



NARRATIVE REPORT FOR FEBRUARY 2026

INTRODUCTION

February 2026 was a month of hope and transformation across Kenya Keys. In every department, the impact of sponsorship was clear. Laptops placed in the hands of students who once had none, books carried to children in remote schools, girls empowered with dignity through menstrual health support, and mentorship sessions that gave learners courage to dream.

Each achievement reflects the generosity of sponsors, turning scarcity into opportunity and challenges into milestones. This report is a celebration of that belief, showing how your support continues to light the path for learners, families, and communities.

SPONSORSHIP DEPARTMENT

February 2026 was a strategically productive month for the Sponsorship Department, marked by significant progress in digital empowerment, student welfare monitoring, higher education transition support, and interview preparation. The successful implementation of the Laptop Distribution Initiative greatly improved digital access for college students within the Kenya Keys program.

Structured academic and health follow-ups were conducted and systematically documented through Airtable to strengthen student welfare monitoring and retention. The department also provided continued career guidance while actively supporting KMTC applications, institutional placement follow-ups, and deferment reconsideration processes. Additionally, extensive logistical and programmatic preparations were completed for the upcoming March visit of US interns.

The month also recorded notable achievements among continuing students and alumni, highlighting the long-term impact of the Kenya Keys sponsorship model in developing leadership, professional qualifications, and livelihood opportunities.

The report below outlines the various activities undertaken by the Sponsorship Department in February 2026.

1. Laptop Program

The Laptop Program was the month's most impactful milestone under Kenya Keys' Digital Empowerment Initiative. In February 2026, the organization received 100 donated laptops and 100 flash drives, a gift that opened doors for students from very poor backgrounds who have long struggled to access digital tools essential for higher education.

On 20th February, a distribution event at the Kenya Keys headquarters saw over 50 college students receive laptops, with additional devices collected later by parents and students who could not attend. Alongside distribution, digital literacy orientation equipped beneficiaries with skills in academic applications, research, and responsible online engagement. By month's end, 80 laptops had been placed directly into the hands of students.

The impact was immediate and deeply moving. Many of these young people come from homes where even basic resources are scarce, yet they now hold in their hands the very tools that connect them to knowledge, opportunity, and hope. Students expressed heartfelt gratitude to sponsors, sharing how the laptops gave them confidence, dignity, and the ability to dream bigger. For them, this support is not just about technology; it is a powerful reminder that someone believes in their potential.

Looking ahead, this journey of empowerment continues. With 60 more students expected to transition into colleges and universities later this year, the need for laptops remains urgent. For young people from poor backgrounds, these devices are not simply machines; they are bridges to opportunity, dignity, and a future once thought unreachable. Every laptop placed in a student's hands carries the love, sacrifice, and belief of our sponsors, rewriting stories of poverty into stories of possibility. Together, we can ensure that no student is left behind in the digital age and that every beneficiary of Kenya Keys has the chance to rise, lead, and inspire.



Every laptop is more than technology; it is a bridge to opportunity for these bright young minds



Every laptop is more than a gadget; it is a story of transformation, written by the generosity of sponsors.



Laptops in hand, gratitude in their hearts. Thank you, sponsors.

2. Student Follow-Up and Airtable Documentation

Continuous student follow-up remained a vital responsibility of the Sponsorship Department throughout February. Regular interactions ensured that both academic progress and health conditions were closely monitored, allowing timely support whenever challenges arose. Several students required medical attention during the month, including cases of anaemia, urinary tract infections, and stomach complications. Each situation was met with care, treatment support, and follow-up to ensure recovery and well-being.

In addition, high school students reporting during the half-term break, together with KMTC students returning for short holidays, shared academic updates. These included semester performance, examination outcomes, study challenges, and course adjustments. All mentorship notes, academic reports, and health records were carefully documented in Airtable, strengthening accountability and ensuring accurate communication tracking within the sponsorship program.

This ongoing follow-up demonstrates that sponsorship is more than financial assistance; it is a commitment to walk alongside each student, supporting their health, education, and personal growth. Sponsors make this possible, ensuring that every learner receives not only resources but also the care and encouragement needed to thrive.



Support that goes beyond sponsorship; staff providing guidance, care, and encouragement to unwell students.



