

EASTLANDS COLLEGE OF TECHNOLOGY
2017 Report



Executive Summary

Number of students

During the Year 2017 the number of students registered in the College tripled the previous year and reached **429 new students**

Courses imparted in the College

1. The **National Industrial Training Authority (NITA)** are artisan courses divided into three Grades (Grades 3, 2 and 1, Grade 3 being the lowest) of six months each Grade. There were 274 students engaged in these courses in the College.
2. **Diploma Courses on Electrical and Electronic Engineering, Automotive Engineering and Mechanical Engineering**, are training courses that run for three years and are examined by the Kenya National Examination Council (KNEC). These courses were introduced in the College in September 2017. There were 37 students in the College following them.
3. **Short Courses for the Youth: Sports and Computer Academy (SOCA)**. This is 2 weeks course that combine Soccer and Basic Computers Training. It caters for the big number of unemployed youth. There was one training session which was attended by 20 Youths.
4. **Solar Installation Training**. This is a week-long training for people to qualify to install solar systems. This course was organised and was attended by 33 people.
5. **Specialised Welding Course**. This is a course that runs for three months it capacitates the trainees to be employed in the welding industry. This course was initiated in the College to serve that high demand for high level welders in East Africa Region and in Kenya in particular. The first course was attended by 7 trainees.
6. **Micro-Entrepreneurs Courses. Street MBA Course**. This is a 20 hours training course followed by Individual and Group Coaching addressing the needs of the active members of the Informal Sector, locally called the “Jua Kali Sector”. There were 58 people who attended these courses; while 51 people attended the Coaching sessions.
7. **Refresher Courses for the Industry**. The College organised seven short courses for workers of the automobile industry in collaboration with the Frankfurt Chamber of Skill-Craft. This training was opened to people from the industry and academia, 94 people attended the courses.

Capacity Building Activities

1. **Short Courses for the Trainers.**
 1. All the members of Staff attended weekly mentorship sessions

2. Two members of Staff attended a course to use online platform to teach soft-skills to the students (Wadhvani Foundation)
3. Four members of Staff attended the refresher courses on Automobile Engineering.
4. Five members of the Administration attended a week-long course entitled “New Managers Leadership Programme”
5. A week-long coaching session was given to the members of the Management team of the College by an expert in the field from Europe.

2. Long Courses for the Trainers

1. Two trainers are pursuing a Bachelor Course on Technical Studies
2. One Trainer is following a Bachelor Course on Business Administration
3. One Trainer is following a Master in Development Finance
4. One Trainer is following a Diploma in Administration.

Workshops & Conferences

The College took part in the Kenya Skills Show in January 2017 Exhibition together with its Partners in a project sponsored by ICEP an Austrian NGO.

The Principal and the Project Manager of the College attended a 3-days Conference in Holland and visited several educational institutions in Europe during the month of May.

In collaboration with Mr Chris Momanyi of Strathmore University, the College presented a Paper entitled “Competence Based Curriculum for skills Development through dual training: evidence from Eastlands College of Technology”, in the conference “Education Evidence 4 Action” in Nyeri (6th & 7th of December 2017)

Scholarships and Study Loans

1. During the Year over **KES2.9 M (Approximately Eur25,000)** study loans were granted to 80 students.
2. During the Year over **KES2.6 M (Approximately Eur22,000)** scholarships were awarded to 63 students.

Investments

1. **Infrastructure:** The College invested **KES11.5 Million (approximately Eur97,000)** in finishing the Classroom Block and the Welding Shed
2. **Equipment & Books:** During the year 2017 **KES3.7 Million (Approximately Eur31,000)** in procurement of text books

Courses and Students

Marketing and recruitment of Students

Since the beginning of 2017, ECT put up a robust marketing strategy to reach out to as many candidates as possible, these efforts gave fruits. The number of youth trained in the year tripled the forecasts of the Project. Therefore, the College had three intakes (January, May and September) which targeted students for all the NITA courses: Electrical Wireman, Electronic Mechanics, Plumbing, Welding & Fabrication, and Automotive Engineering and one intake for the Diploma Courses in Automotive Engineering, Mechanical Engineering and Electronics and Electrical Engineering. The Diploma examinations are administered by the Kenya National Examination Council (KNEC).

Special emphasis was put in the electronic media: each week a short video was done and distributed by WhatsApp. This proved to be very popular to attract the youth.

<https://www.youtube.com/channel/UCzYVSPQPTz5Vf1Mf1jxRt7Q/videos>

Using the most diverse channels, the College reached unpredictable areas. For example, at the beginning of the year 2017, three young people appeared from Baringo County. Baringo County is mostly populated by Tugen people who are nomadic and pastoralist. They came to the City with nothing else than the desire to learn a trade and improve their lives and those of their families. Thanks to a KCB Scholarship and various donations from well-wishers, the College helped them to begin the NITA classes.

To make ends meet, these three students together with other needy cases, helped with various tasks of College maintenance from which they earn some cash for sustenance. These three boys will do their NITA Grade III exams in April 2018.

There is another important factor to keep in mind. The last two years the Ministry of Education has changed its method of marking the final secondary school examination by being much more demanding. The marks are A for the highest mark and E (failure) for the lowest. To enter in the University, candidates will require a minimum of C+. In the last two years around 600,000 candidates sat the final secondary examination in the country. As a consequence of the new system of evaluating the students, the number of candidates able to join universities has fallen from 150,000 students (31%) in 2014 to 70,000 (11.38%) in 2017. That meant that the over 500,000 young people are now looking for training in tertiary educational institutions like Eastlands College of Technology because the option of going to universities is no longer available.

