



**Empowering Through  
Education**





**Founder: Dr Hugh Austin Windle Pilkington**

**Dr Hugh Austin Windle Pilkington** (1942-1986) was a British-born educator and philanthropist. He was the son of Roger Windle Pilkington (born 17 Jan 1915, died 5 May 2003) who in 1962 became president of the London Missionary Society.

Hugh's great-great-grandfather, Richard Pilkington, founded Pilkington Brothers Ltd, an early glass manufacturing company. Richard's son, William Windle Pilkington, transformed the company by patenting many innovative methods of glass manufacture. Hugh's grandfather, Richard Austin Pilkington, was at one time a chairman of the company. Members of the family became beneficiaries of company trusts.

Hugh was a brilliant and eccentric student who, among other pursuits, flew his academic mentors and fellow students in his private plane on exhilarating jaunts to many parts of England, including to the island of Jersey in the English Channel where his parents lived. At Cambridge in the 1960s, he was named the top classical scholar in his graduation year having gained a double first degree and was awarded several university prizes. He then worked for the family firm, Pilkington Glass in Germany and elsewhere but came to realise that he was not suited to the world of commerce.

He travelled to Africa to translate the Bible and in 1972 he joined the Theology and Philosophy Department of the University of Nairobi. He became interested in the book of Proverbs and its early manuscripts of Coptic origin. This launched him on an Oxford doctoral degree. It also required him to read manuscripts in Ge'ez, the almost extinct church language of the Ethiopian Orthodox Church. To learn Ge'ez, Hugh found two young Ethiopian refugees to teach him the language in exchange for board and lodging in his Nairobi home. In 1979 Hugh was awarded a doctorate from Oxford. His doctoral thesis, on the Ethiopic version of the Book of Proverbs, remains the only scholarly record of this topic.

Through his contact with the two Ethiopian refugees who assisted him in his doctoral studies, he became increasingly involved with supporting other young refugees to continue their studies at universities in Africa and overseas. In 1977, he set up the Windle Charitable Trust in Kenya to support refugees and needy Kenyan students.

In 1980 Hugh left his university post and dedicated himself full time to providing educational opportunities, particularly for refugees. Hugh valued his education highly and believed that good education was a key to promoting positive change in Africa and this became the vocation of the last ten years of his life: to help rebuild the lives of young Africans driven from their countries because of political beliefs and ethnic origins.



He became increasingly concerned with the plight of African refugees arriving in Kenya and with the need for educational development in Kenya. He opened his home in Nairobi to refugees from other parts of Africa, particularly from Ethiopia and Eritrea, and subsequently financed their education in universities in the UK, North America and as far abroad as Fiji. He arranged for a scholarship for hundreds of refugees. He was their counsellor and their friend. He compiled a handbook of African universities for refugees. He also helped run a small hostel for homeless refugees, presided over a teachers' committee for a refugee school, planned old people's homes and often assisted individual refugees including bailing detained refugees out of prison.

On 16 October 1986, he was tragically knocked down by a car in Canada. At the time, he was on a tour of Canadian universities to speak about the plight of African refugees, promote university scholarships for refugees, and visit African students whom he had helped to place in Canadian universities and colleges. As the UNHCR High Commissioner at the time, Jean Pierre Hocke, observed, Hugh was an outstanding example of the capacity of one man to improve the human condition by individual effort.

Before his death, he had made arrangements for his estate to be used to set up a foundation to promote the education of refugees and in 1988 the Hugh Pilkington Charitable Trust (HPCT) was established in the UK. In 2002 Windle Trust International (WTI) was formed to manage the programmes of HPCT as a charitable company limited by guarantee. Since Hugh's death the Windle Trusts, which are built on the foundation of the work he started, has assisted over twenty thousand young people in Africa whose lives have been blighted by conflict. The work of Windle is in Kenya, Sudan, South Sudan, Uganda, Somalia and the United Kingdom.

