



**EAST AFRICAN COMMUNITY**

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**EAST AFRICAN LEGISLATIVE ASSEMBLY (EALA)**

**Official Report of the Proceedings of the East African Legislative Assembly**

**THIRD ASSEMBLY: THIRD MEETING – SECOND SESSION**

**Thursday, 21<sup>st</sup> November, 2013**

*The East African Legislative Assembly met at 2.30p.m.in the County Hall, Nairobi, Kenya*

**PRAYER**

*(The Speaker, Dr Margaret Nantongo Zziwa, in the Chair.)*

*The Assembly was called to order.*

## COMMUNICATION FROM THE CHAIR

**The Speaker:** Hon. Members, I wish to welcome you to today's sitting. Allow me to make just two announcements. In the first one, allow me to appreciate the Governor of Nairobi City, Governor Kidero, for his graciousness and for hosting us to a sumptuous dinner which we all enjoyed yesterday. We thank him and the whole County Council of Nairobi. We appreciate the relationship so far established between EALA and Nairobi County Council.

In that breath I want to also mention that as a practice of the East African Legislative Assembly during our session sittings, we agreed under a resolution that we shall be planting trees whenever we sit in any Partner State. Allow me to say that because of the tightness of this program, we shall do the tree planting activity in Kisumu when we go to Lake Victoria Basin Commission. Allow me to instruct the Clerk and the respective relevant institutions of the EAC to prepare this activity so that we are able to fulfil our commitment as the Assembly.

Allow me also to say that this weekend we are going to have a very important program namely tomorrow we are having the launching of the Status of the East African Community. It is a very important activity and I want to request that all of us be there so that we are able to be the ones to receive this status and later on go to our respective capitals and expound on the situation of the East African Community.

In the afternoon I want to again request the EALA Women Caucus that we have a meeting with *Akina Mama wa Africa* to conclude on the activities of our strategic plan.

Allow me also to invite you specifically to the Saturday program. We have a very important conference/workshop with Stafmore University and with Integrity East Africa. They are coming to talk to us about leadership and integrity and I think that as members of the East African Legislative Assembly, this is a very important topic which should be dear to our hearts. So I want to invite you that on Saturday we are going to be at- I think the venue is Regency- You will get the details of the information and I want to request all of you kindly to be present.

Lastly, I want to inform you that when we had the Global Parliamentarians on Habitat conference in Arusha last month, we committed ourselves as EALA that we shall establish the GPH EALA forum. A form is passing around and those of you who are interested in Habitat issues kindly put your name. Eventually this has to be forwarded to the UN Habitat headquarters because they normally relate directly with the Members with regard to these issues and it would be good for us that they receive the information that we have a chapter and these are the Members. So the form is passing around and all Members who are interested, kindly indicate your name. I thank you.

## PAPERS

**The Representative of the Chairperson, Committee on General Purpose (Mr Bernard Mulengani):** Madam Speaker, I beg to lay on table the report of General Purpose Committee on the oversight activity on political framework and initiatives in Partner States on linking the harmonised education curricular to labour and employment in the context of the Common Market Protocol. I beg to lay.

**The Speaker:** Thank you very much, hon. Bernard Mulengani. Hon. Members, the next item on the agenda would be the motion to move that the report is presented but I am informed that because of the power hiccups and cyclostyling challenges, the report is not yet ready. Allow me, moving under Rule 16 (5) to suspend this item and we proceed to item 4 on the Order Paper so that we can deal with the questions first. I think by the time we are through with the questions, the report will be before the House.

#### QUESTIONS FOR ORAL ANSWERS

**The Speaker:** The challenge I have is that the mover of the questions is also not in the House. I do not know how to deal with this now. Is there any Member who has been delegated or assigned to move on behalf of hon. Dora?

**Mr. Kiangoi Ombasa (Kenya):** Madam Speaker, although I was not specifically delegated to answer this, but this-

**The Speaker:** Hon. Kiangoi, if you were not assigned, you cannot move.

**Mr. Kiangoi:** I was explaining, Madam Speaker that it is a message from the Committee of Legal, Rules and Privileges so I was wondering whether and I need your guidance, Madam Speaker whether any Member of that committee may ask the question.

**The Speaker:** CTC, could you help me with the rules? Because I think this is an individual question although the concerns may have arisen from the committee.

**The Counsel to the Community (Mr. Wilbert Kaahwa):** Madam Speaker, I do not know whether I can try to help you because what I wanted to say is that according to the Rules of Procedure, the questions are personal. I am a member of the Legal, Rules and Privileges Committee and I do not purport to be through the committee. So if the Member is not present then the Rules do not allow you to proceed with the question.

**The Speaker:** Thank you very much. Now we move to item number three on the Order Paper because I think the report has come.

#### REPORT OF THE COMMITTEE ON GENERAL PURPOSE ON POLICY FRAMEWORK AND INITIATIVES IN PARTNER STATES ON LINKING THE HARMONISED EDUCATION CURRICULAR TO LABOUR AND EMPLOYMENT IN THE CONTEXT OF THE COMMON MARKET PROTOCOL

#### MOTION

**The Representative of the Chairperson, Committee on General Purpose (Mr Bernard Mulengani):** Madam Speaker, I beg to move that the report of the Committee on General Purpose on policy framework and initiatives in Partner States on linking the harmonised education curricular to labour and employment in the context of the Common Market Protocol be adopted. I beg to move.

**The Speaker:** Secunder? Hon. Ussi, Hon. Rwigema, hon. Dr Ndahiro, hon. Dr Odette, hon. Valerie, hon. Nakawuki. Proceed, hon. Mulengani. You can use the Front Bench.

**Mr. Mulengani:** Madam Speaker, I am standing in for the substantive Chair who sought your permission to be away on other duties. Without much ado, I request that I proceed with reading the report.

On the first page, number two, we have the introduction and it reads...

Article 5 of the Treaty for the Establishment of the East African Community states that in order to promote the achievements of the objectives of the Community, Partner States agree to undertake concerted measures to foster cooperation in Education and Training within the Community.

In particular, the Partner States agreed to co-ordinate their human resources development policies and programmes and also to Harmonize curricula, examination, certification and accreditation of education and training institutions in the Partner States through the joint action of their relevant national bodies charged with the preparation of such curricula.

In the same vein, the Partner States also agreed to exchange information and experience on issues common to the educational systems of the Partner States from which they would collaborate in putting in place education and training programmes.

Active labour market policies generally contribute to a highly effective supply of labour by ensuring that the unemployed part of the labour force is actively seeking jobs and has the qualifications needed to fill new positions. The policies should address the imbalances existing between population growth, growth of the labour force, mismatch in skills, provision of labour market information, and the problem of job selectiveness.

Ensuring those with primary and secondary education acquire tertiary education would be one of the best interventions for youth unemployment.

## JUSTIFICATION

The youth faced with scarcity of formal job openings and to create an alternative jobs. Consequently, employment creation policies could also consider introducing incentives that allow part time work and school with emphasis on promotion of micro businesses for young people.

Since 1998, the IUCEA has put in place programs including harmonisation of education curricular, standards, assessment and evaluation of education programmes as a priority issue. This process was done in 4 phases.

Phase I: Undertaking a regional study to harmonise goals and philosophies of education, curriculum content, education structures, policies and legal framework. This has been successfully completed.

Phase II: Examining the curricular and approaches of delivering teacher, adult, vocational and technical education in the partner states with a view to identify gaps/overlaps and areas to be harmonised.

Phase III: The development of a relevant curriculum based on the recommendations of the regional study. The three phases which initially were to cover 2008-2009 will be completed in 2014.

Phase IV: which will take up to a period of five (5) years after that, will focus on the review of structures/ adjustments, and will be implemented by the Partner States to achieve harmonised curricula.

As this programme is being developed, national initiatives have been instituted to link education curricular to labour and employment.

It is in this context that the Committee of General Purpose carried out an oversight activity on these regional and national level initiatives.

## OBJECTIVES OF THE OVERSIGHT ACTIVITY

The main objective was to assess the EAC (Regional) and national level initiatives in place to link education curricular and labour and employment. The specific objectives are therefore as follows:

- (i) To assess the ongoing EAC projects and programs in the area of linking education to labour and employment and the status of implementation on agreed upon benchmarks in the partner states as well as the current status of education vis a vis labour market needs;
- (ii) To take stock of and assess the national initiatives in place in the areas of linking education curricula to labour and employment at all levels of education considering among others, inclusiveness with regard to special interest groups such as PWDs, uneducated youths, uneducated persons with skills etc;
- (iii) To analyse the achievements, successes, challenges as well as proposed solutions at the EAC level and at the partner states level;
- (iv) Identifying and documenting best practices and any other initiatives as well as facilitation of the above mentioned linkage in the context of the Common Market Protocol specifically easing free movement of labour,
- (v) Identify the role of EALA in facilitating the entire process.

## METHODOLOGY AND COMMITTEE GROUPS

The Committee in collaboration with the EAC Secretariat held interactive meetings with stakeholders from the Ministries of Primary, Secondary, Higher, Vocational and Tertiary Education, East African Community, Labour and Employment as the case may be, to discuss and analyse the initiatives in place at the EAC and Partner States' levels, successes, challenges and possible solutions including EALA's interventions.

The stakeholders included:

- Members from the Parliamentary Committees concerned with Education, Labour and Employment;
- Representatives of the National Curriculum and National Higher Education Agencies;
- Representatives of Public and Private Universities;
- Representatives from the Private Sector, Employers, Employees and Civil Society.

The Committee made use of presentations, questions and answer series and made reference to two Committee reports on related themes passed by the Assembly namely:

1. A Report of the Committee on the On spot Assessment of the EAC process on the Harmonisation of Education systems and integration in Science, Technology, Sports and Culture in the context of the Common Market Protocol (22<sup>nd</sup> – 25<sup>th</sup> November 2013, in all the EAC Partner States); and
2. A Report of a Workshop on Policies and Strategies on Education, Research, Science and Technology in East Africa towards the enhancement of innovation and appropriate technology (19<sup>th</sup> – 20<sup>th</sup> August 2011, Dodoma, Tanzania).

