



Leadership in Action Report

Computer Education Project at Jakim School

Eldoret, Kenya

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1 Introduction

In July and August 2025, I had the privilege of carrying out a project at Jakim School in Eldoret, Kenya, focusing on computer literacy education for young students.



The experience was both professionally meaningful and personally transformative, offering me the opportunity not only to teach practical digital skills but also to engage deeply with the children and the community.

2 Project Context and Objectives

Jakim School, located in Eldoret, is a modest yet vibrant learning environment that places strong emphasis on equipping its students with relevant skills for the future. In a world where digital fluency increasingly shapes access to education and employment, computer literacy is no longer a luxury but a necessity.

Many of the students I worked with had limited or no prior exposure to computers. The primary objective of my project, therefore, was to introduce them to the basics of computer use while also nurturing their curiosity and confidence in technology.



My teaching plan was structured around four key areas:

1. **Basic computer handling** – clicking, typing, and navigating simple interfaces.
2. **Creative tools** – Microsoft Paint and PowerPoint.
3. **Logical and problem-solving thinking** – Scratch programming.

4. **Interactive learning** – games, exercises, and presentations that made learning fun and accessible.

3 Teaching Approach

From the very beginning, my aim was to make the sessions hands-on. I avoided long explanations and instead encouraged students to learn by doing. For instance, when introducing typing, I gave them small challenges such as writing their names or creating simple sentences. When learning about mouse control, we practiced clicking and dragging objects in Paint. These seemingly small activities were a crucial first step in building comfort with the computer.

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To spark creativity, I introduced Microsoft Paint as a tool for expression. For many students, this was their first time creating digital art. The excitement they showed in drawing shapes, filling colors, and personalizing their work was remarkable. Through Paint, they not only practiced hand-eye coordination with the mouse but also began to see computers as a space for imagination, not just mechanical tasks.

Next, I introduced PowerPoint, framing it as a tool for storytelling. Students created simple slides about themselves, their families, or topics they liked. By combining text and images, they began to understand how computers can be used to share ideas and communicate visually. For the younger children, we focused on these personal and familiar



topics, allowing them to gain confidence in typing and inserting pictures without feeling overwhelmed.

For the older students, however, we set a more advanced task: preparing a short presentation about their country. Since the class included both Kenyan and South Sudanese students, this activity encouraged them not only to practice digital skills but also to share cultural perspectives. They had to browse for the right information and pictures, structure their slides thoughtfully, and learn how to conduct a presentation in front of their peers.

Finally, with Scratch, I introduced the basics of programming logic. Although the platform was new to them, the colorful blocks and intuitive interface quickly caught their interest. Together, we created small animations and simple games. This not only exposed them to computational thinking but also gave them the confidence that programming is something they could actually do.

4 Interaction with Students

One of the most rewarding aspects of this project was the genuine interaction I had with the students. At first, many were shy, hesitant. But as the days passed, their confidence grew remarkably. I made it a point to celebrate small successes—whether it was drawing a straight line in Paint, creating a new slide in PowerPoint, or making a sprite move in Scratch. These moments built trust and encouraged them to try without fear of making mistakes.

The classroom atmosphere was lively. Students often laughed (or sometimes even running around...) at the funny animations they created, asked me curious questions about computers, or showed each other their slides with pride. Teaching became less of a one-way transfer of knowledge and more of a shared exploration. I was not only instructing them but also learning from their resilience, enthusiasm, and creativity.



Apart from the computer lessons, I joined students in their sports classes, school picnic and birthday parties. We played games, sang songs, and spent time together beyond the classroom.

The children's joy was unforgettable; they loved to play with me, and some even decorated my hair with flowers. These small but deeply emotional interactions strengthened our bond, making the learning experience joyful and human for both sides.



5 Challenges and Lessons Learned

Of course, the project was not without challenges. Limited access to devices meant that students often had to share computers, requiring me to carefully manage group work and ensure everyone had a chance to participate.

Additionally, the pace of learning varied widely; some students picked up typing very quickly, while others needed more time and patience. I learned to adapt my teaching style—providing extra support to slower learners while giving small additional tasks to quicker ones.

Another challenge was the learning environment itself. Before beginning the lessons, I had to spend time repairing several computers and connecting them properly to the internet. This included checking wiring and ensuring that each device was functional. Although time-consuming, this preparation was essential to create a working environment where the students could fully benefit from the classes.

6 Community Engagement and Shared Experiences

Beyond teaching computer literacy, the project also became an opportunity to contribute more broadly to the local community.

One meaningful aspect was supporting not only the students but also the teachers. Some of the teachers themselves had not previously received formal training in computer use,

yet they were eager to learn. I was glad to provide them with basic guidance on handling PCs and using simple programs, which they received with genuine enthusiasm. This extended the project's impact, as the teachers could continue applying and sharing their new skills even after my departure.

During free hours, I also assisted the school security staff in preparing exam papers, helping them add images and formatting in Microsoft Word. This small contribution improved the clarity of exam materials and built stronger collaboration between myself and the staff.

Equally important were the personal connections I was able to form. I had the chance to interact with school staff outside the classroom, experiencing the local handcrafting market together and sharing conversations that turned into friendship. These moments of cultural exchange enriched my stay and made the project more than just an academic initiative.



Overall, my contribution went beyond technical teaching—it was about building trust, relationships, and shared experiences that will stay with me and, I hope, with the community as well.

7 Personal Reflections

This project was more than just teaching computer literacy; it was about bridging worlds. For me, technology is a daily tool, something I often take for granted. For these students, however, it was something new and full of wonder. Seeing computers through their eyes reminded me of the transformative power of access to knowledge.

The experience also taught me about humility and connection. I realized that meaningful education is not only about technical skills but also about building relationships. My interactions with the students—listening to their stories and dreams, eating the same food, playing with a ball and laughing together, encouraging their attempts—were as important as the lessons themselves.



8 Conclusion

The computer literacy project at Jakim School in Eldoret was a deeply rewarding journey. By introducing the students to basic digital tools such as Paint, PowerPoint, typing, and Scratch, I helped them take their first steps into the digital world. More importantly, I was able to foster a sense of curiosity and confidence that will serve them beyond the classroom.

I leave this experience with a renewed appreciation for the role of technology in education and the importance of creating opportunities for every child to learn these skills. The smiles, questions, and achievements of the students at Jakim School will stay with me, serving as a reminder of why teaching and learning are such powerful, human experiences.

