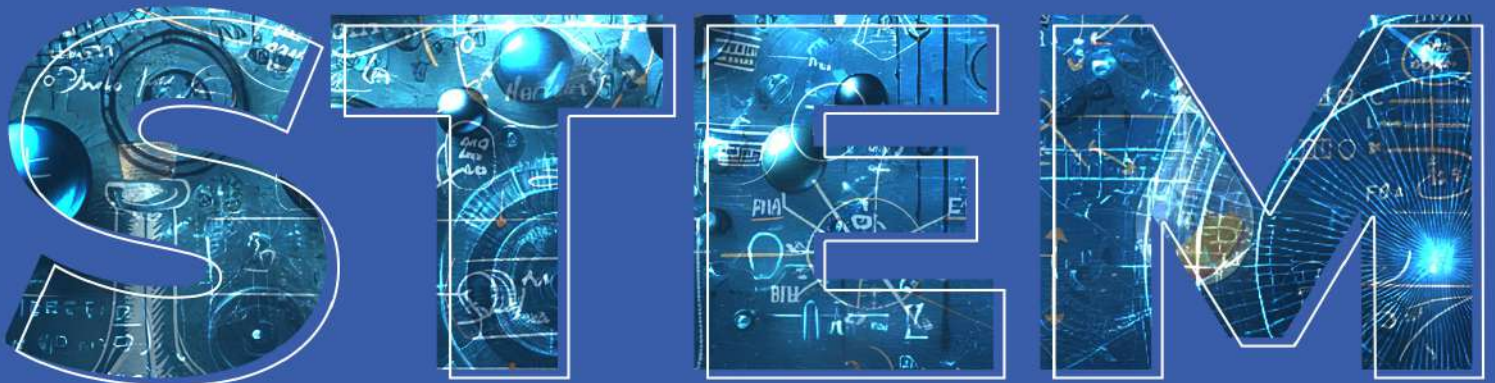




Strathmore
UNIVERSITY

KEVIN O'BYRNE



COMPLEX

PROJECT

About Strathmore University



OUR MISSION

To transform society through holistic value-based education, research and innovation in an atmosphere of freedom and responsibility.



OUR VISION

To be a leading, people-centred, entrepreneurial university positively impacting society by doing excellent work.

Our Values

S

SERVICE TO SOCIETY

We serve society through research, education and institutional citizenship.

E

EXCELLENCE

Through sanctification of work, we strive for work excellence and the highest-quality output.

L

LIFE-LONG LEARNING

We develop programmes and adopt teaching methods that equip learners with skills and tools for innovation, adaptability, and personal development.

F

FREEDOM AND RESPONSIBILITY

We respect the freedom of the individual person and acknowledge that with freedom comes responsibility.



SUBSIDIARITY

We seek to provide solutions at the most immediate level to a need.

S



PERSONALISED ATTENTION

We seek to provide an environment where all our stakeholders can receive individualised and customised service and support.

P



ETHICAL PRACTICE

We honour the beliefs, morals and values of the academic profession and help others to do the same.

E



COLLEGIALITY

We respect one another's commitment to a common purpose and work together to meet the needs of our clients.