The Committee formed two teams as to be able to cover all the partner states from 15<sup>th</sup> to 19<sup>th</sup> September 2013 as follows:

Team 1: Burundi, Rwanda and Uganda

1. Hon. Dr. Martin Nduwimana, Chairperson
2. Hon. Nancy Abisai, Member
3. Hon. Shy-Rose S. Bhanji, Member
4. Hon. Dr. Odette Nyiramilimo, Member
5. Hon. Valeria Nyirahabineza, Member
6. Hon. Nusura Tiperu, Member

Team 2 : Kenya, United Republic of Tanzania and Uganda

1. Hon. Bernard Mulengani , Team leader
2. Hon. Dr. James Ndahiro, Member
3. Hon. Dr. Nderakindo P. Kessy, Member
4. Hon. Hafsa Mossi , Member
5. Hon. Maryam Ussi Yahya, Member
6. Hon. Amb. Abubakr Abdi Ogle, Member

PRESENTATION FROM THE EAC SECRETARIAT

The EAC Principal Education Officer and the EAC Principal Culture and Sports Officer, made a presentation to set the pace for presentations. The presentations began by highlighting that under Article 4 in the Treaty for the Establishment of the East African Community and the EAC Common Market Protocol, Partner States set out to achieve the following objectives:

- accelerate economic growth and development of the Partner States through the free movement of goods, persons and Labour, the rights of establishment and residence and the free movement of services and capital.
- strengthen, coordinate and regulate the economic and trade relations among them in order to promote accelerated, harmonious and balanced development within the Community;
- expand and integrate economic activities and realize equitable distribution of the benefits among the Partner States;
- promote common understanding and cooperation among the nationals of the Partner States for their economic and social development; and
- enhance research and technological advancement to accelerate economic and social development.

Article 11 of the EAC Common Market Protocol tackles Mutual recognition of Academic and professional Qualifications and the Harmonization of the EAC Education systems and training curricula. Partner States have committed themselves as per the schedule attached. The officer informed the Sub- Committee that this was for the purpose of ensuring the free movement of labor in the region. Further, appropriate annexes have been developed including Annex 6 which describes how the free movement should be facilitated. In recognition of the objectives of the East African Community Common Market Protocol, the Mutual Recognition Agreement (MRA) among the Engineers accountants and Architects have been signed.

### **Harmonization of the Education Systems and Training Curricular**

The East African Community Partner States made an explicit decision to cooperate in various spheres of socio-economic and political development. The desire to harmonize is

more specially driven by the shared vision which is articulated in the EAC Treaty, Article 5 and Article 102. Within this Article, the Treaty, inter alia, states that the Partner States agree to undertake concerted measures to foster cooperation in education and training within the Community. In this respect, the Article requires Partner States to:

- coordinate their human resource development policies and programmes;
- develop such common programs in basic, intermediary and tertiary education and a general program for adult and continuing education in the partner states as would promote the emergence of well trained personnel in all sectors relevant to the aims and objectives of the Community;
- harmonize curricula, examination, certification and accreditation of education and training institutions in the Partner States through the joint action of the relevant national bodies charged with the preparation of such curricula;
- encourage and support the mobility of students and teachers within the Community;
- exchange information and experience on issues common to the educational systems in Partner States; and
- Collaborate in putting in place education and training programs for people with special needs and other disadvantaged groups.

In respect to the above, a study to look into harmonizing of the education systems and training curricula of the Partner States was conducted by the Inter University Council for East Africa (IUCEA) with the overarching aim of developing such programs in basic, intermediary and tertiary education and a general program for adult and continuing education that would promote the emergence of well trained personnel in all sectors relevant to the aims and objectives of the Community. The study carried out a comprehensive analysis of the education systems of the five Partner States to help facilitate the process of harmonization of their education systems.

The Report on the Harmonization of the East African Education Systems was produced by the IUCEA and handed over to the Secretary General in 2009. Subsequently, 13 workshops involving multiple stakeholders were held in each of the Partner States to give views on this Report. A consultant was hired to incorporate all the views of the experts and stakeholders



which culminated into the production of the Regional Report on the Harmonization of the East African Education Systems and Training Curricula.

The recommendations contained in this report were adopted by the 23rd Council of Ministers which directed that the recommendations be transformed into Education Strategies.

The 23<sup>rd</sup> Council of Ministers approved the establishment of a Technical Committee (TECHOM) to oversee the process of harmonization of the EAC Partner States Education Systems and Training Curricula.

The TECHOM has developed seven EAC Harmonization of Education Strategies namely:

- (i) The EAC Pre-Primary Education Strategy
- (ii) The EAC Primary Education Strategy;
- (iii) The EAC Secondary Education Strategy;
- (iv) The EAC Teacher Education Strategy;
- (v) The EAC Technical and Vocational Education and Training (TVET) Strategy;
- (vi) The EAC Non-Formal, Adult and Continuing Education Strategy.
- (vii) The EAC Special Needs Education Strategy.

It is envisaged that when these Strategies are realized, the Partner States will have a common framework to promote equal access to education opportunities, harmonious quality assurance and accreditation systems.

This process as well as the credit transfer modalities and frameworks for student and labour mobility within the EAC region, provision of services, and greater articulation of the education systems of the Partner States, among other things, will be the attendant benefits.

Partner States agree that harmonization will contribute to growth and development, promote education mobility of EAC citizens and strengthen regional unity, interdependence, regional peace and economic development.

Harmonization will enhance labour and student mobility within the region that will also facilitate recognition of academic and professional qualifications attained from accredited institutions within the region.

Harmonized education systems and curricula will lead to improved quality of education provided in the region, as a result of sharing of expertise and other resources.

In addition, harmonization will bring about motivation of both the learners and teachers in the region. This will result from competition for the available jobs and resources among the Partner States.

With the Common Market in place, individuals will soon be free to move to any Partner State where their labour is better paid for and this will indeed make all the trained personnel of the region to compete for any job opportunity that will emerge in the region.

Furthermore, harmonization will enhance technology transfer and adoption of better methods of work in Partner States.

Harmonizing the education systems of the region will empower the workforce of the respective countries to acquire the knowledge and technical know-how of employing the techniques of production found in neighbouring countries.

### **Introduction of E-Learning in EAC Education Institutions**

Information Communication Technology (ICT) has a central role in disseminating and the quality of education in EAC.

Formal and informal education program will be offered using the e-Learning mode. With the increase in demand for education, many education institutions in EAC will have to plan for e-Learning

The EAC Secretariat has developed an EAC ICT Strategy which focuses on:

Vision: A prosperous and competent ICT - driven learning society

Mission: to integrate ICT through equitable and open access principles in the delivery of quality education and training

Main goal: Increased efficiency and effectiveness in the provision of quality education through ICTs.

**Strategic Objectives:**

- Develop responsive policies and strategies for ICT Integration in Education by 2015;
- Build requisite capacities for policy makers; education managers and teachers on ICT integration in education by 2018;
- Develop a framework for competencies to facilitate development of appropriate digital content;
- Provide appropriate ICT in Infrastructure for ICT integration in Education;
- Provide a mechanism for monitoring and evaluation;
- Provide framework for research, innovation and development on ICT integration on education; and
- Promote collaboration and Partnership for ICT integration in education among Partner States.

**EAC Centres of Excellence**

To create areas of perfection in the training and delivery of services, the Community has established EAC Centres of Excellence. Excellence is the relentless pursuit of continuous improvement in both results and the way in which they are achieved. A centre of excellence is therefore a centre which is relentless in the pursuit of continuous improvement in both results and the way the results are achieved.

During its 26<sup>th</sup> Meeting in Nairobi Kenya on 26<sup>th</sup> November 2012, the EAC Council of Ministers recognized the 19 listed Institutions as EAC Centres of Excellence. These are:

1. Rift Valley Technical Training Institute, Kenya
2. University of Nairobi – College of Health Sciences, Kenya
3. Kenya Institute of Education, Kenya

4. Uganda Industrial Research Institute, Uganda
5. Kenya Marines and Fisheries Research Institute, Kenya
6. National Research Organisations (NARO) Uganda
7. Kigali Institute of Science and Technology, Rwanda
8. Colleges of Africa Wildlife Management (MWEKA) Tanzania
9. Makerere University College of Agriculture and Environment Sciences, Uganda
10. Rwanda National Examination Council (RNEC), Rwanda
11. Moshi Cooperative College
12. Taasisi ya Sanaa na Utamadumi Bagamoyo (TaSuBa), Tanzania
13. Dar es Salaam Maritime Institute, Tanzania
14. National Institute of Public Health, Burundi
15. Mbarara University of Science and Technology (MUST) Uganda
16. Institute of National Museums, Rwanda
17. Tumba College of Technology, Rwanda
18. Institute of Science and Technological Research (IRST), Burundi
19. Institute of Agriculture Science Research (ISABU), Burundi

The Council adopted the following five (5) Centres of Excellence from Partner State which will be supported by the EAC in the first phase:

- i. National Institute of Public Health – Burundi;
- ii. Rift Valley Technical Training Institute – Kenya;
- iii. Kigali Institute of Science and Technology – Rwanda;
- iv. Uganda Industrial Research Institute – Uganda; and
- v. Taasisi ya Sanaa na Utamaduni Bagamoyo (TaSUBa) – Tanzania

#### PRESENTATION FROM THE REPUBLIC OF KENYA

The representative from the Ministry of Education, from the Republic of Kenya, informed the meeting that Kenya had taken all initiatives to ensure that the seven (7) strategies as outlined by the EAC Secretariat to guide the harmonisation of the education of curricular that

would inform the harmonisation of education curricular in the region. Confident that once the seven strategies got an approval from the Council of Ministers, the same will be implemented. One of the challenges that this process would meet would be the changes and financial implications.

The Republic of Kenya was in the process of linking education to the job market. The question would be if the current education system is offering the relevant curriculum. It is envisaged that the Republic of Kenya would go for a total curriculum shift to allow it fit into the four (4) track system which are:

- (i) Academic
- (ii) Vocational
- (iii) Technical and
- (iv) Talent

**The representative from Kenya made highlighted the following recommendations:**

- (i) The education calendar, core subjects, years of study, number of study hours and subject content should be harmonised at all levels of education in the EAC Partner States. Once this is instituted, examination boards/bodies should be set up to facilitate the harmonisation process for assessments, examinations and certification with strong emphasis on both mid and final examinations.
- (ii) There should be regional goals of education that reflect the East African Community values. These goals should be reflected in the EAC Regional Cultural Framework and Partner States should endeavour to learn from other Partner States as well as education best practices in other Regional Economic Communities.
- (iii) Partner States should meet regularly to evaluate findings and achievements.
- (iv) In guiding the harmonisation process, Partner States should work towards achievement of regional education policies. The policies should address among others:
  - Increasing budgets of the Ministries of Education;
  - Revising teachers' salaries to ensure personnel stability and retention;

- The cost of education in Partner States to facilitate mobility of students from one Partner State to another; and
- The exclusion and re-entry policies of certain children, most especially pregnant girls.

