

NATIONAL ASSEMBLY

OFFICIAL REPORT

Tuesday, 18th October, 2005

The House met at 2.30 p.m.

[Mr. Speaker in the Chair]

PRAYERS

PAPER LAID

The following Paper was laid on the Table:-
Sessional Paper No.7 of 2005 on National Employment and Strategies for Kenya.

*(By the Minister for Labour and
Human Resource Development)*

QUESTIONS BY PRIVATE NOTICE

SHOOTING OF MR. SAMUEL SANG BY
NAROK COUNTY COUNCIL RANGERS

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

(a) Is the Minister aware that Narok County Council rangers and Administration Police gunned down Mr. Samuel Sang while he was harvesting his crops at his former farm in the Mau area of Narok South?

(b) What measures has he taken to bring to book those responsible for the killing?

Mr. Speaker, Sir, I beg the indulgence of the House---

Mr. Speaker: Mr. Salat, what are you saying?

Mr. Salat: Mr. Speaker, Sir, I am saying that this Question was deferred previously because we wanted to get more information from the family. The family has tried to get the information but it has been frustrated. I request the Chair to defer this Question to another date so that I can come back with more information on the same.

Mr. Speaker: Very well! How long should the Question be deferred?

Mr. Salat: Mr. Speaker, Sir, could we be given two weeks?

Mr. Speaker: What is your comment, Your Excellency the Vice-President and Minister for Home Affairs?

The Vice-President and Minister for Home Affairs (Mr. Awori): Mr. Speaker, Sir, I do not oppose that since it is the Questioner who has sought the indulgence of the Chair for the Question to be deferred.

Mr. Speaker: That is all right! The Question is deferred!

(Question deferred)

MASSIVE DROP IN CBK PROFITS IN 2005

Mr. Billow: Mr. Speaker, Sir, I beg to ask the Minister for Finance the following Question by Private Notice.

(a) Could the Minister explain the circumstances that led to the massive drop in profits by over Kshs9 billion by the Central Bank of Kenya (CBK) for the year ending 30th June, 2005?

(b) How much expenditure did the bank incur on printing and managing the currency in each of the last three years?

(c) Is the Minister aware that the bank purchased property and equipment worth Kshs1.2 billion during the year, and if so, could he table the list?

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

(a) I am not aware of the loss of Kshs9 billion. However, I am aware that the profit for 2003/2004 Financial Year was Kshs5.1 billion. There was a loss of Kshs4.1 billion in the 2004/2005 Financial Year. Therefore, there was a drop of Kshs9.3 billion. The circumstances that led to the drop in the profits of the CBK were as a result of the foreign exchange losses due to the appreciation of the Kenya Shilling.

While the conversion of foreign currency held by the Bank into Kenya Shillings resulted in a gain of Kshs12.7 billion in 2003, a similar foreign currency conversion in 2004/2005 Financial Year resulted in a loss of Kshs3.6 billion. If the exchange rates had remained at the same level they were in 2003/2004, the Bank would have made even higher foreign exchange gain in 2004/2005 Financial Year more than the Kshs12.7 billion realised in 2003/2004 Financial Year.

In order to clean the books and reflect the correct value of the assets, in the year 2003/2004, a foreign currency conversion loss of Kshs15.6 billion incurred in the years prior to 1997 was written off against the profits by Kshs11.6 billion in 2003/2004 Financial Year. This left a balance of Kshs4 billion which was written off in 2004/2005 Financial Year.

While the Bank realised the operating profit of Kshs4 billion in the year 2003/2004, the operating profit of the Bank in 2004/2005 Financial Year was Kshs3.5 billion against which it wrote off an accumulated exchange loss brought forward from 1997 of Kshs4 billion, and similar exchange loss of Kshs3.6 billion.

(b) The CBK incurred currency printing expenses and other related expenses as follows:-

For the year ended 30th June, 2003 -	Kshs1.1 billion
For the year ended 30th June, 2004 -	Kshs1.14 billion
For the year ended 30th June, 2005 -	Kshs1.9 billion.

(c) I am aware that the CBK incurred capital and motor vehicle expenditure amounting to Kshs1.1 billion in the year ended 30th June, 2005, broken down as follows:-

Kshs	
Currency processing equipment	917 million
Computer expenses or equipment	215 "
Motor vehicles	41 million
Office furniture and fittings	4 "
Total	<u>1.1 billion</u>

Mr. Billow: Mr. Speaker, Sir, this is the second time in the history of this country that the CBK has made such a huge loss or a drop in profit by Kshs9 billion. The first one was during the post Goldenberg scandal. If this happened in a private company, the entire management of that institution would have been sent home. The fact that the exchange rates are responsible for this loss clearly shows that there is a serious problem with the management of the CBK.

(Applause)

That exchange loss mainly came about because of the higher interest rates policy pursued by the Governor. We have complained in the last two years that, the monetary policy being pursued by the CBK Governor to control inflation is wrong. He is the one who is responsible for this loss. The wastage or operating expenses went up from Kshs4.3 billion in 2004 to Kshs5.6 billion. In other words, this was a 33 per cent rise. You can also see that the currency printing has gone up to Kshs1.9 billion from Kshs1.4 billion. There is a lot of wastage and mismanagement by the management. What action will the Government take against the management of the CBK for the losses that have been incurred by the institution?

Mr. Obwocha: Mr. Speaker, Sir, I want to make it very clear to the nation that the CBK did not incur the loss of Kshs9 billion. The profit dropped from Kshs5 billion to Kshs4.1 billion during the year.

Hon. Members: No! No!

Mr. Obwocha: Mr. Speaker, Sir, that is what I am saying! I am just clarifying the issue.

Mr. Speaker: Order, hon. Members! There will be order in the House! You must listen to the Assistant Minister and ask him questions. You will not shout in this House!

Proceed, Mr. Obwocha!

Mr. Obwocha: Thank you, Mr. Speaker, Sir. I wanted to make that issue clear because the hon. Member has alleged that a loss of Kshs9 billion was incurred by the CBK. If you look at the published accounts, and I think this Question arose from those accounts, which are common knowledge because they were published in the *Kenya Gazette* dated 7th October, 2005, you will find that the expenses which went up were depreciation - Kshs0.3 billion and currency expenses - Kshs0.8 billion.

However, the main cause was the fluctuation of the currency, which the Governor does not have control over.

Capt. Nakitare: Thank you, Mr. Speaker, Sir. You have heard what the Assistant Minister for Finance has told the House and the nation. He has talked about drop in profit when it is actually a loss of revenue that belongs to the country. Since the drop has been detected, how much money has he paid as debts incurred because of borrowing from outside?

Mr. Obwocha: Mr. Speaker, Sir, that is a different question. If the hon. Member wants to know the foreign debt and the domestic debt which stood at Kshs750 billion as at the end of July, we can give the figures.

Mr. Speaker, Sir, however, the accounts, and I have said this before, included writing off of losses that were incurred prior to 1997. These are the people who were in the Government at that time and they know what they did!

Hon. Members: No! No!

Mr. Billow: On a point of order, Mr. Speaker, Sir. Is the Assistant Minister in order to mislead the House that there were losses which were brought forward when, indeed, in the 2003/2004 financial year, the CBK made a profit of Kshs5 billion?

Mr. Speaker, Sir, he is misleading the House that there were losses brought forward. There were no losses. Those were exchange losses which arose from the mismanagement of the monetary policy by the CBK Governor.

Mr. Obwocha: Mr. Speaker, Sir, let me repeat what I have said. The total losses brought forward prior to 1997 were Kshs15 billion. In 2003/2004, we wrote off Kshs11 billion. This year which the Question touches on, we wrote off Kshs4 billion. That is all I am saying.

Mr. Bahari: Thank you, Mr. Speaker, Sir. Under normal circumstances, when the management foresees that kind of loss in foreign exchange, they take countermeasures to ensure that

the institution is protected.

Mr. Speaker, Sir, could the Assistant Minister, who is my friend, outline the measures that the management took in this particular instance?

Mr. Obwocha: Mr. Speaker, Sir, the Government has put in place measures to advise the Governor of the CBK. As you are aware, there is a Monetary Policy Committee which advises the Governor of the CBK on monetary issues.

Mr. Omingo: Mr. Speaker, Sir, when this House was discussing tendering of foreign currency there were claims, that there were inside dealings in the Central Bank where employees of the bank were actually involved in irregular transactions within the bank.

Mr. Speaker, Sir, could the Assistant Minister confirm or deny that part of this financial mismanagement is due to inside dealings, involving the Governor himself?

Mr. Obwocha: Mr. Speaker, Sir, as I have already mentioned, regarding the expenses incurred in printing currency, I strongly deny that there were any inside dealings as alleged by the hon. Member.

Mr. Billow: Mr. Speaker, Sir, the Assistant Minister is misleading the House. When he was answering the first part of the Question, he said that the exchange rate fluctuated and that is why there was a loss. Now he is saying that the losses were, indeed, brought forward from the previous years. I have here detailed workings by the CBK which clearly show that the losses were entirely due to the translation of exchange rate reserves which were being held and had nothing to do with losses which were brought forward.

This bank's net worth has dropped from Ksh15 billion to Ksh9 billion because of the way this bank has been mismanaged in the last two to three years. There are concerns which have been raised in this country that money is being siphoned from the bank through other institutions, even to fund the referendum campaign. Could the Assistant Minister tell this House what action he is taking to ensure that the financial stability of this country is not affected by the performance of this bank? I am sure that is what is going to happen next.

Mr. Obwocha: Mr. Speaker, Sir, the Central Bank of Kenya is a Government bank. There is no drop in the net worth of the Central Bank as alleged by the hon. Member. I wish to confirm to my friend, hon. Billow, that this Government will do all it can to make sure the Central Bank works well and protects the interest of this country. At the moment, there is no siphoning of money out of this country as it was in the previous regime.

Dr. Ali: On a point of order, Mr. Speaker, Sir. The Assistant Minister has just said that at the moment there is no siphoning of money from the Central Bank. Is the Government planning to siphon some money out later on?

Mr. Obwocha: Mr. Speaker, Sir, it is common knowledge that we have even paid lawyers in London to track down money which was siphoned out of the country, and most of these characters will be culprits.

(Laughter)

Mr. Speaker: Order! Order, Mr. Obwocha! I expect decency from you. You must be decent and, I order you to be decent. Could you, please, withdraw your remark?

Mr. Obwocha: Mr. Speaker, Sir, I sincerely apologise for making that remark. I was saying that some of the people who are out of this Parliament, including some who may be here as hon. Members of Parliament, maybe among those we are following.

Mr. Speaker: Order! Order! Order, Mr. Obwocha! I cannot entertain threats to hon. Members of Parliament from any quarter. Instead of issuing threats why do you not take action?

Mr. Obwocha: Mr. Speaker, Sir, I withdraw the remark. We are currently investigating the matter.

SHORTAGE OF STAFF/FACILITIES
AT KAKAMEGA PROVINCIAL HOSPITAL

Dr. Khalwale: Mr. Speaker, Sir, I beg to ask the Minister for Health the following Question by Private Notice:-

Mr. Speaker, Sir, what is the Minister doing to restore normal services at Kakamega Provincial Hospital where the delivery of medical services has been paralysed by the shortage of staff and facilities, putting the lives of thousands of patients at risk?

Mr. Speaker: Where is the Minister for Health?

The Vice-President and Minister for Home Affairs (Mr. Awori): Mr. Speaker, Sir, the Minister is out of the country. Her Personal Assistant has just sent me the answer, but because it is not signed,

I would like to beg your indulgence that I contact the Ministry and get a signed copy, after which I will be happy to answer it.

Mr. Speaker: Very well! What is your reaction, Dr. Khalwale?

Dr. Khalwale: Mr. Speaker, Sir, this is the third time we are deferring this Question for the same reason. As I speak now, there are only five doctors in Kakamega Provincial Hospital which requires over 25 doctors. As we defer this Question, in the meantime, could the Leader of Government Business assure the House that doctors will be sent there tomorrow?

Mr. Speaker: Do you want him to answer through the back door? I cannot allow that to happen. When would you prefer this Question to be answered?

Dr. Khalwale: Mr. Speaker, Sir, let it be answered tomorrow because getting it signed is a very easy process. It can be signed in the morning and we have it answered in the afternoon.

The Vice-President and Minister for Home Affairs (Mr. Awori): Mr. Speaker, Sir, I would do the best I can, but as I said, it is only the Minister who can sign it. If she will still be outside the country, then tomorrow afternoon may not be possible.

Mr. Speaker: I will defer it to Tuesday next week. Is that okay with you?

Dr. Khalwale: Mr. Speaker, Sir, that is fine.

(Question deferred)

ORAL ANSWERS TO QUESTIONS

Question No.090

NON-PAYMENT OF COMPENSATION TO
MR. JOHN NJOROGES WIDOW

Mr. Wamwere asked the Minister for Labour and Human Resource Development:-

(a) whether he is aware that Mr. John Njoroge died on 11th June, 1994 in a road accident while working as a driver with Lochab Transport Limited of P.O. Box 14229 Nairobi and that he was insured with Canon Assurance Company Limited, Policy No.08/871/0007/71; and,

(b) when the deceased's widow, Mrs. Mary Muthoni Njoroge will be paid

compensation for the death of her husband.

The Minister for Labour and Human Resource Development (Dr. Kulundu): Mr. Speaker, Sir, I beg to reply.

(a) I am not aware.

(b) I would like to call upon the dependants of the late John Njoroge to make a formal complaint to me and the matter will be dealt with in accordance with the Workman's Compensation Act Cap.236.

Mr. Wamwere: Mr. Speaker, Sir, I am surprised to hear the Minister say that he is not aware, yet the Question has made him aware. Could the Minister consider treating this Question as a formal complaint on behalf of the dependants and, therefore, proceed to pay the dependants of Mr. John Njoroge their dues?

Dr. Kulundu: Mr. Speaker, Sir, the procedure is that, a complaint has to be made to my Ministry so that I appoint an investigator to look into the circumstances of his death. If the dependants of Mr. Njoroge could avail themselves to the Ministry, we will investigate and deal with the matter accordingly.

Mr. Bahari: Mr. Speaker, Sir, under normal circumstances, it is the employer who is responsible for reporting this incident to the Ministry of Labour and Human Resource Development. Could the Minister compel the employer to report to him in accordance with the law?

Dr. Kulundu: Mr. Speaker, Sir, under section 2(3) of the Cap.236, if I establish that the late John Njoroge died in the course of his duties as alleged and the employer has failed to pay compensation to the dependants, I will appoint an officer to file and act on behalf of the dependants in the civil proceedings.

Mr. Wamwere: Mr. Speaker, Sir, the Minister is now aware that Mr. John Njoroge died and who his employer was. He has all the information including his insurers. Why has he not appointed the officer he is talking about to investigate the circumstances in order to facilitate payment of dues to the dependants of the deceased?

Dr. Kulundu: Mr. Speaker, Sir, I still insist that a complaint should be made to us in the Ministry. Although I am now made aware by hon. Wamwere, I cannot take adequate action on the basis of the information available to me.

*(Mr. Mwenje walked in
amidst applause)*

Mr. Speaker: Order! What is it, Mr. Sasura?

Mr. Sasura: On a point of order, Mr. Speaker, Sir. Is it in order for the Minister to mislead this House by saying that it is Mr. Wamwere who has now made him aware of the deceased? When this Question came to him, it was his responsibility to find out from the employer whether the worker actually died or not; or if he was even employed there. What is the Minister not aware about?

Mr. Speaker: Indeed, I think you are right! When you get the Question, that is not a complaint!

Dr. Kulundu: Mr. Speaker, Sir, in fact, the preliminary findings based on hon. Wamwere's Question indicate that there may have been no worker by the name of John Njoroge working for this firm. So, we need details of his employment and so forth, to enable us to investigate properly.

Mr. Speaker: Very well. Next Question by Mr. J.M. Mutiso!

HIGHER CHARGES FOR UGANDAN/TANZANIAN
STUDENTS IN UTALII COLLEGE

Mr. J.M. Mutiso asked the Minister for East African and Regional Co-operation:-

- (a) whether he is aware that students from Uganda and Tanzania are studying at the Kenya Utalii College;
- (b) whether he is further aware that the students are being charged higher college fees than their Kenyan counterparts, in contravention of the East African Community protocol; and,
- (c) what measures he is taking to harmonize this disparity in fees.

The Minister for East African and Regional Co-operation (Mr. J.K. Koech): Mr. Speaker, Sir, I beg to reply.

(a) Yes, I am aware.

(b) There is no protocol at the moment covering training in colleges. The integration process is still in its early stages and as we integrate more, we shall harmonize the process of training in our universities and colleges, including the fees structures. However, the position of Utalii College is that all students, both foreign and local pay the same fees. The only difference is that the Kenyan Government subsidizes fees payment by the local students by paying 90 per cent of the fees through the Catering Training Levy Fund, leaving the students to pay 10 per cent as fees.

(c) I expect the other partner states to come up with similar funding programmes for their students.

Mr. J.M. Mutiso: First of all, Mr. Speaker, Sir, I would like to thank the Minister for the answer. This Question arose as a result of the concerns of our sister states, Tanzania and Uganda, where we have our students studying.

However, I would like to ask the Minister the following question: Considering that the Kenya Utalii College is a premier institution in the region, and owing to the fact that we have a common product in the region, could the Minister also consider subsidizing the foreign students studying in this country because our students are also being subsidized in other countries?

Mr. J.K. Koech: Mr. Speaker, Sir, I do not think it is fair on the part of the Kenyan Government to subsidize students from outside. However, since we are working on programmes of total integration of the East African Community, we do expect that we shall be able to harmonize fees in all the colleges in the East African Region.