Financial Aid to the Students

A major challenge in student recruitment is that most of the potential applicants cannot afford to pay the fees as they come from poor backgrounds. To resolve this, the College continued to seek for funds from donors who are willing to give bursaries or loans to the needy students. The College counted on the following institutions that made it possible for needy students at the College to get financial aid in 2017 for their training:

In all the above cases, the students paid a small fraction of the College fees. None of the students received 100% financial aid.

Institution	Financial Aid	No. of Students sponsored	Value in Kenya Shillings
Kenya Commercial Bank (KCB) Foundation (Kenya)	Bursaries	58	KES2,368,800
Fundacion Roviralta (Spain)	Loans and Bursaries	19	KES481,200
Fundacion Nous Cims (Spain)	Loans and Bursaries	20	KES767,012
Harambee Africa International (Italy)	Loans and Bursaries	19	KES451,400
Simba Foundation (Kenya)	Loans	20	KES1,065,600
Homeless of Nairobi (Kenya)	Bursaries	4	KES312,000
Karibu Sana (Kenya)	Bursaries	1	KES72,000

Among the institutions that offer financial aid to the students, there are some that give scholarships/bursaries, others give study loans while some give both. In the year 2017, three institutions gave Bursaries only; i.e. KCB Foundation, Karibu Sana and Homeless of Nairobi. The first is the foundation of one of Kenya's biggest banks and the others are small NGOs that supports underprivileged youth.

KCB Foundation has a five-year programme for training a total of 10,000 young people in vocational skills in the whole country. This programme is known as Tujiajiri (Kiswahili for Let us Employ Ourselves). ECT was approached by KCB Foundation to be part of the pilot programme of this initiative in 2016. After a successful pilot programme that involved 8 institutions, the programme was rolled out to the whole country in 2017. There are around 67 technical institutions that are part of this programme. The Foundation's role in this partnership is to identify the strengths of various Colleges in terms of the courses that they can offer and then sponsor a select number of students in those institutions to the tune of 98% of fees (both tuition and exams).

In 2016 ECT had 30 students sponsored by KCB while in 2017 there were 58. To qualify for this bursary from KCB, the student must first pass the interview process of ECT and then pass that of KCB which is meant to determine if the student is really needy or not. After class completion, KCB tries to connect its beneficiaries with jobs and places of internship and also offers business support services and loans to those who want to set up their own businesses.

ECT enjoys a very cordial and even personal relationship with the director of this Foundation. She is on record to speaking very positively about the College and of showcasing it as an example to other institutions. The Foundation shot a video about this programme where ECT features highly. This video can be watched [here](#)

Thanks to our relationship with KCB Foundation, they have given us a very worthy introduction at Toyota Kenya (a big player in the Automotive Industry) that is already bearing some fruit. Toyota Kenya is currently running a special academy for select youth

in the Automotive industry. Out of 19 students who qualified to join the Academy in 2017, 15 were students of ECT. The Chairman of Strathmore Educational Trust, Dr Caesar Mwangi, represented ECT in the Graduation Ceremony.

Simba Foundation is the institution that only gives loans. This is the foundation of an established dealer in the automotive and hospitality industries here in Kenya, (Simba Corporation). ECT partnered with Simba Foundation in 2016 to give study loans to a select group of students and to provide training equipment and books for the automotive courses. In addition, Simba Foundation is implementing the Dual Training System with ECT by providing 'In-Company Training Opportunities for our students' and suggestions on improving the syllabus of automotive courses. The students who receive these loans from Simba Foundation have to pass the ECT interviews first and then pass the Simba Foundation interviews.

Then there are institutions that give both loans and bursaries (Nous Cims and Roviralta from Spain and Harambee from Italy). The College has had a lasting relationship with these partners who have for several years provided financial support in various areas of the College. Starting in 2017, ECT agreed with these institutions to offer part bursary and part loan to the students who needed financial aid. Both the loans and the bursaries are awarded to the needy students as selected by ECT and subject to availability of funds from the partners in Europe.

In all the above cases the donors have given the cash as grants. The amounts granted as loans are then channeled through the Higher Education Loans Board (HELB), a government body that has the role of disbursing and recouping loans to students in post-secondary education in Kenya. ECT has signed an agreement with HELB to implement this process. Accordingly, the students shall be required to repay the loans advanced to them once they complete their studies and will abide by the time frame and interest rate that has been set for this purpose. The loan repayments collected and the interests thereof shall form a fund that is available for other needy students in future in the same way.

The availability of financial aid has also been a major contributor to having high recruitments of NITA students.

Artisan Courses (NITA Examination Board)

The NITA courses run for 180 hours with the exception of Automotive Engineering which runs for 360 hours since it has a longer syllabus. The College offers the Automotive training following the Dual Training System: the students spend the three months in the college follow by another three months in the workshops of the industry.

Normally NITA examinations are held in August and December, but since ECT has three intakes, it was agreed with NITA to have an exclusive sitting in April so that the students can finish their professional preparation and start working sooner. Therefore, students studying for NITA exams at ECT can do their exams in April, August or December of every year.



In December 2017, Technical and Vocational Education and Training Authority (TVETA) conveyed a meeting with three top Kenyan Polytechnics to present new vocational training syllabi promoted by GIZ (the German Agency for Development), ECT was invited because of its well-known connections with the industry. It was agreed that a working committee will be formed to take the necessary steps to put in place the syllabi.