It was noted that it is important to establish a regional committee to take forward the harmonisation process. The study strongly recommends the establishment of this committee, which will be charged with the mandate of ensuring the smooth implementation of the Report by the Team of Experts and expanding and concretising the recommendations. Stakeholders and experts also upheld the recommendation by the report of the study for the establishment of a regional body to guide the harmonisation of the education systems. The established body/committee should eventually transform itself into a Quality Assurance facility, and would be charged with the responsibility of determining the competencies expected at each level of education within the region.

- (i) The harmonisation committee/ body should develop Terms of References for the quality assurance committee, rather than transform themselves into a quality assurance body. The committee would additionally work to enhance and coordinate harmonisation, and work out the curriculum modalities.
- (ii) Education stakeholders from Kenya preferred a task force instead of a committee. The task force would implement the harmonization process, identify the core competences and skills that should be taught across the region, taking into account the different existing structures of education in the Partner States.
- (iii) The role of the proposed coordinating body will be clearly spelt out through specified terms of reference (ToRs), management and administrative structures, and duration of service. This body must be developed in such a way that it would be

having the portfolio to assess/inspect the quality of education at the said levels, as an added responsibility.

(iv) A roadmap should be developed on how the body would undertake the process, by including the logical stages to be followed during the implementation of the harmonisation process.

(v) With regard to harmonisation of education structures, it was noted that it would be preposterous to completely rule out uniformity (as per the working definition of harmonisation), but to keep in mind that some things will need to be uniform e.g. the structure of education, and even some core subjects, which may still need to be agreed upon. The education structures of the Partner States need to be harmonised with regard to the actual years of learning and the content. The secondary school experts recommended that teacher education should be considered for harmonisation in terms of scope, content, duration of training and certification.

(vi) Special Facilities for Persons/Children with Disabilities, Special education facilities, including infrastructure, should be created to ensure that all learners with special needs are accorded with the right to attend school. Adequate provision be made for special needs education and non-formal education programs for school drop outs, as well as for disadvantaged and special groups.

## THE UNITED REPUBLIC OF TANZANIA

The Committee was informed that the United Republic of Tanzania is on track and agrees on the seven (7) strategies that will lead the region to the harmonisation of the education system. It has further gone a step ahead in agreeing in principle the implementation of a harmonised education. The United Republic of Tanzania was working on the approximation of their laws to enable them match with others from the other EAC Partner States. It was further noted that the delay in the implementation of the Common Market Protocol particularly

Annex VI was due to the delay in the finalisation of the EAC Institutional Review. However, the United Republic of Tanzania under the Mutual Recognition Agreements (MRAs) will harmonise the education policy as per the EAC 7 strategies.

- (i) The United Republic of Tanzania has agreed to enact a law on work permits to take into account the Common Market Protocol. The purpose of the law will be to regulate foreigners in the United Republic of Tanzania. The Committee was informed that any person who was not originally from the United Republic of Tanzania is a foreigner.
  - ii) The United Republic of Tanzania is approximating laws that will recognise that persons from East Africa are not foreigners.
  - iii) On a question by the Committee on the country position on the harmonisation of education systems, it was explained that the United Republic of Tanzania hopes to educate children to the level that they have comparable competencies.
1. The MTEF and Annual Budget do not reflect activities related to the implementation of issues relating directly to the integration processes of the East African Community. The Committee Members stated that the regional integration aspect should be included in the various Ministries budgets.

## THE REPUBLIC OF BURUNDI

The Committee was informed that Burundi had in the last two years adopted a nine years primary school programme as opposed to the previous one which was six years which is known as Basic Education. No decision as yet has been made for the government to take up the EAC harmonisation although there is political will and it is expected to be taken on board gradually. The present preoccupation of the government is carrying out sensitisation for basic education. Challenges faced include:

- (i) There are only a small number of teachers who fully master the languages of English, Swahili, French and Kirundi leading to poor quality of delivery;



- (ii) The political will exists to institute the EAC harmonisation programme but existing education systems are in French and at the moment there are no plans to overhaul to English systems so as not to lose the culture of the people;
- (iii) Basic education is being instituted where the infrastructure already exists and French and kirundi are the languages of instruction while English will only be progressively introduced and no time has been set for adoption;
- (iv) Significant funds are required for any such overhaul but for now since basic education is only two years into implementation, it is not possible to transform immediately and a progressive approach has been adopted;
- (v) There is lack of interest in pursuing education related discipline at the university level;
- (vi) E- learning which is a critical component of university programme is very expensive and challenges of sustainable management exist, the same applies to equipment for ICT laboratories.

**Recommendations:**

- 1) There is need for measures to compensate for the lack of teachers such as attracting professors and teachers from other East African countries to fill the gap in addition to teacher exchange programmes;
- 2) There is need to finalise on the pilot programme on basic education and roll it out to the whole country as well as the harmonisation when it commences;
- 3) The government is requested to introduce special scholarship programmes should be introduced for teacher education;

There is need to evaluate education institutions including the emergent universities to harmonise proposed programmes and respect academic standards, graduate skills and module descriptions.

There is need for comprehensive training programmes to improve on their skills to deliver quality education.

Officials from the Republic of Rwanda explained the following initiatives that have been established under education:

- (i) A workforce development Authority has been established to promote and guide TVET;
- (ii) A Business Development Fund has been established to support young men and women to overcome constraints of start up capital limitations;
- (iii) Skills councils have been set up to address the mismatch on the labour market and the private sector have been engaged to collaborate in the design and delivery of TVET;
- (iii) Priority has been given to a 5 year scholarship subsidies' program in identified skills in priority sectors;
- (iv) The Rwanda Innovative Endowment Fund (RIEF) has been set up to reward/award students with the best innovative projects;
- (v) Entrepreneurship has been introduced into schools' curriculum

**Initiatives under Employment include:**

- (i) Harmonisation of labour laws and employment policy;
- (ii) Establishment of a labour market information system and an internship program;
- (iii) Rolling out of a program for youth and women with viable business ideas lacking start up capital; (KUREMERA)
- (iv) Introduction of Kigali- Employment Service Centre;
- (v) Introduction of HANGA program; (self employment)
- (vi) Rolling out of construction of ICPCS ( *Udukiriro*) with objectives of job creation and skills upgrading for TVET and craftsmen;
- (vii) Finalisation of the Manpower survey;
- (viii) Revision of employment policy and its strategic plan is underway;
- (ix) The national policy on elimination of child labour has been adopted
- (x) Finalisation of the draft country profile and national policy on OSH;
- (xi) Establishment of national labour council to strengthen social dialogue.

## **Existing challenges**

- (i) The Partner States are at different stages of finalisation of the manpower survey;
- (ii) There is lack of harmonised /removal of charges on work permits in partner states;
- (iii) Imbalances and a mismatch exist in the demand and supply in the labour market;
- (iv) Absence of timely, accurate and accessible labour market information;
- (v) Inadequate health and safety surveillance at workplaces;
- (vi) Slow pace of review and harmonisation of EAC labour and employment policies and legislation;
- (vii) Lack of national and regional immigration data management and high costs of establishment;
- (viii) Lack of harmonised social security laws and systems;
- (ix) Lack of harmonised curricular, examination, standards, certification and accreditation of education and training institutions;
- (x) Lack of harmonised laws governing professional organisations.

Recommendations given by the Officials and participants hinged on the roles of the EAC and EALA in expediting the above processes for harmonisation and standards that include among others; expediting the EAC manpower survey, harmonisation of curricular, examinations, certification, coordination of social sector benefits within the CMP, finalise validation of manpower survey and labour studies, harmonisation and employment policies etc.

THE REPUBLIC OF UGANDA

The Committee met with officials from the Ministries of Gender, labour and employment, East African Community, the National Curriculum development agency, Members of Parliament and representatives of civil society organisations.

**Reviews in place under education include:**

- A review of primary education ( 2005), lower Secondary to allow students possess a range of literacy and life skills/ capabilities necessary to serve both those who opt to continue their education an academic track as well as those who opt for specific vocational training activities as well as those who directly opt to work.

**Initiatives under labour and employment include:**

- (i) Collection of labour market information focusing on administrative sources through district labour offices;
- (ii) Development of Labour, Market and Information (LMI) database with modules including labour unions and employment organisations and parastatals as well as education and training institutions;
- (iii) A Project supported by the International Organisation on migration on labour, migration and counter trafficking that will contribute to evidence based employment policies;
- (iv) Entrepreneurship training has been introduced for the youth to enable them get self employment. In addition, guidelines have been developed for youth entrepreneur training in collaboration with ILO;
- (v) Under the directorate of Industrial training is a pilot program by the chamber of commerce and development partners specifically designed for those with practical skills with no formal or informal education or qualifications that allow competences acquired covering modules and assessment by the directorate. At the end of each module a worker's pass is issued which is nationally recognised.
- (vi) Finally, a national tripartite charter has been signed between government, the Federation of Employers, labour unions for among other, promotion of employment, skills training and social protection.

**Challenges include:**

- (i) Delayed implementation of the national manpower survey;
- (ii) Lack of Harmonisation of ILO standards, employment policies, employment services, labour legislation, labour inspectorates, skills training , social security at the EAC which have not been finalised;
- (iii) Conflicting national laws and other policies connected to the labour and employment i.e. minimum wage and social security;
- (iv) Harmonisation of policies and legislation in EAC is very slow and workers already moving;
- (v) Lack of comprehensive data on the employment situation in the partner states and appropriate facilities, employment services to inform the EAC of potential young workers;
- (vi) Establishment of a separate ministry for labour and employment which has not been effected where upon limited resources are availed to the existing ministry.

**Recommendations include:**

- (i) There is need to reactivate the EAC committee on labour and employment;
- (ii) There is need to systematically disseminate studies on harmonisation of policies and legislation among partner states;
- (iii) There is need to expedite legislation and harmonisation of policies and legislation of policies and finalisation of common strategies on promotion of youth unemployment with a regional perspective;
- (iv) There is a need to actively involve the private sector, the social partners including the Federation of employees and labour unions as well as Civil Society Organisations in employment initiatives;
- (v) There is a need for the role of EALA to be strengthened in advocacy and implementation of policy framework at the EAC as well as increase awareness on the movement of persons.

