

NATIONAL ASSEMBLY

OFFICIAL REPORT

Wednesday, 19th October, 2005

The House met at 2.30 p.m.

[Mr. Deputy Speaker in the Chair]

PRAYERS

PAPERS LAID

The following Papers were laid on the Table:-

Annual Report and Accounts of Agricultural Finance Corporation and Agency Seasonal Crop Credit Accounts for the year ended 30th June, 2002, and the certificate thereon by the Controller and Auditor-General.

Annual Report and Accounts of the Tea Board of Kenya for the year ended 30th June, 2004, and the certificate thereon by the Controller and Auditor-General.

Annual Report and Accounts of the Pest Control Products Board for the year ended 30th June, 2004, and the certificate thereon by the Controller and Auditor-General.

*(By the Minister for Roads and
Public Works (Mr. Raila) on behalf
of the Minister for Agriculture)*

Special Audit Report of the Controller and Auditor-General on the Kenya Pipeline Company (September, 2005).

*(By the Minister for Roads and Public
Works (Mr. Raila) on behalf of the
Minister for Energy)*

Annual Report and Accounts of the Kenya Tourism Board for the year ended 30th

June, 2004, and the certificate thereon by the Controller and Auditor-General.

Annual Report and Accounts of the Kenya Wildlife Service for the year ended 30th June, 2003, and the certificate thereon by the Controller and Auditor-General.

*(By the Minister for Roads and
Public Works (Mr. Raila) on behalf
of the Minister for Tourism
and Wildlife)*

Annul Report and Accounts of the Kenya National Library Services for the year ended 30th June, 2001, and the certificate thereon by the Controller and Auditor-General.

(By the Minister for Roads and Public Works (Mr. Raila) on behalf of the Minister for Gender, Sports, Culture and Social Services)

Annual Report and Accounts of the Kenya Broadcasting Corporation for the year ended 30th June, 2001, and the certificate thereon by the Controller and Auditor-General.

(By the Minister for Roads and Public Works (Mr. Raila) on behalf of the Minister for Information and Communications)

NOTICE OF MOTION

AMENDMENT OF CONSTITUTION OF KENYA REVIEW ACT TO ALLOW FOR POSTPONEMENT OF REFERENDUM

Mr. Abdirahman: Mr. Deputy Speaker, Sir, I beg to give notice of the following Motion. THAT, this House do grant leave to introduce a Bill for an Act of Parliament entitled "The Constitution of Kenya Review (Amendment) Bill" to amend Section 28 of the Constitution of Kenya Review (Amendment) Act (Cap. 3A Laws of Kenya) to provide for the establishment of a Harmonization Panel to receive the views made by the people of Kenya on the proposed new Constitution published by the Attorney-General under Section 27(3) of the Constitution of Kenya Review (Amendment) Act 2004, and to extend the date of the referendum to such a reasonable time as will allow the Panel to preside over the renegotiation, harmonisation and preparation of the final draft of the proposed new Constitution before it may be ratified by the people of Kenya at a referendum to be held on such a date as shall be specified in a Gazette Notice by the Electoral Commission of Kenya (ECK), and for matters connected thereto and related therewith.

(Applause)

Mr. Deputy Speaker: Very well! Next Order!

QUESTIONS BY PRIVATE NOTICE

IMPORTATION OF SUB-STANDARD MAIZE FROM UGANDA

(Capt. Nakitare) to ask the Minister for Agriculture:-

(a) Is the Minister aware that sub-standard maize is being brought into the country through Suam Border at this time when farmers from Trans-Nzoia are just about to harvest their crop?

(b) Is he further aware that this maize from Uganda is flooding the local market hence adversely affecting pricing of maize in Trans-Nzoia?

(c) Could he consider stopping the importation of maize from Uganda and take other urgent measures to protect farmers in Trans-Nzoia?

Mr. Deputy Speaker: Capt. Nakitare is here, but I have received a request from the Minister for Agriculture that the Question be deferred until next week because neither him nor his Assistant Minister is available to answer it. Is that okay, Capt. Nakitare?

Capt. Nakitare: Much obliged, Mr. Deputy Speaker, Sir. The Question has been deferred to which day of next week?

Mr. Deputy Speaker: The Question is deferred to Wednesday, next week!

Capt. Nakitare: I have no objections, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: Thank you!

(Question deferred)

ECK EXPENDITURE ON FORTHCOMING REFERENDUM

(Maj-Gen. Nkaisserry) to ask the Minister for Justice and Constitutional Affairs:-

(a) Could the Minister inform the House the arrangements the Electoral Commission of Kenya (ECK) has made to ensure the success of the forthcoming referendum?

(b) How much money will the ECK spend on the exercise indicating the amount to be spent on the agents as allowances and transport to and from the polling stations.

Mr. Deputy Speaker: I will skip this Question and come to it later on!

ORAL ANSWERS TO QUESTIONS

Question No.344

WHEREABOUTS OF MR. MUTUA MATHITU

Mr. Deputy Speaker: Mr. J.K. Kilonzo, His Excellency the Vice-President and Minister for Home Affairs has requested that the Question be deferred because neither him nor his Assistant Minister is available to answer it. What do you have to say?

Mr. J.K. Kilonzo: Mr. Deputy Speaker, Sir, I asked this Question last week and His Excellency the Vice-President and Minister for Home Affairs requested for it to be deferred. However, before the Question was deferred, I pointed out to the Speaker that the copy of the written answer sent to me, and which I am holding, did not include the issues which had been raised by the Chair when the Question was referred to the Office of the Vice-President and Ministry of Home Affairs. While I accepted the deferment of the Question until last week, could the Office of the Vice-President and Ministry of Home Affairs look at its contents?

Mr. Deputy Speaker: But you do not know what the Vice-President and Minister for

Home Affairs has in his reply! That matter can only be raised when he is there! His request that the Question be deferred means that he has engagements which could not be avoided. Therefore, the Question is deferred to Tuesday Next week and, Mr. J.K. Kilonzo, you should also tell the Vice-President and Minister for Home Affairs what you have just said.

Mr. J.K. Kilonzo: That is fine, Mr. Deputy Speaker, Sir.

(Question deferred)

Question No.557

TERMINAL DUES FOR CONSTABLE
NG'ANG'A KAMU'S FAMILY

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

- (a) whether he is aware that Constable Geoffrey Ng'ang'a Kamu (S.N.79103/2001022770) died at Kapsokwany District Hospital in June, 2002 while serving in Mt. Elgon District; and,
- (b) when his family will receive his terminal dues.

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

(a) I am aware that Constable Geoffrey Ng'ang'a Kamu died through normal sickness while serving in Mt. Elgon District.

(b) The refund of his contributions towards Widows and Children's Pension Scheme would be paid to the family as soon as it provides the particulars of the bank account to which the money should be paid.

Mr. Mbau: Thank you, Mr. Deputy Speaker, Sir. To me, that is a satisfactory answer. I have no more supplementary questions to ask the Assistant Minister.

(Laughter)

Mr. Deputy Speaker: Well done, Mr. Assistant Minister! The hon. Member is satisfied with your reply! I suppose there is no supplementary question!

Next Question by Mr. Ojaamong!

Mr. Ojaamong: Mr. Deputy Speaker, Sir, although I do not have a copy of the written answer and the Question involves figures, I beg to ask it.

Question No.600

CLOSURE OF DISTRICT DEPOSIT ACCOUNTS

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

- (a) whether he is aware that in 1998 the Government closed all district deposit accounts where funds collected through "*Harambees*" for purposes such as bursaries, assisting the disabled, orphans, the youth *et cetera*, were deposited;
- (b) where the money that was in these accounts was taken to; and,
- (c) how much money was in each account.

Mr. Deputy Speaker: Office of the President, where is the copy of the written answer?

The Assistant Minister, Office of the President (Mr. Kingi): Thank you, Mr. Deputy Speaker, Sir. We signed the answer last week and sent it to Parliament. The hon. Member should have received a copy of the written answer by now.

All the same, I beg to answer.

(a) I am aware that the Government closed all district deposit accounts.

(b) All deposits collected in the districts as from 1st July, 1997 were retained in the districts and managed by the District Treasury staff.

(c) The deposits balances in each account as per 30th June, 1997 were as hereby attached. I would like to lay on the Table the list showing the amounts that were retained by each district as at 1st July, 1997.

(Mr. Kingi laid the list on the Table)

Mr. Deputy Speaker: But does the hon. Member have that list?

Mr. Kingi: He should have got it because it was attached to the copy of the written answer I sent to Parliament last week.

Mr. Deputy Speaker: Could you hand over a copy to the Clerk-at-the-Table and then to the hon. Member so that he can have a look at it?

Mr. Ojaamong: Mr. Deputy Speaker, Sir, the deposit accounts were general accounts where terminal benefits for wananchi, pensions for retired people and money for Harambee were deposited. The whereabouts of the money could not be disclosed when the Government closed the accounts. To date, there are people who have not been paid their terminal benefits. How much money was in the Teso District Deposit Account and where was it taken?

Mr. Kingi: Mr. Deputy Speaker, Sir, as shown in the list that I have laid on the Table, the amount for that district is about Kshs10 million. As I have said, this money was not transferred to any place. It remained at the District Treasury account. We have information that a bit of that money was stolen by some officers who managed it. They were taken to court but unfortunately, there was not enough evidence to incriminate them. So, they were released. However, they were subsequently suspended. The money is being recovered through other Government machinery.

Mr. Owino: Thank you, Mr. Deputy Speaker, Sir. I think the Assistant Minister is misleading the House. If the money was stolen, it must have been stolen by some people. If he is saying that those officers were released because there was no evidence, then the money was not stolen. Could he clarify that?

Mr. Kingi: Mr. Deputy Speaker, Sir, the money disappeared and the officers who were managing it were arrested and taken to court. Unfortunately, the court did not find them guilty of the offence. All the same, we decided to suspend them because they had handled the money.

Capt. Nakitare: Thank you, Mr. Deputy Speaker, Sir. It is embarrassing for the Assistant Minister to say that people were arrested after investigations and acquitted. The fact remains that the money was stolen. Could he tell this House how it was stolen?

Mr. Deputy Speaker: Mr. Kingi, I think hon. Members are asking you to clarify how the owners of the money were going to be compensated.

Mr. Kingi: Mr. Deputy Speaker, Sir, I have already said that we sought authority from the Treasury to write-off these money, which was granted. Therefore, we are now beginning to refund the money to the owners.

Mr. Ojaamong: Mr. Deputy Speaker, Sir, this money was stolen by Government officers in 1998 and we are now in 2005. This is a very long period of time and yet this is money meant for widows and retirees, some of whom have even died. When will the Kshs10 million be sent to Teso

District so that the beneficiaries of these money can given in good time?

Mr. Kingi: Mr. Deputy Speaker, Sir, the first hurdle was to get this debt written off by the Treasury, which has already been done. As I have already said, we have started paying those people their money. We have already sent to Teso District a sum of Kshs300,000. I am sure given time, we shall be able to recover the rest of the amount.

Mr. Deputy Speaker: Mr. Kingi, let us be serious with this matter. Money belonging to pensioners and deposited in the Government treasury disappeared seven years ago. You are saying that out of Kshs10 million meant for Teso District, you have only paid out Kshs300,000. Could you perhaps be more serious with this matter, because this is public money deposited with the Government? The money was in the hands of the Government of the people. What do you have to say?

Mr. Kingi: Mr. Deputy Speaker, Sir, I quite agree with you that this money belongs to the public. That is why we arrested the staff responsible for its disappearance. It is unfortunate, and we believe that it was through corruption, these officers were acquitted. We are now left with no other alternative but to refund this money and, that is what we have already started doing.

Mr. Poghiso: On a point of order, Mr. Deputy Speaker, Sir. Is it in order for the Assistant Minister to impute that our courts are corrupt? He has said that those officers were acquitted through corruption. Could he substantiate what happened, since he seems to know?

Mr. Kingi: Mr. Deputy Speaker, Sir, the money was being managed by the district treasury staff. It disappeared while they were managing it. They were arrested and taken to court, but somehow, they were not found guilty. This is why I have said that we do not know what might have transpired. However, we sought authority from the Treasury because those officers have already been suspended and we cannot recover the money from them. That is why we have taken the responsibility as a Government to ensure that this money is paid back to the owners.

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

Mr. Deputy Speaker: Order, hon. Members! Mr. Kingi, this Question is taking a long time because hon. Members are not getting a satisfactory answer as to what you are doing to refund poor pensioners' money. It could have been because of shoddy investigations that the accused officers were acquitted. I do not think you should just blame it on corruption.

Mr. Rotino: On a point of order, Mr. Deputy Speaker, Sir. Could I be in order to request the Chair to defer this Question until the Assistant Minister comes with a satisfactory answer. This is money for very poor people. Even some of them could have died.

Mr. Deputy Speaker: Mr. Kingi, I am very sympathetic to those pensioners. Therefore, I will oblige to the request by hon. Rotino and defer this Question to Wednesday next week. You should tell the House concrete measures you are taking to ensure that these money is refunded to the poor people.

At the same time, I have been looking at the register where answers received by Parliament are recorded, and according to this register which has been produced by the Clerk, a reply to Question No.600 which you said was sent to the Clerk, has never reached Parliament to date. Therefore, you may also wish to cross-check with your officers so that next time hon. Members receive the answer.

Mr. Kingi: I oblige, Mr. Deputy Speaker, Sir.

(Question deferred)

Question No.606

AFFIRMATIVE ACTION FOR THE DEAF/
BLIND IN NATIONAL EXAMINATIONS

Mr. Kajwang asked the Minister for Education, Science and Technology what steps he is taking to positively discriminate in favour of the deaf and dumb in national examinations.

The Assistant Minister for Education, Science and Technology (Dr. Mwiria): Mr. Deputy Speaker, Sir, I beg to reply.

At the Primary school level, certain changes have been made for subjects including Physical Education, Science, English, Social Studies and Sign Language from Standard One to Eight. They are being taught those subjects.

Other subjects are yet to be adopted. At the secondary school level, Biology, Chemistry, Physics, Agriculture, Geography, Home Science and Physical Education are being taught. With regard to the subjects completely overhauled to serve the needs of students with visual impairments, Secondary English and Chemistry as well as Primary English and Science have been changed absolutely, and will hopefully be implemented from 2006. Once a candidate has undertaken the course for four years, then they will be examined by the Kenya National Examination Council (KNEC). Meanwhile, we will continue to adopt subjects depending on resources available.

