



The Eastlands College of Technology for Greater Nairobi

Project Presentation

AGENDA

- > Accreditations
- > Executive Summary
- > A brief introduction of Kenya in the region
- > Approaching the Problem Statement
- > Problem Statement
- > The Dual Training System (DTS)
- > The Eastlands College of Technology

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Accreditations

Strathmore Educational Trust (SET) is the Public Charitable Trust that sponsors Strathmore College, School & University in Nairobi

SET is a Public Charitable Trust incorporated in Kenya, established to promote educational initiatives. Among the major ongoing projects that it promotes are - Strathmore College (1961), Strathmore School (1977), Strathmore University (2002), Strathmore Business School (2002) and The Informal Sector Business Institute (ISBI) (2004).



**STRATHMORE
SCHOOL**

- > Established in 1977
- > The Primary School began in 1987
- > One of the leading Secondary Schools in the Country
- > 100% of the finalists obtain entry into public Kenyan Universities



- > The Eastlands College of Technology
- > Established in 2013
- > Vocational & Entrepreneurial Training



STRATHMORE UNIVERSITY
UT OMNES UNUM SINT



- > College Established in 1961, University in 2002
- > Accreditation - Commission of Higher Education issued a Letter of Interim Authority in 2002
- > First educational institution in Kenya to be awarded the ISO 9001:2000 certification on Quality Management
- > A 5,000 people community with over 30,000 alumni
- > Kenya's Leading Faculties in Commerce, ICT and Accountancy
- > Africa's TOP leading MBA programme

Source: SET

Accreditations

SET is deeply committed to expanding its educational and training to the least privileged people in the Eastlands area of Nairobi

- > Early 2002, the Trustees of SET appointed a committee to assess an entry strategy in the education & training sector intended to serve the least privileged people of the Kenyan society. After extensive consultation with private and public sector stakeholders, the Eastlands Centre was set up.
- > The Eastlands Centre is an after-school educational centre. The Centre is located in the low income and highly populated Eastlands area of Nairobi and promotes the educational and personal development of Nairobi's Eastlands youth. Plagued by many social factors, Eastlands is one of the poorest areas of Nairobi City. It is home to a population of about 800,000. The pupils from these areas do not have adequate study facilities at home and in school.
- > In addition to that, the Informal Sector Business Institute (ISBI) was established as a Grassroots Business Organization (GBO). The clients of ISBI are mostly micro-entrepreneurs from the informal sector.
- > The new challenge for the Eastlands Centre is to establish a College of Technology, which is the object of this presentation.



Photo: 2010 Mini –Graduation for 110 students under the Samsung Real Dreams Programme

Samsung REAL DREAMS



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Successfully completed the market assessment and the purchase of the land, SET is going to set up a demand-driven College of Technology

Major findings

- > **Nairobi** has consolidated the status of a **leading economic city of Eastern-Central Africa**, albeit characterized by unprecedented growth in the informal sector and industry-education mismatch.
- > **Studies show** that high drop-out students together with existing theoretical **curricula** are not meeting the Industry **needs to train middle-level technicians**.
- > **Institutional Stakeholders and Households** combined with the teaching system in place are all **hampering** a proper **implementation** of a Governmental vocational training program.
- > **Industry need analysis presents a significant interest in collaborating with a newly-designed private training centre through a Dual Training system (DTS).**

Action Plan

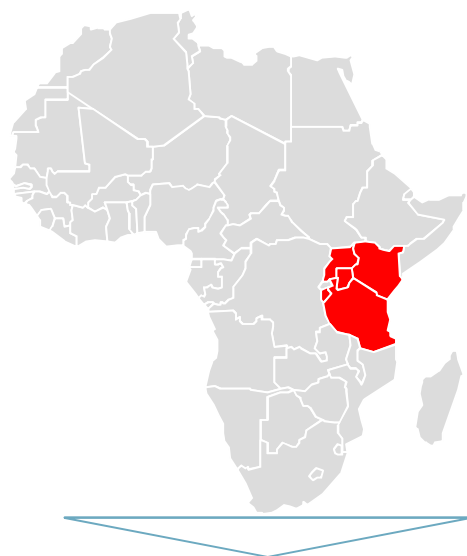
- > **SET has purchased a 10 acre plot** in the Industrial area of Nairobi (Eastlands) to set up the Eastlands College of Technology (ECT) for technicians.
- > Based on a **ten-year direct experience** in the field, ECT is ready to address the industry needs with a new technical product offering intended for the least privileged youths of the Eastlands area.
- > A new **eight year Business Plan (2013 to 2020)** indicate overall funds needs up to **Ksh251M** (+345M on a second & third stage) to gradually provide industry-driven technical qualification to over 800 people per year.






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A brief introduction of Kenya in the region

The East Africa Community is a 146 million people market experiencing overall solid growth rate in spite of limited resources & political stability



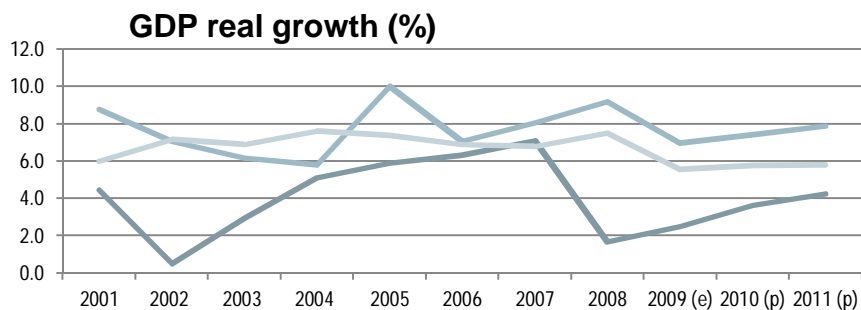
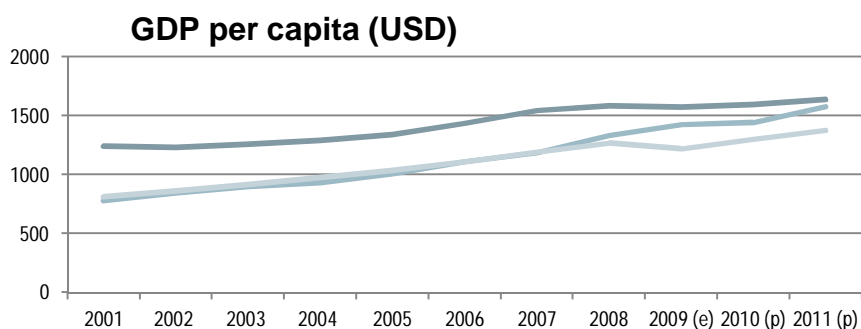
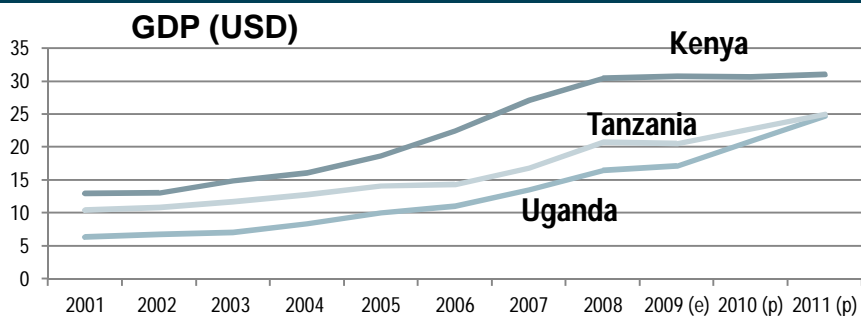
Member	Member since	Population (2012)	Population growth rate (2012)	GDP (PPP) (2011)	GDP real growth rate (2011)	Inflation (2011)	Corruption (2012)	Democracy (2012)
	Year	(Million)	(%)	(USD bn)	(%)	(%)	Rank	Rank
 Kenya	2001	43	2.4%	71.21	4.4%	14%	139	83
 Uganda	2001	33.6	3.3%	47.78	5.1%	18.7%	130	85
 Tanzania	2001	47	2.8%	67.90	6.4%	12.7%	73	73
 Rwanda	2007	11.7	2.7%	13.62	8.6%	4.9%	50	70
 Burundi	2007	10.5	3.1%	5.18	4.2%	9.7%	165	107

The East Africa Community has:

- > Common External Tariff (CET) on imports from third countries.
- > Duty-free trade between the member states.
- > Common customs procedures.
- > **Uganda** has substantial natural resources, including fertile soils, regular rainfall, small deposits of copper, gold, and other minerals, and recently discovered oil. Agriculture is the most important sector of the economy, employing over 80% of the work force. Coffee accounts for the bulk of export revenues.
- > **Tanzania** is in the bottom 10% of the world's economies in terms of per capita income. The economy depends heavily on agriculture, which accounts for more than one-fourth of GDP, provides 85% of exports, and employs 80% of the work force. Topography and climatic conditions, however, limit cultivated crops to about 4% of the land area.
- > **Rwanda** has an agro based economy with about 90% of the population engaged in (mainly subsistence) agriculture and some mineral and agro-processing. In 2008, minerals overtook coffee and tea as Rwanda's primary foreign exchange earner.
- > **Burundi** is a landlocked, resource-scarce country with an underdeveloped manufacturing sector. The economy is predominantly agricultural (coffee, tea account for 90% of foreign exchange earnings) which accounts for about 35% of GDP and employs more than 90% of the population.

A brief introduction of Kenya in the region

Kenya is the economic leader in the Eastern Africa Union



Key recent facts:

Kenya

- > After some early progress in rooting out corruption and encouraging donor support, the KIBAKI government was rocked by high-level graft scandals in 2005 and 2006..
- > Unemployment is very high. The country has experienced chronic budget deficits, inflationary pressures, and sharp currency depreciation - as a result of high food and fuel import prices.
- > The discovery of oil in March 2012 provides an opportunity for Kenya to balance its growing trade deficit if the deposits are found to be commercially viable and Kenya is able to develop a port and pipeline to export its oil.
- > A new constitution was voted the 4th August 2010 and passed with a 70% majority in a national referendum.

Tanzania

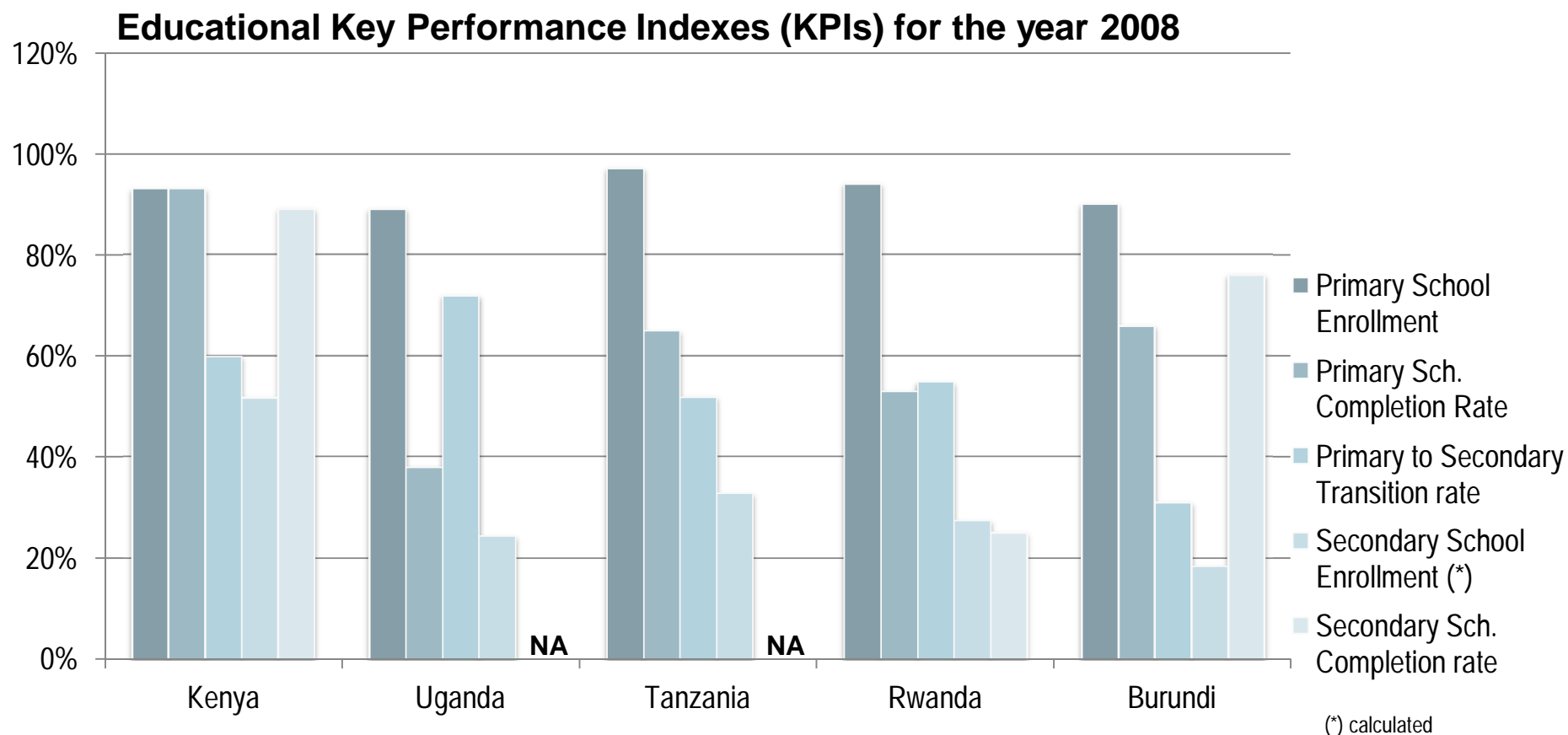
- > The country has enjoyed political stability since mid-90s.
- > It is experiencing a positive trend with donors, FDI and Tourism.