## OVERALL OBSERVATIONS AND RECOMMENDATIONS

The following are observations and respective recommendations of the Committee:

7.0 Annex 6 of the Common Market Protocol has not yet been finalised and operationalisation of which has not helped Partner States to fully operationalise the harmonisation of education. It was noted that the Council adopted the Annex 6 but referred the same to the Sectoral Council on Legal and Judicial Affairs to address the outstanding issues.

The Committee recommends that the finalisation of annex 6 be urgently expedited.

7.1 Harmonisation of education has been looked at in terms of content and disregarding the structure which has failed the Partner States in their attempts to operationalise the Common Market Protocol particularly the movement of Labour aspects and this should be re examined putting into consideration the different approaches of all the partner states;

The Committee recommends that a common and comprehensive education structure be urgently developed in time for the adoption of the EAC Harmonisation process;

7.7 There is lack of a regional policy to guide the harmonisation of structure process of education in the region. The Committee noted that there are different curricula in the EAC Partner States: (Kenya: 8.4.4; Tanzania: 7.4.2.3, Uganda: 7.4.2.3, Rwanda and Burundi: 6.3.3.4). Kenya has adopted a four track (*Academic, Vocational, Technical and Talent*) system which should be adopted in the region. This structure can be used to inform a regional legal framework on the harmonisation of the education system in the EAC;

The Committee recommends that the EAC Partner States consider adopting the four track structure.

7.2 The Committee observed that there is no evidence that a regional survey has been carried out to inform or to fill the gaps which exist within the skills in the region so that the

education institutions could proactively plan for their training. For example, Partner States discovering oil and gas; clearly there is no evidence of training in Chemical Engineering that will enhance the skills for those who are to work in the industries. This means that there is lack of a shared regional vision.

The Committee recommends that the Council of Ministers expedite the regional skills and manpower survey.

7.5 The East African Community Secretariat has developed seven strategies based on the Partner States Education Policies but these have not yet been operationalised. There exists a fear that the implementation of the strategies may be derailed as a result.

The Committee recommends that a regional education policy be developed to guide the operationalisation of the seven (7) strategies. The Committee further recommends the urgent establishment of operationalisation of the Kiswahili Commission to facilitate the mainstreaming of Kiswahili in the education sector in the EAC.

7.6 The EAC Partner States negotiated for movement of Professionals only in the EAC Common Market Protocol. However, the current trends show that the labour market has attracted non – professionals. The Committee is yet to know the factors that influence labour movement in the region. There is a need to carry out a study to know what attracts labour movement and what dynamics inform the movement of labour.

The Committee further observes that there are initiatives that are best practices that can be emulated. These include the Business Development Fund in Rwanda where bankable projects by students and youth are provided with 75% capital and the Workers Pass provided by the Ministry of Labour and employment for workers in Uganda without any formal education or qualifications get accreditation through training and assessment while in employment.

The Committee recommends that a regional accreditation guideline be developed to facilitate skilled youths without formal education and relevant education.

7.8 The Committee observed that since the Common Market Protocol was signed, the EAC Council of Ministers has not come up with a list of legislation to assist in the operationalisation.

The Committee recommends that the Council of Ministers provide a list of legislations that are important for the operationalisation of the Common Market Protocol in the area of education.

7.9 The Committee observes that there is a lack of commitment to implement the Council Decisions in the Partner States particularly in the Education Sector.

The Committee recommends that all Council Decisions on education matters and the implementation status be presented to the House.

7.10 Discrepancies in the fees structures are hindering the movement of the students from the region.

The Committee recommends that a study is carried out by the East African Community Secretariat to review ways on how to harmonise the fees structure in the region.

7.11 The Committee observes that work permit fees continue to be charged in the Partner States.

The Committee recommends that the Council implements the resolution passed by the Assembly on elimination of work permits fees for East Africans.

7.12 The Committee observes that the Partner States officials who attend EAC Sectoral meetings are not necessarily the relevant officers that implement decisions passed for implementation at the regional level.

The Committee recommends that the experts meetings be attended by officials drawn from the relevant sectors and institutions who carry out implementation of decisions on the relevant subject under consideration.

## CONCLUSION

- ❖ In respect to the four pillars in the Common Market Protocol, there is little evidence that EAC Partner States have established a mechanism for their implementation.



- ❖ There is a need to review the Rules of Procedure of Assembly to establish a mechanism for the Assembly to follow up on decisions of the Summit and Council of Ministers. It is the best way for EALA to facilitate the integration process.

## **Acknowledgement**

The Committee on General Purpose would like to express its appreciation to the following:

The Rt. Hon. Speaker, EALA for according the Committee the opportunity to carry out the activity; the Office of the Clerk EALA for facilitating the work of the Committee; The Partnership Fund /EAC Secretariat for funding the activity, EAC staff Mr. Aloysius Chebet and Mr. Bernard Bakaye, EALA staff Ms. Elizabeth Barinda and Ms. Elizabeth Gitonga. The Ministries for East African Community in all the Partner States are commended for coordination of the activity as well as all the stakeholders including the Hon. Members from the National Parliaments, the Ministries of primary, Higher Education, vocational training, labour and employment, private and public universities as well as civil society for the fruitful and enriching discussions held from the 16<sup>th</sup>-18<sup>th</sup> of September 2013. The Committee commends the honourable Members for their hard work and endurance throughout the activity.

Madam Speaker, I beg to move.

*(Applause)*

**The Speaker:** Thank you very much, hon. Bernard Mulengani for that very informative report and I want to thank the Committee on General Purpose because it has touched on some of the very sensitive issues which concern not just our students but the citizenry of East Africa.

Hon. Members, the motion on the floor is that the report of the Committee on General Purpose on policy framework and initiatives in the Partner States on linking the harmonized education curriculum to labour and employment in the context of the Common Market Protocol be adopted. Debate is open.

**Ms Maryam Ussi Yahya (Tanzania):** Thank you very much, Madam Speaker. First of all I would like to take this opportunity to thank all the Kenyans especially the Kenyan chapter for accepting us in Kenya and giving us their hospitality. With your permission, Madam Speaker and before I contribute, I would also like to take this opportunity to thank all Members of this House for the gift to my son that they gave me yesterday through hon. Valerie. My family and I, on behalf of my son, would like to say thank you very much. *Asanteni sana.*

Madam Speaker, I was lucky to be able to attend this meeting in Dar es Salaam and I would urge the Secretariat and the Member States to harmonise education because the highest percentage of youth are the ones who are affected by this.

I also took the liberty to ask the Ministry of Education in Tanzania regarding the question that was brought here by hon. Susan Nakawuki on Ugandan students when they apply to attend University of Dar es Salaam when they were returned. The answer I was given is in line with this because they were saying that in Tanzania we have a combination system which needs students to have combinations from their 'A' Levels before they start university which means if you want to study law, you have to have a combination of History, Geography and English. If you want to do maybe a doctor course, you have to study Physics, Chemistry and Mathematics. Their answer was that Uganda does not follow the same curriculum.

So Madam Speaker, the harmonisation needs to be speeded up because it will affect the youth of today and majority of people in the region are youth.

Last but not least, I would like to bring to the attention of the Secretariat and all the responsible personnel who prepare these meetings. We represent Tanzania and I am talking about this in a truly East African spirit but there are some issues which are not union matters. Zanzibar's voice and contribution need to be taken and heard. In the question of education, it was not a union matter but there were no representatives from Zanzibar.

We have so many meetings; we have just finished the health forum meeting and Zanzibar attended. So I would like to urge and remind them that they need to put into consideration matters which are not union matters. Zanzibar needs to be represented and their voice needs to be heard because whatever we decide in this House affects them equally. Thank you very much and again thank you for the gift.

**The Speaker:** Thank you very much for acknowledging the gift and our love to baby Jamal.

**Ms Susan Nakawuki (Uganda):** I thank you very much, Rt hon. Speaker for the opportunity. Allow me to add my voice to appreciate the Kenyan chapter for the warm hospitality. I will declare from the onset that I am a member of the General Purpose Committee although I was not able to attend this activity since I was on another assignment of the East African Legislative Assembly.

I would like to appreciate the *de facto* Chair, hon. Bernard Mulengani for this elaborate report. I concur with all the recommendations therein. Nonetheless, I have a few issues to comment about especially when it comes to the implementation of the harmonisation of the education systems of EAC and the training curricular.

As you may observe when you look at page two of the report, the issue of harmonisation of the education systems and training curriculum of EAC started in 1998. As I talk, it is five years down the road and we cannot see the tangible results.

When you look at page three, the first paragraph where we see phase three, there is a statement which says that there are three phases which were initially to cover 2008-2009 will be implemented in 2014 that is next year and that is if they will be able to beat this target. On that same page when you look at phase four, it will take up to a period of five years after 2014 to have implementation go on.

With some quick mathematics, that means we can only be able to achieve this after 2019. So it can be 2020 onwards. In law there is a principle which says that delay defeats equity. If you over

delay, in my understanding we are failing the intentions or the purpose of this harmonisation process.

The more we delay, more people are getting affected especially the youth of the East African Community and the children of the workers within the region. You can imagine if a child- Or let us say the diplomats within the region or the business people within the region including the staff of the EAC- If their children have to move from their countries of origin to any other Partner State within East African Community with this kind of education systems we have, how are they going to be able to cope? So you realise that it is to the detriment of the children. So sometimes parents prefer to leave the children back home and they come to these other Partner States to make a living but you are depriving these children the love and care of their parents which is not fair at all. So the earlier we address this issue, the better.

I know it is our role as the East African Legislative Assembly to fast track this process. 2020 is very far just to achieve this simple harmonisation. I do not think it takes that much to achieve.

Madam Speaker, it is evident in this report that we are getting report after report. Researches have been made, consultants have been hired, they come up with report after report, which reports are being shelved, workshops are being held but no tangible outcomes and we need to do something about this otherwise probably you are creating an avenue for people to earn extra money through workshops which could be a deliberate plan as far as I am concerned. I feel we should bring this to an end.

