Kennesha Michelle



# MISSION TO KENYA 2026

## KANGEMI DIGITAL LITERACY TRAINING

# IMPACT REPORT

**Strengthening Teacher Capacity at**
**Grace Harvest Academy & Junior School**
**Kangemi, Nairobi, Kenya | June 2026**

*Equipping Teachers. Inspiring Learners.*

# IMPACT SNAPSHOT

**25**
**Teachers**
Connected to the 2026 digital literacy training

**19**
**Teachers**
Completed the post-training survey

**260**
**Students**
Approximately Grades 4–9 experienced typing skills in the computer lab at least once

**126**
**Students**
Approximately Students in Grades 7–9 experienced an introductory micro:bits demonstration.

**The June 2026 work at Grace Harvest Academy & Junior School strengthened teacher readiness for digital literacy instruction while giving students introductory opportunities to practice keyboarding and explore technology in the computer lab.**

### 19 TEACHERS COMPLETED THE EVALUATION

Nineteen teachers completed the post-training survey. Six teachers were absent when the survey was administered, producing a 76% response rate.

### 3.37 → 4.68 / 5

Teachers' self-reported readiness to teach typing increased by 1.32 points on a five-point scale. Before the training, 9 of 19 responding teachers rated their readiness at 4 or 5. After the training, 18 of 19 rated themselves at that level.

### 4.74 / 5

Teachers rated training clarity, demonstration helpfulness, and overall usefulness at an average of 4.74 out of 5.

## STUDENTS

### APPROXIMATELY 260 STUDENTS

Students in Grades 4–9 experienced introductory typing skills in the computer lab at least once during the 2026 visit. This figure represents exposure, not mastery or sustained keyboarding instruction.

### APPROXIMATELY 126 STUDENTS

Students in Grades 7–9 experienced an introductory micro:bits demonstration. This was an initial demonstration rather than an extended coding program.

**Grace Harvest Academy & Junior School had 510 students enrolled in June 2026. This number provides school context and should not be interpreted as the number of students directly reached through the training or computer lab activities.**

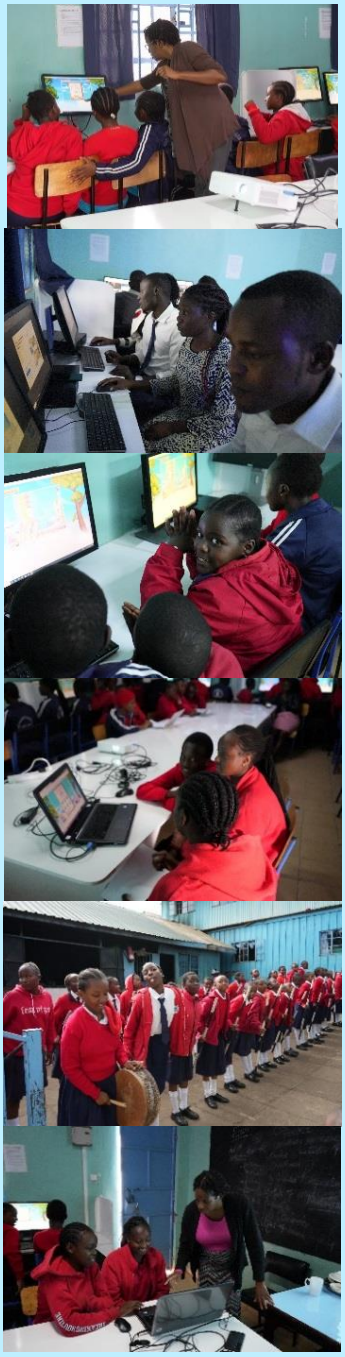
# MISSION TO KANGEMI

In June 2026, I worked with Grace Harvest Academy & Junior School in Kangemi to support digital literacy and classroom technology integration. My connection to the school grew through relationships with people involved in Sixth Mount Zion Baptist Temple (SMZBT) EdYOUCarers and its longstanding mission work with Pastor Jerome Barber, Bishop Philemon, Harvest Fellowship Centre, and Grace Harvest Academy. Earlier support included computers brought from the United States and basic keyboarding instruction. Following the January 2025 mission, some SMZBT EdYOUCarers participants shared with me the need for additional computer training, helping open the opportunity for my 2026 work. The Newport News-Hampton Area Missionary Council, which adopted Grace Harvest Academy in 2025, also provided designated support for the Kangemi portion of the mission.



