

Youth
QUAKE

CIVIC ACTION PLAYBOOK



CLARIFY • ENGAGE • MONITOR • ADVOCATE

YouthQuake

Civic Action Playbook

Civic Power & Media Leadership
Toolkit for Namibian Youth

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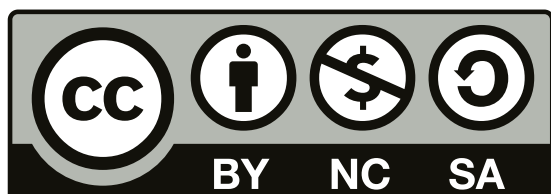
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YOUTHQUAKE: THE CIVIC ACTION PLAYBOOK

Civic Power and Media Leadership Toolkit ☒ Namibia Edition

CONTENTS

A. Foreword	vi
B. Acknowledgements	ix
C. Acronyms	x
D. Executive Summary	xi

PART I

FOUNDATIONS	1
1. Introduction	1
1.1 Youth Participation in Namibia Today	1
1.2 Democratic Gaps and Institutional Disconnection	2
1.3 Why the YouthQuake	3
1.4 Who This Toolkit Is For	4
2. Guiding Framework	6
2.1 Constitutional Grounding	6
2.2 Non-Partisan Civic Engagement	6
2.3 Intersectionality and Inclusion	7
2.4 Safe and Ethical Participation	8
2.5 Evidence-Based Practice	9
2.6 Information as a Public Good	10
3. The YouthQuake Pathway	11
3.1 Two-Tier Model Overview	11
3.2 From Civic Awareness to Civic Leadership	12
3.3 From Participation to Accountability	13

PART II

TIER 1: THE YOUTHQUAKE 2-DAY CIVIC AND MEDIA LAB	14
4. Programme Overview	14
4.1 Learning Objectives	15
4.2 Expected Outcomes	16
4.3 Delivery Model	16
5. Day 1: Rights, Power and Participation	18
5.1 Youth and Democracy in Namibia	18
5.2 The Constitution and Your Civic Rights	18
5.3 Equality, Dignity and Administrative Justice	20
5.4 How Government Works: National, Regional and Local	21
5.5 The Policy Pipeline	21
5.6 Participation Beyond the Ballot	22



6. Day 2: Media, Message and Mobilisation	23
Session 1: Namibia's Media Legacy and Information as a Public Good.....	23
Session 2: Access to Information in Practice.....	24
Session 3: Media Systems and Political Economy.....	25
Session 4: Information Disorder and Verification Practice.....	26
Session 5: Responsible Communication and Digital Conduct	27
Session 6: Civic-Media Action Plan	27
7. Transition to Leadership.....	29
7.1 From Individual Action to Collective Engagement.....	29
7.2 Forming YouthQuake Civic Circles	30
7.3 Post-Lab Follow-Up Framework.....	30

PART III

TIER 2: THE YOUTHQUAKE CIVIC LEADERSHIP CIRCLE	32
8. Programme Overview	32
8.1 Purpose and Structure.....	32
8.2 Membership and Roles.....	33
8.3 Code of Conduct.....	34
9. Core Modules	36
Module 1: Institutional Literacy and Governance Deep Dive	36
Module 2: Power Mapping and Coalition Building	37
Module 3: Structured Accountability and Monitoring	38
Module 4: Youth-Policy Dialogue Design and Facilitation.....	39
Module 5: Evidence-Based Advocacy and Issue Brief Writing.....	40
Module 6: Digital Campaigns with Integrity	41
Module 7: Inclusive and Gender-Responsive Leadership	42
Module 8: Sustainability and Institutionalisation	44
10. Youth-Policy Forum Implementation Guide.....	45
10.1 Planning and Agenda Design.....	45
10.2 Moderation and Documentation.....	46
10.3 Securing and Tracking Commitments	46
10.4 Post-Forum Follow-Up	47
11. Monitoring Impact and Sustained Engagement	48
11.1 Action Tracking Framework	48
11.2 Institutional Response Indicators	48
11.3 Six-Month Review Model.....	48

PART IV

FACILITATOR AND IMPLEMENTATION GUIDE.....	50
12. Facilitator Foundations	50
12.1 Neutrality and Ethics.....	51
12.2 Managing Political Sensitivity.....	51
12.3 Conflict Management	51
12.4 Facilitating Media, Information and Digital Literacy.....	52



13. Programme Delivery Models	53
13.1 Intensive 2-Day Lab	53
13.2 8–12 Week Leadership Circle	54
13.3 Campus and Community Dialogue Series	55
14. Monitoring and Evaluation Framework	57
14.1 Pre- and Post-Assessments	57
14.2 Action and Engagement Metrics	58
14.3 Reporting Templates	59
15. Political, Digital and Participant Safety	60
15.1 Political Risk Assessment	60
15.2 Inclusion and Protection	61
15.3 Data Protection and Confidentiality	61
15.4 Managing Online Risk and Digital Harassment	62
16. Training of Facilitators	63
16.1 Selection Criteria	63
16.2 Training Curriculum	64
16.3 Certification and Quality Assurance	65
17. Implementation Checklist	67

PART V

ANNEXES	70
Annex A: Letter, Petition and Issue Brief Templates	70
Annex B: Community Dialogue and Youth-Policy Forum Toolkit	74
Annex C: Media Verification and Responsible Information Sharing Checklist	77
Annex D: Monitoring and Evaluation Tools	80
Annex E: Key Legal and Policy Extracts	85
Annex F: Action Plan Templates	89
Annex G: Institutional Commitment Tracker Templates	96
Annex H: The YouthQuake Civic Circle Charter Template	101
Annex I: The Declaration of Windhoek on Promoting an Independent and Pluralistic African Press	105
Annex J: The Windhoek+30 Declaration: Information as a Public Good	109



A. FOREWORD

Namibia is a young democracy and a young nation. A large share of our population is under the age of 35. This demographic reality is not a statistic. It is a responsibility.

Young Namibians carry the weight of unemployment, inequality, gender-based violence and rising economic pressure. They navigate digital spaces that amplify voice but also expose them to misinformation, harassment and manipulation. They participate in elections. They speak online. They mobilise around injustice. Yet many report feeling distant from decision-making processes once the electoral cycle ends.

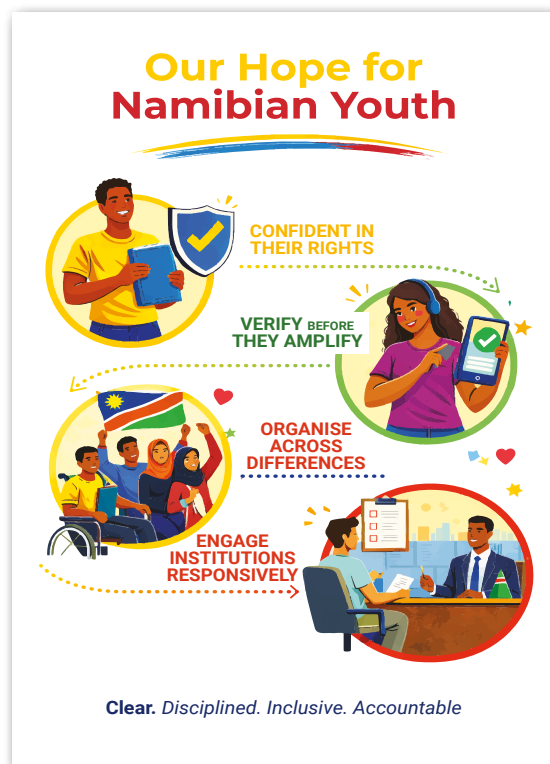
The YouthQuake was born from this tension.