A summary of the students trained in 2017 and in various NITA grades is shown below:

Intakes	January Intake		May Intake		September Intake		
	Grade III	Grade II	Grade III	Grade II	Grade III	Grade II	Grade I
Electrical Wireman	23	16	19	0	36	0	11
Electro mechanics	11	0	9	0	6	17	0
Automotive Technology and Bodyworks	37	29	22	0	23	20	27
Plumbing, Welding and Fabrication	18	4	16	0	5	12	0
Specialized Welding	7				0	0	

Examinations

All the students who sat the NITA August 2017 exams passed. The results of the exams of December 2017 are not yet available. These good results proved that the methodology used in ECT works well and motivates the students to work hard, since they learn while doing.

Early 2017, KCB Foundation requested ECT to help them to place some students with their partners Toyota Academy. The **Toyota Academy, (Certification TS21)** is an initiative of Toyota East Africa to train people to deal with Toyota vehicles. **ECT sent 15 students to these short courses, from the Course, 12 people graduated and 9 were ECT students.**

The students who have already taken Grade 3 and 2 exams have nevertheless had the opportunity to work in various companies following the College's Dual Training System. This has given the students the chance to do real work that they have been trained for and get paid at the same time. The work that they do at the Companies has been monitored by both the College and a designated manager at the Company. The engagement in the companies is for an average of 3 months after completion of a Grade.

Several employers requested that the students should start working immediately and abandon their training, ECT negotiated with them so that they will get permanent employment after sitting their final exam in April 2018. To date, 4 companies (Auto Express, Isuzu East Africa, Daivin, Double M) have made this request and the number of students affected by this request is 11.

Simba Corporation on the other hand has asked that it be allowed to select some students for employment from the current Automotive Grade 2 class that it is sponsoring.

Specialised Welding Courses

There is also a course on Specialised Welding which the College started in partnership with People Positive East Africa (PPEA), a manpower sourcing company.

This advanced course for welding is geared at offering skills needed in specific industries like mining and oil extraction. The course runs for 335 hours.

During the second half of the year the College put a lot of efforts in promoting courses for workers of the Welding Industry. By the end of December, ten companies had shown interest in the courses. It is expected that some of them will confirm the training in the first half of 2018. In some cases, the specialised welding trainers conducted proficiency assessments of the employees before the company agreed to train their personnel. Many corporations were very reluctant to commit any investment during the second half of the year due to the political uncertainty.

Employability of the Students – Dual Training System (DTS) Implementation

The first group of Grade 1 (the highest Grade) students of ECT will sit the exams in April 2018.

Eleven students who were doing the Dual Training were offered jobs by the companies where they were working. We informed the Companies that it will be advisable to wait till April 2018 so that they complete their training. We expect that more students will be employed after the final exams.

Moreover, several students started their own businesses even before obtaining the final qualifications. As it has been stated ECT works together with KCB Foundation. As part of the **Tujiajiri** Programme, the Foundation offers capital and mentoring to their beneficiaries when they want to start new enterprises.

Another group of four students were sent to the College by The Good Samaritan Children Home and Rehabilitation Centre (<https://www.liftthechildren.org>). One of them was a University graduate. While explaining to the group the College's courses and Dual Training System, the graduate asked whether he could also join ECT, naturally there was no problem. After finishing Grade III of Metal Work and Fabrication sponsored by The Good Samaritan Children Home, three of them formed and registered a company. They operate from one of the slums of Nairobi called Soweto. In the few months since they started, they have had several jobs, some of them of certain importance.

We enclose some stories of NITA graduates who are already in employment:

1. Joe Kungu and friends: They have a company called "Betrattech Consulting Ltd." Dealing with Electrical and Mechanical work. Joe is registered with the National Construction Authority (NCA) as a site supervisor.
2. Charles Gathungu, CEO of Octatronics; Company of 8 students who studied at ECT. The company deals with Electrical, Welding and Plumbing. Some of the students were KCBF sponsored.
3. Moses Nderito: Studied welding and plumbing. Took part in the in-house DTS to produce bunk beds for ECT. He does plumbing work. He is excited and optimistic about it. He says the future is bright. He is based at Umoja Innercore where he has a lot of clients. He is planning to open a shop to sell plumbing spare parts as well as register with NCA.
4. Raphael Wala. Leadpro Enterprises Ltd. Works with 3 friends. The 3 friends are part of a group of 4 students sent to ECT by The Good Samaritan Children's home. The 4th one is employed at Baba dogo area in a company. Raphael and the 3 run their company at Kayole - Soweto area. They fabricate metallic structures. They got a donor who bought them a piece of land and equipment where their business is now based. Among other things, they have fabricated tables, chairs and benches for the children's home.

The recruitment for youth for NITA courses has picked up well. A total of 232 new students enrolled and took different NITA Grade 3 courses, 98 of them proceeded to Grade 2 and 38 to Grade 1. This is compared with a target of 100 for the same period.

Many of the students choose Automotive Engineering and this could be because of the high prestige that this course has acquired brought about by a strong partnership of the College with Automotive Companies. It is clear that the current students speak a lot out there about this course and thus attract their peers to come and take up the same training. The Automotive Engineering Courses are fully integrated in the Dual Training System.