With regard to admission to institutions, a visually impaired student with Grade C Minus will get admission to a teacher training college while those with C Plus can get admission to a university. This is lower than other students without any disabilities. These changes have been made since 2003.

The Draft Constitution takes quite a major interest in the matter and has addressed the issue of the disabled and agreed with both the "Yes" and "No" sides.

Mr. Kajwang: Mr. Deputy Speaker, Sir, the Question was actually with regard to what positive discriminative steps the Government has taken to favour the deaf and dumb students both in education and examination. The deaf students sometimes sit in the ordinary classes with others. They are expected to get the same grade to go to teachers training colleges, or universities. It has been very difficult for them to get the same grades even if they work as hard as others, because of their impairment. So, we have been asking for some positive action to favour them. Mr. Deputy Speaker, Sir, to say that they can now be taken to a college with Grade C Minus instead of Grade C is not any discrimination at all because Grade C Minus is not really helpful. I thought the Assistant Minister was going to say that we can now allow impaired students to go to colleges with Grade D. To say that they can now go to universities with Grade C Plus is not any different, because I thought Grade C Plus is the minimum for admission to universities even for people with ears and mouths. Could the Assistant tell us what further positive discrimination he is giving to the deaf and dumb in admission to teacher training colleges and universities?

Dr. Mwiria: Mr. Deputy Speaker, Sir, I must first all congratulate hon. Kajwang for being one of the few hon. Members who have raised issues relating to the physically challenged in this Parliament. I hope more of us could do that because it is a serious problem in our constituencies. Going back to the two issues he raised, I think Grade C Minus is different from Grade C.

With regard to admission to teacher training colleges, we could do better, but for the time being, we can still attract students with Grade C Minus to colleges. But remember that they have to

teach students who have to score higher grades in the examinations. In addition to positive discrimination, we really have to be sure that we are recruiting students who have the potential to teach others. Secondly, Grade C Plus is the minimum requirement, but we all know that Grade C Plus is not enough to get a student to a university these days. In fact, a student needs Grade B Plus of 68 points. So if a student can be admitted with Grade C Plus, that is positive discrimination.

Mr. Poghiso: In all admissions, the minimum is C+ and all students who have gone to parallel programmes and even private universities have a minimum of C+. Is he in order to mislead the House?

Dr. Mwiria: Mr. Deputy Speaker, Sir, I am certainly not misleading the House. What I am saying is that, the theory is that the qualification to join a public university is C+. You can go to a parallel degree programme or to a private institution with a C+ but for that you will pay more. But in terms of admission for education, you do not get into a regular degree programme with a C+. Therefore, in terms of getting into university for which you are not paying, it is clearly differentiated by a whole grade between those who are physically impaired and those who are not.

Mr. Deputy Speaker: Yes, I think the Assistant Minister is very clear.

Proceed, Mr. Bifwoli!

Mr. Bifwoli: Thank you, Mr. Deputy Speaker, Sir. Up to last year or so, ordinary human beings with D+ were going to teacher training colleges. Why are you discriminating disabled students who have the same grade? For example, when you decided that the minimum requirement to enable one join the university was C+, why did you not retain the minimum grade for the disabled to join the teachers training colleges as D+?

Why did you move their grade ahead like for anybody else?

Dr. Mwiria: You see, the grades for the cut-off point have been raised for both, and if you raise the grades for both and maintain the lower point for the disabled, it is quite clear that there is a difference. But I must insist that, in addition to ensuring that many more of our physically challenged join our institutions, we must also be sure that they have grades that will prepare them to take on the instructions to be able to be prepared to teach after they have graduated.

Mr. Poghiso: Mr. Deputy Speaker, Sir, apart from waiting for the disabled to fail and get a lower grade of admission, is the Assistant Minister doing anything to increase the number of specialised teachers in their schools so that they are prepared to pass rather than fail?

Dr. Mwiria: Mr. Deputy Speaker, Sir, we are doing that and every year, the Ministry advertises places in the Kenya Institute of Special Education (KISE) to admit teachers. In addition to that, there is an in-service programme for all teachers who teach disabled students, and they are able to take advantage of this programme during the holidays. So, there is an in-service programme and the actual teaching programme for teachers who are interested in participating in those programmes at the KISE.

Mr. Deputy Speaker: Last question, Mr. Kajwang!

Mr. Kajwang: Mr. Deputy Speaker, Sir, even at the decision making level at the Ministry of Education, Science and Technology, you will find that the department dealing with special education is being manned by people who are not physically challenged. If you go to teacher training colleges, the people who teach there are not the deaf, dumb and the blind, but normal people. If you go to the special dumb and deaf schools, the people who teach there are not the dumb and deaf. So, when are you going to utilize the dumb and deaf themselves to teach the dumb and deaf, because I think they are better off teaching them as they know the sign language and they have been living with this impairment?

Dr. Mwiria: Mr. Deputy Speaker, Sir, I think the best thing for those kinds of students is some kind of a blend. I also think it is good for those who are physically challenged to interact with

others. Since we insist on comprehensive education in classrooms, we also like to see that the manpower and human resources that are used both to manage as well as also teach the institutions for the disabled is a blend.

Secondly, it will take us time before we have adequately trained people who are physically challenged to be able to fill the vacancies for teachers. But I must say that we have already made progress in the Ministry because, for example, a Mr. Obiba, who was giving me statistics on this Question is actually physically challenged and he came to my office in a wheelchair. So, we are employing them, but we need many more of them so that we can see their presence.

Mr. Deputy Speaker: Very well, the next Question by Mr. Arungah.

Question No.673

COLLECTION/USE OF PETROLEUM
LEVY FUND

Mr. Arungah asked the Minister for energy:-

(a) how much money has been collected through the Petroleum Development Levy Fund in the last two financial years; and,

(b) how the funds have been used.

Mr. Deputy Speaker: Mr. Arungah, the Minister for Energy has requested that the Question be deferred and, therefore, what do you say?

Mr. Arungah: Mr. Deputy Speaker, Sir, when is it deferred to?

Mr. Deputy Speaker: Tuesday, next week.

Mr. Arungah: That is fine with me.

(Question deferred)

Mr. Deputy Speaker: Very well, the next Question by Mr. Sasura!

Question No.288

CONSTRUCTION OF BYPASS
ROADS IN NAIROBI

Mr. Deputy Speaker: Is Mr. Sasura here? He is not here? His Question is dropped.

(Question dropped)

What is it, Mr. Raila?

The Minister for Roads and Public Works (Mr. Raila): Mr. Deputy Speaker, Sir, just for record purposes, let it be known that the Minister was ready with the answer.

Mr. Deputy Speaker: Very well. What is it, Dr. Khalwale?

Dr. Khalwale: On a point of order, Mr. Deputy Speaker, Sir. The issue of bypasses in Nairobi is very critical to this country, given the funfair that was there in terms of demolition of very expensive houses. I beg that this Question be retained in view of its importance.

Mr. Deputy Speaker: What is your point of order? You are out of order! You seem to have a point of order on everything! The matter is finished as the Question has already been dropped

because the Questioner has not asked it and, therefore, it is not the property of the House.

Let us now go back to Question Private Notice by Maj-Gen. Nkaiserry!

QUESTION BY PRIVATE NOTICE

ECK EXPENDITURE ON FORTHCOMING REFERENDUM

Maj-Gen. Nkaiserry: Mr. Deputy Speaker, Sir, I beg to ask the Minister for Justice and Constitutional Affairs the following Question by Private Notice.

(a) Could the Minister inform the House the arrangements the Electoral Commission of Kenya (ECK) has made to ensure the success of the forthcoming referendum?

(b) How much money will the ECK spend on the exercise indicating the amount to be spent on the agents as allowances and transport to and from the polling stations?

Mr. Deputy Speaker: Is the Minister for Justice and Constitutional Affairs here?

An hon. Member: He has gone bananas!

Mr. Deputy Speaker: But Mr. Githae was here a while ago and he requested me to make it the last Question and I just did what he requested! Now, this is the last Question, where is Mr. Githae?

Mr. Poghiso: You should look for him!

Dr. Godana: On a point of order, Mr. Deputy Speaker, Sir. I think when an Assistant Minister knows that his Question is on the Order Paper, he requests that it be the last Question and then he sneaks out, it is tantamount to disorderly conduct and, I think we need guidance from the Chair on how to treat an Assistant Minister who does this. It is contempt of the House!

Mr. Poghiso: He has sneaked back in!

Mr. Deputy Speaker: Mr. Githae, that point of order was in connection with you.

The Assistant Minister for Justice and Constitutional Affairs (Mr. Githae): Thank you, Mr. Deputy Speaker, Sir. First of all, I would like to apologize for coming late. I was waiting for the answer but it has now arrived.

I beg to reply.

(a) The information is attached.

(b) No provision has been made for the payment of agents as no funds have been allocated for this purpose. The amount allocated for transport and logistics is Kshs604,860,000.00.

Thank you.

Maj-Gen. Nkaiserry: Mr. Deputy Speaker, Sir, when you look at answer "a", the Assistant Minister said:- "The information is attached". He has just brought this answer to the House and this Question belongs to the House. How would the House know the information attached therein? He needs to tell the House about the information which is attached.

My second question is this; there must be agents for all the polling stations. Who is supposed to pay for the agents, and if you can remember, this Government came out quite clearly to tell the public that this is a Government project and, therefore, all agents in all polling stations must be paid by this Government. So, why is he saying that no money has been set aside for the agents and it is supposed to be a Government project?

Mr. Githae: Mr. Deputy Speaker, Sir, the reason why I said that the answer is attached is because it is a long answer, but maybe, I can read the first three arrangements that the Electoral Commission of Kenya (ECK) has made for the benefit of the hon. Members.

Tendering and awards for the referendum materials, especially strategic materials has been

completed. Constituency Peace Committees and Task Committees on electoral management conduct and enforcement have been formed to enforce the code of conduct. Most of the referendum officers have been identified and trained while others, such as the presiding officers, deputy presiding officers and clerks will be recruited and trained between 14th and 16th November, 2005, and 18th and 19th November, 2005, respectively.

Gazetment of registration centres for inspection purposes was done on 9th September, 2005, as per Gazette notice 7264. Inspection of voters' registers for 30 days at all registration centres commenced on 19th September, 2005, and ends on 18th October, 2005. Voter education at registration centres commenced on 21st September, 2005, and ends on 22nd October, 2005, when voter education through media is expected to begin.

Identification of suitable constituency tallying centres has been done and gazetted on 14th October, 2005. National committees for and against the referendum questions were expected to have been registered with the ECK by 15th October, 2005, while constituency committees are expected to have been registered by 25th October, 2005. Gazetment of polling stations was done on 23rd September, 2005, as per Gazette notice No.7771. Official campaigns for the referendum questions by the registered referendum committees is expected to commence on 21st October, to 19th November, 2005, at 6.00 p.m. Arrival and clearance of ballot papers is expected to be done between 6th and 10th November, 2005. By 9th November, 2005, delivery of all referendum materials except ballot papers to districts is expected to have been completed and by 17th November, 2005, ballot papers will be at their respective districts.

Polling commences on 21st November, 2005, at 7.00 a.m. and closes at 5.00 p.m. Counting will start as soon as possible after close of polling and will continue until the results are announced. From 21st November, 2005, the compilation of results from constituencies will be done at the ECK Headquarters. The gazettement of the referendum results is expected to be done between 23rd and 24th November, 2005. The ECK has also held consultative meetings with the registered political parties, representatives of the Attorney-General, the Ministry of Justice and Constitutional Affairs, the Minister of State in the Office of the President in charge of Provincial Administration and Internal Security and the Commissioner of Police on 9th September, 2005; media leaders on 12th September, 2005; religious leaders, civil society, groups involved in governance and donors on 16th September, 2005; "Yes" and "No" national referendum committees on 12th October, 2005.

Regarding the last question by the hon. Member, agents are appointed, supervised and paid by the respective committees of either "Yes" or "No" and it has nothing to do with the ECK. Therefore, the ECK will only pay the presiding officers, deputy presiding officers, polling and tallying clerks. If the "Yes" and "No" committees want to have agents in every polling station, that is their right, but the ECK will not pay for them.

Mr. Owino: Thank you, Mr. Deputy Speaker, Sir. The Assistant Minister must know that this is a very important exercise for Kenyans. There has been a lot of talk out there that the referendum has already been rigged in favour of one group---

An hon. Member: Which group?

Mr. Owino: The "Yes" group.

(Applause)

Because, for example, in Ukambani, they are giving out food with strings attached; You either say yes or---

(Applause)

This is especially so in Mwala.

Mr. Deputy Speaker: Order! Mr. Owino, there is a point of order by Mr. Katuku.

The Assistant Minister for Finance (Mr. Katuku: Mr. Deputy Speaker, Sir, is the hon. Member in order to say that my community is being bribed with maize while it is their right to be fed by the Government when there is drought? This is not the first time we are being supplied with relief food. This has been done before. Is he suggesting that our people should be left to die because there is a referendum coming? The Government will continue to---

Mr. Deputy Speaker: Order, Mr. Katuku! You stood up on a point of order, not to argue. Sit down. Mr. Owino, ask your question.

Mr. Owino: Mr. Deputy Speaker, Sir, could the Assistant Minister allay the fears that Kenyans have at the moment and tell them that the exercise will not be rigged because of what is being given to Kenyans now?

Mr. Githae: Mr. Deputy Speaker, Sir, I would like to take this opportunity to assure this august House and all Kenyans in general that the Government has absolutely no intention of rigging the referendum. With the counting of ballot papers at the polling stations it is almost impossible to rig any election or even a referendum in this country. The Electoral Commission of Kenya has now conducted more than three general elections. Therefore, they are now competent and have the expertise. I do not see any possibility of the referendum being rigged. The Government has said that it will accept the verdict of the people. This means that the Government has absolutely no intention of rigging the referendum.

On the question of whether the distribution of relief food is a bribe or not, the Government has a responsibility to feed its people whether there is a referendum or not. The Government does not stop performing its functions because of the referendum. That is why the Government has increased the salaries of councillors, given the Ogiek some land, increased LATF and will create districts. That is normal Government machinery under operation and it will continue performing its functions.

