources. They have used money out of their pockets to build classrooms. Those schools have not been approved for registration and, therefore, they do not benefit from the free primary education. They do not have teachers and some of them remain closed. Some of them are being taught by chiefs. Others are taught by school leavers and so forth. We feel that it is either deliberate or the Government is grossly negligent when it comes to some regions in this country. There is no way we can increase enrolment in this country, unless we allow parents to put up schools and register them as soon as possible. Those are public schools! You are denying the children the right to education by denying them the opportunity. I want the Minister to note that because those applications have been lying there for more than two years. That is the only way we can improve our enrolment in primary schools from 93 per cent to 100 per cent.

Mr. Temporary Deputy Speaker, Sir, let us talk about the issue of girls. Again, it is important to provide education to girls. It is through education that they can expand their own potential, enrich their knowledge and earn income. It also builds up their self-confidence. There is a serious problem because, in many parts of this country, the imbalance between girls and boys is so high. We are a signatory to the Millennium Development Goals and we are required to ensure that there are no gender parities by the year 2005. We can only do that if we provide opportunities for educating girls.

There are districts which do not have a single school for girls. I will give you an example of my own constituency, which did not have a single girls secondary school until we put up one last year. Many thanks to the Minister who assisted us by donating money from the Ministry. But you will find that, two years down the road, the same school is still struggling to get money to build a laboratory. They do not have a library and other fundamental requirements. They do not have a headmistress, in spite of many requests to the Ministry of Education, Science and Technology and the Teachers Services Commission (TSC). We have a school that is run by a young boy. It is very difficult because we are told we do not have graduate girls who can be posted to that school. That is Rhamu Girls School. You must provide headmistresses to girls schools. That is one way of improving discipline and ensuring that young boys who run the schools do not mess around.

Mr. Temporary Deputy Speaker, Sir, I think we must provide opportunities to the girls. We should give priority to girls schools, particularly when it comes to giving them laboratories, teachers and libraries. They have to compete with boys. They can only do so if they are given equal resources like the others. That is one area that needs to be supported as much as possible.

Mr. Temporary Deputy Speaker, Sir, the issue of fees and affordability has been raised by many hon. Members here, especially with regard to secondary schools. My concern is that, given the levels of poverty in this country, it is becoming increasingly difficult to educate children up to secondary schools. Majority of parents spend all their time scrounging for a living day to day. To pay

fees for secondary school education has become extremely difficult. If we are providing free primary education, and we are sponsoring university students, I think it is important that we come up with a way of assisting parents with students in secondary schools. The bursaries provided are not adequate. You are given Kshs700,000 or Kshs1 million, but you cannot afford to pay for every child in your constituency. I think the poorer regions of this country are being left out. To be frank, they are being left out.

I will give you examples of four secondary schools in my constituency. There is no way the Kshs700,000 that I get through the Constituency Bursary Fund can pay for those who need school fees in that constituency. The poverty index in that constituency is 76 per cent. In other words, up to 70 per cent of the children in those schools are from parents who cannot afford Kshs80 per day. They live on less than US\$1 a day. There is no way they can afford to pay school fees. The Kshs700,000 is not enough to pay fees for more than 50 or 100 students. I think it is very important to increase the allocation or review the basis for allocation. It should not be based on enrolment. The criteria used for allocating bursary money is enrolment as opposed to poverty index. That is discouraging. Already, the enrolment in those regions is low because of poverty. So, again, when you continue to put premium on enrolment, you are denying the children the opportunity to get education. You should give poverty index higher weight than enrolment. That is one of the things that I would urge the Minister to consider.

Mr. Temporary Deputy Speaker, Sir, one of the reasons why retention is a problem is indiscipline. That has been belaboured by many hon. Members. There is need to do something about discipline in secondary schools. When I remember the way we were in schools and compare it with what I see in some schools today--- It is important to note that there is a difference between schools in urban centres and those in rural areas. Schools in rural areas have serious disciplinary problems. We are in an era where teachers cannot discipline students at all. If you decide to take action, you find parents coming to the school to complain. In other schools, teachers and students have so many things in common that it becomes very difficult for teachers to discipline students. Where teachers have failed to take action, they connive with officers in the district education offices who are responsible for inspection. Therefore, no action is taken against them. So, there is a serious problem of indiscipline. That is one of the main reasons why we also have the problem of performance. Another reason why we have a problem is because of localisation of the educational personnel. Our entire personnel is made up of natives of the province. Owing to that, it is difficult to take action against anyone in the sector.