Madam Speaker, there is no way we are going to be able to implement the Common Market Protocol without free movement of labour. I could give an instance. I remember when I was in law school between 2004 and 2011, we had almost 40 percent of students there either Kenyans, Tanzanians or Rwandese. In other words East Africans. But it is evident for example in Uganda the only way you can practice law is when you go through Law Development Centre to undertake a one year bar course. So every East African who studied in Makerere or in any other institution of higher learning within Uganda, the only way they could practice law in Uganda is if they went to Law Development Centre.

However our colleagues the East Africans have to come back to their Partner States because they could not practice law in their Partner States after doing a bar course in Uganda so it implies they have to go back. As a Ugandan lawyer, it is very hard for you to come and practice law in any other Partner State without having to go through their bar course even if you are simply serving summons, the process is very complicated and you cannot just move from Uganda to come and serve someone in Kenya because there is a long process that you have to undertake before you can be able to do that.

So I feel it is for the good of the people of East Africa for us to address this issue.

Also as we talk about the harmonisation of the education systems, we should link the education systems to the job markets. This is a very pertinent issue. Almost all Partner States have not taken trouble to look at this. When you look at the curriculum in our Partner States, we do a lot of irrelevancies. For example I took two years in high school learning about European history; Napoleon Bonaparte, physical geography; continental drifting. I did not want to be a geologist, I do not want to be a professor of history. I just wanted to be a lawyer but I had to take two years

studying those irrelevancies and that is the way it is. You take seven years in primary then four then two. I studied Art but I am not applying it anywhere. It did not help me-

**The Speaker:** In your dressing.

**Ms Nakawuki:** Oh, thank you for the compliment but here I just employed the brains and a few style icons within this House so I copy every now and then. If you want to know the names you should just come during my private time and I will let you know.

I would like to put it that some years before in Uganda they adopted a system of performing arts. In primary schools other than teaching social studies, science and mathematics, they would also teach home economics and basic construction, among others. Not many schools have taken that on but I feel if we continued with that in all our primary schools, we would reduce this whole idea of child labour because you will find in many homes that the children who are working as maids are twelve and thirteen year olds and this is illegal., but the parents are forced to send their children to work in these homes where they are even abused simply because they do not have money to take them to school and this is a problem. So we need to look at our curricular seriously.

Madam Speaker, in the report we talked about the issue of budgets of education in our ministries. In most of our Partner States, education is not taken very seriously. The budget of the Ministry of Education is almost always the least funded. The teachers across the region have been striking and demonstrating because of the meagre salaries they get. In fact personally as I was growing up I knew one thing; I cannot become a teacher. It was not that I could not teach but because I knew they earn peanuts. So today you find that teachers who have been in that sector for years are running away because of the pay.

Recently, I read about one of the Heads of State who went to brief the striking teachers. He told them, if you cannot teach, you can go and rear goats. This was simply because they wanted money and he told them, you came to this profession knowing that it is a profession that does not pay well. I do not think that was the appropriate statement the head of state would have made.

So I think it is necessary that we look at our teachers and also improve their welfare so that they can do their job wholeheartedly because we are all products of teachers. If it wasn't for teachers, none of us would be here; we would not be qualified.

Madam Speaker finally as I conclude, in this report they are talking about the issue of incorporating ICT in the Education Sector that is e-learning. Under that strategy there is building capacities of policy makers by 2018. I know that as members of EALA we are policy makers and I do not think we should wait for 2018 before our capacities in ICT are built. In fact it is my humble prayer that as the Rules of Procedure are being amended, we should include this issue of ICT. We should be able to use our I Pads and laptops during deliberations.

Recently when I was at the Ugandan Parliament, I learnt that they have introduced the ICT bit in Parliament. They are saving US\$ 5 billion per year in stationery because –

**The Speaker:** They are paper less.

**Ms Nakawuki:** That is almost US\$ 1 million because they sent the Order Paper and reports on email so you can read them before you come to the House so that you are not ambushed with a report, among others. So if we could adopt that as EALA, we would also make a saving when it comes to stationery instead of littering the entire beautiful chamber with paper.

Madam Speaker, as I conclude I will not sit down before I talk about the youth who are heavily inconvenienced when it comes to this issue. It is my humble prayer that we copy the best practices within the region like in Kenya the National Youth Service because the youth need to be helped otherwise the rate of crime is going to go very high if we do not address the issues that affect the youth for example unemployment. I want to thank you, Madam Speaker and I beg to support the motion.

**The Speaker:** Thank you very much.

**Mr. Celestin Rwigema (Rwanda):** Thank you. I would like to thank the Kenyans for their hospitality to us. I also want to thank our colleagues, the hon. Members of the Kenya chapter for all they have done to make us feel at home.

Madam Speaker, I cannot forget the dinner hosted by the Governor of Nairobi County Council. Coming back to this report, I am not a member of the Committee of General Purpose but I rise to support it because this report is very comprehensive and informative. It has been well done and I thank the Chair of the General Purpose Committee for his report.

Madam Speaker, coming back to the report, as East Africans and even as Africans as a whole, what we have is people and land. I am glad that two days ago we discussed about land and I very happy to have made good recommendations.

Concerning our population, if we want to help our community, the most important is to have people who are educated. How can they be educated because I can testify that in my home country Rwanda, after the genocide against Tutsi, I was appointed as a Minister for Education and I can tell you that when you receive students coming from different Partner States of this Community at that time and students who were supposed to have the same level and then you make an analysis to see how you can integrate them in different levels, you find that we need to harmonise and to get the same curriculum.

Not only the curriculum evaluated according to the language spoken in different Partner States but some students were using Swahili, others using English, French or Kinyarwanda and it was not so easy. Now we are lucky because His Excellency President Kagame has understood how to lead people and to go forward to a certain development and then to integrate and make English as an official language to unify everybody.

We have a very important task on this subject because if we want to achieve different goals, if we want to make our community to get to a certain level compared to other communities, we have to focus on education. I have followed different recommendations from this report and they are wonderful but the problem is to make a full and complete implementation and I think that we need to create a certain task force, an EAC task force on education and then be able to make regular follow up. I can even add that as we do for security matters, we can also organise annually some conferences on education and then they can comprise of Ministers of Education of

Partner States and see how they can implement and evaluate all decision and to see how we are making progress.

Without that, we can take decisions and then the implementation will not make a certain force that we want to give our system.

This problem of education cannot be achieved in harmonisation of this curriculum or system if we do not focus on Swahili as a tool that can unify all students and can also permit the mobility of teachers and students within the Community. If we need some teachers in Rwanda and Burundi and we want them to come from Uganda, Kenya or Tanzania, it will be very hard if they have to start learning the local language while Kiswahili can help us to go fast and resolve all these different problems for achieving these goals at different steps in the different levels we need.

Madam Speaker, I will not take long. What I wanted to say is to congratulate the Committee of General Purpose and the Chair for the work done and I support this motion. Thank you very much.

**The Speaker:** Thank you very much, hon. Celestin. I invite hon. Ogle.

**Mr. Abubakar Ogle (Kenya):** Thank you, Madam Speaker. I also wish to thank hon. Bernard Mulengani for standing up so well for the substantive Chair of the committee to which I also belong. I am one among the very few men in this committee; only three. We are endangered species-

**The Speaker:** You stand protected.

**Mr. Ogle:** Yes, Madam. Madam Speaker, allow me to put this matter in context. There is a leading literary critic called Robert Hughes and I recommend Members, if they have time possibly to get the very limited editions of this book in this world. Robert Hughes wrote a book called the praying of America. He was trying to describe why America's moral authority has fallen since and the genesis of that and he traced that to the arrival of one man called Ronald Reagan on the political scene in America.

Ronald Reagan was an actor, he did not know much about government or anything but he played some bit of public relations. He was such a popular man that according to Robert Hughes, when he vacated the American political scene, he educated the nation of America down to his level. It was a nation that did not know anything, it was a nation that adopted this cow boy policy and the subsequent leaders that followed Ronald Reagan just adopted that kind of PR.

I am giving that background because I want to talk about education particularly referring to the Kenyan circumstance. From 1978 or thereabouts, the Kenyan government adopted what they call the 8-4-4 system. Now this system went on and is still around but we have not had time to review it until about 10 or so years ago. What has been happening over that quarter century during the time of President Moi, with respect, was that the nation of Kenya was educated down to a level where we literally almost produced substandard graduates and students all over the place.

What happened then was that we were trying to play PR with our education system. We wanted to build so many schools but we did not care about the quality of our education to a point where

what we have in our universities these days, is substandard graduates. This thing appears to have been replicated across East Africa. What has been happening in East Africa for the last couple of years was that we played some bit of activism with our educational system. We cared so much about building schools and not caring about the quality of education we were providing to our students.

Before we even talk about harmonising the curriculum for the East African countries, I think the most important thing- That is why we are talking about the four track that the committee is recommending here and trying to appreciate that education should be seen in such a way that there is vocational training, technical training, and all these kinds of specifications.

As long as we are not careful about how we handle our education system, I think that is the most important thing and it is only then that we can talk about harmonising our education systems because when we went to Tanzania, the officials who came before us- (*Interruption*)

**Mr. Nkanae:** The joint...What he means that our graduates get limited education is the group which is taken as ... courses. Those are people who are produced in masses and you can imagine a class of 700 students. How do you manage? That is the information. Not all are bad students.

**Mr. Ogle:** Thank you, honourable. I am not even suggesting that they are bad. They are substandard. In fact I am very lucky to have-

**The Speaker:** Hon. Ogle, this is a very serious paradox. With our population growth and increase in population, that is where all this debate is coming from and I think it is good that as a committee member and Committee of General Purpose, you look at it even more critically because I think there is no class which is empty. All these classes are full. The pupils are there who want to come to school so build more classes and more children come to school. I am not debating but as a parent, I see that this is also a problem. Proceed, honourable.

**Mr. Ogle:** Yes I was taking the point of the honourable and all I am saying is it is good to expand the educational facilities but it is not going to be at the cost of quality. I was saying I was very lucky to have been the very last who escaped the 8-4-4 in Kenya but I am saying all those who followed us- I could compare myself. When I was in secondary school, what I could analyse compared to a so called fourth year student leaving our universities these days were not even comparable at all. Unfortunately and I must be honest about these things- (*Interruption*)

**Mr. Kidega:** Thank you so much. It is not so long ago when I was at university but I think there is a major problem in our universities all over the Partner States and that is the politics of money. You go to universities and find faculties competing for private students to raise funds so I think the committee needs to do further studies as to the issue of funding in the universities.

