

# A comprehensive model program for family education and capacity development

•  
With children, young people and their  
families in focus





**AGENDA**  
**2030**

YKI is establishing  
Unique Comprehensive  
Family programs that  
will improve the life  
situation for many  
families

# The overall goal

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*To enhance the capacity of vulnerable communities and innovatively assist, in improving sustainable living conditions and educational status for **children, youth, families, and community member**.. Increase cooperation and democratic values, promote environmental sustainability, limit poverty and violence and support the development of children, youths, and their families to reach their full potential in life.*





# Background History

YKI founders have for more than 35 years worked with ECD programs and laid the foundation for ECD programs in several countries in and beyond.

Two of them started the ECD program, called National Centre for Early Childhood Education (NACECE) at the Ministry of Education in Kenya and cooperated with UNICEF, and other NGOs. World Bank recognised the program and supported it with a large centre that should become a model to other countries in Africa. They have also designed and conducted training programs for ECD teachers, trainers and leaders on diploma level and written both curriculum and books for ECD programs.

YKI has adapted the NACECE program and cooperated with their training of ECDE Trainers and written ECD books that have influenced ECD programs in many countries (see below).

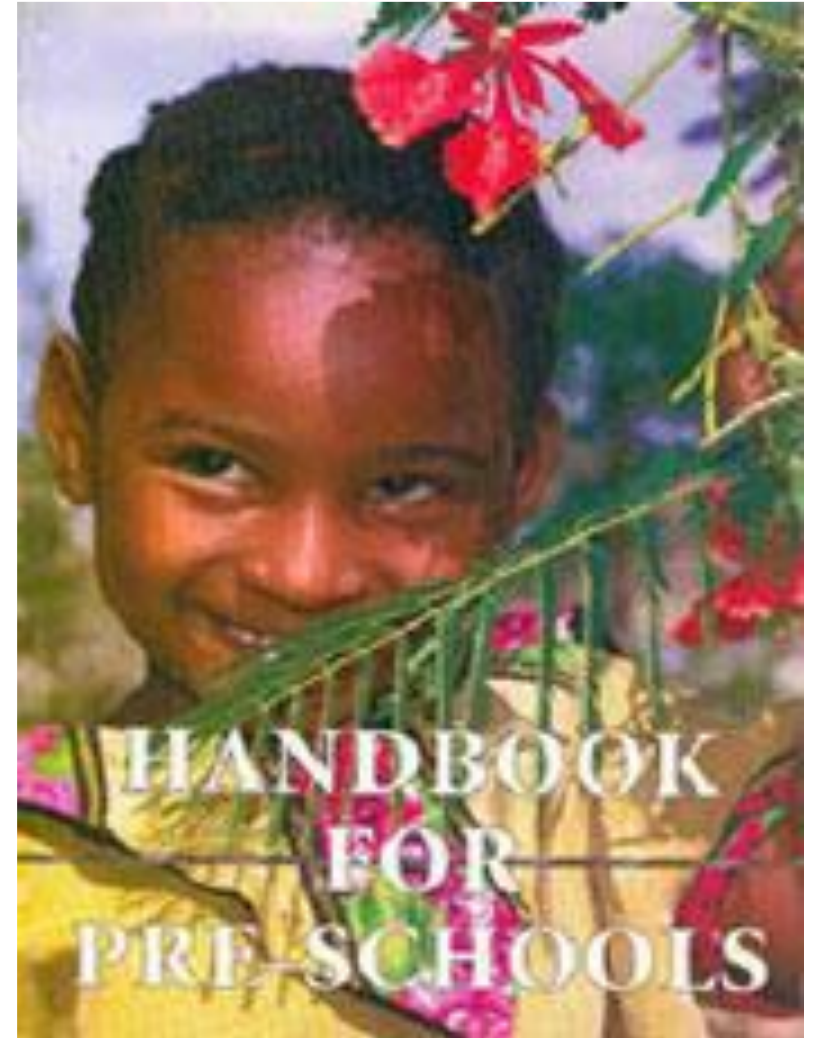
YKI's focus has been to establish training and development programs in collaboration with NGOs, governments, institutions, and schools, in Ghana, Kenya, Sudan, Tanzania, South Africa, Uganda, Egypt, Haiti and Sweden.

The main aim has been to promote the child's education and care, with a particular focus on the child from conception to eight years, to empower and involve the families, and the community, to train ECD teachers and trainers and to write supporting materials and books.



# YKI Books and training materials

- .YKI books have been adapted and incorporated into the ECD curriculum in Ghana, South and North Sudan, Kenya, and South Africa. In addition, they have been disseminated and used in training programs for teachers, ECD trainers, and parents in Sudan, Kenya, Ghana, South Africa, Tanzania, Uganda, Somalia, Egypt, Haiti, Nepal, Brazil, Argentina, and Chad. The books have been translated into Arabic and partly into French.
- YKI further developed a wide range of training materials and books that supported the ECD program. In collaboration with the International Aid Services IAS Training of Trainers (TOT) manual, Community Education Manual, and Parental Manual were written. In a program in South Africa (2002-2007) Manual for ECD teacher training was written according to the South African Quality Assurance (SAQA) regulations.







## Training of ECD trainers

I main focus has been to train ECD trainers in collaboration with the Ministry of Education in Kenya and in YKI own programs in South Sudan, Khartoum, Ghana, South Africa Somalia, Togo, Palestine etc.

The ECD Trainers are currently working with governments, organisations and churches.

# YKI strategic plan

YKI International Board strategic plan is based on YKI's experiences, knowledge, and the needs and aspirations of the countries and communities.