Our research on Youth and Political Participation in the 2024 Presidential and National Elections confirmed that young people are not apathetic. They are aware. They are concerned. They are willing to engage. However, engagement is often episodic, emotionally driven and insufficiently connected to structured accountability mechanisms.

The Toolkit

This Playbook responds to that gap.

The YouthQuake Civic Action Playbook is not a protest manual. It is not a partisan guide. It is a civic power and media leadership toolkit grounded in Namibia's Constitution and democratic institutions. It equips young people with the clarity, skills and structure required to move from awareness to organised engagement and from participation to accountability.



At its core, the YouthQuake affirms a simple principle: **democracy is not sustained by elections alone. It is sustained by informed citizens who understand how institutions function, who engage responsibly and who track commitments consistently.**

This toolkit was conceptualised as a pathway. It begins with civic literacy and media discipline. It advances into structured youth-led accountability circles. It supports young people to engage institutions lawfully, ethically and persistently.

We are deeply grateful to the Canadian Fund for Local Initiatives (CFLI) for supporting this initiative. Their partnership reflects a shared commitment to democratic resilience, youth leadership and inclusive civic participation. Through this collaboration, the YouthQuake moves beyond theory into practice.

Our hope is clear and grounded in the realities young Namibians face every day.

We want young Namibians who know their rights and feel confident using them. Not in theory, but in everyday life. We want youth who pause, verify and think before they share, who understand that credibility matters in a noisy digital space.



We want young people who can work across differences, who organise with discipline and respect, even when they do not agree on everything. And we want institutions that take structured, documented youth engagement seriously, that respond with transparency and follow-through.

If youth act with clarity and integrity, and institutions respond with accountability, our democracy grows stronger.

If credibility is strengthened and accountability becomes habitual, democracy deepens. The YouthQuake is an invitation to step forward with discipline, integrity and courage.

This Playbook is also grounded in Namibia's historic contribution to global media freedom. The 1991 Windhoek Declaration affirmed that an independent and pluralistic press is essential to democracy. Three decades later, the Windhoek+30 Declaration recognised information as a public good that enables accountability and public trust. The YouthQuake translates this legacy into youth practice. Media literacy in this toolkit goes beyond identifying false information. It equips young people to understand how media systems function, how transparency laws can be used to request official records, and how credible information strengthens structured civic engagement.

Zoé Titus
Executive Director
NMT Media Foundation



B. ACKNOWLEDGMENTS

The YouthQuake Civic Action Playbook is the result of collective effort.

We acknowledge the young Namibians who participated in the research on youth political participation during the 2024 Presidential and National Elections. Their insights shaped the foundation of this Playbook. They spoke candidly about frustration, hope, digital risks and institutional distance. Their experiences informed the design of every module.

We acknowledge the facilitators, youth workers and civic educators who contributed expertise to the development of this toolkit. Their experience in community engagement, media development and democratic practice ensured that the YouthQuake is practical rather than abstract.

We recognise the role of civil society organisations that continue to create space for youth voice in Namibia. Their ongoing work in media freedom, civic education and governance accountability creates the environment in which the YouthQuake can operate.

We extend sincere appreciation to the Canadian Fund for Local Initiatives (CFLI) for their support. Their investment reflects trust in Namibian youth and confidence in locally driven democratic initiatives. The partnership made it possible to translate research findings into a structured civic leadership pathway.

Finally, we acknowledge the young people who will use this Playbook. The YouthQuake Civic Action Playbook belongs to you. Its success will not be measured by the number of copies distributed but by the number of commitments tracked, dialogues held and institutions engaged.



C. ACRONYMS

CFLI	Canadian Fund for Local Initiatives
CSO	Civil Society Organisation
ECN	Electoral Commission of Namibia
GBV	Gender-Based Violence
ICT	Information and Communication Technology
LGBTQI+	Lesbian, Gay, Bisexual, Transgender, Intersex, Queer and other diverse identities
M&E	Monitoring and Evaluation
NGO	Non-Governmental Organisation
NMT	Namibia Media Trust
PR	Public Relations
SADC	Southern African Development Community



D. EXECUTIVE SUMMARY

YouthQuake: The Civic Action Playbook is a structured, non-partisan civic power and media leadership toolkit developed for Namibian youth. It responds to a clear and urgent challenge within Namibia's democratic landscape: the gap between constitutional rights and sustained, structured civic accountability.

Namibia's Constitution guarantees political rights and fundamental freedoms. Elections are held regularly. Young people register, vote and express their views publicly. Yet evidence shows that youth engagement often intensifies during election periods and declines once campaigns conclude. Many young Namibians describe limited structured interaction with public institutions between electoral cycles. The challenge is not apathy. It is the absence of durable pathways that connect voice to measurable institutional response.

At the same time, the information environment has transformed civic participation. Digital platforms expand reach and accelerate mobilisation. Youth shape narratives, expose injustice and influence public debate. However, the same environment amplifies misinformation, disinformation and emotional manipulation. Public discourse becomes reactive. Visibility does not automatically produce accountability.

YouthQuake recognises that media is not merely a communication tool. It is democratic infrastructure. Namibia is the birthplace of the 1991 Windhoek Declaration, which affirmed the essential role of independent and plural media in democracy. Three decades later, the Windhoek+30 Declaration reinforced the principle of information as a public good. This toolkit situates youth participation within that legacy. Accountability depends on credible information, transparent institutions and responsible public communication.



YouthQuake operationalises the Windhoek and Windhoek+30 principles at youth level by translating them into practical tools such as verification discipline, structured transparency requests and documented accountability.

The programme integrates civic literacy with media and information governance. It equips young people not only to verify online content, but also to understand how media systems function, how ownership and sustainability shape narratives, and how access to information laws can be used to obtain primary records lawfully. Verification is paired with formal transparency mechanisms. Digital discipline is paired with institutional literacy.

YouthQuake addresses these realities through a deliberate two-tier pathway.



The first tier is the YouthQuake 2-Day Civic and Media Lab. This intensive entry-level programme builds foundational civic literacy and structured media competence. Participants gain practical clarity on constitutional rights and responsibilities, the functioning of national, regional and local government, and the movement of policy from proposal to implementation.

They examine Namibia's media landscape, understand the public good value of information and learn how to use the Access to Information framework to request official records. They develop disciplined habits of verification and learn to frame rights-based, evidence-grounded advocacy. The Lab concludes with each participant designing a Personal Civic-Media Action Plan linked to a specific issue, a clearly identified institution and at least one formal transparency or engagement step. The emphasis is realistic, lawful and structured action rather than symbolic expression.

The second tier is the YouthQuake Civic Leadership Circle. This sustained engagement model transforms motivated participants into organised civic actors. Through defined roles and regular meetings, Leadership Circles select focused issues, map institutional responsibility, prepare evidence-based issue briefs and design structured youth-policy dialogues. They submit information requests where necessary, document public commitments and track follow-up over time. Engagement becomes procedural rather than reactive. Accountability becomes measurable rather than rhetorical. Participation continues between elections and beyond moments of public outrage.

YouthQuake is grounded in clear guiding principles. It draws its legitimacy from Namibia's constitutional framework and operates with strict non-partisanship. It recognises that youth participation is shaped by inequality, economic pressure, digital vulnerability and social exclusion, and therefore embeds intersectional inclusion, ethical safeguards and evidence-based practice into every stage of implementation. It treats information as a shared democratic resource and responsible communication as a civic duty. Clarity, skill and structure are prioritised because passion alone does not sustain influence.