## **Windle International Kenya (WIK)**

WIK continues to support and implement education interventions in Kakuma, Dadaab and the schools of the immediate host communities. The implementation of these education projects is made possible through the generous support of both bilateral and multilateral donors. WIK has also forged lasting partnerships with foundations and international organizations that have supported the provision of education to refugees and needy Kenyans. The overall impact of these interventions has improved the life chances, economic and social well-being of marginalized girls and boys and investment in the long term capacity of their communities to build a peaceful future.

## Vision, Mission and Core Values

### Vision

WIK's vision is to see educated and empowered people from conflict-affected and marginalized backgrounds leading peaceful dignified lives.

### Mission

WIK's Mission is to create lasting change and transformation in society by delivering quality education and training, advocating for and influencing education policy for refugees, the needy and conflict-affected communities in Kenya.

### Core Values

WIK will continue to be driven by the following core values abbreviated **T.R.A.C.E:-**

- **Trust:** We conduct business in an honest, trustworthy and transparent manner.
- **Respect:** We value and uphold the dignity, potential, worth and rights of every human being.
- **Accountability:** We ensure value for money and good stewardship of resources entrusted to us.
- **Commitment:** We strive to attain the highest standards in all that we do and work together effectively to serve humanity.
- **Equity:** We uphold and promote the dignity of all people regardless of their background

## 2021-2025 Strategy key results areas

- Education and Training
- Peacebuilding and Environmental Sustainability
- Communication, Advocacy and Research
- Institutional Development



## Secondary Education



The secondary schools in Dadaab and Kakuma refugee camps and Kalobeyei Settlement run under the management of Windle International Kenya. The schools follow the 8-4-4 education system and are registered by the Ministry of Education. The students sit for the Kenya Certificate of Secondary Education (KCSE) at the end of the fourth year. The examination is the same as that done by students in other parts of the country. The final grade in the examinations determines whether the student will go to university or not. To ensure that the students in the refugee camps can compete with the students in the other parts of the country the teachers in the schools are of the same level as those of schools outside the refugee camps.

Although secondary education determines the transition to the next level of education, it is also the sector that is difficult to fund. Getting qualified teachers in the right numbers is always a challenge. Working in security prone areas also compounds the challenges that secondary education in the refugee camps faces. Lack of adequate classroom space for the number of students accessing secondary education remains a constant challenge. Despite these challenges, Windle International – Kenya has continued to provide quality education by hiring graduate teachers for all the schools, getting into partnerships with universities to support teacher training of assistant teachers and working with the communities to ensure the safety of the teaching staff. Finding innovative ways to manage the large numbers of students per class such as the two-schools-in-one concept enables the schools to maximize the use of available resources.

## Management of Scholarships



Windle International Kenya manages secondary level and tertiary scholarships that are supported by different donors. The secondary level scholarships support students who have been admitted into the Kenyan secondary schools. The students follow the same rules and regulations as the rest of the students in those schools.

The tertiary level scholarships support students to diploma, undergraduate degree and postgraduate degree level. The scholarships are provided in the instructions in Kenya, Canada and the United Kingdom. Apart from meeting the basic criteria of having the required grade for the specific category of study, the students are also expected to be high performers all around. The scholarship opportunities are limited compared to the number of potential students as funding for this level of education is also limited.

The scholarships support the students with the tuition fees and stipend for their living expenses. The monitoring and evaluation team supported by the counselling department look after the student welfare. Many of the students who have graduated from university or diploma colleges have returned to their home countries to work there and others have been employed by international organizations in other parts of the world.

## Teacher Training



In refugee settings, refugee teachers often receive minimal or no training at all, and many draw on their own educational experiences. Where training is available, it is often in the form of one-off workshops. Yet, in protracted refugee situations, education is the only 'take away' item for the youth who hope to one day find a durable solution to displacement from their countries.

To address this problem, Windle International Kenya in partnership with local and international universities has used the On-the-Job-Training approach to ensure that the untrained teachers acquire the prerequisite skills for their career as teachers.

