Stichting 4Kenia / 4Kenia Trust Registered Trustees
Year report 2025

Organisation: Stichting 4Kenia, (NL) / 4Kenia Trust Registered Trustees (Kenya)

College: Kenya School for Integrated Medicine (KSIM)

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Legal Form: Stichting 4Kenia, Dutch Foundation; 4Kenia Trust, Kenyan Trust

Stichting 4Kenia is a Dutch tax approved ANBI organisation and exempted from income tax. The 4Kenia Trust is also exempted from income tax.

KRA PIN 4Kenia Trust: P051324261X, Registration date: 24th March 2010

Websites: www.4kenyatrust.org, www.kenyaschoolforintegratedmedicine.org

Introduction

This Activity Report for 2025 outlines the main accomplishments and activities of Kenya School for Integrated Medicine (KSIM), managed under the 4Kenia Trust in Kenya and supported by Stichting 4Kenia in the Netherlands. The report reflects KSIM's continued work in quality education, labour market integration, inclusive education, community impact and organisational development.

2025 was a year of continued growth in student admissions, academic activity and graduate development. KSIM admitted 31 new students in January, 43 new students in May and 66 new students in September, bringing total new admissions during the year to 140. The school also celebrated its 16th graduation ceremony in August, with 71 students graduating.

The year included practical and external assessments, career talks, mentorship supervision, community and church outreach, an open day focused on careers in the health sector, staff capacity building and continued development of the Career Training Centre. The 4Kenya Education Fund (4KEF) also entered an important new phase, with the first 60 4KEF-supported students graduating in August 2025 and a second group of 60 students enrolled by January 2025.

Vision

To offer unique health education and support the development of healthcare in Kenya.

Mission

To empower a new generation of healthcare workers and support providing accessible, affordable, and effective healthcare for all Kenyans.

About the College: Kenya School for Integrated Medicine

Founded in 2007 by Marie Magré and her team, KSIM is located in Kwale County, South Coast Kenya. The college provides competency-based education and practical training for future health and social care workers and continues to serve students from Kwale County, the coastal region and other parts of Kenya.

Objectives

1. Train and graduate over 300 health and social workers annually.
2. Expand community health services to reach at least 1,000 beneficiaries annually by 2026.
3. Increase youth employment, providing career services to 70% of graduates.
4. Develop partnerships for improved internships and community impact.

Strategic Areas

KSIM focuses on:

1. **Quality Education**
2. **Labour Market Integration**
3. **Collaboration with National and International Partners**
4. **Inclusive Education**
5. **Efficient and Effective Services**



1. Quality Education

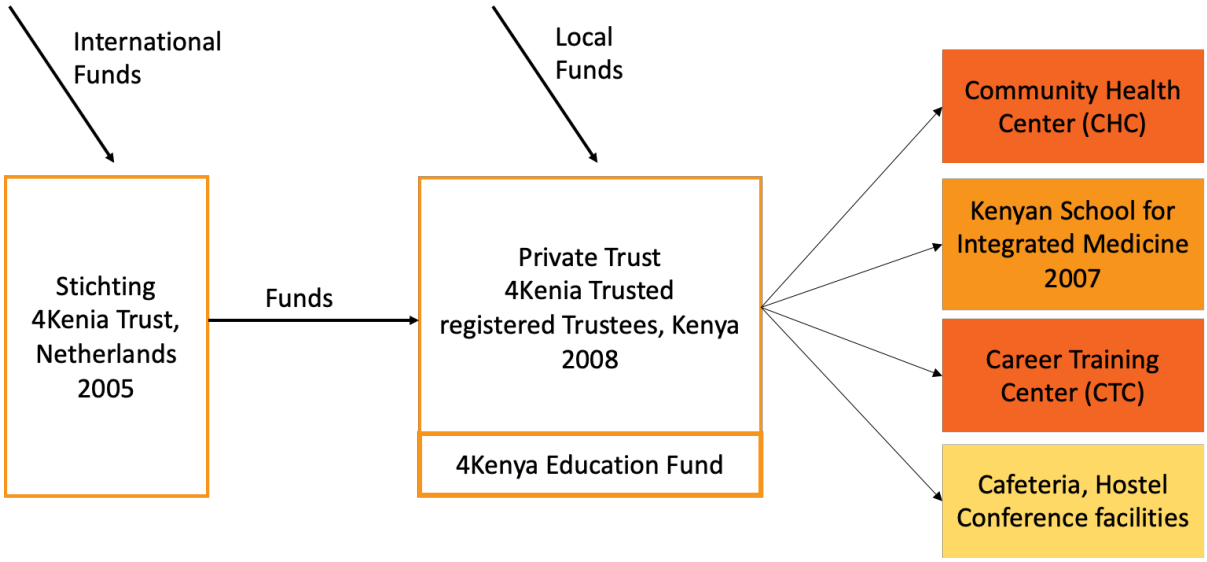
- **Program:** KSIM will provide innovative, quality, competency-based education, emphasising preventive health care, targeting 300–500 students annually.
- **Target Groups:** Secondary school leavers, health sector employees, and underprivileged youth.