3. Career Guidance, KMTC Applications, and Admission Follow-Ups

Career guidance services continued to expand during February, reaching both Kenya Keys-sponsored students and members of the wider community. Counseling support was extended to twenty-six non-sponsored students and more than 500 high school learners during a mentorship session at Mbele Secondary School, a powerful reflection of the trust the community places in Kenya Keys. These sessions helped students discover how their academic interests can grow into meaningful professional pathways, while also opening their eyes to post-secondary opportunities that once felt out of reach.

Following the opening of the KUCCPS portal for KMTC applications for the 2024 KCSE cohort, the Sponsorship Department actively walked alongside eligible students in submitting applications and monitoring institutional responses. One shining example was Lydia Mwendu Muteti (KK No. 26-63), who successfully applied for a Diploma in Clinical Medicine and Surgery. Her journey was safeguarded through continuous communication with Taveta and Voi KMTC campuses, ensuring her placement was secure and her dream remained alive.

The department also carried out admission deferment follow-ups for Fredrick Mwendwa (KK No. 26-61) and Rose Marura (KK No. 26-64). Both had initially deferred their September intake, but with sponsorship support now secured, Kenya Keys advocated tirelessly on their behalf, requesting reconsideration for earlier placement. These efforts demonstrate that sponsorship is not only about providing resources, but it is also about standing beside students, ensuring that temporary setbacks do not close the doors to lifelong opportunities.

Every counseling session, every application submitted, and every admission secured is a testament to the generosity of sponsors. Your support is not just guiding students toward careers; it is giving them the courage to believe in their future, the assurance that they are not alone, and the strength to step forward with hope.



Career guidance sessions inspire confidence, turning ambition into achievable goals

4. Preparation for US Interns (March Team)

Significant progress was made in preparing for the March visit of US interns, an important engagement that strengthens international partnerships and program visibility.

Multiple internal coordination meetings were conducted to align departmental roles and finalize program logistics. Preparations included development of a detailed itinerary, drafting and issuance of official invitation letters, organization of student interviews within Mombasa, preparation of the program budget, coordination of dinner engagements, and planning sponsor–student interaction sessions.

These preparations are designed to facilitate meaningful engagement between interns and students, encourage cultural exchange, and provide interns with deeper insight into the Kenya Keys mentorship and sponsorship model.

5. Special Updates: Student and Alumni Progress

The journeys of Kenya Keys alumni continue to inspire, showing how sponsorship blossoms into leadership, resilience, and innovation.

- (i) **Kassim Mangale** stepped into leadership as School Games Minister at Taita Taveta National Polytechnic, a role that reflects the confidence and responsibility nurtured through mentorship.



Sponsors' impact made visible, Kassim Mangale stepping forward with courage and leadership.



- (ii) **Nicholas Mwero Sombo** persevered through repeated challenges to finally pass the Nursing Council examination. Today, he serves patients in a private clinic, his success is a reminder that sponsors' belief fuels determination.
- (iii) **Agness Kwekwe Raja** reclaimed her dream by returning to complete her nutrition certificate after marriage, proving that education remains a lifelong pursuit when encouragement is present.
- (iv) **Mbarak Dzuni Muhendakazi (KK No. 17-17)** graduated with a Bachelor's degree in Criminology and Criminal Justice, then founded *Seyal Safaris* and *Open Hand Alliance*. His entrepreneurial spirit shows how alums are not only building futures but also giving back to their communities.



Mbarak Dzuni, creatively blending business and community service, a true reflection of sponsors' lasting impact.



- (v) **Sharon Ngonyo (KK No. 19-53)** turned her Bachelor of Education degree into a platform for influence, using TikTok to grow into a recognized voice. Her award as *Female Influencer of 2025* reflects how modern opportunities can be harnessed for positive impact.



Awarded Female Influencer 2025, Sharon shines with confidence nurtured by sponsorship.



(Vi) Lucy Mwikali Juma (KK No. 21-54) secured a BOM Junior Secondary teaching position in Lungalunga, choosing to serve and gain experience rather than wait idly. Her dedication reflects the spirit of service that sponsors inspire in graduates.



Lucy Mwikali, shaping futures in Lungalunga, proving that sponsorship grows teachers and leaders.



Together, these stories show that sponsorship is more than education; it is belief, encouragement, and opportunity. Sponsors are the unseen heroes behind every leadership role, every graduation, and every act of resilience. Each alumni success is a ripple of hope, proving that your generosity continues to transform lives and communities long after students leave the classroom.