Even at the moment, Kenyan students are paying more in Tanzanian institutions. But we do hope that in the future when all things have been harmonized, the students will be able to pay equal fees.

Mr. Marende: Thank you, Mr. Speaker, Sir. I would like to know from the Minister what steps the Ministry is taking to expedite the operationalization of the protocol and to ensure that education, which is a major factor in any conceivable development is included in the protocol?

Mr. J.K. Koech: Mr. Speaker, Sir, I hope the hon. Members are listening to me. At the moment, we do not have a protocol on the fees structures in colleges. However, we have a protocol on the university fees by the students who are admitted on regular basis in all the universities in East Africa. But for the colleges, we have not yet designed any protocol to that effect.

However, the East African integration process is still on and we want to ensure that the fees structures in the East African Community are harmonized so that the students in East African colleges can be able to pay the same amount of fees.

Mr. Speaker: Very well, last question, Mr. J.M. Mutiso!

Mr. J.M. Mutiso: Mr. Speaker, Sir, I would like to ask the Minister to consider subsidizing the education of students from Uganda and Tanzania, since our students are also being subsidized in those countries. Could the Minister consider doing that?

Mr. J.K. Koech: No, our students who are studying outside are not being subsidized. Maybe, if we struck some very good amount of oil, we shall also be a donor and if the good Lord can give us that money, we shall not mind assisting our sister states.

Mr. Speaker: Very well. Next Question by Mr. Ethuro!

Question No.664

IRREGULAR WITHDRAWAL OF MONEY FROM
LODWAR MUNICIPALITY ACCOUNT

Mr. Speaker: Is Mr. Ethuro here? His Question is dropped!

(Question dropped)

Mr. Speaker: Next Question by Archbishop Ondiek!

Question No.549

AMBULANCES FOR HEALTH FACILITIES
IN UGENYA CONSTITUENCY

Archbishop Ondiek asked the Minister for Health:-

- (a) when she will deliver ambulances to Ukwala Health Centre and Ambira Sub-district Hospital in Ugenya Constituency as promised to the House; and,
- (b) when Ukwala Health Centre will be upgraded to a Sub-district Hospital.

Mr. Speaker: Where is the Minister? I think this Question has the same fate!

The Vice-President and Minister for Home Affairs (Mr. Awori): Mr. Speaker, Sir, once again I beg your indulgence. The Minister for Health is out of the country and I would like to request that this Question be put on the Order Paper for Wednesday, next week.

Thank you.

Mr. Speaker: Is that all right with you, Archbishop Ondiek?

Archbishop Ondiek: Mr. Speaker, Sir, last week, his Excellency the Vice-President and Minister for Home Affairs promised me that this Question will be answered today. I do not know why this Question is not being answered today, and this is the third time!

Mr. Speaker: I will try to have it answered on Tuesday, next week. Is that all right with you?

Archbishop Ondiek: Mr. Speaker, Sir, there is nothing I can do. There is a tradition in this Ministry where the Minister does not even sign the answers!

(Loud consultations)

Mr. Speaker: Order! Order! Hon. Members, we are not communicating. Truly, we cannot communicate! I cannot follow what the hon. Member who was on the Floor was saying and I am sure even his Excellency the Vice-President and Minister for Home Affairs cannot either! So,

please, keep it to the bare minimum.

As I understand it, Archbishop Ondiek, the Minister is out of the country.

Archbishop Ondiek: Mr. Speaker, Sir, my complaint is that even the written answers have not been signed. I do not know whether that is the tradition in this Ministry?

Mr. Speaker: You Excellency the Vice-President and Minister for Home Affairs, what can you do about it?

The Vice-President and Minister for Home Affairs (Mr. Awori): Mr. Speaker, Sir, as you have accepted my requests, when the two Questions appear on the Order Paper next week, I will ensure that the written answers are signed. If they are signed and the Minister, by any chance, happens not to be available, I undertake to answer them.

Mr. Speaker: Very well, on Tuesday then!

(Question deferred)

What is it, Mr. Angwenyi?

Mr. Angwenyi: On a point of order, Mr. Speaker, Sir. For the last two weeks, the Minister for Health has not been answering Questions here. Should we ask the Leader of Government Business to increase the number of Ministers in that Ministry so that they can answer our Questions?

The Vice-President and Minister for Home Affairs (Mr. Awori): Mr. Speaker, Sir, when the authority is vested in the Leader of Government Business to increase the number of Ministers, I will be happy to do so. But for the moment, that authority does not rest with me. On the other hand, I am going to try very hard to ensure that my colleagues are here to answer Questions.

Thank you.

Mr. Speaker: Very well, next Question by Mr. Rai!

Question No.612

APPLICATION OF REGISTRATION OF TITLES
ACT IN COAST PROVINCE

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

- (a) whether he is aware that the Registration of Titles Act (Cap.281) applies only in the Coast Province;
- (b) whether he is further aware that this law was hurriedly enacted in 1963 without proper consultation; and,
- (c) what the Ministry is doing to address problems arising from this and other defective land laws currently in force.

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

(a) It is not correct that the Registration of Titles Act (Cap.281) applies only in the Coast Province.

(b) It is not correct that the Registration of Titles Act was enacted in 1963, but in 1908.

(c) My Ministry is in the process of formulating a National Land Policy which will address the land issues throughout the country. The Ministry is also in the process of reviewing the many existing land laws with an aim of harmonizing them into a smooth, effective and efficient land administration.

Mr. Rai: Mr. Speaker, Sir, is the Assistant Minister aware that the existence of this law, particularly in the Coast Province was as a result of the Ten-Mile Coastal Strip, which has now given birth to many squatters in the area, particularly people living in their own community land?

Mrs. Tett: Yes, I am aware that the Act was enacted during the colonial time to determine the privately owned land and uncommitted land in the Coast Province for alienation to the colonial settlers. But as I have just said, there are so many land Acts which we are harmonizing. We have the report which was compiled after we went round the whole country collecting views from people and sooner than later, maybe by November, 2005, we will harmonize all those land Acts.

Mr. Marende: Thank you, Mr. Speaker, Sir. Does the Assistant Minister realize that she has been talking about formulating a land policy, particularly on this law, many times for the last three years? When will this land policy see the light of day?

Mrs. Tett: Mr. Speaker, Sir, we have collected the views of all the stakeholders in this country, even the people in the grassroot levels, including the hon. Members of Parliament. It takes a long time to compile that policy and as you can see, it is a big document which took us ages to compile. It is now ready and it is on the table.

Mr. Speaker: Last question, Mr. Rai!

Mr. Rai: Despite the fact that the Assistant Minister is just making a lot of promises in this House, is she aware that the first registration of titles under this Act cannot be challenged in a court of law unless fraud is proved? Those titles have been there for more than 97 years.

Mrs. Tett: Mr. Speaker, Sir, that is why we are coming up with the harmonization of all those land Acts. We are aware that there are many land Acts which have to be harmonized altogether.

Mr. Speaker: Very well. Next Question by Mr. M. Maitha!

Question No.469

RAPE OF WOMEN IN YATTA DIVISION

Mr. M. Maitha asked the Minister of State, Office of the President:-

(a) whether he is aware that Jennnifer Twili Mueni Mwanzau and Teresia Wayua Mwanzau were raped on 3rd December, 2004, in Ekalakala Sub-location of Yatta Division;

(b) whether he is further aware that Teresia Wayua died after being hit by a blunt object during the ordeal; and,

(c) what he is doing to bring the perpetrators of the crime to book.

The Minister for Trade and Industry (Dr. Kituyi): On point of order, Mr. Speaker, Sir. Without taking you away from the importance of this matter, is it not a bit unfair for the hon. Member to mention the names of persons who are not dead and who are victims of such criminal conduct?

Mr. Speaker: Indeed! It is wrong and I will order that this Question be deferred, to be redrafted, to remove the name of the victim. Thank you for bringing this issue to my attention.

I am sure this Question never came through my hands, otherwise I would not have approved it the way it is. So, I will defer it. I am sorry about it, but we have to re-draft it. All right, Mr. M. Maitha?

Mr. M. Maitha: Mr. Speaker, Sir, what is wrong with it?

Mr. Speaker: It is very unfair to the victims.

Mr. M. Maitha: Why?

Mr. Speaker: I will ask the Clerk at the Table to assist the hon. Member to redraft this Question and bring it next week.

The Minister for Roads and Public Works (Mr. Raila): On a point of Order, Mr. Speaker, Sir. If the victims themselves have no objection to their names being mentioned, is it really an offence for their names to appear on the Order Paper? Probably, the hon. Member checked with the victims and they have no objection to that.

Mr. Speaker: The victims are not here before me.

Mr. M. Maitha: Mr. Speaker, Sir, this person came see to me.

Mr. Speaker: Order! Order, Mr. Maitha! The victims are not before me and we all know that rape is a terrible experience. It is something that should not happen to any Kenyan female. I am sure, although I have not seen the victims, that they do not want their names to be splashed all over in the newspapers.

Mr. M. Maitha: Mr. Speaker, Sir, the victim is not a minor. She is an adult of sound mind and she came to see me personally.

Mr. Speaker: Order! Order, Mr. Maitha! I must be satisfied that this lady has no objection.

The Assistant Minister for Foreign Affairs (Mr. Ojode): On a point of order, Mr. Speaker, Sir.

Mr. Speaker: What is it? What bothers you about this? Why? Is it the justice or the humiliation?

The Assistant Minister for Foreign Affairs (Mr. Ojode): Mr. Speaker, Sir, the hon. Member said that victims went to see him as the hon. Member for Kangundo. Has he violated any Standing Order?

Mr. Speaker: Yes, he has.

The Assistant Minister for Foreign Affairs (Mr. Ojode): Which one?

(Laughter)

Mr. Speaker: Mr. Ojode, you are not supposed to argue with the Chair. I am the one who is entrusted with the responsibility of maintaining order here and ensuring that there is fair play to all.

Mr. M. Maitha: On a point of Order, Mr. Speaker, Sir. Is the hon. Dr. Kituyi, who rose to challenge the validity of this Question, the one supposed to answer it? What is his interest in this matter?

Mr. Speaker: Order, Mr. Maitha! I really do not understand this unnecessary urge to publicise a victim and not the perpetrator. It is my business, in fact, to ensure that ordinary Kenyans do not get harmed through the proceedings of this House. Even if the victim is an adult, I really doubt if she would want her name to be splashed all over in newspapers. I am not sure about that unless I am convinced. However, I will give her the benefit of doubt that it is not in her interest. In any case, this Question will still come before this House in another form.

Mr. Sasura: On a point of order, Mr. Speaker, Sir. For the sake of guidance, you can see that one of the names mentioned in the Order Paper belongs to a person who is deceased. I believe it is our responsibility to represent our people. What is your ruling given that one of the victims is deceased and her name has been mentioned?

Mr. Speaker: First of all, I want you to go back to your Standing Orders. Under Standing Order No.35, names of persons shall not be inserted in Questions unless only to make it clear to whom it refers. I am sure that the hon. Raila will relax until I finish. You must relax completely.

The Minister for Roads and Public Works (Mr. Raila): On a point of Order, Mr. Speaker, Sir.

Mr. Speaker: Can you wait until I finish first?

Mr. M. Maitha: Mr. Speaker, Sir, why did you approve it then if it was wrong?

Mr. Speaker: First of all, I said that if it came through my hands, may be, I would not have done that, and even if I did, the Chair is not God. If a mistake has happened and it is pointed out to the Chair, it is the business of the Chair to consider whether or not the objection raised is valid. Otherwise, you would probably require a robot or a computer for a Speaker.

Mr. M. Maitha: Thank you, Mr. Speaker, Sir.

The Minister for Roads and Public Works (Mr. Raila): On a point of Order, Mr. Speaker, Sir. We need to be understood correctly. We really are not trying to ridicule anybody because we condemn this kind of act so strongly. However, there is what is called "breaking the silence".

If the victim is so offended that she wants to break the silence for the offence to be known and so that the perpetrators are properly punished, I think it is unfair for the House to censor this kind of information. This is the only way that this House can give leadership to the people of this country in matters like this one.

(Applause)

Mr. Speaker: Hon. Raila, can I tell you something? Sometimes you go overboard. You may have your views, but you have no right to impose them upon others, including the Chair. So, please, respect the Chair's decisions.

I want to inform the hon. Member who asked this Question that we are doing this in the interest of all those who are concerned.

I urge the hon. Member to approach the Clerk at the Table who will be able to assist him. If he cannot get the requisite assistance, I am at his disposal.

Mr. Mwandawiro: Mr. Speaker, Sir, I think the Question here is whether, indeed, the victim wanted to break the silence. It is upon you, Mr. Speaker, Sir, to ask the hon. Member for Kangundo to confirm whether the victim wanted him to expose her name.

Mr. Speaker: Let hon. M. Maitha think about it. It is not as easy as that. It is a very delicate matter. It concerns a person who has been offended and insulted. I think we must be very sensitive about it. I will give the hon. Member an opportunity to think about it.

Next Question!

(Question deferred)

Question No.488

FAMINE RELIEF FOOD FOR
BAHARI CONSTITUENCY

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

(a) if he is aware that Bahari Constituency is not categorized as a famine relief area;

(b) if he could inform the House the criteria used to determine areas to benefit from relief food; and,

(c) why a Non-Governmental Organisation (NGO) (World Vision) has been given the responsibility of distributing relief food in Kilifi District.

The Assistant Minister, Office of the President (Dr. Machage): Mr. Speaker, Sir, I beg to

reply.

(a) I am aware that Bahari Constituency is not categorised as a famine relief area.

(b) The criterion used to determine who benefits from relief food is mainly based on the needs of a particular area. For example, if an area has suffered drought or any other disaster and, consequently, people become vulnerable and cannot access food, then it becomes necessary for the Government and other stakeholders to intervene and provide food assistance to those affected. However, this is after a thorough assessment has been done to ensure that proper targeting of the needy is done.

(c) The Government has identified lead agencies in all districts that benefit from relief food to carry out the distribution of food. This replaced the earlier method where the Provincial Administration handled all relief food distribution in their respective districts. This change was necessitated by the need to promote accountability and efficiency in management of relief food. The need to involve other partners such as NGOs to improve the effectiveness in reaching people was also considered as important. Different lead agencies were appointed for different districts, depending on how well established they were in their districts of operation. Only those with a demonstrated capacity to handle relief food distribution were appointed.

In Kilifi District, the organisation that qualified to be the lead agency was World Vision.

Mr. Khamisi: Mr. Speaker, Sir, the Assistant Minister has talked of there being assessment to identify areas of need. Could he tell this House when the last assessment was done in Kilifi District?

Dr. Machage: Mr. Speaker, Sir, the report we have is for end of July and Kilifi District is covered in it.

Mr. Sasura: Mr. Speaker, Sir, I am surprised that the Assistant Minister is talking about categorisation of areas that require famine relief. Drought has changing patterns. At one time, food may be required at one place and not in the other. However, that notwithstanding, could he tell us why central divisions, those along the district headquarters were cut out of the list of those to benefit from famine relief food in northern Kenya and part of Samburu? These are areas like Isiolo Central, Marsabit Central and Samburu Central.

Dr. Machage: Mr. Speaker, Sir, indeed, there are no areas in the country that are categorised as famine areas. However, we have categorisation in terms of arid and semi-arid areas. Such areas are vulnerable to famine because they are prone to drought. It is true that central districts in northern Kenya are not categorised as immediate emergency areas because of the economic activities that go on there. In the periphery, most people are dependent on farming as the only way of livelihood. Therefore, when it comes to prioritisation, we tend to consider people who are in the periphery before moving into the central area.

Mr. Midiwo: Thank you, Mr. Speaker, Sir. Last week, the Assistant Minister was part of a political entourage that visited Machakos District. While the politicians were there, they pledged to give a few bags of relief food to the Kamba Community. Could he tell this House what the policy is regarding relief food distribution, and assure this House that he will not use food as a bait to gain votes in the forthcoming referendum?

Dr. Machage: Mr. Speaker, Sir, the fact that there is a major political activity going on in the country does not mean that I cannot give food to drought-affected people.

Mr. Speaker, Sir, a few months ago, I gave eight ten-tonne trucks of food to Mwingi Constituency. To be more precise, I gave the food to hon. Kalonzo's Constituency and I did not hear anybody complaining about it.

Mr. Speaker, Sir, it is a policy of this Government to make sure that---

Mr. Speaker: Order, Mr. Assistant Minister! What does Minister Kalonzo have to do with

famine? He is not even here! How did his name come up?

Dr. Machage: Mr. Speaker, Sir, I said that with all the honour that hon. Kalonzo and his people deserve. I said it to emphasise that I do not use politics in my exercise of food distribution to the needy people in this country. The Government's policy is to give food to the deserving people.

Mr. Khamisi: Mr. Speaker, Sir, out of the three constituencies in Kilifi District, Bahari is the only one which has been excluded from the famine relief supplies, yet we know that there are people who are starving in that area. Could the Assistant Minister assure this House he is not distributing the food for political reasons?

Dr. Machage: Mr. Speaker, Sir, Indeed, I confirm to this House that food distribution is not being given out for political reasons. It is being distributed with the reasoning that an area like Bahari Constituency is located along the Coastline and receives more rains than areas in the hinterland. Therefore, it produces more food than other areas.

Mr. Speaker, Sir, people of Bahari area engage in fishing and other economic activities that are exclusive from other areas in the hinterland. Tourism activities in Bahari are also an advantage. Therefore, people there are more endowed and better placed to access food easily than people in the rest of the district.

Question No.419

IMPROVEMENT OF LUNGA-LUNGA
AIRSTRIP

Mr. Ngozi asked the Minister for Roads and Public Works what steps the Government is taking to improve the condition of Lunga-Lunga Airstrip.