Dr. Godana: It is unbelievable how a lawyer like Mr. Githae can underestimate the intelligence of Members of this House and Kenyans. At an average of 50 polling stations per constituency we are talking of 4,000 polling stations with two sides to this referendum. Even if we were to think of one agent per polling station, we are talking of 4,000 agents. I put it to the Assistant Minister that despite this being a public matter which is supposed to be non-partisan, the reason why they decided not to fund the payment of agents and their transport is that they know they will use Government machinery which is Government vehicles for transport and Government money to pay them. This was done in the hope that the other side will not be able to raise Kshs8 billion at the rate of Kshs2,000 per agent. Therefore, the voting and the counting will be done without the representation of the "No" side so that they can tally all the votes for themselves. I put it to him that despite his strenuous efforts to assure us he knows they have actually planned a system to rig the referendum!

Mr. Githae: Mr. Deputy Speaker, Sir, I have no intention of doubting the intelligence of this House or even Kenyans. I have a lot of respect for this House and Kenyans. Agents are not employees of the Electoral Commission. Therefore, the Electoral Commission cannot pay the agents. The agents are supposed to be paid by the secretariats of the "Yes" and "No" teams. Due to the interest that Kenyans have in this referendum, they are prepared to volunteer their services as agents, free of charge. Therefore, I do not see any money being needed for this exercise.

Let me take this opportunity to assure this House and Kenyans that the Government has no intention of spending money for the campaign whether "Yes" or "No". All money that is spent by

the Government is voted by this House as we will do after 3.30 p.m. today. This money is also audited by the Controller and Auditor-General. Therefore, the issue of the Government spending money to campaign does not arise. The nearest you can come to saying that money is being spent is that the Ministers have been authorised to use their vehicles and their security detail while they are campaigning for both "Yes" and "No". So far, I have not yet come across any Minister even in the No camp who has surrendered his official vehicle to the Head of the Civil Service.

Mr. Midiwo: Mr. Deputy Speaker, Sir, the Minister has tried to assure the House and the country in general that the Government shall not interfere with the upcoming referendum. Two weeks ago the Minister for Energy, Mr. Nyachae, threatened the OCS of Kisii in full public view. As we speak, that OCS has been interdicted and the DC for Gucha has been transferred. Could the Assistant Minister confirm or deny those facts? Could he also state before this House and the country whether or not that is intimidation and misuse of power by the Government?

Mr. Githae: Mr. Deputy Speaker, Sir, that is a totally different question. It has nothing to do with the Ministry of Justice and Constitutional Affairs. Perhaps the hon. Member could table that question in the normal course of events and it will be answered. Let me take this opportunity to assure this House and Kenyans that no public servants will be intimidated or transferred as a result of the referendum. If that happens, it must be because of some reasons other than the referendum.

Mr. Mwandawiro: On a point of order, Mr. Deputy Speaker, Sir. Is it in order for the Assistant Minister to mislead this House and the Republic when I know that a DC who comes from Taita Taveta District, which is an Orange Zone, has been transferred from Kisii?

Mr. Githae: Mr. Deputy Speaker, Sir, Taita Taveta is not an Orange Zone.

Maj-Gen. Nkaisserry: On a point of order, Mr. Deputy Speaker, Sir. Is it in order for this Assistant Minister to mislead the House that civil servants will not be intimidated while I know that a DC from my community who was serving in Mwingi has already been transferred and taken to the provincial headquarters?

Mr. Githae: Mr. Deputy Speaker, Sir, the transfer of DCs do not fall under my Ministry. If somebody is transferred from the district to Nairobi, that is a promotion and he should be happy about it.

Mr. M. Kilonzo: Mr. Deputy Speaker, Sir, bearing in mind the obvious need for this country to produce a free and fair referendum unless the Government is now saying it does not want a free and fair referendum; bearing in mind that the Constitution that we will put to a referendum is for the posterity of this country; and bearing in mind that there are no candidates in any constituency in the country; finally bearing in mind that the Government has said that it will use public resources for facilitation, could the Assistant Minister confirm that there is no facilitation greater than that facilitated by the "Yes" and "No" camps in paying for the agents who appear at the polling stations?

Mr. Deputy Speaker, Sir, there cannot be any greater facilitation than meeting the cost of transportation for those agents to ensure that they can actually confirm that the polling has been free and fair.

Mr. Githae: Mr. Deputy Speaker, Sir, as I said, the Government is only facilitating the referendum. The Government is not meeting the expenses of either the "No" or the "Yes" secretariat.

Mr. Deputy Speaker, Sir, it would be in order for me to inform this House what the Government has done so far for the constitution-making process. The Government catered for expenses incurred during the Bomas I, II and III talks, the Naivasha Accord and the Kilifi meeting. The salaries and allowances of the Constitution of Kenya Review Commission (CKRC) commissioners were also paid by the Government. The allowances, food and refreshments enjoyed by delegates at the Bomas talks were also paid by the Government. The Government will pay for

the expenses of the Electoral Commission of Kenya (ECK) in this respect, unless hon. Members want us to do a *Harambee* to fund the ECK. I do not see how the Government cannot facilitate the referendum. Agents to monitor polling stations during the referendum are not compulsory. The two sides have a choice. If they do not want to have agents, it is up to them. Even under the National Assembly and Presidential Elections Act, agents are not compulsory. It is up to those concerned to decide whether to have them or not.

Mr. Mwanzia: Mr. Deputy Speaker, Sir, I am even older than you!

There is something Mr. Githae said, which is of great interest to the people of Ukambani. He said it is a right and not a privilege for Kenyans facing starvation to be given food. I am quite happy with that position. However, he has caused a lot of problems---

Mr. Deputy Speaker: Mr. Mwanzia, what is your question?

Mr. Mwanzia: Mr. Deputy Speaker, Sir, if it is a right for Kenyans to get relief food, why is that Mrs. Ngilu had to visit State House, crawling and begging for food to be taken to Ukambani when our people have been suffering for a while now? Hon. Members from Ukambani have been requesting for this relief food from January, 2005 and the food has not been delivered there.

Mr. Bifwoli: On a point of order, Mr. Deputy Speaker, Sir. It is important that---

Hon. Members: *Kaa chini* Bifwoli!

Mr. Mwanzia: Mr. Deputy Speaker, Sir, could you protect me from this--- This is a very important question---

Mr. Bifwoli: Mr. Deputy Speaker, Sir, why must he abuse me?

Mr. Mwanzia: I have not abused you!

Mr. Deputy Speaker: Mr. Bifwoli, will you sit down?

Mr. Bifwoli: But he has abused me!

Mr. Mwanzia: What did I call you?

Mr. Bifwoli: You called me a--

Mr. Deputy Speaker: Order! Order! Will you both sit down?

Mr. Bifwoli: Mr. Deputy Speaker, Sir, but he has called me a cartoon!

(Laughter)

Mr. Deputy Speaker: Order, hon. Members! Order! Mr. Bifwoli, the Chair did not hear that. In any case, I had told you to sit down several times. Could you, please, hold your peace so that Mr. Mwanzia can ask his question?

Mr. Bifwoli: But he has abused me!

Mr. Deputy Speaker: Order, Mr. Bifwoli! Order! You will be declared disorderly.

Mr. Bifwoli: But I am not a cartoon, Mr. Deputy Speaker, Sir!

(Laughter)

Mr. Deputy Speaker: Order! Order! Mr. Bifwoli, could you---?

Mr. Bifwoli: Mr. Deputy Speaker, Sir, he should apologise. You are also biased!

Hon. Members: Out! Out!

Mr. Deputy Speaker: Order, Mr. Bifwoli you are declared disorderly. You may stand and leave the Chamber for the rest of the day!

(Applause)

(Mr. Bifwoli withdrew from the Chamber)

Dr. Khalwale: On a point of order, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: Dr. Khalwale, do you want to follow him? Will you sit down?

Proceed, Mr. Mwanzia!

Mr. Mwanzia: Mr. Deputy Speaker, Sir, the people of Ukambani are being despised. Could the Assistant Minister confirm that we shall get relief food irrespective of whether our people vote "Yes" or "No" during the coming referendum? Why was relief food distributed after Mrs. Ngilu visited State House and declared her intention to support the proposed constitution?

Mr. Githae: Mr. Deputy Speaker, Sir, I would like to assure this august House and Kenyans as a whole that it is the right of every Kenyan to receive relief food from the Government when there is drought. This Government will not allow a single Kenyan to die because of hunger.

Mr. Poghiso: On a point of order, Mr. Deputy Speaker, Sir.

Mr. Githae: Mr. Poghiso, let me finish first. The fact is that---

Mr. Billow: On a point of order, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: Mr. Billow, will you let the Assistant Minister finish what he is saying first?

Mr. Githae: Mr. Deputy Speaker, Sir, the fact that relief food got to the people of Ukambani just when Mrs. Ngilu had gone to visit State House was pure coincidence. We have been waiting for maize to be harvested. That is why there was a delay. At the moment, maize has been harvested and will be distributed to all parts of the country.

Mr. Poghiso: On a point of order, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: I do not think I want to dwell on this issue.

Mr. Poghiso: Mr. Deputy Speaker, Sir, but the Assistant Minister is misleading the House.

Mr. Deputy Speaker: Of course, he is misleading the House because maize was not harvested just recently.

Maj-Gen. Nkaisserry: Mr. Deputy Speaker, Sir, the Assistant Minister is not serious. He has allocated Kshs3 billion to fund the referendum. Out of the Kshs3 billion, Kshs1.5 billion is meant for registration, which was done many years ago. Could the Assistant Minister confirm or deny that firm instructions have been given to the Governor of the Central Bank of Kenya (CBK) to print between Kshs500 million and Kshs1 billion for the referendum? We know that this is an effort to rig the referendum.

Mr. Githae: Mr. Deputy Speaker, Sir, it would be of interest to this House if I can give the budget of the ECK.

Mr. Deputy Speaker: Mr. Githae, confine yourself to the question!

Mr. Githae: Mr. Deputy Speaker, Sir, Maj-Gen. Nkaisserry has just picked a figure of Kshs3 billion. It is true the budget for the ECK is Ksh3 billion---

Mr. Deputy Speaker: Mr. Githae, the question is not on the budget. Could you very quickly answer the hon. Member's question?

Mr. Githae: Mr. Deputy Speaker, Sir, he asked a question regarding voter registration. Let me remind him that voter registration is on-going. It is a continuous exercise. The hon. Member needs to apologise to the Governor of the CBK for saying that he has been given instructions to print between Kshs500 million and Kshs1 billion to fund the referendum. Could he substantiate? Who gave the instructions? When was this done, was it verbal or written? He needs to apologise to this House!

(Several hon. Members stood)

up in their places)

Mr. Deputy Speaker: Order, hon. Members! I do not think there is need for a point order. The hon. Member did not say it was a fact. He asked you to confirm or deny. The matter ends there.

Mr. Githae: Mr. Deputy Speaker, Sir, there is nothing to deny or confirm because that is just a mere allegation.

Mr. Deputy Speaker: Hon. Members, that matter rests there.

Mr. Munya: On a point of order, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: Is it on that same matter?

Mr. Munya: Yes, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: Mr. Munya, that matter has been rested.

Dr. Khalwale: On a point of order, Mr. Deputy Speaker, Sir.

Mr. Deputy Speaker: Dr. Khalwale, is your point of order on a different matter?

Dr. Khalwale: On a point of order, Mr. Deputy Speaker, Sir. I beg the Chair to bear with me on this point of order. You stated that you did not hear Mr. Mwanzia utter the words that Mr. Bifwoli has said. I rise on a point of order to find out why you cannot consult the HANSARD, so that you can be properly informed before you decide to punish Mr. Bifwoli and leave out Mr. Mwanzia?

Mr. Deputy Speaker: Dr. Khalwale, you should learn the rules of the House. I punished Mr. Bifwoli for insulting the Chair. Period! If, indeed, Mr. Mwanzia called Mr. Bifwoli a cartoon as is being alleged, action will be taken! I will look at the HANSARD to confirm that.

Next Order!

COMMITTEE OF SUPPLY

*(Order for Committee read being
the 16th Allotted Day)*

MOTION

THAT MR. DEPUTY SPEAKER DO
NOW LEAVE THE CHAIR

Vote 31 - Ministry of Education,
Science and Technology

*(The Minister for Education, Science
and Technology on 18.10.2005)*

*(Resumption of Debate interrupted
on 18.10.2005)*

Mr. Deputy Speaker: Who was on the Floor? Mr. Karaba had concluded his debate. Let us now have Mr. Billow.

Mr. Billow: Mr. Deputy Speaker, Sir, the Motion on the Ministry of Education, Science and

Technology is a very---

(Loud consultations)

Mr. Billow: Mr. Deputy Speaker, Sir, hon. Members are consulting very loudly.

Mr. Deputy Speaker: Order, hon. Members! We have to hear the hon. Member on the Floor.

Mr. Billow: Mr. Deputy Speaker, Sir, this is a very significant budget of a very important Ministry. But, in spite of its importance to the whole nation, I would like to confine myself, within the few minutes that I have, on North East Province.

When the current Minister for Education, Science and Technology was appointed to that Ministry, many of us from the Arid and Semi-Arid Lands (ASALs) thought that the situation in those areas would change for the better, believing at the time that, the hon. Minister is a member of the pastoralist community. North Eastern Province has one of the worst dismal performance you can find in this country. I want to give an example. In the 2004 Kenya Certificate of Primary Education (KCPE) exam, 4,688 pupils sat for it. The highest mean average achieved by the students in that region was 223! That is not even half of the 250 that is required. Garissa District received the highest mean average of 223, followed by Wajir with 215, 214 and 211.

In the Kenya Certificate of Secondary Education (KCSE) of 2004, out of the 1,412 students who sat for it last year, 1,022 received grades below mean grade "D". In other words, only 390 students received grade "C" and above. In fact, out of the 390 students, only 200 received grade "C". In total, if you look at the performance in that area over the years, we are not able to send students to universities because of poor performance. We are not able to send students to national schools because of poor performance. That region has about 27 secondary schools and only 221 primary schools. The enrolment is the lowest in the entire country, at about 20 per cent. We only have 76,000 students in schools. When we passed the Ministry's Policy Paper in this House early this year, we hoped that the Government would put emphasis in that region in terms of enrolment, providing facilities, resources and coming up with an affirmative action for that region. But in the next few minutes, I would like to show the opposite; that the Government's commitment to that region, unfortunately, is lacking.