The intended impact is practical and measurable. YouthQuake seeks to increase young people's confidence in engaging institutions, strengthen habits of verification and lawful information access, deepen structured youth-policy dialogue and normalise commitment tracking. Over time, success will be visible when youth engagement persists beyond electoral cycles, when institutions respond to documented and evidence-based youth requests, and when public participation becomes organised, disciplined and accountable.

The toolkit is designed for adaptation and replication. Civil society organisations, youth networks and educational institutions can implement the Civic and Media Lab and the Leadership Circle model within their own contexts while maintaining non-partisan integrity and constitutional grounding.

Namibia's democratic future will be shaped by the civic habits of its youth. When young people understand that information is a public good, use transparency laws strategically, engage institutions lawfully and track commitments consistently, democratic culture strengthens. YouthQuake provides a structured framework to support that shift from awareness to organised, evidence-based civic power.



PART I: FOUNDATIONS

1. Introduction

1.1. Youth Participation in Namibia Today

Namibia is a young country. A significant share of the population is under the age of 35. This demographic reality means youth participation is not a side issue. It shapes the future of governance, development and social cohesion.

Young Namibians are not disengaged. They are vocal, digitally connected and politically aware. They debate issues online. They mobilise around unemployment, gender-based violence, corruption and inequality. They vote. They organise. They speak. Yet participation is uneven and often episodic.

Engagement tends to increase during election periods. Voter registration drives and campaign rallies create visibility and urgency. After elections, many young people report feeling distant from decision-making processes. Dialogue with institutions becomes less structured. Feedback loops weaken. Trust declines.

There is also a gap between formal rights and lived experience.

The Constitution guarantees freedom of expression, association and political activity. In practice, many young people feel:

- Their concerns are heard but not acted upon
- Consultation processes are symbolic
- Access to decision-makers is limited
- Information about policies and budgets is difficult to obtain

Socio-economic realities shape participation. High youth unemployment, limited access to opportunities and economic pressure reduce time and energy available for civic engagement. When survival is the priority, sustained civic action becomes difficult.

At the same time, digital media has transformed participation.

Social media platforms provide space for:

- Rapid mobilisation
- Public accountability debates
- Exposure of misconduct
- Youth-led narratives

However, the digital environment also introduces risks:

- Misinformation and disinformation
- Online harassment
- Polarisation
- Emotional manipulation

Young people operate in a civic space that is both expanded and unstable.



Participation is also not equal across groups. Young women, persons with disabilities and LGBTQI+ youth face additional barriers linked to discrimination, safety concerns and social stigma. Rural youth may face geographic and infrastructural limitations that reduce access to information and engagement platforms.

Despite these constraints, there is strong motivation among youth to influence change. Many young people express a clear desire to:

- Hold leaders accountable
- Improve service delivery
- Shape policy outcomes
- Participate in local governance

What is often missing is structured, sustained pathways.

Youth participation in Namibia today is energetic but fragmented. Rights are constitutionally protected, yet institutional engagement is inconsistent. Digital activism is visible, yet accountability mechanisms are underutilised.

This context makes one reality clear.

The issue is not whether young Namibians care. The issue is whether participation is organised, informed and sustained.

The YouthQuake responds to this gap.

1.2 Democratic Gaps and Institutional Disconnection

Namibia's democratic framework is strong on paper. The Constitution guarantees political rights. Elections are regularly held. Institutions are clearly defined. Yet many young people experience a gap between formal democracy and everyday governance.

This gap appears in several ways.

Consultation without influence

Youth are invited to forums, consultations and public hearings. However, feedback on how youth input shaped decisions is often unclear. When there is no visible response, participation feels symbolic.

Limited access to decision-makers

Many young people do not know which office to approach, how to request meetings or how to follow up formally. Institutional structures can appear distant, technical and inaccessible.

Weak accountability culture

Campaign promises are rarely tracked systematically by youth groups. After elections, structured monitoring of commitments declines. Without documentation and follow-up, accountability becomes rhetorical rather than procedural.

Information barriers

Budgets, policy drafts and implementation reports are not always communicated in youth-friendly formats. When information is difficult to interpret, meaningful participation is restricted.



Digital distortion

Online spaces amplify voice, but they also amplify misinformation. Political narratives can be shaped by emotional content rather than verified facts. This weakens informed engagement and increases polarisation.

Unequal participation

Young women, persons with disabilities and LGBTQI+ youth often face additional social barriers that reduce their ability to participate safely and consistently.

These gaps do not mean democracy is failing. They mean democratic participation is uneven.

The challenge is not the absence of rights. The challenge is the absence of structured, sustained engagement between youth and institutions.

The YouthQuake is designed to respond to this disconnect directly.

1.3 Why the YouthQuake?

The YouthQuake exists because awareness alone is not enough.

Civic education programmes often focus on explaining rights. Media literacy initiatives focus on identifying fake news. Leadership programmes focus on motivation.

The YouthQuake integrates these elements into a structured pathway from knowledge to action to accountability.

It responds to three core needs.

First, clarity

Young people need to understand how power works in practice. Which institution is responsible for what. How policies move. How decisions can be challenged lawfully.

Second, skill

Participation requires more than passion. It requires the ability to:

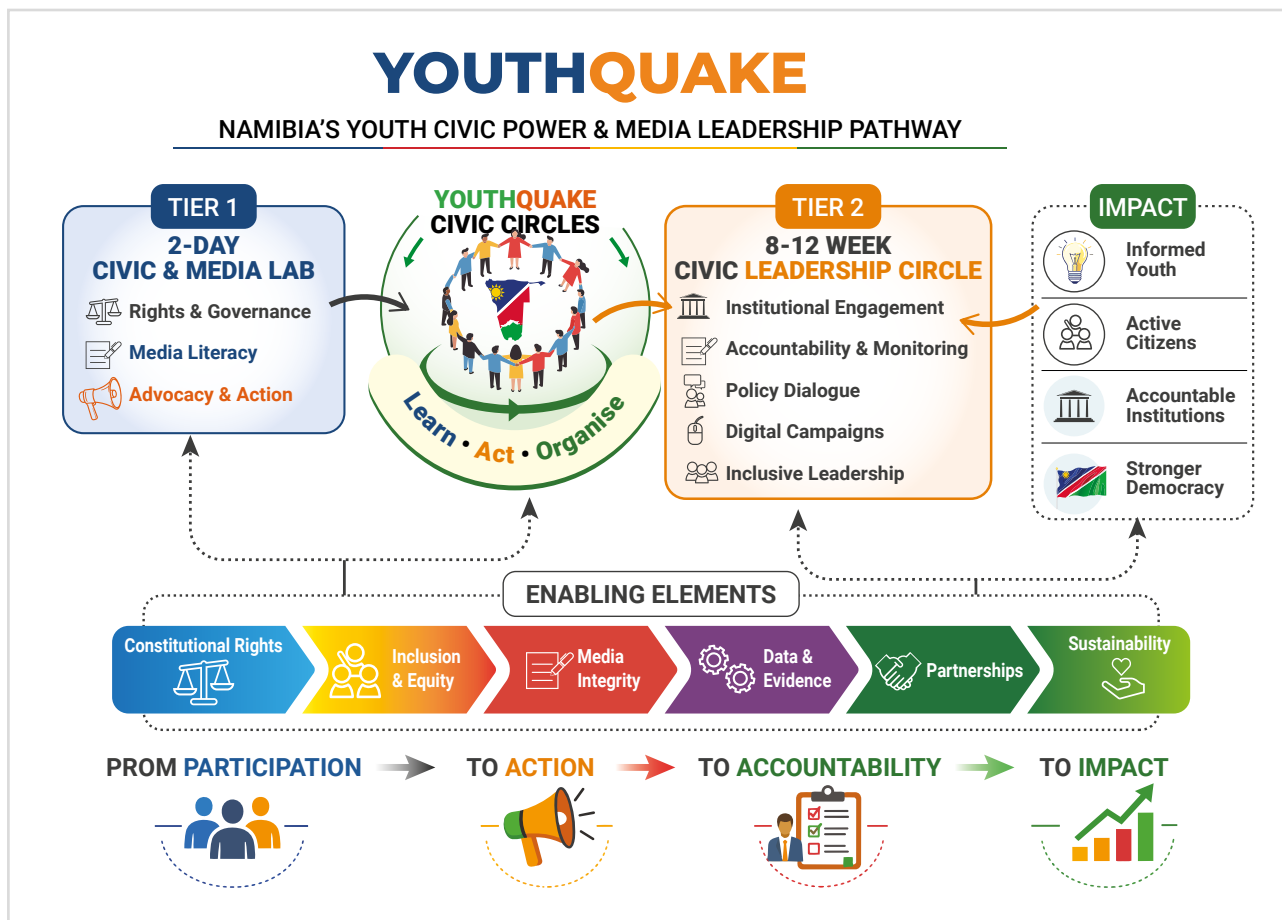
- Draft clear messages
- Request meetings formally
- Facilitate dialogue
- Track commitments
- Verify information