Uganda

- > A constitutional referendum cancelled a nineteen-year ban on multi-party politics in July 2005.
- > Additionally, the time limit for presidency was changed in the constitution from the two-term limit in order to enable the current president to continue in active politics.
- > Significant natural resources (i.e. Oil) are driving FDI.
- > Uganda depends on Kenya for access to international markets.

A brief introduction of Kenya in the region

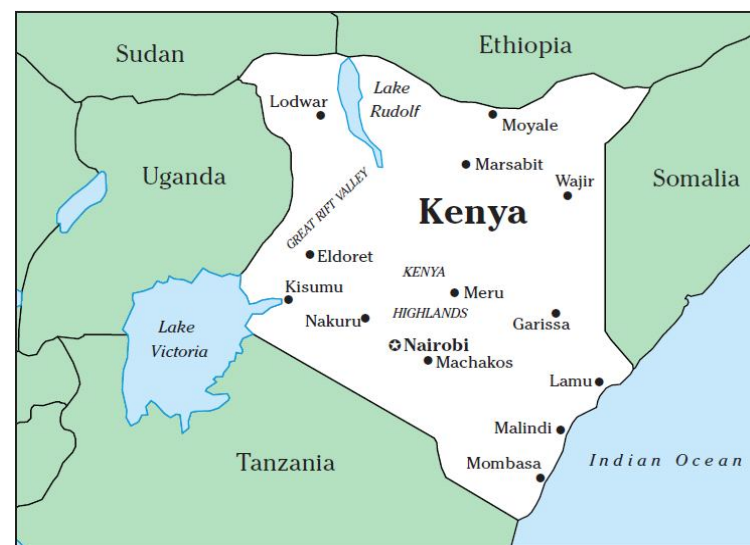
Kenya “excels” in the region basically in all the presented educational KPIs. However, secondary school enrollment is still by far low



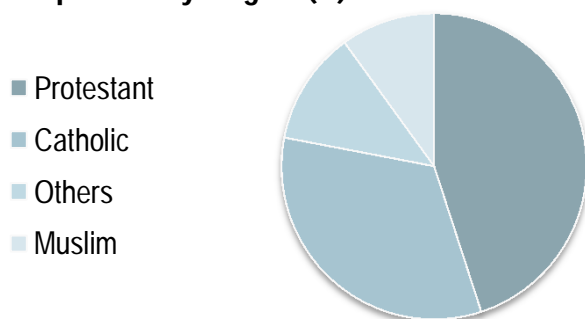
A brief introduction of Kenya in the region

Kenya is primarily an agricultural emerging economy driven by a very young population and by a rich ethnic group based society

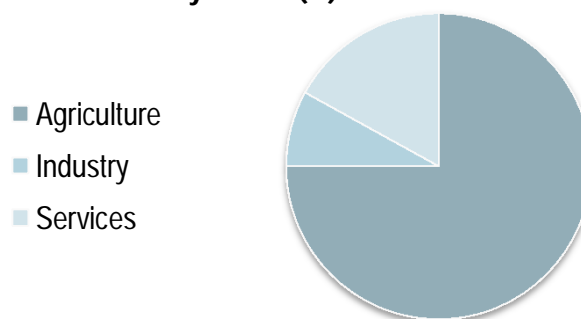
Indicator	1999 - 2003	2004 - 2008	2010
Population (mil)	32.30	36.80	38.60
Population growth rate (%)	2.6%	2.7%	-
Persons under age 15	43%	42%	-
Infant death / 1000	63	60	-
Urban Population (%)	34%	39%	-
Urban Growth (%)	7%	4.3%	-
Literacy (% population)	76%	81%	-
Unemployment rate (%)	34.5%	34.4%	-



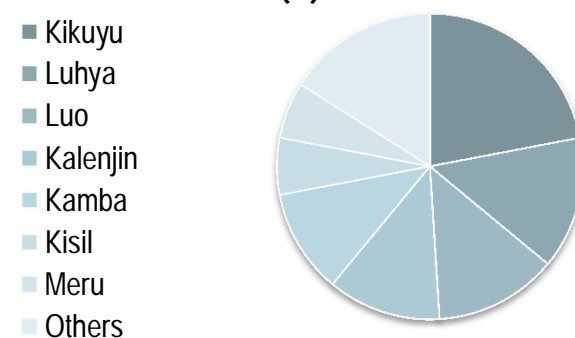
Population by religion (%) - 2010



Workforce by sector (%) - 2010



Tribal break-down (%) - 2010



A brief introduction of Kenya in the region

Nairobi has significantly grown over the last 50 years to become the leading economic city of Eastern-Central Africa in spite of wealth disparity

- > Kenya's capital city, Nairobi, was established by the British in 1899 as a railway supply depot.
- > Urban growth and Urbanization have sharply increased the number of inhabitants of Nairobi from the 500.000 in the 1960s to more than 3.500.000 people today.
- > Today, Nairobi is a cultural and architectural melting pot, the largest city between Cairo and Johannesburg and the economic capital of much of Eastern and Central Africa ("the Hub"). Most of SMEs and big corporations have HQ based in Nairobi.
- > The small number of wealthy persons together with the better-off shopkeepers, civil servants and office workers, live in the West and North of the city, intermingled with many slums such as Kangemi, Kawangware, Riruta, Kinoo.
- > Lower-class estates, located in many parts of East Nairobi, have become more and more characterized by vast areas of slums.

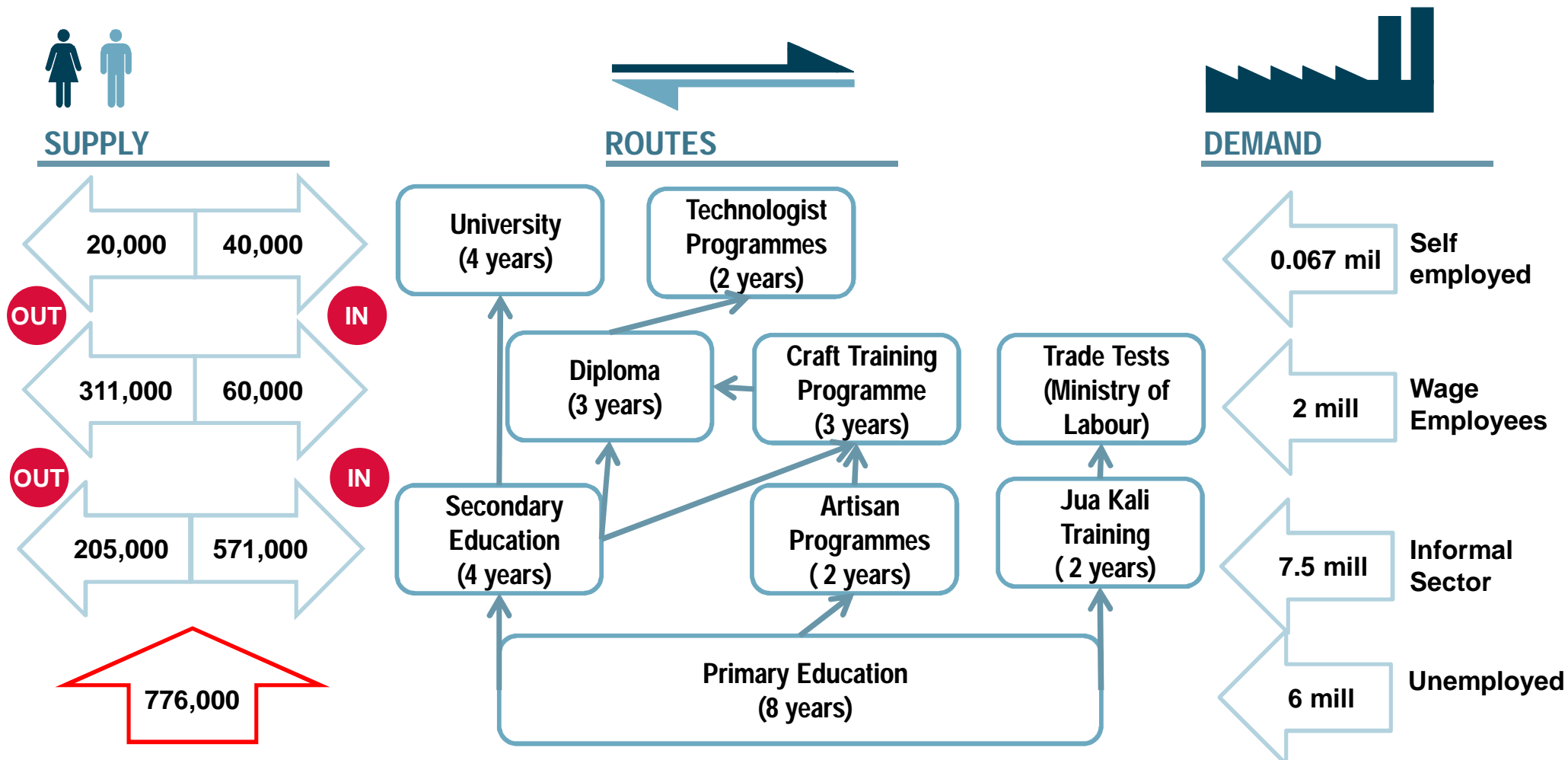


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- > **Approaching the Problem Statement**
- > Problem Statement
- > The Dual Training System (DTS)
- > The Eastlands College of Technology
- > Educational System in Kenya
- > Labour structure
- > Technical and Vocational, Education and Training (TVET)
- > TVET in Kenya
- > Supply Analysis, competitive base

Approaching the Problem Statement – Educational System in Kenya

The 8 – 4 – 4 educational model in Kenya is characterized by a significant number of drop-out students. The informal sector is the major employer



Approaching the Problem Statement – Labour structure

In fact, the Informal Sector has mostly captured employment from the formal sector in key activities such as manufacturing and trade

Employment structure	2003	2004	2005	2006	2007*	CAGR 03 - 07
Wage Employees	1727.3	1763.7	1808.7	1859.7	1907.3	3%
Self-employed and unpaid family workers	65.70	66.30	66.80	67.20	67.40	1%
Informal Sector**	5717.4	6168.2	6628.3	7048.7	7475.6	7%
TOTAL	7510.4	7998.2	8503.8	8975.6	9450.3	6%

Activity	2003	2004	2005 **	2006 **	2007 *
Manufacturing	1,236.10	1,318.50	1,434.00	1,532.40	1,619.00
Building & Construction	163.8	173.7	190.2	204.2	215
Wholesale and Retail Trade, Hotels and Restaurants	3,356.30	3,632.40	3,890.80	4,131.60	4,386.80
Transport and Communications	170.1	186.5	197.9	209.8	223
Community, Social and Personal Services	530.3	576.9	614.2	650.6	692.2
Others	259.8	280.2	301.2	320.1	339.6
TOTAL	5,716.40	6,168.20	6,628.30	7,048.70	7,475.60

* Provisional.

** Revised

TVET has the potential to offer the much needed skills to serve the industry and develop the informal sector

WHAT

TVET is the provision of skills, knowledge, attitude, and values needed for the place of work. In contrast to general education, learning in TVET is centered on applied practical as opposed to theory, and skills as opposed to academics.