Every achievement begins with a sponsor's belief. Thank you for making these stories possible.

LIBRARY DEPARTMENT

February 2026 was a month of growth, outreach, and strategic plan preparation for the future of the Kenya Keys Community Library. As we continue to nurture a culture of reading and lifelong learning, our activities reflect a deep commitment to expanding access to education, strengthening partnerships, and laying the foundation for the relocation and launch of the Community Education Center (CEC).

Through mobile library outreach, non-formal education engagement, documentation initiatives, and daily library services, we witnessed the transformative power of books and learning in the lives of children, youth, and adult learners. Each activity carried with it the promise of opportunity, a promise made possible by sponsors whose belief in education continues to light the path forward.

More detailed highlights of the activities carried out are indicated below.

1. **Mobile Library Outreach Session and Documentation**

One of the major highlights of February was the mobile library outreach conducted at Egu Primary School, where two dedicated facilitators engaged 58 enthusiastic Grade 4 learners.

The session featured interactive read-alouds of two inspiring storybooks, *I Want to Be a Doctor* by Laura Driscoll and *Diana's Hidden Talent* by Wood Snipe. These stories sparked meaningful conversations about dreams, talents, career aspirations, and self-discovery. Learners were encouraged to share what they aspire to become, creating a space filled with inspiration and confidence.

To make the session lively and participatory, learners played educational games such as **GUESS in 10**, which promoted critical thinking and teamwork, and the **ABCs Game**, which enhanced vocabulary and quick recall skills.

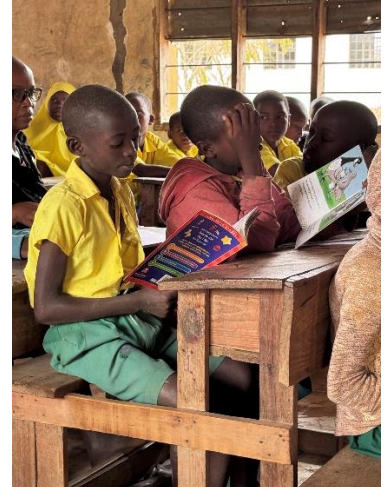
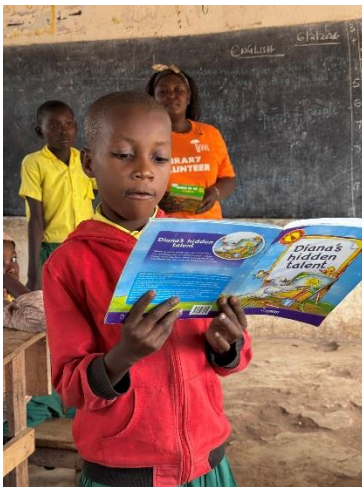
The outreach was joyful, highly interactive, and impactful. Learners asked questions, expressed themselves freely, and demonstrated great enthusiasm throughout. Beyond the immediate excitement, the activity strengthened our partnership with the school and reaffirmed the transformative power of books and education in shaping young minds.

Importantly, Egu Primary School is far from our community library, making the mobile library an essential lifeline for learners in such areas. Without it, many students, along with other partner schools in similar remote locations, would risk being left out of the opportunities that books and education provide. By bringing stories, games, and interactive learning directly to them, the mobile library ensures that distance does not become a barrier to dreams, confidence, and growth.

This success was made possible through the generosity of sponsors. Thank you for bringing books, stories, and hope to places where distance might otherwise deny opportunity. Your belief in education continues to light the path forward.



Books travel miles, dreams travel further, thanks to sponsors.



Sponsors bring books, and children discover dreams.

2. Preparation of Budget for Relocation and Launching of the Community Education Centre (CEC)

February also focused heavily on planning for the relocation and official launch of the Community Education Centre (CEC).

Key activities included:

- Drafting a detailed relocation budget
- Estimating transport and setup costs
- Planning for shelves, furniture arrangement, and learning spaces

This preparation ensures that the transition will be smooth, organized, and sustainable. The relocation represents growth and a renewed commitment to expanding educational access in the community.

We are especially excited that the relocation will take place in March, with the support of a team of interns from the U.S. The move into a larger space within the Kenya Keys headquarters compound will allow us to serve more learners in a vibrant, resource-rich environment.