In implanting the Dual Training System in the Automotive Industry, the following steps are followed:

1. Many garages are visited and the concept of DTS is explained to them. The College students are to be considered as 'one more worker' in those companies. Since DTS is a novelty, at the beginning the College accepted that the attacheses may not be paid, but the next bunch must be paid. In fact, the very companies called us to say that they will pay. That was the case of AutoExpress, a company specialised in servicing vehicles with 27 branches in Kenya, Tanzania and Rwanda. The first three students were paid just for transport, but after a week working in AutoExpress the Human Resource Manager called the College to inform that the stipend of the students will be increased five times and they would like to take more students. In 2017, they took 26 students and offered employment to six of them.
2. The standard timetable is that the students will spend three months in the College and another three months in Industry. Since ECT had three intakes in 2017, it was able to provide labour for the whole year around.
3. This arrangement is especially important for the Grade III students who are new recruits. The College has been told many times that there are three essential points that the students must have: soft-skills (honesty, teamwork, initiative, etc.), knowledge of the basic safety rules in the workshop and basic technical skills. So, during the initial three months the students are trained in those areas to be ready to go to the industry. This approach has proven to be good.
4. The Head of the Automotive Engineering Department pays at least a fortnightly visit to the students while in industry to talk to the Workshop Managers and in some cases with the Human Resource Managers.
5. Each student is given a logbook of the areas that he should cover while in the workshop.

Companies and number of students doing DTS

Company	No. of students taken	Expressed interest to employ the students
Auto Express	26	6
Auto fine	9	
Auto Peak	2	
Choda Fabricators	1	
County Government of Nairobi	1	
Daivin	8	1
Double M	2	1
Extreme Auto	1	
Isuzu East Africa	5	3
Jua kali Garages	6	
Jacaranda Motors	2	
Joghinder	1	
Kenyatta National Hospital	1	
Motor Care	1	
Oriel	5	
Ryce Motors	1	
Simba Foundation	14	
Super Touch	4	
TOTAL	89	11

Some 25 students doing Metal Work & Fabrication and Plumbing Courses and Electronics and Electrical Engineering got the traditional attachments in the industry thanks to our collaboration with NITA that provided names of companies available to take students. Moreover, at the end of 2017, ECT agreed with Nous Cims Foundation (Barcelona, Spain), during the visit to Kenya of one of its directors, to allocate funds to implement the Dual Training in collaboration with the Construction Industry in 2018. The implementation of the project with Schneider Foundation will also supplement the efforts in the same direction in 2018.

Other Courses for the Youth

SOCA Course and Rugby Tournament

Targeting the fresh Secondary School leavers, ECT organised a SOCA Course (Soccer and Computers Academy) at the beginning of December 2017. 20 young people registered. This programme is mostly directed to the secondary school leavers after they have sat the final exams in November of each year because it is attractive to them as a means to engage in sporting and relaxing activities and also ECT has the opportunity of advertising its longer courses to them.

ECT also organised a Rugby Tournament in which teams made of youth from the neighbouring estates and teams from the partner corporations participated. The Manager of the Guest of part in the many more summary above two activities. Video of the



Simba Foundation was Honour. 50 people took tournament, though were spectators. In the we have added these We enclose a link to the event.

(<https://www.youtube.com/watch?v=xshjQqCM334>)

Solar Technology Courses

The College organised one training course on Solar Technology that was attended by 33 people. Some of the attendants were recommended by the Kenya Refugee Agency who came from Congo. In this case the trainers used Kiswahili and English to explain the concepts because the Congolese were no so conversant with English.



It is expected that the donation of Schneider will bring new equipment in the first quarter of 2018 and will improve the teaching of this course and the training of Electronics and Electrical courses. It is clear that there is a lot of demand for these courses. Together with Memphis College of USA, the College will in January 2018, start working on the preparation of an online training course on Solar Installation.

Training of Adults

Refresher Courses

To be able to organise tailor made courses for the industry, it is necessary to have an in-depth knowledge of the industry and the competent personnel to deliver courses. It has taken several years for ECT to acquire both conditions. First of all, during the years 2016 and 2017 ECT forged strong links with the Automotive Industry. It has been stated that 19 companies accepted the Dual Training System and received students. These companies were visited regularly and the staff of ECT got acquainted with their

strengths and weaknesses. Secondly the training courses conducted in ECT in partnership with the Frankfurt Chamber of Skill-Craft, empowered ECT staff to be able to be in the vanguard of motor vehicle technology. Besides, ECT in partnership with People Positive East Africa (www.peoplepositive.co.uk) two people were sent to Scotland for advanced training. These persons are carrying out the specialized welding training at ECT. The partnership created the Centre of Technical Excellence (CTE).

During the second half of 2017, the person marketing the welding courses contacted 13 companies, of which 9 asked for quotations and CTE conducted assessments of the training needs in three of the companies. As we have stated, it was not expected that any of these jobs will materialize due to the political uncertainties of the year 2017.

At the same time, ECT has been working for almost a year now with the Frankfurt Chamber of Skilled Crafts in improving the technical training competence of not just the trainers at the College but also of other Colleges and of some technicians from the Automotive industry. To date, 7 specialised modules have been delivered by short term experts from Germany on the areas of On-Board Diagnostics, Electronic Fuel Injection, Spread Painting & Body Work, Basic Electronic Principles in cars and Generator maintenance among others. The College enjoys a very strong and stable partnership with this German counterpart as revealed by a positive evaluation done recently by auditors from Germany about this programme. Through this partnership ECT is planning to design many specialised courses for people in the industry. Due to a change of policy, the Chamber of Skill-Craft of Frankfurt, (HWK-KeVET Project) relinquished its duties to the Chamber of Commerce (IHK). It is hoped that this change will not affect the previous partnership.