The Minister for Roads and Public Works (Mr. Raila): Mr. Speaker, Sir, I beg to reply. No funds were allocated for the improvement of the said airstrip in the last financial year, 2004/05. However, the Government has allocated Kshs500,000 to improve the airstrip in this financial year, 2005/2006.

Mr. Ngozi: Mr. Speaker, Sir, I thank the Minister for allocating Kshs500,000 for the improvement of the airstrip. However, the airstrip has remained unattended for the past 20 years. Is the Minister convinced that Kshs500,000 will complete the repairs required for the airstrip?

Mr. Raila: Mr. Speaker, Sir, I have not been the Minister for the past 20 years. However, we have a budget allocation of Kshs40 million for maintenance of airstrips countrywide. Repair of this airstrip will be considered in this financial year. I did not say that Kshs500,000 is substantial for its repairs.

Mr. Marende: Thank you, Mr. Speaker. I have heard the Minister's answer. However, I am concerned that we have heard similar promises, where budgetary allocations are made for projects, and in this case, airstrips maintenance. As far as I can remember, the Kisumu Airport was allocated, in the last financial year, Kshs30 million to extend the runway. That has not been done yet. What assurance does the Minister have that this will not be another unfulfilled promise?

Mr. Raila: Mr. Speaker, Sir, the hon. Member should differentiate between airstrips and airports. Airstrips fall under my Ministry while airports fall under the Ministry of Transport. I know that Kisumu Airport is earmarked for a major expansion into a regional airport. It is being funded by the World Bank. As you know, donor-funded projects take time to mature. The Kshs30 million the hon. Member has referred to was the counterpart funds from the Government, and could not be utilised until the donor funds were available.

Mr. Waithaka: Mr. Speaker, Sir, from what has transpired in this House, it is a waste of

public funds to allocate money to a project which does not bring in any returns.

Could the Minister tell this House, since he must have done his assessment, how much he intends to use to rehabilitate the airstrip which has not been in use for the past 20 years, considering that Kshs500,000 has been allocated to it? That could be a waste of public funds!

Mr. Raila: Mr. Speaker, Sir, the major repair works on the airstrip are basically repair of the runway. Some of it requires patch and seal, and Kshs500,000 is quite sufficient to carry out the works.

Mr. Ogur: Mr. Speaker, Sir, the Europeans put up an airstrip at the Macalder Mines in Nyanza where they used to mine gold and copper. Could the Minister tell us whether there is an allocation to repair that airstrip?

Mr. Speaker: It is not in Msambweni.

Mr. Ogur: It is in Nyatike Constituency, Migori District.

Mr. Raila: Mr. Speaker, Sir, there are several airstrips in the country, some of which are public and others private. The airstrip that the hon. Member is referring to belongs to a company. It is a private airstrip. Therefore, the Government has no responsibility to repair it.

Mr. Speaker: Next Order!

(Mr. Weya stood up in his place)

Mr. Speaker: It is time for the next Order.

COMMITTEE OF SUPPLY

*(Order for Committee read
being 15th Allotted Day)*

MOTION

THAT MR. SPEAKER DO
NOW LEAVE THE CHAIR

Vote 31 - Ministry of Education, Science and Technology

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Speaker, Sir, it is my pleasure to move Vote R31 and D31 for the Ministry of Education, Science and Technology.

As hon. Members will recall---

Mr. Speaker: Order! Mr. Minister, you must move the Motion first.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Speaker, Sir, I beg to move the following Motion:-

THAT, the 2005/2006 Estimates of the Recurrent and Development Expenditure for the year ending 30th June, 2006,

Vote 31, Ministry of Education, Science and Technology---

Mr. Speaker: Order! We are not communicating. The Motion is very simple, That Mr. Speaker Do Now Leave the Chair.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Speaker, Sir, I beg to move:-

THAT, Mr. Speaker Do Now Leave the Chair.

I wish to record my gratitude for the opportunity to move Vote R31 and D31 for the Ministry of Education, Science and Technology. As hon. Members will recall in March this year, I did present to this hon. House policy documents in the form of Sessional Paper No.1 of 2005.

The Sessional Paper is the blue print outlining the policy framework on education, training and research needs in Kenya in the 21st Century. The debate on the Sessional Paper elucidated heated and rigorous discussion in the House, a clear demonstration of the seriousness with which Kenyans in general and hon. Members in particular take education.

I would like to take this opportunity to thank all the hon. Members for the support that they have given us during this debate and the subsequent unanimous approval of the Sessional Paper. Subsequent to the approval of the Sessional Paper, the Ministry launched the Kenya Educational Sector Support Programme KESSAP which is the first phase on the implementation framework expected to operationalise the strategies highlighted in the Sessional Paper. The five year investment programme has been developed through intensive consultation among all the stakeholders in the education sector, including development partners, civil society communities and the private sector.

Mr. Speaker, Sir, during the consultation, priorities and challenges have been identified within the framework of the national policy as set out in the economic recovery strategy. The programme is based on the premise that quality education and training contribute to an enhanced equity, economic growth and expansion of employment opportunities. For this reason KESSAP provides a clear roadmap for education sector development, as intended, to facilitate the attainment of the millennium development goals to harmonise financial procurement systems in the sector, enhance mobilisation of resources, support education training needs and ensure that there is proper relationship and partnership.

The KESSAP is expected to realise the following: Reduce duplication and inefficient use of resources, fragmented approach to sector planning, ensure that scarce resources are invested in programmes and ensure the delivery of quality education and training and provide harmonised implementation. I hope to address diverse clientele and enhance collaboration between the Government development partners, NGOs, communities and the private sector. KESSAP has identified 23 investment programmes which constitute the priority areas where the resources made available by this House and other partners will be applied.

Mr. Speaker, Sir, I would like to point out that this programme which is intended to be implemented over the next five years that is between 2005 and 2010 is ambitious in terms of cost estimated at slightly over Kshs500 billion for the next five years. With this in mind, I take this opportunity to appeal for support to meet the challenges we face in financing this programme. Our vision as a Government is to continue with the provision of an all-inclusive quality education, that is accessible and relevant to Kenyans without discrimination.

This vision is based on our recognition that quality education, training and research contribute significantly to national social economic growth. Of particular significance to us is the need to ensure that we empower learners to acquire knowledge and skills that will enable them to make appropriate career choices. For this reason, this Government has undertaken major sectoral reforms to ensure improved collaboration, harmonisation and regular consultation between and among the respective stakeholders.

In this respect we have continued to ask development partners and other education and training stakeholders to hold regular consultative meetings to discuss various aspects of education. We are firmly committed in ensuring and consolidation of the gains accruing from the implementation of free primary education. Through the KESSAP we intend to address key issues by strengthening the management and delivery of education services. In particular we are committed to

improving access, quality, equity and relevance of education and training. As such, when designing the programme the Government is fully aware that to stay on track towards meeting ERS and FIMTG goals, heavy investment in the short to the medium and long term goals is necessary.

Many children in the ASAL areas are still out of school due to lack of enough day and boarding schools. In addition, many primary school buildings are in poor state of repair, lack of enough classrooms and toilets for the increased number of children. It is also the case that in many remote areas the school environment is hostile to the growing number of girls in that the necessary sanitation facilities are not in place. In addition to the above, there is a need to address the needs of orphans in the fields of training and learning beyond primary education. It is also true that secondary and university sub-sectors are experiencing serious challenges with regard to their poor state and limited facilities. All these cause the unsatisfactory transition rate to secondary schools and higher levels of education.

As hon. Members are aware, this year's Vote has been prepared using a new polling system, which is the Government Finance and Statistics which presented difficulties in interpretation at the beginning. The Ministry, in consultation with the Treasury, has since demystified the cost in the presentation of the Ministry's budget for this year. I believe that this aggregation of both the headquarters and the district allocations has been circulated to all hon. Members.

Mr. Speaker, Sir, this financial year, the Ministry has been allocated Kshs88,361,671,390 in the Recurrent Vote and Kshs8,305,869,164 in the Development Vote. The Recurrent Estimates reflects an additional Kshs19,551,464,840 from last year's budget while the Development Estimates reflects an increase of Kshs2,502,623,463 over the last two years.

In this regard, I wish to highlight major problems in the Ministry's Vote where the above resources will be applied.

As regards Vote R31, the Ministry's Recurrent Expenditure is made up of six sub-votes and the allocation of Kshs88,361,671,390 is distributed in the following sub-votes: Sub-Vote 310 - General Administration and Planning caters for teachers salaries among requirements.

Mr. Speaker, Sir, the Ministry requires a total of Kshs63,835,133,828 distributed in eight expenditure Heads as follows:-

Head 726, the Department of Research Development (DRD) has been allocated Kshs35,304,863. This budget will cater for administration costs and provides funds for research and development.

Head 730, Development Planning Services has been allocated Kshs57,450,000. The budget under this Head will cater for the running of the main systems planning unit.

Under Head 834, Headquarters Administrative Services, Kshs419,363,573 has been set aside to cater for expenses of headquarters support, departments such as administration, finance, accounts, personnel, procurement as well as for the offices of the Minister, Assistant Minister, Permanent Secretary and the Education Secretary.

Head 839, the Kenya National Examinations Council (KNEC) has been allocated Kshs367,500,000. These funds, which will supplement fees collected from candidates to run the national examinations expenses for KNEC's secretariat.

Head 841, the Teachers Service Commission (TSC) has been allocated Kshs62,523,105,302. This allocation is for both the TSC secretariat and the teachers' salaries. During the current financial year, the Government will spend Kshs62 billion on teachers' salaries, which includes the third phase of the negotiated salary awards between the Government and the Kenya National Union Teachers (KNUT).

Head 845, Schools Audit Unit (SAU) has been allocated Kshs55,432,126. The allocation under this Head will facilitate the activities of the SAU, which is charged with the responsibility of

auditing all public schools and colleges.

Head 863, the Kenya Institute of Education (KIE) has been allocated Kshs256,401,481. This allocation will cater for personnel emoluments and operating expenses for the KIE, curriculum development and broadcasting for schools.

Head 901, the National Council for Science and Technology (NCST) has been allocated Kshs120,516,484. This budget will cater for personnel emoluments and operation costs for the NCST, which co-ordinates research activities in the country.

Mr. Speaker, Sir, Sub-Vote 311, which mainly includes funding of the Free Primary Education Programme (FPEP), poverty alleviation programmes and the Directorate of Basic Education (DBE) requires Kshs7,466,895,985 in the following areas:-

Head 810, Post-Primary Schools has been allocated Kshs57 million. These funds will be spent to give grants to special primary schools which cater for children with special needs.

Head 811, Special Secondary Schools; Kshs45 million. These funds will be used to give grants to special secondary schools.

Head 816, Training Field Services; Kshs40,448,216. The allocation will cater for expenses mainly for the in-service of primary school teachers.

Head 844, Directorate of Basic Education (DBE); Kshs6,788,444,821. The allocation will cater for teaching and learning materials as well as the administrative costs for the DBE. An allocation of Kshs6.1 billion will finance the FPEP. A sum of Kshs173 million will be utilised in the rehabilitation of primary schools and Kshs200 million will be given as grants to local boarding primary schools in the ASAL and pockets of poverty areas.

Head 846, School Milk and Feeding Programme has been allocated Kshs210,134,521. This allocation is for the distribution of foodstuffs donated by the World Food Programme (WFP) under the School Feeding Programme in ASAL areas and pockets of poverty areas.

Head 847, Primary Teachers Training Colleges; Kshs177,716,000. This funds will be spent to give grants for running of primary teacher training colleges.

Head 848, Special Primary Schools; Kshs90 million. This allocation will be spent to give grants to special primary schools which cater for children with special needs.

Head 852, Kenya Institute of Special Education (KISE); Kshs58,142,427. The allocation under this Head is a grant to the institution to cater for its administrative costs.

Head 836, Directorate of Quality Assurance and Standards (DQAS); Kshs141, 063,246. This allocation will cater for the salaries and other operation costs of the DQAS at the headquarters.

Head 800, Board of Governors Maintained Schools; Kshs1,045,138,000. The allocation under this Head includes Kshs800 million for secondary schools bursaries, which is Kshs30 million higher than the last financial year's amount. There is also Kshs165 million which will be given as grants to secondary schools in the ASAL and pockets of poverty areas.

Head 803, Kenya Science Teachers College (KSTC) and Head 807, Kagumo Teachers College; Kshs105,866,485. This allocation will be given as grants to the two diploma colleges for the administrative costs and Kshs40 million at the KSTC for the promotion of teaching of mathematics and science subjects in collaboration with the Government of Japan.

Head 835, the Directorate of Higher Education (DHE) has been allocated Kshs274,257,232. This is an allocation for the administrative costs of the DHE. The allocation includes research funds of Kshs65 million for the universities sub-sector and Kshs100 million for strengthening training of education managers through the Kenya Education Staff Institute (KESI).

Head 837, Provincial Education Services and Head 862, District Education Services; Kshs1,528,245,811. The allocation is for administrative costs for the running of provincial and district education services, including inspection of schools to ensure that quality education is

maintained. Head 838, the Kenya National Commission for UNESCO has been allocated Kshs49,174,038. This is an allocation for the department charged with the responsibility of co-ordinating education matters in liaison with UNESCO offices in Paris.

Head 853, Bursaries, Scholarships, Subsidies and Education Attaches has been allocated a sum of Kshs276,683,562. Head 854, Contribution towards Local and International Institutions has been allocated Kshs59,706,747.

Mr. Speaker, Sir, the university education sub-sector will take up Kshs11,374,653,134. This allocation will be spent as grants to the Commission of Higher Education (CHE), the Higher Education Loans Board (HELB) and our public universities.

Under Head 832, HELB, there is an allocation of Kshs867,902,862 for loans and Kshs82,387,048 for bursaries to university students.

Mr. Speaker, Sir, under Sub-Vote 314, Policy and Planning, we will require Kshs328,088,690 for capacity building, information and communication technology, education management, information services, administrative costs and HIV/AIDS awareness campaigns, among other expenses.

Under Sub-Vote 315, Technical Education, we require a total of Kshs1,863,564,632, which is an increase of Kshs247,413,603 from Kshs1,615,395,029 in the Financial Year, 2004/2005.

Mr. Speaker, Sir, the allocation will finance administration costs, including those of polytechnics and other technical institutions. It is important to note that Kshs100 million and Kshs90 million has been allocated to upgrade Kenya and Mombasa polytechnics, respectively, so that they can start offering technical degrees. That has been done in recognition of the fact that, the transition from secondary school to universities has been very low and, therefore, in order to meet the demand for access to higher education, we have decided to allocate Kshs100 million to Kenya Polytechnic and Kshs90 million to Mombasa Polytechnic, so that they can offer Bachelor of Technology Degree. That is an extremely important step to be noted.

Mr. Speaker, Sir, having outlined the Ministry's requirement for the 2005/2006 Recurrent Expenditure, I now turn to Development Expenditure for the year under review. Under Development Expenditure, I require a total of Kshs80,395,869,164, with the Government and donors contributing Kshs949,500,000 and Kshs7,444,369,164, respectively. That amount has been distributed under the following sub-headings:-

Sub-Vote 310 - General Administration and Planning - Kshs310 million.

Under Head 839, the Kenya National Examinations Council (KNEC) has an allocation of Kshs150 million for the construction of the new Mitihani House to ensure that the council operates from one centre.

Under Head 840, Kenya Teachers Service Commission (TSC) has an allocation of Kshs170 million for the construction of TSC Headquarters.

Under Sub-Head 311, Basic

Education, we require Kshs1,311,623,334. Out of that amount, a sum of Kshs1.2 billion will be in form of food donated by the World Food Programme (WFP) under the Schools Feeding Programme. An amount of Kshs143.5 million will be spent on the payment of retention money on the completion of Taita Taveta Teachers Training College, with a balance of Kshs6.4 million being a UNICEF grant to be spent on the early childhood development activities in rural areas.

Under Sub-Vote 313, Directorate of Higher Education, we will require Kshs650,164,400. Out of that amount, a sum of Kshs170 million will be spent to provide science laboratory equipment to our public secondary schools at the rate of ten needy secondary schools in each district. The balance will be spent in the various development projects in our public universities.

Under Sub-Vote 314, Directorate of Policy and Planning, we require Kshs5,919,084,000

under Head 695; Kshs450 million being donor funds from the World Bank, Department for International Development (DFID), African Development Bank (ADB), Oil Producing and Exporting Countries (OPEC), Swedish International Development Agency (SIDA), United States Agency for International Development (USAID) and United Nations International Childrens' Education Fund (UNICEF) to finance Kenya Education Sector Support, which I referred to earlier in my remarks. The activities will include construction and rehabilitation of both primary and secondary schools to accommodate increased enrolment in primary school level and increased access to secondary schools.

Mr. Speaker, Sir, I think hon. Members will be happy to know that, for the first time, we will put in some money to rehabilitate the infrastructure in primary schools, but where there is need.

Finally, we have Technical Education Sub-Sector under Sub-Vote 315. We will require Kshs185 million. That money has been given as a grant from the Government of Italy for upgrading both Kenya and Mombasa polytechnics. Therefore, we have grants from the Government of Italy to upgrade the facilities at Kenya and Mombasa polytechnics. We shall also put in more money. That way, those two institutions will be in a position to offer technical degrees. The development partners include Department for International Development (DFID), World Bank, WFP, Government of Japan, Italy and UNICEF. They have all supported us.

In addition, there is significant contribution by major contributors like the Paris Community, the parents in those schools and the private sector. I appeal to all of them to keep up their support for the sake of our country and the future generations.

With those few remarks, I beg to move.