This milestone is only possible because of the unwavering support of our sponsors. Your generosity is laying the foundation for this new chapter, ensuring that the Community Education Centre will become a hub of knowledge, inspiration, and opportunity.

Thank you for making this dream of a bigger, stronger library space possible; your support is the reason we can look forward with hope and confidence.



Awaiting March - when books, children, and dreams will move in.

3. Library Service Desk Operations

Throughout February, the library service desk remained active and welcoming, offering vital services to learners and community members.

Services offered included:

- Book lending and returns
- Registration of new members
- Assisting learners with book selection
- Guiding research
- Supporting readers with literacy improvement

The desk continued to serve as the heart of daily operations, ensuring that library users received consistent support and encouragement. Each interaction, whether helping a child choose their first storybook or guiding a student through research, reflected the library's mission of nurturing literacy and lifelong learning.

We are deeply grateful to our sponsors, whose support makes these daily services possible. Your generosity ensures that the library remains a welcoming space where knowledge is shared, confidence is built, and dreams are nurtured.

Thank you for keeping the doors of learning open every day.



Readers today,
leaders
tomorrow;
thanks to
sponsors.



4. Evening Reading Sessions and Game Playing

Evening reading sessions continued to provide a safe and productive environment for learners.

Activities included:

- Silent reading time
- Group storytelling
- Educational games such as jigsaw puzzles and the ABCs game
- Peer-to-peer reading support

These sessions not only improved literacy skills but also fostered friendship, boosted learners' confidence, enhanced teamwork, and created a warm, conducive environment at the library. The evenings became a time when children could gather, learn, and grow together, turning the library into a place of joy as well as knowledge.

We are deeply grateful to our sponsors, whose support makes these evenings possible. Because of you, learners have a safe space to read, play, and dream, a space where confidence is built, friendships are nurtured, and futures are shaped.



Friendship,
confidence, and
knowledge all
nurtured here



5. Supervision of NFE teachers photocopying mid-term exams

The library team supervised and oversaw non-formal education teachers as they photocopied mid-term examinations. This ensured:

- Proper organization of assessment materials
- Fair and timely exam preparation
- Accountability and transparency in exam handling

This support strengthened collaboration between the library and NFE program



Behind every
test is the gift
of
organization
and support.



TARU NON-FORMAL EDUCATION (NFE) CONFERENCE

A significant milestone this month was the non- formal education conference held at the Kenya keys headquarters office.

The conference was attended by: Kenya keys staff, current learners, last year’s candidates, nfe teachers, nfe chairperson and the head of centre in charge.

The gathering provided a platform for reflection, sharing experiences, celebrating achievement, and strengthening the program’s vision.



A gathering of minds, a celebration of opportunity



GENDER AND AFFIRMATIVE ACTION DEPARTMENT

Sustainable development begins when communities intentionally invest in the welfare, health, and education of their people. The Gender and Affirmative Action (GAA) Department continues to champion programs that uplift both girls and boys, young women and young men, ensuring that no learner is left behind due to gender, poverty, or social barriers.

During the month of February, the department implemented key interventions focusing on health education for adolescent girls, strengthening menstrual hygiene support systems, preparing for International Women’s Day (IWD), supervising digital literacy programs in service schools, and providing financial and medical support to students under the Vital Students Support and Usalama programs. These activities reflect the department’s holistic approach, addressing health, education, empowerment, and welfare in a coordinated and impactful manner. The following report provides a detailed account of the work carried out under the main thematic areas.

1. Health Talk

In February, the GAA team conducted a comprehensive health talk at Mwembeni Comprehensive School, reaching 82 girls from Grade 6 to Grade 9. The session focused on personal hygiene and menstrual health management, a critical need for adolescent girls at this stage of physical and emotional development.

The team facilitated an open and interactive discussion on proper body hygiene, bathing during menstruation, and maintaining daily cleanliness. Special emphasis was placed on the correct washing and drying of innerwear, highlighting the importance of drying garments under direct sunlight to prevent infections. The girls were taught how long to wear a sanitary pad, how often to change it, and the health risks of prolonged use.

Beyond physical hygiene, the session linked cleanliness to confidence and academic performance, encouraging the girls to see hygiene as part of self-respect and self-care. Myths and misconceptions surrounding menstruation were addressed, and the girls were given space to ask questions freely.