This educational mission did not begin just for the sake of teaching technology to teachers. I wanted them to feel more prepared to guide students in using computers and to understand how digital tools could strengthen classroom learning.

Grace Harvest served learners across multiple grade levels, so investing in teachers created an opportunity to build capacity beyond a single classroom visit. Teachers could take what they learned, adapt it to their students, and continue developing their practice after I left.



**“When teachers are strengthened, students benefit beyond one lesson or one day in the computer lab.”**

**– Kennesha**

Four objectives guided this part of the mission: Train the Trainers, Develop Student Digital Literacy, Build Sustainable Capacity in Education, and Integrate Technology into Learning. These objectives later became foundational goals of the Teaching Technology and Digital Literacy In Kenya initiative.

The work began with teacher learning, but it quickly expanded into something larger. As a result, classroom conversations shaped a keyboarding framework, educators explored digital resources together, and the professional development became the starting point for resources that could continue beyond the original training sessions.

# STRENGTHENING TEACHERS FIRST

Building Practical Confidence for Classroom Technology Integration



The 2026 professional development focused on foundational digital literacy skills teachers could understand, practice, and adapt for their own students. Keyboarding provided one of the clearest starting points. Teachers practiced home row, upper row, finger placement, typing accuracy, and typing speed. I also introduced Typetastic as a structured platform teachers could use to support keyboarding practice over time. The training also addressed safe and responsible computer use. Teachers considered student supervision, classroom routines, responsible device use, and expectations for learners working with computers.

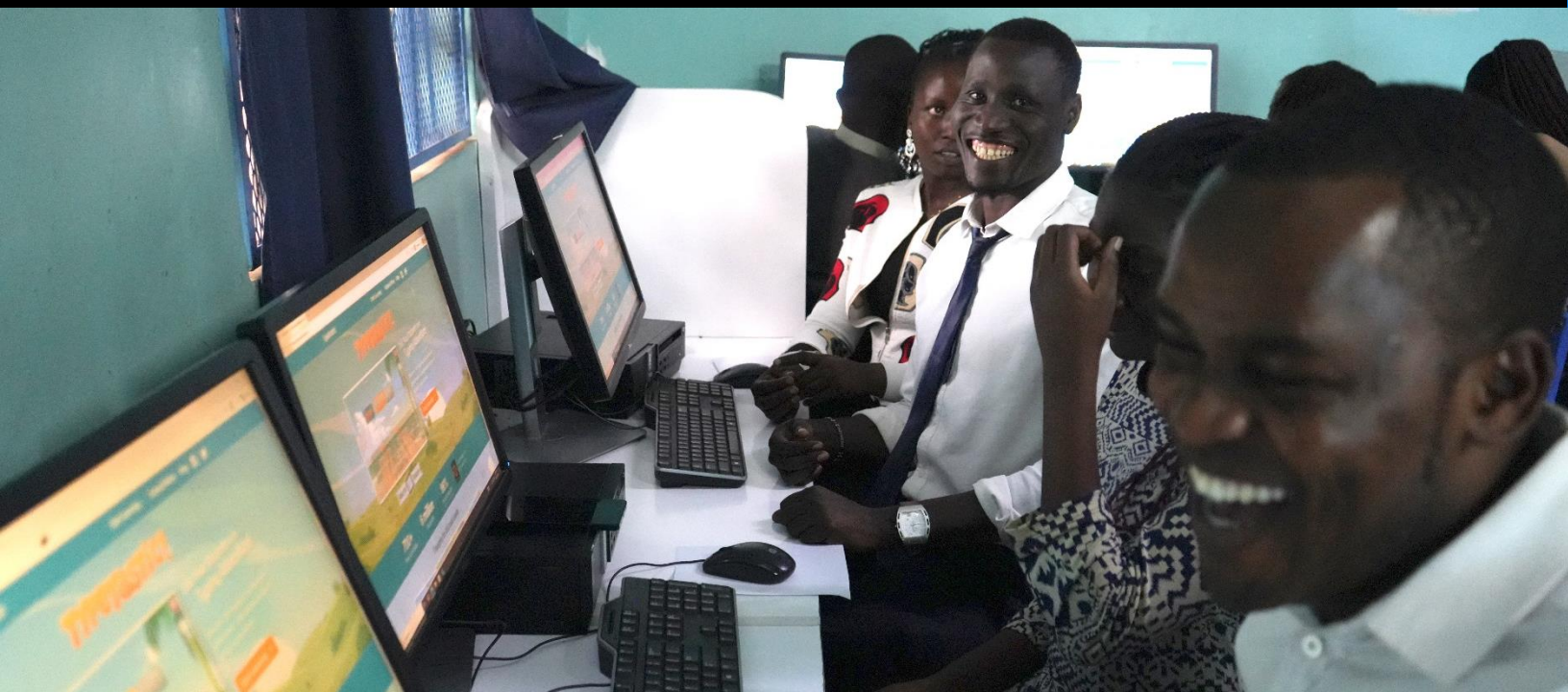
Digital literacy then moved beyond typing. Teachers explored how learning games, videos, and other digital activities could support classroom subjects. They considered how activities could be adapted for different grade levels rather than treating technology as a separate subject disconnected from regular instruction.