"In Nigeria TVET is not embraced technically as most of our people even the educated ones still believe that TVET is essentially a tool for the dull minds and this is more disastrous for the development of African nation's in all ramifications"

Buhari, A. Akeem, Nigeria

WHY

The increases in technology require a highly trained workforce to design and operate the systems. Rapid changes in technology development require a continuous learning aptitude.

Some new occupations related to ICT and electronics are giving new message to the world in relation to TVET sector as a whole"

Dhruba Dhungel, Nepal

Proved formula

TVET has been effectively used by several developed countries as an instrument of development. (Germany) followed successfully by The Philippines (Dualtech &CITE), Nigeria (IIT).

"TVET and values can prepare workers and citizens with the knowledge, values, attitudes, behaviors and skills they need to be able to participate fully in their economy and work effectively and responsibly"

Josefa Natau, Fiji

However, TVET has failed to be effectively implemented in the Primary & Secondary Education

The original design

- > The current 8-4-4 system of education which was introduced in 1985 makes an elaborate provision for the teaching of TVET at both primary and secondary school levels.
- > Vocational Education to be taught primarily in the Secondary Education.
- > Major subjects include: Woodwork, Electricity, Power Mechanics, Metal Work, Agriculture, Home Science, Technical Drawing and Design–Accounting, Economic, Commerce.

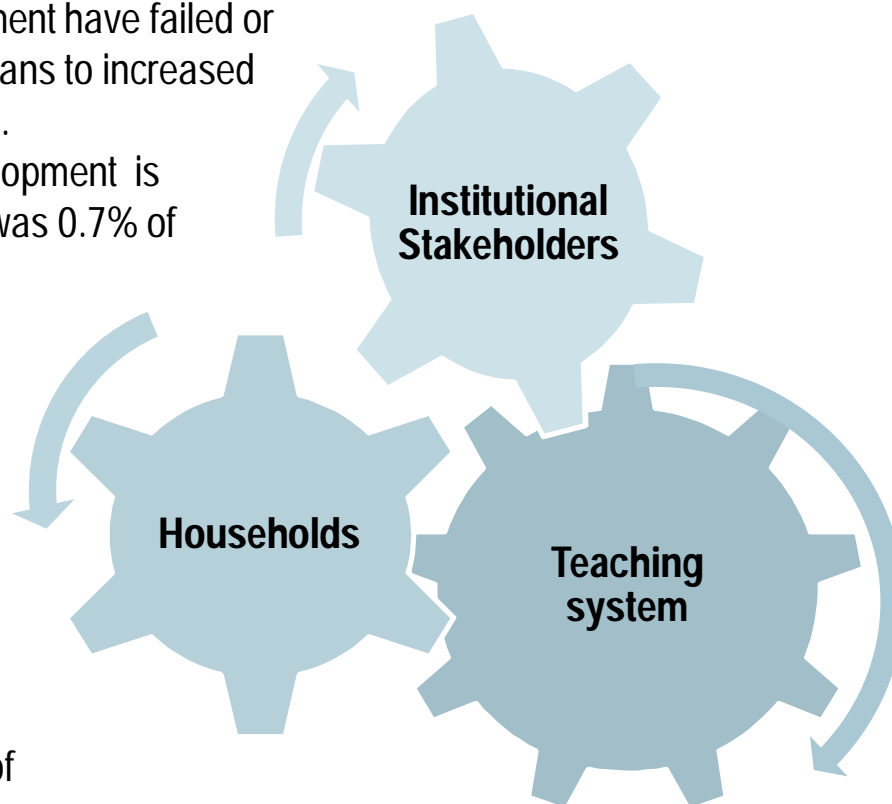
Key Facts

- > TVET at primary school level is supposed to be taught but it is not examined as a subject.
- > Offered as an optional subject in secondary school which many teachers and students may ignore.
- > Constitutes less than 10 percent of the secondary school curriculum when offered (in less than 1.5% of the secondary schools)
- > Most common subjects taken are art and craft, home science and music.
- > Even at post-secondary level it is difficult to transfer credits from TVET colleges to local universities.

Too many challenges at institutional, household and teaching level hinder the implementation of the 8-4-4 TVET

- > Development partners and government have failed or refused to recognize TVET as a means to increased productivity and poverty eradication.
- > Government budget for TVET development is limited. (in the period 2002 – 2008 was 0.7% of recurrent expenditure)
- > Bureaucracy curbs the process.

- > Growing levels of poverty in many households hamper access for low income families and spurs drop-out
- > HIV/AIDS is worsening the poverty situation by depleting the incomes of many Kenyan households.



- > Lacks adequate teaching materials and equipment due to low funding.
- > Often taught poorly by teachers lacking hands-on experience from industry.
- > Teachers often underpaid and unmotivated.
- > No modern equipment for practical skills training.
- > Curriculum lags far behind technology trends in industry.
- > Linkages with industry are weak or non-existent. .

Approaching the Problem Statement – Supply Analysis, competitive base

A number of colleges in Nairobi offer three year technician diplomas according to the traditional formula

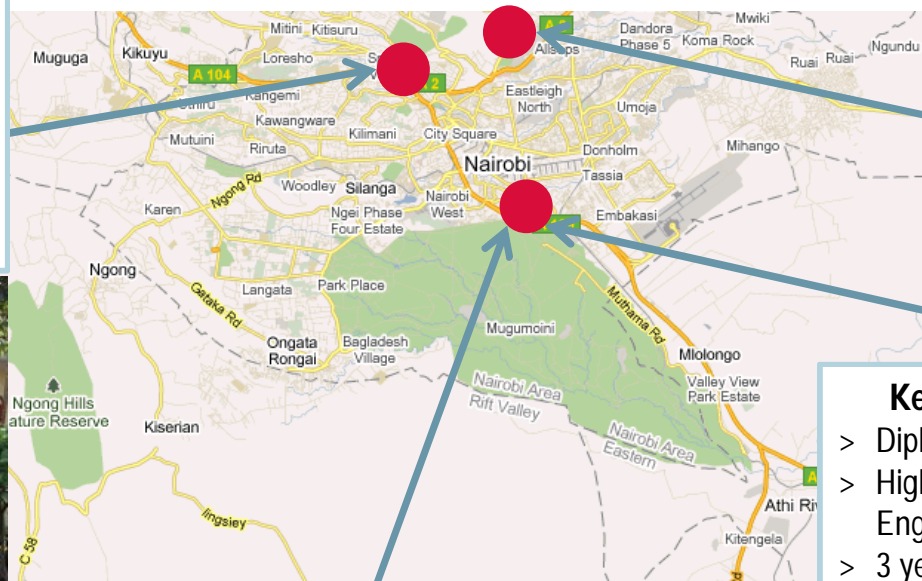
Nairobi Technical Training Institute

- > Diploma in Electrical Engineering
- > Diploma in Electronics Engineering
- > Diploma in Mechanical Engineering
- > 3 year programs
- > About Ksh 61,000 tuition fees



Railway training institute

- > Diploma in Applied Electrical and Electronics Engineering – City & Guilds
- > Diploma in Mechanical Engineering - KNEC
- > 3 year programs
- > About Ksh 70,000 tuition fees



Kenya Technical Teachers College

- > Higher Diploma in Electrical and Electronic Engineering
- > 3 year programs
- > About Ksh 51,000 tuition fees

Kenya Polytechnic University College

- > Diploma in Technology- KNEC
- > Higher Diploma in Electrical and Electronic Engineering -KNEC
- > 3 year programs
- > About Ksh 61,000 tuition fees



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Problem Statement

“A mismatch between the technical training provided and the industry needs, combined with many unemployed youths who don’t have the required skills for working”

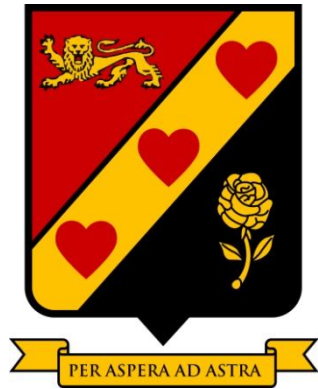
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- > **The Dual Training System (DTS)**
- > The Eastlands College of Technology

The Dual Training System (DTS)

The Dual Training System (DTS) represents a direct partnership during the diploma degree between the Training Centre and the Industry

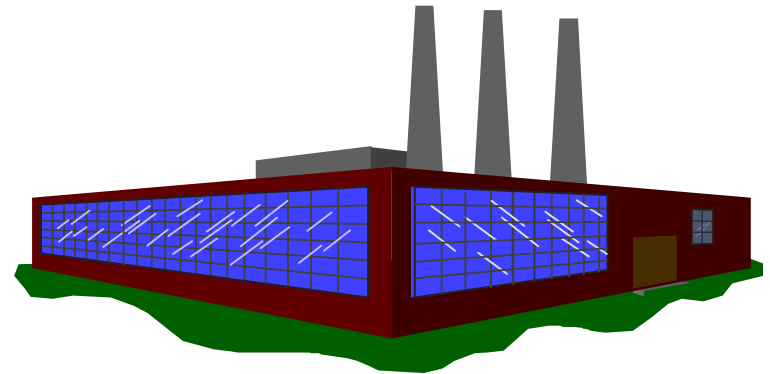
COLLEGE



- > theoretical training and lead the training process
- > values formation

**Two Venues of Learning
Two Training Providers**

INDUSTRY



- > practical and hands-on training
- > proper work attitude

The Dual Training System (DTS)

DTS has the potential to fill the gap of poor practical training in existing TVET programmes as well as to build the student – employer relationship

The Concept

- > Industry and College agree on a long-term cooperation in the pursuit of helping the less privileged youth.
- > The first year of the Diploma is classroom based. In the second and third, 50% of the time is at the industry site.
- > Industry and College jointly contribute to:
 - > Designing the curricula
 - > Scheduling the Training Plan
 - > Setting an evaluation system to monitor and improve the programme

Benefits

- > **Students**
 - > Better career benefits
 - > Ensures proper skills, work attitude and knowledge
 - > Better employability after training
 - > The students earn a wage partly to be used to pay the tuition fees
- > **Company**
 - > DTS serves as a recruitment process
 - > Eventually highly productive workers
 - > Fulfil CSR
 - > Fair labour cost

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- > ECT as it is today
- > The Questionnaire
- > Questionnaire Results
- > ECT as it will-be
- > The Master Plan
- > Business Model
- > Project Financing

The Eastlands College of Technology - ECT as it is today

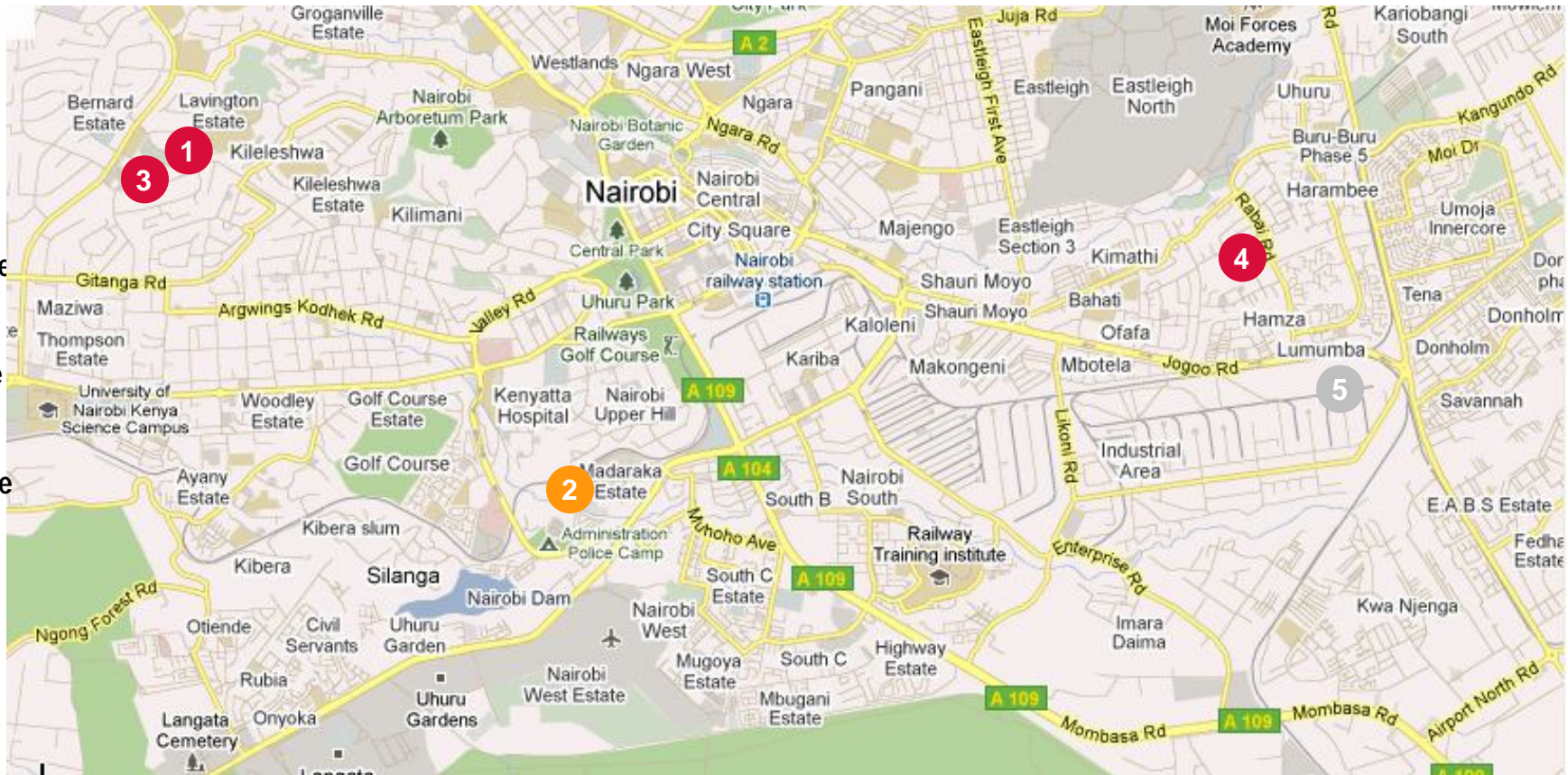
Since 2003, ECT has consolidated through the years a key presence in professional training supported by key international sponsors