The Vice-President and Minister for Home Affairs (Mr. Awori): Thank you, Mr. Speaker, Sir, for giving me this opportunity to second this Motion.

First of all, I want to thank the Minister for the exemplary way he is running the Ministry and how he has articulated his Vote this afternoon. We know that education touches everybody in this country. It does not only touch the children who go to get education, but also the teachers, parents, administrators and the community. So, education has a lot of stakeholders and, therefore, it should have the lion's share of our national Budget. At the time we attained Independence, we set ourselves goals. We wanted to conquer what we believed were three main enemies of our country. We wanted to conquer poverty, disease and, more importantly, ignorance! Therefore, there was need to give our people education. I would like to say that, 40 years down the line, we have everything to be proud of. We have done fairly well in that sector, if you compare us with other African countries.

Mr. Speaker, Sir, recently, we set ourselves the Millennium Development Goals (MDGs), and education is one of them. We have said that, by the year 2020, we should be excellent in education. One of our biggest successes has been the introduction of the free primary education, which has added an extra 1.8 million children in our education system. Were it not for that programme, those children would not have education. I would like to plead with my colleagues that, in order to make it even more meaningful, we must go down to the source where the children come from, before they go to primary school. That is the early childhood education and, by that, I mean the nursery schools. It is necessary to include nursery schools in the free primary education programme.

Mr. Speaker, Sir, in urban areas, local authorities have been running nursery schools in the past. They have many facilities. If you go around Nairobi, Kisumu or Mombasa, there are many facilities for nursery schools. But they are under-utilised because local authorities have failed to sustain the expenditure that is required to run them. We explore ways in which those facilities can be leased out to private people at an affordable rent, so that they can be able to utilise them. Our

people who are capable and empowered are sending their children to private nursery schools, thereby putting children from poor families at a disadvantage. If, indeed, the under-utilised facilities in towns are leased out to private individuals with the proviso that their fees would be reasonable and with the assistance of the Ministry of Education, Science and Technology, we will then remove the discrimination against the poor.

Mr. Speaker, Sir, we would like this free nursery school education to be taken particularly to the rural areas. We should also provide meals to the children.

Mr. Speaker, Sir, I want to touch a little on the youth polytechnics. I know that they fall under the Ministry of Labour and Human Resource Development. But I think there should be more contact between that Ministry and that of Education, Science and Technology. Many youth polytechnics, which would absorb a good number of children who are stopping education at Standard Eight, cannot afford to employ teachers that will help the children to acquire the necessary skills. We have sworn to reduce poverty and increase employment. I think, at the youth polytechnics, we have got a way in which we can just do that.

Mr. Speaker, Sir, we have a chronic shortage of teachers. In fact, we know that there is no single school in Kenya which can say it is fully given the number of teachers it needs, and yet, we have nearly 25,000 to 26,000 qualified teachers who have not yet been employed. It is necessary that we must find sufficient funds to ensure that they are employed. I know the Minister is in a difficult situation; with IMF regulations and all that. But I think it is about time that we took responsibility upon ourselves.

Mr. Speaker, Sir, special consideration should be given to handicapped children. We have different types of handicaps. We have got the physically handicapped. These are capable of going to various schools. Then, we have the mentally handicapped, and we keep finding more cases of different handicaps, like the autistic children, the blind and the deaf-blind children. We have not yet made provisos for them. I think it is time we did it. I have, for instance, a case for autistic children who are only being catered for by their parents. I am happy to state that the City Education Officer in Nairobi has allowed these parents to set up a unit at Pangani Primary School. But this should not be left to the parents. It is our responsibility.

Mr. Speaker, Sir, I would like to see education integrated so that the physically, mentally and autistic children go to the same schools like the able-bodied ones. All we require is to give them the facilities that will help them to equalise the difficulties they have.

Mr. Speaker, Sir, I would also like to talk about the buses to enable our children to have excursions and to move from one place to another. There are always complications when schools are purchasing buses, especially in getting the duty waived. It takes a long process, to the extent that many times when schools want to purchase a bus, and they have got a particular bus, it takes six or seven months before they can get the waiver on duty. They always lose that bus, yet we know that it is important that our children must move. They must go on geographical trips. They must move around in order to extend and widen their education.

Finally, let me speak about school equipment. I think it is important. I am happy the Minister quoted some amount of money in his budget to supply school equipment. But let us move further than just ordinary equipment. Information and Communication Technology (ICT) has assumed a great part of our lives. We know that in the near future, to get any kind of employment, you will have to be computer-literate. At the moment, it is only the schools that are catering for the well-to-do who have computers in their schools. I think this should now be a responsibility of our own Government, so that we can ensure that there is no difference between children coming from rich families and those from ordinary ones.

Mr. Speaker, Sir, with those remarks, I beg to second.

(Question proposed)

Mr. Speaker: I understand from the Shadow Minister for Education, Science and Technology that he will reserve his contributions to tomorrow. So, I will give this chance to Dr. Godana.

Dr. Godana: Thank you, Mr. Speaker, Sir, for giving me the opportunity to contribute to this Motion.

Mr. Speaker, Sir, as you rightly said the Shadow Minister for Education, Science and Technology has said he will give his Official Response tomorrow, I would want to leave the details to him and just make a few general remarks.

[Mr. Speaker left the Chair]

[Mr. Deputy Speaker took the Chair]

Mr. Deputy Speaker, Sir, this Ministry, as has always been, is the biggest spender among Ministries. I think this is as it should be, because, without education, all our dreams of development will come to nought as, indeed, has been proved by countries which started at our level at Independence and have fallen behind.

The spectacular breakthrough of countries in South-East Asia like Thailand, Singapore and so on was that they made the right decision at a time when, in fact, they were at the same level of development with this country. They made the right decision in terms of educational policies and design. Although we have had commissions and commissions to review education, somehow, we have not really put our hands on the right magic.

Mr. Deputy Speaker, Sir, I welcome, in particular, the Minister's assurance that the Ministry has decided to upgrade Mombasa and Kenya polytechnics so that they can give degree courses. I welcome this because part of the problem of university education in this country is the qualifications of entry. The private universities which have come in to cash in on the hunger for education have all shied away from the more expensive technical and scientific fields. So, we have ended up training many students through parallel programmes in the private universities. There is one common thing to all the private universities in this country. They are principally or almost entirely concentrating on the studies of humanities. But I think the area where we badly need spectacular manpower breakthrough is the area of science, engineering, industrial technology and so on. So, I welcome the indication that those polytechnics will be upgraded to university status.

Mr. Deputy Speaker, Sir, I wish the Minister found the wherewithal to develop a budget-line for seed monies to be given to public universities to start endowment funds, with a view to making university education in the long-term as independent of direct grants from the Exchequer as possible. When we saw the list of excellence of international universities only the other day, we were embarrassed to read that our own public universities figured nowhere. I am sure many people here, including Professor Saitoti who has just walked out, the Permanent Secretary, Prof. Anyang-Nyong'o, and those of us who recall the days when, much as it was a third-world university, you actually felt proud and held your head high when you met people outside and said you were from the University of Nairobi. But, definitely, it has been a failure, not in terms of quality of the teaching staff, but because we failed to match the demands for finances for research and minimum comforts that can make academics to concentrate on their fields without spending money trying to make ends meet outside regular university income. So, I think it is time we began to think seriously about

developing principles that universities must, within a certain time frame, develop endowment funds.

As a Government, we are falling behind. Private institutions are doing very well. I think the case of Mang'u High School is a spectacular one, which has been in the media this week. Over the weekend, I visited a school where one of my daughters studies. I know the headmistress who has run for years as a missionary is coming back because they also want to start an endowment fund with investments, here and abroad.

In this age and era, it is unfortunate that we still believe that universities can only be universities if the Minister for Finance will have to give them every coin and cent that they need.

Mr. Deputy Speaker, Sir, if I heard the Minister correctly, I am a bit disappointed. I hope I did not miss anything. We did not get anything concrete to alleviate the existing crisis in the provision of teachers. I understand that we have a shortage of about 50,000 to 60,000 teachers in the country. On the one hand, we welcome the policy of free primary education and on the other, it is inexcusable that we have to train so many teachers; we have the capacity to produce qualified teachers and leave them on the streets while schools have to go without teachers. Only this week, I received complaints from my constituency that a school with nine streams has three teachers. In another case, a school with five streams, has only one teacher. The teacher says that he cannot even set examinations.

I know there are certain conditionalities which the donors have unfairly put on us, but it is time we tried, within those limits, to find a way out. For instance, when as a country, we are spending Kshs1.3 billion on "civic confusion" which we have called civic education, what is our priority? Is it to provide for teachers or to dish out money to all kinds of shady organisations, NGOs and the so-called Community-based Organisations (CBOs), to run amok and confuse people about what the new Constitution means? We really have a problem here and I wish the Minister, in his response, will tell us what exactly are the hopes that he has for us. We welcome the continued offer of money for school equipment and for the reconstruction of school infrastructure. We hope that, as the Minister allocates the money, the principle which is now becoming standard in this country of some kind of equity running through, will be respected.

Finally, I agree with the Vice-President and Minister for Home Affairs that it is very ridiculous to have technical education at the level of youth polytechnics left to the Ministry of Labour and Human Resource Development. If it is education, it should be education. The Government should move fast enough to re-organise Ministerial responsibilities and put the responsibility for youth polytechnics back to where it should be. With those few remarks, I beg to support.

The Assistant Minister for Planning and National Development (Mr. Lesrima): Thank you, Mr. Deputy Speaker, Sir, for giving me the opportunity to contribute.

I would like to begin my congratulating the Minister for Education, Science and Technology and his team for the excellent job they have done since 2003, in particular in the management of the free primary education programme. If only other Ministries could work as efficiently and effectively as the Ministry of Education, Science and Technology and the Ministry of Water and Irrigation, this country would be different by 2007.

I would like to make one or two comments. My first comment is on administration. We need to improve on administration. I want to give specific examples concerning my district. We need to strengthen the administration of education. The Samburu District Education Office is very weak. We have 12 educational zones and we do not even have a zonal education officer. It is very important that we have officers on the ground to check on the quality of education, motivate staff and make sure that the curriculum is followed. If there are no zonal officers, then you have a problem.

Mr. Deputy Speaker, Sir, it is encouraging to see that in the administration budget, Samburu District has been given Kshs6 million. If you look at the structure of that budget, you will realise that over 60 per cent goes into the maintenance of vehicles and transport. That is quite a lot of money; Kshs4 million, for an education officer who has only one vehicle. I wish some of that money could be used to re-introduce mock examinations. I know that it is not very popular to talk about mock examinations. I remember that because of activity fees and *Harambees*, mock examinations were abolished. It is important to have comparative inter-districts examinations. This requires funding and since we do not want parents to be taxed any further, the Kshs6 million for administration should go towards this purpose.

Mr. Deputy Speaker, Sir, the second issue which I want to raise is with regard to primary school boarding facilities. I come from a pastoralist area where 50 per cent of the children do not go to school. Our economy is livestock-based and we cannot change it overnight. It will take time. There will always be children who remain behind to look after the livestock. The Government should introduce innovations in education such as the provision of more primary boarding schools and encouraging out-of-school programmes. This is where children can look after the animals in the morning, bring them nearer the *manyattas* in the afternoon, the parents take over and the children go to school. This worked well in Samburu District for some time, but the programme requires to be supported and mainstreamed into the administration of education. We may also require to experiment with mobile schools because of the nature of our lifestyle. We move from one place to another and we need the mobile schools. For us to take care of the children aged between six and 14 years, who do not go to school, we need to establish mobile schools. However, population is sparsely scattered in North Eastern Province. For example, Samburu District covers 21,000 square kilometres with a population of 150,000 people. Marsabit District is even worse; measuring 69,000 square kilometres with a similar population. So, if we are going to use the ratio of one teacher to 35 pupils, it will not work. Given the distribution of the population, we must reconsider the teacher/pupil ratio. We should adjust the ratio to one teacher to 20 pupils or even less, so that every pupil will have access to a teacher.

Mr. Deputy Speaker, Sir, mention was made of universities. We need to have more universities in the country. We need to have one or two universities in North Eastern Province. We have massive resources there. We should have a university that specialises in the management of natural resources. We have massive forest cover in northern Kenya. Samburu District alone is host to 25 per cent of the forest cover in Kenya. We have massive mineral resources there. The south of Lake Turkana is the cradle of mankind. Skeletons of dinosaurs and other historic artifacts have been discovered there in recent times. It will be very appropriate to have a university in the North Rift.

Mr. Deputy Speaker, Sir, going back to the administration of schools, there are those ones that have not established the boards of governors. There are also schools that have boards of governors that have either expired or are not operational. The Ministry should visit the schools and regularise these boards of governors.

Mr. Deputy Speaker, Sir, finally, I understand that the Joint Admissions Board (JAB) has implemented the affirmative action in the intake into our public universities and nine districts have been allowed to send students to the universities with Grade C and above. However, we do not understand why Samburu District was excluded. I hope that when the time comes, we shall also be considered.

Mr. Deputy Speaker, Sir, with those few remarks, I beg to support the Vote.

Mr. Omingo: Thank you, Mr. Deputy Speaker, Sir for giving me this chance to support this Motion.

First I want to make a few observations. Education is key to any development and for any country to grow, we must invest in education. That is why this Government has generously given this Ministry substantial amounts of money though still insufficient. There are also other things that we must make right. This Ministry, particularly, is led by people who are properly educated. When I am talking about this, I am referring to Prof. Saitoti and the Permanent Secretary, who is also a professor. They know where they have come from and how they got to where they are because of quality. This quality has been compromised because of either insufficiency of resources or improper application of the same.

Before I say more, I want to address one very sensitive issue that is close to my heart and that relates to the community which I come from. I have noticed that the Kenya National Examinations Council (KNEC) has been given Kshs150 million to build a new centre. It is about a year now since Prof. Saitoti promised ten hon. Members of our community that he was going to act on the plight of the 700 candidates who had their results cancelled by the KNEC. Their souls were actually cut short! I do not want to say that the Minister cheated because that is unparliamentary. He told untruths to the hon. Members from Kisii, who went to see him, that something would be done about the plight of those students. I want to give an example. One boy from my constituency had received a scholarship from Strathmore College, but he could not proceed because his results were cancelled. I am not too sure that this child also went to the Strathmore College and cheated in his examinations as he did in Kisii. We are putting this Ministry on notice that the issue of leakage of examinations should be a thing of the past. If the candidates from Kisii, who were victimised last year, should be sacrificial lambs, that should be the last sacrifice we are giving! We will not take it any more! It is a serious matter to the community. We are injured! I am personally injured. It is a painful experience for us to say that we are giving the KNEC Kshs150 million to build a new centre without proper operationalisation and supervision of examinations.

Mr. Deputy Speaker, Sir, the students who were victimised are absolutely innocent. This is, therefore, immoral! These are about ten bus-fuls of students being driven into Lake Victoria and their lives cut short. It is worse than Idi Amin's case and the community will not take it kindly! History has it that one of our leading lights said that Kisii students must cheat in their examinations to pass. It is wrong because he wanted to cut a niche for himself that he was the only one who had gone to school. Apparently, he punished the entire community until today. That must stop! We stand firmly to be counted during the coming examinations. I want to wish the students well. However, the Ministry must take that notice from the community.

Having said that, I want to dwell on the issue of the inspectorate. There is money voted for the Ministry's Inspectorate Department. However, there is a problem. The Ministry must address the issue of the inspectors' salaries *vis-a-viz* the Teachers Service Commission (TSC) salaries. Some inspectors have opted to go back to class because they are paid less than the teachers. You cannot supervise somebody who is earning more than you. We, therefore, need to address that matter. In fact, if there is a dead department, this is one of them followed by the Audit Department, if ever it exists. I have never heard of school reports that have been read or misappropriation that is usually rampant being exposed. That means that the Inspectorate Department in the Ministry of Education, Science and Technology is not functional. If it is, I believe that something needs to be done. They must be facilitated to do exactly what they are supposed to do.

Mr. Deputy Speaker, Sir, one issue that is very sensitive is about sponsorship. In Kisii, and the Minister knows this, sponsorship of schools has caused a lot of mayhem. A sponsor would want to come in and run the school as opposed to the Ministry's directives. I want to plead with the Minister to bring an amendment to enable all the schools sponsored by the Ministry to be under the District Education Boards (DEB). We have heard of schools like Cardinal Otunga being run down

because of the change of the management as an axis of which denomination sponsors what. When it comes to the issue of repairing a blown-off roof, they sit on the fence. When it comes to installing headmasters and principals, they are the first ones to demand that their own be appointed to lead those institutions. That must be addressed if such kind of issues must be put to rest.

We also need to talk about computerization. Our children must not look at computers like some screens. They must be able to access and operate them. The problem is that we do not have power in most of our areas where we come from. Again, we want to encourage the Ministry to introduce a special programme of computerising schools. For instance, we can have a school, maybe per zone, to be a centre of excellence in terms of computerization. We can even borrow resources and share the technology so that our children can be computer-literate.

Mr. Deputy Speaker, Sir, I want to commend the Government for introducing the free primary education programme. As I said earlier, it is good to give us the free primary education but what quality is it?

We appreciate the fact that the Ministry and the TSC are handicapped in the sense that they are looking into the issues of donors *vis-a-viz* the requirements of this situation. A couple of times, I have told the Minister for Finance that it would be immoral for him to start dictating terms when he has nothing to fall back to. We have said that we need to cut our cloth according to the size of our body. We keep saying that we want to plan our own affairs devoid of foreign donors yet again we depend on their resources. Until the time comes when we shall be able to live within our means and cut our cloth to the size of our body without anticipating donors to help us, we shall still be wagging our tails at our masters. They ask us to do things which are inapplicable and keep on shifting goal posts in the interests of their own tastes. We want the Ministry to address itself to the issue of quality in terms of staffing.