YKI has added essential programs, which are the Water Sanitation and Hygiene program WASH Environmental Preservation and access to the internet



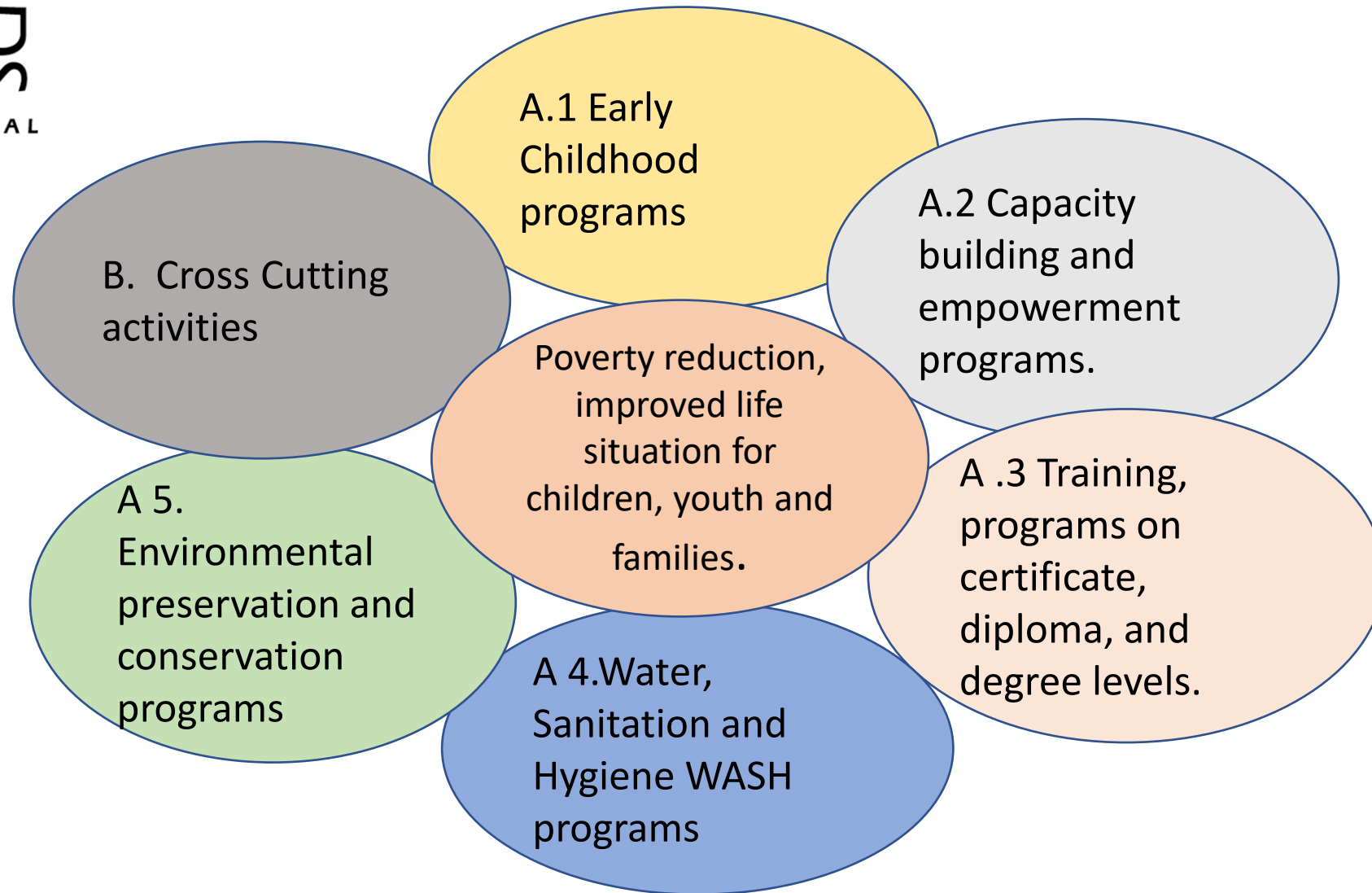
# YKI main strategic goals

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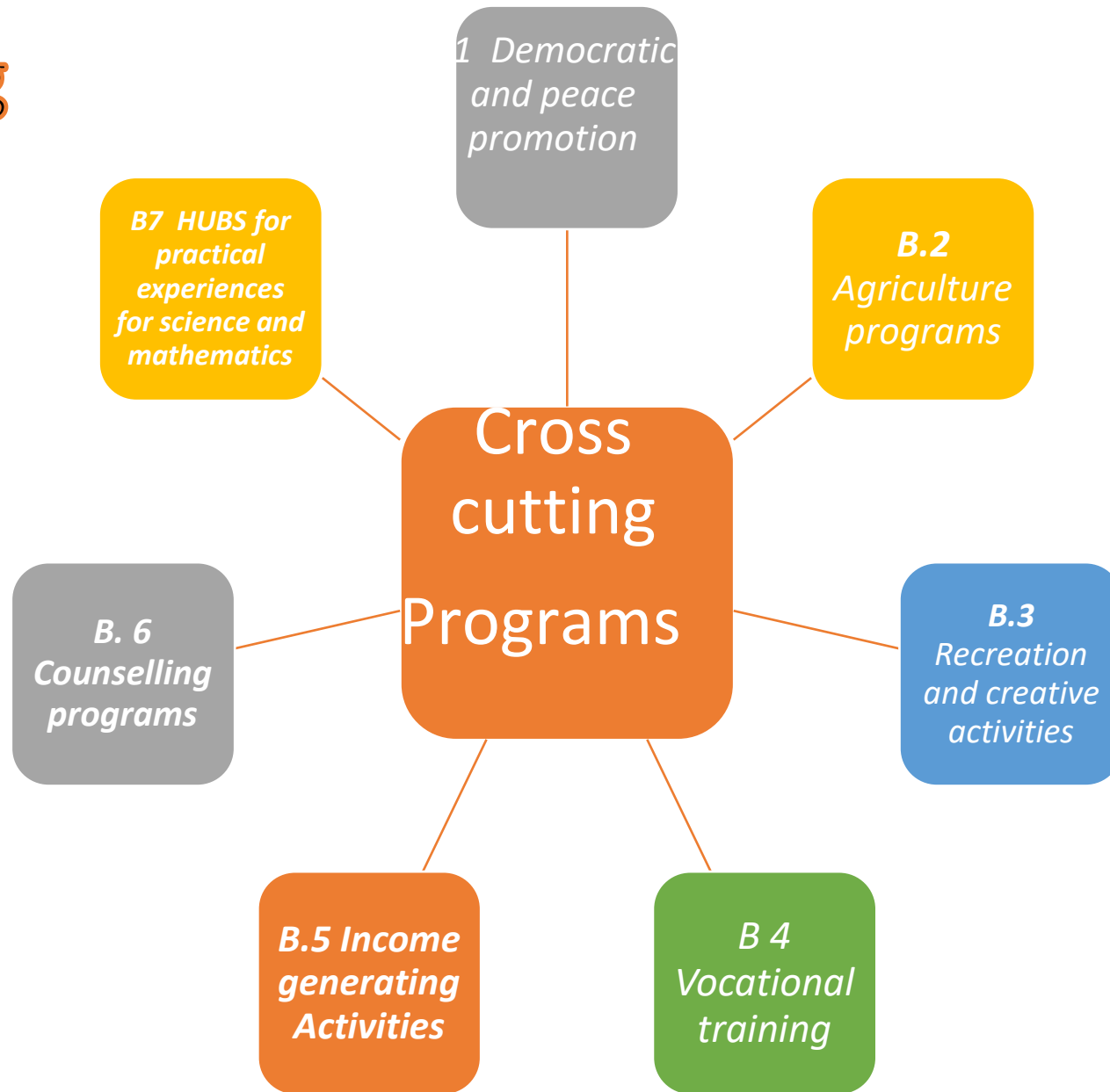
- A1** To promote effective, comprehensive Early Childhood Development (ECD) model programs for children from conception to eight years including children with special needs.*
- A 2** To promote capacity building, empowerment and training of community leaders/members, children, youth, and families in the target communities, face to face and on a learning platform on the internet.*
- A3** To promote training programs for teachers, family mentors and community leaders on certificate, diploma, and degree levels.*
- A4** To promote water sanitation and hygiene, WASH programs in the implemented Model programs in communities and countries.*
- A.5** To promote environmental conservation and green power connectivity, implemented in the model programs and communities and demonstrated on the learning platform.*