A practical demonstration on the use of washable sanitary pads followed. The team carefully showed how to position, fasten, remove, wash, dry, and store reusable pads. Two students later volunteered to repeat the demonstration for their peers, explaining each step with confidence, a clear sign of strong comprehension and engagement.

The impact was significant. Eighty-two girls from poor and humble backgrounds, many of whom cannot afford sanitary towels, received accurate, practical knowledge that will help them manage menstruation safely and confidently. This intervention promoted dignity, reduced stigma, and provided sustainable solutions that eased the financial burden on families. It is expected to reduce absenteeism, improve concentration, and enhance academic outcomes.

All of this was possible through the generous support of our sponsors. Your commitment has given these girls not only practical tools but also hope, dignity, and the confidence to pursue their education without interruption. We extend our deepest gratitude for standing with them and making this transformation possible.



GAA Department leading an interactive hygiene session, sponsors' generosity turning learning into empowerment.



A moment of joy and gratitude to our sponsors for transforming lives.



2. Washable Pads

To complement the health education sessions and ensure sustainability, the department assembled 50 complete washable sanitary kits during the month. The process involved careful sorting, quality checking, packaging, and updating stock records to guarantee accountability and readiness for distribution. Each kit contained all the essential components required for safe menstrual hygiene management.

Washable pads provide a sustainable and cost-effective solution for girls from low-income households who often struggle to afford disposable sanitary products every month. By assembling these kits, the department ensured that the knowledge shared during the health talk was reinforced with practical tools the girls could use confidently and consistently.

All of this was made possible through the generous donations of our sponsors. Your kindness has given dignity, relief, and hope to girls from humble backgrounds, allowing them to manage their menstruation safely, reduce absenteeism, and focus on their education without interruption. We extend our heartfelt gratitude for standing with them and making this transformation possible.



Team carefully assembling washable sanitary kits, every donated item is a gift of dignity and hope for young girls.



3. Planning for International Women's Day

A significant portion of February was dedicated to communication and logistical planning for the upcoming International Women's Day (IWD) celebrations scheduled for 8th March at the Kenya Keys Social Hall. The event aims to bring together students, women's groups, community leaders, and key stakeholders to discuss issues affecting women and girls.

The department engaged three secondary schools: Mgalani Senior School, Taru Girls Senior School, and Mackinnon Girls Senior School. Each school will send 15 students accompanied by a teacher. These students will participate in discussions and benefit from mentorship and empowerment sessions.

In addition, five local women groups (chamas) were contacted and invited to attend. These groups play a vital role in grassroots economic empowerment and community cohesion. Their presence will strengthen intergenerational dialogue and shared learning.

Three speakers were identified and engaged to facilitate discussions on key areas, including economic empowerment, women's responsibilities, cultural practices and cultism, health, and gender-based violence (GBV). Sport Connect was also invited to participate due to its active role in community welfare, economic empowerment, and GBV awareness.

Importantly, the March team of interns from the US will also be part of this activity. Their participation will enrich the celebration by bringing international perspectives, fostering global solidarity, and strengthening collaboration between local communities and international partners.

The impact of this activity will be the creation of a strong platform for empowerment, awareness, and collaboration. It strengthens partnerships between schools, community groups, and organizations while promoting gender equality and shared responsibility in addressing social challenges.

4. Vital Student Support (VSS) and Usalama

The department continued implementing the VSS (college-level support) and Usalama (high school-level support) programs, both of which benefit male and female students from vulnerable backgrounds.

The Usalama program was utilized this month in supporting high school students with transport fares to their homes for the half-term break, fare back to school after the break, basic school requirements, and emergency general welfare needs. This assistance ensured timely school attendance and reduced the risk of dropout due to financial hardship. Additionally, medical cases were handled under this program. Beatrice Munga (26-13), who suffered from a severe urinary tract infection, was referred to Alfarooq Hospital after initial school treatment proved ineffective. She is still undergoing treatment. Another student, Umazi Katerya (24-02), experienced chest complications and was referred for scans, receiving timely medical support under the same program. The intervention ensured continuity of learning and safeguarded student health.



Timely care, brighter future- Beatrice supporting a sick student.





Support that heals and sustains education- Clemence with unwell student at Samburu sub-county hospital.