C



ABOUT KEVIN O'BYRNE



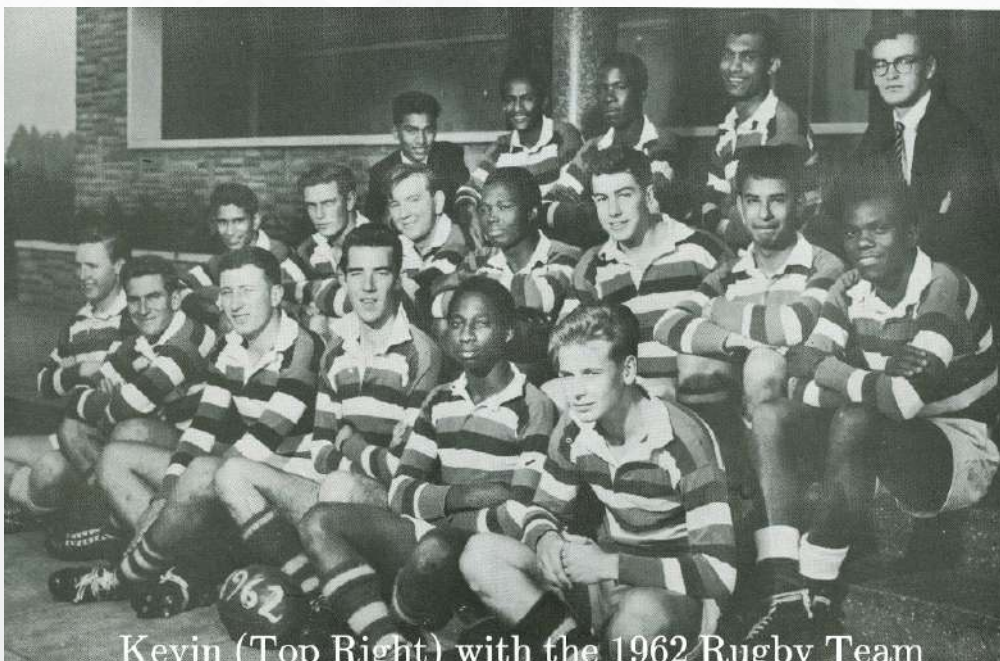
Kevin O'Byrne was born on 2nd December 1934 in Galway Ireland. In 1955, He joined the Opus Dei, a Personal Prelature of the Catholic church, while working as a hydrometric engineer. In 1958 while working as a design engineer for the British Reinforced Concrete Engineering Company in Dublin and the UK, he was requested by the founder of the Opus Dei, Fr. Josemaría Escrivà to move to Kenya to help start Opus Dei as well as what was to later become Strathmore University and Strathmore School. He spent the rest of his life in Nairobi and later passed on 29th May 2008.

His career began in 1955 when he was working as a hydrometric engineer for the electricity supply board of Ireland. In 1958, Kevin moved to Kenya to help start Opus Dei, Strathmore University, and Strathmore School. Kevin O'Byrne co-founded Strathmore college in 1961, which later became Strathmore School.

He played a vital role in convincing Lavington residents to allow the construction of a multi-racial-A-level school in their neighbourhood. He used his engineering background to assist in bringing up the buildings. Kevin also spent some time lecturing in the Faculty of Information Technology at Strathmore University.

When Strathmore College opened its doors on March 6, 1961, Kevin took up the role of preparing A-level students for the Cambridge Higher School Certificate in mathematics.

He served as Vice-Principal of Strathmore for five years until 1966, when he returned to the University of Nairobi and then settled into engineering private practice. Kevin worked as the Structural Engineer around East Africa, constructing several buildings that dot the Nairobi skyline.



Kevin (Top Right) with the 1962 Rugby Team

THE KEVIN O'BRYNE STEM COMPLEX

The Complex will be a sustainable green building designed to be a learning laboratory for students, faculty, and staff. The concept of campus as a learning lab makes it possible to test and model innovative sustainability practices by leveraging the University's research, academic, and operational functions. The Complex is also designed to the standards of the Washington Accord to ensure that engineering graduates qualify to practise in various international markets.

The construction and equipment costs for the Kevin O'Byrne STEM Complex are estimated to be €18M. Partners who contribute to the construction of the STEM Complex facilities will have the opportunity to name one of the facilities in the Complex, including:

- | | | |
|-----------------------------|-------------------------------|--------------------------|
| ➔ Business Incubator | ➔ Conference Hall | ➔ Technical Labs |
| ➔ Auditorium | ➔ Specialised ICT Labs | ➔ Learning Spaces |
| ➔ Atrium | ➔ Computing Labs | ➔ Faculty Offices |

The Challenge

African governments have recognised the crucial role of STEM education in addressing pressing issues such as unemployment, climate change, disease, food security, and governance. As outlined in Africa's Agenda 2063, "science, technology, and innovation" are acknowledged as essential enablers and drivers for achieving the continent's development goals. However, a World Bank report on STEM education in Africa indicates that "participation in STEM fields in higher education is low, with less than 25% of students pursuing these courses, and of those, fewer than 30% are ladies."