It is expected that at least 4 companies will sign for training in the first quarter of 2018.

Name of the Course	No. of attendants	No people from industry	No of people from colleges
Basic Electronics	19	11	8
On-board Diagnosis 1	17	7	10
On-board Diagnosis 2	20	10	10
Bodyworks	16	10	6
Common Rail	22	13	9
Total	94	51	43

The Department of Automotive Engineering

After the supplementary training received from the experts from Germany, the College is ready to organise refresher industrial training for the employees of various companies. This training programmes will commence in 2018. The collaboration of KEMRA is very important because it will be the natural channel to advertise these courses.

The training offered by the German experts was attended by staff from several companies (Simba Corporation and Automotive Department of the County Government

of Kitui) and 2 technical training institutions (St. Kizito VTI, Thika Technical Training Institute).

The **Department of Mechanical Engineering** was ahead of the other departments because two of its members received higher training before they came to work in the College. A number of companies have shown interest to pursue the refresher courses mentioned above in this training. At least three companies have shown interest to take part in these courses and it is hoped that these sessions will kick off before the end of the year. These companies are: North Mara from Tanzania (a mineral extraction company), Tullow Oil (an oil extraction company), Davis and Shirtliff (a water and piping company), Tea Companies; {Eastern Produce, Williamson Tea (Kapchorua), DL Koisagat, Nandi Tea Estates}, Bamburi Cement, Mecol (Furniture Manufacturing company), Kenya Vehicle Manufacturers (Vehicle Assembly company, now hosting Volkswagen Kenya), Flamingo Ltd (flower farm), Warren Enterprises (leading provider of engineering products and services for the development of the infrastructure in the region), La Farge (cement company).

The National Industrial Training Authority (NITA) charges a levy to all the companies registered with it, when a corporation sends people for training, they are entitled to be refunded the costs if the training institution is also registered with NITA. This is the case of ECT.

Besides the motor vehicle workshops, at the moment the staff of the College is working on the preparation of the following refresher courses:

1. Soft-Skills Course in collaboration with Strathmore University Business School;
2. Safety Course in collaboration with HTL Ottakring of Vienna;
3. Fibre Optic Installation in collaboration with Schneider Foundation – Schneider East Africa
4. Solar Installation: Online Course in collaboration with Memphis College (USA)

Micro Entrepreneurs Training

The training of micro entrepreneurs took place at ECT and at Gitugu, Muranga town, 150 Km North of Nairobi. This is an effort to reach out to them in their areas of business. During the year 2017, 58 people were trained following this programme. The training they received involves Marketing, Accounting, Business Management and Ethics. The current students have received up to 40% of this training so far.

Presently, this training contains the aforementioned courses of Marketing, Accounting, Business Management, Ethics and other modules which have been recently added. These include; Budget Training, Debt Management, Savings, Financial Service Providers and Financial Negotiations.

1. The beneficiaries receive 20 hours of very practical class training (Accounting, Marketing, Management, Business Ethics and Business English)



2. When the course is outside Nairobi the classes are given in one or two days. In Nairobi, the classes are distributed over several weeks

3. The College conducts coaching for the beneficiaries. A bigger pool of Business coaches will ensure that even more business trainees will receive this service.

From the subjects taught, the micro entrepreneurs learn to analyse their businesses and discover areas that need continuous improvement, how to manage debts in the business and the preparation of a simple business plan.

The class training for the micro entrepreneurs is organised in modules and not in groups. Certain subjects are taught on given days of the week. If it happens that a student cannot make it to a particular class, they will have to wait for a couple of days when that subject is on offer again. This system is necessitated by the busy schedule of the micro entrepreneurs who cannot afford to be away from their businesses for a long period of time since most of them are the sole proprietors.

The mentorship of this group is organized within the College and outside the College so as to get closer to their businesses and get insights on their progress. The topics under mentorship include: Microfinancing, Savings and Investments, Financial Empowerment in the Informal Sector, Ignite your Business Potential and other informal setups which didn't have specific topics. The micro entrepreneurs and trainer discuss arising issues and or questions.

Capacity Building

Training in the College

All staff have weekly coaching sessions on specific topics. The topics handled in these sessions include but are not limited to: Work ethics, Class control for teachers and Personal Presentation skills.

Two trainers attended a training offered by our partners CoWA (Companionship of Workers) (<http://www.cowaong.org/>) in the ICEP project. This course was to teach them the use of specialised software on teaching soft skills and to learn how to address some of the emerging topics in this subject.

Four other staff members in the Automotive, Electrical and mechanical departments have benefited from the Training of Trainers sessions organized together with the German Chamber of Skills-craft. Their training focussed on On-Board Diagnostics, Electronic Fuel Injection and Basic Electronic Principles in cars.

The average attendance of these courses were 15 people, from ECT the following trainers attended: Mr. Patrick Githinji, Mr. Jeremiah Nyarotso, Mr. Joseph Ndung'u Mr. Vincent Vurimu and Mr. Ralph Wechuli

Trainers taking Long Courses (Degree or Diploma)

The following trainers are continuing with their capacity building:

1. Jeremiah Nyarotso, Technical University of Kenya, Bsc Electrical Course
2. Moses Muthaka, Management University of Africa, Business Management course
3. Meshack Muambi, Technical University of Kenya, Bsc Mechanical Course
4. John Kimani, Kenya Institute of management, Business Course
5. Emmanuel Oduor, MSc (Development Finance)

Plans are underway to sponsor more staff members.

