



OSIEPE - Youth Empowerment Solutions (**OSIEPE - yes!**)

The broad youth program in OSIEPE PRACTICAL ACTION shall be called **OSIEPE Youth Empowerment Solutions (OSIEPE - yes!)**.

The **OSIEPE - yes!** Outfit shall be the policy that will govern all youth initiatives in the Organization and endear partnership with like-minded pro youth organization working for and with the youth.

The policy is based on the global youth policy that is cascaded to the national and local policies to provide the best strategies/ guidelines and opportunities for youth development.

"For these are all our children. We will all profit by, or pay for, whatever they become." – James Baldwin

1.0 Rights & Responsibilities

OSIEPE - yes! members enjoy all the rights, responsibilities and obligations as normal members of Osiepe as contained in the Osiepe Constitution. This commitment is a cornerstone of democracy, enshrining the rights of all members in Osiepe and affirming the democratic values of human dignity, equality and freedom.

Further to these all young men and women irrespective of their socio-economic status, gender, disability and / or other defining factors, have the right to an opportunity to:

- enjoy their youthfulness;
- participate in policy formulation, decision making and leadership in youth development and youth development issues; and build a secure future.

Concomitantly **OSIEPE - yes!** Members have the responsibility to promote and advance these rights as they relate to other young people in particular and like-minded youth Organization in general. They have the responsibility to build and guarantee the democratic order through playing a positive developmental role in Osiepe, the region and the continent.

This should be done through:

- promoting peace, security and development;
- promoting human dignity and respect for adults and fellow young people, sound family and community values (recognizing variations in family structures) and community wellbeing;
- ensuring a society free from racism, violence, coercion, crime, degradation, exploitation and intimidation;
- promoting positive lifestyles and behaviour by young women and men; and
- promoting active participation in the democratic processes in the country.

In this regard all **OSIEPE - yes!** Members should value, promote and understand the importance of:

- supporting the psychological, emotional and physical well-being of young men and women;
- acting as and providing positive role models;
- encouraging participation by young men and women in community life and development;
- allowing young women and men to develop responsibility for themselves;
- supporting the development of young men and women;
- assisting young people in reaching their full potential; and
- respecting and accepting the contribution made through the talents, resources and ideas of young men and women in society today - and not just in the future.

2.0 Priority Target Groups

This Policy Framework forms the basis for developing opportunities for all young women and men in **OSIEPE - yes!** However, certain priority target groups have been identified for specific attention due to the specific difficulties they face.

- Young women
- Young men and women with disabilities
- Unemployed young women and men
- School aged out-of-school young women and men
- Rural and urban young women and men
- Young men and women at Risk

3.0 Goals of Osiepe Practical Action for Youth Development

Youth Development in Osiepe strives to:

- *Instil* in all young women and men an awareness of, respect for and active commitment to the principles and values enshrined in the Bill of Rights and freedoms and as well as a sense of national identity;
- *Enable* young men and women to initiate actions that promote their own development and that of their communities and broader society;
- *Develop* an effective, co-ordinated and holistic response to the issues facing young women and men; and
- *Create* enabling and supportive environments and communities for young women and men, presenting them with positive role models and ensuring not only organizational capacity but also personal / individual development.

3.1 Strategic Areas

The **OSIEPE - yes!** Policy framework is based on the following strategic areas:

- Involvement opportunities;
- Access to positive role models;
- Knowledge and skills development;
- Sense of personal agency/self-efficacy;
- Participating in peer-based programs to develop critical assets;

Through the **OSIEPE - yes!** Policy Framework we:

- *locate* youth development in a holistic strategy that encompasses political, economic and social dimensions;
- *build* an integrated and sustainable approach to youth development and youth development initiatives based on multi-sectoral interventions and creating enabling environments;
- *identify* priority areas and sectors of possible intervention in terms of the existing cluster system used in government and experience of government; and
- *clarify* roles and responsibilities of the stakeholders in youth development [young people, government, civil society and independent institutions]

4.0 Involvement opportunities:

4.1 Provide social roles which give meaning and purpose to young people's lives e.g. as peer supporters, peer educators or peer leaders

Proposed areas and categories for intervention

4.1.1 Poverty

- Young peoples' active involvement in the conceptualisation, implementation and monitoring processes of youth driven poverty alleviation programmes in local communities.

4.1.2 Social Security

- Ensure increased equitable access to social security provisions for disabled young people, especially those located in rural, peri-urban and informal settlements;
- Strengthen the provision of capacity building and developmental services aimed at young women,

4.1.3 Sexually Transmitted Diseases (STDs) and HIV/AIDS

- Increase youth-driven and peer programmes aimed at curbing the spread of STDs and HIV/AIDS;
- Expansion of viable community-based care and support services for young people living with HIV/AIDS;
- Support and Expansion of the Youth AIDS Ambassadors Programme.