	Foundation	Getting started	Consolidation
Period	2003	2004-2008	2009-2012
Location	<ul style="list-style-type: none">• Strathmore School (HQ)• Uhuru Estate Centre	<ul style="list-style-type: none">• Strathmore School (HQ)• Uhuru Estate Centre	<ul style="list-style-type: none">• Strathmore School (HQ)• Uhuru Estate Centre• Hodari Estate
Training Offering	<ul style="list-style-type: none">• Preparation of training material for Micro Entrepreneurs	<ul style="list-style-type: none">• Training of Micro Entrepreneurs• Training of Youth in basic Computers	<ul style="list-style-type: none">• Training of Micro Entrepreneurs• Training of Youth in Employability
Budget	Ksh5 M	Average of Ksh6 M pa	Average of Ksh8 M pa
Major Sponsors	<ul style="list-style-type: none">• ICEP (Austrian)	<ul style="list-style-type: none">• Microsoft• IYF (USA)• Fundación Roviralta (Spain)• Centum Invest (Kenya)	<ul style="list-style-type: none">• Samsung Electronics• IYF (USA)• CODESPA (Spain)• Deporte y Desarrollo (Spain)

The Eastlands College of Technology - ECT as it is today

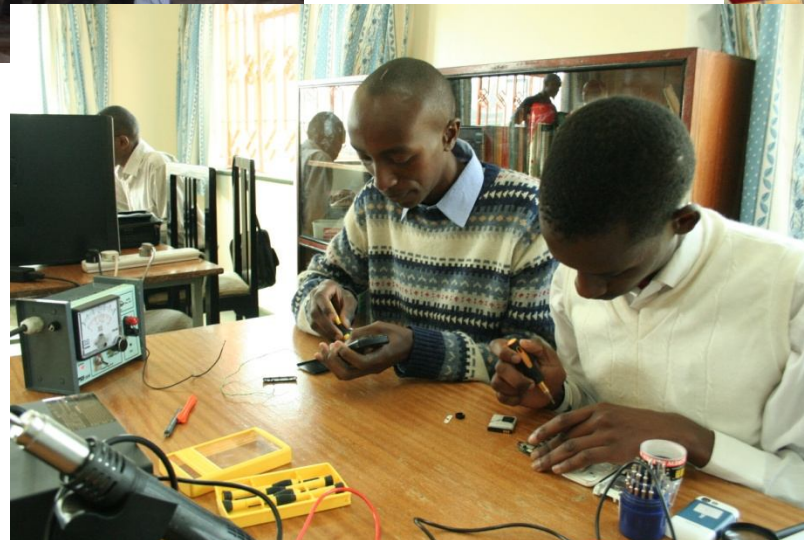
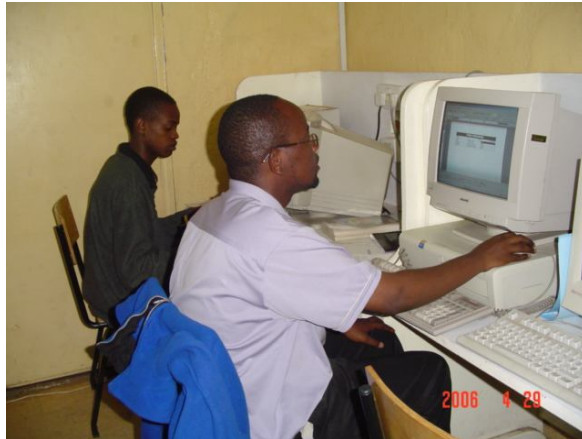
Waiting to move into the recently acquired Eastland centre (5), ECT primarily operate in the rented facilities of Hodari (3) and Uhuru (4)

- 1 Strathmore School
 - 2 Strathmore University
 - 3 Hodari Centre (ECT as it is)
 - 4 Uhuru Estate (ECT as it is)
 - 5 ECT, as will be
-
- Centre ON
 - Centre OFF
 - Landmark



The Eastlands College of Technology - ECT as it is today

**We first do our homework...we commit ourselves to studying hard
(while being encouraged to keep fit)**



The Eastlands College of Technology - ECT as it is today

... and the time for graduation eventually comes !!!

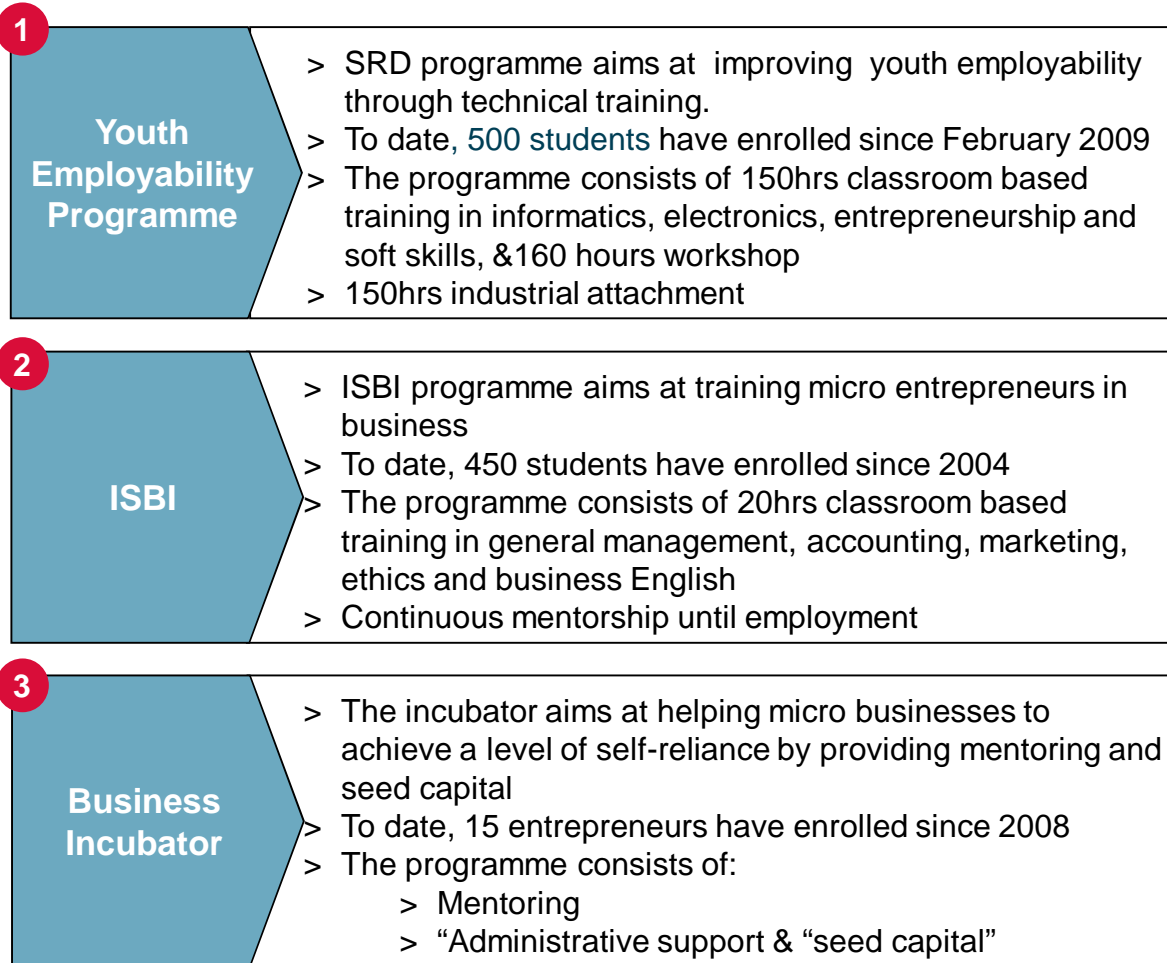


The Eastlands College of Technology - ECT as it is today

... and we make our way to celebrate like never before. This is just the beginning of a new professional path!



ECT has proven over the years to have contributed effectively to the education and entrepreneurial development of hundreds of youths



Strengths, achievements

- > SRD - 26% were motivated to further their studying and 63% have found a full-time job.
- > ISBI – over 70% have improved the way of doing business.
- > Incubator - 90% success story
- > 100% has developed self-confidence and positive attitude towards their future

Weaknesses, to be improved

- > Very limited physical space to conduct the training.
- > Inefficient use of resources due to a missing training centre.
- > Urgent need to provide additional technical training to the youths
- > The industry requests to expand the present training programs to match their needs

The Eastlands College of Technology - The Questionnaire

A man-power questionnaire was sent to 500 companies in the Greater Nairobi area to understand the industry training needs

A five-page man-power questionnaire was designed to assess middle-level Technician needs in the industry .

Strathmore Educational Trust
- The Eastlands College of Technology -
Questionnaire for Middle-Level Technician Market Demand

Please respond to each question following the instructions provided

PART A - company general information

A.1 Name of Company please respond in capital letters >>> _____

A.2 Name of Interviewee please respond in capital letters >>> _____

A.3 Position of Interviewee please respond in capital letters >>> _____

A.4 Company sector
please select one of the following and mark it with an 'X':

<input type="checkbox"/>	Affiliate Associations
<input type="checkbox"/>	Agro Business
<input type="checkbox"/>	Building, Construction and Mining
<input type="checkbox"/>	Chemical and Allied
<input type="checkbox"/>	Consultant and Industrial Service
<input type="checkbox"/>	Energy, Electrical and Electronics
<input type="checkbox"/>	Food, Beverages and Tobacco
<input type="checkbox"/>	ICT Services
<input type="checkbox"/>	Leather Products and Footwear
<input type="checkbox"/>	Metal and Allied
<input type="checkbox"/>	Motor Vehicle Assembly and Accessories
<input type="checkbox"/>	Paper and Paperboard
<input type="checkbox"/>	Pharmaceutical and Medical Equipment
<input type="checkbox"/>	Plastics and Rubber
<input type="checkbox"/>	Textile and Apparels
<input type="checkbox"/>	Timber, Wood Products and Furniture
<input type="checkbox"/>	Others (specify) >>> _____

A.5 Core product >>> _____

A.6 Range of number of employees
please select one of the following and mark the box with an 'X':

from	0	to	10	>>>	<input type="checkbox"/>
from	10	to	50	>>>	<input type="checkbox"/>
from	50	to	100	>>>	<input type="checkbox"/>
from	100	to	250	>>>	<input type="checkbox"/>
from	250	to	500	>>>	<input type="checkbox"/>
from	500	to	more	>>>	<input type="checkbox"/>

Page 1

we define - a middle-level technician - as a person who has a certificate/diploma qualification and/or the ability to perform a wide range of technical skilled tasks and/or holds a technician position

> Company General Information

- > Contact details, sector, core product and size
- > Employment of middle-level Technicians, market sizing