We had a situation where the Provincial Deputy Education Officer (PDEO), the District Educational Officers (DEOs), Assistant Education Officers (AEOs), school inspectors and head teachers came from the same area. So, when a student misbehaved in school, a teacher who is supposed to take action against the child and yet is well known to the family of the student, may not do anything about it. When a teacher misbehaved, the DEO did not want to take action against him or her owing to their relationship. Localisation is really affecting the performance of schools in our area. We have called for delocalisation of people in this sector. We need to get inspectors and DEOs and AEOs from different parts of the country. Otherwise, we will not get anywhere. We have raised this issue with the Ministry a number of times before, but it is yet to take action.

Let me speak about tertiary institutions. We are told in the Sessional Paper that only about 12 per cent of secondary school students have access to the six public universities and the 13 private universities. I mentioned earlier that up to 290,000 students or 300,000 students sit for examinations every year. We are then told that a substantial number of them qualify for university education. However, only a small fraction of them get admissions because of limited places.

The paper emphasises the need to expand access to universities, although it is not specific. We need to go beyond that rhetoric and provide specific action plans to expand access to universities. We

need to set a time frame of about five years in which we should increase university intake from "x" percentage to a higher percentage. We should achieve this through a specific plan of action. Unless we do that, the simple provisions we have will not be adequate.

There is also need to provide incentives to people who are in the private sector, which I appreciate is mentioned in this paper. However, we must be specific on what incentives should be put in place in the coming budget, so as to encourage people in the private sector to set up universities. We must provide that in the budget so that people know what incentives they are bound to gain if they establish private universities. This will attract and encourage people to set up these institutions. Otherwise, we may have a situation where few people will have access to quality education up to university level while majority of people in the country will remain illiterate or semi-literate. I think that is bad for a country which is growing and wants to develop. There is need for the Ministry to look at its budget and restructure it. We have a budget in which 70 per cent of the resources go to primary schools. That is more than the average of 60 per cent, which is allocated for the same, in almost all Third World countries. Only 2 per cent of our education money is spent on secondary education. As I mentioned earlier, only 1 per cent of our educational budgetary allocation is spent on tertiary education. This keeps on reducing as you go higher. I think that is sad.

We need to educate people; otherwise, we produce a mass of people who have gone up to the primary level, who can barely write their names, and end up lacking opportunities to join secondary schools. We need to restructure our budget. There is no proposal on that in this Sessional Paper. This is a Sessional Paper on policy, but we need to deal with specific proposals on the budget so as to address that issue. We need to see changes in the budget and not only on what is in the Policy Paper. We will be looking out for those changes.

The amount of money being allocated to the Ministry as a whole is within the limit allocated in countries with the same Millenium Development Goals (MDG) targets. But there is need to reallocate it within the Ministry.

Mr. Temporary Deputy Speaker, Sir, I also want to mention briefly and perhaps lastly the issue of the pastoral regions. I want to talk about these pastoral regions and in particular North Eastern Province because this is one of the areas that have been left behind significantly. Every year, the four districts of North Eastern Province are the last in secondary and primary schools examinations. They always compete within the last four positions but they do not go beyond there. Is it that these people are fools, their kids are dumb or what is going on? Is it that Somali kids do not have brains? You keep on wondering why students are not performing in North Eastern Province, year in, year out. I think the Ministry has also noted this performance over the years. I was expecting some dramatic changes in the last two years or so, but nothing has changed. I think there is need for the Ministry to look at the way education is being managed in pastoral areas, and particularly in North Eastern Province.

Mr. Temporary Deputy Speaker, Sir, my time has run out.

Thank you and I support.

The Assistant Minister for Environment and Natural Resources (Prof. Maathai): Mr. Temporary Deputy Speaker, Sir, thank you very much for giving me an opportunity to contribute towards this Sessional Paper.