Mr. Deputy Speaker, Sir, for some reason, in the last two or three years, the international community decided to fund a number of educational programmes in North Eastern Province. Some funds were approved by donors for that region. The first one was Organisation of Petroleum Exporting Countries (OPEC) for four primary schools and one secondary school in each district, giving a total of 16 primary schools and four secondary schools in the province. By February, 2003, we were required to submit a list of those schools. Experts were sent there to carry out assessments, people were trained and expenses were incurred. Each district received Kshs10 million. Subsequently, that project was cancelled sometimes this year, except for a single secondary school in each district. The four primary schools' funding of Kshs2.5 million each was withdrawn. The 16 primary schools that were to be funded through that programme were withdrawn. It is my understanding, after some inquiries that, the funds for eight schools were transferred to Murang'a, and the other eight to Kajiado where the Minister comes from.

From the World Bank, US\$1 million was given for North Eastern Province in response to the President's appeal. We thought that was a very important gesture for affirmative action. But we do not know where that money has gone. The third one was United States Aid for International Development (USAID) which gave Kshs150 million for schools in North Eastern Province last year. But up to now, only a half of that money has been spent. The other half is yet to be utilised. In

this Financial Year, the same USAID has committed another Kshs130 million for that region. We are saying that the Government must move with speed to utilise those resources. If the money given in the last financial year has not been fully spent up to now, it means that there is something seriously wrong with the Ministry.

Lastly, Kshs3.5 billion has been given by African Development Bank (ADB) for schools in ASAL areas. In the agreement approving that grant and loan, one of the important areas of that funding was to improve access and quality of secondary education in those areas. According to that contract, the component includes provision and/or rehabilitation of classrooms, science laboratories and dormitory facilities in approximately 350 schools, furniture, equipment and other things including training of mathematics and science teachers. If you count the 16 ASAL districts, the Kshs3.5 billion would have been a substantial amount of money to turn around the secondary schools in those areas. We are now being told to submit only five schools per district, and each of those schools is going to receive about Kshs2 million. In other words, the entire province, which is the most arid region according to this document, will receive less than Kshs50 million out of the Kshs3.5 billion. The whole area of operation has been expanded to include the whole country.

Mr. Deputy Speaker, Sir, I think the fact that, the ADB money is a loan is very important, because we are all going to pay it. But my concern is: When the Government has failed to provide funding for North Eastern Province and donors have volunteered to come in and fund schools and education in that region because of the dismal performance, neglect and marginalisation, why does it have to divert resources to other districts? Are we not Kenyans? Do we not deserve education in this country? I think the Ministry needs to be serious. Every other time, it says it will do something in North Eastern Province, but nothing is actually done. What has been done to improve enrolment in that area? What is being done to improve the quality of education in that area, in terms of performance? How do you expect in that area to feel Kenyan when they are denied such basic necessities, yet the same Minister, when it comes to the "banana" campaign, he is the one who leads delegations to North Eastern Province?

Mr. Deputy Speaker: Order, Mr. Billow! The Chair has ruled that you keep the referendum campaigns out of this House.

Mr. Billow: Okay. But my point is that this Ministry, which is headed by a Minister whom we all thought had a heart for that region has, in fact, shown the opposite. That resources are being diverted from that region to his area or other areas is unacceptable. So, I want to appeal to the officers of this Ministry who are here that this is an area that has been neglected. If you want to improve the quality of education for us to feel that we are part of this country; if they really want to avoid that resentment we have seen in our people, they have to provide resources equally and demonstrate that by action. You must post more teachers there and provide laboratory facilities and other services. We also need to send our children to universities. Why do you talk of starting a university in Nyeri when a whole province like Coast and North Eastern do not even have institutions of higher learning?

With those few remarks, I beg to support.

Mr. Angwenyi: Thank you, Mr. Deputy Speaker, Sir, for giving me a chance to contribute to this very important Vote. Right from the outset, I want to say that I support this Vote. This is the only Ministry which seems to be near achieving one of the eight Millennium Development Goals. This Ministry has performed very well in providing free primary education.

Mr. Deputy Speaker, Sir, over the weekend, I was in my constituency and I visited one school. I learnt on that day that children no longer buy exercise books, pencils and even pencil sharpeners. That saves the parents some money.

Mr. Deputy Speaker, Sir, the other seven Millennium Development Goals are a mirage in

this country, unless those other Ministries emulate what is happening in the Ministry of Education, Science and Technology. I encourage them to perform even better by seeking funds through budgetary allocation to employ more teachers, so that we have a manageable student-teacher ratio. I urge the Ministry to seek funding to provide such facilities like laboratory and its equipment in our schools, so that we can improve the quality of education in our secondary schools.

Mr. Deputy Speaker, Sir, this Ministry should be encouraged and Members should support it to get even higher allocation. The amount of money we vote for other Ministries is misappropriated. I get surprised when some Members complain that this Ministry has not done anything in their constituencies. I do not know whether there is any other Ministry which has performed as well as this.

Mr. Deputy Speaker, Sir, the staffing levels in Kisii District, for example, are very low. We have a shortfall of over 1,500 primary school teachers, and yet it has one of the highest levels of enrolment in primary school. The same goes for secondary schools. Since very many students enrol in primary schools, we must create opportunities for them for secondary school education. We cannot do that unless this Ministry registers new schools. For example, in Kitutu Chache, we have built, through the Constituency Development Fund (CDF), six schools, five secondary and one technical. But those schools have not been registered and, therefore, they cannot get teachers from the Teachers Service Commission (TSC) to complement the efforts of the community. I urge the Minister to register those schools promptly so that by January next year, they can admit students. The schools are Kanyimbo, Kiong'ongi, Masakwe, Mosochi, Mesaria and Nyakome. Their applications for registration were sent to the Ministry early in the year and nothing has been done to date. Somebody is saying they are too many. But we have enough students and the existing schools do not have enough room for expansion. So, we must build schools elsewhere where there is land. I am, therefore, urging the Ministry to act urgently in registering and posting teachers to these schools.

Mr. Deputy Speaker, Sir, let me now comment on computer education in this country. Unless this Ministry takes up that subject and provides the necessary services in the entire country, we shall have youths who graduate from high schools who do not have comfortable education. When they go to universities and other colleges, they will be disadvantaged. I would like computer education to be made mandatory in our curriculum and the Ministry should provide the necessary facilities.

Mr. Deputy Speaker, Sir, with the advent of the CDF, the Ministry can be complemented in the provision of some of these services. If the Ministry can negotiate with the various CDF committees, I am sure we would develop education in this country appropriately.

Mr. Deputy Speaker, Sir, the funding of universities has been stagnant for the last ten years. Although we have provided adequate resources for the other aspects of education, I do not think we have provided commensurate resources to our universities. Our university graduates are not properly equipped in research. What makes the higher education to be of high quality is a proper research background.

Mr. Deputy Speaker, Sir, I want to urge the Ministry to provide adequate resources. The Minister and most of his top officers are highly qualified and they know the value of research. Therefore, they should seek adequate resources, so that we can conduct research in our universities and prepare our students properly before they are employed.

I want to talk about bursaries. Bursaries came in handy during the last one year to assist children from poor families. About 15 per cent of Kenyans live below the poverty line and, therefore, they cannot afford to pay fees in secondary schools, colleges or universities. The Ministry should allocate more resources for bursaries to take care of students from poor families. The

Minister should liaise with the Ministry of Health and the Office of the President, so that some of the money which go towards HIV/AIDS can be channelled through the Ministry of Education, Science and Technology for bursaries. The Ministry of Education, Science and Technology has the mechanism to advance bursaries to the needy students.

Mr. Deputy Speaker, Sir, I know that universities give loans and grants to students. However, they give very little money, so much so that universities are only for the well-to-do Kenyans. A poor parent who sends his daughter or son to the university and lives on less than 1 US\$ a day, is required to pay Kshs50,000 per year. How is she going to pay Kshs50,000 per year? We should increase the amount of loans that we give to university students. The Government has promised to create 500,000 jobs. These jobs should first be given to university graduates, so that they can repay their loans. This way, we will have a revolving fund and we will not fall short of funds to give loans to students from poor families in this country. Education is the only social goal that tries to mitigate the suffering of the poor. If you educate a child from a poor family and he or she eventually gets a job, he or she will improve the living standards of his or her family. This will reduce poverty.

We spend in excess of Kshs2 billion to pay fees for our students abroad. The Ministry should ensure that our universities offer quality education, so that instead of our children going to study abroad, they study in our universities. This will save us a lot of foreign exchange that is earned by our farmers, which is now being spent overseas in education.

With those few remarks, I beg to support.

The Minister for Planning and National Development (Prof. Anyang'-Nyong'o): Mr. Deputy Speaker, Sir, I beg to support this Vote.

Firstly, I would like to support those who have spoken very strongly about the need to enhance science education in this country. I also support their support for youth polytechnics. I support the Vice-President and Minister for Home Affairs call yesterday that youth polytechnics should be removed from the Ministry of Labour and Human Resource Development and put where they belong in the Ministry of Education, Science and Technology. I am sure that the neglect that they have suffered during the last 15 to 20 years will be corrected by the Ministry of Education, Science and Technology, in its commitment to improve middle level education in this country. I am quite sure that the Ministry can rise up to that challenge.

I want to talk more about the comparative advantage that we have as a nation in providing education as a service in our region. This is something that we can really make use of, not only in making our institutions available to people within the region, but also in exporting human resources to the region, particularly in the emerging political stability in Sudan and Somalia. This country must provide the human resources necessary in developing these countries. We cannot do so without investing heavily in our education and using our education services for the provision of these human resources. We cannot do so if we do not invest in our universities and let our universities help the Ministry to reduce its Recurrent Expenditure by investing in services, production and extension work.

Mr. Deputy Speaker, Sir, if I take the examples of Maseno University and the Jomo Kenyatta University of Agriculture and Technology, these are much more recent universities than the older universities like the University of Nairobi and Egerton, and yet if you look at the area of entrepreneurship, they are doing better than the others. Maseno University, for example, has invested in a hotel in Kisumu which is doing very well. The hotel is earning the university some resources and providing services to the nation. This is the kind of entrepreneurship that will help the Ministry to reduce its Recurrent Expenditure. The universities should earn some revenue and plough it back, so that they can support themselves and reduce dependence on the Ministry.

In that regard, I would like to encourage Maseno University to take over the Marine Engineering Workshop in Kisumu from the Kenya Railways Corporation, which has not used these services for the last 15 to 20 years. Very good machineries are lying there idle, which could be put into production, if Maseno University could establish a Marine Engineering and Fisheries Faculty in the City of Kisumu. The idleness of the Marine Engineering Workshop in Kisumu reminds me very much of the idleness of the Numerical Machines Complex at the Kenya Railways Corporation headquarters here in Nairobi.

Mr. Deputy Speaker, Sir, we have tremendous resources that we can use as the basic framework for general engineering in our country, but we do not use them. I believe that the initiative that was taken during the last regime of producing a Nyayo Car was not totally out of place. It is something that should not have been abandoned just like that. However, the very expensive and very good Numerical Machines Complex should be used for further production for general engineering to capacitate this country to become industrially advanced. Universities can really co-operate with the Government to do this.

In that regard, the Commission for Higher Education should not be simply an organisation for licensing universities or giving them charters. It should be an institution which also helps to propose areas for research, innovation, discovery and investments. Licensing is a very procedural thing. It simply means that you go and inspect facilities and write reports. Quite often, this can be used as an intimidating regulatory mechanism. A body like the Commission for Higher Education can go further and help universities to think how they can invest, do research and promote discoveries and innovations of scholars. If we, as a Government, are going to support the universities in their earning revenue and supporting themselves, we must consciously purchase services from them. There is no God given law that the University of Nairobi, which has had a Kabete Campus ever since I can remember, where there is veterinary science and agriculture, should not be the biggest producer of yogurt and fruit juice in this city or the biggest trainer of agronomists and food scientists, and who then engage in practical production. It is very disappointing that when the Government is looking for accounting, commerce and engineering services, it looks for experts from outside this country or go to Pricewaterhouse Coopers to evaluate our projects.

Mr. Deputy Speaker, Sir, we have faculties of engineering, commerce and business administration but the Government purchases these services from the private sector. We should purchase these services from the universities so that we do not externalise the purchase of our services. We need to internalise and do them with our own institutions. There would then be a ready source of revenue from the universities if we make sure that the consultancy that we need in the area of business is purchased from the universities that provide these services through their faculties. In this regard, the Ministry of Education, Science and Technology will find that the huge amount of money that they use in the Recurrent Expenditure will be reduced tremendously. I was giving my friend, Mr. Balala, an example. In the USA, for the last many years, as I can remember, the national security advisors to the USA Government have come from universities. Indeed, the present Secretary of State, Ms. Condoleezza Rice, is a former security advisor to the President of the USA. When people like Mr. Kissinger and Ms. Rice are hired from the university, they make the USA Government hire a lot of university professors for advising the Government on national security. Some of them come to Nairobi. They work for the United States International Agency for Development (USAID) for two years and are called Government advisors. They are part and parcel of the national security advisory in the USA. Rather than the USA pay somebody from Sweden or Italy as we are fond of doing in this country, they use their own people from the university. When the Government pays them, some of those salaries are surrendered to the university. This ensures that the university gets money to run its affairs.

I would like to recommend to the university and the Ministry of Education, Science and Technology to consciously go into a programme of encouraging the Government to purchase consultancy services from the university as a way of making sure that the money that flows between the Government and the private sector in the purchase of these services, first and foremost, flows between the Government and the universities. I would also like to emphasise that these universities should go beyond the traditional role of just teaching and doing academic research to doing investments and production. I want to congratulate Maseno University for having bought the Royal Hotel in Kisumu, which has one of the best services in Kisumu Town. We held our African, Caribbean and Pacific (ACP) Ministers Conference there. Ministers from these countries came for the Sugar Conference and they appreciated the service at the hotel. They also appreciated the conference facilities. When we recently held the Forum for the African Peer Review Mechanism (APRM), we also held it at the Royal Hotel. This shows that the university can help promote, not just tourism but also development and economic growth.