Third, structure

Sustained civic engagement requires organised groups, defined roles and consistent follow-up. Without structure, momentum fades.



The YouthQuake introduces a two-tier model.



Tier 1 builds civic literacy, digital awareness and individual action planning through an intensive 2-day lab.

Tier 2 develops sustained leadership through Civic Leadership Circles. These circles focus on institutional engagement, accountability tracking and structured youth-policy dialogue. The goal is not protest for its own sake. The goal is informed, non-partisan and sustained participation that strengthens democratic culture.

The YouthQuake positions young people not only as voters or commentators, but as organised civic actors.

1.4 Who This Toolkit Is For?

This toolkit is designed for multiple audiences, each with a distinct role in strengthening youth participation.

Young people

Youth aged approximately 18 to 35 who want to understand:

- Their constitutional rights
- How institutions function
- How to engage decision-makers
- How to verify information
- How to move from frustration to structured action



The toolkit supports youth from diverse backgrounds, including young women, persons with disabilities, LGBTQI+ youth and rural youth.

Civil society organisations

Organisations working in civic education, media development, youth empowerment or social justice that require:

- A structured, non-partisan curriculum
- Practical advocacy tools
- Facilitation guidance
- Monitoring and evaluation frameworks

The toolkit enables organisations to move beyond awareness-raising toward sustained engagement models.

Youth networks and student groups

Campus groups, regional youth forums and community associations seeking to organise structured engagement with institutions.

Facilitators and trainers

Individuals responsible for delivering civic or media literacy programmes who require:

- Session guides
- Conflict management strategies
- Safeguarding standards
- Documentation tools

Policy actors and institutions

Public officials, youth councils and governance bodies interested in improving structured dialogue with young people. The toolkit provides a model for constructive engagement rather than adversarial interaction.

This toolkit is not designed for partisan mobilisation. It is designed for informed civic participation.

It assumes that democracy strengthens when:

- ☒ Youth understand the system.
- ☒ Youth engage constructively.
- ☒ Institutions respond transparently.
- ☒ Accountability becomes structured rather than reactive.

The YouthQuake provides the framework to make that shift.



2. Guiding Framework

This toolkit is not a set of motivational messages. It is a practical programme built on principles that protect credibility, safety and impact. These principles guide every module, every exercise and every public-facing activity delivered under the YouthQuake.

They also help facilitators manage common risks in civic programming in Namibia, including political polarisation, exclusion, misinformation and the tendency for engagement to peak only during elections. When these principles are applied consistently, the YouthQuake becomes a trusted platform for youth participation rather than a once-off training event.

2.1 Constitutional Grounding

The YouthQuake is grounded in the Constitution of the Republic of Namibia. This grounding matters for three reasons.

First, it gives young people a clear basis for participation. Youth are not participating because someone invited them. They are participating because they have rights. The Constitution protects political activity, freedom of expression, freedom of association and freedom of assembly. These rights provide legal legitimacy for civic organising, advocacy, community forums, public dialogue and voter participation.

Second, constitutional grounding protects the programme from being misunderstood as partisan or unlawful. When youth engagement is framed as rights-based, it becomes difficult to dismiss it as disorder or disrespect. It becomes a recognised part of democratic practice.

Third, constitutional grounding shifts participation from emotion to procedure. Many young people experience frustration when institutions are slow or unresponsive. A rights-based approach helps youth move from complaint to process by teaching them how to engage institutions lawfully, consistently and strategically.

The YouthQuake pays specific attention to constitutional principles that shape daily governance. Equality and dignity are essential to inclusion. Administrative justice is essential to accountability. Separation of powers helps participants understand who is responsible for which decisions. This reduces misdirected engagement and builds the ability to target the correct institution.

In practical terms, constitutional grounding means that every action promoted by this toolkit is linked to a protected right or legitimate democratic mechanism. The YouthQuake does not ask youth to operate outside the system. It equips youth to use the system.

2.2 Non-Partisan Civic Engagement

The YouthQuake is non-partisan by design. This is not a slogan. It is an operational requirement. Non-partisan civic engagement means that the programme does not promote political parties, candidates or partisan agendas. It focuses on democratic participation, civic skills, institutional accountability and public-interest outcomes.

This principle matters because youth civic programmes often face a credibility challenge. In politically sensitive environments, any perceived alignment with a party can undermine participation, reduce institutional cooperation and expose youth to unnecessary risk. When a programme is viewed as partisan, people who do not support that party avoid it. Officials become defensive. Dialogue becomes polarised. The programme loses legitimacy.



The YouthQuake protects itself and its participants by maintaining strict neutrality.

Non-partisanship does not mean silence on issues. The YouthQuake encourages youth to address unemployment, education, corruption, land, inequality and service delivery. It supports youth to challenge institutions and demand accountability. What it does not do is direct that demand toward party competition. The YouthQuake focuses on what institutions must do, what policies must change and how public resources are used.

This toolkit teaches participants to separate the following:

- ☑ Policy issues from party identity
- ☑ Accountability from personal attacks
- ☑ Evidence from political rumours
- ☑ Constructive engagement from mobilisation for campaigns

In practice, non-partisanship requires discipline from facilitators and participants. The facilitator must repeatedly redirect discussion away from “party A versus party B” and toward systems, responsibilities and procedures. Participants must be encouraged to criticise policies and performance, not personalities.

The YouthQuake also recognises that youth belong to different political backgrounds. A non-partisan approach creates a space where youth across viewpoints can work together on shared concerns such as jobs, education quality and access to services.

Non-partisanship is not neutrality on justice. It is neutrality on party competition. It is a deliberate strategy to protect youth participation as a democratic good, not a party project.