> Manpower skill-set survey

- > Skills requirements, employment criteria
- > Sources of training & training satisfaction level

> Industry Training Need Analysis

- > Ideal skill-set requirement to perform the work and strategy to improve skills
- > Company predisposition to collaborate with TVET
- > Importance of a soft-skill balanced technical training programme

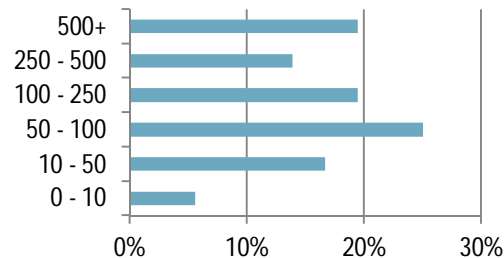
> The Eastlands College of Technology

- > Company interest in DTS and in a collaboration with the Eastlands College of Technology

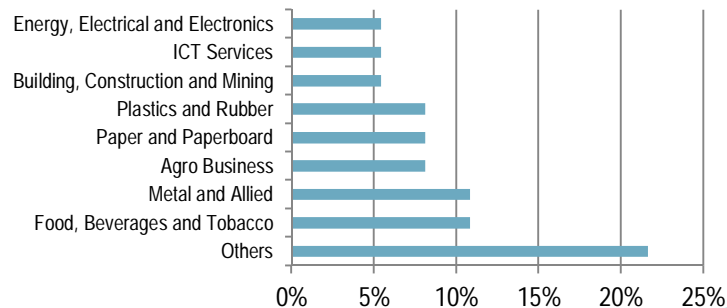
The survey reveals that most of the industry is looking for middle-level technicians with a technical certificate/diploma and work experience

Sample - Number of companies surveyed **37**

Companies which responded by number of employees



Companies which responded by sector



> Companies which employ so defined Technicians **86%**

> Total number of technicians employed **1118**

CORE **69%**

SUPPORT **31%**

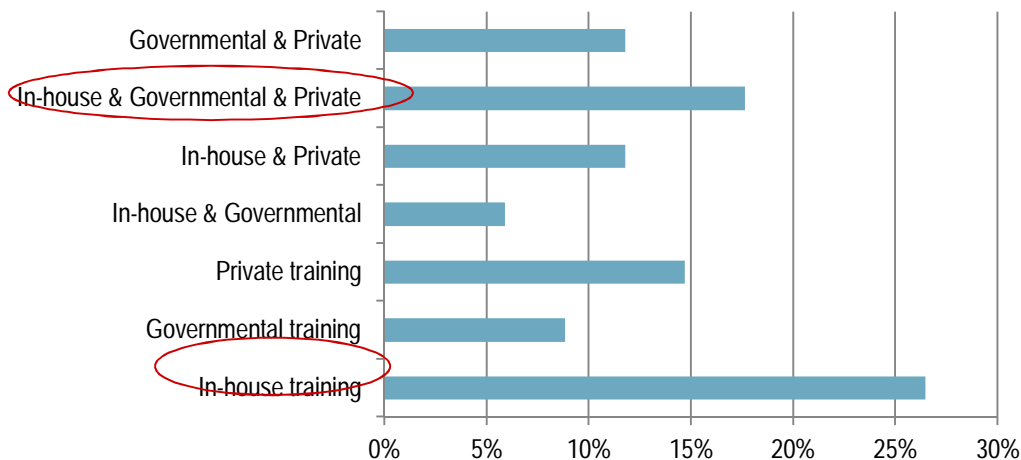
> Education & Work Experience required when employed from the market or internally

**Certificate Diploma + work experience
(usually more than one year)**

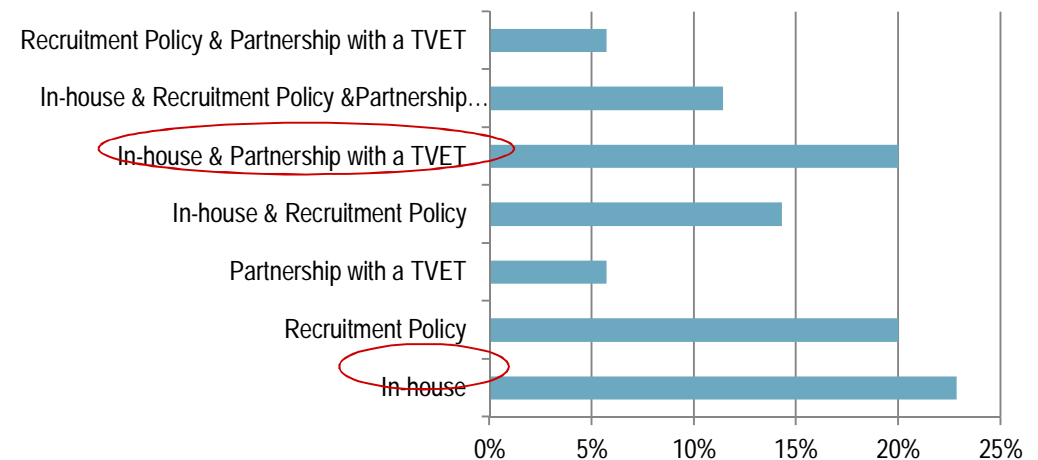
The Eastlands College of Technology - Questionnaire results (2)

In-house training is the most prevalent source (with mixed grades) while a new formula of in-house and TVET set the new growing trend

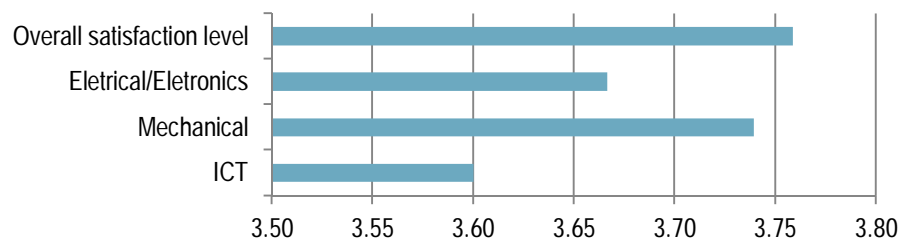
Ongoing sources of training



Target sources of training



Satisfaction level (0 – 5 scale, 5 top)

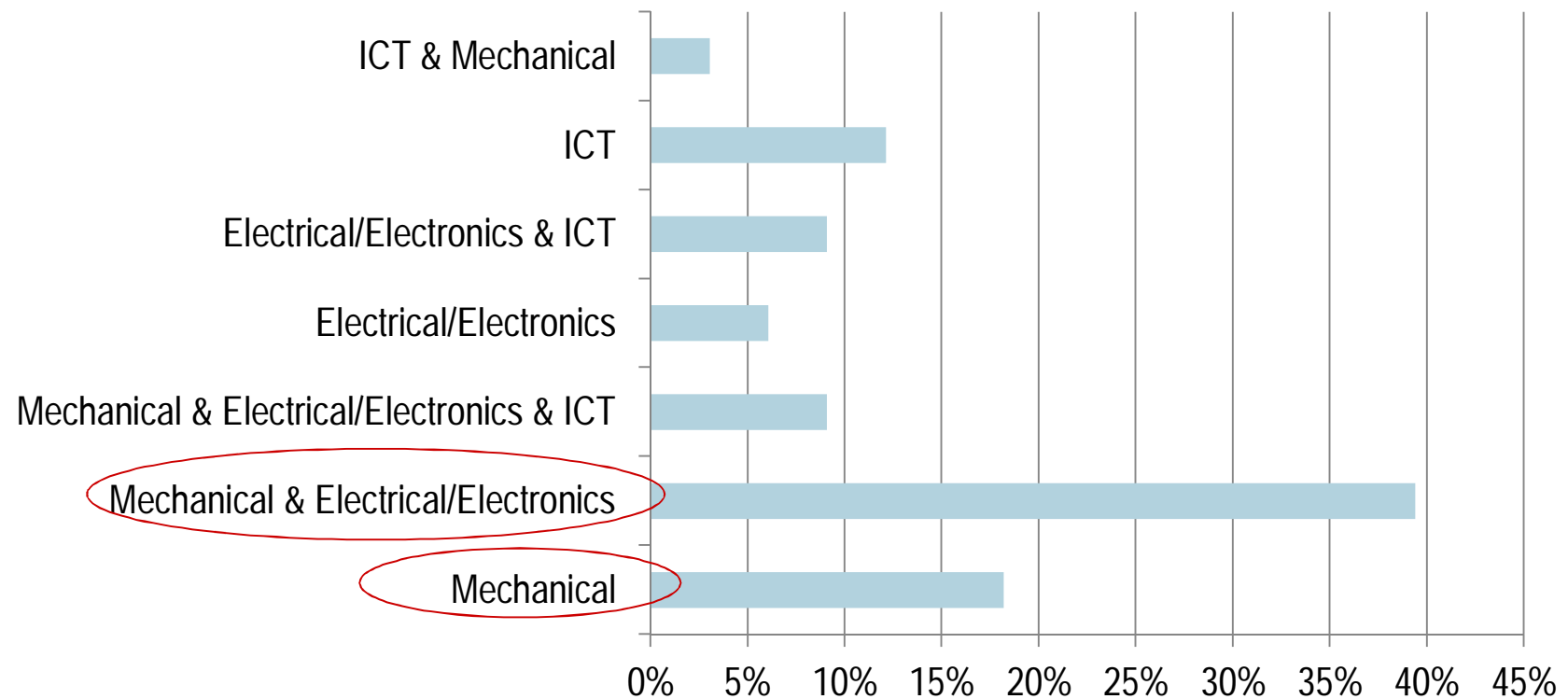


The industry generally shows a solid interest to collaborate with TVET and looks even more confident to partner with a DTS

	No.	Sample %
> Number of companies interested in collaborating with a TVET	30	81%
> Number of Companies which think DTS add value	34	92%
> Number of Companies which are interested in a DTS collaboration	30	81%
> Main reasons behind lack of interest in DTS:		
> The skills level of the middle-level technicians is already good enough to not justify any sort of extra training needed		
> The in-house training is already designed to provide the technicians with continuous improvement		

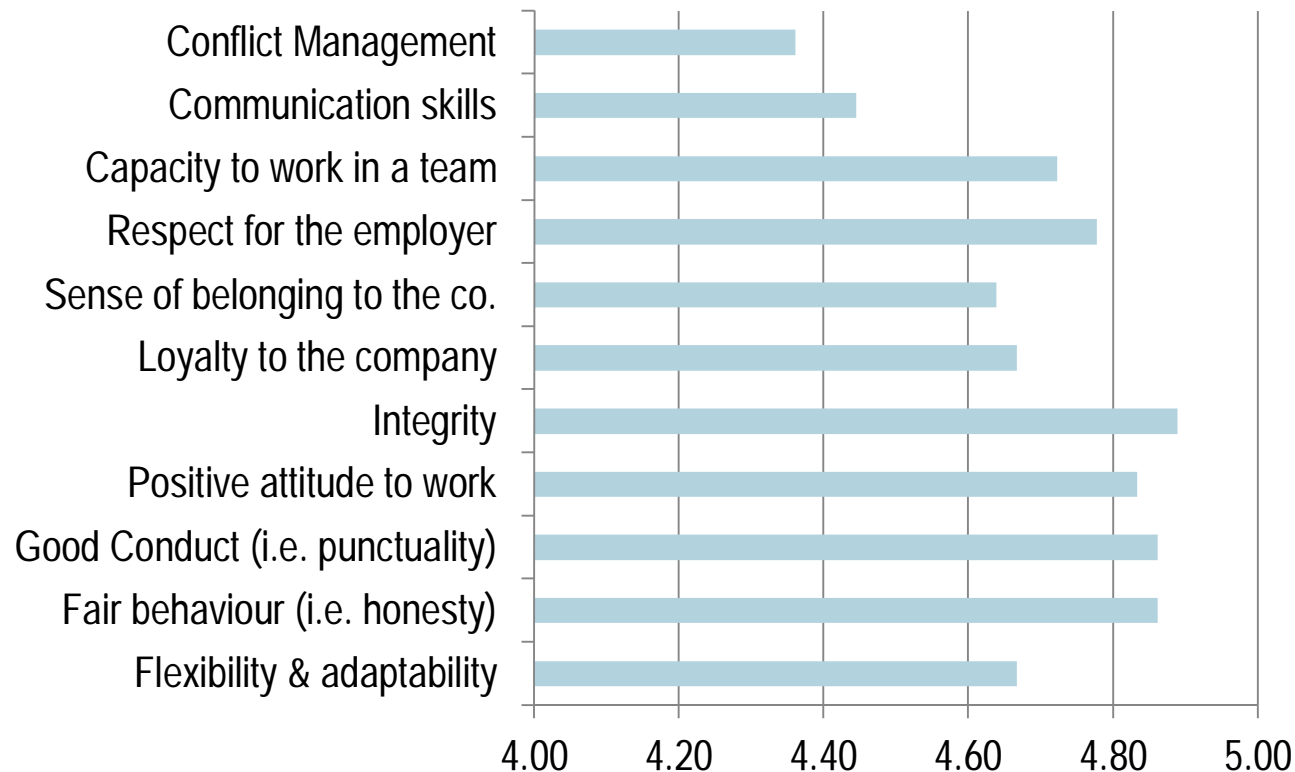
A mix of Mechanical and Mechanical & Eletrical/Eletronics prevail as the most needed skill-set to perform the work