Mr. Temporary Deputy Speaker, Sir, I want to comment on a Motion that was passed by this House prohibiting headteachers from retaining certificates because of fees balances. This situation denies the students job opportunities. These are some of the things that are bringing down our economy. If the students have completed school, but they owe the school some money, the school should enter into an agreement with them and release the certificates to enable them secure employment. This will help them pay their fees balances. The Ministry needs to address that matter of outstanding fee balances *vis-a-viz* certificates that are retained. This Parliament will be talking short if we keep passing laws that are not implemented by the Ministry. The laws that we pass here should be supreme! That is why I think Parliament is being ridiculed. We talk here and we get rubbish! It is important that we develop some teeth to bite. If Prof. Saitoti has no teeth to bite, he can bring amendments here and we shall give him the capacity to even arrest those who are disobeying his orders.

Mr. Deputy Speaker, Sir, I now want to talk about research. In the past, we saw former President Daniel arap Moi try to introduce the Nyayo Pioneer Car. Without research, we cannot move. I saw the Nyayo Pioneer Car move a few metres and then it stalled and yet we have renowned scholars in this country. If we had put more money into research, we could have made progress. Of course, we know that some of the money meant for that project was used for personal interests, but if we could seriously go into research we would grow. I also know that KEMRON was our idea, which was hijacked by other people. So, the Ministry should set up a fund to improve research efforts. It is sad that we do not appreciate the quality of education we are giving our children until when we put them into employment, and then we find out that they cannot even spell out their own names.

With those few remarks, I beg to support.

The Minister of State, Office of the President (Mr. ole Ntimama): Thank you, Mr. Deputy

Speaker, Sir, for giving me this opportunity.

First of all, I would like to say that I support this Vote. Some how, it has been well presented and quite a number of areas have been covered. But let me say right away, that education is one of the major drive in the development of any community. Without access to education people are doomed. Without access to education, poverty becomes prevalent. Illiteracy is always a friend of poverty and under-development. These are facts that apply to nations not only in the developing world but also in the developed world.

Mr. Deputy Speaker, Sir, everybody would say that the colonial Government did not want to educate the people, but more than 40 years after Independence, a lot of difference should have been seen in terms of bringing everybody to one level. The Government should have raised those who are below to the level of everybody else. The Government cannot run away from the responsibility of bringing those who did not have the opportunity of accessing education during the colonial time, to the level of every other Kenyan.

This period has seen a lot of advancement in education in some regions of this country. However, over the same period, some areas have been retarded; several areas have made steps backward in education, simply because the national cake has not been fairly and equitably distributed. We always talk of marginalisation. Forty years after Independence, we should not be talking of groups of people who are marginalised. We should be talking of everybody being at the same level, if the resources of this country are fairly distributed.

Mr. Deputy Speaker, Sir, today, we have a group of people, like the pastoralists, who have hardly moved an inch forward in all sectors of development, namely, water, roads, other infrastructure and, worst of all, education. We all celebrated the introduction of free and compulsory primary education in this country. We all went round dancing all over the country. Even the international community came and applauded us for starting the free and compulsory primary education programme.

However, in some areas, we do not have any reason to celebrate because there are neither teachers nor classrooms. As I speak, Narok District has a shortage of 1,600 teachers. How are we expected to move forward with that level of shortage of teachers? One day, I was castigated by the Ministry of Education, Science and Technology, and even by certain people in Narok District, that we had not performed. How can we perform when we are short of 1,600 teachers when other districts are over-staffed? It is very unfair. We are not going to take these things lightly, because we are completely being locked out of development in this country.

When you have children going to a school that does not have classrooms or teachers and, therefore, being forced to sit down and gather dust, how do you expect them to perform well? The few teachers available do not even show the children what games to play. So, they just pick up some junk habits. Their mothers would probably have had them at home than having them going to that school where there is nothing happening except picking up some stupid junk habits.

Mr. Deputy Speaker: Order! Order, Mr. ole Ntimama! You used the word "stupid", which is quite unparliamentary. Could you withdraw and apologise?

The Minister of State, Office of the President (Mr. ole Ntimama): Mr. Deputy Speaker, Sir, I did not know that the word "junk" is unparliamentary.

Mr. Deputy Speaker: Not the word "junk" but "stupid"!

The Minister of State, Office of the President (Mr. ole Ntimama): Mr. Deputy Speaker, Sir, I apologise for using that word.

Let me proceed and say that we are not begging or asking for favours from anybody. It is our right and the right of every Kenyan to enjoy development and access education. We abhor discrimination and favouritism. I personally abhor favouritism. You hear somebody say:

"*Nimekupa hiki na kile. Hakuna kitu nimepewa!*" We should be protected by the laws of this country and the Constitution. We should not have a few people coming forward to say that they have done one thing or the other for a particular region of this country. We are not begging anybody for development. We are saying that it is our right and the right of everybody, including pastoralists, to get resources to uplift the education standards of their children.

Mr. Deputy Speaker, Sir, there is the question of the minimum grade one should obtain to qualify for admission to teacher training colleges (TTCs) and medical training colleges (MTCs). Two years ago, the cut-off minimum grade for students from the so-called marginalised areas was "D+" but it has now been raised to grade "C". We cannot get our children to TTCs any more. It is unfair and unfortunate that even for children from pastoral areas, we raise the cut-off grade for entry into TTCs, not considering the fact that they did not have teachers or the necessary equipment and infrastructure to enable them compete effectively with their counterparts elsewhere. So, we cannot have children from marginalised areas joining TTCs any more.

The question of over-staffing has arisen from the fact that teachers are concentrated in urban areas whereas the rural areas lack teachers completely. It is unfortunate that education officers in the Ministry do not have the power to transfer the excess teachers from urban centres to the rural areas where they are badly needed. They allow so many teachers to be concentrated in the urban areas at the expense of the rural areas. This is where we have the imbalance.

I think this is one country which is practising inequalities in governance. We allow so many teachers to be concentrated in certain areas when other parts of the country do not get any teachers. That is inequality. That is the problem we still face in this country. Even in the distribution of resources for roads, water and other sectors, some areas are favoured, while others are discriminated against. This trend must be stopped, because today, people in this country are fully aware of their rights. Mr. Deputy Speaker, Sir, we will not tolerate anybody who discriminates against certain groups of people, or certain parts of this country, for his own sake. We want groups of people like the pastoralists, and other people we represent in this House, to be served properly. We want to see a deliberate effort to fairly and equitably distribute financial and human resources to all parts of the country, and more so to pastoral areas.

With those remarks, I beg to support.

Mr. Muturi: Thank you, Mr. Deputy Speaker, Sir. I want to congratulate the Ministry for the good job that it is doing. But I want to hear from the Minister, when he is responding, what is the policy on recruitment of primary school teachers who have graduated and have remained jobless for years. I think we need some guideline. In some districts in the recent years the Ministry has been recruiting teachers who left colleges just as recently as 2002. In my own district, when we are given the small allocation, we find people who finished colleges way back in 1996 and some as far back as 1994. I think the Ministry should go out of the way to prioritise such that, indeed, in places where there are people who have been out on the tarmac for such long periods, they are given priority.

Mr. Deputy Speaker, Sir, while still on the point of recruitment of teachers, I believe the Minister has been urged by several other speakers to look into it. But I need to add that there is need to do balancing. There is need for the Ministry to come up with a criteria as to how many teachers should be in what kind of schools, both primary and secondary. This is because we have found situations in which some primary schools which have got as many as nine or ten streams having very few teachers. That has been a cause of concern to many of us.

I took part in the debate on the Education Policy Paper earlier in the year. Reading through that document, I found very encouraging proposals. But looking through the budget, apparently, there may not be some very serious co-relation between the policy document and the budgetary allocation in some areas. But I hope that is a matter that the Ministry is well placed to address.

Mr. Deputy Speaker, Sir, I want to add my voice to the concern by hon. Omingo. I have said it in this House that it is illegal for secondary school heads to withhold students' certificates for the simple reason that they have some fee balances. I want to offer free legal advice. The privity of contract - and my former room mate, hon. Wetangula, will confirm this - in the history of examination is between the student and the Kenya National Examinations Council (KNEC). So, if the school has problems about school fees, it should not come into the area of the contract between the student and the KNEC.

A very good example is a situation in which a villager decides to sit for examinations and he has to go to some examination centre. He has paid the examination fees to the KNEC and when he sits the examination, his results will be taken to that centre or he can pick them from the KNEC. Indeed, the agency relationship that exists between the KNEC and the student is not one in which the school would have any valid reason to withhold the certificate. I know that we have had an occasion to discuss this and we have seen situations in which students who have passed in examinations and who could easily go out there and look for some jobs, cannot do so purely because their certificates are withheld by schools. I know it is a very dicey area, because the schools will argue that they are owed so much money. But if you are owed, do not get into the other contract. You have a contract with the student to pay school fees. Send home the student in that regard. But if you are not able and the student manages to pay the examination fees, then you must not get into the way of that relationship between the KNEC and the student.

I think it is a matter that the Ministry needs also to address, so as to really give direction to avoid situations in which people have been to school and they cannot even venture into the job market because they lack certificates.

Mr. Deputy Speaker, Sir, I want to join the previous speakers, particularly, the Vice-President and Minister for Home Affairs, regarding the issue of technical education. I believe that, that is one area that is misplaced. The Ministry of Labour and Human Resource Development, surely, has no capacity to deal with issues to do with education. What business do the officers in the Ministry have in matters to do with education? We know and appreciate that Information Communication Technology (ICT) is also technical. If we appreciate that it is going to play an important role in our lives, there is need that technical education, including ICT, be delinked from the Ministry of Labour and Human Resource Development back to the Ministry of Education, Science and Technology.

Mr. Deputy Speaker, Sir, another issue that has exercised the minds of many of us here is the time taken between the committees that nominate members to various boards of governors and the time when letters of appointment are released. We are told that the letters must be signed by the Minister himself. So, six to eight months down the road, the boards of governors have not been appointed because the Minister has to sign all those letters. I think this is an issue that the Minister needs to address to bring some form of sanity in some of the institutions because they stay for such long periods without valid boards. It is at that time that temptations come and various things can happen.

Mr. Deputy Speaker, Sir, there is one area that I have always wondered about. There are these so-called "low-cost boarding primary schools." As far as I can remember, they have remained the same number that they were 20 to 30 years ago. What were they meant to achieve? Has there been some evaluation to see whether whatever they were set up to do has been achieved? I believe that if they were meant to be some role models, then somewhere along the way, that rationale appears to have been lost. I invite the Minister to explain to us what is the role of the low-cost boarding primary schools and what they are meant to achieve.

Mr. Deputy Speaker, Sir, another area that I know I have had occasion to discuss with the

Ministry officials is to do with the mushrooming of day secondary schools, especially in this era of Constituencies Development Fund (CDF). I think there will be a greater need for various CDF committees to liaise with the Ministry, so as to know where and when it is that day secondary schools are proposed to be established. This is because there is no point of putting up structures if we cannot get the teachers. I think there will be need for some form of co-ordination which must come from the Ministry.

Mr. Deputy Speaker, Sir, before I conclude, I would like to point out that I come from an arid and semi-arid area. I know this is the time when everybody is making demands about this or the other, but I am not in that league. I just want to appeal to the Ministry--- In that area, you will find that at times pupils go to school for only one reason; to get a meal. If the free primary education has to achieve its purpose, the Ministry that distributes famine relief food should liaise with the Ministry of Education, Science and Technology to avoid situations where pupils drop out of schools, only to return three, four or five months later because of lack of food.

Mr. Deputy Speaker, Sir, there is something I find a bit disturbing about the Teachers Service Commission (TSC) regulations. There is a provision in the TSC regulations that, if a teacher is assaulted, he or she is not supposed to report to the police first. He or she must report to the Ministry first. I have seen that. I have seen a teacher who has been interdicted for filing a civil suit against a parent who attacked him in school. The only reason was that the TSC regulations require that you must seek authority from the Ministry. So, I wonder: Suppose a parent comes, assaults and maims you? Are you supposed to wait for your bosses to give you authority to seek legal redress? I think there is need to update those regulations.

With those few remarks, I beg to support.

Capt. Nakitare: Thank you, Mr. Deputy Speaker, Sir. I am concerned about the standards of education in this country. We have a situation where, every year, the syllabus changes, books are printed and the burden is placed on the parents. Much as we say that we have our education in a four-year block, we have now entered into modern life. Our children are forced to go to kindergartens for up to two years. For those two years, the children are exposed to teachers who baby-sit them. In the old days, we used to call them nursery schools. Children have now been modernised. Babies are left behind in kindergartens because that is where the foundation of education starts.

Mr. Deputy Speaker, Sir, we do not have facilities in most of our schools. Gone are the days when a child aged five years was sent to primary school, without going through pre-primary preparation. Gone are the days when kids were left in classrooms without teachers. Gone are the days when children were taught to write in the dust on the floor. We have seen technology changing to attract education. We say that education is the future in one's life. When we travel through that school of thought, the burden goes back to teachers. In the recent past, Kenya had an organ called the Kenya Institute of Education (KIE). Its responsibility was to control the production of textbooks and materials supplied to schools. That institution either died a natural death or, if it is still there, it is inactive. There is nobody who monitors the change in the curriculum of schools.

Whereas we emphasise and appraise science education in our schools, technology has to be addressed with a serious connotation. I believe that education is a travelling system. It is a river that flows. Much as most hon. Members have spoken, the shortfalls that affect students--- When candidates are denied their certificates or testimonials after doing their exams--- Before those candidates sit for examinations, they are prayed for. The priests tell them: "Now, you are going into the world!" They are prepared to go and face the world with its challenges. But when they are denied those testimonials to pursue further education, what are we doing? Many cases have come up where students have been denied even school leaving certificates when they want to join colleges or

go overseas for further education. That happens because they have failed to pay school fees. That is an area where the Ministry of Education, Science and Technology can stand up and say: "We have written off the debts and the outstanding fees for the benefit of the poor children who have successfully completed their studies, and would like to go into the world!"

Mr. Deputy Speaker, Sir, the way teacher training colleges were structured to prepare teachers to teach has changed. Modern teachers do not use any methodology even when they teach kindergartens. The philosophy at kindergartens is the Montessori Method. The Montessori Method is the ideal method to teach children because they are shown exactly how things work. It is a developmental training of a child. It prepares that child to crave to know more. Sometimes, parents expect children to come from school to do some work. They are not allowed to do their homework. It is a big challenge to parents who do not sit with their children and read story books. That is a burden because it is a barrier. There is no one-on-one influence where a child's attitude is framed. Education, as we say, is a key. It does not matter the attitude of parents and teachers. Lack of proper training has discouraged most of our kids. That is why, in our country, most kids are afraid of taking Mathematics as a science subject. Most kids do not want to take Physics because of the challenges involved. They do not want to cram theories in Chemistry because they have not been exposed. We have to understand why a child wants to go to school.

Mr. Deputy Speaker, Sir, the other thing is the analysis of our schools today. Do we say that boarding schools are better than day schools? Do we say that education in mixed schools is better than in single gender schools? Those are the areas the Ministry of Education, Science and Technology has to look into.

We have created so many organisations like the Teachers Service Commission (TSC) and the Kenya National Union of Teachers (KNUT) but who monitors them? Who supervises the KNUT when it goes wrong? Is it the Ministry of Education, Science and Technology? Who reprimands pupils who have not done their homework? Is it the Ministry of Education, Science and Technology, parents or teachers? We want to look at education with a biased mind. We have heard people in ASAL areas complain of not getting proper education. The Ministry should not necessarily build permanent schools in such areas but set up mobile ones just the way we have mobile clinics. If we do that, these pastoralists can access education. I think we are biased. We Members of Parliament in this House should set an example.

The other thing is that it is not money that matters. It is the format in which we want our children to be because long gone are the days when children were caned in schools for lack of discipline. Now that we have entered into the space of science, if we do not encourage children to attend schools, we are denying our country development since the future technology depends on these people. So far, we have seen teachers who never benefitted in furthering their studies but are now pursuing parallel degree courses. Primary school teachers are taking parallel diploma courses. These people also need to be funded. They are spending their own money to further their education in order to teach our children. The Ministry of Education, Science and Technology has to be open to all scholars given that education is now attractive. We would like the Minister to set up a special firm to inspect all the other areas that support education in this country for the bright future of Kenya.

Thank you, Mr. Deputy Speaker, Sir.

Mr. Mwandawiro: Bw. Naibu Spika, asante sana kwa kunipatia nafasi niunge mkono Hoja hii ya Wizara ya Elimu, Sayansi na Teknolojia. Mwanzoni, Hoja hii inastahili kuungwa mkono kabisa. Miezi michache iliyopita tulijadili hapa mapendekezo ya sera ya kuboresha elimu iliyoletwa na Wizara hii hapa Bungeni. Hayo mapendekezo yalituonyesha kwamba Wizara hii ina maoni kwa ujumla kwamba inataka kupeleka elimu wapi katika hii nchi ya Kenya. Kwa hivyo, inastahili

kupewa fedha ili iweze kujaribu kuyatekeleza hayo mapendekezo ya sera ambayo tulipitisha hapa na ambayo iliangalia elimu kwa mapana na marefu yake na ambayo kwa kweli ilionyesha kwamba Wizara hii inaelewa mapinzano ya elimu ya karne hii ambayo tunaishi.