The overarching goal of this approach is to improve long term access to secondary education for refugee and vulnerable youth in emergency settings using innovative accelerated learning approaches and blended teacher training programs.

The project is built on a model that combines on-site and online instruction in teacher training for Windle International Kenya refugee teachers using innovative accelerated learning approaches and blended teacher training programs. This was achieved through the on-the-job training approach – where the trainees continued to teach as they took their studies. This enabled the students to benefit from any new skill that the trainee teachers received but it is also ensured that the school did not have to hire replacements during the training period.

The aim for teachers who participate in this programme is for them to be better prepared and equipped, to develop higher confidence and have a stronger sense of purpose as educators.

## **Benefits achieved through this model**

- **Teacher training and certification** – The certificates received from the participating universities are accredited and this enables the trainee teachers to graduate with internationally recognized qualifications. This means that they can transfer their skills not only within Kenya but also back in their countries of origin should conditions allow for return.
- **Integration of Information & Communication Technology** in secondary school education.
- **Mentorship** – Mentoring 15,000+ youth in secondary schools under our management through day-to-day classroom instructions.
- **Peer education** – The trainee teachers in the camp schools are training to become qualified teachers and as such, working closely with the trained teachers enables them to do team teaching after attending online tutorials and learning from each other.



## Vocational Training



Growing up in crises means prospects and opportunities for education beyond primary and secondary school are extremely limited for refugees, displaced people and those affected by conflict. In the camp, there is a high enrollment of over-age learners (due to their education being disrupted by conflict) with inadequate schooling programmes to meet their educational needs. Generally, tertiary education and training are limited by high attendant costs, lack of availability of scholarships, and issues with equivalences with foreign certificates.

Investing in education and training for communities affected by conflict and crises empowers them to use their unique experiences and perspectives to participate in rebuilding economies and societies destabilized by conflict. Market-oriented, certified Technical and Vocational Education and Training programmes can close some of the urgent gaps for young people affected by conflict in both displaced and host communities.

Vocational education and training can empower young people with the essential skills, knowledge and networks they need to become professionals, achieve their potential and contribute to the success of their communities. The students are equipped with technical skills needed for employment or entrepreneurship and are empowered to build productive and sustainable livelihoods benefitting themselves, families and communities.

## Girl Child Education



The intervention seeks to support marginalized girls and boys in northern Kenya by improving their access to and quality of education; fostering girl-friendly school environments, supporting female students, and increasing community support for girls' education among parents and the community. Girls in these areas are considered to be particularly vulnerable and in need of support. Opportunities to access quality education in schools are very limited in these areas and support for girls' education is very low in the communities relative to that for boys. The intervention supports girls through remedial classes which aim to improve their performance at school and national level examinations. To encourage the girls to transition to the next level of education, they are provided with scholarships. Financial support is provided through cash transfers to address barriers such as transport, uniforms, and sanitary ware.

Guidance and counselling are also provided to ensure that the learners are equipped with the skills to make the right choices. Working closely with the schools' Board of Management ensures that there is a concerted effort to encourage parents to send their female children to school. Involvement of the wider community is essential in the education work with girls and this also involves engaging men and boys in targeting gender issues.

## Environmental Sustainability Through 'The Green Schools'



The role of schools in sustainable development is significant. They are places of teaching and learning and are therefore eminently suited to help students understand the impact they have on earth.

Education is recognized as an essential element to generate awareness and cultivate understanding on issues prevalent to the environment. Therefore, the engagement and experience of Windle International Kenya in the provision of education puts the organization in a prime position to effectively deliver on environmental sustainability as a Key Result Area.



Environment clubs in schools are a means by which students can be empowered to participate and take up meaningful environmental activities and projects aimed at solving environmental problems, creating awareness, building attitudes, promoting good environmental practices among others.

