



Dear Precious Girls,

I trust that you found the final mentoring event of the year inspirational, impactful and that it gave you renewed vigour as you commenced on the final school term for 2025. For the girls in Form 4 who are scheduled to sit the KCSE in November, I hope you got the motivation and additional drive for the final push for the KCSE. The theme of the weekend was **Self Belief**, the 'B' in our ABC theme.

Self-Belief – believing in your ability to do whatever you set your mind to. It's a prevailing, inner strength that enables you to power through setbacks and obstacles that get in your way.

Introduction

To introduce self-belief in a practical way, Muthoni brought Juliana Loshiro, a passionate teacher from northern Kenya, who is leading a vital effort to revive the endangered Yaakunte language and preserve the culture of the Yaaku people. She shared her story, who, having been born in a family of seven, lost both her parents when she was six years old. The siblings were separated with Juliana being raised by her grandfather who was over ninety years then (*he is now 114 years old*) and lived in a forest. The grandfather and members of the Yaaku community lived in a cave which is where Juliana ended up living. The grandfather decided to teach Juliana the Yaankute language which by then was spoken by only six people, and with the death of five of them, left the grandfather as the only one fluent in the language. The grandfather was very strict with her, and she received punishment when she could not recite the words she was supposed to remember. One of the punishments involved sleeping out in the cattle barn and once this happened, she determined to belief in self and work hard at learning the language.

Growing up, Juliana went through many challenges; school was quite a distance away; there was the danger of FGM and in escaping it, she ended up missing school after running away. She returned home and negotiated with the grandfather to allow her to go back to school which he did, and she did very well in the KCPE. Having by then mastered the Yaakunte language, she felt driven to teach the people their culture. She was not certain how she would go about this without resources, but she decided it would not hurt to speak to her grandfather about it, which led her to start her own school at the age of 15.

The grandfather donated a piece of land, and the community who were inspired by her passion helped her construct a school. The school has grown from an initial 200 members to 6000 and she realised she needed to train teachers to help as she was also going to secondary school. The school teaches language, culture, is a safe space for young people undergoing challenges and has a hospital that provides traditional medical care.

Juliana is also a bee whisperer (a skill she learnt from her grandfather) and trains the community on value addition to honey and candle making. She has also written modules and books on the skill. She tells her story through conservation and planting trees - by planting indigenous trees labelled with Yaakunte words, she is growing a "word forest," fostering a deeper connection between language, nature, and community. Her efforts offer hope for the revival of a language once thought to be lost, ensuring its legacy for generations to come. In 2010, UNESCO declared Yaakunte to be extinct but step by step, Juliana is giving the language and her culture a future.

Take Aways:

- ✚ Juliana did not look for anything outside but instead identified opportunities around her environment
- ✚ She believed in her abilities and did not allow circumstances to interfere with her dreams
- ✚ Until you believe in yourself, the world does not see you

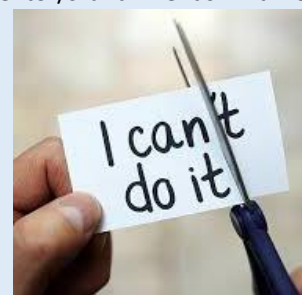
At the age of 15, what dreams did you have?

Group Session with Mentors

In your small group session, you continued with the discussion on self-belief with your mentor/s and friends in different schools. In your discussion, you focussed on:

- What impacts self-belief?
 - Past experiences
 - Self-perception
 - The support system you have
 - Expectations
 - Fear of failure
- How you can develop self-belief:
 - Look for friends who can boost your self-belief
 - Stop comparing self with others but understand and accept yourself
 - Learn how to recognise what triggers negative thoughts and how to reframe them positively and surround self with positive people

Believe in Yourself.



- Set realistic, attainable goals and celebrate small achievements
- Start a gratitude journal
- Foster a growth mindset and record progress towards achieving goals
- Get involved in activities outside class that you enjoy and are likely to thrive in

Public Speaking Session - *Peer Pressure in Secondary School*

The Public Speaking session was led by Florence and Ruth, both PS alumnae, who shared their high school experiences and how they managed to overcome negative peer pressure and take advantage of positive peer pressure.

What form does peer pressure take in school and how can you overcome it? In small groups, you discussed the most prominent type of peer pressure in your schools. Examples of the pressure pointed out included: wearing spectacles, belonging to certain groups, wearing braces, disliking subjects/teachers, joining social media, lesbianism, wearing makeup, among others.

What is peer pressure?

Peer pressure is the influence from friends or acquaintances that makes you act, think, or behave in a certain way.

Types of peer pressure

- ✚ Positive peer pressure: when friends encourage you to make good choices
- ✚ Negative peer pressure: when friends push you toward bad or harmful decisions

Why do people give in to peer pressure

- Fear of being left out or laughed at
- Desire to be accepted or be popular
- Low self-esteem or lack of confidence

Consequences of negative peer pressure

- ❖ Poor academic performance
- ❖ Health problems
- ❖ Regret and guilt after making poor choices

How to handle peer pressure

- ✓ Know your values
- ✓ Say no with confidence
- ✓ Choose the right friends
- ✓ Stand firm even if you are alone

SHOW ME
YOUR FRIENDS
AND I WILL
PREDICT
YOUR FUTURE.