2.3 Intersectionality and Inclusion

Youth participation is not equal by default. The ability to speak, organise and influence decisions is shaped by gender, disability, geography, economic status, sexuality and social identity. This toolkit treats inclusion as foundational rather than optional.

Intersectionality means recognising that people experience barriers in overlapping ways.

A young woman in a rural area faces different constraints than a young man in an urban area. A young person with a disability may face physical access barriers, social stigma and exclusion from leadership roles. An LGBTQI+ youth may fear discrimination, exposure or harassment. A young person who is unemployed may struggle with transport costs and time pressure. These factors combine and multiply.

The YouthQuake is designed to respond to these realities through deliberate inclusion practices.

This toolkit supports facilitators to:

- Plan recruitment that reaches beyond the most visible youth groups
- Create accessible venues and materials
- Use methods that encourage quieter voices
- Address harmful language and exclusion immediately
- Protect participants who face stigma or risk
- Ensure representation in leadership roles and speaking opportunities

Inclusion is not only about who attends. It is about who participates meaningfully once they are in the room. A forum that has diverse attendance but allows only a few confident voices to dominate is not inclusive. The YouthQuake emphasises facilitation techniques that distribute voice and create safe participation for youth who are frequently silenced.



Inclusion also shapes how issues are framed. The YouthQuake encourages participants to ask: who is most affected by this issue, and whose perspective is missing from our analysis. This improves the realism of solutions and prevents policy discussions from being dominated by the experiences of the most privileged youth.

Intersectional inclusion strengthens democratic legitimacy. When participation reflects the diversity of youth, outcomes become more credible and more likely to serve the public interest.

2.4 Safe and Ethical Participation

The YouthQuake creates civic spaces where young people can participate without fear. Safety is not assumed. It is designed. Ethics is not optional. It is enforced.

This principle responds to common risks in youth civic engagement:

- Fear of public scrutiny
- Online harassment
- Pressure to declare party loyalty
- Stigmatisation of marginalised youth
- Conflict and hostility in political discussions
- Misuse of participant data, photos or stories

Safe participation means youth can speak honestly without being attacked, shamed or exposed. It also means youth are protected from being pressured into political declarations or partisan mobilisation.

Ethical participation includes several commitments.

Confidentiality

Facilitators must clarify what will and will not be shared publicly. Participants must be able to request that their contributions remain private. No one should be forced to share personal political positions.

Consent

Photos, recordings and public stories require permission. The YouthQuake does not treat youth participation as content to be harvested for publicity.

Do no harm

Facilitators must intervene when language becomes discriminatory, when conflict escalates or when participants are marginalised. The programme must not create new risks for youth, especially in communities where political or social stigma is high.

Responsible communication

The YouthQuake promotes freedom of expression, but it also teaches responsibility. Participants must learn to avoid spreading misinformation, inciting hostility or exposing others.

Political sensitivity management

Facilitators must be trained to manage sessions in a way that reduces risk, especially during election periods. Forums must not resemble rallies. Civic dialogue must remain issue-based and structured. Safety and ethics protect the programme's long-term viability. If youth feel unsafe, they disengage. If institutions perceive the programme as reckless, they resist. If participants feel exploited, trust collapses. The YouthQuake maintains credibility by protecting participants and managing risk with discipline.



2.5 Evidence-Based Practice

The YouthQuake is grounded in evidence. This includes research findings, participant feedback, and observed outcomes from implementation. Evidence-based practice matters because civic programming often fails when it is based on assumptions.

Many programmes assume youth are apathetic. Your research shows youth are often engaged but constrained by barriers. Many programmes assume knowledge alone is enough. The YouthQuake treats knowledge as necessary but insufficient without skills, structure and follow-up.

Evidence-based practice means the YouthQuake:

- Uses research findings to define priorities
- Designs sessions around real barriers and motivators
- Tests content through piloting and adaptation
- Measures outcomes using simple monitoring tools
- Learns from participant feedback and adjusts

In practical terms, evidence-based practice requires that every YouthQuake cycle includes monitoring and reflection.

Facilitators collect baseline information about participant knowledge and confidence. They track participation and inclusion. They document actions taken, such as letters sent, meetings requested and forums held. They record institutional responses and follow-up outcomes. They review what worked and what did not.

The programme also uses evidence to avoid overclaiming. The YouthQuake does not promise to change policy overnight. It promises to build youth capacity for sustained engagement and accountability. Evidence helps demonstrate progress through measurable indicators such as increased confidence, improved verification skills and increased institutional engagement.

Evidence-based practice strengthens funder accountability, but more importantly it strengthens the programme's effectiveness. It ensures the YouthQuake continues to respond to Namibia's evolving civic environment, including changes in electoral processes, digital risks and youth priorities.

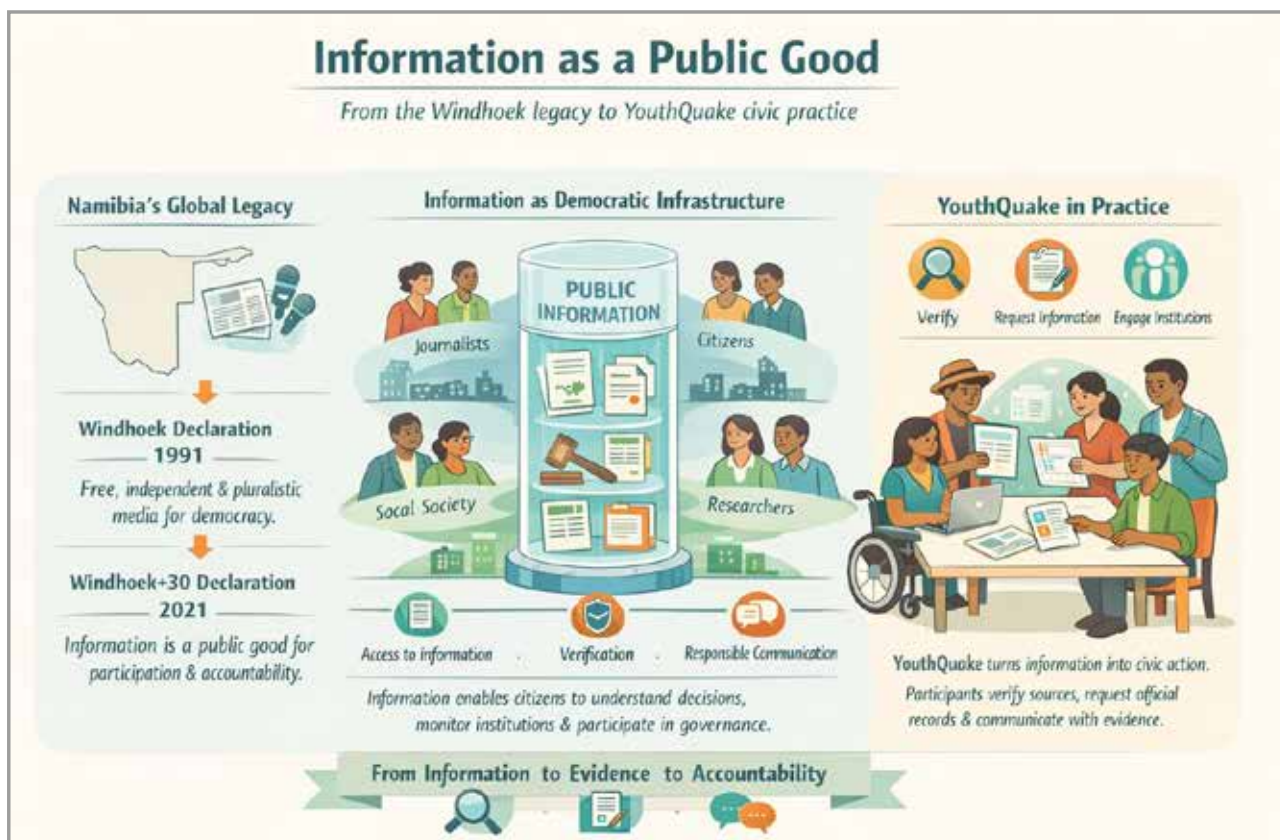
2.6 Information as a Public Good

The YouthQuake recognises information as a democratic public resource. Democracy depends on citizens who can seek, receive and use credible information to engage institutions responsibly. When information is restricted, distorted or inaccessible, accountability weakens.