Technical skills sought for a middle level technician position



In addition to the technical education, the industry emphasizes the importance of soft skills for an effectively balanced programme

Perceived Importance level (0 – 5 scale, 5 top) of key Soft-skills in a technical curriculum



Although the sample is not representative, the results clearly state the need of a new training that a DTS seems to meet

Check

- > The sample of the questionnaire is representative
- > The industry is interested in collaborating with a TVET
- > The Industry think DTS add value
- > The Industry is interested in a DTS collaboration
- > The Industry requires technical certificate/ diploma and work experience for middle-lever technicians
- > The Industry requires electronics/electrical and mechanical skills
- > The Industry requires ICT skills, but to a lower degree
- > The Industry requires a soft skill-set balanced training programme

X

✓

✓

✓

✓

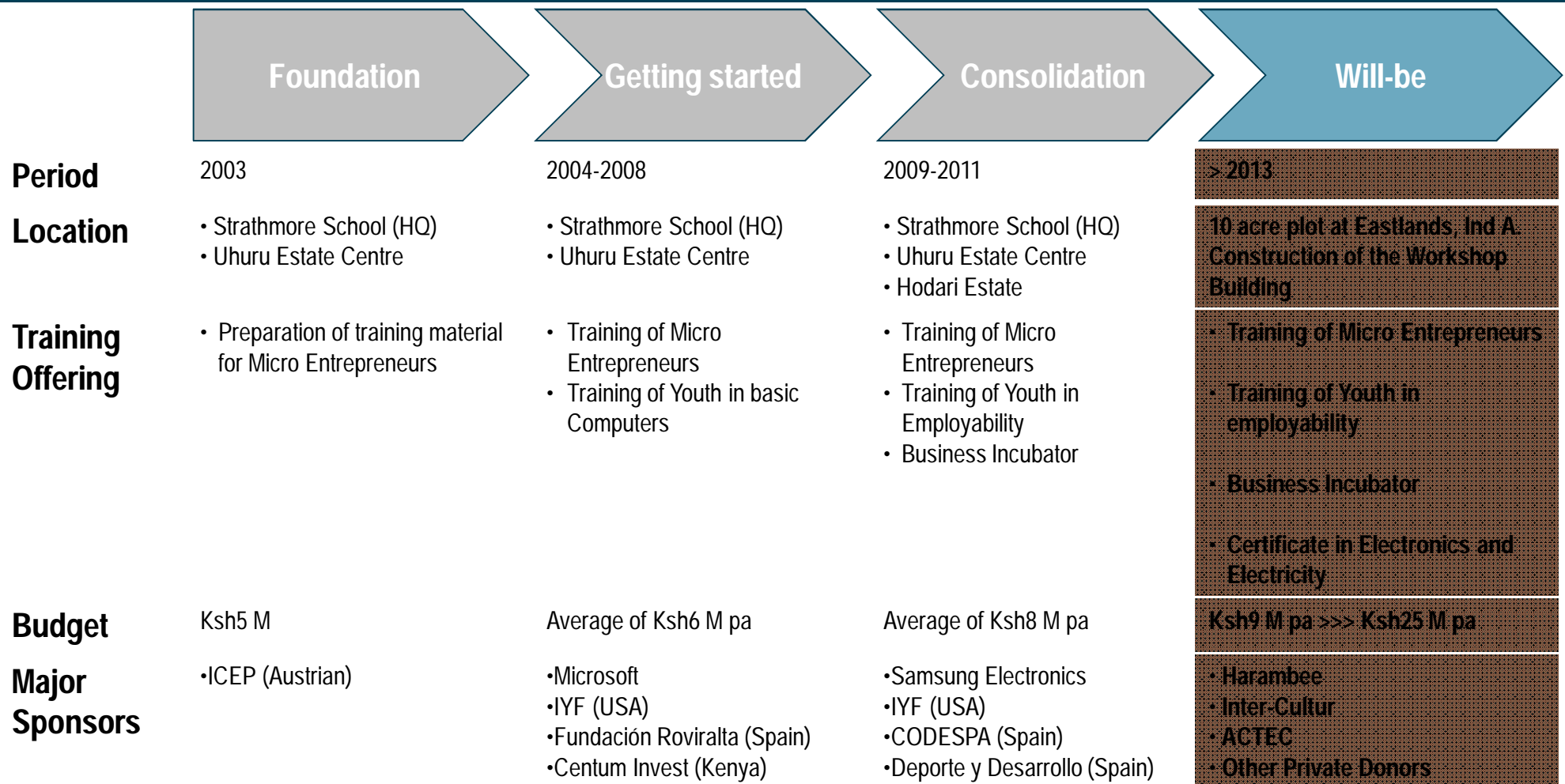
✓

✓

✓

37 companies out of a total number of 500 companies responded the survey so far

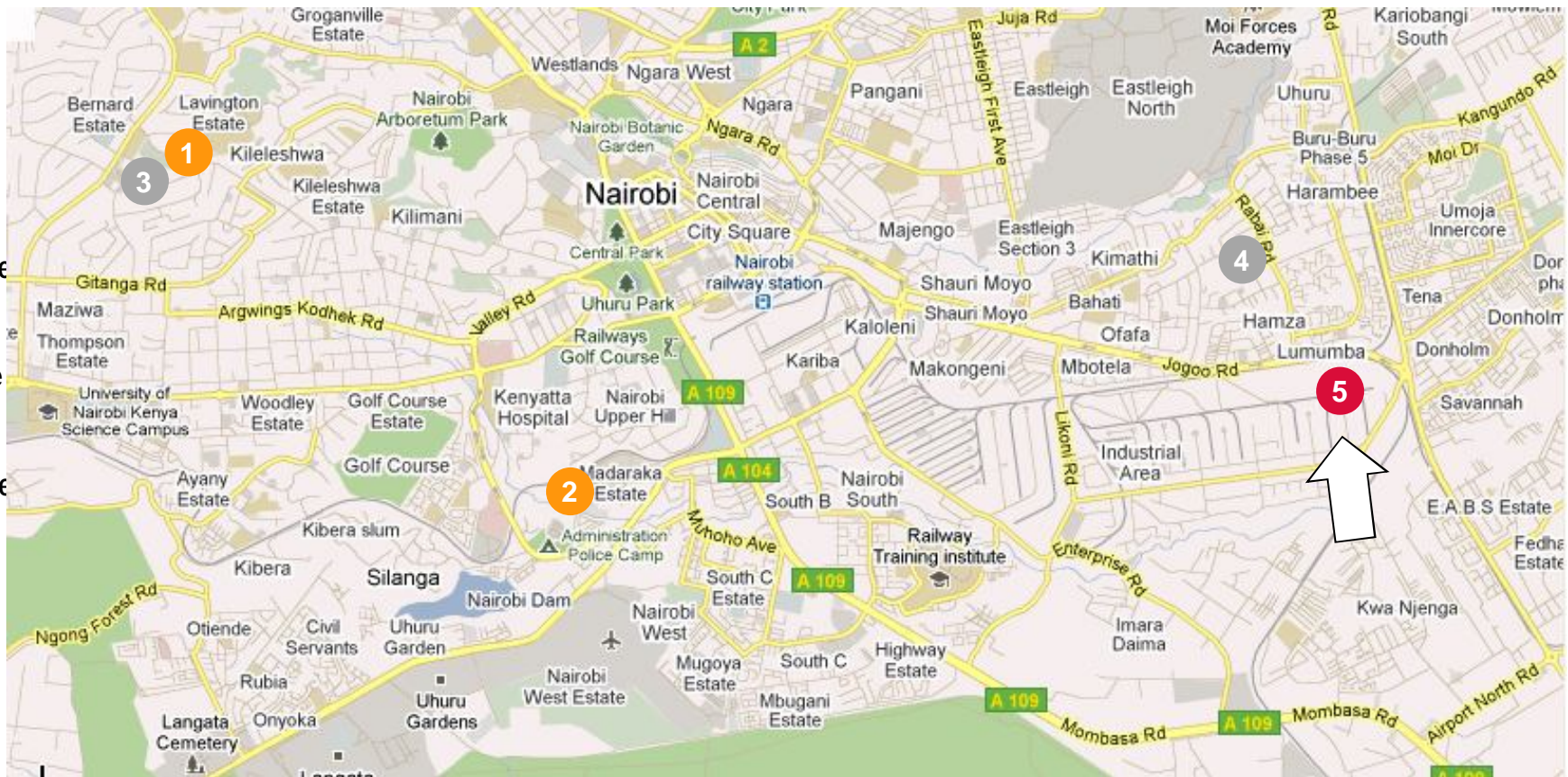
Based on the survey results and ECT capabilities, the Centre is ready to expand its training activities to reach more people



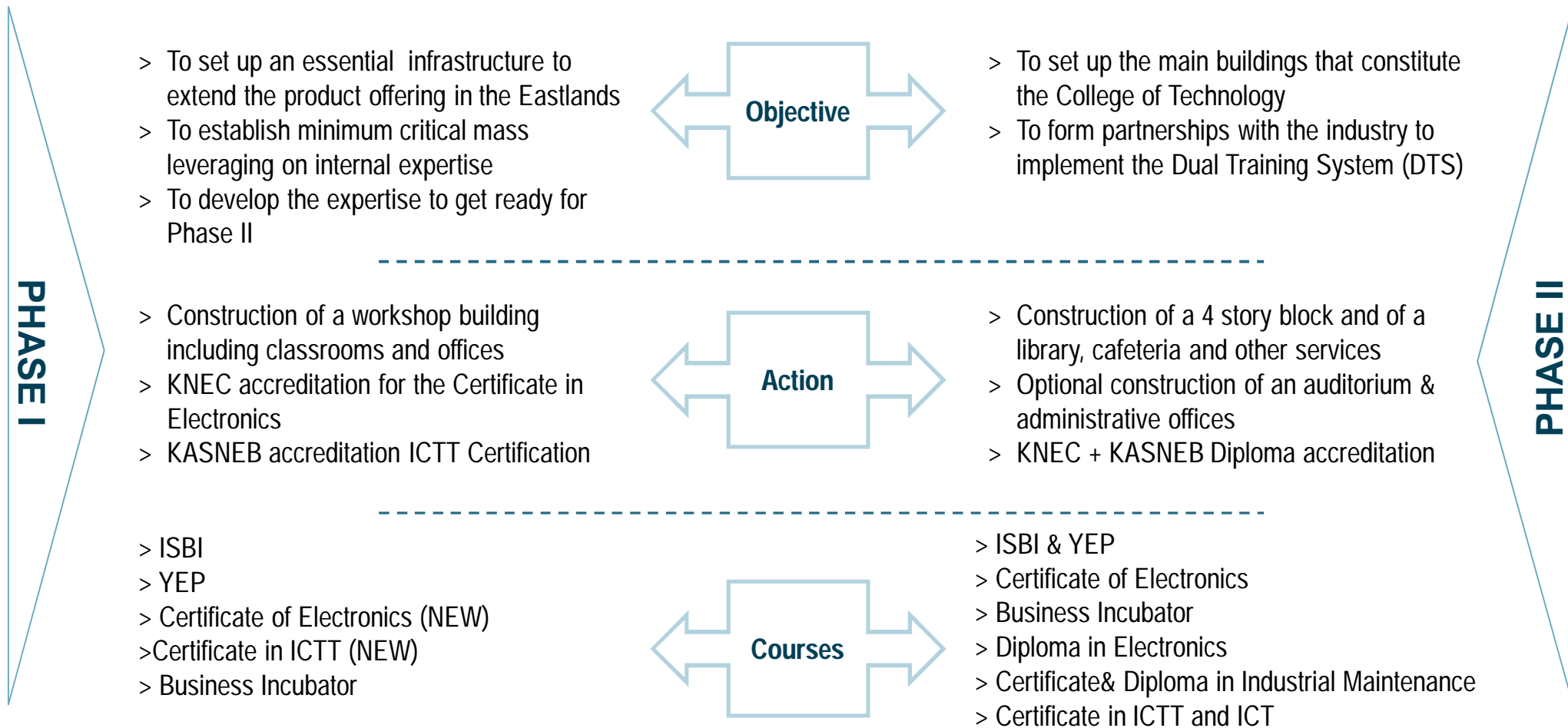
The Eastlands College of Technology - ECT as it will-be