Let me give an example of Bachelor of Business Administration. About a decade ago, it used to have a course unit called entrepreneurship but as I speak today, in certain universities, entrepreneurship has become a course in itself. So you find that the graduates are becoming narrow in understanding of issues. Somebody is a graduate of something very small and I think there is a problem. Thank you.

**Mr. Ogle:** Madam Speaker, I am glad I was able to provoke some Members but the point is what is happening in our universities- In fact public universities are in competition with the so many

private universities that are emerging. Nairobi university for instance, until some two semesters ago, the classes of Masters were limited to about 20 students. What is happening today is Nairobi University class of Masters- I have done Masters and I have never been in a class of- That is ridiculous but that is the level we are going to.

All I am saying is that Kenya realised its mistake and they are a bit apologetic, they cannot just wake up one morning and overhaul the system so what they have done is they are operating some kind of parallel- and that is why they are insisting on the four track captured in the report which we are also strongly recommending must be adopted across the region.

Madam Speaker, shortly before I was interrupted, I was also saying that when we went to Tanzania-

**The Speaker:** Proceed, you are protected. Hon. Dora, let the Member proceed.

**Mr. Ogle:** I was saying when we went to Tanzania, among the officials who came there was only one person who wanted to speak on behalf of everybody. He could not even allow us to interface with the other officials. This person said he was the acting permanent secretary of the Ministry of East Africa and he said he would be responding to all the questions. He was very clear in his mind and he said, we have accepted the so called seven strategies which were adopted at the Secretariat. He said we have accepted the principle. That means they have not even... (*Inaudible*)

...harmony amongst the educational strategies in the region-

**The Speaker:** Will you take information from hon. Kimbisa?

**Mr. Ogle:** I do not mind.

**Mr. Kimbisa:** I feel comfortable to respond to hon. Ogle and give him information. There are different systems for people in an organisation. In certain systems there is some kind of hierarchal order that a senior will be the only person responsible to answer. So there is no one way of skinning a cat. In one place, everybody can make as much noise as he or she wants. In other systems like you saw, that is the norm of the day. Thank you, Madam Speaker.

**Mr. Ogle:** Madam Speaker, if it was speaking on behalf of Tanzania, I thought the Chair, Council would have responded to that. It was not the business of hon. Kimbisa with a lot of respect, to have responded on behalf of Tanzania. You are not here-

**The Speaker:** Hon. Ogle, you can take the information or reject it.

**Mr. Ogle:** I treat it with the contempt it deserves.

**The Speaker:** Proceed.

**Mr. Ogle:** Madam Speaker, all I am saying is we have a long way to go and it is the responsibility of the Chair, Council to really help us and give us guidance on where we are going as far as this matter of harmonisation of education structure is concerned.

Madam Speaker, I beg to support. Thank you.



**The Speaker:** Thank you, hon. Ogle. I will take hon. Kabahizi and I want to congratulate him because this is going to be his maiden speech.

**Mr. Celestin Kabahizi (Rwanda):** Thank you, Madam Speaker. First of all I need to congratulate all Members of EALA on how I have been received and continue to be inducted in this business. I have been well received through the Burundian chapter, recently through the Kenyan chapter and also hon. Shy Rose who gave me this-

Madam Speaker, I need to contribute to this paper as one who has been managing higher learning institutions for four years and have participated in many Inter University Councils for this harmonisation. I was not aware if this subject would come when I was still in decision making.

I have learnt a lot and I have also seen that the committee has researched and gotten more information. However on quality of education, I think what has not been touched on is quality assurance committee which must be an independent body to assess exactly the content on each university which is related to employment and a degree.

Also regarding funding, as Members have contributed and said that the problem lies on mainly how higher learning institutions are funded, many countries are seeing how to reform their systems. Who are going to participate on how much? Is it the government, the parents, the private sector? Because it is a cornerstone for higher learning institutions to be funded by the government and when we look at many private universities, we are getting more students than government and it affects the content and quality because at the end, all those leavers are in the same job market. Also, for the system of funding.

In my country Rwanda, it was a problem through the Ministry of Local Government and the Ministry of Education. It is a question of harmonisation. We have got many public servants going to Uganda, Burundi, Congo searching for higher learning institutions so we are wondering why. When they come back, if those subjects they have gone to undertake are relevant for the country. So it is a question.

I take this opportunity to contribute and to thank this committee for this way of harmonising the content. If the content is harmonised, we are not going to get the feeling that the people who are going to Uganda or Burundi when they come back there will be a problem. So they need to increase the level, they need capacity building but the content should be relevant for the country and it will be a diplomatic problem to say so. We are not going to recognise... from Kabale, from Tanzania from University of Kenya meanwhile we are in the same state, we agree don Common Market and free movement of people.

So if this is not taken into account in due time, it will be a diplomatic problem and one of conflict of interests and also a problem of quality services for those who have-

**The Speaker:** This is hon. Celestin's maiden speech and Parliamentary practice does not give us so much leeway of information so let him conclude.

**Mr. Kabahizi:** Maybe I have spoken for long but I need to conclude on what my colleague, hon. Nakawuki has said about the time frame saying it is long. I do not see that the period is long because there are phases that we need to go into. In this report I have also seen that they are

asking if it will be a body, a committee or a task force. Let us see through the Inter University Council which is the best model to be taken. So I agree with this report and I thank the committee. Thank you.

**The Speaker:** Thank you very much, hon. Celestin for your contribution in the maiden speech.

**Mr. Peter Mathuki (Kenya):** Thank you very much, Madam Speaker. Let me start by thanking the committee and the Chair for this quite elaborate report which of course brings out a number of issues which are paramount to know and to understand going forward if at all we are to achieve the four freedoms we are supposed to have in the Common Market Protocol.

I must confess that the labour market environment and industrial relations is one of the most challenging in the region and I think we must not take this report casually. We must take it with a lot of seriousness.

I say so because I happen to have interacted in the past competently with stakeholders who are experts in this particular area and therefore when you look at the labour environment in East Africa, it is governed by three instruments and one is labour laws, secondly is the national constitutions and of course the International Labour Conventions. This is where the labour laws are drawn and if you look at what is happening in the region, you find what is called the core labour conventions which are eight.

All the countries of East Africa have ratified save for Kenya that has not ratified one convention; convention 87 of freedom of association which is very key but of course while catered for in the national constitution.

Madam Speaker, what I am trying to say is that much as we have tried to ratify these core conventions which are very key on labour issues, we have not domesticated. You go to some Partner States and you find there is no minimum wage. You go to some countries and the last time minimum wage was revised was in the 1980s and now we are in a different century. That is to say obviously that is why you see all manner of industrial actions going forward. I think it is high time the report also recommends that we should come out with a clear labour policy both at the national level and also at the regional level.

This is because you find some Partner States have labour policies and others have not. How do then harmonise? How do we talk of having common standards of education and labour yet we are not- (*Interruption*)

**Ms Byamukama:** Thank you hon. Mathuki for giving way. The information I would like to give and what has provoked me is the issue of minimum wage. This is one issue that some of us have fought for, for a long time. In the Republic of Uganda where I come from, the last time it was revised was in 1984 and although we have a law on minimum wage, we do not have a board in place.

I would like to say that there are proposals but they are meeting a lot of challenges and over time you will realise that if we do not state minimum wage which takes into account housing, which I know you are very passionate about, Rt hon. Speaker, issues of transport, issues of food and clothing as well as health, it means that when a person works for a wage which cannot meet all

these aspects, they are actually being exploited and therefore we have internal trafficking within our countries.

So Madam Speaker, I hope that hon. Mathuki in due course will bring up a motion so that we give this particular issue due consideration bearing in mind that we do actually need to respect the people who labour for us. I thank you.

**Mr. Mathuki:** Madam Speaker, let me thank hon. Dora for that very important information but actually she confirms what I was saying. Truly indeed there is a problem and I thank her because she seems to be proving to be an authority in the area of labour where I commend a lot of respect. Thank you Madam Dora.

What I was saying is that minimum wage and the country she has referred to; the Partner State is the last time they revised their minimum wage was US\$ 3000 and that stands up to today as such. Also other Partner States in the region you find the minimum wage and the time they devised that becomes a problem. Therefore the issues of industrial action and so forth and you find that remains a challenge and I hope the report again captures this because there is no way we can be talking of free movement of persons; people coming from one Partner State, they go to another Partner State, they enjoy different working conditions far from what they are coming from so it is very important that we harmonise this.

If you look at the Export Processing Zones, you find these are the major culprits in almost all the Partner States where you will find there is a report and I think it can be tabled at the appropriate time where workers were locked in a factory and just given permission to go to the toilet once a day. This is actually what is happening. That is why I am saying we need to capture the report because I have seen that they met different stakeholders. They ought to have come out with clear names of the people and representatives of the employees they have met.

When you go to Uganda for example, when you talk of representatives of employees, as far as I know there are two major unions; NOTU and COFTU who are major players of this particular situation. Therefore because some NGOs purport to represent workers, it is very important that whenever this committee goes to Partner States, they understand the key players in the sector so that they get the right information.

Again, that challenge of ... of labour unions, for example I would say confidently that some of these labour unions are creatures that are created to bring more confusion. For example when we talk of negotiating, they will be created so that they can start back stabbing the original ones and this again does not help the situation. Therefore it is very important that we build capacity and come with a policy and collaborate with some of these stakeholders so that we know what the problem is.

You go to countries like Rwanda and you find five trade unions in a country with a small labour market when we are supposed to be having only one representative of workers' interest but they are used at different times to play different roles and not playing the particular role. You come to countries like Tanzania – we have TUCTA which is a representative, in Burundi we have two there is COSIBU and I am told there is SB. If I am wrong you can correct me. In Zanzibar Maryam was talking of EZATUK who are key players in these sectors and they need to be brought on board so that they understand and bring on board the issues that we are facing.

The other issue is mobility of social security issues. You find for example when we are talking of movement of employees from one country to another and for example in Kenya we are contributing to what we call the NSSF. We should work out a situation where employees or workers can be mobile with their social security savings whenever they go to another Partner State so that they do not lose out. I think the report should also come out with some of these recommendations so that again there is motivation for employees to freely move across the region.

Madam Speaker, some of the challenges were well articulated in the report. We know the labour market is marred with challenges like child labour. You go to some districts in some Partner States where child labour is rampant. How do we then promote education for the children when they are already engaged in productive work when they are still very young? You go to some districts and allow me to refer to Uganda. You go to districts like Masaka, Mbarara, Jinja, Mpigi, Bushenyi- These places are known for promoting child labour because of the nature of the jobs and because of the coffee industries. Even in Rwanda my second home, you find in Kigali itself and possibly in the Northern province, child labour is rampant.