Mr. Deputy Speaker, Sir, however, I would like to challenge them that since the Government gave Maseno University the veterinary farm, which in colonial times used to produce milk, train veterinary officers and run extension services, they should invest in that facility. The Ministry of Education, Science and Technology should encourage them to invest in that facility. Further, I would like to see them having demonstration farms in my constituency because the university is in my constituency. I would like them to offer extension services where students can do practicals in the homes of peasants. There is no need of teaching students about veterinary science in Maseno University and when challenged to tell us how to milk the cows in a peasant village, or how to use a quarter of an acre to produce fodder for cows, they cannot do so. If they leave the universities, and we have extension farms and services in the surrounding countryside where they work with people who live there, this will be the practical work that they do. That will form part of their training and course work just like the teachers do. When I was young, Siriba Teachers College used to send teachers to the villages who lived there for weeks teaching and being evaluated. So that was not just theoretical but a practical thing of how they would teach in primary schools.

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

Mr. Poghisi: Mr. Deputy Speaker, Sir, I just want to give support to my friend who has just finished speaking for enriching this debate in those matters.

This Ministry is one of the biggest spenders of the overall Government Budget. It is a very big Ministry. It is necessary in the near future to split it so that we can run it more effectively. Sometimes when a Ministry gets too big, it is difficult to manage it. Many times we are told that there are several departments in it and some of them have been left to the responsibility of Assistant Ministers who are not responsible for anything. Having said that, we need to split this Ministry at some point. It is a Ministry that is trying to work very hard, but it is too big. A lot of the money is going into Recurrent Expenditure; that is of paying salaries.

Mr. Deputy Speaker, Sir, I need to raise two issues. I would like to bring to the attention of the Minister for Education, Science and Technology the fact that with the advent of the Constituencies Development Fund (CDF), we are creating more problems for the Ministry. The Ministry is not prepared to cope with what is going to come. Yesterday, one hon. Member said that they had just put up 50 classrooms in one constituency. That means that schools are growing while new ones are coming up. However, the rate of producing teachers is still very slow. It is the same old method of training them in the same numbers. This will cause a shortage. Even after training them, the rate of hiring them is still slow. I just wanted to put the Ministry on notice that the problem is going to be compounded. We are creating new schools at a much higher rate. More students will be joining schools and the Ministry has to find a way of coping with this situation.

The other thing that I need to talk about is on secondary schools. I know that tuition fees for secondary schools is almost standardised. However, in some districts, for instance, areas in West Pokot, there are schools that are endowed with agricultural land. Some schools have up to 300 acres of fertile land yet you will find the same schools charging fees as high as those schools that have no advantage whatsoever. It seems that the Ministry does not seem to have any control over those schools. I am, therefore, suggesting that those schools should be compelled to use the resources gained from the farm to subsidise school fees. This will ensure that our children from those areas can go to school at a less cost because the food will have been provided from the farms. There needs to be a programme that compels them to subsidise school fees.

Mr. Deputy Speaker, Sir, one of the biggest problems in West Pokot is the drop out rate at secondary school level for lack of fees. The bursary is also inadequate. There is a very dangerous trend in this country that if you are distributing resources, you look at the population. You need to have the highest population to get more money. Kacheliba Constituency has very few people. As a result, it is allocated very little money for bursaries every year. They also happen to be some of the poorest parents. My concern is that this trend will go on strengthening already strong areas and weakening areas that are already weak. Something needs to be done. I was surprised by the kind of statistics on the poverty index being used. It is faulty! It indicates that Kacheliba Constituency is a much better place than Kapenguria Constituency. The statistics being used are more discriminating! I do not even know where they came from. The poverty index, therefore, does not show that the poverty is real in certain areas. The Ministry needs to be very clear.

The number of students in Kacheliba Constituency who are in secondary schools are always reported as being 299. It does not grow! That is the figure they have been using all through. How can they always be 299? What happened to those who went to school the previous year? Does that mean that they are always coming in at the same rate as they drop out? That is very interesting! So, they must look carefully into this information, which they use to deny us our rightful share of the money.

Mr. Deputy Speaker, Sir, apart from using resources like farmland and so on, this is a country that has not yet come up with a programme of how students from poor families can be retained in school. Even developed countries have provided for what they call work study programmes. A work study programme will help retain the poor students in school.

Under this programme, students from poor families are asked to remain behind as others proceed on holiday to do some menial jobs so that their school fees can be taken care of. These programmes are there all over the world, and I would like to see this happen in Kenya, so that some of our students who are being sent away from school for as little as Kshs5,000 can be asked to remain in school and do some work, so that their tuition fees can be taken care of.

On the other hand, Kenyans must now begin to develop a volunteer spirit. There are so many qualified teachers from our universities and middle-level colleges and yet we lament that there is a big shortage of teachers. We must begin to identify ways of helping the qualified teachers who have not been employed to systematically volunteer, so that they can be posted to the affected schools while they wait for employment. It must be a nationally co-ordinated thing, so that it is organised and done in a very disciplined way. So, all these are things that the monies we are voting to this Ministry can go towards.

Mr. Deputy Speaker, Sir, most of the people from ASAL areas who are pursuing degree courses are either in private universities or they are doing so under the parallel degree programmes organised by public universities, because they can never qualify for admission into the regular degree programmes. This is because the Ministry does not want to cultivate the kind of education system that will catapult students into regular degree programmes. Let me ask one question: Which

secondary school has been built by the Government in Kacheliba Constituency since the 1960s? There is none.

The Ministry of Education, Science and Technology has all the monies that we vote for it, plus other monies it receives as loans. Will the Ministry ever build a single secondary school in that area, make it a centre of excellency and provide it with teachers, so that, maybe, some day, we can hear of these children in Mangu and Alliance High Schools, so that they can have a chance of being admitted into the regular university degree programmes? They do not have a chance right now. There is not a single private academy, as we know them today, in Kacheliba Constituency.

Mr. Deputy Speaker, Sir, the academies in both the primary and secondary sections are the favourites of the Ministry of Education, Science and Technology. Even the inspectors who are supposed to go to public schools, if there is an academy, they will go to the academy because it will provide them with transport, a cup of tea, lunch or whatever else they need. The poor schools are not visited by the inspectors. I am glad that we do not have academies in my constituency.

The disparity between academies and public schools, in terms of performance, is so much. Academies are doing so well in this country and thus condemning those who cannot afford the high fees of academies to poor grades. I think something needs to be done, including them taking away the places for national schools from some of the marginalised districts.

Mr. Deputy Speaker, Sir, this morning, a colleague of mine from Tana River District was contributing here. I was very much touched when the hon. Member for Bura said that all the teachers who were recruited for his district recently came from one community. I remember challenging him whether he was right. With me here is a document which speaks for itself, which I would like to table.

*(Mr. Poghismo laid the document
on the Table)*

Mr. Deputy Speaker, Sir, all the 44 teachers who were hired by the Teachers Service Commission (TSC) in Tana River District during the last recruitment exercise come from one community. Not even a single person from the pastoral community in that district was recruited. This is marginalisation.

The minutes here say:-

"It was strongly felt that the TSC should consider employing the applicants from the pastoral communities since none of them was among the first 44".

This tells you that consideration should not only be in terms of the first 44 teachers. What about the distribution within the district?

Capt. Nakitare: On a point of order, Mr. Deputy Speaker, Sir. That is a very good idea but would I be in order to ask the hon. Member to name the particular community before he censures it?

Mr. Deputy Speaker: No, you are not in order. It is obvious. The document has already been tabled. If you want to find out that, come forward and inspect the document.

Mr. Poghismo: Mr. Deputy Speaker, Sir, hon. Members will look at the document. It is very clear from---

Mr. Deputy Speaker: Order! Order, Mr. Poghismo! Your time is up.

Mr. Poghismo: With those remarks, I beg to support.

Mr. Deputy Speaker: Hon. Members, I am informed that the Shadow Minister for Education, Science and Technology, Dr. Rutto, will be responding from the Opposition side.

Dr. Rutto, you may now have the Floor!

Dr. Rutto: Thank you, Mr. Deputy Speaker, Sir, for giving me this opportunity. I would

like to respond to the Motion by the Minister for Education, Science and Technology on Vote 31.

Mr. Deputy Speaker, Sir, the estimated expenditure that has been presented by the Minister for Education, Science and Technology, of course, draws its requirements from various policy documents, which the Minister himself pointed out. These various policy documents identify various factors which have given rise to the kind of funding that has been requested by the Minister. First of all, all these documents, namely, Sessional Paper No.1 of 2005, the KESSAP document, and the Financial Action Plan for Education for All, 2003-2005, highlight areas of need in the education sector development.

There is the area of early childhood education, which we need to focus on as we reflect on the expenditure estimates of this Vote. Early childhood is a very important area in our educational sector and yet we experience, in this sector, low participation from our children partly because the costs are prohibitive in the sense that the public are supposed to pay for the teachers.

Secondly, they are supposed to pay for teaching and learning materials. Those financial responsibilities raise the cost of early childhood education to the point that most parents, particularly in the rural areas, cannot afford. The early childhood education sub-sector has also continuously, since Independence experienced inadequate teachers and lack of a scheme of service. There is also lack of a uniform policy on the curriculum and checking of standards in this area.

Mr. Deputy Speaker, Sir, Sessional Paper No.1 of 2005 rightly points out that there is need to mainstream early childhood education in the overall structure of education in this country. The Sessional Paper further points out that there is need to develop a scheme of service for teachers in this sub-sector, as well as encourage primary schools to have early childhood education centres within their own compounds. Most schools do not have such centres. I expected the Ministry to pay special attention to this fact and begin to integrate early childhood education needs in its overall budget. As I will point out later, this has not been done.

Mr. Deputy Speaker, Sir, primary schools experience a lot of problems regarding the relevance of curriculum, low access and retention, for instance. Some of these factors are printed out in the documents that I have referred to. There is also poor equipment and teaching and learning resources. There is also a new factor; negative attitude of parents in supporting educational programmes in schools, particularly building physical facilities, especially when the free primary education initiative was introduced.

The primary school sector is also very wasteful in the sense that most of the children who drop out do not have opportunities for further training which are readily available. The vocational training colleges are not "strong". I expected the Minister to pay attention to that fact, given that the overall goal of education is also to maintain lifelong education in the process. There is very little that is done to address the plight of those students who drop out of primary schools. In the secondary schools we experience the same problem. There is need to improve access. There is need also to encourage secondary schools to produce locally the materials that they use in teaching. There is need to encourage parents to provide physical facilities; something that is not adequately happening.

There is also the problem of under-staffing which hon. Angwenyi had pointed out, in various schools. Parents, particularly in secondary schools are very discouraging. They do not pay fees. Therefore, the head teachers have had to bear with many problems to do with maintenance of students because parents are not paying school fees. The Ministry and leaders in general should have a way of encouraging and motivating parents to pay school fees, so that secondary schools can maintain their learning programmes in a more comfortable environment.

Mr. Deputy Speaker, Sir, a problem has been pointed out that most secondary schools in Kenya perform poorly in mathematics and science subjects. This is true. I am glad that the Ministry

is doing something in that direction, particularly with regard to the implementation of the MASE programmes. But I wish to point out that those programmes should, as a matter of urgency, be strengthened equally in both urban and rural areas. What happens is that the rural areas tend to lag behind in some of these initiatives that are intended to improve educational programmes and performance.

Mr. Deputy Speaker, Sir, while touching on the universities, they have remained traditional and conservative. There is very little that happens in our universities with regard to curriculum development. You will find lecturers using notes that they used in the 1970s, to teach students of the 21st Century. This is simply because there has not been a strong emphasis on curriculum development in the universities. I expected the Ministry to initiate a kind of move to encourage universities to go in the way of curriculum reform; in particular, to try and respond to modern problems. Our universities, in particular, say those specialising in engineering, are not as skilled as others elsewhere, like in the Tiger countries of South-East Asia. This is simply because we have remained stagnant and conservative in terms of curriculum reforms. We expect the Ministry in this regard to stimulate some kind of reforms in our universities, so that we can have changes in curriculum.

Now, I do not want to touch on the low funding that universities experience because someone has already mentioned it. But I would like to say that at the universities there is need to check quality. With the opening up of degree programmes in the universities to accommodate parallel programmes, universities have generally experienced a fall in the kind of quality that they had. This is partly because the facilities are overstretched. Lecturers are also overstretched. Therefore, monitoring and evaluation of standards has gone low. The Ministry should, in fact, stimulate improvement of quality education and monitoring and evaluation of standards in our universities.

In the context of all these factors, the agenda of the Ministry was stated very clearly by the Minister, that in its vision, they seek to enhance quality education for development. Its mission is to provide, promote and co-ordinate quality and lifelong education and research. That part is clearly stated in the Ministry's mission. The Minister said the Government wants to provide an all-inclusive, quality and accessible education, and relevant curriculum. Presumably, as he presented the budget, he addressed those basic facts.

Now, there are few things that I would like to give the Minister a pat on the back for. There is a remarkable and noticeable financing in the budget of research and development. That is a commendable departure from the previous budgetary allocations. Research is very important because it is from it that we obtain information and data regarding our circumstances. It is through research that we evolve our policies and strategies, in the sense that it provides a solid background of information and data with which we can move forward. I am glad the Ministry allocated some money for this kind of undertaking. I would like to say that there is need to enhance this Vote, so that we can also enhance our capacity. It is often said that knowledge is power. Research is a means through which we produce knowledge. It means if we fund it, there is a high possibility that we will also be strong and powerful, particularly in the African region. I would like to commend the Minister in certain respects, particularly on Sub Vote 311 - Free Primary Education Programme. There is an explicit attention paid to training and field services for early childhood development. That move is laudable. However, in my observation, the money allocated to Head 816 mainly goes to consumables. Head 844 is also good because it has a provision for rehabilitation of classrooms. That is welcome, given the fact that primary schools are expanding and there is need for classrooms. The provision of such an amount of money will go a long way to assist Kenyans in coping with the expansion of primary schools. I would like to commend the Minister on that. The Schools Feeding

Programme is also maintained in the budget. That is laudable. However, I would like to make a few observations on the provision of Schools Feeding Programme. Whereas a high potential district like Nyeri has received funds for that programme, a district like Nyando which experiences a lot of difficulties particularly with regard to flooding--- I regard Nyando as a district that suffers more than Nyeri District. However, in that allocation, Nyando District is left out.

Mr. Deputy Speaker, Sir, a place like Budalang'i in Busia District experiences a lot of problems! I think the people of Budalang'i need to be supported through programmes like the Schools Feeding Programme. But I do not see those areas being supported. Bursaries are also included in the budget. That move is laudable.