- **Support:** Students will receive hands-on training, mentorship, and exposure to real-world challenges to enhance their employability.

2. Labour Market Integration
    - **Program:** KSIM will operate an employment office and provide entrepreneurship training to link graduates with the labour market (formal employment or self-employment).
    - **Target Groups:** Graduates and students aiming to join the workforce or start businesses.
    - **Support:** Career guidance, internship opportunities, and job placement services will ensure seamless integration into the health sector.
3. Collaboration with National and International Partners
    - **Program:** KSIM partners with the Ministry of Health, the Ministry of Education, NGO's and international colleges for curriculum development, exchange programs, and aligning training with healthcare needs.
    - **Target Groups:** Students and staff benefiting from collaborations for skills exchange and learning opportunities.
    - **Support:** These partnerships guarantee access to global resources, knowledge-sharing platforms, and funding opportunities.
4. Inclusive Education
    - **Program:** KSIM will use the 4Kenya Education Fund, a revolving fund, to support bright and needy students, especially those from vulnerable groups such as single mothers.
    - **Target Groups:** Bright, underprivileged youth, women, and marginalised groups.
    - **Support:** By reducing barriers to education, KSIM ensures equitable access to quality training and opportunities.
5. Efficient and Effective Services
    - **Program:** KSIM will enhance its infrastructure, IT systems, and administrative efficiency to provide high-quality services.
    - **Target Groups:** Students, staff, and stakeholders.
    - **Support:** Investments in new classrooms, high-speed internet, and advanced management systems will improve the overall learning environment.

Governance

4Kenya Structure



Governance Structure

Director: Marie Magré
Principal: Ann Soita

Departments and Functions:

- **Academics**: Oversee curriculum, assessment, ICT, and counselling services.
- **Career Training Centre**: Focus on personal development, CV training, job placement, and post-placement mentorship.
- **Finance & Administration**: Manage budgeting, human resources, and accounts.
- **Maintenance and Operations**: Ensure a conducive learning environment through housekeeping, gardening, and security.
- **Marketing & Outreach**: Promote programs, recruit students, and build community partnerships.

Board and Advisory Committee

Responsible for strategic oversight, compliance with ANBI requirements, and long-term vision alignment.

4Kenia Foundation Board members (Netherlands)

Chair: Marie Magré

Treasurer: Bahati Gattana

Secretary: Nelieke van Deinse

4Kenia Foundation in the Netherlands Advisory Board

Heleen Ririassa, Founder/Owner Henry & Clark

Marieke Rietbergen, Founder Design Innovation Group (DIG)

Richard Pitt, Educational Consultant

Kenya School for Integrated Medicine, Board of Directors

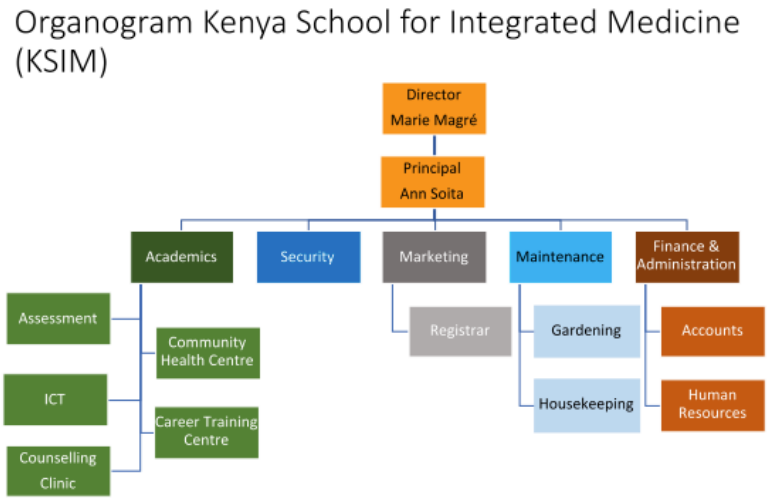
Bahati Gattana: Chair, High School Principal

Mike Mugomba: Secretary, Pharmacist and Lecturer

Richard Pitt, Educational Consultant, UK

Dr Athuman Chiguzo, KEMRI Kwale

Organogram



The organogram illustrates KSIM's structure, highlighting key departments and leadership roles.