Bw. Naibu Spika, Wizara ni lazima itambue kwamba tatizo kubwa ambalo pia ni lazima ipambane nalo ni kujaribu kuangalia hali ambapo wataweka vizingiti kwamba elimu inatumika kupanua tofauti za kitabaka katika nchi yetu. Wakijaribu kuwa na sera halisi ya kupunguza pengo la kitabaka ambazo zinapanuliwa na elimu katika hii nchi yetu ya Kenya, watajaribu sana kuleta muungano na kutumia raslimali za binadamu vyema ambazo ziko katika nchi yetu ya Kenya. Maanake ukweli ulivyo sasa ni kwamba watoto wa matajiri wana nafasi nzuri zaidi za kupata elimu bora zaidi na hivyo maisha bora zaidi katika siku za usoni kuliko wale watoto wa maskini. Hiyo ni hali ambayo naweza sema bila kufafanua kwa sababu ni ukweli. Mimi husikitika sana wakati tunatangaza matokeo ya mitihani halafu tunakuta shule ni zile zile za zamani ambazo zinaendelea kufanya bora kuliko zile zingine ambazo ni za hali mbaya sana katika sehemu za mashambani. Tunashangilia tu bila kueleza kwamba hata wale wenye umaskini kulingana na mazingira yao na walimu wanaofundisha katika hayo mazingira magumu, vile vile wanafanya kazi nzuri. Kwa hivyo, ni changamoto kubwa kwa Wizara ya Elimu, Sayansi na Teknolojia kujaribu kukabiliana na tatizo hilo.

Bw. Naibu Spika, jambo lingine ambalo ni muhimu Wizara hii izingatie ni mambo ya maktaba. Ingekuwa vizuri sana kama Wizara ya Elimu, Sayansi na Teknolojia ingeweka mikakati maalumu kuhakikisha kwamba kila shule katika hii nchi yetu inakuwa na maktaba. Nakumbuka wakati nilikuwa nikianza kusoma mwaka wa 1967, tulikuwa na maktaba ndani ya madarasa yetu yenye vitabu vingi vizuri na hapo tukajenga tabia nzuri na njema ya kupenda masomo ambayo tunaendelea nayo hivi sasa. Hali iliyoko sasa katika shule zetu, ingawa kwa ukweli tunazingatia mambo mengine na ni muhimu vile vile kuwa na mambo kama ya tarakilishi na teknolojia siku hizi, lakini maktaba zinasaidia kujenga tabia ya kupenda masomo. Nasema hivyo kwa sababu hata ukiangalia zile shule ambazo zinafanya vizuri kama Starehe Boys Centre ambapo mimi nilibahatika kusoma, kile kinachowafanya wafanye vizuri ni maktaba kubwa na nzuri sana na ambayo ina vitabu vingi kabisa. Wanafunzi hapo wanajenga tabia kutoka kidato cha kwanza hadi la nne na kila hali ya kupenda kusoma. Kwa hivyo, Wizara isaidie shule zingine kwa kuwajengea maktaba na kuzinunulia vitabu kwa maksudi kabisa ya kujenga tabia ya watoto kupenda kusoma.

Bw. Naibu Spika, vile vile ni aibu kwamba zaidi ya miaka 40 sasa tangu tupate Uhuru, kuna watu miongoni mwetu ambao hawajui kusoma na kuandika. Hilo ni jambo ambalo tungelisuluhisha kitambo. Sio kwa elimu ya ngumbaru. Nafikiri suluhisho lake ni elimu ya kimapinduzi kabisa. Tunafundisha watoto wetu wa shule ya sekondari. Tunafunga shule kwa miezi mitatu ama minne. Katika hii likizo, watu wasiojua kusoma na kuandika yafaa waingie wasome na tukifanya hivyo, tutamaliza tatizo hilo kwa mwaka mmoja. Imefanyika Cuba na hivi majuzi kule Venezuela na hiyo hali imemalizika haraka. Haimaliziki kwa njia ya pole pole. Kwa hivyo, kuna umuhimu kabisa wa kujaribu kujenga sera na mikakati maalumu ya kuondoa kutojua kusoma na kuandika.

Bw. Naibu Spika, jambo lingine ni kwamba napongeza Wizara ya Elimu, Sayansi na Teknolojia kwamba sasa imetenga pesa kuendeleza chuo cha waalimu cha Taita-Taveta. Hiyo ni hongera nzuri sana. Hilo limengojewa sana kwa sababu nyumba iko ambayo ilijengwa zamani. Ilikuwa inaendelea kuzorota na hiyo itakuwa pia ni kutambua jinsi ya kutumia raslimali ambazo zimetoka na vile vile kuboresha Mombasa Polytechnic hadi kutoa shahada pia ni jambo zuri. Lakini hata hivyo, Mombasa inahitaji kuwa na chuo kikuu. Hakuna chuo kikuu chochote Pwani na tunajua kwamba Mombasa ni mji wa pili kwa ukubwa katika Kenya na kwa vyovyote vile, unastahili kuwa na chuo kikuu.

Bw. Naibu Spika, jambo lingine ni kwamba wakati tunaendelea kuangalia mambo ya sera

ngumu na kutoa marupurupu kwa waalimu ambao wanaishi katika mazingira magumu, wilaya ya Taita-Taveta tulishangaa sana. Katika Mawakilisho ya Voi na ya Mwatate, na maeneo mengine kuna shule ambazo zimetambuliwa na kufanywa kwamba ni sehemu za hali ngumu ambapo tukienda sehemu ya Wundanyi na Taveta, kuna sehemu ambako waalimu wanafundisha katika mazingira magumu zaidi. Ni vigezo gani ambavyo vimetumika kuitambua hiyo hali katika Mwatate na Voi wakati sisi tulioko Paranga, Sangenyi, Kishushe, Mwaroko na sehemu zingine ngumu, na hatupati hiyo pesa? Kwa hivyo, naiomba Wizara ya Elimu, Sayansi na Teknolojia ifanye haraka sana iende wilaya za Taita-Taveta na Wundanyi iangalie hizo sehemu za hali ngumu ili wale waalimu wapewe marupurupu. Ukifanya utafiti, utaona ni ukweli.

Bw. Naibu Spika, Wabunge wenzangu walizungumza juu ya vyuo vya ufundi. Hilo ni jambo la muhimu sana kwa sababu ni sharti Serikali hii iyaangalie masilahi ya walimu katika vyuo vya ufundi. Walimu hao wanafanya kazi nzuri sana. Ni kweli kwamba elimu wanayopata wanafunzi katika shule za upili na vyuo vikuu ni muhimu sana. Hata hivyo, tusipokuza watu ambao wana elimu ya ufundi, kwa mfano, katika maswala ya umeme, useremala, uhunzi, uashi nakadhalika, basi tutakwama kama taifa hata ikiwa tutakuwa na watu wengi walio na shahada mbalimbali. Ni muhimu Wizara hii ipatiwe jukumu la kuendeleza masomo katika vyuo vya kiufundi. Jukumu hili lafaa kuondolea katika Wizara ya Wafanyakazi.

Bw. Naibu Spika, kuna wanafunzi wanaosomea vyuo vikuu vya kitaifa kupitia utaratibu wa kujigharamia ambao wanatoka katika jamii maskini kabisa. Wanafunzi hao pia wanastahili kupewa mikopo kama wanavyopewa wanafunzi wengine wa kawaida. Ikiwa wanafunzi walioko katika vyuo vikuu vya kibinafsi wanapewa mikopo, kwa nini wale wengine ambao wanatoka katika jamii maskini na wamejiunga na utaratibu wa kujigharamia katika vyuo vikuu vya kitaifa wasipewe mikopo? Hicho ni kilio ambacho kinaendelea kutandaa nchi nzima na kinafaa kusikika.

[Mr. Deputy Speaker left the Chair]

[The Temporary Deputy Speaker

(Mr. Poghisio) took the Chair]

Tatizo la walimu limezungumziwa sana na sharti tulikubali kama taifa. Je, tutakubali kuwa chini ya sera za kibeberu za mashirika kama vile Hazina ya Kimataifa ya Fedha (IMF) na World Bank ama tutajikomboa sisi wenyewe? Maoni yangu ni kwamba ingefaa sana ikiwa Wizara ya Elimu, Sayansi na Teknolojia ingetafuta misaada kutoka nchi ya Cuba. Hii ni nchi ambayo imeorodheshwa katika ulimwengu wa tatu kama sisi. Cuba ni mfano mzuri wa nchi ambazo hupeana ujuzi wa elimu. Nchi hiyo inatupatia msaada wa masomo na tunashukuru sana. Tunaweza kujifundisha mengi sana kutoka Cuba kuhusu elimu na jinsi ya kukabiliana na matatizo katika ulimwengu wa sasa. Mambo hayo hatuwezi kujifunza kutoka nchi kama vile Japan, Uswidi ama mataifa mengine huko ulaya. Tukiimarisha uhusiano wetu na Cuba tutaweza kutatua shida zetu katika elimu na matibabu. Hata wananchi wa Venezuela wamejifunza mengi sana kutoka Cuba na sasa wamepata suluhisho la matatizo yanayowakumba kielimu. Maeneo ya Latin huko Marekani yamepata ukombozi na njia sahihi ya kukabiliana na matatizo yao kutoka nchi ya Cuba. Hata hivyo, jambo la muhimu ni kuwa na ujasiri wa kukataa kutawaliwa na mabeberu. Ili kutekeleza jambo hili, itabidi tuwe na Serikali jasiri. Sioni ni kwa nini sisi Waafrika tunakubali kutawaliwa na mabeberu. Ni aibu kubwa eti sisi hatuwezi kuwaandika kazi wauguzi ama walimu kwa sababu mabeberu, ambao ni wafadhili wetu, wamesema hivyo. Hatuna haya kabisa!

Kwa hayo machache, Bw. Naibu Spika wa Muda, naomba kuunga mkono.

The Assistant Minister for Environment and Natural Resources (Prof. Maathai): Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this chance to contribute to this Vote.

I would like, first of all, to congratulate the Minister for Education, Science and Technology for the good work he is doing. Education in this country has been given a lot of resources at the moment. It is wonderful to see small children go to school now. This could not be possible were it not for free primary education. Kenyans really appreciate the fact that there is a bursary fund to help needy students get education. I hope that as the Government collects more money, the bursary fund shall be increased so that we can support more children to go through secondary education. However, we must begin to appreciate that what we are giving our children at both primary and secondary levels of education is book knowledge. We all know that book knowledge does not make one employable and that is why those who were there before us came up with the idea of polytechnics. Many of the polytechnics that were created were actually very dependant on foreigners because they provided machines, helped to build classrooms and even hired teachers. However, at a certain time the whole thing collapsed. I would like to urge the Minister to consider revamping the polytechnics. It is in the polytechnics that we shall be able to give our children skills and techniques so that when they go out there they can get employment.

We are churning out students from our universities who are very good at book knowledge, but who definitely have no skills whatsoever. The main difference between us and the developed countries is that they have been able to give skills to their people. So, this Ministry must really revamp the polytechnics. When I wanted to visit the polytechnics in my constituency, I was directed to the Ministry of Labour and Human Resources Development. I wondered what the polytechnics are doing in that Ministry. They offer education and should be placed under the Ministry of Education, Science and Technology. I can say, without any exaggeration, that nobody is addressing problems that affect our polytechnics. You visit any polytechnic in the country and you will find buildings with broken windows. The polytechnics do not have tools or benches and, therefore, no students. They are just white elephants out there in the villages. However, we can very quickly rehabilitate them and provide teachers and the tools that they need. If we do that we shall be able to enrol many of the high school leavers in the polytechnics.

We have been talking about environmental education for years. I hope it will one day be taken seriously. I find it laughable that we can have people who come from the universities with degrees and yet people in their communities are dying of hunger. We have so many graduates who have degrees in Engineering, Agriculture, Forestry and so on. The problem is because there is a disconnect between education and the natural resources on our land. Natural resources are supposed to be exploited not to be nurtured. Look at the forests, rivers, the soil! What is the purpose of having a degree when you cannot feed yourself? You live on a land that is so degraded and it is because you did not make a connection between what you were learning in school and what is happening in your environment. One would think that instead of learning Biology, Algebra, Geography that we should focus on the environment so that we can take care of our resources such as forests and wildlife.

In fact, this country could benefit much more by nurturing the environment and taking care of wildlife instead of planting beans and maize in areas that should not be cultivated, that is, practising subsistence agriculture in areas that very quickly become deserts. Instead of leaving those areas in their wild form and also allow people to keep livestock but at the same time allow wildlife to thrive. When we expose our national parks to settlement and farming activities, we are showing that we do not understand what we have. In this part of the world we have an edge for tourism because in many other parts of the world, for example, in Europe people go to see cathedrals, paintings and so on, but in our part of the world, we have wildlife and the whole rich world wants to see these animals in their natural environment. Now, instead of nurturing the environment where these animals live, we are very quick to dispose of them so that people can go in, settle, cultivate

and start planting beans and maize which they do for a year or so. That is how we turn our land into deserts. The result is that we go round feeding poor people because of famine when we could be making a lot of money out of tourism and then buying food from areas that can grow maize and beans. Environmental education should be a must in our country. The fact that we do not pay attention to it is the reason why we are poor, 40 years after Independence. We continue to be dependant on people who use their resources wisely and efficiently. These people do not waste their resources by trying to satisfy their needs in a short term way.

I want to urge the Minister for Education, Science and Technology to consider having spouses working in the same area. I understand that during the colonial times, there was a good reason why teachers were transferred from one place to another. Somehow, once male teachers were transferred, their wives moved with them. However, we now live in a country, and at an age where both a husband and a wife may be teachers. It makes absolutely no sense, whatsoever, to have a man

transferred from one area to another, yet his wife is serving in another area. It does not make sense at all. It is as if we do not have a sense of family values. We have to understand that it is very important to have both a mother and a father at home, so that they can nurture their children together. It is not good to separate a couple.

Mr. Temporary Deputy Speaker, Sir, the Minister knows that I have been trying to assist a lady teacher from Meru District to be transferred to Tetu Constituency where her husband is. This has taken me more than two years. The woman is still serving in Meru and her husband in Tetu. What kind of thinking is that?

There is a phenomenon I have seen in our schools and do not know if anyone else has noticed it. I have noticed that if you visit our schools, you will find it very difficult to speak to children. School going children behave as if they want to run away from people. They appear to be scared. I have visited many schools, as a Member of Parliament, trying to talk to children. However, our children live in an environment that does not encourage them to feel strong, secure, independent and brave enough to talk. If you ask a child to tell you his or her name, they cannot do that. Teachers need to look into what they are doing to children that makes them scared.

Mr. Temporary Deputy Speaker, Sir, you can tell that children are scared because when they are alone playing in the fields, they are free and shout at the top of their voices. However, the minute teachers call them and put them together, they behave as if they are a bunch of chicken and are very scared. They are scared of talking and expressing themselves. That is something which is not only in my area, but in many parts of this country. It is a phenomenon in our schools that we need to address. We need to give our children, not only book knowledge, but also confidence.

I beg to support.

Maj-Gen. Nkaisserry: Thank you, Mr. Temporary Deputy Speaker, Sir. After a long wait, I finally caught your eye.

The Temporary Deputy Speaker (Mr. Poghiso): After a long what?

Maj-Gen. Nkaisserry: Mr. Temporary Deputy Speaker, Sir, I am thanking you for giving me an opportunity to contribute to this important Vote. The Recurrent Vote this year has been allocated over Kshs88 billion. Last year, we had given the same Ministry Kshs78 billion. This year, there is an increment of Kshs9.6 billion. The main reason for the increment is to increase teachers' salaries. The main reason for the increment is to benefit primary school education.

I come from an area which is rather disappointed with this Ministry because of the way it is run casually and in a routine manner. Some of my colleagues have spoken about very fundamental issues. The first one is about examination cheating. Who is supposed to be punished? Is it the children who are involved, the Kenya National Examination Council (KNEC) or teachers? We

condemn young citizens of this country for accessing examination papers, yet the source is the KNEC. The Ministry should be very careful not to condemn future citizens of this country just because it cannot target the source of cheating, which is the teachers involved. That is very fundamental.

Secondly, I want to talk about the issue of school drop-outs. The Government has issued a directive to apprehend chiefs who do not ensure that all children in their area go to school. We have the free primary education programme in this country. In my constituency, which is in Kajiado District, there are over 14,000 school drop-outs, yet the Ministry has not taken measures to make sure that the children return to school. The issue of nursery school teachers is also very fundamental. We have very many children who are supposed to be in nursery school. However, we do not have enough teachers. I recommend that the Kshs9.6 billion increment in the Vote be targeted to employ nursery school teachers. We should spread the use of the money throughout the country. It is useless to say that we have free primary education, yet children drop out of school and we do not have enough teachers. The most unfortunate citizens of this country are teachers. They are the most frustrated lot. They serve their country with dedication but they are given a raw deal. Teachers negotiated for an increment of their salaries through the Kenya National Union of Teachers (KNUT), and the Government promised to give an increment. Sometimes, hon. Members here make requests for workers' salaries in some Ministries to be increased and it is done, yet teachers are left waiting. We have now given them an increment of Kshs9.6 billion. What are they waiting for? Why can they not pay them tomorrow and backdate the salary increments to 1st July, 2005?

Teachers are the most hard working people in this Republic. This is very critical and the Ministry should not do its things in a routine manner. It must change its plans and do the right things at the right time so that this country can improve in education. Education is the centre of gravity for development. Unless we increase their salaries, teachers will continue to be frustrated. We want to hear the Minister announcing tomorrow after the Vote has been passed, that the salaries of teachers will be increased and backdated from 1st July, 2005. We have nothing to wait for. We must pass this budget and give teachers what is due to them.