So I think we should understand some of these challenges so that again it can inform the rest and understand what the situation is. Besides the recommendations of having a labour policy at the national and regional level, I appreciate and I have seen in the report they are recommending an education policy but we should also have a labour policy at the national, regional level and see how to harmonise labour standards in these areas.

The other sector is the informal sector which employs 70 percent of employees in this region. You should also pick out because in our Partner States, I think there is no legal framework to protect workers and employees in the informal sector. I think we should find a way and in the reports I pray that we recommend some of these things. Again the courses and I appreciate what they have said. we should also encourage an education system that demands results as opposed to adhering to the old systems of educating someone to go to the university with due respect like hon. Ogle said and they do bachelor of Arts in anything which I know I never did in anything. But we must be driven by what the industry wants and I think this should also come out in the report very clearly.

And finally, that the Partner States must ratify the eight core conventions of the ILO and make sure that they are domesticated because that is the only way we will be able to understand and respect the environment. I thank you, Madam Speaker.

**The Speaker:** Hon. Members, today I want to conclude on time because as you are aware, the Inter Parliamentary games are drawing nearer and we need to style us. So I want to conclude on time.

**Mr. Frederic Ngenzebuhoro (Burundi):** Thank you, Madam Speaker for giving me the opportunity to contribute to this important motion. Education is a sector which is very important and I would like to thank and congratulate the Committee on General Purpose for the report which is very instructive and in which he makes very important recommendations.

Madam Speaker, I think that there is no need to further elaborate on the importance of harmonisation of education as education is the basis of integration. I would like to come back to

the report. On page 13, it is said that in guiding the harmonisation process, Partner States should work towards achievements of regional education policies and among issues to be addressed by those policies, we have to harmonise the exclusion and re-entry policies of certain children, most especially pregnant girls.

Madam Speaker, I must confess that I am shocked because in my understanding, to exclude a girl from the right to education because she is pregnant is a form of injustice.

Let me inform this House that 32 years ago, in 1981 I was chief of Cabinet in the Education ministry. I faced this problem where many young girls were chased from education and they could not come back to school because they were pregnant. I am wondering why- (*Interruption*)

**Mr. Ngendakumana:** Thank you, Rt hon. Speaker. I would like to inform hon. Frederic that in Burundi right now, when a girl is pregnant, she is given time to go home and take care of her pregnancy and when she gives birth, she is given one year to be at home and take care of the baby and then come back to school. Thank you.

**The Speaker:** I think we need to manage our time. I was thinking that maybe the way the report was captured- Maybe a word was omitted and that is why I thought that at an appropriate time the chairperson would correct this impression otherwise I do not think we are retrogressing. That would be retrogressive in the education sector because we had moved to appreciate that yes there are teenage pregnancies but we must also look towards the situation that these girls should not be condemned because they are pregnant. So I thought that there was something wrong with the report and the chair person, at an appropriate time will correct it. If he does not decline maybe we could let him clarify at this juncture because this is very sensitive as you can see. Chairperson. Proceed, hon. Frederic so that eventually the honourable chairperson will look at it and put it in context.

**Mr. Ngenzebuhoro:** Thank you, Madam Speaker for your guidance because I am also convinced that this must have been badly captured because we cannot go back. What we have to do now especially at the Community level is to fight so that that exclusion cannot take place.

Having said that, I wanted to remind members that through our legal frameworks, East African Community has taken a lot of commitments especially through the- When EAC Partner States are all signatories of the UN universal declaration of human rights, I want to remind all that education is one of the fundamental rights so there is no reason to deprive a person because it has been an accident.

Secondly, we must also be in line with our treaty and I would like to refer to Articles 6 and 7 about human rights. In conclusion, I would like to urge that instead of harmonising exclusion, we should fight exclusion. Thank you, Madam Speaker.

**Ms Agnes Mumbi (Kenya):** Thank you, Madam Speaker. I rise to support the motion and also raise a concern that normally the education for children with special needs is mentioned in passing. It so happens that in this report it has also happened. On page three, if I may take you back to the objectives of the oversight activity, it is mentioned in number two and I will read it, "To take stock and access the national initiatives in place in areas of linking education curricular and labour unemployment at all levels of education considering among others inclusiveness with

regard to special interest groups such as PWDs, uneducated youth, uneducated persons with skills” etc.

I want to pick on PWDs and I want to declare my interest in this. Before I became a politician, I served in various boards and one of them was the Chair of the school for the visually impaired in Thika. I served as the chair of the Board for about three years and I have also served in other schools where children with special needs are taken. Every time in a government report or oversight activities it is mentioned in passing and once you mention it, people say oh, we mentioned it. But what do we do? For example in this country we have about 3 million people and a population of about 500,000 school going children with special needs. That translates then to people who are taken up and should be considered in the labour market.

So if the report at the initiative or even at the country level is not discussed in a way to involve such persons, I feel with a lot of respect because the committee did its work, that that segment of the society is being left behind and it is my humble request that the committee gets a way of getting from the Partner States. What is it in the education sector that the major component of...  
*(Inaudible)*

Even in our print media, there is this notion especially the- I do not want to call them people who ask for alms on the streets. They sit at particular corners especially mosques and shopping centres in Nairobi. I do not want to use that word, I am trying to avoid it. I I am not in it and I am not a beneficiary of that system that honourable is talking about. I am avoiding that word but from Tanzania they bring them to Kenya because they know that Kenyans have a special way of treating them so you find that they are being imported in quotes and that is bad for the Community.

Okay, I respect your mind that it is business, it is not business but all I am requesting the committee is that can we find a way so that this special group of people from education, from special skills into the labour market are put together in the four spheres and they are addressed as East Africans so that we do not leave this segment of the population behind. Thank you, Madam Speaker.

**The Speaker:** Allow me to take at least two extra members. I will take hon. Tiperu and hon. Jeremie. I have seen hon. Kiangoi and hon. Shy-Rose but because of the time, allow me to take note.

**Ms Nusura Tiperu (Uganda):** Thank you, Madam Speaker for giving me the opportunity. I wish to contribute on the report and thank the chairman for having ably articulated it because it was very easy for me and the rest of the Members to follow it.

Madam Speaker, I wish to use this opportunity to congratulate our colleague, hon. Jacqueline for having been appointed as a minister. This is the first time I am seeing her after a long time. I want to thank President Kagame in a special way because the presence of hon. Jacqueline and our sister Leontine has put a good face to the Council of Ministers. So to me, I believe the women of East Africa will be taken seriously not forgetting the fact that the other members are also gender sensitive.

Madam Speaker, allow me to also congratulate my sister Maryam for joining the family of motherhood and giving us another EALA baby and I encourage her to give us more since she still has the energy.

I wish to encourage my sister Nakawuki for also joining the club and also doing something on behalf of Uganda since Maryam has shown what Tanzania can offer.

**The Speaker:** We should be conscious of the time.

**Ms Tiperu:** Madam Speaker, the issue of harmonisation of education curriculum is very crucial. It is actually really late, not only education but there is a problem of elimination of barriers affecting our labour force. There is need for us to plan for the East African children so as to compete with the rest of the world. My colleagues have already spoken much and I will not go into detail of commenting on the challenges but I happen to have been in Burundi but one key issue we noted was the fact that because parents are disappointed, most have resorted to finding out where best they can get good education and then they send their children there.

For instance, parents in Burundi send their children to Uganda because they want them to learn good English. They would have wished to have the same children going to study in Tanzania but because you cannot divide a child between Uganda and Tanzania, you are forced to miss out Kiswahili and then you have English. So the need for harmonisation is very crucial because there would be no need for taking a child from one country to another if all these services were offered within the region.

Madam Speaker, allow me on a light note to thank all of you in this House. To begin with, let me thank the Government of Uganda for the support they offered me during the time I was in hospital, in particular the President of the Republic of Uganda. Madam Speaker, I wish to thank you in a special way for your prayers, words of encouragement while I was in hospital. Allow me to thank the Secretariat staff including the Secretary General who personally came and gave me words of encouragement that put me to look the way I am looking today.

Madam Speaker, I want in a special way to thank our service providers; Chester House in particular. We have a lady Gladys who was looking after me and Murunya at the same time. I remember she would bring two flowers and take to Murunya and leave one for me. She would bring fruits. Really this has gone beyond the normal. I think Chester House and management must be thanked in a special way.

Madam Speaker, I want to thank Daniel the one who has been giving us transport. He would always come and say do you have any problems as far as transport is concerned? Allow me to thank the Kenyan chapter in a special way. I wish to talk about this because we all come from different countries. Should there be a case in future where you have a colleague in a neighbouring state, I think the chapter members should revenge.

Madam Speaker, the members in the Kenya chapter decided to have a program on how they would look after me in hospital. Hon. Mumbi who was like my mother in hospital would always talk to the doctors before any operation or anything is done to me. Hon. Peter Mathuki became a doctor, he was always ready to say if things are not done well he was ready to provide a chopper to lift me from one hospital to another, hon. Ogle was the prayer warrior because I needed prayers so Ogle and his entire family, Zein and his wife were very good to me. Judith Pareno

supplied a lot of fruits, I think I am looking good because of the fruits and juices that were given by Judith. Hon. Sarah Bonaya, I am speechless.

Basically I want to say that members from the different chapters, I want to thank you so much. I want to thank my country Uganda especially Bernard Mulengani, Dora Kanabahita, Dan Kidega, Susan Nakawuki, Mbidde, Opoka. Members of the Rwanda chapter, Madam Speaker, I am sorry for going far because I remember collapsing from Rwanda and I want to thank in a special way the team of doctors we have in this House; Dr Odette our colleague, Dr Martin, Dr Nyiramirimo the husband of Odette. Dr Odette drove in the night with the support of the husband. I think EALA as a Parliament is blessed to have Dr Sezibera, Dr Martin, Dr Odette and her spouse.

These are services we have got and I think only the good Lord will continue to reward you for what you have done. I am humbled, Madam Speaker. I have come from a long journey but I want to say that the support I have got from all of you Members has humbled me and shown me that life is really a journey and you need people like the family that we have got from EALA to make us pass through this journey successfully. *Asanteni sana.*

**The Speaker:** Thank you very much, hon. Tiperu. We are happy to have you back and we thank God that you are back when you look strong and I want to add my voice to yours to thank all the Members who gave you support in the time when you were not well and we thank the doctors who looked after you. We are happy to have you back. Allow to take hon. Jeremie. Chair Council you will follow suit.