Only
surround yourself
with people who
will lift you higher.
—Oprah Winfrey

*the greatest prison
people live in,
is the
fear of what other
people think.*

Get Inspired
not influenced


Award Giving

Our guest speaker for the award giving ceremony was our very own alumni, Judith. She spoke about **Realities of adjusting dreams**. She started by stating that **Success is not one straight path**. She then shared her journey as follows:

- ▶ Dream: Medicine 🩺 → Reality: Law ⚖️
- ▶ Didn't qualify for medicine, shifted to her strengths in humanities.
- ▶ Today: Advocate of the High Court of Kenya practicing as a Corporate Lawyer + Entrepreneur (*Jade Scent*).
- ▶ Lesson: Adjusting your dream doesn't mean failure; it means finding your lane.

There are **Different Paths** but **Same Success**

Global Examples:

- ✚ Oprah Winfrey → from poverty to global media queen.
- ✚ Steve Jobs → college dropout, built Apple.
- ✚ Rihanna → left school early, now billionaire through music & business.

Kenyan Examples:

- ✚ Churchill (Daniel Ndambuki) – not top academically, but Kenya's biggest comedy brand.
- ✚ Njugush (Timothy Kimani) – pursued acting/comedy instead of a "formal" career, now thriving entrepreneur.
- ✚ Chef Ali Mandhry – chose culinary path, now celebrity chef.

If Academics Don't Go As Planned...

- ✓ Be Open & Accepting: A grade is not the end of your life story.
- ✓ Explore Strengths: What do you do with ease & passion?
- ✓ Stay Resilient: Failure = feedback, not the end.
- ✓ Talk to Mentors: Guidance helps you re-direct positively.

Nurturing Talents & Skills

- Practice & Consistency: Talent grows with effort.
- Seek Opportunities: Clubs, competitions, internships.
- Learn & Upskill: Online courses, YouTube, workshops.
- Network: Surround yourself with people who build you.
- Start Small: Don't wait—start with what you have.

Careers Beyond the "Big Four"

Society often praises: Doctors, Engineers, Lawyers, Pilots... But there are other powerful paths:

IF YOU FAIL,
NEVER GIVE UP
BECAUSE
F.A.I.L. MEANS
FIRST ATTEMPT
IN LEARNING.

- Culinary Arts (chefs, bakers)
- Fashion & Design
- Digital Content Creation & Photography
- Sports & Athletics
- Business & Entrepreneurship
- Agriculture & Agri-tech
- Tech & Creative industries



Conclusion

- ✚ “Your grades do not define you. Your dreams can adjust, but they never die.”
- ✚ Success = Creativity + Resilience + Passion.
- ✚ Celebrate all forms of excellence; academic, artistic, athletic, entrepreneurial.
- ✚ “You are more than your report card. You are a story in progress.”

Thank you!! 🌸

The table below lists our awards and those who received them:

Awardees		
Award	Name	Class
Best Performer	Melisa Kaveke – Kilungu (Position 3 out of 340)	Form 2
	Felistus Mutheu – Starehe (Position 3 out of 201)	Form 2
	Emelda Laula – Starehe (Position 5 out of 182)	Form 3
	Shirlyhope Muhonja – Maryhill (Position 6 out of 665)	Form 4
Most Improved student	Julia Namukuru – Riruta. From position 46 to position 24 (jumped 22 positions)	Form 2
	Lyne Mnyazi – Maryhill. From position 32 to position 4 (jumped 28 positions)	Form 3
	Elizabeth Thiambe – Gatimu. From position 19 to position 3 (jumped 16 positions)	Form 4
Best in leadership skills	Vivian Wanjiru - Gatimu (Dining Hall prefect – Term 2 2025)	Form 2
	Sophia Mukai – Kilungu (Volleyball & handball captain since Term 2 2024)	Form 3
	Daniela Jekporir - Starehe (Basketball Team Captain - 2025)	Form 3
	Caroline Ndunge – Kilungu (School President - 2025)	Form 4
	Immaculate Katrina - Riruta (School President - 2025)	Form 4
Community Service award	Angel Nicole - Starehe (Volunteered at a local dispensary where she arranged files, took measurements of children which she really enjoyed and learnt how to work fast, patience and courage as they were serving many patients – some of whom were impatient.)	Form 2
	Euvert Gloria - Starehe (Volunteered for three weeks at a rehabilitation centre where she did work in the kitchen, mentoring younger boys, assisting in games, cleaning and farming. The centre has about three hundred boys. She learnt how to interact with different people although it was hard walking to the centre which took her about an hour.)	Form 2
	Tashia Brinah - Starehe (Volunteered for three weeks at a local health centre where she helped in cleaning and manning the reception. She learnt that patient handling is not easy, but she has always enjoyed offering first aid to her family members so being in a hospital setting was okay for her. She also helped children at church prepare for a Christmas play.)	Form 2
	Syndia Kendi - Starehe (Volunteered at a dispensary for 2 weeks, Monday – Saturday from 8am-2pm, doing filing, maintaining records, and washing the clinic)	Form 3
	Harmony Sharlom - Starehe (Founded and coached a netball team for one month)	Form 4

Sunday Skits

For the **Skits Assignment**, you were required in groups to select from one topic below and a 10-minute skit on it.