Namibia's global legacy through the Windhoek Declaration and the Windhoek+30 Declaration affirms that free, independent and pluralistic media are essential to democratic life, and that information serves the public interest. The YouthQuake translates this principle into practice.

Information in this toolkit is not treated as content to consume or share impulsively. It is treated as infrastructure. Public budgets, policy drafts, administrative decisions and official records are tools of civic engagement. Access to Information mechanisms provide lawful pathways to obtain these





records. Verification practices protect credibility. Structured communication strengthens trust. Participants are therefore expected to:

- Use verified and traceable sources in advocacy.
- Submit formal information requests when clarification is required.
- Distinguish between opinion and documented evidence.
- Communicate responsibly in ways that strengthen public discourse rather than polarise it.

By treating information as a shared public good, the YouthQuake links media literacy to institutional transparency and accountability. Civic engagement becomes evidence-based rather than reactive.

Guiding Framework Summary

These principles work together.

- ☑ Constitutional grounding provides legitimacy.
- ☑ Non-partisanship protects credibility.
- ☑ Intersectionality ensures inclusion.
- ☑ Safety and ethics protect participation.
- ☑ Evidence ensures continuous improvement.
- ☑ Information as a public good ensures accountability

The YouthQuake is not built to run once. It is built to endure.



3. The YouthQuake Pathway

The YouthQuake is not a single training event. It is a structured pathway.

Many civic programmes stop at awareness. Participants leave informed and inspired, but without structure, support or follow-up. Energy fades. Momentum dissipates. Institutions remain unchanged.

The YouthQuake is designed to prevent that pattern. The pathway moves participants through three shifts:

- ☑ From information to application.
- ☑ From individual engagement to collective structure.
- ☑ From participation to sustained accountability.

This pathway is operationalised through a two-tier model that connects short-term civic learning with long-term civic practice.

3.1 Two-tier Model Overview

The YouthQuake model consists of two connected but distinct components.

Tier 1: The YouthQuake Civic and Media Lab

This is an intensive, entry-level programme delivered over two days. It builds foundational civic literacy, digital awareness and practical advocacy skills.

The Civic and Media Lab focuses on:

- Understanding constitutional rights and governance structures
- Recognising barriers to youth participation
- Developing media literacy and verification skills
- Learning basic advocacy tools
- Designing a short-term Civic-Media Action Plan

Tier 1 is designed to:

- Increase clarity
- Build confidence
- Equip youth with practical tools
- Identify motivated participants for further engagement

It is accessible, interactive and action-oriented. It does not assume prior political knowledge.

However, Tier 1 alone is not sufficient to transform civic culture.

Tier 2: The YouthQuake Civic Leadership Circle

The Civic Leadership Circle builds on Tier 1. It is a sustained engagement model operating over 8 to 12 weeks or through ongoing monthly meetings.

This tier focuses on:

- Deepening institutional literacy
- Developing structured accountability systems
- Conducting stakeholder mapping
- Organising youth-policy dialogues
- Tracking commitments and follow-up
- Strengthening inclusive leadership



The Leadership Circle transforms motivated participants into organised civic actors. The two tiers are connected.

- ☑ **Tier 1 introduces the tools.**
- ☑ **Tier 2 builds the structure.**

Participants are encouraged to move from the Civic and Media Lab into a Civic Leadership Circle, either immediately or within a defined follow-up period. This model ensures the YouthQuake is not a one-off intervention. It becomes a progression.

3.2 From Civic Awareness to Civic Leadership

Civic awareness is the starting point, not the endpoint.

In many contexts, youth understand that unemployment is high, that gender-based violence is widespread, that corruption exists, or that services are uneven. Awareness of problems does not automatically translate into effective engagement. The shift from awareness to leadership requires four developments.

First, clarity about systems.

Youth must understand how decisions are made, which institutions are responsible and what formal channels exist. Without this clarity, frustration is misdirected.

Second, skill development.

Leadership requires practical competence. This includes drafting letters, facilitating discussions, verifying information, preparing issue briefs and moderating dialogue. These skills reduce intimidation and increase confidence.

Third, collective organisation.

Individual action has limits. A single youth requesting information may be ignored. A structured group with documentation, clear messaging and consistent follow-up is more likely to secure response.

Fourth, responsibility.

Civic leadership requires discipline. Leaders must maintain neutrality in programme spaces, protect inclusion, verify information and document commitments. Leadership is not visibility. It is consistency and accountability.

The Civic and Media Lab begins this transformation by exposing participants to structured tools. The Civic Leadership Circle reinforces these tools through repeated practice and real engagement.

Over time, youth move from asking general questions to making targeted requests. They move from reacting online to preparing documented submissions. They move from attending events to organising forums.

This is the leadership shift the YouthQuake seeks to cultivate.



3.3 From Participation to Accountability

Participation is often understood as voting or attending meetings. Accountability requires more. Participation without follow-up produces limited change. Accountability introduces documentation, timelines and monitoring. The YouthQuake pathway strengthens accountability in three ways.

First, it introduces commitment tracking.

When a public official makes a statement or promise, it is recorded. Timelines are requested. Follow-up dates are set. This transforms discussion into measurable action.

Second, it promotes procedural engagement.

Youth are encouraged to use formal channels such as written meeting requests, petitions, administrative justice mechanisms and structured forums. This reduces the perception that civic engagement must rely on confrontation.

Third, it normalises sustained engagement.

The YouthQuake emphasises that democracy does not operate only during elections. Engagement must continue between electoral cycles. Leadership Circles are encouraged to hold regular meetings, review progress and maintain contact with institutions.

Accountability also requires internal discipline. Youth groups must:

- ☑ Keep records
- ☑ Share updates transparently
- ☑ Evaluate progress honestly
- ☑ Adjust strategies when necessary

The transition from participation to accountability marks a maturity in civic practice.

Participation says, “We are here.”

Accountability says, “We are here, and we are tracking outcomes.”

The YouthQuake is designed to institutionalise that second stance.

The pathway therefore culminates in structured civic culture. Youth are not only informed. They are organised. Institutions are not only criticised. They are engaged and monitored.

This progression strengthens democratic practice at both local and national levels.