Beyond the availability of skilled STEM professionals, the UNESCO Science Report 2021 advocates for integrating ethical considerations into STEM education to ensure technological advancements benefit all of humanity. Strathmore University, ever committed to advancing ethical practices, has consistently embedded Ethics as a core unit across all its programs. This approach plays a vital role in nurturing well-rounded students, who in turn contribute to building an ethical and responsible community.



The Solution

Renowned for its leadership in developing professionals across diverse sectors, Strathmore University, is taking a proactive approach to addressing the challenges of STEM education in Africa. The University has conceptualised a STEM Project consisting of a state-of-the-art Kevin O'Byrne STEM Complex and the establishment of a dedicated STEM Endowment Fund. The complex will provide students with an ethical STEM education within a futuristic, environmentally friendly building. Complementing this, the STEM Endowment Fund will guarantee that the most qualified students have access to Strathmore's STEM programmes. Graduates from this initiative will possess advanced technology skills empowering them to create jobs in emerging technology sectors and play a vital role in reducing unemployment across Africa.

The Strathmore STEM Project is projected to cost € 20M. The Kevin O'Byrne STEM Complex, accounting for € 10M of this budget, will feature state-of-the-art facilities, equipment, hardware, software, and supporting infrastructure all designed around the concept of the campus as a living lab. The remaining €10M will be allocated to the STEM Endowment Fund, which will support STEM-related scholarships, research, and innovation activities. The University aims to partner with like-minded institutions and individuals to deliver this solution and alleviate the STEM education challenges in Africa.

€10 MILLION

STEM ENDOWMENT FUND

€ 20 MILLION

Kevin O'Byrne STEM
Complex

€ 30 MILLION

Projected TOTAL cost of the
KOB STEM Project

The Commitment

Strathmore University has committed seed capital of €1.8M to implement the STEM Complex project. The University already has an Endowment Fund of about €1.8M, largely accumulated from savings from a previous European Union-funded project in the early 1990s. As of 2025, 15% of Strathmore University's students were on financial aid, supported by the Endowment Fund and scholarships from University partners.

Strathmore University's commitment to environmental sustainability is further reflected in the selection of the annual theme for both 2023 and 2024. As Vice-Chancellor, Dr Vincent Ogutu, explained, the theme, "Sustainability: Caring for People and Planet," was chosen to serve as a reminder of the University community's shared commitment to creating a better world for current and future generations". Appropriately, the STEM Project slogan is "From Vision to Action: Developing Ethical Technology Leaders for Africa's Sustainable Development."



Existing STEM Initiatives at Strathmore University

School of Computing and Engineering Sciences (SCES)

Strathmore's School of Computing and Engineering Sciences (SCES) is at the forefront of addressing Kenya's critical talent gap in ICT and engineering. SCES graduates are already working in key areas such as software development, cybersecurity, and data analytics. As global ICT multinational companies continue to establish service centres in Nairobi, the demand for skilled professionals has surged, making SCES a crucial player in shaping the future of Kenya's and Africa's digital economy.

Recognising the shortage of engineers in the country - where there is only one engineer for every 5,000 citizens - SCES launched its Electrical Engineering and Electronics degree in 2021. This programme not only addresses the national need but also fosters industry automation by integrating ICT with engineering. With approximately 3,000 students, 34% of whom are ladies, SCES is committed to driving innovation and empowering the next generation of technology leaders. The STEM Project will help SCES focus on emerging fields like artificial intelligence, machine learning, and robotics.