First of all, I want to congratulate the Minister for a very excellent Sessional Paper which I know was as a result of a very major conference that was held, in order to look at our education system. I also noted that we have reviewed our education system so many times. There are about six different committees that have been formed to look at our education system. Considering the number of hon. Members who have contributed to this debate, it is quite obvious that we are all very concerned about this sector. It is a very important sector because it really defines what kind of people and country we will eventually create.

Mr. Temporary Deputy Speaker, Sir, I would like to take this opportunity to thank the

Government and really appreciate the fact that for the first time, we have been able to give bursaries directly to the constituencies so that hon. Members of Parliament can give children in their constituencies a certain amount of money. I know it is not enough certainly in my constituency, but it needs to be appreciated that, indeed, not only are we trying to give free primary education, but we are also trying to help those who are in high school. In my constituency, I have received a lot of requests from parents with children who are going to technical schools and even universities, although we know that in universities there is another scheme. However, in the technical institutions, there seems to be no resources allocated to that cadre of students, and I think we should look at it because requests do come, yet quite often, the committees decide that the money is actually meant for basic education.

Mr. Temporary Deputy Speaker, Sir, the other point which I would like to mention and which has also been mentioned by other hon. Members is the way we were introduced into the culture of reading, writing and documentation. We are very concerned and emphatic about documents, certificates and feel like we have achieved a lot when we get a certificate at the end of our primary, secondary and even university education. We forget that there are other non-academic qualities that you cannot actually read and write about them. You cannot always get them from the textbooks but these are sometimes qualities that differentiate people who are educated and people who just know how to read and write.

Some of the very important aspects of these non-academic qualities which I am very happy that they are actually mentioned in the Session Paper are values and morals. I think it is great the Sessional Paper says that we need to have moral and ethical values. It also says: "Education and training inculcates such values as peace, integrity, hardwork, honesty and equity." Those are extremely valuable values. But I am not sure at what stage will those values be taught to our children. Certainly, I am not also sure whether they will be really taught in a way that they will be inculcated into the personality and character of the children, so that when they grow up, they are able to demonstrate those values. Obviously, we, as a country, are not known for those qualities. We are known for the vices rather than those values, and yet, they are extremely important for a society that wants to consider itself integral, solid and respected. So, wherever, these values are taught, I think it is very important for the Ministry to ensure that somehow they come out and they are inculcated in the children, so that we can see them in the society. Right now, we really do not see them.

One of the values that is mentioned also is the value of practising our culture. I was happy that His Excellency the Vice-President emphasized this. We talk a lot about culture, but really I do not think we give enough attention to it. Again, I do not know to what extent this is taught in schools because culture has many aspects. One aspect of culture is language. We really have not given much attention to our languages. I have mentioned this subject many times here. I also mentioned it at the Bomas of Kenya because I believe culture is an extremely important subject. I do not know of any people in this world who are developed, proud and can stand up with their heads high, who do not have a culture. This is because culture is our heritage. It is what we inherit from our parents and grow up with. It is our names, language, dances, songs, stories and the way we express and present ourselves to the rest of the world.

Culture helps us make a statement of who we are. I do not know really to what extent that can be said of our children. We do speak about culture and say that we are proud of it. However, there are very few of us, with the exception, for example, of the Maasai community, who really are so proud of who they are, that they express and live it. I think that it is very important for people to have culture. I have often thought that because we have about 42 communities, and each one of those communities have their own culture, the issue is not about dissolving them, so that we melt into one culture called Kenya. This is because there is not such a thing. I think the issue is for those communities to be proud of who they are and retain their cultures. We should be given space to express that culture wherever we are, so that we could be appreciated and respected. Then, as a people, we can emerge as a country

of diverse culture.