I would like to point out a few weaknesses. Going back to early childhood development, there is little financial commitment, particularly in the establishment of a scheme of service for teachers in that docket. Yet, Sessional Paper No.1 of 2005 emphasises that fact. There is no way we can improve the quality of education in primary schools without paying an equal attention to the quality of education in the early childhood sector. The Minister for Education, Science and Technology has not specifically allocated funds for the scheme of service for teachers in that docket. Remember that education at that level still remains community-driven. As I have said before, communities are weak in supporting that level of education.

Secondly, there is very little sensitisation on the importance of quality of education in primary schools, secondary schools and universities. I am an educator myself and I know that, if a child is not prepared adequately at nursery school, that ill-preparedness will affect the child for the rest of his or her life. We should not continue ignoring that level of education, particularly in funding. Funding is one way to show our commitment to reforms at that education level. There is very little money that has been allocated to that level of education.

As I pointed out earlier, although the TFS allocation is an average of Kshs164,000 per district, no consideration of diversity of districts has been taken into account. The Minister assumed that all districts are uniform in terms of needs and requirements. I do not think that, that is the correct position. There is no intention to integrate ECD with the Free Primary Education Programme. In the Sessional Paper, there is a recommendation to that effect. That free primary education funding should be extended to include early childhood education. No attempt has been made in that regard. That also applies to the Schools Feeding Programme. It is only targeting primary and secondary schools. Pre-primary school level is left to the mercy of the circumstances that are on the ground.

Mr. Deputy Speaker, Sir, there is a problem with special education. One fact that we know is that, there is lack of accurate data on children with special needs. That is partly because African societies tend to hide children with disabilities in their homes. Therefore, I do not think that the Ministry has an accurate record of children with special needs. There should be a way of establishing the number of children with special needs. There is need for special mapping that is recommended for primary and secondary schools. We also need to extend that kind of mapping to children with special needs. We need to know exactly how many of those children are in our society. As you look at the budget, greater responsibility of care with respect to children with special needs is still left in the hands of Non-Governmental Organisations (NGOs), churches and donors. The Ministry should take up that responsibility and pay specialised attention to that group of children.

Mr. Deputy Speaker, Sir, I would like to give an example of the deaf. So far, the deaf have not been given an opportunity to study up to the university level. Only children who are un-sighted have that opportunity. They can go all the way to the university. But the deaf have not been given that opportunity. The Ministry should pay attention to that fact, and try to create special schools for

the deaf. Such schools should be in a position to facilitate the learning of the deaf up to the university level. I propose that part of the Kshs90 million that has been set aside for special education should be used to support initiatives for the deaf.

Mr. Deputy Speaker, Sir, now, the mentally handicapped children are also still left in the hands of Non-Governmental Organisations (NGOs) and churches. I think as a responsible Government there is need for it to extend its services to mentally handicapped children. This is an area that is generally ignored.

[Mr. Deputy Speaker left the Chair]

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

Mr. Temporary Deputy Speaker, Sir, I would like to request the Ministry to develop special need policies as a matter of urgency to get rid of the barriers that try to prevent children with special needs from getting access to lifelong education.

Mr. Temporary Deputy Speaker, Sir, I would also like to touch on the area of quality assurance. While the Ministry has specifically voted money towards quality assurance, there is very little that has been done in establishing a national accreditation mechanism such that although we have the Commission for Higher Education (CHE), it is not strong enough to carry out accreditation procedures and we need to strengthen it particularly in the area of checking and ensuring quality in our universities.

There is also need to strengthen the district quality assurance establishments because in my own judgement, the district level is still weak as compared to the national and provincial levels. The informal sector is also not taken care of in the Ministry's budget. It is still predominantly managed by NGOs and communities. There is always high risk of neglecting quality when those kind of institutions, which to me are also important, are left to NGOs and communities. Some establishments or some provisions should be put in place to check quality in the informal education sectors.

Mr. Temporary Deputy Speaker, Sir, whereas the policy document, Sessional Paper No.1 of 2005, talks about strengthening technical and professional educational training, what the Minister seems to have paid attention to is only the upgrading of Mombasa and Kenya Polytechnics to universities. If we upgraded Mombasa and Kenya polytechnics to offer degrees, we might be making a mistake simply because there will be a tendency of phasing out the diploma programmes being offered in those two colleges. I believe there will be a general enthusiasm to move towards offering degree programmes and completely phasing out diploma courses. I would suggest that we still reflect on the consequences of turning those two institutions into universities because already we have very few institutions of that nature that offer higher national diplomas for instance, in various engineering programmes. So, by allowing Mombasa and Kenya polytechnics to start offering degrees is tantamount to killing diploma and certificate programmes that they were offering.

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

[Mr. Deputy Speaker resumed the Chair]

Mr. Deputy Speaker, Sir, as I finish, I noticed in the budget that attention has shifted relatively from district to provincial education service. If you look at the allocation of the district education service, there is a general average of about Kshs500 million. Now, in my own view, we should, in fact, strengthen districts rather than provinces. To me, the province is an administrative level in the sense that what the province does is what the national level can do. We should move away from funding the provincial levels heavily at the expense of the districts. The district is a level that we need to strengthen because this is the level that supports the divisions and locations. In other words, the basic management of education lies at the district level and not the province. The province is justified to collect any activities and I do not think that we should pay as much attention as it has been given in this document.

Mr. Deputy Speaker, Sir, there is also a deliberate attempt in the budget to peg district educational services at Kshs5 million. There is little consideration of the unique variations of districts for instance in terms of sizes, number of schools, enrolment and equitable distribution of resources. I believe that the Ministry should have done something better.

Mr. Deputy Speaker, Sir, to strengthen lifelong education in the policy document, a proposal has been made that there is need to establish open or distant education programmes and initiatives. In the budget, there is nothing that has been allocated to those initiatives. This indicates, of course, that the Government is not serious with providing lifelong education.

Mr. Deputy Speaker, Sir, lastly, there is talk of East African integration. We are moving towards the East African Community and I believe that education is one sector that can be used to accelerate this process. Now, the Ministry of Education, Science and Technology particularly of Kenya, I believe should take the lead in trying to harmonise the way we provide education with the rest of the East African countries. We need to take the lead in this direction so that we move fast towards East African integration. I believe as we move towards East African integration, there is need to look at the structure of our curriculum and harmonise it with those of the rest of the East African countries. There is also need to look at our policies so that we encourage movement of scholars within East African communities and so on.

With those few remarks, I support.

Mr. Deputy Speaker: Hon. Members, we have only ten minutes before the Minister comes to reply. I, therefore, will give Dr. Khalwale and Mr. Balala five minutes each.

Dr. Khalwale: Mr. Deputy Speaker, Sir, I wish to support this Motion. The technocrats from the Ministry of Education, Science and Technology, and the Minister himself, must hear it from me that the people of Western Province are very proud of the work that they are doing in this Ministry. In fact, we believe that this is the best run Ministry in the country currently. Free primary education has, indeed, done magic in our province. We must thank this Ministry for the way it has streamlined the issue of bursaries to secondary schools. We also want to thank teachers, Boards of Governors (BOGs) and school committees for the co-operation they are showing when it comes to Constituencies Development Fund (CDF) projects in their respective schools. In fact, last year, our province jumped from the bottom to position two in both secondary and primary school education rankings. We are, indeed, very grateful to this Ministry.

Mr. Deputy Speaker, Sir, we believe that, without this Ministry, levels of extreme poverty in this country cannot be reduced. We, therefore, challenge this Ministry to act even faster to ensure that the universal free primary education contains HIV/AIDS programmes as part of the curriculum in our schools so that children are prepared right from an early age. The modern world is moving towards gender equality and empowerment of women. It is, therefore, important that, in our curricula, we consider this as part of the syllabus.

[Mr. Deputy Speaker left the Chair]

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

Mr. Temporary Deputy Speaker, Sir, I am quite aware that, internationally, there is greater need for global partnerships for purposes of development. What happened to the arrangement whereby we had planned to take teachers to Rwanda, Sudan and Seychelles? I hope that this Ministry will explore the possibility of creating more jobs for the many teachers we have trained in this country so that they can take up jobs in Rwanda, Sudan, Seychelles and Somalia.

With regard to the 8-4-4 system of education, we had implored the Government to drop this system because it has become incompatible with the needs of the East Africa Community. It is a shame that we have over 35,000 children from Kenya studying in high schools in Uganda. These children are faced with a lot of frustrations. I say this because I am neighbour of the Ugandans and on certain weekends I travel to Kampala to see these children. They live in very bad conditions and yet the funds used to maintain them in Uganda can be ploughed into our economy if only they could study locally.

The 8-4-4 system of education does not assure us of quality education. We tend to think that primary, secondary and university graduands under this system of education are not as good as those ones who went through the old system of education. We were embarrassed, last week, when Kenyan universities were rated very low compared to other African countries and yet Kenya is an emerging economic giant in this continent. This low rating, I believe, is as a result of the 8-4-4 system.

Mr. Temporary Deputy Speaker, Sir, allow me to say something about the Western College. We have been waiting for the last two years for it to become a fully-fledged university. I wish to request the technocrats here, and the Minister, to move with speed so that the university charter is enacted to enable the Western College to become a fully-fledged university.

I would also like to urge the Ministry of Local Government to address the issue of the expansion of Western College because it is supposed to extend into the old Kakamega Showground. The Minister for Local Government is aware that the land has been grabbed by the old generation of politicians. We are urging the Minister to repossess the land so that it can revert back to public for use by the Western College.

We would also like the Ministry of Education, Science and Technology to liaise with the Office of the Vice-President and Ministry of Home Affairs to ensure that Kakamega Approved Primary School is moved to Shikusa where they have a twin primary school so that they can allow the Western College to expand.

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

The Minister of State, Office of the Vice-President and Ministry of Home Affairs (Mr. Balala): Thank you, Mr. Temporary Deputy Speaker, Sir.

I would like to support this Motion but, first of all, I would like to commend the Minister for the good job that he and his team are doing. We have, indeed, seen an improvement in the education sector. I also would like to congratulate the Ministry of Education, Science and Technology for getting a UNESCO seat in the International Bureau of Education (IBE) and the Bio-diversity Committee at UNESCO this week. Also, I want to commend the Minister for his efforts that helped us win a seat in the World Heritage Committee.

Mr. Temporary Deputy Speaker, Sir, I want to commend and at the same time correct what I read in the Press today about Kshs900 million being set aside for Kenya Polytechnic and Mombasa

Polytechnic. The fact of the matter is that the amount of money that has been set aside for the two polytechnics is Kshs190 million. The Kenya Polytechnic will get Kshs100 million whereas the Mombasa Polytechnic will receive Kshs90 million. It is important to recognise that Kshs185 million has been given to us by the Italian Government in form of a grant. I want to ask the Minister to consider my view: That instead of converting the Mombasa Polytechnic into a university that would offer only degree programmes--- The Minister is aware that those of us who come from the Coast Province have been marginalised for sometime and we do not have a university. Kilifi is an agricultural area and it should be prepared for a university. It is true that 90 per cent of our secondary school leavers go to colleges and technical schools. We may kill the efforts of the Mombasa Polytechnic if we turn it into a fully-fledged university. There are 450 acres of land in Kilifi used for agriculture. The Ministry could make a commitment; even if not today, but at least in the next financial year, to set aside money that will be used to create a fully-fledged university in the Coast Province.

I wish to congratulate the Minister for the efforts he has put towards enhancing the bursary fund although people in marginalised areas, like the Coast Province and North Eastern Province, receive very little simply because the model of calculation is based on the poverty index and the population size. We have a small population in Mombasa and the level of poverty is high there. Mombasa is an urban area, but most people do not own any property. We want the Minister to consider giving the bursary money equally to all constituencies.

Mr. Temporary Deputy Speaker, Sir, I can assure you that the average number of secondary schools in every province in this country is 900 apart from North Eastern Province, which has a figure below 30 and Coast Province which has below 140 secondary schools. We want to see a plan from the Ministry indicating that the Government is building secondary schools. Through the CDF money, we are trying to build schools. For example, in Mvita Constituency, I am already building two secondary schools. That way, we shall be able to supplement the Government's efforts. However, the Ministry needs to develop a proper plan that will address the issue of building secondary schools in this country.

I want the Ministry of Education, Science and Technology to think outside the box. Why do we send students to the UK, Australia and India to study? Can we not create a conducive atmosphere for investment to enable either Kenyans or foreigners to invest in private education? We could create an EPZ system of incentives whereby instead of Africans going to invest in India, we could encourage them to invest here in the education sector. That way, Kenya will turn into a centre of excellence in education.

I believe that we are spending close to 8 million Sterling Pounds annually, on students who travel to the United Kingdom alone, for higher education, apart from other countries. Why can we not create an incentive so that the 8 million Sterling Pounds does not leave the country? The money can be used to create jobs for a number of teachers and improve the economy. We could identify an area where incentives can be accessed and encourage people to invest in education. This would be a key to investment and supplementing the deficit we have in our local education facilities. Apart from supplementing the private sector, the investment would also improve the economy.

We have not maximised on our universities. Universities have not done enough to help this country, and the Government, not only in terms of the consultation that Prof. Anyang-Nyongongo talked about, but also in terms of research work. If we have a problem with energy production, why can our university professors not establish a research unit on energy and come up with a model for nuclear energy production? We cry loudly saying that the cost of energy is high, yet we do not encourage businesses to flourish. We should encourage research work to be done well so that we can support our economy.

With those few remarks, I beg to support.

The Temporary Deputy Speaker (Mr. Poghiso): Order, hon. Members, it is now time to call upon the Mover to respond.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Speaker, Sir, I would like to donate five minutes to hon. Mirugi Kariuki.

The Assistant Minister, Office of the President (Mr. M. Kariuki): Mr. Temporary Deputy Speaker, Sir, I thank the Minister for donating the five minutes to me. I will start by paying tribute to the Minister for his leadership in his Ministry and the stewardship he has provided in managing an otherwise complex and expansive Ministry with various interests. Having said that, I would like to point out a few issues of concern. The first one is regarding the Higher Education Loans Board (HELB). A number of my colleagues have talked about the failure to make provisions for middle-level colleges. This House, this year, passed a Motion to the effect that the HELB takes into account middle-level colleges, polytechnics, medical training centres and the teacher training colleges. The fees paid by students in those institutions are quite high and since HELB uses taxpayers' money, it is important that it devotes a reasonable proportion of it to take care of the middle-level colleges. As far as bursaries are concerned, the little money we are getting in our constituencies is certainly not enough because we are supposed to provide for orphans. The number of orphans we have in this country is amazing. The bursary money is not even enough to take care of the orphans, let alone taking care of children who have parents. We need to set up a special bursary fund for orphans if we want to move forward in the proper direction.