- The Overthinker's Dilemma
- The New Kid's Challenge
- The Stage Fright
- The Unseen Talent

Career Session - Computer Science & AI Engineering

Our focus career was *Computer Science and Artificial Intelligence (AI) Engineering*. Our guest speakers were *Grace Guyatu*, Head of IT Support at the Office of the Director of Public Prosecutions (oDPP), and *Nancy Maina*, a Civil Engineer who transitioned into AI Engineering through her university innovation journey. Both of them are PS alumni.

Grace shared that she always knew she wanted to pursue a science-related course at university. Her first choice was *nursing*, followed by other science-based options. Eventually, she was placed in *Computer Science at the Catholic University of Eastern Africa (CUEA)*—a path that, though unexpected, turned out to be the foundation of her rewarding career in IT. She introduced the wide field of *Information Technology (IT) and Computer Science*, explaining that both have multiple branches and highlighting

that careers in computer science go beyond programming alone—they include roles in IT support, software engineering, cybersecurity, data science, networking, systems administration, cloud computing, and AI.

The academic requirements: under KUCCPS, the *cluster subjects* for Computer Science are *Mathematics, one Science, one language, and one humanity*, with a *minimum grade of C+* to qualify for a university degree. For those who may not meet this requirement immediately, there are pathways through *certificate and diploma levels*, after which one can advance into degree programs.

Many universities offer computer science degrees, but often under different names—such as *Information Technology, Software Engineering, Information Systems, or Computer Technology*. This, she noted, is why it's important to look carefully at each programme's curriculum rather than just the title. *Software Engineering* focuses more on the design and development of software systems, while *IT* leans toward infrastructure, networking, and support. To answer the question on which science subject is most important, Grace advised that *Mathematics is the backbone of computer science*, while Physics and Chemistry can also be useful depending on the specialization one chooses.

Nancy Maina shared her inspiring journey, starting with her career as a *Civil Engineer* in areas such as *building, water, and transport* engineering. While at university, she joined the *Innovation and Robotics Clubs*, which sparked her interest in Artificial Intelligence. She gradually shifted her focus to *Machine Learning*, teaching herself through online resources while in 3rd to 4th year.

She explained the *applications of Machine Learning*, which include:

- ▶ *AI Large Language Models (LLMs)* used in tools like ChatGPT, Gemini, Co-pilot, etc.
- ▶ *Automation of company departments* such as HR, finance, and customer support, and
- ▶ *Data-driven solutions* in sectors like health, education, and agriculture.

She highlighted the changing work environment in technology—*hybrid and remote work*, the rise of *start-ups*, and the importance of *IT and Innovation Clubs* at university as stepping-stones to careers in emerging fields like AI.

During the Q&A session, you asked about how to build interest in technology while still in high school and were encouraged to actively join clubs such as:

- ✚ *STEM Impact Kenya*
- ✚ *Young Scientists Kenya*

These clubs give you exposure to innovation, competitions, and mentorship opportunities. Grace and Nancy emphasized that *developing an interest in science and technology early on is a great advantage*, as it builds curiosity, confidence, and skills that can later be refined at university or in professional training.

Both speakers emphasized that some courses are becoming *less relevant as AI reshapes industries*, and advised you to *explore AI early*, experiment with tools, and keep up with trends. Universities themselves are evolving their models to keep up with these changes as well, as certain fields become less required.

Key Takeaways:

- ✓ Computer Science is broad: explore both IT and Software Engineering.
- ✓ Mathematics is essential, supported by sciences like Physics.
- ✓ Start from certificate or diploma levels if needed—there is always a path upward.
- ✓ Explore AI and Machine Learning early—these skills are in demand globally.
- ✓ Join clubs, innovation hubs, and competitions for exposure and networks.
- ✓ Be adaptable: careers may pivot as technology evolves.

A special thank you to all our mentors and career speakers who gave up their time to come and impact the next generation, and to the administration and catering staff of Precious Blood Secondary School, Riruta for the hard work they put in to make the girls and mentors comfortable and well-fed. We appreciate all our Sponsors for believing in Precious Sisters and partnering with us to '*Give the Bright Girls a Chance to Shine*'

Reports compiled by: Kilungu – Theresia & Elizabeth; Riruta – Bilha; Starehe – Moreen, Barwako, Laura & Daniela; Maryhill – Stadia; Gatimu – Vivian