We should accept that we are diverse and different. We need each other because we are one people. We live within our borders. We should learn to respect and accept one another. I have often felt that, one way we can promote that, apart from talking in political platforms and preaching, is to study each other's languages. I have often thought that, if our children were taught their mother tongue and one other tongue, beside English and Kiswahili--- Nowadays, children can learn those languages very fast. After all, we have children who are learning about three or four European languages. It is a shame because we do not put much effort in learning other languages. If a Kikuyu child could speak, apart from Kikuyu, Luo, Kimaasai or Kikamba, you would be amazed. We all have that experience. When you speak somebody else's language, you feel closer to that person. You feel that you know that person. You break down many barriers and misjudgments that you have. I really feel that we should put some investments in encouraging our children to learn other languages besides theirs, English and Kiswahili.

We could create a more accepting, tolerating and understanding society. We could feel that, at least, we understand another community better.

Mr. Temporary Deputy Speaker, Sir, right now, we speak in Kiswahili and English. Both those languages are not our mother tongues. So, we are almost foreigners to each other. When we go to England or France, we feel like we know them. But here at home, we cannot speak with each other in our own languages. Language is also the most important aspect of carrying a culture forward. If you do not speak your mother's language, you lose your people's culture. When we encourage our children not to speak local languages---

Mr. Temporary Deputy Speaker, Sir, I am speaking like that because I also raised my children at a time when speaking in English on the very first day you went to school was greatly emphasized. Many children felt that it is very nice to speak in English. Yes, it is nice! But it is also very nice to speak your own language. Otherwise, you will lose your culture. I challenge anybody to show me any country, including those highly developed ones like Japan, which has the second most developed economy and very creative people, which speaks foreign languages.

Mr. Temporary Deputy Speaker, Sir, a very large number of Japanese do not even speak English! They speak Japanese. But they are very creative, productive and have gained a lot of skills in their own language. They have not lost their culture. They are a people with a lot of self-confidence. They have no fear and they are able to be productive in their country. That kind of confidence is the opposite of what we see in our situation, where we have self-contempt. We always want to deny who we are in almost every aspect. That lack of self confidence contributes towards lack of competitiveness and tolerance. We blindly copy everybody else except ourselves.

Dr. Kibunguchy: On a point of order, Mr. Temporary Deputy Speaker, Sir. I am very sorry to interrupt Prof. Maathai. However, in a country which is very integrated; we have intermarried---

The Temporary Deputy Speaker (Mr. Ethuro): Dr. Kibunguchy, what is your point of order?

Dr. Kibunguchy: Mr. Temporary Deputy Speaker, Sir, why does Prof. Maathai dwell on the issue of mother tongues when some of us might not even know the tribe of our mothers?

The Temporary Deputy Speaker (Mr. Ethuro): Order, Dr. Kibunguchy! That is an argument and not a point of order.

Proceed, Prof. Maathai!

The Assistant Minister for Environment and Natural Resources (Prof. Maathai): Thank you very much, Mr. Temporary Deputy Speaker, Sir. I know that the subject is sometimes not well received, and that is why I dwelt on it. I was trying to ensure that I was not misunderstood. I am not saying that we should not speak our mother tongue and foreign languages. For goodness sake, we must learn English, German, French and Russian. However, if we want to learn Russian, would we

not also want to learn our mother tongue? I am advancing the fact that I have never seen any country in the world which is truly proud of itself but does not have a culture. One very important aspect of culture is language.

I am very happy that this Sessional Paper refers to the environment on the first page. It says:-
"It is very important that education enhances the ability of Kenyans to preserve and utilise the environment for productive gain and sustainable livelihood."

That is an excellent statement and I would like to commend the Minister for ensuring that environment is highlighted in this Sessional Paper. I hope that when the curriculum is finally worked out, environment will not be under subjects such as biology, geography and nature study. Time has come for us to have an examinable subject called "environment". This subject should be taught both in primary and secondary schools. I am happy that environmental course is now taught in certain universities and degrees issued. I think we have ignored this subject at the lower level of education, where most of our people reach because very few people make it to university. If you go to the university, you will find that environment is not taught in every faculty. It is quite possible for a person to go to school from Standard One, all the way to college but not study the environment, and yet it is a very important subject.