@iLabAfrica Innovation and Research Centre

@iLabAfrica at Strathmore University has been a key driver of innovation and technological advancement in STEM since its establishment in 2017. The Centre has developed and implemented impactful programmes across e-Health, Data Science, Cybersecurity, and the Internet of Things (IoT), delivering technology-driven solutions to real-world challenges. Notable initiatives include Kenya's COVID-19 tracking system and county revenue collection systems.

Through strategic collaborations with global ICT companies, @iLabAfrica has also created important funding and capacity-building opportunities for technology entrepreneurs, contributing to Kenya's growing digital economy and innovation ecosystem.

Through its business incubation arm, iBizAfrica, the Centre has nurtured more than 300 start-ups, supporting emerging entrepreneurs to develop and scale innovative technology solutions. Among its notable initiatives is the Women in Tech programme, which has awarded € 411,000 in seed funding to women-led technology businesses.



The recent launch of the Women in Cybersecurity mentoring programme further demonstrates @iLabAfrica's commitment to expanding opportunities for young women in STEM, strengthening their technical capabilities, professional networks, and pathways into the rapidly evolving technology sector.

Strathmore Institute of Mathematical Sciences (SIMS)

SIMS is at the forefront of education and research in applied mathematics and statistics. The institute offers both undergraduate and postgraduate courses, including Actuarial Science, Financial Economics, and Biostatistics. In the five years leading to 2025, SIMS has produced over 852 graduates, many of whom are working in leading actuarial firms in Kenya, the UK and the USA. SIMS collaborates with large multinational companies, providing its students with exposure to global opportunities and industry trends that prepare them to meet the demands of the modern workforce.

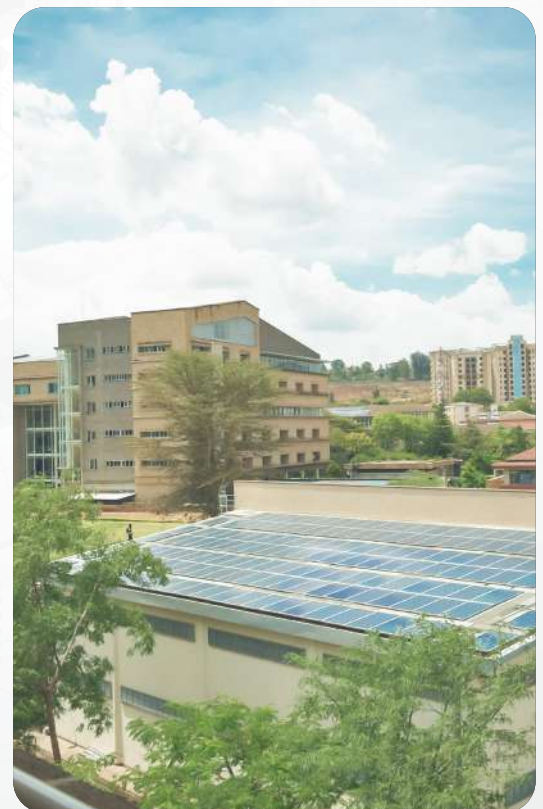
In response to industry demand, SIMS launched a highly successful Master of Science in Data Science and Analytics programme in partnership with @iLabAfrica, which has been pivotal in developing specialised talent in ICT. SIMS is also advancing mathematics education research, with initiatives aimed at improving the teaching of mathematics at both primary and secondary levels across Kenya. Additionally, SIMS researchers have made significant contributions to public health efforts, including helping Kenya's Ministry of Health predict the COVID-19 pandemic's progression.



Strathmore Energy Research Centre (SERC)

Strathmore University has been a pioneer in promoting sustainability and renewable energy. In 2014, the University commissioned a 0.6 Megawatt Solar PV rooftop project, which can meet the University's entire electrical power needs. In 2021, through the Strathmore Energy Research Centre (SERC), the University trained 1,700 technical staff in solar energy over the past five years, 40% of whom were ladies. SERC has also collaborated with Arizona State University to provide specialised solar photovoltaic training for women and worked with the County of Narok to develop a County Energy Plan, contributing to SDG goals on clean energy and climate action.