Mr. Temporary Deputy Speaker, Sir, I want to thank the Minister for his efforts regarding Nakuru High School, which had gone down to very low standards as a national school. It took a lot of time to rectify the administration of the school, but we are now happy that he has brought up a new principal. A new board of governors is also in the process of being set up. My concern is that some head teachers in some secondary schools overstay in one institution. I know that in my constituency, in Nakuru Day Secondary School, the headmaster has been there for 30 years. Certainly, the school continues to sink and there is no attempt to transfer him. A principal who retired from Menengai High School was there for 24 years until his retirement. We need to put a maximum period upon which a principal of a school can serve. A maximum of three years is the most appropriate period so that other people can have an opportunity to prove their talent in public administration.

Mr. Temporary Deputy Speaker, Sir, I am concerned about the perception in our universities, particularly the structure of administration. The perception that is being created is that we have ethnicised the administration of public universities. For instance, if you look at Egerton University, you will not see a reflection of the diversity of Kenya. We have a chancellor, chairman of the university council, vice-chancellor, deputy vice-chancellor and dean of students among other positions and out of the top 18 positions in the university, 13 of them are under people of one ethnic group. What does that tell about us? Can we see a reflection of the Kenya we want? Certainly, that cannot inspire confidence in the ordinary people. I call upon the Minister to restructure universities so that they can reflect the diversity of this county. We have 42 ethnic groups. We want to see our brothers and sisters represented in public administration. This is something which should be looked into.

Talking about Egerton University---

The Temporary Deputy Speaker (Mr. Poghiso): I think your five minutes are over!

The Assistant Minister, Office of the President (Mr. M. Kariuki): Mr. Temporary Deputy Speaker, Sir, five minutes are not over yet.

The Temporary Deputy Speaker (Mr. Poghiso): You can proceed for as long as you do

not eat into the minutes of the Minister.

The Assistant Minister, Office of the President (Mr. M. Kariuki): Mr. Temporary Deputy Speaker, Sir, I was waiting for a signal from the Clerk-at-the-Table.

The Temporary Deputy Speaker (Mr. Poghisio): That signal will not come.

The Assistant Minister, Office of the President (Mr. M. Kariuki): Mr. Temporary Deputy Speaker, Sir, let me just wind up the point I had started on. It is important that we reflect the diversity of this country in the appointment of university administration personnel. There is concern for the Egerton, Moi and Maseno Universities. We want to see the true picture of Kenya in the appointments and leadership of the universities.

I beg to support.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Speaker, Sir, I stand to respond to the various issues that have been raised by hon. Members. I want to thank all hon. Members for the great interest they have shown in this debate, which is clearly a demonstration of the interest we have as a House, and Kenyans have as far as education is concerned.

Arising from the resolution of the National Conference on Education and Training that was held way back in November 2002, and of course following the publication of the Sessional Paper, as a Ministry, we are required to address a number of concerns, mainly access, equity, quality and relevance. Another major concern that emerged was the need for the Ministry to establish modalities for redressing the marginalisation---

QUORUM

Rev. Nyagudi: On a point of order, Mr. Temporary Deputy Speaker, Sir. It appears as if we have no quorum in the House.

The Temporary Deputy Speaker (Mr. Poghisio): Order, hon. Members! Yes, there is no quorum. Therefore, I order the Division Bell be rung.

(The Division Bell was rung)

The Temporary Deputy Speaker (Mr. Poghisio): Order, hon. Members, we now have the requisite Quorum.

Proceed, Prof. Saitoti!

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Speaker, Sir, prior to the interruption due to lack of a Quorum, I had just stated that we had fundamental concerns that were highlighted in the Sessional Paper namely equity, quality and relevance. Another major concern that emerged was the need for the Ministry to establish modalities---

(Loud consultations)

The Temporary Deputy Speaker (Mr. Poghisio): Order, hon. Members! Proceed, Mr. Minister!

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Speaker, Sir, here I want to give the assurance to this House that, as a Ministry, we are fully committed to ensuring fairness and justice to all the Kenyan children. In this endeavour the communities that have historically suffered marginalisation such as those in the ASAL areas,

children with special needs, those in urban slums and pockets of poverty, will continue to receive special attention. For this reason, we have established special support for the low-cost boarding primary schools in the ASAL areas and special support to secondary schools in the ASAL areas and pockets of poverty.

We have also established extra support for children with special needs. We are also busy mobilising resources for the next five years so that we are able to rehabilitate and build new schools in all the needy areas. The five-year implementation period of this Sessional Paper will start this year.

Mr. Temporary Deputy Speaker, Sir, you will recall that during the debate on the Sessional Paper, we did express the Government's commitment in supporting early childhood development. However, due to the limitation of resources, we have not been able to incorporate early childhood development within the free primary education programme. However, it should be appreciated by hon. Members that the current budget allocation addressed capacity building especially teacher training colleges. In the subsequent year, we hope to address other needs until we are able to achieve the goal of integrating early childhood development within free primary education. It is important that we will be involved in the training of these teachers and that will provide quality education. We are aware of the importance of early childhood development as an important foundation for education

I also wish to state that the Ministry has allocated to each special child an extra Kshs2,000 because special education is very important. I agree with an hon. Member who said clearly---

(Loud consultations)

The Temporary Deputy Speaker (Mr. Poghiso): Order, hon. Members! I do not need to name the hon. Members who are consulting very loudly, but I may be forced to do that soon.

Proceed, Mr. Minister!

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Speaker, Sir, an hon. Member brought to my attention the fact that this country may very well not know the number of children with special disabilities. Let me hasten to inform hon. Members that, sometime last year, the Ministry set up a committee which went round to assess the number of people with special needs and how to address that issue. We are, now addressing the numbers we already know. We are, therefore, combining Kshs2,000 per head in those schools which have children with special needs.

There was also an allocation of Kshs153,000 to each special school and units for the purchase of equipment and facilities. Further, last year, we provided a sum of Kshs10,000 to every public school so that modifications can be made to make sure that children with disabilities are able to attend these schools. We will continue to make the necessary arrangements to ensure a comprehensive strategy for this sub-sector. Mr. Temporary Deputy Speaker, Sir, comments were made in this House regarding the running of low-cost boarding primary schools in the ASAL areas. I want to assure hon. Members that low-cost boarding schools do receive extra support because of the need to raise participation rates. In the current financial year there has been an increase in funds allocation to the low-cost primary boarding schools and as of now Kshs200 million is in the budget. This is almost double the amount that had been passed by the House in the last financial year. This is a clear indication of the affirmative action we are taking to make sure that we are able to increase the enrolment into schools of children from ASAL areas.

Mr. Temporary Deputy Speaker, Sir, in addition, the Ministry is currently mobilising resources for the expansion of physical facilities, paying special attention to the needs of the girl

child. Let me highlight the following: We have been able to allocate Kshs150 million to North Eastern Province through assistance which we obtained from the USAID. Several new classrooms have actually been built in all the schools in North Eastern Province. An additional Kshs130 million will also be spent this year. It is not true, as Mr. Billow stated here, that we have not paid the second tranche of the Kshs150 million for last year. As a matter of fact, the last instalments were paid by the Ministry only last week. We will continue building those schools.

Let me also clarify one thing. The USAID funds amounting to Kshs130 million will be used for building classrooms. All this money is devoted to one province. It would have been fair if some of the money for the Heavily Indebted Poor Countries Initiative (HIPC), which was intended for upgrading primary schools, should have gone to those areas which were not catered for. So, it is not an issue of denying money to schools in North Eastern Province. In fact, we have given more attention to schools in North Eastern Province.

Mr. Temporary Deputy Speaker, Sir, I also wish to bring to the hon. Members' attention that we also have another Kshs42 million, which is intended to rehabilitate a number of primary schools in the ASAL areas. This money has now been made available through the Arid Lands Resource Management Programme (ALRMP) in the Office of the President. This money has gone to a number of schools on the basis of the priorities which have been sent to my Ministry right from the districts.

It is important to say that this year's Budget has also allocated Kshs173 million to support rehabilitation of physical facilities in ASAL areas and pockets of poverty in the country. This is a substantial amount of money. Since we are not interested in favouritism, we have asked all the districts in the ASAL areas to submit their priorities to us. This will also be done here. So, the allocations will be done that way. For that reason, I would like to allay the fears of hon. Members from some of the ASAL districts, mainly that the Ministry is not treating all the districts in the ASAL areas equitably. That is far from the truth. One of our Ministry's pillars is that of equity.

Mr. Temporary Deputy Speaker, Sir, on the issue of the school feeding programme, indeed, we are committed to ensure that students in the ASAL areas and pockets of poverty, especially in the slums where food is inadequate, are able to get meals. This is important because, in itself, it is an incentive for participation. It is also an important ingredient when it comes to the issue of concentration. The criteria for determining the schools or the areas which should benefit from the school feeding programme is carried out through an exhaustive machinery. It is done in a very transparent manner. It is clear, however, that the amount of food that we get from the World Food Programme (WFP) for the school feeding programme is not sufficient. Occasionally, we supplement that one with the food provided by the Office of the President. We will continue to do that.

Mr. Temporary Deputy Speaker, Sir, there were also issues which were raised about the appointment of members of boards of governors. I am the first to agree that there has been a delay in the approval of these members. Unfortunately, it is the cumbersome process which is more to blame. It starts right from the identification at the school level as to who will be the members and again through the process. It is also awkward that the Act specifies that it is only the Minister who can approve these names. In future, I believe we will amend the Education Act so that, that responsibility is devolved elsewhere to make sure that we are able to speed up the approval of these board members.

Mr. Temporary Deputy Speaker, Sir, many hon. Members also touched on the issue of mushrooming of day secondary schools. We know we have not had many day secondary schools. As a result, there is great pressure as far as access is concerned. As a result of the Free Primary Education Programme (FPEP), more students are rolling out of primary schools. Therefore, there is need to set up a number of day secondary schools. I am happy that many hon. Members have used

the Constituencies Development Fund (CDF) to establish day secondary schools. I would like to underline one thing. Day secondary schools are important because they are accessible and nearer to the homes of most students. They are also cheaper. We will continue to provide resources to ten secondary schools in each district so that they are able to equip their own laboratories.

Mr. Temporary Deputy Speaker, Sir, let me also talk about the issue of the bursaries because that has been raised a great deal by hon. Members. It is true that the criteria that we have been using to select these students has been mainly that of the population of students in secondary schools in each constituency. Secondly, we have also been using the poverty index. We have also said, as an affirmative action, that no constituency will get less than Kshs500,000 for this purpose. This is a system that has assisted quite a number of schools in the ASAL areas. However, given the many concerns that have been raised in this House, the Ministry of Education, Science and Technology is in the process of re-looking at that criteria. I would like to assure this House that the next disbursement of bursaries will be based on what will come out of the deliberations which are going on in the Ministry.

Mr. Temporary Deputy Speaker, Sir, another important area that I want to state very quickly has to do with establishment of new universities. It will be recalled that His Excellency the President appointed a Public Universities Special Board to review and make recommendations on issues affecting university education. The board is finalising its report. I would like, therefore, to ask hon. Members to wait for that report, which will be released very soon. This report will set out how many universities will be set up in this country. The setting up of universities should not be done on a purely *ad hoc* basis. We have to make sure that they are set up where they are required. We also have to make sure that new universities are able to offer courses that are relevant to Kenya's development needs today.

Hon. Members are aware that since 2003, major reforms are now being carried out in public universities. One of them, of course, was the distancing of His Excellency the President as the Chancellor of all public universities. As a result of that, prominent Kenyans have now been appointed as chancellors of universities. A very important development which has also followed is the fact that vice-chancellors are no longer appointed by the President. Where there is a vacancy in the universities, be it the position of the Vice-Chancellor, Deputy Vice-Chancellor or the Registrar, all those positions have to be advertised. Therefore, the recruitment is done through competitive bidding. That does not mean that those who are now serving as vice-chancellors or deputy vice-chancellors should abandon their jobs before their term ends. However, as their terms come to an end, those jobs will be re-advertised.

Mr. Temporary Deputy Speaker, Sir, there is another important issue as far as research in universities is concerned. Clearly no university is worth its name unless it is involved in research. For the first time, we have already put in a budget line for research. That is about Kshs65 million. This is just the beginning. At no time has there been research money in the Budget. Again, in pursuit of the

implementation of what we said in the Sessional Paper, we have provided some money. It may be little, but we will increase it with time. We have a committee which will look into the modalities in which these funds will be given to the various applicants to carry out research. The underlying point that I want to emphasise here is that the Government attaches a great deal of importance to research in the universities. We will continue to make sure that our universities are encouraged to carry out research and innovations. Our commitment is to ensure that our public universities become better.

Mr. Temporary Deputy Speaker, Sir, the last rating on research put the University of Nairobi at number 14 in Africa, and Kenyatta University in another category. We believe that, that will be turned around.

With those few remarks, I beg to reply.

(Question put and agreed to)

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

IN THE COMMITTEE

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

Vote 31 - Ministry of Education,
Science and Technology

The Temporary Deputy Chairman (Mr. Poghisio): Order, hon. Members. We are now in the Committee of Supply.

Mr. Minister!

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

THAT, a sum not exceeding Kshs45,968,068,185 be issued from the Consolidated Fund to complete the sum necessary to meet expenditure during the year ending 30th June, 2006, in respect of:-

Vote 31 - Ministry of Education,
Science and Technology.

(Question proposed)

VOTE R31 - RECURRENT
EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

Head 841 - Teachers Service Commission

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I wish to draw your attention to page 713, Head 841, Item 2210060 - Rentals of Produced Assets, which has a sum of Kshs95,905,607. Can you see that?

Mr. Temporary Deputy Chairman, Sir, with your permission, I could also raise the issue on the third Item - Insurance Costs - so that the Minister could respond to both. I just wanted to understand what this is? Somewhere else, we have made a provision for monies to go to Teachers Service Commission (TSC) for the construction of buildings. Is it to pay for their current headquarters? There is also the third Item about insurance costs. What are they for? Are they for staff, buildings or both?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, regarding the first question, it will be recalled that TSC occupies offices which are rented. Therefore, the amount in question is for the payment of rent.

On the second question, the insurance costs are for the staff medical cover.