The post-training evaluation showed measurable early growth. Teachers reported stronger readiness to teach typing, while ratings for training clarity, demonstration, and usefulness remained consistently high.

## “The training was engaging, vibrant, and insightful.”

### – Participating Teacher

Teacher feedback showed that the digital literacy training was both practical and transferable. Across the open-ended responses, teachers repeatedly identified typing, PBS games, digital activities, and computer-based learning as memorable parts of the training. Many teachers also requested continued training, more practice time, additional devices, and deeper support in integrating digital tools across subject areas such as Science, Math, Kiswahili, and CBC-aligned learning. These responses show that teachers did not view the training as a one-time activity, but as a starting point for continued classroom implementation and professional growth.



# FROM OBSERVATION TO FRAMEWORK

Creating a Grade-Level Pathway for Keyboarding




As teachers worked through keyboarding instruction, the need for a clearer progression across grade levels became important. Students at different ages required different starting points, and teachers needed enough flexibility to respond to what their learners already knew.

The Keyboarding Mastery Progression Framework, or KMPF, grew through collaboration with Grace Harvest educators. Through practical implementation, the teachers contributed insight about student readiness and identified the instructional levels they believed would best support their respective classrooms during the program's initial implementation.

I developed the KMPF as a vertically aligned curriculum from Preschool through Grade 9. The progression begins with keyboard readiness for Playgroup, PP1, and PP2 before moving through home row, upper row, additional finger movements, lower row, and increasingly complex keyboard use across later grades.

**"Typing, home row, and upper row were the best parts of the training."**

**– Participating Teacher**



The framework emphasizes mastery before progression. Students need time to establish correct posture and finger placement before advancing. Accuracy comes before speed, while continued practice helps build keyboard memory and confidence.

The first year requires a transition approach because older students have not received the keyboarding skills assigned to earlier grades. Teachers could therefore provide prerequisite instruction before moving students into the focus for their current grade.

The framework does not replace teacher judgment. It gives teachers a shared progression while allowing them to make instructional decisions based on student readiness and classroom needs.

Grace Harvest's educators became contributors to the framework rather than simply recipients of a finished resource. Their classroom knowledge helped shape this instructional structure that can continue developing after the mission.

# DIGITAL LEARNING IN PRACTICE

Connecting Computer Skills With Classroom Learning



The 2026 work gave teachers and students different kinds of digital learning experiences. Keeping those experiences separate helps describe the impact accurately.

- Students in Grades 4–9 received introductory exposure to typing in the computer lab.

- Approximately 260 students practiced typing skills at least once. The sessions gave students an opportunity to work with keyboards, but they did not represent sustained practice or measured mastery.



- Approximately 126 students in Grades 7–9 also experienced a micro:bits demonstration. The activity introduced students to another form of digital and STEM learning without becoming an extended coding course.

**"I will incorporate the knowledge gained in content delivery."**
**– Participating Teacher**



Teacher learning followed a broader pathway. Educators explored Typetastic along with digital games, videos, and subject-based resources that could connect technology with classroom instruction.