SERC's impact extends beyond training; the centre is also engaged in a UK-funded research project on green hydrogen, exploring innovative ways to generate electricity from steam. With initiatives like these, Strathmore University is at the forefront of driving green energy solutions and sustainability in Kenya, under the guidance of leaders like Prof. Izael Da Silva, the UNESCO Chair for Climate Change Resilience and Sustainability.



Community Service Centre (CSC)

For more than a decade, the office has built and refined a distinctive approach to community engagement: education that develops the whole person while strengthening the families, schools and communities around them. What began as a small intervention in Nairobi has evolved into a scalable model reaching communities across Kenya and increasingly across Africa.

From One Programmes to an Education Ecosystem

Msingi –meaning foundation in Kiswahili –captures this evolution. Over 12 years, the model has been tested, adapted and scaled across diverse contexts, from Nairobi’s informal settlements to rural and semi-arid communities.

The journey began with Macheo (2012), which worked with approximately 150 students annually in Nairobi’s underserved communities. Over the past decade, the program has mentored around 500 secondary school pupils, with participants consistently performing strongly in national examinations. Some have gone on to graduate from Strathmore University and subsequently return as members of staff demonstrating how education can create opportunity while generating a cycle of service and leadership.

In 2019, Project Tai took the model into rural Kenya, delivering 24,000 direct student engagements across four counties while working not only with learners, but also with teachers, parents and school leadership. Its holistic, values-driven approach addressed learning, character development, employability and the wider conditions that shape educational outcomes. In 2023, Tai received the Gold Prize at the Wharton School and QS Reimagine Education Awards, recognized as the best higher-education-led project in Africa.

The model continues to evolve through eMsingi, a digital ecosystem designed to make this proven approach accessible beyond individual programs and geographies. By combining digital delivery with human connection and solutions designed for low-connectivity environments, eMsingi is taking the model to scale and now reaches more than 1 million learners directly and indirectly across 10 African countries.

Taking Service Beyond Our Core Programmes

Strathmore University has also built a strong culture of service among students, staff and alumni. Through the Community Service Department (CSD) and its registered volunteer network of approximately 400–600 volunteers annually, more than 30 community centers are engaged through over 50 activities each year.

These engagements extend the University’s reach to more than 1,000 vulnerable children and community members annually, including teenage mothers, children undergoing rehabilitation, orphaned and abandoned children, older persons and prisoners.

The impact goes both ways. Communities receive support and opportunities, while Strathmore students and staff develop into ethical, empathetic and service-driven leaders reinforcing the University’s broader commitment to transforming society through education.