During the same period, the Usalama Program also supported three highly vulnerable girls who had not secured sponsorship slots with Kenya Keys but were determined to continue their education by joining Grade 10 (Senior School). The girls repeatedly visited the office seeking assistance, as they had no other source of support to continue their studies. Two of the girls come from single-mother households. In one case, the mother remarried and left the girl under the care of her elderly grandmother. In the second case, the girl lost her father at a young age, and her mother now supports the family through hawking while also caring for a mentally disabled daughter.

The third girl comes from a Maasai family where harmful traditional practices of early marriage are still prevalent. As she was completing her final year of primary school, her father had already received dowry for her marriage. Immediately after finishing school, she was forced into marriage, but she ran away and reported the matter to her headteacher. She was later rescued by the Children’s Officer at Samburu and connected to the Kenya Keys organization.

Usalama facilitated fare and accommodation for the three girls during the Daraja interviews. As a result of this intervention, one of the girls was successfully selected for the program, demonstrating the life-changing impact of timely support for vulnerable students.



Courage met with compassion: Usalama support guiding girls to brighter futures





With courage and support, Tumaini steps into learning.



The VSS program, which supports college students, provides upkeep, accommodation, transport, and medical emergencies. This support allows students to focus on their studies without the stress of financial instability. During the month, medical support was extended to Beatrice Siti, who has been battling uterus complications, thyroid issues, and low blood levels. She continues to receive assistance. Zainab Mwagona, who suffered from a urinary infection accompanied by severe abdominal pain, was referred for medical scans and treated at Alfarooq Hospital. She is currently recovering.

The impact of both programs is profound. They prevent school and college dropouts. They provide life-saving medical intervention. They reduce economic pressure on families. Most importantly, they ensure that vulnerable boys and girls are given equal opportunities to pursue education and build better futures.



The team gladly handles Usalama and Vss cases

MENTORSHIP DEPARTMENT

The Kenya Keys service area community faces many social and economic challenges, and these realities continue to affect the academic journey of many students. Students face pressure at home, a lack of guidance, and limited resources, which place their education at risk. In response, the Mentorship Department remains committed to walking with these learners so they can stay resilient, remain in school, and grow into responsible and resourceful individuals. The department provides structured guidance, personal follow-up, and practical support designed to shape both character and academic focus. One of the key programs under this department is the Hope Springs Program, which played an active role in February through mentorship sessions, distribution of the Hope Springs Kit, home visits, a high school mentorship in Mbele, and participation in other organizational activities. Through these efforts, students felt supported, encouraged, and better equipped to face their challenges with confidence and renewed determination.

1. Hope Springs Mentorship

For students from vulnerable backgrounds, the journey through school is rarely easy. Many face challenges that weaken their focus and confidence. In such moments, support and guidance become essential. When students are given hope, they are more likely to remain focused on their education and continue pursuing their dreams.

In February, mentors began structured mentorship sessions under the Hope Springs Program. These sessions followed the mentorship guidebook used by the department. The focus for the month was on Life Skills, with Communication as the main subtopic. Through this topic, students were guided on how to express themselves clearly, share their experiences, and communicate their ideas with confidence. These skills are important not only in school but also in their future careers and relationships. By learning how to speak, listen, and share their stories, students begin to see their voices as valuable.

While mentorship builds the inner strength of the students, practical support is also necessary to help them remain in school.



Ongoing Hope Spring mentorship. Left Nyari Primary and Right Egu Primary school.



2. Hope Springs Kit

In many cases, vulnerability becomes a direct barrier to education. Some students stay at home because they lack uniforms, books, or other essential learning items. When these basic needs are not met, many children slowly lose the chance to continue their education.

In February, mentors responded to these challenges by supporting 14 students through the Hope Springs Kit. This assistance addressed critical needs and helped students remain in school.

One moving case involved Mangale and Fingo. The two children, both almost ten years old, had never had the opportunity to step into a classroom. They come from a family of eleven children and live with their mother alone. Through the Hope Springs Kit, they received school uniforms and basic learning materials. For the first time in their lives, they were able to walk into a classroom and begin their education.

This support has restored hope for many children. Students whose dreams were slowly fading have begun to see a new path forward. Parents have also expressed deep gratitude for this assistance. Many shared that the support arrives at the very moment when they feel they are about to give up on their children's education.

Beyond providing materials, the mentorship team also continues to understand the deeper realities of the students through direct engagement with their families.



Image 1: Winnie addressing a case of Mlongo Rashid who has Leukemia.