Teachers also explored PBS Kids science activities during our professional development sessions. Their work helped shape the first Digital Science Classroom Companion and encouraged educators to think about how digital activities could complement the curriculum they already taught.

For Grades 7–9, educators independently explored the PhET Interactive Simulations platform, selected simulations they believed could support science and mathematics learning, and presented their discoveries to colleagues.

The 2026 evidence confirms teacher exploration of these resources. It does not yet confirm how extensively students used PBS or PhET activities for classroom instruction after the visit. Future follow-up will assess which resources teachers actually implemented. The larger goal was to help teachers see computers as tools for learning rather than devices used only for isolated technology practice.

# BUILDING A SUSTAINABLE COMPUTER LAB

Strengthening the Systems Around Digital Learning

Teacher readiness formed one part of sustainable digital literacy. The computer lab needs systems that make technology safer and easier for teachers and students to use consistently. Hands-on work in the lab revealed several practical needs. The school could benefit from more consistent teacher and student access by policies instead of managing separate local accounts on individual computers. A clearer access structure could reduce unnecessary complexity as more teachers begin using the lab. For power protection, an uninterruptible power supply support system could help protect computers and key equipment during power outages or fluctuations.





**“Digital literacy cannot grow well without safe, reliable, and manageable systems.”**
**- Kennesha**

Internet safety requires similar attention. Affordable filtering or centrally managed security could help block malware, spyware, explicit content, and unsafe websites while giving teachers greater confidence when students work online.



I identified a teacher who could help support greater consistency in the computer lab in supporting computer maintenance measures. Future planning will need to clarify the boundaries of that role so responsibility for the lab does not fall too heavily on one individual.

These observations came from practical use of the lab rather than a formal technical assessment. Any future changes involving network access, security, power protection, or IT policy would receive appropriate technical review before implementation. In summary, digital literacy could grow more sustainably when teacher development and reliable technology systems support one another.

# FROM TRAINING TO LASTING RESOURCES

Turning Collaborative Learning Into Tools Educators Could Continue Using

The professional development at Grace Harvest produced more than individual training sessions. The work became the foundation for Teaching Technology and Digital Literacy In Kenya, or TTDLK, and a growing collection of professional resources for educators, created by me.

As a result of the training, Grace Harvest Academy & Junior School became the Founding Development Partner-School for the TTDLK Digital Classroom Companion Series. The educators who participated in the 2026 professional development became the Founding Educator Cohort.



**"The training increase my confidence in using technology."**
**– Participating Teacher**

The first resource, Digital Science Classroom Companion: Volume 1 – PBS Kids Games, documented digital learning activities that educators explored, researched, evaluated, and presented during the professional development program. The resource supports thoughtful classroom integration while preserving teacher professional judgment.

The second resource, Digital Science Classroom Companion: Volume 2 – PhET Interactive Simulations, grew from teacher exploration of science and mathematics simulations for Grades 7–9. Educators selected simulations they believed could support their learners and shared their instructional thinking with colleagues.

The Keyboarding Mastery Progression Framework became another lasting resource created through the collaboration. It provides a long-term progression for keyboarding from Preschool through Grade 9 while acknowledging the instructional decisions teachers make for their students.



These resources extends the work beyond the time I physically spent in Kangemi. What began as professional development has become a collaborative resource-development model built around a simple principle: meaningful educational innovation begins with teachers who participate in shaping the work.

# CONTINUING THE WORK

Moving From Initial Training Toward Implementation

The 2026 training created a foundation, but the next stage requires evidence of what happened after I left.



When I return in 2027, my Kangemi work will likely fit within a focused two- to three-week support period. The limited timeframe makes follow-up more important than introducing a large number of new initiatives.

The first priority will be to learn what teachers implemented after the original training. Follow-up can examine which grades practiced keyboarding, whether teachers used Typetastic, which digital activities entered classroom instruction, and where educators encountered challenges.



**“We need more time for training as well as interaction.”**
**– Participating Teacher**

The school can also review how far each grade progressed within the Keyboarding Mastery Progression Framework. The purpose will not be to test whether teachers memorized the framework. The goal will be to understand which skills students actually practiced and what instruction they need next. PBS and PhET resources will require similar follow-up and execution to assessing instructional educational technology strategies. Future assessment will distinguish between resources introduced during the 2026 professional development and activities teachers later chose to use with students.