In Windle International Kenya schools, the clubs are made up of students and teachers that are committed to raising awareness about environmental issues and reducing environmental impact as individuals, a school community, and as citizens of the world. Through Environmental Education taught in these clubs, students acquire knowledge that helps them gain a variety of experiences and acquire a basic understanding of the environment and its associated problems.

Environment club Patrons are teachers with the passion to create awareness and sensitivity among students towards environmental issues and their connection problems. They coordinate activities/ projects to build attitudes that help students acquire a set of values and feelings of concern for the environment, and the motivation to actively participate in environmental improvement and protection.

## Gardens

Through the school vegetable Garden Projects, students grow sustainable, local, nutritious and healthy foods such as Jute mallow leaves “murere”, cowpeas leaves “Kunde,” spinach, maize, green bell pepper, sweet potatoes, cassava, beans, collard greens “sukuma wiki”, amaranth

By preparing, planting, maintaining and harvesting the school gardens, the students can learn firsthand about nutritional, agricultural, and environmental issues, while developing life skills, knowledge, and habits that empower them to make healthy food choices.



## Chess in Windle International Kenya



With over 55% of the refugee population in Kakuma being children and adolescents, the importance of engaging youth in extra-curriculum sporting activities cannot be underestimated. Sport has long been considered a valuable tool for fostering communication and building bridges between communities and generations.

In Kakuma and Kalobeyei, chess is becoming increasingly popular among the youth with many young boys and girls, women and men joining chess clubs. As an affordable and inclusive activity, chess can be exercised anywhere and played by all, across the barriers of language, age, gender, physical ability or social status.

### Fostering Inclusion

Zikra is the female club patron. "Many women and girls in the camp shy away from board games. There is the misconception that chess is popular with males than females and that is the narrative we want to challenge. We have registered over 15 girls into the club who are very talented and promising."

## Chess as an enabler

For vulnerable groups of people such as the refugees, chess presents an opportunity for refugee youth to engage in productive social activities. It allows youth to bring the solidarity, enthusiasm, inspiration and energy to act as agents of positive change in their communities.

The objectives of the Chess Club is anchored on the potential of the game not just as a sport but as a tool to improve society, to promote healthy habits and inspire self-improvement and self-growth.

### Benefits of playing chess to learners.

**1. Chess as an effective educational tool** able to improve not only mathematical skills but also other academic skills such as reading and general cognitive abilities such as concentration, intelligence, problem solving and logical thinking, as well as creative and analytical skills.

- a. Different authors emphasize the ability of chess to increase students' patience, perseverance, concentration and creativity.
- b. playing chess improves logical reasoning skills, concentration and self-esteem of the players

### 2. As a means of promoting peace and reconciliation.

- a. Chess makes people united as it promotes fairness, inclusion and mutual respect, thus contributing to an atmosphere of tolerance and understanding among people.
- b. It breaks the boundaries among refugees from different ethnicities and nationalities.

## Innovation: Classrooms without walls

Like many other industries, the education sector has been severely impacted by the COVID-19 pandemic. Everywhere - in each country, in each school, across the world, educators and parents are talking about the need to re-think how to educate their children. Schools have turned to technology to reach and teach their students from

homes. In these challenging times, technology reigns supreme in the delivery of education. Technology is likely to be the medium of education delivery in future and a strategic priority for every educational institution, from pre-school to the university.

The aftermath of the COVID-19, will be the recognition of technology and in particular online education as a core to every school plan for institutional resilience and academic continuity. I foresee huge amount of funding going towards supporting and strengthening online education and school capacities. Schools will be seeking for real time online learning in which there will be live multi-interactive: teacher- learners and learners-learners where students can see each other and can answer questions in a class chat window and with dashboards that can help teachers to track students' attendance. This has given rise to the innovation of classrooms without walls.

Windle International Kenya is currently running a classroom without walls in Greenlight Secondary School, in Kakuma Refugee Camps – leveraging on technology. The concept utilizes one fully trained teacher to teach students in multiple classes and learners not able to come to school can join from their locations. This enables the learners to benefit from the expertise of the teacher and at the same time utilize the infrastructure in the school.