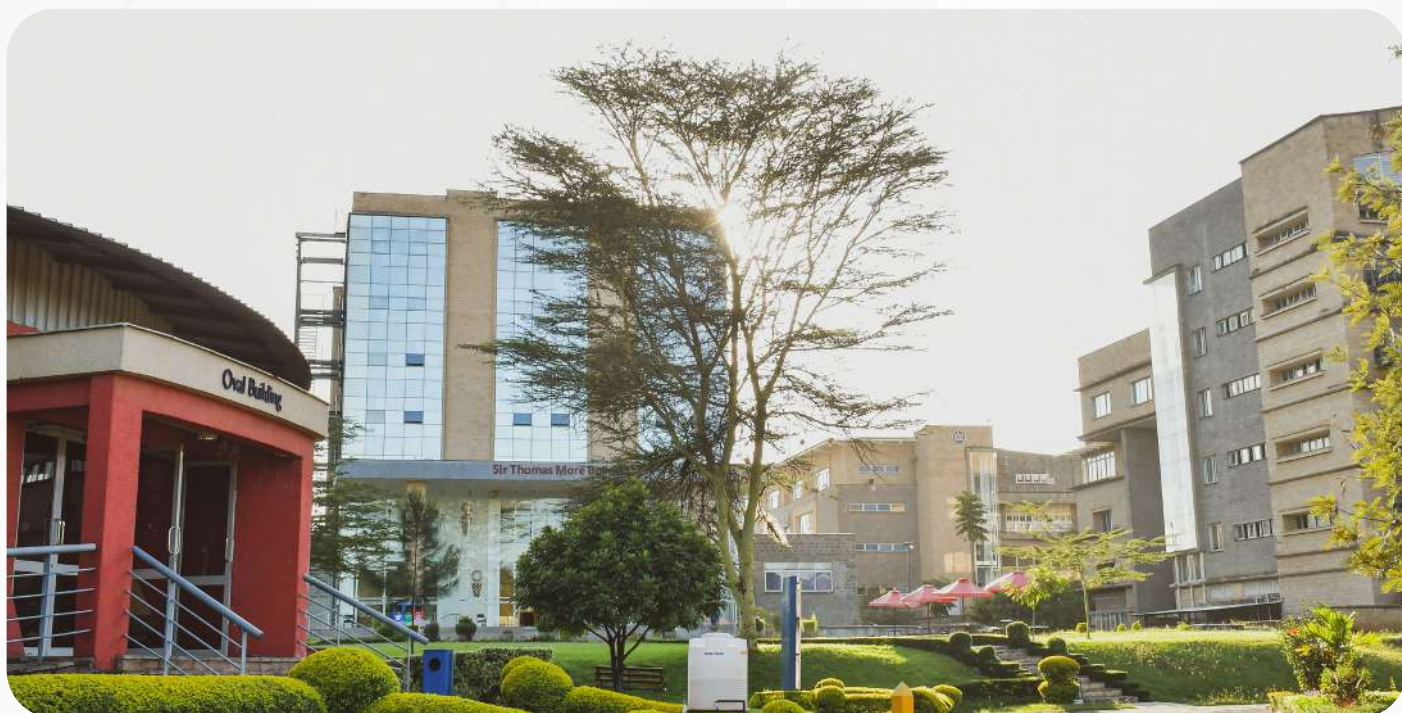


The Impact

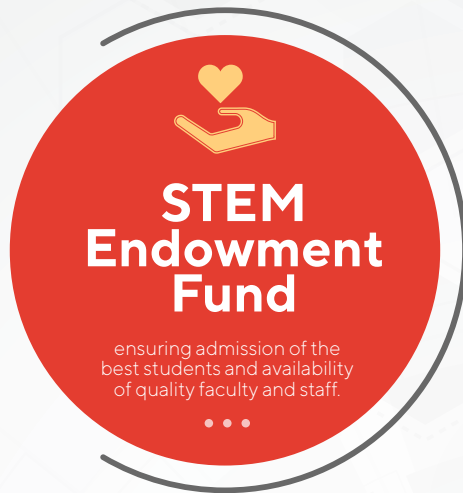
Across these initiatives, the office has built something larger than a collection of community projects: a living model of education and service that has grown from engaging hundreds of learners in Nairobi to reaching more than one million learners across Africa.

Its impact is reflected not only in numbers, but in learners who progress, teachers who are strengthened, schools that become more capable, communities that are engaged, volunteers who become leaders, and former beneficiaries who return to serve others.

The journey continues: from serving individuals, to strengthening institutions, to influencing systems – one life, one school and one community at a time.



THE STRATHMORE STEM PROJECT



The best-ranked universities have a “needs-blind” admission policy, ensuring that all qualified students are admitted to the University irrespective of their financial capability. Strathmore University wishes to implement a similar policy for STEM-related programmes.

The projected cost for the STEM Endowment Fund is € 10M. Partners who donate towards the STEM Endowment Fund will have the opportunity to name a scholarship in one of the STEM Academic Programmes or specialisation areas as may be agreed with the University.