# Main Programs



# Cross cutting Programs



# Target Groups

## **Beneficiaries and right holders.**

Children and youth from deprived communities, including children with special needs.

## **Beneficiaries, Right Holders-duty bearers**

Parents and family members

Members of the community

Women, Youth, Leaders,  
PWD (Persons With Disabilities).

## **Duty bearers:**

Local and national governments, NGO:S, Organizations, Institutions, civil society.

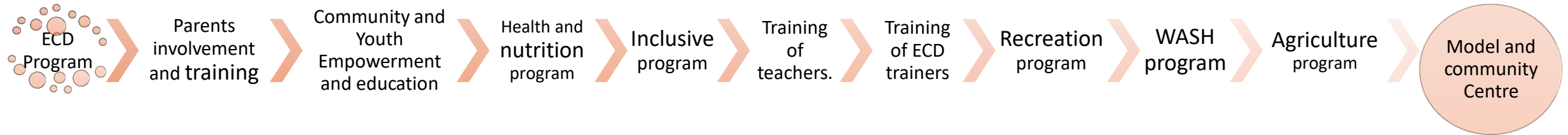


# All program inserted and demonstrated on the learning platform.

- Easily assess information, training materials, new trend, and methods for the programs demonstrated through videos and pictures.
- Training programs for teachers, parents and trainers from remote areas have the assess quality training programs relevant to their situation and needs. Therefore, their voices are heard and considered.
- Financially beneficial as the need for travel is limited.
- Quality programs, as education and experts from different countries are part of the programs.
- Constant and rapid building of Educational and community programs in deprived communities.
- Global cooperation between many different countries.
- Better understanding of the situation and needs in deprived communities.
- Exchange program between different countries promoted. Cooperation and knowledge exchange between schools, institutions, communities and nations.

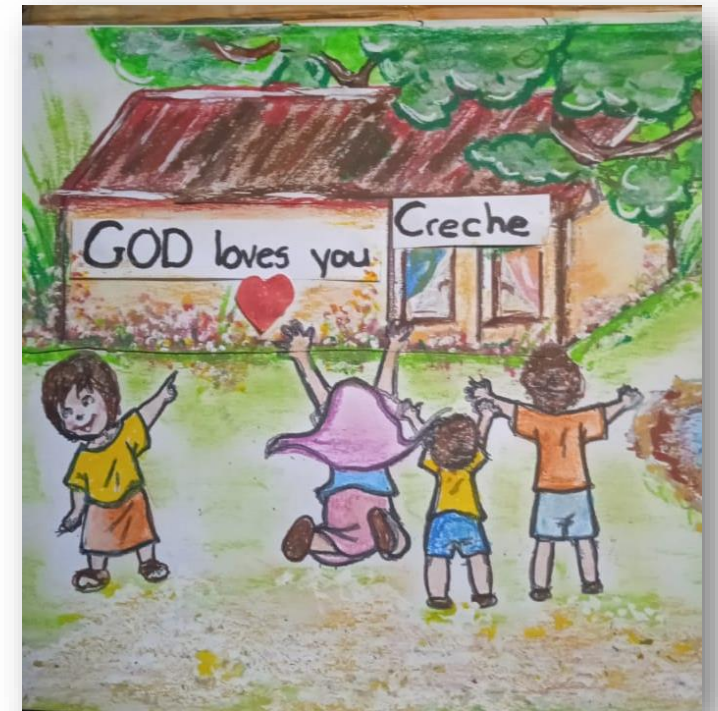


# YKI Modell Centres



The Model Centres are oases full of flowers and trees in a green environment, including:

- Current trends and approaches to meeting children holistic needs and rights:
- Space for children, youth, families and community members for recreation and rest, to learn new skills, have fun together and get entertained.
- Empowerment and education of youth, families and community members on becoming agents of change
- Display and implement agricultural programs, solar panels, solar energy supply, WASH program safe water, adequate latrines and sanitation, health and nutrition programs.



# Establishment of model /resource centers



A child friendly environment, stimulation and care for the child.



Facilities for community involvement/Recourse center



Involvement and empowerment of families



Training and empowerment of teachers



Water Sanitation Hygiene  
WASH



A green environment,  
green power supply



Health /nutrition



Involvement of children  
with special needs.