Capacity Building Management of the College

The following were the activities during the year:

1. The Principal and Project Manager visited the following institutions while in Spain:
 - I. Centro de Formación Profesional Xabec (Valencia, Spain) and have working sessions with the Director staff members
 - II. Centro de Formacion Profesional Irabia. Meeting some trainers. It was agreed to collaborate in the field of Sports
2. InnMain Conference in Holland. The Principal and the Project Manager attended this Conference in Markeizaat College from 17 to 20 of May.
 - I. The main topic of the meeting was “Industry 4.0 – Fourth Industrial Revolution”, that is the current trend of automation and data exchange in manufacturing technologies. It includes cyber-physical systems, the Internet of things and cloud computing. Industry 4.0 creates what has been called a "smart factory".
 - II. Parallel with this conference was the Annual Meeting of InnMain Association was held.
 - III. There were representatives of Educational and Government Institutions
 - IV. ECT is the first non-European institution that attend the InnMain meetings and it was accepted as an Associate Member. It is a great opportunity to link up with European Institutions so as to improve ECT staff training and infrastructure,
 - V. Although Kenya is far from the “Industry 4.0 – Fourth Industrial Revolution”, it was resolved that every student of ECT must be computer literate and that the College IT infrastructure should a step ahead of its peers, thus
 - a. The College has Wi-Fi available for the students
 - b. There is Integrated Management Information System (IMIS)
 - c. IT based Accounting Package (KUALI)

Mr Antonio Mir’s visit: Coaching the Management Team of the College

The College commenced its operations in January 2015, though its remote preparations began in 2003. The Trustees of Strathmore Educational Trust appointed the Academic

Council (AC) at that time. It is made of Mr Austine Omeno (Principal), Mr Emmanuel Oduor (Finance Manager) and Mr Jeremiah Nyaratso (Registrar).

The members of AC have extensive experience in the field of education and training, but they have not received training in management and organizational management. In consultation with ACTEC, the following steps were taken to remedy this lack of training.

Mr Antonio Mir, Director of Centro de Formación Profesional Xabec spent a week in the month of August in ECT conducting a hands-on training with the AC. During this seminar important topics dealt with include:

1. Defining the Mission and Vision of the College
2. Organogram of ECT. This was the occasion to revise the experiences of the last two years.
 - i. Defining the roles of the Academic Council and of the Middle Level Management
 - ii. Revising the reporting lines within the college structure
 - iii. Creating a Personal Development Plan (PDP) for each of the members of staff
3. Finance Organization
 - i. Experiences of how to run the finances of the College
 - ii. Experiences of steps to be taken to have the necessary financial controls
 - iii. Advice on possible financial packages to be used
4. Experiences about the Dual Training System (DTS)
 - i. How to partner with companies implementing DTS
 - ii. The role of the Industrial Coordinator and the Heads of Departments in implementing DTS
5. Discussing the SWOT analysis elaborated together with Mr Mir
6. Revision the Strategic Plan of ECT

The Workshop was very participative and enriching. After the Workshop ECT made a Plan of Action that it is regularly revised with ACTEC management.

3. **The New Managers Leadership Programme (NMLP).** This was a fulltime five days training course organized by Strathmore University Business School during the month of November 2017. It was attended by the AC, Mr Andrew Olea and Mr Emmanuel Choge. Each of the days focused on a different topic and an expert lecturer was available. The main highlights of the training are:
 - i. Day One: Understanding Leadership
 - ii. Day Two: Building and Leading a High-Performance Team
 - iii. Day Three: Communication Strategies of an Effective Leader
 - iv. Day Four: Management Accounting and Budgeting
 - v. Day Five: Becoming a Boss. Delegation

The Course was very intense and appropriate for the AC, since most of the members are new in management.

Besides the direct benefit, the management learned how to organize training courses for the industry: Document preparation, timetabling, presentations, etc

Lessons Learned during in 2017

1. Implementation of the Dual Training System.

From the beginning, the plan of the College was to follow the Dual Training System (DTS). This educational system combines hands-on training in the College and on – Job training in industry.

ECT encountered in implementing DTS, that there was an absolute lack of knowledge in the industry and the public at large about this educational method. Besides, vocational education was looked down by most of the students and families being the last alternative for a person who has finished his/her secondary education.

It was providential that Simba Colt Motors, one the major motor vehicle dealers in Kenya, approached ECT to collaborate in its Corporate Social Responsibility (CSR) programme. In August 2016, it was agreed that this collaboration will be by implementing DTS in the Motor Vehicle industry. With the support of Simba Colt Motors.

Key experiences and lessons learned:

1. 100 students placed in Companies. That is 77% of the registered students in the Motor Vehicle Department.
2. 20 Companies took students for On job training.
3. 13 students were promised jobs, once they finish their studies.
4. Companies willing to pay the proposed minimum wage as stipends after trying out the students.
5. It is important to have a strong partner who believes in DTS at the beginning so that this partner becomes the point of reference for the other corporations.
6. The students should spend some time in the College before going for On job training. During this period they will be taught:
 - I. Safety basic procedures in that industry
 - II. Soft-skills
 - III. Basic technical skills
7. Although the period of On job training may vary depending on the company, usually it should be at least two months, so that the students are productive since they need a period of 2 to 3 weeks of adaptation..
8. There should be a member of the College staff visiting the students at least twice a month to check the personal logbook of the student and be available for any request from the industry.
9. Normally the college will present several candidates to the industry to choose the ones they feel comfortable with to be retained as trainees/workers.