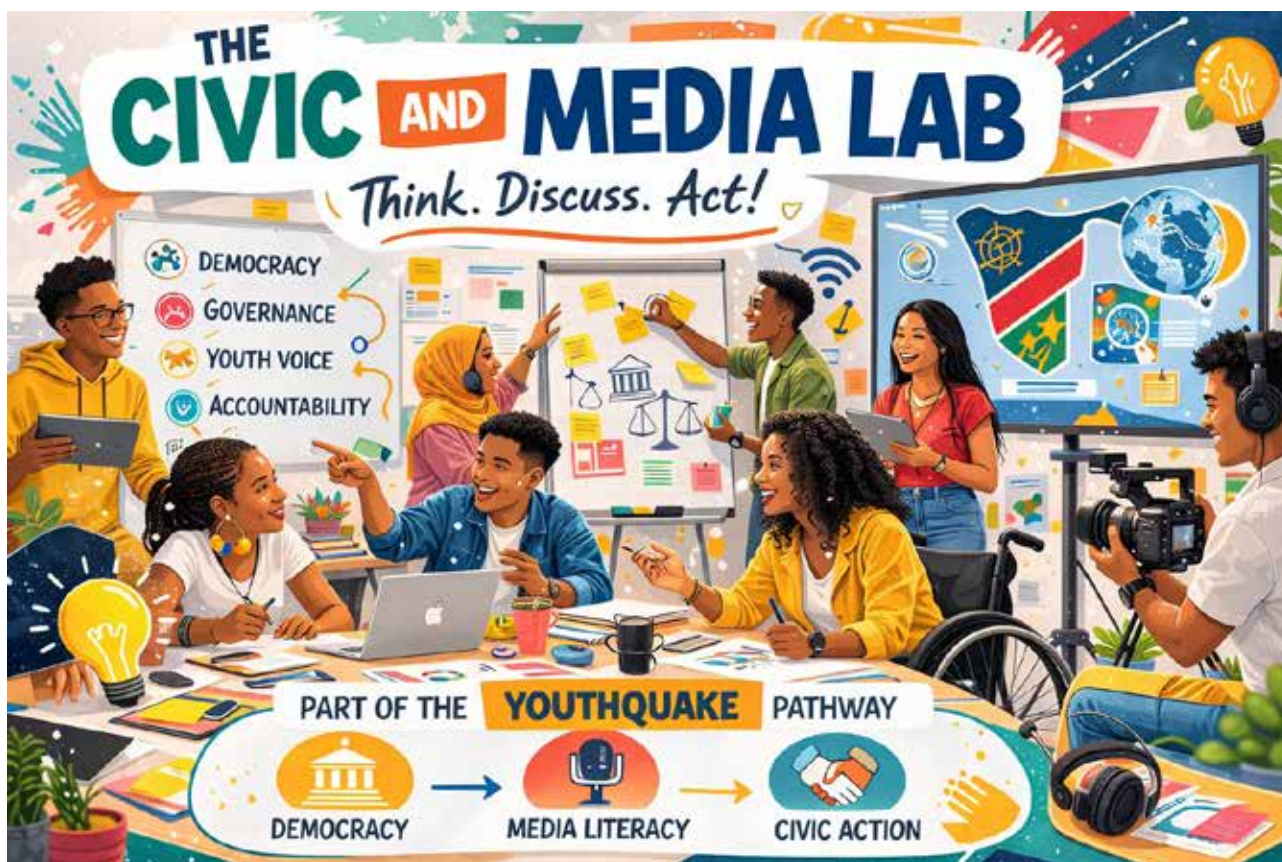
The YouthQuake does not promise immediate transformation. It builds the architecture for sustained influence.

4. The YouthQuake Pathway

- 3.4 Two-Tier Model Overview
- 3.5 From Civic Awareness to Civic Leadership
- 3.6 From Participation to Accountability



PART II TIER 1: THE YOUTHQUAKE 2-DAY CIVIC AND MEDIA LAB



4. Programme Overview

Namibia is a young country. A significant share of the population is under the age of 35. This demographic reality means youth participation is not a side issue. It shapes the future of governance, development and social cohesion.

Young Namibians are not disengaged. They are vocal, digitally connected and politically aware. They debate issues online. They mobilise around unemployment, gender-based violence, corruption and inequality. They vote. They organise. They speak.

The YouthQuake Civic and Media Lab is the entry point into the YouthQuake pathway.

It is an intensive, two-day programme designed to build foundational civic literacy, strengthen media awareness and activate structured youth engagement. It responds directly to the realities outlined in Part I: youth frustration with institutional responsiveness, uneven participation, digital misinformation and limited sustained engagement after elections.

The Lab is not a lecture series. It is interactive, practical and skills-oriented. It combines constitutional grounding with applied exercises. Participants move from reflection to analysis to structured planning within two days.

The Lab has three core purposes.



First, to clarify how democracy works in practice.

Participants gain a clear understanding of governance structures at national, regional and local levels. They learn how laws are developed, how policies move through institutions and where youth can intervene lawfully.

Second, to build media systems literacy and information discipline.

Participants examine how Namibia's media landscape is structured, including questions of ownership, sustainability and the influence of state advertising on editorial independence. They learn why media viability affects democratic accountability. The Lab introduces information as a public good and connects verification to institutional transparency. Participants develop the ability to submit formal information requests, interpret public records and communicate responsibly. This protects both personal credibility and the integrity of public discourse.

Third, to activate immediate civic action.

Participants leave with a structured, realistic Civic-Media Action Plan. This plan connects civic knowledge with media skills and defines at least one concrete action to be implemented within one month.

The Lab is intentionally intensive. It compresses core civic knowledge and applied skill development into two focused days. It is suitable for:

- Youth organisations
- Campus groups
- Community youth networks
- Civil society programmes
- Regional youth forums

It is also designed to identify participants who are ready to move into Tier 2: the YouthQuake Civic Leadership Circle.

4.1 Learning Objectives

By the end of the YouthQuake Civic and Media Lab, participants will demonstrate growth across three domains: civic knowledge, media literacy and applied advocacy skills.

Civic Knowledge

Participants will be able to:

- Explain key constitutional rights relevant to political participation, equality and freedom of expression.
- Distinguish between national, regional and local government responsibilities.
- Identify the correct institutional level responsible for a selected community issue.
- Describe the basic process through which a social issue can become law or policy.

This knowledge reduces confusion and misdirected engagement.

Media Literacy

Participants will be able to:

- Differentiate between misinformation, disinformation and malinformation.
- Apply at least two verification techniques to assess the credibility of digital content.
- Recognise emotional manipulation tactics in political messaging.
- Demonstrate understanding of basic digital safety practices.

This literacy protects both individual participants and the integrity of public discourse.



Advocacy and Action

Participants will be able to:

- Develop a concise, rights-based message on a selected youth issue.
- Identify a specific decision-maker linked to that issue.
- Select an appropriate engagement tool such as a meeting request, petition or forum.
- Draft a preliminary Civic-Media Action Plan with a clear objective and timeline.

These objectives ensure that participants leave not only informed, but prepared to act.

4.2 Expected Outcomes

The expected outcomes of the Civic and Media Lab operate at two levels: immediate participant outcomes and short-term civic activation outcomes.

Immediate Participant Outcomes

- Increased clarity about how democratic institutions function.
- Improved confidence in engaging public officials.
- Improved ability to critically assess online information.
- Strengthened understanding of inclusive participation and intersectional barriers.
- Percentage of participants who use verified sources in Issue Briefs
- Percentage of public communications reviewed through verification checklist

These outcomes are measured through pre- and post-session assessments and facilitated reflection.

Short-Term Civic Activation Outcomes

Within one month of the Lab, participants are expected to:

- Initiate at least one civic action linked to their Action Plan.
- Engage at least one institution formally or informally.
- Apply verification techniques before sharing political content.
- Discuss the YouthQuake principles within their networks.

The Lab is not designed to produce policy change within two days. It is designed to catalyse structured engagement that can continue beyond the training.