Strathmore STEM Project Impact

Strathmore University aspires to be a leading, people-centred, entrepreneurial institution that positively impacts society through excellence in education, research, and innovation. The Kevin O’Byrne STEM Complex represents a bold step in advancing this vision, significantly scaling the University’s capacity to drive transformative impact across Africa. Working in partnership with like-minded stakeholders, Strathmore seeks to expand opportunity, strengthen innovation ecosystems, and develop ethical technology leaders equipped to address the continent’s most pressing challenges. The project designed to drive long term Systemic Change through:

- 1. Economic Transformation: Enable shift from resource-based to knowledge-based economies leading to Growth of high-value manufacturing and tech industries and Reduced dependency on imports.**
- 2. Labour Market Transformation: Bridge the Skills Gap by equipping students with the skills needed in the changing job market, leading to high skill, high wage while addressing industry needs.**
- 3. Research and Innovation in Technology: Localize solutions to African Challenges while Accelerating cutting-edge research and innovation in various STEM fields. Lead to Strong startup and innovation ecosystems and increased patents and commercialization of research**
- 4. Governance and Public Systems: Drive data driven policy making in Key sectors of the economy such as health and energy system while supporting infrastructure planning.**
- 5. Social Economic Impact: Promotes creation and nurturing of start-ups, in technology related areas including scaling up already existing initiatives like the Women in Tech, Women in Cybersecurity etc to drive the social economic development of Africa.**

Contact Details

Strathmore University wishes to partner with like-minded institutions and individuals to develop ethical technology change makers to catalyse the social-economic development of Africa. More details about the Strathmore STEM Project and partnership opportunities are available from the following office.

► The Development Director

Strathmore University Foundation

Phone: (254) 703 034290/457

Email: suf@strathmore.edu

► Banking Details

Cheques can be addressed to:

Account Name: STRATHMORE UNIV. FOUNDATION

Bank: CITI Bank | Branch: Upper Hill

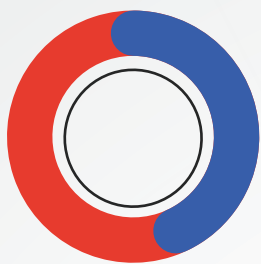
Swift Code: CITIKENXXX

EURO Account Number: 104386161





OUR STUDENT NUMBERS AT A GLANCE AS OF 2025



52% Male Students

48% Female Students

FINANCIAL AID IMPACT

INTERNAL AID

Kshs. 379.1M

999 Beneficiaries

EXTERNAL AID

Kshs. 46.4M

120 Beneficiaries



1335

International Students

53

Countries Represented

Student Category	Male	Female	Total
Diploma, Certificate & Professional	1,568	1,510	3,078
Undergraduate	4,111	3,554	7,665
Postgraduate	767	809	1,576
Total Students	6,446	5,873	12,319

School	Male	Female	Total
School of Computing and Engineering Sciences	2,203	1,100	3,303
Strathmore Business School	1,056	1,085	2,141
Strathmore Law School	261	468	729
Strathmore Institute of Mathematical Sciences	368	338	706
School of Humanities and Social Sciences	170	430	600
School of Tourism and Hospitality	53	133	186
Total	4,111	3,554	7,665

The School of Computing and Engineering Sciences is the largest undergraduate school at 3,303 students (43% of all undergraduates).

School	Male	Female	Total
SIMS	368	338	706
School of Computing and Engineering Sciences	137	82	219
School of Humanities and Social Sciences	38	35	73
Strathmore Law School	23	37	60
School of Tourism and Hospitality	1	13	14
Total	767	809	1,576

Strathmore Business School and the Strathmore Institute of Mathematical Sciences together account for the large majority of postgraduate students, driven mainly by MBA, MCOM and mathematical finance programmes.

FROM
VISION **N**
TO
ACTION

**DEVELOPING ETHICAL TECHNOLOGY LEADERS
FOR AFRICA'S SUSTAINABLE DEVELOPMENT**





Strathmore University
Foundation

foundation.strathmore.edu

3rd Floor, Student Centre, Strathmore University

Ole Sangale Road, off Langata Road, Madaraka Estate, Nairobi, Kenya