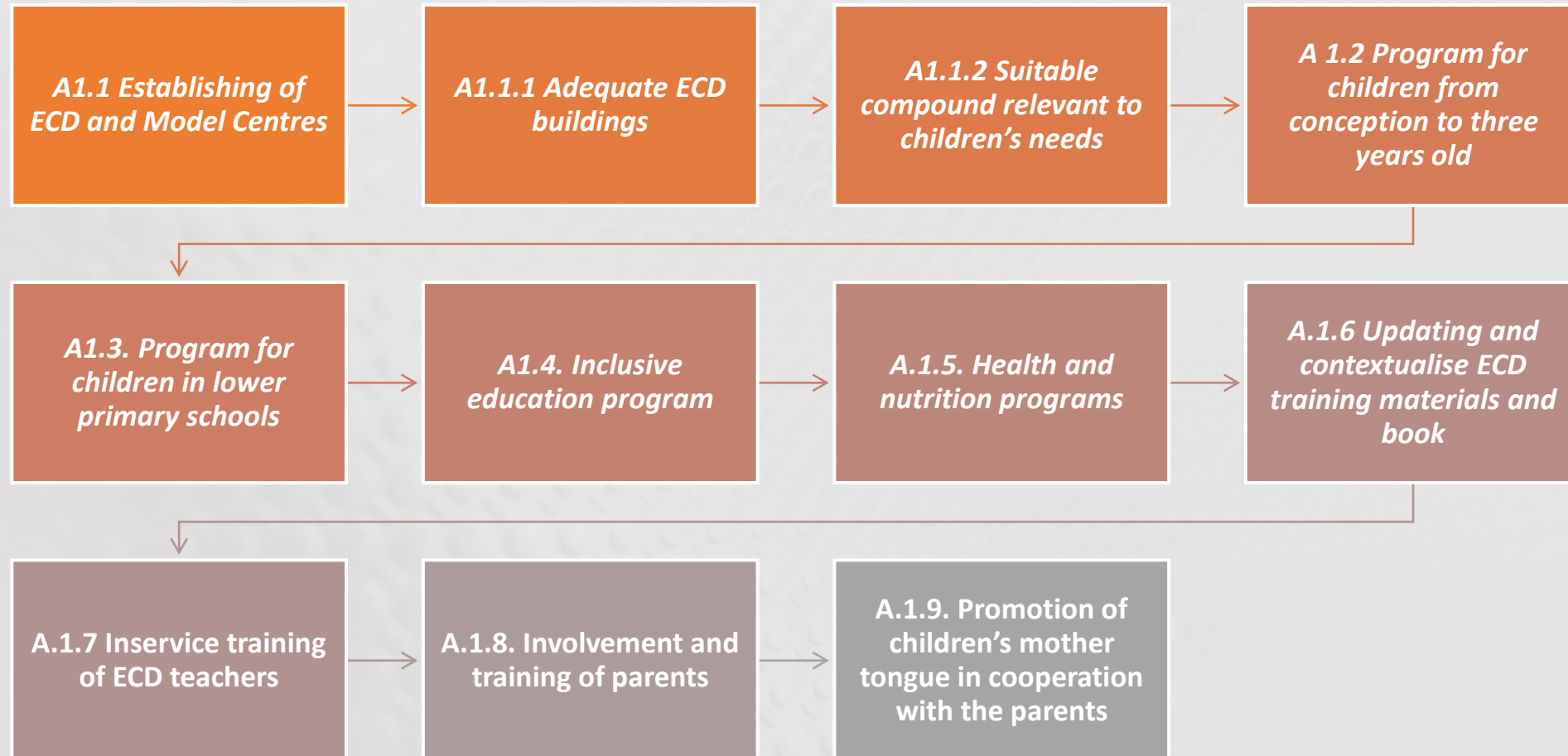
# A.1 Early Childhood Development ECD program

T Main strategic goal A1

*To promote sustainable comprehensive Early Childhood Development (ECD) model programs for children from conception to eight years old including children with special needs, parents' involvement and education and training of ECD teachers*



# Early childhood development programs



# Motivation

*Ensure that all girls and boys have access to quality early childhood development, care and pre-primary education so that they are ready for primary education".*

Agenda 2030 Article 4:2

*"Investing in the early years is one of the smartest things a country can do to eliminate extreme poverty, boost shared prosperity, and create the human capital needed for economies to diversify and grow. Early childhood experiences have a profound impact on brain development – affecting learning, health, behaviour, and, ultimately, productivity and income*

[Early Childhood Development Overview \(worldbank.org\)](https://www.worldbank.org/earlychildhooddevelopment/overview)

*"The first eight years lay the foundation for a person's whole life." It is more cost-effective to institute preventive measures and support for children during early years than to compensate for disadvantage as they grow older"*

” Education for all EFA, Global monitoring report, (2007),

*"ECD is a strategic activity and reports show that children that participate in quality ECD programs tend to enrol earlier in school and repeat fewer grades/classes. They attain higher levels of schooling, and their school performance is improved. In turn, these children will be more productive as adults, whether it is in the labour market or at home, and they generally increase their income. "*

*Paolo-Alto University (PAU), USA, shows that the inter-generational poverty cycle can be broken through event-based programs with family and school.*

*Family engagement is a crucial factor in how the child will succeed in their development and in their learning. Strengthening Families is a research-informed approach to increase family strengths, enhance child development\**

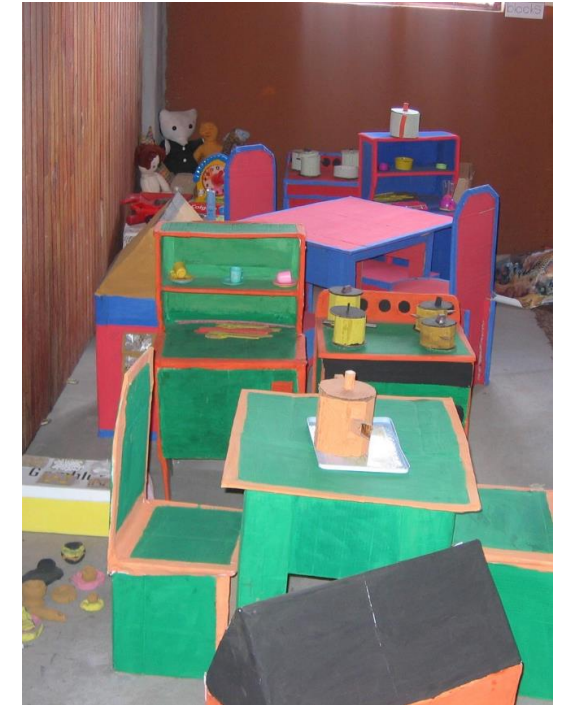
Education for all EFA, Global monitoring report, (2007), UNESCO (2007,





# Stimulation and care for the child

- Updating of YKI books
- Children Learn from their context (context Method)adequate learning material from local materials.  
The Integrated approach according to the theme method.
- Caring for the environment and keeping the environment clean.
- Caring for plants and animals.
- Children learn to care for themselves and their bodies, wash their hands, and clean them.