Mr. Temporary Deputy Speaker, Sir, when you look at Vote D31 this Ministry has been given over Kshs3 billion? What is it doing with this amount of money? The Ministry does not develop schools or buy desks for schools and yet it says it wants quality education. In Kajiado District, we have three Government schools. We are doing a lot with the CDF funds. For example, I have put up 50 classrooms in my constituency since the CDF came into being but there are no teachers. We are giving children free education, but is it quality education? We must not stick to routine. We must change and move forward in development.

What criteria is the Government using for giving bursaries? In Kajiado today, we have lost all our animals therefore, parents cannot pay school fees for their children. The Ministry should mitigate the problem, but it is just sitting there. We have been experiencing this problem year in, year out. We must move with the times. There is a lot of drought in Ukambani and Maasailand. How do we ensure that children from those areas do not drop out of schools because of drought? This is a very critical issue.

Mr. Temporary Deputy Speaker, Sir, an amount of Kshs20.8 million has been allocated for the HIV/AIDS programmes. What is the Ministry doing with that money? Is it meant to purchase medicine for teachers, burials or for what? The Ministry must be specific in its Vote. I find the allocations for scholarships for universities to be very low. It is barely Kshs90 million and yet we have a lot of poor families whose children are admitted to universities yet they cannot afford to pay the fees. How do you expect that little money to support all these needy children? That allocation should have been increased because the economic situation of our country today is not good.

This Ministry has become routine. It appears it will continue doing things in the same manner until doomsday. In my constituency, we got Kshs500,000 for bursaries and yet we have 1,000 children. How do we support those 1,000 children in secondary school with Kshs500,000? Does it mean that each child will be given Kshs1,000? We want this issue to be taken note of.

Mr. Temporary Deputy Speaker, Sir, we have allocated this Ministry Kshs3 billion for Development. The Ministry should indicate how it intends to utilise this money in each constituency particularly in the ASAL areas so that they can catch up with the rest of the country.

On the issue of admission of students, you will get a child from the border of Tanzania scoring a B in secondary school but he cannot be admitted to the university because of the cut off points. We have so many private secondary schools in Kajiado District because of its proximity to Nairobi. You will find that these children from private schools are normally admitted to university and those in the Government schools are left behind. The Ministry is not ensuring that the Maasai are not marginalised. I mentioned this issue during last year's Budget. We are bitter because this Ministry is not hearing the cries of its citizens. This Ministry is becoming routine in its operations.

With those few remarks, I support.

Mr. Musila: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me this opportunity to support this Motion. There is reason enough to generally commend the Ministry of Education, Science and Technology for the work that they are doing. Having said that, let me highlight some of the problems that still remain unsolved by the Ministry.

I want to thank the Ministry because last time when we were debating the Sessional Paper I made a recommendation that when allocating places for teacher training, the Ministry should try to increase the number of trainees coming from districts which do not have enough teachers. I have seen an improvement in the number of allotment of vacancies for teacher training. That has been done in Mwingi District for the first time. However, there is still room for improvement particularly in diploma teacher education. There is a lot of favouritism in the allocation of spaces for diploma teacher education.

The Ministry should ensure that districts that do not have diploma teachers are given priority because it looks like these colleges which are training diploma teachers continue to marginalise some districts. I am sure if the list is drawn to show areas where trainee teachers for diploma come from, this would be very evident. I am sure they are in the process of allocating vacancies for the training of diploma teachers. I hope that they will take note and do a fair exercise like they did in primary teacher education.

Mr. Temporary Deputy Speaker, Sir, my colleagues have spoken about lack of teachers as one of the biggest drawbacks in the system of free primary education. Many districts lack teachers. Mwingi District lacks over 1,000 teachers. At this rate, I do not think that we will make headway by replacing only teachers who have retired. There must be a deliberate effort to give more places to teachers particularly in those districts which do not have enough teachers. It makes no sense to have certain districts in this country over-enrolled with teachers while others lack over 1,000 teachers.

The Ministry has told us many times that they will rationalise this but it has not worked. I want to suggest that a deliberate effort be made to reduce the shortage of teachers that is still prevailing in most districts.

Mr. Temporary Deputy Speaker, Sir, let me also touch on the school feeding programme. The school feeding programme progressed very well two years ago. Somehow the Ministry struck out a lot of schools under that programme. I have taken this matter personally with the Minister and the PS in the Ministry of Education, Science and Technology but the excuse that we are always given is that the World Food Programme has decided to reduce the amount of food to be distributed under this programme. These children do not belong to the WFP. They belong to the Kenya

Government. I see no reason why children should be allowed to drop out of school because the WFP has decided to reduce the distribution of food without any consultation.

I want it to be upon the Ministry of Education, Science and Technology to ensure that school children are fed if it is decided that it is necessary. The District Education Board has made specific recommendations of areas that require the school feeding programme. How does the Ministry then go ahead and disregard the recommendations of the District Education Board? They will just pick some schools which are to receive food while others will not. When you inquire why this is happening, you are just told that the World Food Programme (WFP) is no longer supporting the school feeding programme. So, there is need for the Ministry to take responsibility and stop passing the buck.

Mr. Temporary Deputy Speaker, Sir, on the issue of secondary school education, last year, I moved a Motion before this House which sought to ask the Ministry of Education, Science and Technology to release certificates of students who owe school fees. That Motion was passed unanimously. However, to date, no action has been taken by the Ministry. Last year, the Permanent Secretary gave me a list showing that over 600,000 students had left secondary education throughout the country without their certificates. I am sure this number has increased this year. Hon. Members have expressed their dissatisfaction over this matter. The Ministry of Education, Science and Technology continues to ignore a Motion that was passed by Parliament. At the same time, this Government continues to write off debts owed to banks like the National Bank of Kenya (NBK) and other institutions like the Agricultural Finance Corporation (AFC) by rich people. They do not recognise children from poor families. In such circumstances, these children are condemned to poverty forever because they cannot be employed without those certificates. It is time for hon. Members to take the Ministry of Education, Science and Technology to court over this matter because what they are doing is illegal. On behalf of those students, I will move to court to challenge this decision by this Ministry to retain certificates of innocent poor students, some of them have even given up on this matter!

(Applause)

I speak this with a lot of bitterness because I talked to the Minister who promised to take some action. All he says is that if we do this, we will be opening up a pandoras box. What pandoras box is he referring to when children are languishing in poverty after having gone to school? This is inexcusable! It is a scandal for a Government that seems to be talking about taking care of the poor. This is a shame!

Mr. Temporary Deputy Speaker, Sir, currently, bursaries are being given on a fixed amount of Kshs800,000 per annum. This amount is grossly inadequate. I just want to give an example of my constituency where we got just slightly over Kshs2 million for bursaries. The guidelines for these bursaries produced by the Ministry are such that for an orphan, we have to give Kshs10,000. In my constituency this time round, there were 136 orphans who required assistance. This means that Kshs1.36 million went to pay their fees. I remained with less than Kshs700,000. What am I supposed to do with that money with all these children? To make the matter worse, single parents are supposed to get Kshs7,000 each. There were over 200 such parents. Therefore, this money is inadequate. We cannot survive with Kshs2 million per constituency nationally. In spite of the fact that most hon. Members have even put money for the bursaries from the Constituency Development Fund (CDF), still this is very inadequate particularly in the hardship areas. At the moment, you cannot ask any parent in the ASAL areas such as Ukambani, Maasailand and North Eastern districts to pay Kshs20,000 school fees. It is impossible. So, most of these children in such areas are

dropping out of school.

We know that in accordance with the Children's Act and the proposed constitution, it is a human right to provide a child with education. When a child is excluded from school because his or her parents are poor, I think this nation needs to consider its priorities. With all the billions of shillings being spent on purchasing computers, why can that money not be directed to secondary school education to make sure that those students whose parents are unable to pay fees, are relieved of this burden?

If we continue, like the hon. Member for Kajiado South said, through routine, we are not facing the reality of this nation. Poverty has increased so much that we must also adjust our figures on the amount of money that will help our children.

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

Mr. Wario: Asante, Bw. Naibu Spika wa Muda kwa kunipa fursa hii ili nichangie Hoja hii. Mwaka jana, nilichangia Hoja ya Wizara ya Elimu, Sayansi na Teknolojia. Wizara hii imeyafutilia mbali mambo mengi katika eneo langu la Uwakilishi Bungeni kwa sababu ya kujaribu kuikosoa juu ya dhuluma zinazofanywa dhidi ya watoto kutoka sehemu za wafugaji. Mfano mmoja ni Shule ya Upili ya Madogo ambayo ilikuwa imechaguliwa ili wanafunzi wake wanufaike kutokana na mpangilio wa mafunzo ya kompyuta yanayofadhiliwa na NEPAD na kudhaminiwa na kampuni ya Multi-Choice.

Bw. Naibu Spika wa Muda, mpangilio huu unajulikana kwa jina maarufu la *E-schools*. Lakini kwa sababu wakati mwingine napinga Hoja mbali mbali zinazohusu Wizara hii, Shule ya Upili ya Madogo iliondolewa kwa *E-schools*. Iwapo huo ndio mtindo, basi sitakoma kuikosoa Serikali, Wizara na pia mbinu za elimu.

Bw. Naibu Spika wa Muda, watafiti na watunzi wa sera katika nchi hii---

The Temporary Deputy Speaker (Mr. Poghisio): Mr. Wario, what did you talk about a while ago?

Mr. Wario: Bw. Naibu Spika wa Muda, nilisema kuwa Shule ya Upili ya Madogo ilichaguliwa kuwa katika mpangilio wa *E-schools*. Mradi huu ni wakunufaisha watoto kutoka sehemu kame kujifunza kompyuta. Hata Rais alikuwa aje kuanzisha mradi huu katika shule hiyo lakini ni kama Wizara hii ilijua niliikosoa katika Bajeti iliyopita na shule hii ikaondolewa kutoka mpangilio huu mara moja. Ninalipwa mshahara kuikosoa Serikali hii na sitachoka usiku wala mchana. Nitaendelea kuikosoa Wizara hii.

Bw. Naibu Spika wa Muda, watafiti na watunzi wa sera katika nchi hii ni bubu na viziwi wa mambo mengi. Hawatili maanani haki za watoto wafugaji. Ripoti ya Koech iliyochunguza mambo ya elimu nchi hii ilieleza kinaga ubaga kuwa hali ya elimu ya watoto wafugaji ni mbaya zaidi na inafaa kurekebishwa. Baada ya miaka 30, inaonekana Serikali haikutekeleza mapendekezo ya ripoti hiyo, sasa inataka ripoti nyingine. Juzi UNDP, katika ripoti yao, walisema kwamba watoto wa Mkoa wa Kaskazini Mashariki huwa wa mwisho kujiandikisha shuleni. Baada ya kupata ripoti ya UNDP, watafiti sasa wanajigamba wakikimbia juu na chini kuona ikiwa watarekebisha matatizo haya mwaka huu au miezi inayokaribia. Wanatuchezea shere!

The Assistant Minister for Foreign Affairs (Mr. Wetangula): Ongea Kiswahili sanifu!

Mr. Wario: Bw. Naibu Spika wa Muda, natumaini sizungumzi lugha isiyoeleweka. Pengine Bw. Wetangula anataka nizungumze Kiluhya, lugha ambayo sielewi! Nazungumza Kiswahili!

The Assistant Minister for Foreign Affairs (Mr. Wetangula): Zungumza Kiswahili sanifu!

The Temporary Deputy Speaker (Mr. Poghisio): Order, Mr. Wetangula! Please, address the Chair!

Proceed, Mr. Wario!

Mr. Wario: Bw. Naibu Spika wa Muda, katika upande wa ugawaji wa pesa za kusaidia watoto maskini, Wakenya wanajua hali ya umaskini katika nchi hii. Licha ya matatizo ya umaskini, Wizara inasema kwamba itatoa Kshs126,000 kwa Bura. Ala! Ni yule Kibati au vipi? Unajua watoto wako ni wachache sana! Wale wachache wakiwa maskini, hawastahili kusoma? Tutakalo sisi ni *affirmative action* na wala sio idadi kubwa ya jamii fulani. Hatuwezi kuamka siku moja na tuwe watu milioni 8. Mwenyezi Mungu akituumba 100,000, tutabaki hivyo hivyo. Watu hao wako na shida na matatizo kama ile jamii ya watu milioni 1. Ndiposa nasema sera ya elimu ilitengewa watu wenye makao ya kudumu, na sio ya watu wa kuhama hama. Nilileta Hoja kuhusu watoto wafugaji katika Bunge hili. Hoja hiyo ilipitishwa na Wabunge wote! Lakini mpaka leo, imefungiwa kwa kabati na hakuna anayefikiri. Nitaleta Hoja nyingine na ikipita, nitaona ikiwa watafungia kwa kabati. Hayo yanathibitisha kwamba mbinu ya elimu katika nchi hii ni mbinu iliyotengewa watu wenye makao ya kudumu. Ndiyo sababu Ominde, Koech na wengineo, wanapofanya utafiti, wanazungumzia juu ya mtoto mfugaji. Lakini wenye kutekeleza wameweka pamba kwa masikio yao. Hata kesho hawatatekeleza ripoti hizo. Mimi nawaeleza kwamba, watekeleze au wasitekeleze, nina wajibu wa kukosoa na kuwaambia haki ya mtoto mfugaji, hadi siku ile wataelewa! Mimi nitaendelea kuhubiri.

Bw. Naibu Spika wa Muda, hivi majuzi, Serikali ilijigamba juu ya elimu ya bure. Mimi hushangaa kama ni elimu ya bure au elimu ya bwerere. Elimu ya bure haiwezi kufaidi mtoto mfugaji mpaka kuwe na karakana zinazotakikana. Kuna Madarasa, madawati na vifaa vya aina mbali mbali vinavyowawezesha watoto kujimudu kule shuleni vinavyotakikana. Elimu ni ya bure lakini, madawati, madarasa, mahabara na vifaa vingine havimo. Elimu ni ya bure kivipi? Watoto wote waliokuwa wakifuga wamerudi shuleni na wanakaa sakafuni. Mwalimu mmoja anasimamia watoto zaidi ya 100. Sasa, hiyo ndiyo elimu ya bure? Nyinyi ndiyo mtatafsiri wenyewe.

Bw. Naibu Spika wa Muda, kuhusu mbinu ya uajiri, Tume ya Kuajiri Waalimu ilinishangaza sana juu. Wameleta mbinu mpya katika uajiri. Wanasema kwamba mtu akikaa kwa muda mrefu, atapata asilimia 60 ya alama zote. Na akisoma hadi cheo cha juu na awe na diploma ya kufundisha shule za msingi, basi anapata alama 40. Tukawaambia: "Haya! Endeleeni!" Waalimu walienda kwa *interview* na aliyekuwa na P2 na ambaye alikaa miaka kadhaa alipata fursa na yule mwenye diploma akafukuzwa. Wizara hii inatupeleka wapi? Kuna muda na taaluma ya mtu. Yule ana diploma na mwingine ana P2. Mwenye diploma anaambiwa: "Rudi kwa sababu wewe ulimaliza miaka mitatu iliyopita na yule wa P2 alimaliza miaka tano iliyopita!" Kwa hivyo, mwenye P2 ana nafasi bora kuliko yule wa diploma! Wizara ni hii hii ya Elimu, Sayansi na Teknolojia! Endeleeni na mbinu zenu!

Katika Wilaya ya Tana River, wameajiri watu 44 kutoka jamii moja. Wilaya ya Tana River ni Kenya ndogo inayoishi makabila 42. Waliajiri watu 44 kutoka jamii moja! Mimi nikisema, nitakosa hiyo shule. Wacha shule ibaki, lakini nitasema ukweli huo.

Ningependa kugusia maswala yaliyosemwa na mtangulizi wangu, juu ya vyeti vya wanafunzi wanapomaliza shule. Sheria ya nchi hii iko wazi. Makubaliano ni baina ya Kenya National Examination Council (KNEC) na mwanafunzi. Mwanafunzi anapokaa kufanya mtihani, lazima awe alilipa KNEC pesa za kufanya mtihani. Kwa hivyo, mwalimu au shule hawana haki ya kuzuia mtoto asipate cheti chake. Haya tunayawaeleza hapa ni kama ile ripoti ya Ominde ya 1973 ama ya Koech. Hawatatusikia, lakini kortini watasikia. Kwa hivyo, tuliwaeleza lakini hawasikii. Tutawapeleka kortini ndio wajue watoto wa Kenya, ingawa ni maskini, wako na watu wa kuwatetea.

Vyuo vya kiufundi vina sehemu muhimu. Lakini ninashindwa vile nitakavyoongea juu yake kwa sababu hata shule ya msingi imeshindwa kufaidi watoto wetu. Shule ya upili ni nadhiria. Kwa hivyo, yangu ni kuambia Wizara hii kwamba itafunga shule zote Bura, mbinu yao ya elimu

inadhulumu mtoto wa mfugaji.

Kwa hayo machache, ningependa kuunga mkono.

The Assistant Minister for Foreign Affairs (Mr. Wetangula): Thank you, Mr. Temporary Deputy Speaker, Sir, for the opportunity to contribute to this Motion.

Speaker, Sir, I am sure Prof. Karega Mutahi has enjoyed the linguistic gymnastics of my good friend here from Bura, being a Professor of Kiswahili.

Mr. Temporary Deputy Speaker, Sir, this Ministry has been given a large sum of money. I believe that the mandarins of the Ministry sitting here are hearing the concerns of the Members. Each and every Member who has spoken has supported the Vote, but has had very harsh words to say about the Ministry and its performance. I believe that all those words are not falling on deaf ears.