Finance

The audited financial statements for the year ended 31 December 2025 show continued financial activity and a strong contribution from tuition and other internally generated income. Total incoming resources amounted to KSh 49.20 million, compared with KSh 50.50 million in 2024. Tuition income increased from KSh 28.68 million in 2024 to KSh 38.06 million in 2025, while grants, contracts and donations receivable decreased from KSh 21.06 million to KSh 9.20 million.

The Trust recorded a surplus of KSh 12.41 million for 2025, compared with KSh 12.15 million in 2024. Of the 2025 surplus, KSh 8.54 million related to restricted funds and KSh 3.87 million to unrestricted funds.

Tuition income comprised self-sponsored student tuition of KSh 22.64 million, education-fund-sponsored tuition of KSh 11.15 million and boarding income of KSh 4.27 million. Income-generating activities contributed KSh 1.95 million, including clinic income, rent and other income.

The 2025 financial statements also show total resources expended of KSh 36.79 million. Major expenditure areas included salaries and wages, staff and student welfare, research and study, motor vehicle running expenses, repairs and maintenance, telephone and internet, electricity and water and marketing and visibility.

Financial Sustainability

The financial results demonstrate the growing importance of school-generated income. Tuition and boarding income together generated KSh 38.06 million in 2025, while grants, contracts and donations receivable amounted to KSh 9.20 million. This supports the organisation’s objective of progressively reducing dependence on external donor funding while continuing to invest in education and student support.

The Trust maintained its annual external audit process. The independent auditor reported that the financial statements give a true and fair view of the financial position and performance of the Trust for the year ended 31 December 2025, in accordance with IFRS for SMEs and the Trust Deed.

Investment and Assets

During 2025, KSh 283,747 was added to property, plant and equipment. The net book value of property, plant and equipment at 31 December 2025 was KSh 40.00 million. The Trust continued to maintain its physical assets and operational infrastructure in support of KSIM’s educational activities.

Activities and Achievements 2025

The 2025 year was characterised by continued student recruitment, academic progression, practical training, graduate development and community engagement. KSIM operated three principal intakes and maintained a programme of assessments, career development and student support throughout the academic year.

Student Enrollment and Growth

KSIM admitted 140 new students during the three 2025 intakes, based on the school's intake records provided for this report: 31 in January, 43 in May and 66 in September.

Intake	Intake activity / analysis	Admitted new students	Breakdown / notes
January 2025	31	31	28 Community Health; 3 Social Work & Community Development
May 2025	48	43	Community Health: Diploma 4 (2 upgrading), Certificate 21 (including 3 Artisan-to-Certificate); Social Work & Community Development: Certificate 23
September 2025	66	66	35 Certificate; 21 Diploma; 10 Artisan
Total	145	140	140 admitted new students across the three intakes

May intake: the marketing analysis records 48 intake activities and 43 admitted new students. The reported course breakdown was Community Health: 4 Diploma students (2 upgrading) and 21 Certificate students (including 3 progressing from Artisan to Certificate); and Social Work and Community Development: 23 Certificate students. The report therefore distinguishes between intake activity/analysis and the final number admitted.

September intake: 35 Certificate students, 21 Diploma students and 10 Artisan students, for a total of 66 new students.

Academic Programs

KSIM continued its academic focus on Community Health and Social Work and Community Development, while the September/October intake also included the Artisan programme. The school's competency-based approach combines classroom learning with practical and experiential learning, supporting students in developing skills relevant to community and health-sector work.

Academic Calendar and Assessments

The 2025 academic calendar included TVET CDACC practical assessments in March and April, written assessments in March and April, end-of-unit assessments in April, external written assessments in July and August and internal assessments in August. CDACC registration was undertaken in September alongside the September intake and student orientation.

Graduation

On 8 August 2025, KSIM held its 16th graduation ceremony. A total of 71 students graduated. The ceremony brought together Kwale County leadership, local leaders, education stakeholders and representatives of AMREF Health Africa. The event highlighted the role of community-based health education in strengthening healthcare services, particularly in hard-to-reach areas.

Community Impact

KSIM's educational activities contribute to the broader development of healthcare and community services in Kwale County and beyond. The school combines formal education with practical learning, career preparation and community engagement.

- H**ealthcare workforce development**: Training students for roles in community health and social development, with practical exposure linked to real community needs.
- **Youth empowerment**: Providing young people with access to tertiary education and career pathways, including through the 4Kenya Education Fund.
- **Community engagement**: Continuing outreach activities, including church outreach and community-facing events, alongside the school's academic programmes.
- **Career awareness**: Organising an open day focused on careers in the health sector and regular internal and external career talks to expose students to employment and self-employment opportunities.