Management Structure and Roles distribution in the College

Eastlands College of Technology was established in January 2015. The Manager of the College, Educational Initiatives Trust, appointed an Academic Council (AC) to run the day to day operations.

The three members of the AC (Mr A Omeno, Principal, Mr J Nyarotso, Registrar and Mr E Oduor, Financial Manager) have been involved in the preparation of the College but none of them have much experience in management although they were competent in their respective areas. There was need of creating the management structures of the College and define the roles of each of the persons holding tasks.

After two years of running ECT, there was enough knowledge of the operations of the College and it was possible to establish a more permanent structure based on the reality.

Lessons learned

1. The training of the AC requires a much closer follow up (coaching) by experienced people who are running similar institutions.
 - I. There was a workshop organised at the College conducted by Mr Antonio Mir the Director of Centro de Formacion Profesional Xabec (Spain) who has been running this Centre over 20 years and also tries to implement DTS in a country with no DTS tradition.
 - II. The Workshop was very practical. Among others the following were the conclusions:
 - a) the Organogram of the College was studied and revised
 - b) Practical tips on Management:
 1. Produce a Personal Development Plan (PDP) for each of the members of staff. Thus each person knows what his goals for the year are and time to devote to each of the assigned tasks.
 2. To state clearly the lines of reporting of the members of staff to the AC.
 3. At the end of the workshop the AC together with the staff developed the Job Description of each of the staff of the College.
2. In the month of November, the AC and members of Management Board attended the New Managers Leadership Course at the Strathmore University Business School.
 2. This course took five full time days
 3. It goes systematically through all the possible pitfalls of a new manager
 4. The Course was very practical and use the case study method so that the attendants were very much involved in the training.

Organization of Refresher Courses for the Industry

The aim of organising Refresher Courses for the Industry is to cement the links with the stakeholders in the field of vocational training and enhance the revenue of the College.

But a pre-requisite is to design these courses. The management of the College needs to have a deep knowledge of the training gaps of the industry and to have the internal know-how to put up the training.

Moreover, the Training of Trainers held in the College and conducted by the German experts in collaboration with the Frankfurt Chamber of Skill-Craft made possible that ECT staff acquired the latest skills that are in demand in the industry.

Lessons learned

1. While implementing the Dual Training System (DTS), ECT was very much in contact with the Motor Vehicle industry and forged strong links.
2. Also, the placement of students and their good performance, increased the trust of the industry in the College.
3. The above facts made possible:
 - I. To have a list of possible leading topics that identify gaps of skills in the industry
 - II. The rapport with the Human Resource and Training Managers brought up new topics like Soft-Skills for the employees
 - III. The staff of the College gain in confidence that they can deliver the courses.
4. The College has also created a Committee that deals with this topic and put together the Heads of Departments and the Industrial Coordinator.

Marketing and Visibility

Since the College was new in the market of vocational training, in the first two years the number of students was quite small.

Moreover, vocational training lacks appeal to the youth and also the Government has been promoting mostly University education until the year 2016 by creating new Universities in the different Counties and allowing many people to obtain the minimum pass mark for higher education.

Another important issue is that the access roads to the College have been re-made and it was difficult to find the way.

Lessons learned:

1. **Newspapers adverts.** This is very expensive and at large it does not reach the public target of ECT. So, after placing an advert in the local press, it was not repeated.
2. **Local radio adverts and show.** It has more audience than the print press, but also is expensive and it did not bring many students.
3. **Signs in the access roads and College building.** Although it is expensive to put a billboard in the access road, for the time being it is necessary till the on-going repairs and remodelling of the area roads is finished. On the other hand, the billboards inside the college are cost effective.
4. **Social Media.** This has proved to be the cheapest and most effective way of reaching the youth. The College invested a lot of efforts in producing weekly short

videos addressing the youth and also regular messages in WhatsApp group frequented by the youth.

5. **Activities:** Star Events, Sport Events, Meetings groups of youth. All these activities are effective if they are organised when the intake of new students is upcoming.

Financial sustainability

1. During the year 2017 the College managed to get help from several institutions to pay for the fees of the students to at least cover part to the fees of the students.
2. On the other hand, several other Foundations have contributed towards the recurrent expenditure such as salaries, consumables, security, etc.
3. It was expected to have an accounting system working in this year 2017, but it has not been possible, though at the end of the year much was achieved and it will be working in the first quarter of 2018. This accounting system will bring financial discipline and ways of cost cutting.
4. The new educational regulations in Kenya have meant that the number of applicants increased a lot and thus will bring more revenue to cover the recurrent expenditure.
5. In 2018 ECT began the Refresher Courses and the Enterprise Unit which will contribute notably to the income of the College.
6. It is expected that the College will break even in the year 2018.