Image 2: Raphael Rurumo got assistance with school levies and incentives.

Image 3: Fingo Mwamumbo joining school for the first time through the kit.

Image 4: Raphael with his sibling and mother. Her mother was diagnosed with stage 1 Cancer.

3. Home Visits

To better understand the challenges faced by the students in the Hope Springs Program and beyond, mentors often visit their homes. These visits allow the team to see the students' natural environment and gain a deeper understanding of the situations affecting their education.

In February, mentors conducted three home visits.

One visit was to the home of **Rumba Nyamawi**, a student who had stayed home due to unpaid school levies. His mother is sick, and his father has stopped working to care for her. During the visit, the mentorship team assisted with the school and incentives, enabling the student to return to school. This intervention underscores the vital role of mentorship in bridging the gap between poverty and education. By addressing the immediate financial and domestic barriers facing Rumba's family, the team didn't just return a student to a classroom; they restored his hope for the future and ensured that his education wouldn't become a casualty of family misfortune.



Image 1&2 Winnie and Mariam during their first visit to Raphael's Mother.



Image 3&4 James accompanied by a Teacher from Taru Primary during a second visit.



Another visit took place to the **Mbovu's** family, where three children had been out of school for some time. A concerned neighbour reported their case. Their mother is deaf and faces many challenges in providing for them. Through the home visit, the children received the Hope Springs Kit and other basic support to help them return to school. This case highlights the critical importance of community vigilance and inclusive support. By stepping in where a mother's disability and financial hardship had created an educational void, the team ensured that these children were not silenced by their circumstances, proving that with the right 'kit' of resources and compassion, every child can be brought back into the fold of learning.



Winnie and Beatrice during a visit to Mbovu's Family getting to understand the situation and issuing incentives incentives.



Mentors also visited the home of **Samuel Mnyika John**, a Kenya Keys-sponsored student who is an orphan. The visit helped assess the condition of the house he lives in, which was almost collapsing. This visit underscores that a student's ability to learn is inseparable from their need for a safe, stable home.



Left: Beatrice issuing incentives to Samuel John and his siblings. Right: the current situation of their house.



These visits continue to reveal the real struggles behind many students' lives. At the same time, they allow the organization to respond with timely support that keeps learners connected to their education. As the mentorship work expands, schools themselves have also begun to recognize the value of these sessions and request similar support for their students.

4. Mentorship Requested in School

In February, the Mentorship Department was invited to conduct a mentorship session at **Mbele Secondary School**. During this session, mentors engaged students in discussions that focused on discipline, life choices, and the importance of staying committed to their education. The session encouraged students to reflect on their goals and understand the role education plays in shaping their future.

Mentoring students directly within the school environment creates a powerful impact. It strengthens students' motivation, improves their confidence, and reminds them that they are capable of achieving their dreams despite the challenges they face.

This work continues to affirm the department's commitment to ensuring that every student has the opportunity to pursue and achieve their dreams through the guidance and support of mentorship.



Photos of an Ongoing mentorship situation in Mbele Secondary school. Photos show James and Winnie actively participating in the session.



5. One-on-One Mentorship Sessions

Sometimes students need personal guidance beyond group sessions. They need a safe space where they can speak openly about their struggles and receive direct support.

In February, mentors conducted several one-on-one mentorship sessions with students. These sessions allowed mentors to address personal challenges affecting the students' lives, including academic concerns, family pressures, and emotional struggles.

Through these conversations, students received encouragement, guidance, and practical support that helped them regain focus on their studies. Many left these sessions feeling heard, valued, and strengthened to continue their education.

While mentorship addresses emotional and personal challenges, the organization is also working to ensure that students are not left behind in the digital age.



Left: Beatrice attending to Kombo Bora during a mid-term break.
Right: James guiding on the necessary documents required in school.



Conclusion

February 2026 was a month of transformation across Kenya Keys, where every department worked with dedication to uplift learners and strengthen communities. Laptops opened doors to higher education, books inspired children in remote schools, health support restored dignity, and mentorship gave courage to dream. Each achievement reflects the power of sponsorship, a gift that nurtures confidence, opportunity, and hope.

To our sponsors, we extend our deepest gratitude. Your generosity not only provides resources but also shapes futures, restores dignity, and gives young people the courage to believe in themselves. Kenya Keys provides the bridge, but it is your kindness that lights the way forward.

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