Mr. Temporary Deputy Speaker, Sir, environment is a subject which truly embraces everything. We cannot do anything as a country unless we take care of our environment. I have often felt that we misunderstand the concept of environment. We think that environment is forests and trees. However, we forget that the word "environment" actually means that which surrounds us. When we talk about the environment, we are talking about air, trees, water, food and soil. We talk about virtually everything we deal with in our lives. When we talk about environment, we are talking about the air we breath in. Although we can do without many things, we cannot do without certain things like clean air and drinking water. It makes a mockery of education if people cannot make linkages between the environment and the life they lead. If there are no terraces and drainage system, the soil will be carried away when it rains. When the soil is taken away, what remains is degraded land and you cannot grow food in it. When a person is educated and speaks in English, yet he cannot feed himself or herself, there is something basically wrong with that kind of education.

Mr. Temporary Deputy Speaker, Sir, in this House, we have been talking about the *shamba* system and I have been trying to emphasize that this system, as it was introduced in this country some 60 years ago, was wrong. It only happened because at that time, the Government did not know any better. We were not as well informed about the environment. The Government of the day went into our natural forests, especially in our forested mountains, cleared certain sections of the forest and put in exotic species from the northern and southern hemispheres. Moreover, our foresters were trained to manage those plantations to feed the timber and the building industry.

At that time, nobody was talking about conservation of biological diversity. Even today, when you say: "We must conserve our flora and fauna!", many people think that it does not matter which trees you have because you can still conserve your flora and fauna. It is not true! I wish that we could one day go into our natural forests and appreciate their beauty and complexity. After that, we can go to a monoculture of *eucalyptus* or the pine trees and see the great contrast. The monoculture is a farm of trees just like you could have a farm of coffee or tea bushes.

Since these trees are farmed and because they are foreign to the soil in which they grow, they tend to destroy the flora and fauna that is natural to that area. If you go into a forest that is a monoculture, you see virtually nothing. There are no birds, animals or insects. It is a "dead forest" and it is almost bare at the ground level as the leaves of these trees do not fall on the ground. When they do so, they hardly break down as fast as the natural trees. When the rains come, instead of the water going deep into the underground water reservoirs, water tends to run off into rivers and streams. It means then, therefore, that during the rains like now, rivers will be overflowing with water because

very little water is left in the forest. However, as soon as the rains stop, the rivers will dry up again. Since this water is not going into the belly of the earth to feed the underground reservoirs, the level of the underground water just goes deeper and deeper until there is very little water feeding the streams and rivers. That is when we start noticing that big rivers have become very small, while others have simply dried up. This is happening a lot in our country. I am almost sure that if everyone of us was asked: "Do you know of a river in your area which used to be big and is now a small stream?", we would say yes. If we were also asked: "Do you know of a small stream that no longer flows?", I am sure we would say yes. Or: "Do you know of a river that was flowing throughout the year but now only flows when it rains?", I am sure we would say yes. Our country is drying up and we need to conserve our mountains. There is no other way that we can get water, except from the rain; unless we had the money to tap the water of Lake Victoria with all the complications that you know of, or Lake Naivasha.

As you know, Lake Naivasha is receding very fast. The most reliable method of getting rain water is from these forested mountains. We have five of them; the Abardare, Mt. Kenya, the Mau Complex, Cherengany Hills and Mt. Elgon. These are the most important mountains in this country. These mountains have been logged, clear cut, pillaged and raped. As a result, in certain areas water comes down with a vengeance such as we have found in Budalangi, sometimes. Sometimes rivers carry a lot of silt like we see in hydro electric dams that are across the Tana River. As a result, the Ministry of Energy cannot produce enough energy. We are all looking for energy to take to our constituency. We cannot produce enough energy from the hydro electric dams because they are silted and we do not have the money and the capacity to desilt them

Mr. Temporary Deputy Speaker, Sir, I really believe so strongly that the environment is a very important issue and our children need to understand it. Otherwise, we will leave this country as a desert to our future generations. Already, two-thirds of this country is arid, semi-arid or desert. Most of our 30 million people are concentrated in the two-thirds, mostly around those five mountains. So, if we continue to pillage and insist that we must go in there and cut the potatoes, cabbages and *sukuma wiki* at the expense of the water system and destroy the natural forests that give us the water system, in another 30 to 100 years this country will have to import water or fight over the waters of Lake Victoria with the Egyptians. It is a very serious issue.