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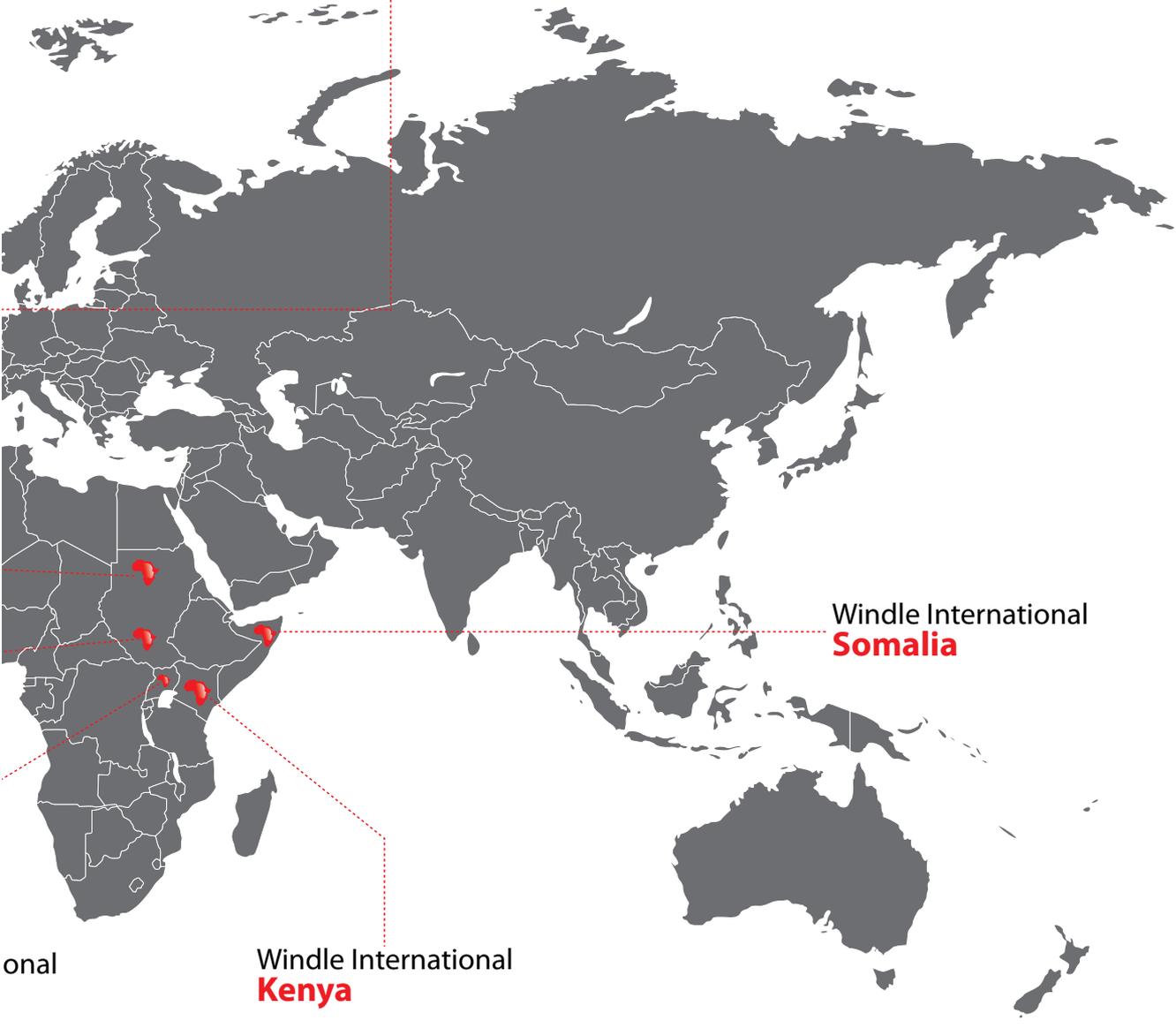
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