Following the land acquisition, ECT will consolidate SET educational mission in the Eastlands, the least privileged area of Nairobi

- 1 Strathmore School
 - 2 Strathmore University
 - 3 Hodari Centre (ECT as it is)
 - 4 Uhuru Estate (ECT as it is)
 - 5 ECT, as will-be
-
- Centre ON
 - Centre OFF
 - Landmark



The master plan will be deployed in two main phases of which the first acts as a stepping stone to achieve the final goal



A five year business plan will gradually develop ECT as – an Industry-driven Training Centre of Excellence - in the Eastlands area of Nairobi

Master Plan	Incremental Product offering	Year
<ul style="list-style-type: none"> > Construction in the Eastlands area of approx. 1000sqm workshop building (storage + workshop) and of a residence & sport facilities > Marketing and staff training to deliver a Certificate in Electronics > Establishment of an Advisory Board to implement the master plan 	<ul style="list-style-type: none"> > YEP & ISBI as it is in 2012 > Business Incubator as it is in 2012 	2013
<ul style="list-style-type: none"> > Product offering to be placed in the built workshop building > Beginning construction of a 4-storey block and of external works > Marketing and staff training to deliver a Diploma in Electronics > Establishment of a DTS base with the Industry 	<ul style="list-style-type: none"> > Launch of the 2-year Certificate in Electronics accredited with KNEC > Launch of the 1-year ICT Course accredited by KASNEB 	2014
<ul style="list-style-type: none"> > Training facilities completed. Product offering to be placed in the 4-storey block > Marketing and staff training to deliver Diploma in ICT 	<ul style="list-style-type: none"> > Launch of a three-year Diploma in Electronics with DTS accredited with KNEC > Launch of the KASNEB ICT Professional Course 	2015
<ul style="list-style-type: none"> > Consolidating the Certificate and Diploma in Electronics and Electricity > Consolidation of the ICT Courses 	<ul style="list-style-type: none"> > Marketing of the graduates among the local industry. > Short refresher courses for the Industry 	2016

Student enrollment will steadily grow with the introduction of new courses until reaching a target point in 2020 of 810 people

Enrollment schedule and total number of students enrolled at ECT

	Duration	Hours	2013	2014	2015	2016	2017	2018	2019	2020
ISBI	1 month	20	100	100	100	100	100	100	100	100
YEP	3 months	200	100	100	100	100	100	100	100	100
Incubator	-	-	10	10	10	10	10	10	10	
Certificate in Electronics	2 years	1650 + 2100 work	30	30	30	60	60	60	60	60
Diploma in Electronics	3 years	2310 + 2100 work	-	-	30	60	120	120	120	120
Diploma in ICTT	1 year	900 + 500 work	-	60	60	60	60	60	60	60
Certificate in Industrial Maintenance	3 years	2400 + 2100 work	-	-	-	-	30	60	60	60
High Diploma in ICTT	3 year	1200 + 500 work	-	-	-	-	60	120	180	180
Total students enrolled (*)			240	300	330	360	540	660	750	810

(*) not counting people in the incubator, taking into account the duration of the courses

Training and administration staff will follow in advance the growth of the College in such a way to ensure top quality while optimizing fixed costs

	2013	2014	2015	2016	2017	2018	2019	2020
Number of Students	240	300	330	360	540	660	750	810
Full-Time Lecturers	2	5	8	10	14	17	23	23
Part-Time Lecturers	1	-	-	-	-	-	-	-
Administration staff	3	6	9	10	15	16	16	16
Key Ratios								
Students/ FT Lecturers	115	58	40	35	37	38	32	34
Students/ Admin. staff	77	48	36	32	35	41	46	50

To note that the above resource table considers administration staff to be partly engaged in marketing, training and career service activities

The Eastlands College of Technology – Project Financing

ECT will be built in three phases

Phase I		No. of sqm	cost per sqm	Ksh	Year of execution	Notes
A Workshop & classrooms	SM	1,646	49,000	80,654,000.00	2013-2014	We have started construction with a soft loan given by a foundation.
B Classrooms Building	SM	1,540	40,000	61,600,000.00	2014-2016	We have preparing an application to ACTEC, a Belgium NGO that gives us great hopes
E External Works						
Walling	SM	1,250	22,302	27,878,000.00	2013-2016	Financed by the loan and ACTEC
Car Park (80% of the total)	SM	5,661	7,000	31,701,600.00	2013-2016	Financed by the loan and ACTEC
Footpath (80% of the total)	SM	4,456	3,500	12,476,800.00	2013-2016	Financed by the loan and ACTEC
Landscaping (80% of the total)	SM	22,367	420	7,516,000.00	2013-2016	Financed by the loan and ACTEC
Football Pitch	SM	4,457	1,120	4,992,000.00	2014	Pledged to be financed by Atletico Madrid Foundation
Gates	NO	5	280,000	1,400,000.00	2013-2016	Financed by the loan and ACTEC
Guard Houses	NO	5	490,000	2,450,000.00	2013-2016	Financed by the loan and ACTEC
Preliminaries: 5%				10,000,000.00	2013-2016	Financed by the loan and ACTEC
Statutory Payments (NEMA, Council, etc)				750,000.00	2013-2016	Financed by the loan and ACTEC
Consultancy and Project Management: 10%				21,000,000.00	2013-2016	Financed by the loan and ACTEC
Contingencies: 5%				10,000,000.00	2013-2016	Financed by the loan and ACTEC
Total Construction Phase I				272,418,400.00		

Phase I Breakdown

Classrooms and Workshops

4 Classrooms for 30 students @ Ksh2,000,000

2 Classrooms for 40 students @ Ksh 2,650,000

1 Computer Lab for 30 students @Ksh 2,000,000

1 Library for 60 students @ Ksh 5,250,000

1 Electrical Laboratory @ Ksh 4,600,000

1 Electrical Workshop @ Ksh 4,600,000

1 Drawing Room @ Ksh 2,900,000

External Works

Access Road @ Ksh 9,100,000

Perimeter Wall @ Ksh Ksh 11,600,000

Furniture

170 desks and chairs for students @ Ksh 20,000

30 desk and chairs for Computer Laboratory @ Ksh 25,000

60 desks and chairs for the Library @ KSh 20,000

30 desks and chairs for drawing @ Kshs 30,000

The Eastlands College of Technology – Project Financing

ECT will be built in three phases

Phase II

		No. of sqm	cost per sqm	Ksh	Euro	Year of execution	Notes
Chapel	SM	670	51,800	34,706,000.00	302,000	2017-2020	We are looking for financing among the Religious NGOs: Missio, Kirche in Not, etc
Cafeteria	SM	200	77,000	15,400,000.00	134,000	2017-2020	Looking for financing
Residence & Cultural Centre	SM	2,558	56,000	143,248,000.00	1,246,000	2017-2020	Looking for financing
Administration & Library Building	SM	956	51,800	49,521,000.00	431,000	2017-2020	We have a pledge of Fundacion Molins that will need to be confirmed, perhaps this item can be done in Phase I
External Works						2017-2020	Looking for financing
Car Park (20% of the total)	SM	5,661	7,000	7,925,400.00	69,000	2017-2020	Looking for financing
Footpath (20% of the total)	SM	4,456	3,500	3,119,200.00	28,000	2017-2020	Looking for financing
Landscaping (20% of the total)	SM	22,367	420	1,879,000.00	17,000	2017-2020	Looking for financing
Volleyball Court	SM	163	3,500	571,000.00	5,000	2017-2020	Looking for financing
Basketball Court	SM	676	2,800	1,893,000.00	17,000	2017-2020	Looking for financing
Tennis Court	SM	255	2,800	714,000.00	7,000	2017-2020	Looking for financing
Preliminaries: 5%				13,000,000.00	114,000	2017-2020	Looking for financing
Statutory Payments (NEMA, Council, etc)				2,500,000.00	22,000	2017-2020	Looking for financing
Consultancy and Project Management: 10%				26,000,000.00	227,000	2017-2020	Looking for financing
Contingencies: 5%				13,000,000.00	114,000	2017-2020	Looking for financing
Total Construction Phase II				313,476,600.00	2,733,000		

The Eastlands College of Technology – Project Financing

ECT will be built in three phases

Phase III

	No. of sqm	cost per sqm	Ksh	Euro	Year of execution	Notes
Auditorium	SM	332	51,800			
			17,198,000.00	150,000	2021	To look for financing in due time
Additional Miscellaneous items			15,000,000.00	131,000	2021	To look for financing in due time
Statutory Payments			100,000.00	1,000	2021	To look for financing in due time
Preliminaries: 5%			1,500,000.00	14,000	2021	To look for financing in due time
Consultancy and Project Management: 10%			3,000,000.00	27,000	2021	To look for financing in due time
Contingencies: 5%			1,500,000.00	14,000	2021	To look for financing in due time
Total Construction Phase III			32,198,000.00	281,000		