4.1.4 *Life Skills Programmes*

- Promotion of comprehensive life skills programmes and sexual reproductive health programmes for young men and women;
- Strengthen initiatives aimed at building the capacity of parents/caregivers to confidently address issues of sexuality with their children;
- Support and expand preventative drug awareness programmes geared at the youth audience;
- Ensure increased youth access to developmental rehabilitation services;
- Facilitate increased youth access to leisure and recreational activities through the establishment of multi-purpose youth centres; and
- Support and expand initiatives to enhance resilience of young people to social pressures and life challenges to enhance psychological well-being.

4.1.5 *Arts and Culture*

- Introduce programmes that engage young men and women to develop a sound understanding of the national culture and heritage;
- Use arts and culture as an instrument for young people to contribute to nation building, community mobilisation;
- Promote the widespread participation of young women and men in all forms of art and culture activities, also in terms of career-paths;
- Engage arts and cultural activities in youth health promotion programmes; and
- Facilities to host arts and cultural activities in communities.

4.1.6 *Sport and Recreation*

- Widespread promotion of youth involvement in diverse sports and recreation activities including indigenous sport and recreation;
- Increase youth access to sport and recreation facilities and ensuring maximal use of existing sporting facilities by local communities (also for people with disabilities);
- Increase young peoples' participation in sport decision-making structures;

4.1.7 *Access to information*

- Strengthening of initiatives relating to the provision of youth-specific information and resource based services; to include information on issues such as crisis help, health services, employment support programmes, unemployment support services, drug and alcohol abuse advice, emergency services and youth and human rights; education and training information to enhance Further and Higher Education.

4.2 Providing a vehicle for changing negative social stereotypes, gender stereotypes, ethnic controls, and/or legislation affecting the freedom and rights of group members.

Proposed areas and categories for intervention

4.2.1 Access to education

- Formulation of a mobilization strategy or programme for **OSIEPE - yes!** Members and the entire youth population;
- Campaigns to demystify and raise the interest of young people in technical subjects;
- Increasing meaningful participation of young people in structures that deliberate on education and training;
- Facilitation of access to a national system of bursaries and loans whilst paying special attention to increasing access for Further and Higher Education and Training; and
- Developmental programmes to promote structured learning for youth who are outside the formal education system.

4.2.1 Mobilization and Stakeholder involvement

- Mobilize communities and the private sector to increase shared responsibility for education infrastructure and investment.

4.3 Involvement in active career building programs within and outside OSIEPE including research, internships and entrepreneurship programs in and outside Kenya

Proposed areas and categories for intervention

4.3.1 Learnerships, internships and entrepreneurship

- **OSIEPE - yes!** To identify youth specific learnerships, internships and entrepreneurship using the same principles of identifying adult learnerships;
- Establish internships and entrepreneurship learnership agreements with employers for long-time unemployed young people as part of **OSIEPE - yes!** Initiatives.

4.3.2 Training

- Market driven, practical and accredited training for **OSIEPE - yes!** Members and affiliate youth groups focusing on entrepreneurial and business skills;
- Ensuring that the processes of training provide a platform for the establishment, and an increase in the success rate, of new SMMEs; and
- Similarly the use of mentorships to advance the establishment and success of SMMEs.

4.3.3 Public Private Partnerships

- Public and Private partnerships to create a base for SMME and cooperatives development for young people within and outside **OSIEPE - yes!**
- These partnerships can also assist with a strategy for making micro finance accessible for the establishment of SMMEs and cooperatives of young people.

4.3.4 Youth Business Development

- Strengthening of the initiatives in **OSIEPE - yes!** through sustainable funding streams;
- Broadening of possible funding and grant making avenues in the **OSIEPE - yes!**

4.4 Capacity building to bolster youth groups' chances of participating in national youth empowerment programs and county opportunities for contracts

Proposed areas and categories for intervention

4.4.1 OSIEPE - yes! Service

OSIEPE - yes! Service programmes and initiatives should encompass:

- Expressions of voluntarism by supporting young people to participate constructively in nation building and promote civic awareness through service opportunities as part of a comprehensive social security system;
- Developing skills, knowledge, and ability to make the transition to adulthood, and improve their employability through opportunities for work experience and to provide a vehicle for national development through their deployment to areas of need specifically at community level for example in clinics;
- Introduction of capacity development programmes for youth leadership facilitating youth driven poverty alleviation programmes;
- Creation of youth employment opportunities in infrastructure- and service orientated development programmes, ;
- A mechanism for the coordination and expanding of youth service initiatives in conjunction with government.