The 2027 visit can help Grace Harvest clarify access procedures, identify realistic infrastructure needs, and determine what support will help teachers use the lab more consistently. Before the visit ends, I want the school to have a practical continuation plan that reflects its own priorities. The next phase should focus on implementation and follow-up rather than expansion for its own sake.



# ABOUT KENNESHA

Kennesha Walker is an educator, missionary, musician, photographer, and framework developer whose work brings together education, technology, creative learning, and sustainable capacity building. Her approach begins with listening. Rather than entering a school with a fixed program, Kennesha works alongside educators to understand their instructional goals and identify practical areas where additional support may be useful.

In Kangemi, this approach shaped teacher professional development, student digital literacy experiences, the Keyboarding Mastery Progression Framework, and the development of the Teaching Technology and Digital Literacy In Kenya initiative. Through TTDLK, she develops educational frameworks and professional resources designed to help teachers integrate technology thoughtfully into the curriculum they already teach.

Kennesha's professional background includes technology and engineering education as well as formal training in computer information technology. She holds a Bachelor of Science in Computer Information Technology from Norfolk State University. Her work in Kenya has allowed those areas of experience to intersect with mission service, teacher development, and practical classroom technology integration. The Digital Classroom Companion series and the Keyboarding Mastery Progression Framework reflect her emphasis on building resources with educators rather than apart from them. Grace Harvest's Founding Educator Cohort played an important role in shaping the first resources developed through the initiative.

Her broader Mission to Kenya work continues to include music education and creative development alongside technology-focused capacity building. Across each setting, the underlying goal remains consistent: respond to what is needed, work with what is available, and strengthen structures local educators can continue developing.

# LOOKING AHEAD & SUPPORTING THE CAUSE

Helping the Work Move from Training to Continued Practice



The 2026 Kangemi training strengthened teacher readiness and created a foundation for continued digital literacy development at Grace Harvest Academy & Junior School.

The next phase will focus on understanding what teachers implemented and where additional support can help. A focused return can reinforce keyboarding instruction, support practical classroom technology integration, strengthen the systems surrounding computer lab use, developing power protection strategies, safer computer access, internet safety, and practical IT planning.

The goal for 2027 is not to introduce everything at once, but to identify what worked, strengthen what teachers can realistically continue, and help Grace Harvest take the next practical step toward sustainable digital learning.

Your support, whether one-time or ongoing, makes all the difference. You will find several ways to contribute to and support this mission.







## Non-Tax Deductible

CashApp: **$KenneshaW**
Paypal: **paypal.me/KenneshaMichelle**
Website: **www.kenneshamichelle.com/missiontokenya/donate**

## Tax Deductible

Website: **www.meigiving.org/donate/KW4286**
This is a direct link to make a tax-deductible donation through Mission Enablers International (MEI). Donors can create an online account to manage or review giving by creating a login for all USA giving types.

**Cash or Check AND Bill-Pay donations**
If you want to mail a donation by writing a check or sending a Bill-Pay through your bank, please make the check payable to **Mission Enablers International or MEI** and send it to:

**MEI**
**P.O. Box 2127**
**Bentonville, AR 72712**

**International Donation options are also available for Canada, Germany, and the United Kingdom. ALL DONATIONS SHOULD BE CLEARLY MARKED WITH ACCOUNT NUMBER (Designation Code): KW4286 if you are using MEI**. Please make sure to use this number when donating and my name, Kennesha Walker, in the reference fields. All personal correspondence should be sent via email to letsconnect@kenneshamichelle.com, as I will not receive it if sent through MEI. Donations can be recurring or one-time. All donors will receive a tax receipt at the end of the year from MEI.

*Donors are strongly encouraged to seek guidance from a qualified financial or tax advisor prior to giving. Please note that legal, financial, or tax advice regarding donations cannot be provided.*

Kennesha Michelle

**Kennesha Walker**
**P. O. Box 9703**
**Henrico, VA 23228**

**WEBSITE**
**www.kenneshamichelle.com/missiontokenya**

**EMAIL**
**letsconnect@kenneshamichelle.com**

**SOCIAL MEDIA**
**@kenneshamichelle**

Copyright © 2026 | Kennesha M. Walker | All Rights Reserved