# Involvement and empowerment of families.

- ❑ *Parents are empowered and get the tools to render proper care and stimulation to children and are involved in the children's learning and development.*
- ❑ *Promoting the child's mother tongue.*
- ❑ *Becoming agents for change for their families.*
- ❑ *Sensitized about their rights and responsibilities.*
- ❑ *Participate in programs for family education and empowerment.*



# Expected results

Practically demonstrate what constitutes quality Community based, family-based and ECD programs.

A modern, creative learning environment to meet the holistic needs and rights of children, families and the community.

An environment appropriate for children with enough space for play, rest, learning and locally made learning materials.

Portray modern trends and approaches to meeting the holistic needs of children.

Environment preservation and conservation. Children and their families learn how to care for the environment, planning of trees, understand the problems and how to solve them. School garden and a green environment.

Educational program and parents' involvement in the children's development and learning, health surveillance Workshops and meetings for community development.

Safe water supply, WATER Sanitation and hygiene WASH programs implemented in the school, with the families, youth and the community

Cooperation and network between schools communities, and countries that will enhance quality and certification of the program.

## Á. 2. Capacity building, and empowerment of community leaders, community members, Youth and families,

### Motivation

- ❑ Building strong Communities is to strengthen the people living in them. It is creating viable opportunities.
- ❑ Community participation creates sustainability. Community-focused children and family program is one of the most effective ways to build up human capital, prevent exclusion, segregation and poverty. It promotes democracy, human rights and gender equality.  
([https://Childhood Development Overview \(worldbank.org\)](https://Childhood Development Overview (worldbank.org))).
- ❑ The cycle of intergenerational poverty can be broken through events-based programs with family and school.  
<https://concept.paloaltou.edu/break-the-cycle-stopping>





## **A2. Capacity building, and empowerment of community leaders, community members, Youth and families**



# motivation

- **The social networks**, when families know each and other's children, nearby friends and relatives have variable benefits on development in children. In general, these initiatives bring together coalitions, decision-making bodies of community stakeholders and residents, to build neighbourhood networks of support.
- **SIDA** means that, in their activities there should be a "strive to promote the development of a viable and democratic civil society, which strengthens poor people's ability to improve their living conditions." They also state that "the right to organize is often a prerequisite for a poor person to influence his life situation and break out of poverty".
- Swedish International Development Agency (SIDA)



# The Youth

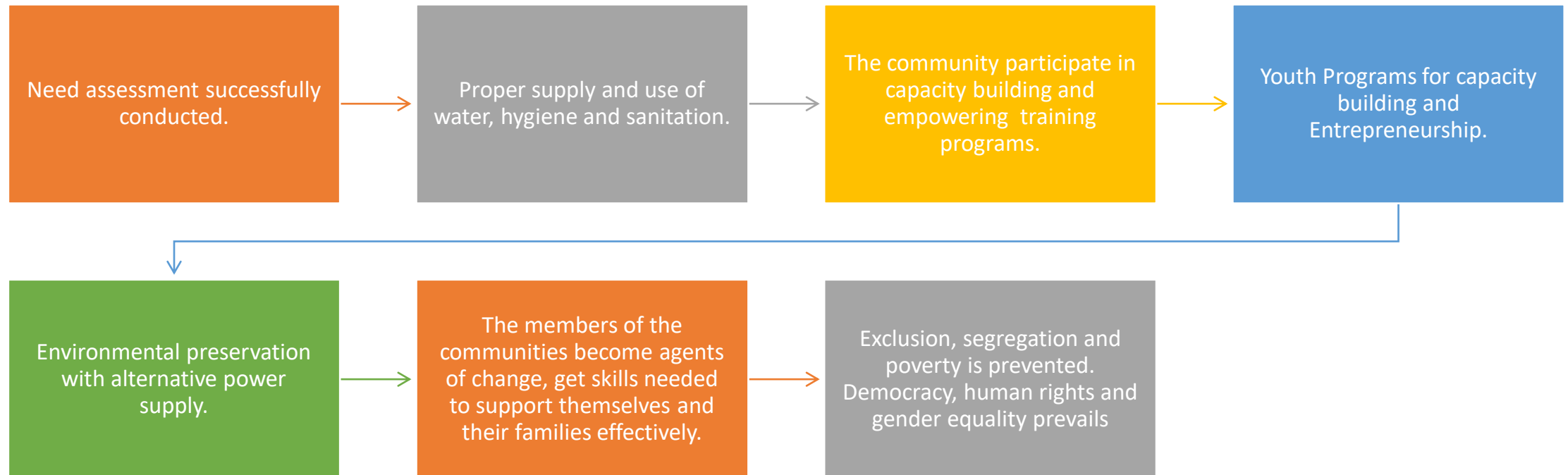
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- Capacity building
- Entrepreneurship
- Empowerment
- Involvement





## Expected Results





### A 3. Training and capacity building of community leaders, community members, family-mentors and teachers.

- On certificate, diploma and degree level.
- Inservice training through a learning platform on internet and face to face.
- **Facilitators:** Recourse people from YKI together with experts.
- The model training programs will be available for other organisations, communities and countries.



## A.3. Training, and empowerment programs on certificate, diploma, and degree levels.

**A3.1 Planning of the programs**

**A.3.2 Research and investigation**

**A.3.3 Writing of curriculum and supporting materials**

**A 3.4 Implementing the training programs with s communities and countries.**

## A 3.4 Implementing the training programs with communities and countries, Starting with Love & Peace new premises in Juba south Sudan



# ECD Trainers and leaders trained on degree level leading the Model programs

Establishing relevant and safe environment in the Model centres

Lead training programs for teachers, parents and the community.

Involve and capacitate parents and community leaders.

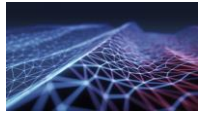
Carry out research.