I am very happy that it is in the Sessional Paper. I hope that the Ministry will seriously consider having a subject so that our children can grow up understanding the value of this sector. This will ensure that it is not taken as unnecessary sector. I could go through about seven Ministries that would be negatively impacted when our environment is destroyed.

Mr. Temporary Deputy Speaker, Sir, finally, I want to mention the issue of the technical colleges. I did notice in the Sessional Paper that we have a lot of technical colleges but very few receive Government resources. I really think we need to prioritise technical colleges, because our children need to gain skills when they complete school. I have noted that in this country we do not give our children skills. They come out of schools knowing how to read, write and speak English. But even if you try to employ them in your office, some of them do not even know which side they are supposed to speak on the telephone and which side they are supposed to listen. This is because they have never been exposed to any kind of skills. You cannot really develop a country without skills. It would be better not to even have a lot of education, but have skills, because creativity and knowledge is in the head. A teacher teaches you how to read, write and to organise your thoughts, but in terms of the intellectual capacity, you are born with that. If you know how to read and write and have enough education to read what other people write and can also articulate your own thoughts, if you have skills you can become creative.

Some of the people who invented things like the light, the bulb or the telephone were not academically highly qualified, but they had skills and creativity. We need to encourage that in schools.

That person to go to school from Standard One, all the way to college but not study the environment, and yet it is a very important subject.

Mr. Temporary Deputy Speaker, Sir, environment is a subject which truly embraces everything. We cannot do anything as a country unless we take care of our environment. I have often felt that we misunderstand the concept of environment. We think that environment is forests and trees. However, we forget that the word "environment" actually means that which surrounds us. When we talk about the environment, we are talking about air, trees, water, food and soil. We talk about virtually everything we deal with in our lives. When we talk about environment, we are talking about the air we breath in. Although we can do without many things, we cannot do without certain things like clean air and drinking water. It makes a mockery of education if people cannot make linkages between the environment and the life they lead. If there are no terraces and drainage system, the soil will be carried away when it rains. When the soil is taken away, what remains is degraded land and you cannot grow food in it. When a person is educated and speaks in English, yet he cannot feed himself or herself, there is something basically wrong with that kind of education.

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With those words, I support.

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

Our primary schools have large numbers of children. The Minister has just given these children an opportunity to learn. Unfortunately, the number of children in our schools does not compare with the number of teachers. So, I urge the Minister to provide enough teachers for primary schools, and the system of education in our country will be very good.

Mr. Temporary Deputy Speaker, Sir, if you visit some primary schools, you will find that each class has more than 100 pupils, and only one teacher is available to attend to them. In such situations, the teacher does not teach. He only ensures that the children keep quiet in their classrooms until 1.00 p.m., so that they can break for lunch. We should try to ensure that children in primary schools get good education. Teachers should do their work to the best of their ability. We should ensure that each teacher attends to a class of 35 pupils to enable him or her evaluate the performance of each pupil. If we continue to enrol multitudes of children in our schools without providing enough teachers, we will not produce Kenyans who are learned. Only the few children who go to private schools will get good education.

If you look at the results of last year's national examinations, you will see that private schools performed much better than public schools. The reason is that the number of teachers in public schools is very small, while private schools employ adequate teachers for their children. So, teachers in private schools apply their skills to the best of their ability.

The same happens in secondary schools. Teachers in secondary schools are unable to impart education comparable to the standards of their times, when they were in school, because of the large numbers of the children. Therefore, I would like to urge the Minister for Education, Science and Technology to provide enough teachers to secondary schools. If we provide enough teachers to schools, we will produce very capable people.

Mr. Temporary Deputy Speaker, Sir, the Sessional Paper before us does not reflect our goal as a nation; that of becoming industrialised by the year 2012. How will we become industrialised if we cannot produce---

ADJOURNMENT

The Temporary Deputy Speaker (Ethuro): Order! Order! Mr. Kimeto, you will have 25 minutes next time.

Hon. Members, it is now time to interrupt our business. The House, therefore, stands adjourned until tomorrow, Wednesday, 20th April, 2005, at 9.00 a.m.

The House rose at 6.30 p.m.