**Mr. Jeremie Ngendakumana (Burundi):** Thank you, Rt hon. Speaker. First of all allow me to thank the members of the Kenya chapter for the warm welcome we have got since we arrived in Nairobi, Kenya. Nairobi is still the same, it is a wonderful town we all enjoy it and feel happy in Kenya.

Madam Speaker, we are debating about an important topic; talking about the harmonised education curriculum. This linked with labour and employment and all that in light of the Common Market Protocol which provides for the free movement of people especially. One can ask himself, why do people move from one country to another? I know for sure that when you move from a country to another, we go looking for better jobs, better education and better business. What is also known is that when you are looking for a job whenever and wherever, they ask you to present a paper to certify that you are qualified in this or that. This paper is called a certificate or diploma.

This paper certifies that you are qualified in this or that. It is then important that we do have a harmonised system because if a diploma certifying that you are qualified in this or that does not have the same meaning in the different countries then there is a problem. I want to say for example if one is an engineer and presents his diploma from Burundi, Rwanda, Tanzania or elsewhere in the Community, one would know that this person who possesses this diploma is qualified and then he can get the job he is applying for.

That is why I think there is an important need to harmonise our educational system. This harmonisation of course will mean to harmonise the structure. For example if you presented a paper saying that you had completed primary school, one must know that at the end of the



primary level, this paper will certify that you have undertaken primary school, you are qualified in this and are able to do this. It must be the same for secondary schools and university.

This need of harmonisation is also related to the contents of our education. If you have a diploma certifying that you have done this, for sure you must be able to certify that you have done this. With this harmonised curricular, people can then move from one country to another, presenting their diploma and be accepted as an applicant of a job.

What about the link between the education curricular and labour and employment? I think that the Community and the different countries must first of all define the needs in terms of personal resources. I want to say that in public administration for example, we must define our needs. Private sector can also define their needs and then we will have the obligation to plan and organise our education curricular accordingly so that we know that the people that we are educating will get the jobs they need and according to the needs of the country, we are preparing the people to serve in the country accordingly. Thank you, Madam Speaker.

**The Speaker:** Thank you very much, hon. Jeremie. I will take the Chair, Council. This is a very important report that you can give us your views on it and your commitment.

**The Chairperson, Council of Ministers (Mr. Shem Bageine):** I thank you very much, Madam Speaker and I would like to thank the committee for the comprehensive report that they have submitted to this august House. I want to state that the Council of Ministers will take time off to study this report, looking at the various recommendations contained therein so that we can find a way of expediting the process of achieving educational harmonisation in our region.

Madam Speaker, I do not think this is a debateable issue because a common education system is at the centre of integration of our people. When people are taught through a curriculum that is the same all over the Community then the people begin becoming one and it becomes easy therefore for people with various qualifications to move into various Partner States and seek employment.

Madam Speaker, it is interesting to note that we are talking about education harmonisation at this time but I remember years back we actually had a harmonised education system in East Africa. We had an East African Examination Board which was setting exams throughout the then East Africa and there is no reason why we cannot do the same today.

Madam Speaker, I am aware of the process of integration as contained in the Treaty and sequencing of events ending with Political Federation. We can and I believe we should achieve educational harmonisation but as long as we remain identified separate countries who are partners in the Community, the issue of employment will continue to pose a challenge.

As you are all aware, there are annexes attached to the Common Market Protocol, some of which look at schedules of the various professionals who can work in various Partner States. This is so because obviously it is not possible to have everyone crossing from one Partner State to another to seek for employment. It can only happen ultimately when we achieve Political Federation because then we shall all be East Africans.

Having said that, a lot of members have talked about employment and issues related thereto but let me state here that even after we have achieved education harmonisation, we will still have a problem of employment. Last night at the dinner, the governor of Nairobi gave some startling

statistics on the level of unemployment in Nairobi city and this is everywhere in East Africa. What we need to do therefore is to look at how we can improve our economies in order to improve the absorption capacity job wise so that our youth who leave university or other institutions and even those who do not qualify can get employed otherwise we will become a talking shop about issues without seeking solutions.

It is important that we address- and all of us. It is not just the leadership of the various governments in the Partner States but all of us together need to address the issue of our economies, take advantage of the natural resources that we have, develop them so that we can improve on the availability of employment.

Madam Speaker, once again I thank the committee and I want to assure this House that at the next quarterly sitting of the Council of Ministers, this particular subject will be considered because I consider it extremely important. As I said, it is at the centre of our integration and the Council will come up with a position after the next quarterly meeting which is going to take place in January. Once again I thank you.

**The Speaker:** Thank you, Chairperson for that very strong statement on the *Hansard* with regard to this very important report. I now invite hon. Mulengani, the chair sitting in for the chair to respond to the Members concerns and also wind up debate.

**Mr. Mulengani:** Thank you very much, Madam Speaker. In giving a summary of what has been raised by Members, I wish to follow the culture of recognising those that have spoken to the motion; that have been able to catch your eye. I know there are those that have not caught your eye because of time but indeed are supporting the motion. I want to recognise hon. Ussi Yahya, hon. Nakawuki Susan, hon. Celestin Rwigema, hon. Ogle Abubakar, hon. Celestim Kabahizi, hon. Peter Mathuki and people who gave information; hon. Dora, hon. Nkanae, hon. KImbisa, hon. Frederic, hon. Mumbi, hon. Nusura, hon. Jeremie and the Chair, Council of Ministers.

There were issues that were raised specifically those regarding the labour policy. I will just leave these in the hands of the Council to come up with a clear way in which we can recommend the labour policy harmonisation. I know that there are issues to be discussed further in the Member States. Council, in your promise to meet in Council, you can also consider how you can tackle the harmonisation of labour policies.

There were issues raised by hon. Frederic regarding the girl child. The statement he was reading is on page 13 and these were issues that were given by a Member State. As a committee, I would propose that we either state another oversight function to oversee the various treatments in the Member States because as you may have heard responses from Burundi, for them they can reinstate what is happening in Uganda,. Tanzania, Kenya and Rwanda, I cannot tell off cuff because we did not dwell too much into the issue of re-entry of the girl child.

Personally I support that once a girl delivers, she should be allowed to get back to school after all the boys are allowed to stay in school. There were issues raised on special needs by hon. Mumbi. Again as a committee, we were unable to establish in detail what is obtaining within the Member States because of the nature of presentations that were given to the committee. I will task the committee, at an opportune moment, Madam Speaker with your guidance you can find resources and we establish in detail on how to approach this particular area at a regional level.

There is an issue that was raised to me with a note by the CTCV basically on pages 7 and 8. We continue making errors but he was just trying to correct the record on how to write Council meetings. Page 7 the last paragraph, he was advising that it should read, “The recommendations contained in this report were adopted by the 23<sup>rd</sup> Meeting – *(Interruption)*”

**The Council to the Community (Mr. Wilbert Kaahwa):** Madam Speaker, it was not my intention to interrupt my honourable friend but to just clarify what I pointed out and I am doing this innocuously for purposes of correctness of the journal of this House. On page 7 and on page 8 of the report of the committee, you find reference to the 23<sup>rd</sup> Council of Ministers. Pursuant to Article 9 read together with Chapter 5 of the Treaty, in the Community’s institutional framework there is only one Council of Ministers. You cannot talk of the 23<sup>rd</sup> or 98<sup>th</sup> Council of Ministers. I think what the committee here intended to refer to was the Council at its 23<sup>rd</sup> Meeting. So on page 7 it should read, “The recommendations contained in this report were adopted by the Council at its 23<sup>rd</sup> Meeting” instead of ‘by the 23<sup>rd</sup> Council’ because you will never get a 23<sup>rd</sup> Council. There is always, at all material times, one Council of Ministers.

Again on page 8 where they are referring to approval of the establishment of a technical committee, rather than saying the 23<sup>rd</sup> Council approved, it should read, “the Council of Ministers, at its 23<sup>rd</sup> Meeting approved...” If you go further on page 10 you will find a correct record where on the last paragraph the committee talks of the Council at its 26<sup>th</sup> Meeting and that is the proper recording for purposes of the journal of this House. I thank you, hon. Speaker and I thank you, chairperson.

**The Speaker:** Thank you.

**Mr. Mulengani:** Thank you very much and I think on behalf of my colleagues I want to take that amendment as advised by the CTC. We shall correct that typo.

Madam Speaker, with those few remarks I want to thank my colleagues that have contributed and I beg that the report be adopted. Thank you. *(Applause)*

**The Speaker:** Thank you very much, hon. Bernard Mulengani for representing the Committee of General Purpose and the chairperson specifically in presenting this report. Hon. Members, the motion on the floor is that the report of the Committee on General Purpose on policy framework and initiatives in Partner States on linking the harmonised education curricular to labour and employment in the context of the Common Market Protocol be adopted.

I now put the question.

*(Question put and agreed to.)*

## ADJOURNMENT

**The Speaker:** Hon. Members, I had earlier on amended the order Paper to bring forth item number four on the agenda but because the hon. Member who was supposed to move this question was not yet in the House we were not able to handle it. Now that she is in the House, I want to ask that it is postponed to Monday so that we are able to fulfil the request by the team captains that we are able to join the training responsibilities.

So after handling item four on the agenda, I think we have come to the end of today's business. I want to thank you for effectively participating in today's deliberations and I want again to remind you, hon. Members that training is proceeding. I want to thank both teams. The male team has improved tremendously. I saw more members today than before. Others are again falling out but I think with the mobilisation by the captain, the team should remain strong. The days are growing fewer so I want to request that even those Members who have not yet been seen on the pitch should actually make their presence because the responsibility to defend the flag is upon us first and foremost. Others are going to defend Partner State flags. We are the ones to defend the East African Community flag as East African Legislative Assembly.

Again I want to call upon the Chair of Kenya chapter, hon. Kiangoi that due to the tight schedule we have this weekend, we will not be able to do the activity of the tree planting. We are proposing that this activity is done in Kisumu so we request your input to liaise with the authorities in Kisumu so that this activity is done there.

With those announcements, House stands adjourned until Monday 2.30 p.m.

*(The House rose and adjourned until Monday, 25 November 2013 at 2.30 p.m.)*