Network and involve organizations local government NGO;s.

The training program updated to degree program in collaboration with Universities in Sweden and South Africa.

Employed by organizations, government and institutions.





# Expected results.



# A 4. Water, Sanitation Health (WASH) supply and programs.

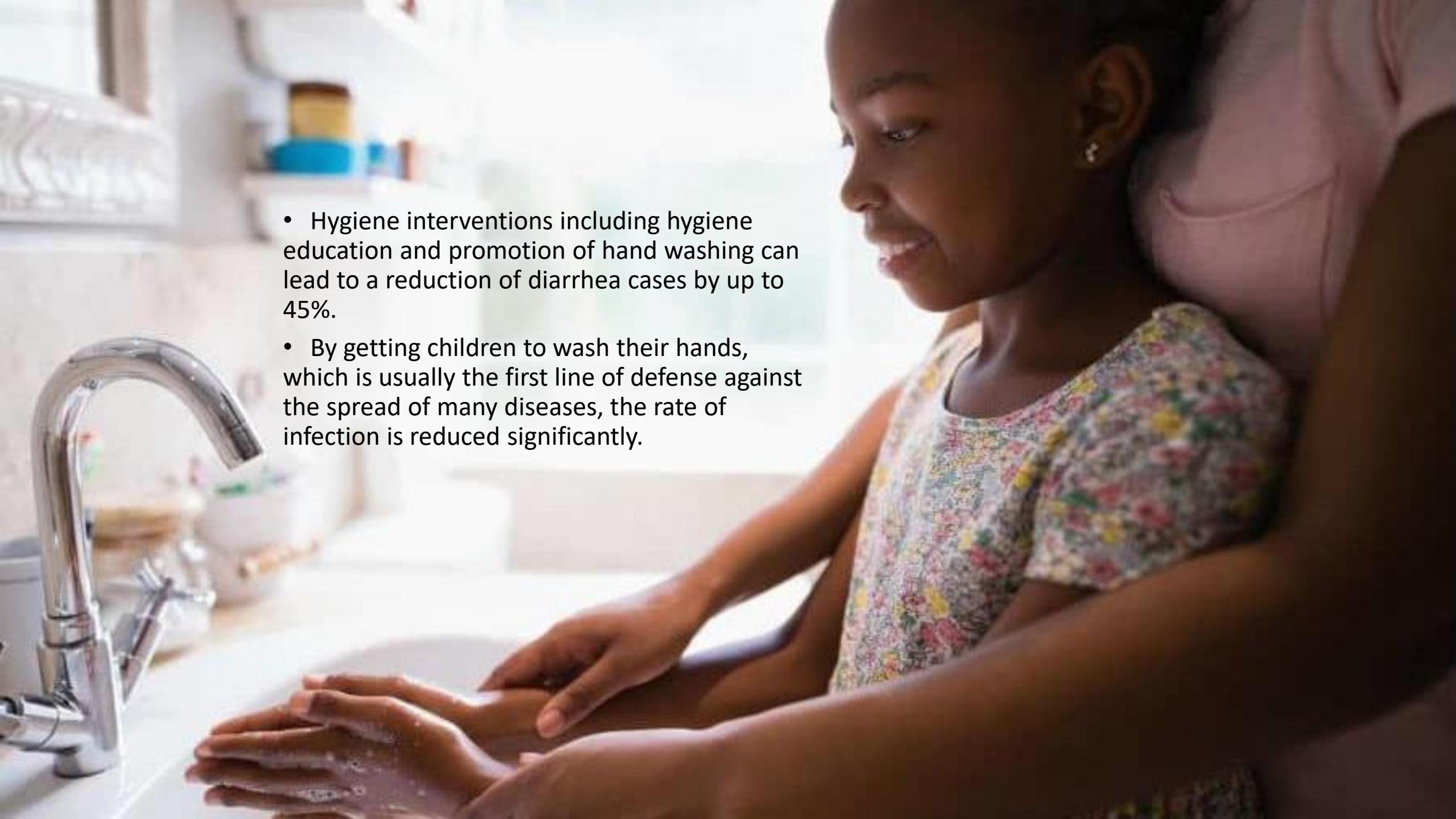
- A.4.1 Digging of bore holes and supply of clean, safe water.
- A.4.2 Sanitation and Hygiene provided for established in the selected communities
- A.4.3 The WASH program is well established in the model programs and communities



# YKI main strategic goal A 4

*To promote water sanitation and hygiene, WASH programs in the implemented Model programs in communities and countries.*



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- A young girl with dark hair, wearing a floral-patterned shirt, is washing her hands in a white sink. An adult's hands are visible, gently holding hers to ensure they are properly cleaned. The background shows a bathroom setting with a window and some items on a shelf.
- Hygiene interventions including hygiene education and promotion of hand washing can lead to a reduction of diarrhea cases by up to 45%.
  - By getting children to wash their hands, which is usually the first line of defense against the spread of many diseases, the rate of infection is reduced significantly.



# Expected results.

Improved quality of life for children, families and the community members.

Reduced water and sanitation-related diseases.

Sustainable WASH infrastructure maintenance strategy in the selected target communities.

By getting children to wash their hands, which is usually the first line of defense against the spread of many diseases, the rate of infection is reduced significantly.

*Involvement and training of children, parents, teacher, trainers, community leaders, and members of the community.*

Sanitation programs are successfully implemented including latrines, reduces of waste disposal.

# YKI main strategic goal 5

- *To promote environmental conservation and green power connectivity, implemented in the model programs and communities and demonstrated on the learning platform.*





# A 5. A green environment and green power supply

**A.5.1 *Solar panels* connected with agriculture programs**

**A.5.2. Families training and motivation to preserve the environment.**

**A,5.3 The environmental program demonstrated on the learning platform.**



# Motivation

- *Environmental conservation definitely protects and safeguards the environment from certain factors that are wrecking the planet, such as climate change. We need to reduce the amount of harm we are inflicting on the planet as it is contributing to its destruction. [Methods and Importance of Environmental Conservation - Conserve Energy Future \(conserve-energy-future.com\)](http://conserve-energy-future.com)*
- *Supply of alternate power supply and how to create and maintain a green environment. Including, involvement and training of children, parents, teacher, trainers, community leaders, and members of the community.*
- *The program will be included in all training programs.*
- Over 99 percent of the population of South Sudan depends on forests as their source of energy. Traditionally, coal and biomass have been the primary sources of cooking fuel. Unhealthy levels of air pollution in homes lead to premature deaths every year. The prime culprit is smoke from coal and wood in poorly ventilated kitchens.