Head 901 - National Council for Science and Technology

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I am satisfied with the explanation. But let us go to page 714, Head 901 - National Council for Science and Technology. I have two issues on that. One is the first Item and the third is Item No.3111400 - Research Feasibility Studies, Project Preparation and Design and Project Supervision.

Regarding the first Item, I would like to understand, looking at what the provision is for - Basic Salaries for Permanent Employees - the Kshs12 million for the National Council for Science and Technology. Is it a confirmation that this is a skeleton outfit? That is because it suggests there are few members of staff and, therefore, it may be an outfit that may not be delivering. That also includes the one on research.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, that is, indeed, what it does. The amount is for basic salaries and emoluments of employees. It should be appreciated that the type of people who are employed there are highly qualified. We want to make sure that they are very well paid. Otherwise, there will be a brain-drain and we will not be able to have people who can do the necessary research.

It is true that the National Council for Science and Technology is very much involved in the co-ordination of research all over the Republic. That includes all the research that is being carried out by Government institutions, parastatals and universities. So, it needs to supervise that. It also has to design and make sure that the projects are being supervised.

Mr. Muturi: Mr. Temporary Deputy Speaker, Sir, my concern is that looking at what is indicated for basic salaries and the sums allocated for research feasibility, it seems to suggest that it is a skeleton staff. I would have wished that such an important institution as the National Council for Science and Technology should have more staff than this. In fact, I am concerned that the amounts are very little and they seem to suggest that we only have a skeleton outfit.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I welcome those observations. But it is our intention to mobilise more resources, and that is confirmed by the fact that in the budget now, we have already put in some money for research.

*(Heads 726, 730, 834, 839, 841,
845, 863 and 901 agreed to)*

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - BASIC EDUCATION

Head 844 - Directorate of Basic Education

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, on Sub-Head 010 - Free Primary Education Programme, the second last Item which is Hospitality Supplies and Services, I just want to understand why it is getting Kshs30 million!

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, in the process of supervision and implementation of free primary education, there have been several courses, meetings and workshops all over the country. So, clearly, the

participants who were involved had to have tea, food and that sort of thing.

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I am satisfied with the explanation by the Minister. But on the same Sub-Head, the Item on Subsidies to Non-Financial Private Enterprises, it has been allocated a sum of Kshs200 million. Granted that this is also within the area of free primary education programme, what is this money for?

Mr. Temporary Deputy Chairman, on the same Sub-Head, the Item on Refurbishment of Buildings, a sum of Kshs173 million has been allocated. Which buildings are these?

*[The Temporary Deputy Chairman
(Mr. Poghio) left the Chair]*

*[The Temporary Deputy Chairman
(Maj. Madoka) took the Chair]*

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this is the new code for the low-cost boarding primary schools. As I said in my reply, the Government has decided to double the grants to low-cost boarding primary schools; from Kshs100 million to Kshs200 million.

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I have no quarrel with the coding. But, surely, the title given must have some relationship with the low-cost boarding primary schools. In my contribution yesterday, I talked about them. But how can you call this, "Sub-sidies to Non-Financial Private Enterprises?" Low-cost boarding primary schools are not private; they are public. Maybe, the one that could fit that is the Item on Refurbishment of Buildings. The Minister needs to come out a bit more clearly.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this is the amount of money that is going to be used for rehabilitation of primary schools in the ASAL areas.

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, the Minister has not been given the correct information. In all fairness, it says, "Subsidies to Non-Financial Private Enterprises." There is no way that can translate to low-cost boarding primary schools, which are public!

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, in this particular book, which is supposed to interpret that code, it is called "grants to low-cost boarding primary schools." Incidentally, these particular booklets have already been tabled and hon. Members have them. It is on page 30.

The Temporary Deputy Chairman (Maj. Madoka): Are you satisfied, Mr. Muturi?

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, since I am a lover of education, I will take what the Minister is saying. But he is certainly not convincing.

*(Heads 810, 811, 816, 844, 846,
847, 848 and 852 agreed to)*

(Sub-Vote 311 agreed to)

SUB-VOTE 312 - QUALITY ASSURANCE AND STANDARDS

(Head 836 agreed to)

(Sub-Vote 312 agreed to)

SUB-VOTE 313 - HIGHER EDUCATION

Head 800 - Boards of Governors-Maintained Schools

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I want to understand from the Minister whether the Kshs40 million which has been provided for here is meant to cater for the subsidies that the Government gives to secondary schools for their vehicles and other equipment. If so, is Kshs40 million really sufficient?

The Minister for Education, Science and Education (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this sum is supposed to cater for insurance premiums for secondary school vehicles.

Head 853 - Bursaries, Scholarships, Subsidises and Education Attaches

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, the Minister and his team are aware of what it costs them to subsidise schools to pay insurance premiums. On page 720, Head 853, the last Item is on Scholarships and Other Educational Benefits. A sum of Kshs190 million has been provided. I have no problem in understanding scholarships. However, I would like to understand what is meant by "other educational benefits." What sum of the Kshs190 million will go to the "other educational benefits?"

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this is supposed to cater for the educational expenses of the attaches in the various countries.

*(Heads 800, 803, 807, 835, 837,
838, 853, 854, 862, 827, 828, 829,
832, 833, 840, 842, 867
and 868 agreed to)*

(Sub-Vote 313 agreed to)

SUB-VOTE 314 - POLICY AND PLANNING

(Heads 695 and 100 agreed to)

(Sub-Vote 314 agreed to)

SUB-VOTE 315 - TECHNICAL EDUCATION

*(Heads 565, 651, 652, 662, 663, 664, 671,
694 and 696 agreed to)*

(Sub-Vote 315 agreed to)

(Vote R31 agreed to)

VOTE D31 - DEVELOPMENT
EXPENDITURE

SUB-VOTE 310 - GENERAL ADMINISTRATION AND PLANNING

Head 839 - Kenya National Examinations Council

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, on Head 839, there is an allocation of Kshs150 million. The Minister talked about it when he was moving the Vote. I just want to understand what it is for because the KNEC has appeared before the Committee I chair; the Public Investments Committee (PIC), and there is an issue of some pending bills. Is this money meant to complete the building or is it merely to pay the pending bills?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, it is supposed to complete the building and not for the pending bills.

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, what is the fate of the pending bills? Where is the provision for them? This should have been provided for. However, I hear the technical staff say that there are no pending bills. I am, therefore, satisfied.

*(Heads 730, 836, 839, 841, and 863
agreed to)*

(Sub-Vote 310 agreed to)

SUB-VOTE 311 - BASIC EDUCATION

Head 847 - Primary Teachers Training Colleges

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I just want to understand this redemption/disposal of other financial assets of Kshs103 million. What is this about?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this is retention money paid back to contractors in respect of the various bills.

Head 846 - School Milk and Feeding Programme

Mr. Omondi: Mr. Temporary Deputy Chairman, Sir, on page 387, under Head 846, Item 2211000 - Specialised Materials and Supplies, we are voting over Kshs1.16 billion. I thought that the bulk of this money would go for purchase of food items. However, in the detailed estimates booklet, on page eight, under the same Head and Item, it is indicated that this money is meant for purchase of fuel and other items. How do we obtain the foodstuffs that are shown under that Head?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I have not quite got the hon. Member's question. Could he repeat what he has said?

The Temporary Deputy Chairman (Mr. Poghiso): If you go to page 387, towards the bottom, before the grants, there is an Item - Specialised Materials and Supplies.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary

Deputy Chairman, Sir, that has to do with World Food Programme food supplies for the schools. That is the cost of it.

The Temporary Deputy Chairman (Mr. Poghisio): Are you satisfied, Mr. Omondi?

Mr. Omondi: Mr. Temporary Deputy Chairman, Sir, I am not satisfied because the Minister has only said that the amount has to do with the World Food Programme money. Does he mean that the money for the foodstuffs indicated here comes from the World Food Programme?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, we have been provided in the form of a grant, food from the World Food Programme which we supply to schools for consumption by students. So, the figure shown here is actually the value of the food that we are given by the World Food Programme.

The Temporary Deputy Chairman (Mr. Poghisio): Is it the value of the food or do you receive the money?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this is the value of the food we are supplied with by the World Food Programme. We do not get the money as such, but we get donations in the form of food.

Head 847 - Basic Education

Mr. Ojaamong: Mr. Temporary Deputy Chairman, Sir, on page 388, Item 3110200 - Construction of Buildings, I would like to have a clarification from the Minister on the colleges that are benefiting from this amount of Kshs40 million and whether Kibabii Teachers Training College is one of them.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this amount is for the completion of Taveta Teachers Training College, whose construction is in its final stages.

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, I was not satisfied with the explanation given on the provision of Kshs1,161,000,000 made under the Item named Specialised Materials and Supplies, provided under Head 846 - School Milk and Feeding Programme. The Minister explained that this is the value of the food that they are given by the World Food Programme. How are these specialised materials and supplies related to this Head? If they comprise of food commodities like milk and others, what is the difficulty in giving a breakdown of the same, on commodity by commodity basis? We are only being told that these are specialised materials and supplies. I think the Minister needs to explain a little bit more.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, the information I have is that this is, indeed, the generic code of the food in question. The Kshs1 billion would normally be the cost of the totality of the food that is provided to us by the World Food Programme.

(Heads 844, 846, 847 and 816 agreed to)

(Sub-Vote 311 agreed to)

SUB-VOTE 313 - HIGHER EDUCATION

Head 800 - Directorate of Higher Education

Mr. Muturi: Mr. Temporary Deputy Chairman, Sir, on page 388, Sub-Vote 313, Higher

Education; Head 800 - Directorate of Higher Education, Item 3111100. I do appreciate that the Ministry has been reorganising. But there is a figure of Kshs170 million which is to go towards the purchase of specialised plant, equipment and machinery. Where is this Directorate going to be situated? Is it still going to be at Jogoo House at which you will require to purchase this specialised plant and machinery?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, this amount of Kshs170 million will go to ten secondary schools in every district, so that each of them can buy laboratory equipment. I am sure the hon. Member will be able to benefit in his own area.

*(Heads 800, 833, 840, 842,
867, 829 and 868 agreed to)*

(Sub-Vote 313 agreed to)

SUB-VOTE 314 - POLICY AND PLANNING

(Heads 695 and 726 agreed to)

(Sub-Vote 314 agreed to)

SUB-VOTE 315 - TECHNICAL EDUCATION

Head 652 - Directorate of Technical Education

Mr. Ojaamong: Mr. Temporary Deputy Chairman, Sir, under Head 652, Directorate of Technical Education, there is the purchase of specialised plant, equipment and machinery. I just want a clarification from the Minister. Is this specialised plant, equipment and machinery going to polytechnics? What is it about?

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Chairman, Sir, I think hon. Members may be aware that, when I moved the Vote of this Ministry, I said that both Mombasa and Kenya polytechnics are going to be empowered to offer a Bachelors Degree in Technology. I also said that there is a grant worth this amount of money from the Government of Italy; in form of equipment. That is precisely what it is. This is equipment from the Government of Italy.

(Head 652 agreed to)

(Sub-vote 315 agreed to)

(Vote D31 agreed to)

(Question put and agreed to)

*(Resolution to be reported
without amendment)*

(The House resumed)

*[The Temporary Deputy Speaker
(Mr. Karaba) in the Chair]*

REPORT

Vote 31 - Ministry of Education,
Science and Technology

Mr. Poghiso: Mr. Temporary Deputy Speaker, Sir, I am directed to report that the Committee of Supply has considered the Resolution that a sum not exceeding Kshs45,968,068,185 be issued from the Consolidated Fund to complete the sum necessary to meet expenditure during the year ending 30th June, 2006, in respect of Vote 31 - Ministry of Education, Science and Technology and has approved the same without amendment.

The Minister for Education, Science and Technology (Prof. Saitoti): Mr. Temporary Deputy Speaker, Sir, I beg to move that the House doth agree with the Committee in the said Resolution.

The Minister for Lands and Housing (Mr. Kimunya) seconded.

(Question proposed)

Mr. Poghiso: Mr. Temporary Deputy Speaker, Sir, now that the Ministry of Education, Science and Technology has got its funding, it is important that all the suggestions that have been made about the fair distribution of those resources be implemented. As usual, I am hoping that no funds will be returned to the Treasury just because they were not spent. There is so much need out there for the Ministry to do its work. Otherwise, I would like to congratulate the Minister and his team for doing a good job in running the Ministry.

The Assistant Minister for Trade and Industry (Mr. Miriti): Mr. Temporary Deputy Speaker, Sir, let me take this opportunity to congratulate the Minister for a job well done. Since he took over the Ministry, he has done very good work for Kenyans. Every part of Kenya has been attended to by the Minister and the NARC Government. I would also like to remind him that there is a facility called Egerton University, Eastern Campus at Chuka. I request him to remember it when he is allocating funds.

Capt. Nakitare: Mr. Temporary Deputy Speaker, Sir, I congratulate the Minister for Education, Science and Technology for this huge amount of money that he has been allocated. I urge him to make sure that he uses this money to encourage school inspectors to carry out vigorous inspections especially as concerns poor attendance and violence in schools, especially when it comes to drugs and other unspecified activities that happen in schools without teachers' supervision.

Mr. Mbau: Mr. Temporary Deputy Speaker, Sir, I want to commend very highly the Minister and the staff of the Ministry of Education, Science and Technology for this very well-thought-out budget. It is in the public domain that the Ministry of Education, Science and Technology is the leading Government Ministry in service delivery in this country since the NARC Government took over power. I want to request the Minister and his staff to maintain that record. In the same vein, I challenge other Ministries and Ministers to pull up their socks so that our people can enjoy these services that this Government pledged to deliver.

The Assistant Minister for Finance (Mr. Katuku): Thank you, Mr. Temporary Deputy

Speaker, Sir. I would also want to join my colleagues in congratulating the Minister and his team for a very well done job. However, I would appeal to the Minister to ensure that the schools which have in the recent past been left out in the school feeding programme are reinstated especially those ones in the area I come from.

Lastly, on the issue of disbursement of money to accounts of schools, in some cases, this money is not sent to the right accounts. So, I appeal for efficiency in terms of ensuring that the money goes to the right accounts.

(Question put and agreed to)

ADJOURNMENT

The Temporary Deputy Speaker (Mr. Karaba): Hon. Members, that concludes the business on the Order Paper. The House is, therefore, adjourned until Tuesday, 25th October, 2005 at 2.30 p.m.

The House rose at 6.20 p.m.