Mr. Temporary Deputy Speaker, Sir, there are so many things one can say about the Ministry of Education, Science and Technology, in terms of trying to help them improve their performance. I will only touch on a few. We gave, as a Government, a commitment and have fulfilled, of universal primary education, free of payment. But this universal primary education, free of payment, is meaningless if you go to a school like the many in my constituency, where you have over 1,000 children with four teachers in one school. When you go to the Ministry's office in the district, and yesterday, I spent a lot of time talking to the DEO in Bungoma, you come out of there more frustrated and annoyed, wondering whether the districts know what the national policies are and the head office knows the under-performance and mismanagement going on in the districts.

Mr. Temporary Deputy Speaker, Sir, you go to Bungoma District and you find some schools in the municipality over-staffed by up to 15 teachers. But in the rural areas, schools are under-staffed by up to 80 per cent. So, the so-called free primary education is a ritual children are going through; just going to school to play and go back home in the evening, under the guise of going through education. We are destroying children.

Mr. Temporary Deputy Speaker, Sir, looking at the Ministry's budget, I am actually upset that the Minister has not provided sufficient funds for teacher training. They have allocated a lot of money to some undeserving heads and totally left out training of teachers, yet we know that teachers are inadequate. We know that teachers in this country are some of the highest casualties of HIV/AIDS pandemic. That creates a bigger need for replacement by training new teachers. That creates a pyramid for training more teachers. We are headed to the formation of the East African Federation. If we want to compete with Uganda and Tanzania and keep the quality of education which we have been having, we must invest in training and the replacement of teachers who retire through the natural attrition and the untimely deaths.

Mr. Temporary Deputy Speaker, Sir, let me mention something about scholarships. First, we have the Higher Education Loans Board (HELB), which I think should have been given more money than the Kshs800 million plus, that I see in the Vote. I say so because I believe that like the old days when we were in the university, every student who goes to university should be entitled to a loan facility, whatever his or her background. This money is recoverable anyway. If you are extending loan facilities to students, you should do it above board. However, every other day, every hon. Member is visited by students from his constituency to request him to talk to the HELB to see how their loans can be adjusted or approved. This should not be the case.

There is another item for scholarships. I would like to suggest to Prof. Saitoti to routinely table before the House the list of the students who have been given scholarships by the Ministry, their backgrounds and their constituencies. I say this because two years ago, I was horrified when I went to Canada and found that a daughter of a wealthy man in this country had been given a scholarship by the Ministry and her father could afford to pay for her a ticket to go to London for

holiday and back to Canada.

Hon. Members: Shame!

The Assistant Minister for Foreign Affairs (Mr. Wetangula): Mr. Temporary Deputy Speaker, Sir, that money could have been given to a more deserving case or to the children that we are talking about here. We should not allow public funds to be used to curve out and peddle influence. Public funds must go to deserving cases. I am sure the good old Professor is hearing and will rectify the anomaly.

We have a mania in this country now of mushrooming institutions called "academies". These are schools being run by profiteers, who do not care about standards. If you go to any market place, you will see a shop written "academy boarding school". If you go to the villages, you will find structures which are hardly worth being called schools offering very sub-standard education. They are eventually involved in cheating in examinations and ruining our children.

The standards enforcement in the Ministry of Education, Science and Technology must look critically at how these academies are licensed and run. The conditions under which they are run and located are so appalling. If you walk to River Road, you will see schools on top of bars with music blowing at the loudest, you can imagine. How can children learn under such circumstances and yet these academies are licensed by the Ministry?

Mr. Temporary Deputy Speaker, Sir, another area that the Ministry needs to pay attention to, which may not be a budgetary issue, is the issue of school books and their prices. I believe that the wisdom which the Government had when it set up the Jomo Kenyatta Foundation and the Government Printer was to make sure that they are able to supplement the printing and the production of books to make them cheaper. We all know, and I have mentioned this to Prof. Saitoti, that the issue of school books is in the hands of a cartel that has extended its roots deeply into the Ministry. There are cases of people who write books and go round to influence to ensure that the prices are right and that they are made set-books so that they can make money. We need to address this issue. The Jomo Kenyatta Foundation should rise to the role we intended it to have. The Government Printer must be revamped to help us print books cheaply so that we can provide them to our children.

Mr. Temporary Deputy Speaker, Sir, I said here before when we were debating the Sessional Paper on Education that it does not make much sense for the University of Nairobi School of Medicine to fall under the Ministry of Education, Science and Technology while the Medical Training School (MTC) does not. It does not also make sense for the Kenya Polytechnic to fall under the Ministry of Education, Science and Technology while the lower village polytechnics do not. If you go to the Ministry of Labour and Human Resource Development and talk to them top to bottom, you will realise how little they know about education and training. I want to suggest like others have done that all training institutions, whether they fall under certain Ministries or not, like the Kenya Institute of Mass Communication (KIMC), the MTC and village polytechnics, for purposes of quality control, they must all be under the Ministry of Education, Science and Technology. This is the only way we can monitor and control quality. If you go to the Ministry of Labour and Human Resource Development and ask them their quality control training in polytechnics, they will have no idea about it.

I want to mention something about the constitution and approval of school boards. I have schools in my constituency where it takes up to six months for the Minister to approve proposed school boards. That way, we leave the schools open to abuse because a school without a board leaves the principal without control and management. This is not good!

Finally, Mr. Temporary Deputy Speaker, Sir, we need to check on our student-teacher ratio so that we can give quality education.

With those few remarks, I beg to support.

Mr. Rotino: Thank you, Mr. Temporary Deputy Speaker, Sir, for giving me the opportunity to contribute to this very important Vote. On the outset, I want to thank the Ministry for all that they are doing to improve the performance of our schools in spite of all the problems that are there.

As my colleagues have said, this is one of the Ministries that have been allocated a lot of money. We expect, therefore, a lot from them. However, we do not get what we expect from them in some of the areas that we represent.

Mr. Temporary Deputy Speaker, Sir, I want to specifically talk about the girl-child education among the pastoralist communities. If you go to primary schools in those pastoralist areas, you will find more girls than boys in the lower classes. As you proceed to Class VIII, the rate of girls dropping out of school is very high. Yet there is nobody who has addressed the problem. One of the reasons why the girls drop out of school is that in the remote areas there are no female teachers. There is, therefore, an imbalance of teachers in schools. We have more male than female teachers in those schools. This means that there is nobody who encourages the girls to continue in school. That is one of the reasons for the imbalance. This goes a long way in contributing to the dropping out of girls from school and getting involved in other activities. The Ministry should address this problem, especially, in those pastoralist areas. When they are posting teachers, they should ensure that we have female teachers in some of those schools so that they can encourage these children. Also, there is no counselling in schools yet nobody follows up these girls to ensure that they continue with education. This goes hand in hand with discipline in school. The level of discipline in most schools in the rural areas is very low. This scenario affects the general performance of those schools. Teachers in such schools cannot even discipline those children, because the children are well connected with the schools' board members and their sponsors. In most cases, the children who perform very poorly in school are those who are least disciplined.

The headteachers of such schools cannot expel those students because they are well connected with the board members and their sponsor. Something must be done about discipline. Most of the schools that perform very well in national examinations are those being run by, or sponsored by churches. Such schools perform very well due to the high level of discipline of their students. Therefore, the Ministry must, very seriously, look into the issue of discipline in public schools.

Mr. Temporary Deputy Speaker, Sir, I would like to thank the Permanent Secretary for visiting West Pokot District, where he talked with the teachers and other stakeholders in the education sector in that district. Following that visit, we have seen something good happening. However, there is a category of people who have a stake in public schools. These are the supervisors. We see motorbikes being given to school supervisors of various categories. However, for the last five years, my constituency has not had a qualified Assistant Education Officer (AEO). How are schools in that area going to be run if we do not have a qualified AEO? It is not only my division that lacks a qualified AEO, but entire district has only two qualified AEOs. The Ministry just appoints some officers to act as AEOs.

If you went to Kapenguria District Education Office, the only thing that the District Education Officer will tell you is that he does not have staff to be posted to the various areas. He does not even have supervisors. I have gone to the Ministry's headquarters and complained that West Pokot District has a problem as far as staffing is concerned. Most of the officers that the Ministry posts to that district are not qualified. So, the Ministry should look into that issue seriously.

Mr. Temporary Deputy Speaker, Sir, I want to talk about low cost boarding schools. For some of us who come from ASAL areas, the only thing that is going to help us is to put in place low cost boarding schools, backed by the National School Feeding Programme. Many of the

communities that we represent here, migrate from point to another. If we do not have boarding schools to retain the children in school, the Government will not have helped us much. We get many applications to the Ministry to increase the number of low cost boarding schools in my district. I plead with the Ministry to increase the number of low cost boarding schools. When we visit our constituencies during the school holidays, students from secondary and primary schools come to us and ask for Kshs1,000 for tuition. All the schools offer tuition at a cost of Kshs1,000 per student. Why all this? Do teachers not teach the children adequately during the three months that the children stay in school? Tuition has now become a business for teachers. They make money from tuition. Even children in urban areas ask for money for tuition. So, the children find themselves in school almost throughout the year.

Tuition has become business for teachers. There is a cartel of teachers in almost every school who stay around after the schools close for holiday and ask students to go back to school after one week with Kshs1,000 each. Those who board during that period also pay Kshs1,000 each. So, could the Ministry look into the issue of tuition? It has become a business which is also being run by the Ministry's officials within the districts. This matter should be looked into seriously because there are many students who cannot afford the Kshs1,000 and so, they do not attend tuition classes. I do not know how they manage to perform in school. Therefore, I plead with the Ministry to look into the tuition issue in both primary and secondary schools.

Mr. Temporary Deputy Speaker, Sir, in every district, there is a centre of excellence. There are a lot of expectations from these centres. We want to see what the Government is going to do about the centres of excellence, so that even us, when we distribute money from the Constituency Development Fund, we can consider the facilities that the Ministry is going to give those centres of excellence, so that we do not pump a lot of money to those schools. So, the Ministry should equip those schools with the facilities it purports to give them.

Mr. Temporary Deputy Speaker, Sir, some of our districts have not benefitted from scholarships. There are two types of scholarships and one of them is given by foreign countries. What criteria does the Ministry use to award these scholarships? At the beginning of this year, I read in the newspapers about some scholarships to study in China and I went to the Ministry to ask the officer who was in charge about them. It appears there is no clear policy regarding the award of scholarships. They award them haphazardly. As a result, some areas are disadvantaged. Some students are forced to travel from far away districts. Some do not have the money to travel to Nairobi to apply for this facility. The Ministry should be able to decentralise these scholarships, at least, to the district level, so that students who qualify can get them in the districts, instead of telling them to travel all the way to Jogoo House and apply. The award of scholarships should be made transparent, so that all those who wish can apply, and not giving them to those who are well connected.

Mr. Temporary Deputy Speaker, Sir, there is a problem with our nursery schools. I do not know if the Ministry thinks about them. That is a crucial place where we groom our children. But the teachers are not being paid and trained well. They are trained in funny colleges. In some places they are left to county councils. But the councils do not have the facilities and money to run them well. The Ministry should consider this seriously and try to pay teachers in nursery schools, because almost all of them are attached to primary schools.

I would like to talk about the bursary fund. My own constituency gets about Kshs750,000 which we are given with conditions. This amount is not enough. I am pleading with the Ministry to consider, at least, giving additional money to Arid and Semi-Arid Lands (ASALs) because our problems are not equivalent to those of other places.

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

Mr. Angwenyi: Thank you, Mr. Temporary Deputy Speaker, Sir. I want to---

The Temporary Deputy Speaker (Mr. Poghisio): Order, Mr. Angwenyi! Surely, you caught your own eye. That is not very fair. I did not mention your name or that of your constituency.

I will give it to the Chairman of the Departmental Committee on Education, Research and Technology.

Mr. Karaba: Thank you very much, Mr. Temporary Deputy Speaker, Sir, for giving me this time to contribute to this very important Vote. From the outset, I support it. I also thank the Minister and the Ministry officials for steering the Ministry to very greater heights compared to other Ministries. It is my wish to see the Ministry going ahead and making sure that it provides the services that Kenyans are expecting, especially, now that we are talking about reforms in education.

There are a few things I would like to highlight pertaining to the Ministry. One is the escalating cost of education in Kenya. Recently, I had a chance to take my team to Uganda and Tanzania and what I saw was very different from what we are providing here. The education system in Kenya is not the same as that of Uganda and Tanzania. As a result, students from Kenya have been made to travel and pay colossal sums of money so that they can get education in Uganda and Tanzania. A total of 35,000 students from Kenya are now studying in Uganda. Going by the fact that they pay school fees in foreign currency, we are losing a lot of money. I would, therefore, ask the Ministry of Education, Science and Technology to consider bringing down school fees in schools that offer A-Level classes in Kenya. That way, we can reduce the number of students who are travelling to Uganda for studies.

(Applause)

Mr. Temporary Deputy Speaker, Sir, it is very sad to note that Kenya is going on with a system of education that is contrary to the rest of the countries in East Africa. It is, therefore, not easy to enrol our students in East African universities such as Dar-es-Salaam and Makerere. So, parents in Kenya are forced to stay with an education system that is not acceptable in other regions and in the world. That has made our education system very expensive. It has also made us lose very many students to other countries.

Mr. Temporary Deputy Speaker, Sir, I would like to talk about our curriculum. Curriculum development is done at the Kenya Institute of Education (KIE). There is a lot of emphasis on science subjects like Biology, Chemistry and Physics. Some schools in rural areas study those subjects and yet, they do not have facilities. As a result, students who study in schools with good facilities qualify to go to universities and do good courses. The rich who can afford to take their children to schools with science facilities are privileged because those students end up getting places in the universities to study professional courses. At the end of it all, they secure good jobs. They will continue to marginalise the poor. The gap between the rich and the poor will continue to widen. Therefore, I am asking curriculum developers to reconsider making some of those compulsory subjects to be optional. We can make one science subject compulsory and the others, optional. We also need to emphasise the number of subjects that are offered in the Kenya Certificate of Secondary Education (KCSE) Examinations. Students who are not science-oriented end up suffering as a result of the discrimination perpetrated by KIE.

Mr. Temporary Deputy Speaker, Sir, we need to think about our teachers. A lot has been said about the free primary education. We thank the Government for introducing free primary education because it conforms with the NARC Manifesto. However, with the introduction of free primary education, the number of students has gone up to 1.2 million. Considering that the ratio of teacher to student is 1:40, we should have recruited many more teachers to cater for the additional

number of students. That has not been done. We are only replacing teachers who have either retired, died or deserted duty because of poor pay. I am, therefore, asking the Ministry to come up with proposals, even if in the supplementary budget, to recruit more primary school teachers. That way, the free primary education will be meaningful. Otherwise, right now, what we seem to get is quantity and not quality.

My friend, Mr. Wetangula, said something about polytechnics. I want to add something on what he said. There are many teachers who have been made redundant by the change in our education system. The number of subjects that are taught in secondary schools has gone down from 23 to seven. Those teachers who are teaching subjects like woodwork and others which are not in the present curriculum are still in high schools. Some of them are in polytechnics and they are not working. They are redundant teachers and they are the ones who are causing problems even to the management of these schools. I am, therefore, requesting the Ministry to think of a way, of how to retrieve these teachers from the high schools so that they can be posted to appropriate institutions, and I believe the appropriate ones are the village polytechnics which are also providing very useful education to our students.

Mr. Temporary Deputy Speaker, Sir, I would also like to ask the Ministry of Education, Science and Technology to collaborate with other Ministries for efficient service delivery. In this regard, I have in mind the Ministry of Water and Irrigation. I would urge the Ministry of Water and Irrigation to collaborate with the Ministry of Education, Science and Technology in such a way that the former Ministry can pay for water services which students use in schools instead of the latter Ministry paying through the Vote Head on water and other services. In this way, fees which is paid by parents will be reduced because the current situation in the country is such that parents cannot afford to pay fees because it is very exorbitant. So, this move can reduce the fees paid by the parents in various institutions in the country.

I would like to mention something about the universities. What we are seeing in universities is a situation whereby universities just decide what to do in the name of autonomous institutions. Right now, we have very many universities whose management from the top to the bottom is based on one tribe. Recently, we visited Maseno University and we saw that one language is spoken from top to bottom. When we went to Egerton University, also one language is spoken and the same applied to Moi University. I am therefore asking the Minister to find ways and means of restructuring these universities so that we can talk of Kenya as one nation because this is where students are taught and when they see that the Chancellor, Vice-Chancellor, Deputy Vice-Chancellor and all the top positions are occupied by one tribe, then the situation is not conducive for learning.

Today, I was supposed to be here by 2.30 p.m. but when I got to Kenyatta University, I found that the students were on the road rioting and so we were forced to use a very far route and the reason for the strike is the parallel degree programme. The lecturers who teach parallel degree programmes are not paid because there is a lot of corruption at the university. I am requesting the Minister and his able officers to move quickly and address this situation in the universities of Nairobi and Kenyatta so that those lecturers are paid on time instead of having two or three people taking all the money and then deciding who should be paid and who should not. As a result of this problem, the regular students are suffering because most of the lecturers are opting to teach the parallel degree programme students at the expense of regular students who are, therefore, not being taught adequately and yet they passed examinations in their various high schools. We would also like to see very good performances coming from these universities. If that is not done, our local universities will not compete favourably with other international universities. That is the reason why our universities, for example Nairobi University was ranked number 3,000 in the world. The kind

of teaching there is far from average. So, I would, therefore, request the Ministry to continue with its good work.

I support the Motion.

ADJOURNMENT

The Temporary Deputy Speaker (Mr. Poghio): Hon. Members, it is now time for interruption of business. This House, therefore, stands adjourned until tomorrow, Wednesday, 19th October, at 9.00 a.m.

The House rose at 6.30 p.m.