Agri-Light Africa provides advanced Agrivoltaics and Precision Agriculture Technologies to build strong, self-sustaining Agri-Energy Communities in Africa.

[LEARN MORE](#)

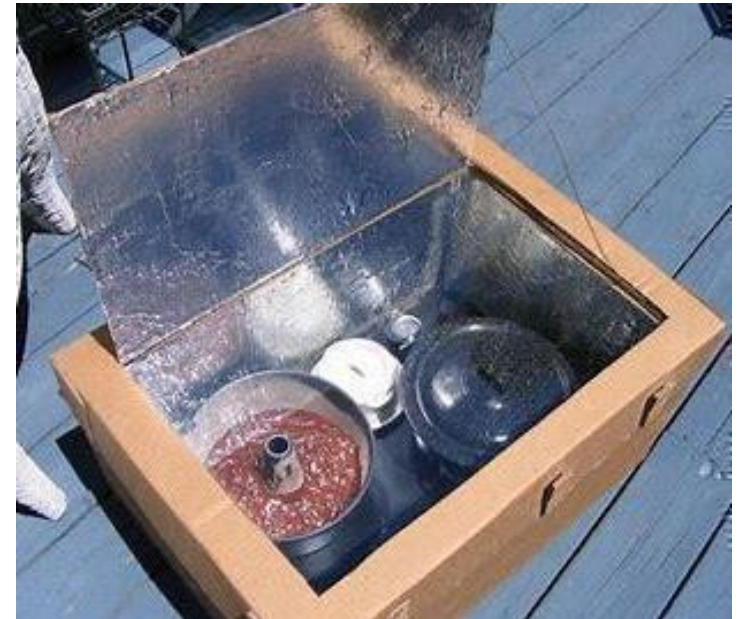
Skriv här för att söka

Solar panel for Agricultural and for the production of electricity to the villiges in collaboration with Nordic Horizon AB



# Solar-ovens, stoves and lamps

- Reduces the cutting of trees for making chackle or fire wool for cooking reduces the pollution of smoke and fire.
- In cooperation with Givewatts
- [www.Givewatts.org](http://www.Givewatts.org)



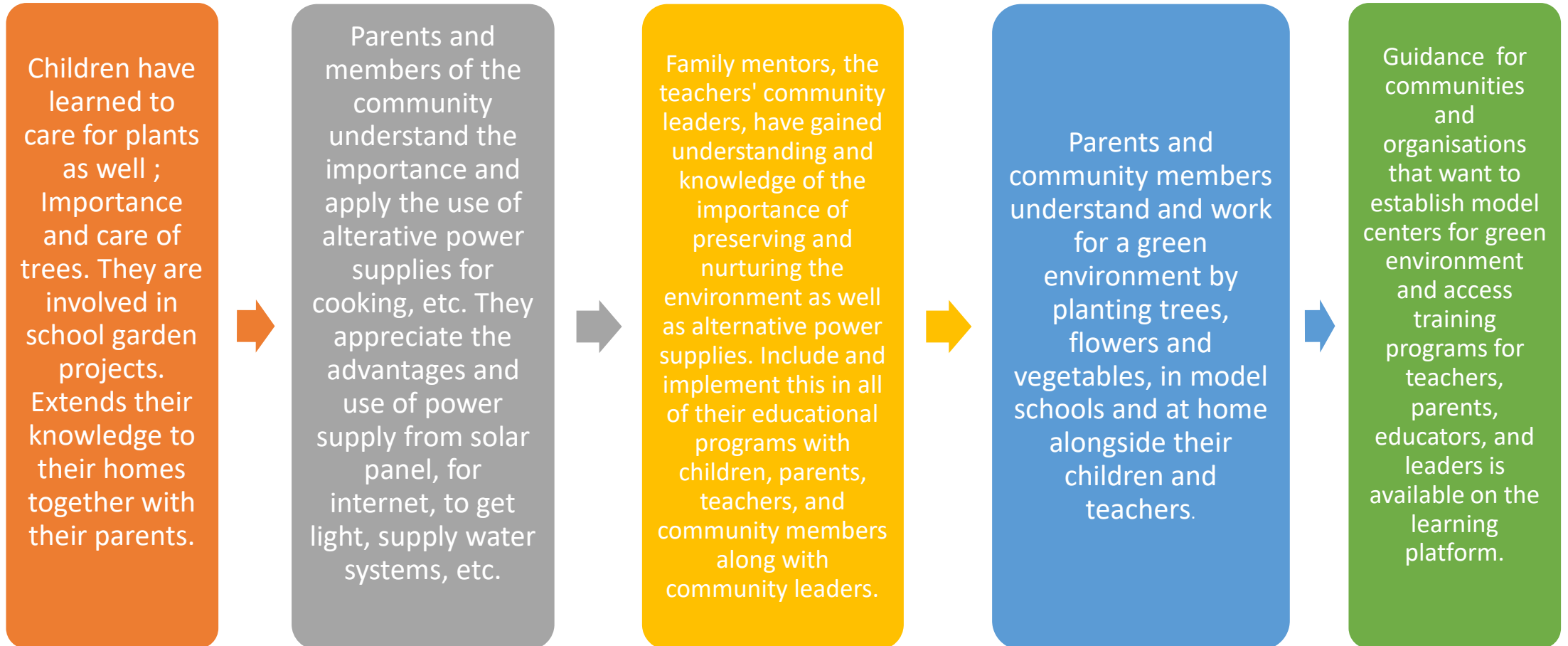


# Planting of trees

Children and Youth plant trees in their schools and at home



# Expected results.





# Organisation and mangament

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- YKI has developed organizational structure to assist the organization in managing, planning, and monitoring our programs and duties
- . The General Assembly consists of YKI members from the headquarters and all YKI Country Programs. The General Assembly is the supreme decision-making body
- YKI International Board is responsible for the implementation, of all YKI programs.
- The Executive Board and directors run the day-to-day activities of the organization.
- The Country Board and Management Team in the country act as the implementers of the programs and activities.
- YKI resource people and advisers, are actively participating in programs. Members from YKI branches together will YKI resource people will join the teams for different departments in YKI with specific roles and responsibilities. There will be synergy of projects, transparency and cooperation between the various departments.
- For the program's success, YKI is cooperating with other experts, organizations, governments, and institutions, which is necessary as the program is comprehensive.
- Children, Youth families and communities will get access to these programs, participate in the implementation, and ensure the suitability of the programs.