4.4.2 Youth Organisational Capacity Development

- Clarification of **OSIEPE - yes!** structures and their respective roles should be pursued, including relationships between National and County statutory bodies;
- Norms and standards for the different categories of pro youth and youth Organizations at National County and Community level to be developed with the possibility of maintaining a database for all organizations involved in youth development;
- Nationally and internationally accredited organisational training and development programmes; and
- Linkages to be developed with tertiary institutions in furthering the academic discourse on youth development.

5.0 Access to positive role models:

5.1 Exposure to peers who are positive role models and who have shown resilience in the face of adversity.

- Identify and engage youths and individuals in organized motivational, training and education sessions within and outside Osiepe
- Practice and engage in desired pro youth community activities/initiatives advanced by recognized personalities as an extension of such ideologies

5.2 Exposure to role models and leaders of enviable repute

- Negative Non parental Adult Influences on Adolescents
- Role Models and Resilience
- Gender-Matched Role Models
- Parental Role Models

6.0 Knowledge and skills development:

6.1 Education and knowledge to help self and others

- Access to relevant knowledge and skills
- Initiate education and training programmes aimed at

6.2 Providing the knowledge and skills they need to avoid risk or problem behaviours

- Raising awareness of the youth on emerging risks and problems in their immediate society
- Designing intervention strategies
- Partnerships with the other youth groups and association in joint solutions to the societal problems.

6.3 Developing positive coping skills and problem solving skills

- Exercise resilience - requires both experiencing adversity and having positive adjustment outcomes despite the adverse experience(s)
- Addressing personality and environmental challenges to improve resilience by observing;
 - Externalizing Behaviour
 - Internalizing Behaviour
 - School Attitudes, Expectation, and Behaviour
 - Poly substance Use

6.4 Providing a safe environment to learn and practice life skills

- Providing the conditions for positive youth development is a responsibility shared by families, schools, and communities. The conditions for healthy youth development reside in families, schools, and communities.

6.4.1 Families promote healthy youth development when they:

- provide support;
- have positive family communication;
- are involved in their adolescent's school;
- have clear rules and consequences and monitor their adolescent's whereabouts;

- provide positive, responsible role models for other adults, adolescents, and siblings;
- expect their adolescent to do well; and
- spend time together.

6.4.2 Schools promote healthy youth development when they:

- expect commitment from youth;
- have a caring school climate;
- have clear rules and consequences;
- provide positive, responsible adult role models; and
- expect youth to do well.

6.4.3 Communities promote healthy youth development when:

- adults advocate for youth;
- neighbors monitor youths' behavior;
- adults model positive, responsible, and healthy behavior;
- youth model positive, responsible, and healthy behavior; and
- youth programs are available.

6.5 Raising awareness of support available and developing skills to access support when needed

- Initiate internal youth support and response systems in Osiepe
- Create strategies for partnership and collaboration with other players in the youth sector at national and regional levels
- Create an impact of the youth activities in Osiepe through positive exposures and marketing i.e. participation in conventional youth activities

6.6 Being offered alongside other support services e.g. co-located youth services model.

Embrace inter sectoral exchange and borrowing of knowledge and skills.

Embrace youth activities and programs that are well informed by the demands and impacts to other sectors.

7.0 Sense of personal agency/self-efficacy:

7.1 Providing suggestions and alternatives and outlining implications, rather than telling young people how to behave

- Improve youth involvement and engagement by creating an enabling environment for self-intervention, youth development, collective empowerment (youth leadership, planning and policy formulation), and systemic change (youth organization)

7.2 Providing opportunities to experience a sense of mastery or accomplishment on rising to a challenge

- Provide support systems for the youth that recognize their achievements/successes and engage rewards for such accomplishments.

7.3 Helping young people identify their strengths and personal potential

- Engaging the youth in designed activities based on youth development models that will help them elicit their abilities
- Providing opportunities for the youth to actively exercise their knowledge and skills and engaging them in self-evaluation and feedback

7.4 Increasing confidence and developing a sense of personal agency to influence own future.

- Set smart targets and life goals relevant and focused on future aspirations
- Developing action plans for personal development based on ability and ambitions.

8.0 Participating in peer-based programs to develop critical assets:

8.1 Increased self-esteem and confidence through helping others and being asked for help

- Initiate outreach activities for the youth within the community and participation in coaching and mentorship programs with school, churches, and other youth organizations

8.2 Increased awareness of personal strengths and potential

- Participate in contemporary debate/forum and opportunities on youth affairs.

8.3 Work experience and life skills through strategic internships

- Identify and exercise work experience in pro youth initiative at National, regional and local levels through voluntary and gainful engagements

8.4 Increased self-efficacy and belief in personal ability to access help/help others.

- Being strategic and ready to offer services/help while deriving satisfaction from such activities
- Accept criticism based on feedback and positively engaging feedback for improvement.