	KSh	Euros
Grand Total	618,093,000.00	5,619,027.27

Site Plan

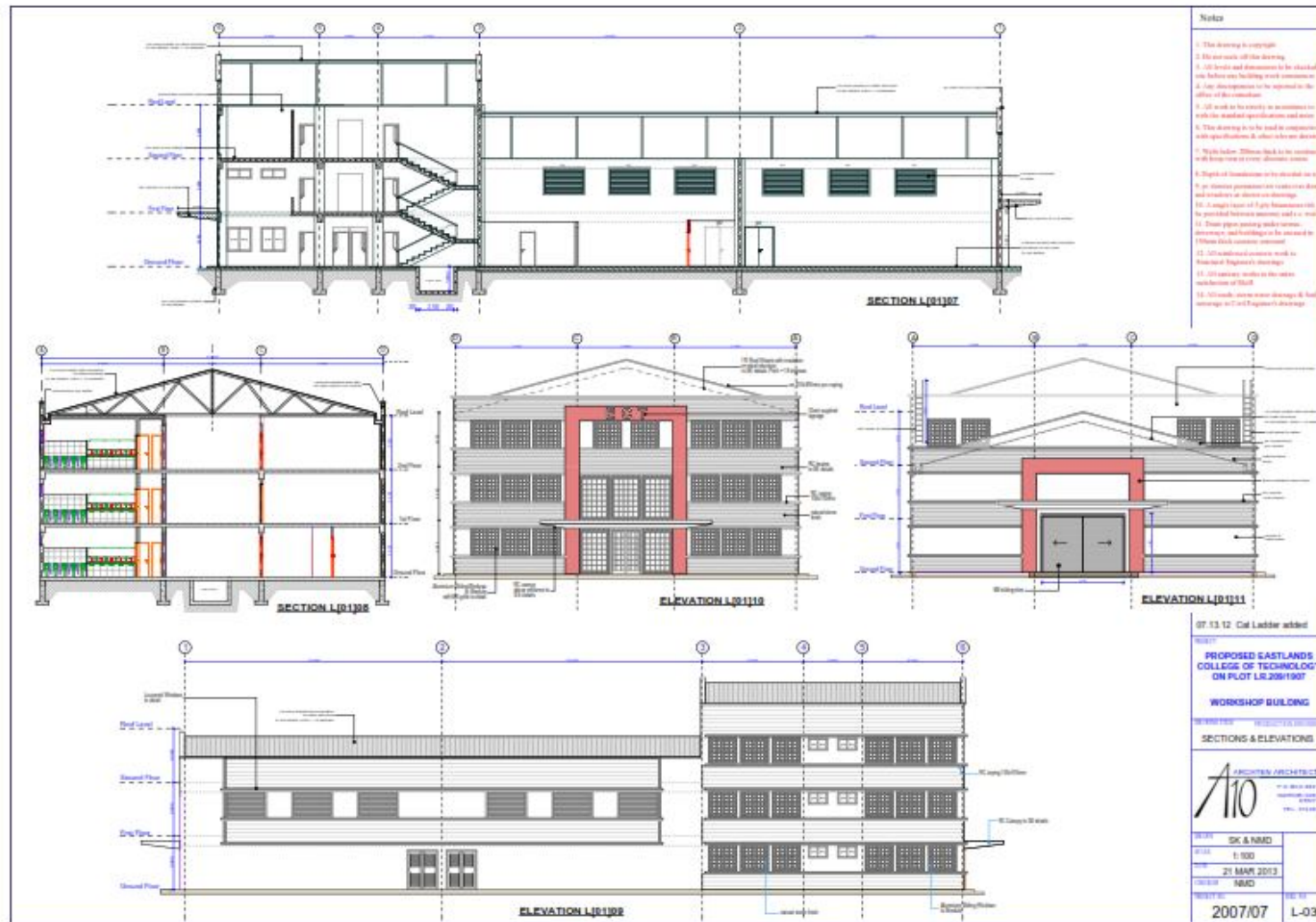


Model



Photograph
of the
model
of the
Eastlands
College of
Technology

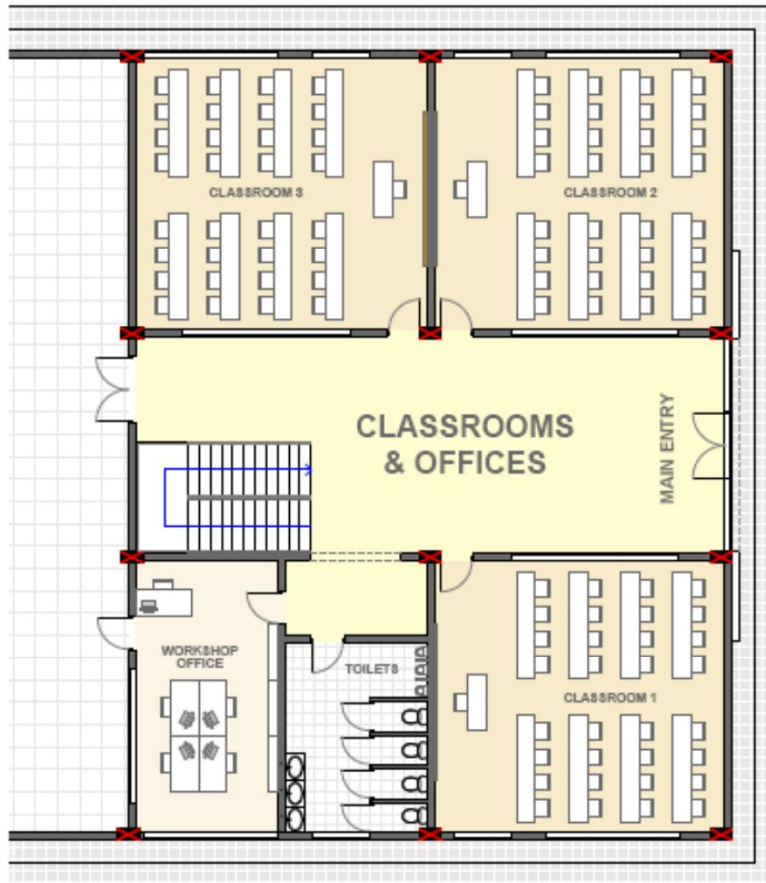
Phase I Workshop Building



Drawings



Workshops Building

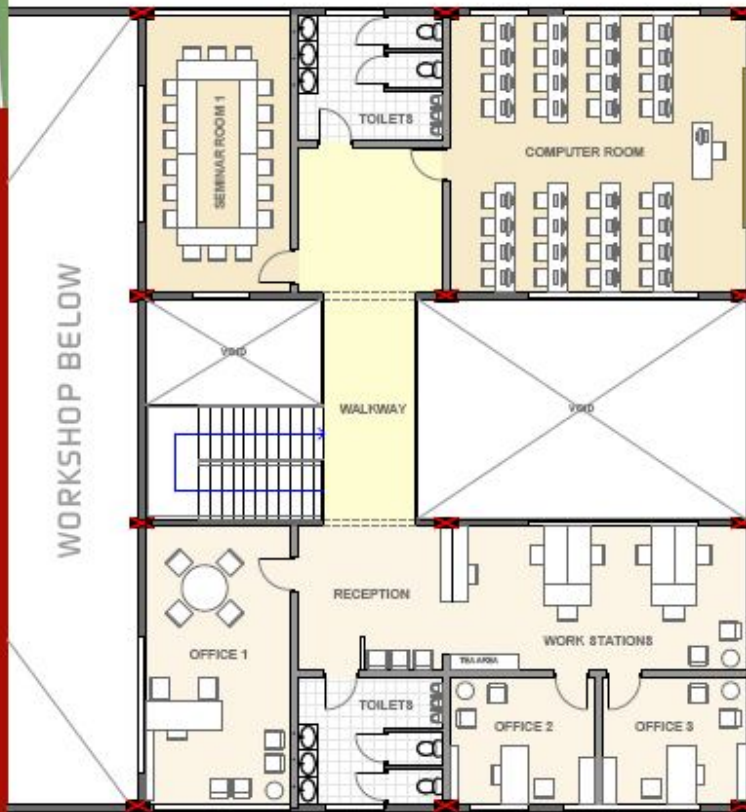


GROUND FLOOR

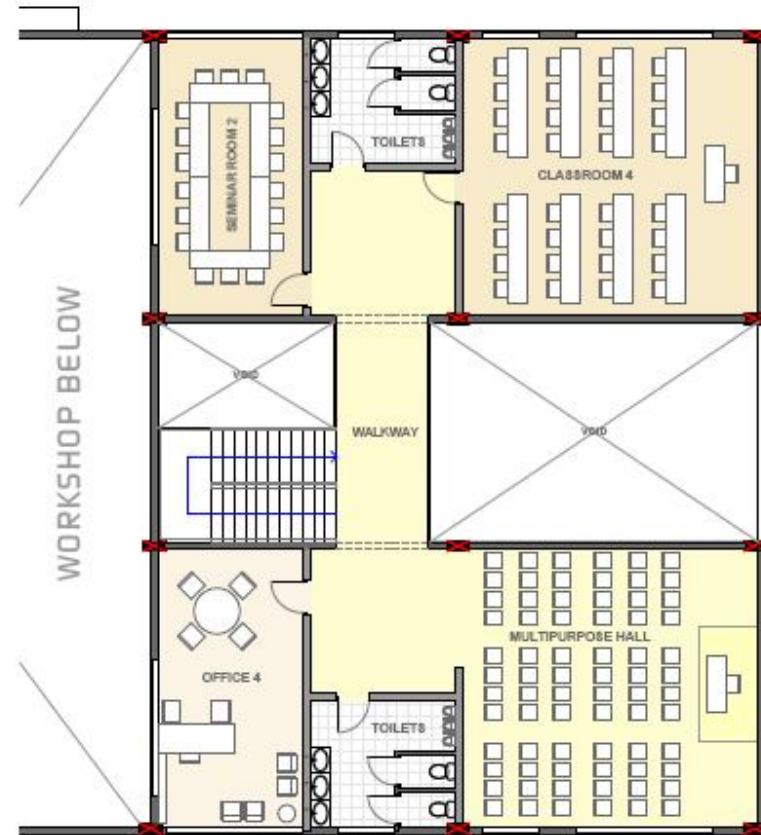




Workshops Building

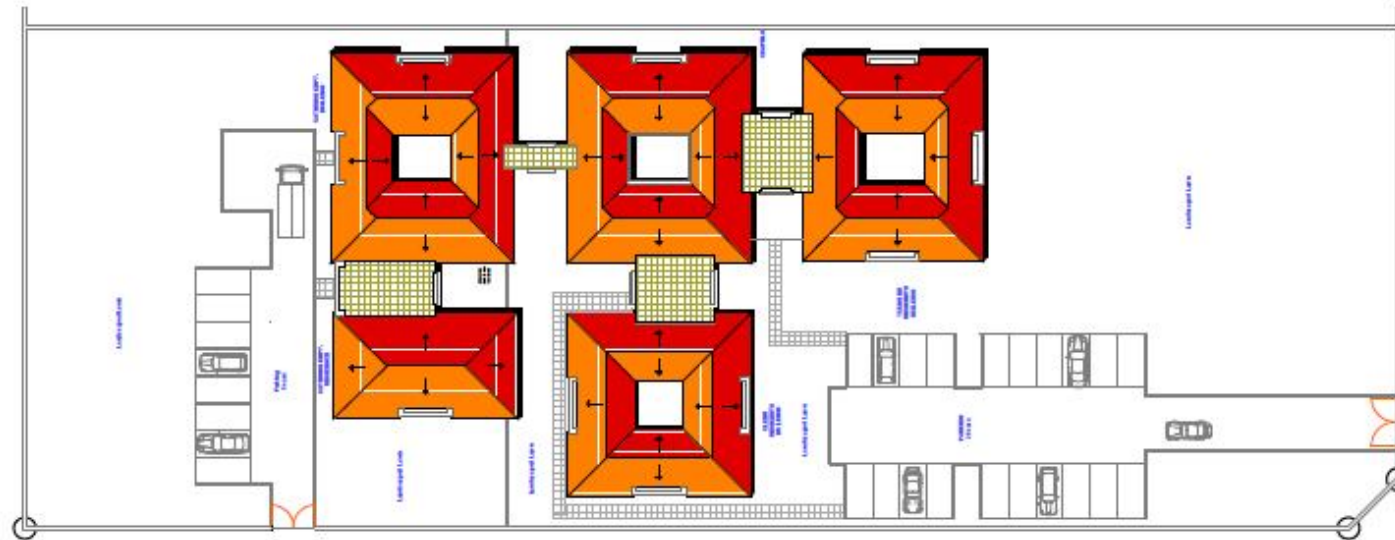


FIRST FLOOR



SECOND FLOOR

Residence



Notes

ECT RESIDENCE

SITE PLAN &
PERSPECTIVE

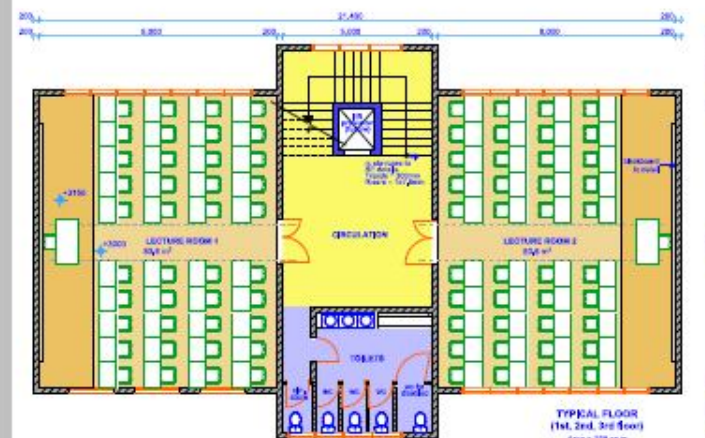
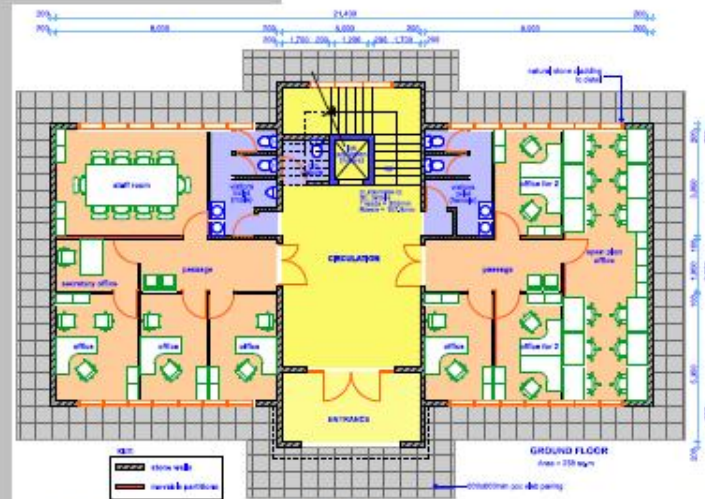
ARCHITEN ARCHITECTS
P.O. BOX 8686
NAPLES, FL 34102
TEL. 3742561

DESIGN	NMD
SCALE	1/4" = 1'-0"
DATE	Mar 2011
REVISION	
REVISION	00

Four-story classrooms block



Eastlands College of Technology Classroom Building



CLASSROOM FLOORS (1-3)



Q&A

Thanks for your attention. We will be pleased to answer all your questions

Q & A