# General Assembly

YKI members in YKI Sweden and YKI's country programs

YKI INTERNATIONAL BOARD

YKI EXECUTIVE

YKI Director and dep. director

YKI Ghana  
Board and  
Senior  
Management  
team

YKI South  
Sudan Board  
and Senior  
Management  
team

YKI South  
Africa Board  
and Senior  
Management  
team

YKI Nigeria  
YKI Board  
and Senior  
Management  
team

YKI Sweden  
YKI Board  
And Senior  
Management  
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YKI Kenya  
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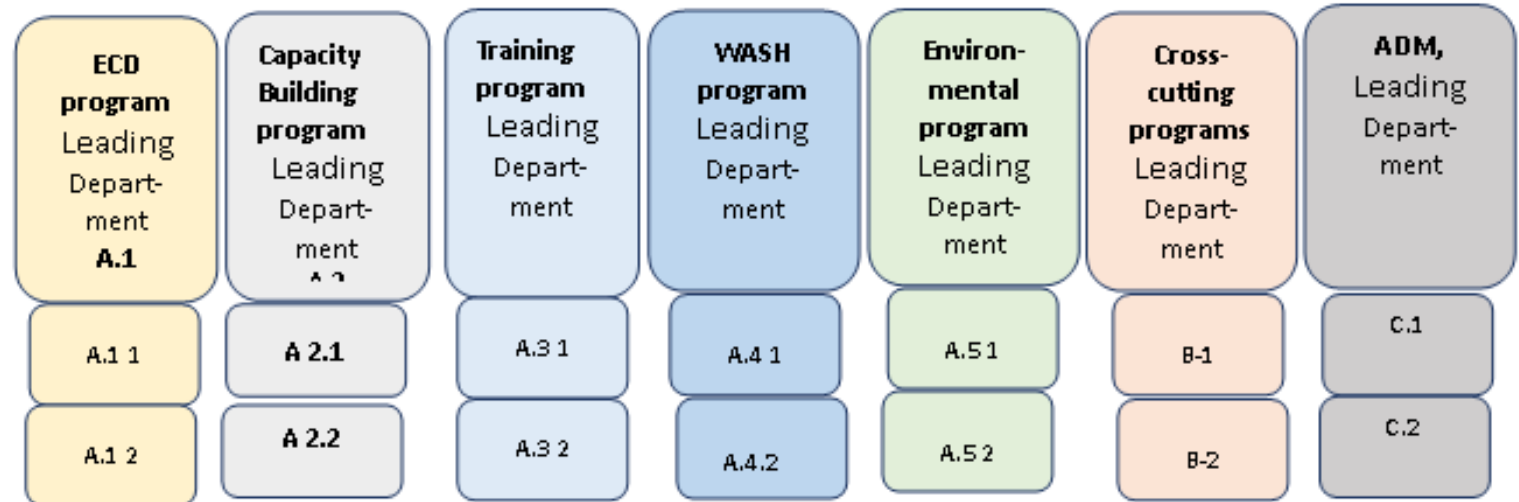
Community family-based programs with children youth and their parents in focus in collaboration with local partners, institutions, companies, NGOs, schools, governments universities

# YKI programs /departments

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## YKI programs /departments

Each program is led by a leading department from YKI International, resource people and country representatives. Under leading department are different teams appointed for part of the program



# Recourse people and . Communities /schools involved in the program

**Love & Pease** Juba South Sudan. Leader Margret Nyoka trained ECD instructor

**Little Friends** in Gatundu, Kenya: Leader Jane Ndoi, MA in Early Childhood. Leads a preschool and a training center for ECD teachers on diploma level.

**Settlements outside Pretoria** South Africa: Leader Marianna Ludike. Primary school teacher who is leading training program for preschool teachers and leaders.

**Cosmos Academic complex:** Leader: Cosmos Laar. The school has children up to standard eight. There are about 200 preschool children in the school.

The leaders of the selected centers will:

- contribute with their expertise, assist in the development and updating of learning materials for preschool training of teachers, family mentors and leaders.
- become contact persons to Universities and ECD programs and the local government
- be part of the training team in the training programs.

Ideas, pictures, videos, methods, learning approaches and teaching learning materials will be demonstrated , shared and inserted in the learning platform.

This will ensure that the training programs are contextualized to different countries and communities.





# Resources people in YKI

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- Marget Kabiru Anne Njenga, Avelino Androga Said and Barbro Wallhäger are the founders of YKI and resource people in this program.
- Martin Banzhaf was also participating in the initial stage of YKI and has been working with YKI both from Sweden and South Africa.
- Most of the people involved in this program has been part of YKI from the start in 2001 and even from 1989 when the PMU Interlife program was initiated.
- **South Sudan**, Margret Nyoka, Emmanuel Albino, Mustafa Maring, Sarafino Tisa, Mary Long John.
- **Kenya** Jane Ndoi, **South Africa** Marina Ludike, **Ghana** Cosmos Laar
- Other recourse people in the program are:
- **YKI Sweden**: Anders Riedenfalk, Hans Andersson, Johanna Forslund, Johanna Backman, Sabastian Lomore, Sven and Ingrid Andersson
- This is a guarantee for this program's success.
- Please see YKI website: [www.youthkids.org](http://www.youthkids.org),







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## Proposed partners /sponsors

These organizations are just proposed partners, and YKI will 'do contact them for further connections and agreements,

- Nordic Horizontal Institute AB
- UNICEF South Sudan and other countries.
- Give whats
- Talanta show
- I Choose life- Africa
- Ministry of Education in South Sudan
- Ministry of Environment in South Sudan
- University in Durban, South Africa.
- Universities in Kenya
- Universities in Sweden
- European Union
- Stromme Foundation South Sudan