Community and Outreach Activities

The 2025 school calendar records church outreach in July and August, a public open day on 15 June focused on health-sector careers and continued engagement activities designed to connect students and the institution with the surrounding community.

The school's 2025 graduation event also highlighted the wider healthcare context in Kwale County. AMREF Health Africa emphasised its continued partnership in training, outreach and capacity building, including support for last-mile community health services.

Co-Curricular and Student Development

Student development continued beyond classroom teaching through career talks, mentorship supervision, sports and other student activities. The calendar included a teacher tournament in July and regular student-facing career and mentorship sessions.

Organisational Development

The organisation continued to strengthen internal coordination and academic administration. Regular Heads of Department meetings, staff meetings, assessment coordination, CDACC registration, student orientation and capacity-building activities were incorporated into the 2025 operational calendar.

The September programme included a dedicated capacity-building activity on 25 September, while staff and departmental meetings were held regularly during the year to support planning and implementation.

Marketing Professionalisation

Marketing and outreach remained important to student recruitment. The three 2025 intakes generated 140 new admissions. The marketing function supported intake campaigns, application follow-up, calling-centre activity and visibility around the school's programmes and events.

Capacity Building for Staff

KSIM continued to invest in staff development and coordination. The 2025 calendar included monthly Heads of Department meetings, staff meetings and a dedicated capacity-building activity in September. Career and academic teams also worked together around assessments, student orientation and graduate preparation.

4Kenya Education Fund (4KEF)

The 4Kenya Education Fund remained a central mechanism for inclusive access to education. It operates as a revolving education fund: students receive support for tuition and boarding and repayments after graduation are intended to replenish the fund for future beneficiaries.

The 2025 4KEF information reports that the first 60 students supported through the revolving fund graduated in August 2025. A second group of 60 students had been enrolled by January 2025, bringing the number of beneficiaries in the programme to 120 at that point.

The audited 2025 financial statements record KSh 8.94 million in 4Kenya Education Fund income, compared with KSh 9.75 million in 2024. The fund therefore remained a significant source of restricted education support while continuing its transition towards a sustainable revolving model.

The Career Training Centre (CTC)

The Career Training Centre continued to complement academic education with employability and professional development. Its work includes personal development, CV preparation, job placement, post-placement support and one-to-one coaching and mentorship.

In 2025, the school calendar records several internal and external career talks, mentorship supervision in July, further career sessions in August and career-oriented activities around the September intake. These activities supported students in connecting their training with employment and professional opportunities.

Graduate and Labour Market Preparation

The combination of competency-based training, practical assessments, career talks and mentorship reflects KSIM's continued emphasis on preparing graduates for the labour market. The 2025 graduation of 71 students marked an important transition point for graduates entering employment, self-employment and further professional development.

Infrastructure

The Trust continued to maintain and invest in the physical assets supporting KSIM. The audited accounts record KSh 283,747 in additions to property, plant and equipment during 2025. The closing net book value of property, plant and equipment was KSh 40.00 million.

Operational expenditure also included repairs and maintenance, electricity and water, telephone and internet, motor vehicle running costs, books and training materials and other supplies required to maintain the college's learning environment.

Digital and Administrative Development

The school continued to use digital and administrative systems to support admissions, student registration, assessment coordination and communication. The 2025 academic calendar reflects structured processes for CDACC registration, assessment scheduling, student orientation and departmental coordination.

Conclusion

The 2025 Activity Report reflects a year of continued growth and consolidation at Kenya School for Integrated Medicine. The school admitted 140 new students across three intakes and graduated 71 students in August, while maintaining a full programme of competency-based education, practical assessments, career development, mentorship and community engagement.

The 4Kenya Education Fund continued to strengthen access to education for students with financial need, with the first 60 beneficiaries graduating in 2025 and a second group of 60 students already enrolled. At the same time, the Career Training Centre continued to support students and graduates in preparing for the labour market through career talks, coaching, mentorship and job-placement activities.

Financially, the Trust recorded KSh 49.20 million in incoming resources. Tuition and boarding income increased substantially compared with 2024, supporting the organisation's longer-term objective of strengthening internally generated income and reducing dependence on external donor funding.

Overall, 2025 demonstrated continued progress towards the objectives of the 2023–2026 Strategic Plan, particularly in expanding educational access, strengthening competency-based learning, supporting graduate employability and developing KSIM as a sustainable institution serving the healthcare and social development needs of Kwale County and beyond.