Synergies

Strategic Synergies

1. **Synergies with Local Government Agencies: Technical and Vocational Education and Training Authority (TVETA), National Industrial Training Authority (NITA).**
 - a. ECT has established itself as the point of reference on how to create effective links with the industry.
 - b. TVETA convoked a meeting of the main Polytechnics (Kabete, Nyeri, Meru, RVTI) and Eastlands College of Technology in early December 2017 to pioneer the launching of a new syllabi (CBET – Competency Based Education and Training), and ECT was selected because of its experience in linking with the industry
 - c. ECT has had several meetings with NITA Officers to work on the new syllabi in Motor Vehicle Engineering. Plans are underway to share the new curriculum to be used nationally.
 - d. ECT presented a paper to the **Education Evidence for Action (EE4A) Conference**. Main theme: Evidence-based curriculum

reforms for transformative education. 5th—6th December 2017 in Nyeri, Kenya. This conference is part of the Permanent working group (PWG) on Vocational, Technical and Industrial training.

2. **Synergies with Local Vocational Institutions: Kabete Technical Institute (Government), St Kizito Vocational Training Centre (Private), Kitui Technical Training Institute (Government)**

ECT collaborated with the above institution in implementing the Motor Vehicle Engineering Training of Trainers conducted by the Chamber of Skill-Craft of Frankfurt. ECT has also some working sessions with Thika Technical Institute that is a Government sponsored institution on how they can implement DTS. Thanks to this synergy with private and Government Institutions the Project with the Frankfurt Chamber has been a success.

3. **Synergies with Local Business and Educational Associations**

ECT Became a member of **Kenya Motor Vehicles Repairers Association (KEMRA)**, so as to avail to the Association members, the Motor Vehicle Engineering training. The Training of Trainers was advertised among the members and they sent people to the training workshops.

ECT is also member of the **Kenya Association of Technical Training Institutions (KATTI)** that it is the larger Kenya association of Technical Institutions. This allowed ECT to be updated of the latest developments and trends in the field of vocational education. Although this association cater mostly for Government institutions, ECT members attended some of the activities that affect all kind of training.

4. **Synergies with International Educational Associations**

HTL Ottakring (Austria)

Last November, ECT hosted a meeting with the person in charge of International Relations of HTL Ottakring and it was concluded to develop together a syllabus on Industrial Safety during the year 2018. This will see the knowledge exchange between students and teachers when the course is launched.

Centro de Formacion Profesional Xabec (Spain)

The Director of Centro de Formacion Profesional Xabec conducted a four days training workshop for the management of ECT and also gave a talk to ECT and partner institutions about Dual Training. ECT also hosted a work camp for 13 students of Xabec who together with ECT students mounted some the solar security lights of the compound

Handwerkskammer Frankfurt-Rhein-Main (Chamber of Skilled Crafts)

The Handwerkskammer Frankfurt-Rhein-Main is one of the German Chambers of Skilled Crafts in Germany with the mandate of providing practical training within the German dual vocational education and training system as well as giving consultation and expertise to small and medium enterprises in the crafts sector. Together with the Chamber of Industry & Commerce Giessen-Friedberg, it

implements a partnership project with the following partner organizations in Kenya: Kenya Private Sector Alliance (KEPSA), Kenya Association of Technical Training Institutions (KATTI) and Kenya Federation of Master Builders (KFMB) and Strathmore Educational Trust.

The project aims at introducing a more demand and practice-oriented vocational training to improve the employability of young people in Kenya.

InnMain Association

The Principal and Project Manager of the College attended the International Conference of **InnMain Association** in Holland. ECT became an associated member, and got in touch with over 10 institutions in Europe.

Financial Synergies

1. Local Foundations

Simba Colt Foundation (Kenya). The year 2017 saw the consolidation of the collaboration with Simba Colt Foundation because the Foundation disbursed its financial commitments towards the study-loans of the students and introduced ECT to a good number of industry players.

KCB Foundation (Kenya). This Foundation sponsored 58 to the tune of KES2,880,000. They were satisfied with the performance of the students and showed interest in renewing and enlarging the sponsorship next year.

2. International Foundations

Fundacion Nous Cims (Spain). In November 2017 ECT hosted one of the Directors of this Foundation. This was the first time that they paid a visit to Kenya. The meeting was very cordial and it was agreed to extend financing to implement the adoption of the Dual Training System to the Construction Industry. The budget of this project that also includes scholarships to students is of Eur39,500.

Fundacion Cardenas Rosales (Spain). This foundation granted Eur 50,000 for scholarships.

Harambee International (Italy). This foundation together with a School in Barcelona will generate funds for scholarships and organise work camps with

students in ECT. The amount granted in 2017 was of Eur 19,000 for scholarships and Eur 5,000 for the work camp.

Contextual evolution of the country 2017

The year 2017 was an election year in Kenya and this brought a lot of uncertainties. This political instability was aggravated by the fact that the Presidential elections of August 2017 were cancelled by the Supreme Court and fresh elections called for. Many businesses experienced a slump in this environment.

The World Bank cut its 2017 growth estimate for Kenya's economy to 4.9 percent, which would be the slowest annual expansion in five years, due to drought, sluggish credit growth and a prolonged election season.

The Private sector activity weakened over the first three quarters of 2017 on account of the election induced wait-and-see attitude. The drought drove up inflation and cut consumer demand.

The World Bank projects that growth of the Kenyan economy is expected to rebound to 5.5 percent in 2018 and 5.9 percent in 2019, provided the government implements policy remedies like the removal of a cap on commercial lending rates.

Private sector credit growth slipped to 1.6 percent in the year to August 2017, its lowest level in over a decade.

All this affected ECT since new investments were scarce and the request for training were postponed to the new year.

Together with this, potential students to the College were affected by constant upheavals in the poor neighbourhoods around Nairobi. The average Kenyan then had to make the decision between investing in training or catering for basic needs like food whose prices were on the rise.