The Lab also serves as a filter and motivator for Tier 2. Participants who demonstrate sustained interest and commitment are encouraged to join or form a the YouthQuake Civic Leadership Circle.

4.3 Delivery Model

The YouthQuake Civic and Media Lab is delivered over two consecutive days, typically from 08h30 to 17h00 each day.

The structure balances theory and practice.

Day 1 focuses on **Rights, Power and Participation**.

Participants examine youth realities, constitutional grounding and governance structures. They engage in power mapping exercises and structured discussion. By the end of Day 1, participants understand where influence exists and how institutions function.



Day 2 focuses on **Media, Information and Accountability**.

Participants analyse Namibia's media landscape, including ownership patterns, sustainability pressures and the role of state advertising. They examine information as a public good and learn how to use formal transparency mechanisms to request public records. Verification practice is paired with institutional literacy. The day culminates in the development of individual Civic-Media Action Plans that include at least one structured transparency or engagement step.

Methodology

The Lab uses non-formal education methods, including:

- Small group discussions
- Scenario analysis
- Power mapping exercises
- Role plays and simulations
- Media verification practice
- Structured reflection

Lecturing is minimised. Application is prioritised.

Facilitation Requirements

The Lab must be delivered by trained facilitators who:

- Maintain strict non-partisanship
- Manage conflict effectively
- Ensure inclusive participation
- Document outcomes consistently

Group Size

Recommended group size is 20 to 30 participants to ensure meaningful interaction while maintaining manageability.

Materials

Flipcharts, printed handouts, case studies, verification exercises and action plan templates are required. Digital access is beneficial for verification practice but not mandatory.

Transition Mechanism

At the close of Day 2, participants are formally introduced to the YouthQuake Civic Leadership Circle model. Those interested in sustained engagement are invited to register for Tier 2 or form local circles.

The Lab therefore functions as both a standalone intervention and the first stage of a broader civic leadership pathway.

The design ensures clarity, skill development and activation within a short timeframe, while preserving continuity into longer-term civic practice.



5. Day 1: Rights, Power and Participation

Day 1 establishes the intellectual and practical foundation for the entire YouthQuake pathway. Many young people feel frustration toward institutions but lack clarity about how those institutions function. Day 1 addresses that gap directly. It moves participants from emotional reaction to structural understanding.

The goal of Day 1 is not to memorise laws. The goal is to understand how rights, power and institutions connect in practice.

By the end of Day 1, participants should be able to identify where decisions are made, who holds responsibility and how youth can engage within constitutional boundaries.

5.1 Youth and Democracy in Namibia

This opening session grounds the conversation in lived experience.

Namibia is a constitutional democracy with regular elections, protected freedoms and defined institutional structures. Young people vote, campaign and express opinions publicly. Digital platforms amplify youth voices.

At the same time, many young Namibians report feeling disconnected from decision-making processes between elections. Engagement is often strongest during campaign periods and weakest during implementation phases.

This session explores:

- How youth currently participate
- What motivates youth to engage
- What barriers limit sustained engagement
- How digital spaces influence democratic culture

Participants reflect on questions such as:

- Do institutions respond to youth input?
- What happens after elections?
- Which issues matter most to young people in your region?

This conversation validates experience without reinforcing cynicism. It sets the tone for the programme by clarifying that the issue is not youth apathy. The issue is structural access, clarity and follow-up.

The session concludes by reframing democracy as a continuous process rather than an event.

5.2 The Constitution and Your Civic Rights

This session shifts from experience to legal grounding.

The Constitution of Namibia provides the legal basis for youth participation. It protects:

- Freedom of expression
- Freedom of association
- Freedom of assembly
- Political participation rights
- Equality before the law





Participants examine what these rights mean in practical terms.

- Freedom of expression means youth can speak publicly about policy issues.
- Freedom of association means youth can form organisations or networks.
- Political participation rights mean youth can vote, stand for office and engage in peaceful political activity.

This session also clarifies that rights operate alongside responsibilities. Responsible expression requires verification. Peaceful assembly requires respect for law and safety.

Participants are encouraged to see the Constitution not as a distant legal document but as a daily tool. It legitimises civic action. It protects structured engagement. It provides a foundation for advocacy.

The session emphasises one key message:

Youth participation is not a favour granted by institutions. It is a protected right.

5.3 Equality, Dignity and Administrative Justice

Democracy is not only about voting. It is about fairness.

This session deepens understanding of three principles that shape everyday governance.

Equality

All persons are equal before the law. However, equality does not mean identical treatment. In practice, equality requires attention to structural disadvantage.

Participants examine how gender, disability, geography and economic status shape access to services and opportunities. They reflect on why inclusion must be intentional.

Dignity

Human dignity requires that institutions treat individuals with respect. This includes respectful communication, transparency and non-discrimination.

Dignity is central to how youth engage institutions and how institutions respond.

Administrative Justice

Administrative justice is one of the most underused civic tools.

When a public authority makes a decision that affects an individual or group, that decision must be lawful, reasonable and procedurally fair.

This means youth can:

- Request reasons for decisions
- Challenge unfair administrative action
- Expect transparency in decision-making processes

Practical examples are used:

- Delays in housing allocation
- Scholarship selection processes
- Municipal service complaints



Participants learn that accountability is not limited to elections. Administrative justice provides daily entry points for engagement.

This session reinforces the idea that fairness is operational, not abstract.

5.4 How Government Works: National, Regional and Local

Frustration often arises from engaging the wrong institution.

This session clarifies how power is distributed.

National Government

Responsible for national policy, legislation, national budgets, defence, foreign affairs and large-scale development frameworks.

Regional Councils

Coordinate regional development planning, support local implementation and engage with community-level concerns.

Local Authorities

Responsible for municipal services such as water, sanitation, waste management, land allocation and local infrastructure.

Participants engage in practical exercises:

- Identify a community issue.
- Determine which level of government is responsible.
- Map the decision-maker.

This exercise reduces misdirected advocacy and builds strategic focus.

Participants also learn the role of Parliament, Cabinet, ministries and independent institutions such as the Electoral Commission. The objective is clarity. Engagement becomes more effective when responsibility is clearly understood.

5.5 The Policy Pipeline

Many young people see policy outcomes but do not understand how policies are created.

This session explains the policy pipeline in simplified terms.

- Issues emerge from public concern, research or political priority.
- Draft proposals are developed within ministries or committees.
- Consultations may occur.
- Cabinet approves draft legislation.
- Parliament debates and passes laws.
- Implementation begins through regulations and administrative processes.

Participants examine where youth can intervene at different stages:

- During public consultations
- Through submissions
- Through committee engagement
- Through civil society advocacy
- Through media engagement



The policy pipeline session emphasises timing. Influence is strongest before final decisions are made. Waiting until implementation may limit options.

Participants are encouraged to move from reactive engagement to proactive monitoring of policy development.

5.6 Participation Beyond the Ballot

Voting is a cornerstone of democracy. It is not the only form of participation.

This session expands the definition of civic engagement.

Beyond voting, youth can:

- Request meetings with public officials
- Submit petitions
- Draft policy submissions
- Organise community forums
- Monitor service delivery
- Track public commitments
- Engage media responsibly

Participants reflect on the difference between episodic participation and sustained engagement.

- Episodic participation peaks during elections.
- Sustained participation continues between electoral cycles.

The session introduces the idea of commitment tracking. When public officials make promises, youth can document them and request follow-up updates.

This shifts participation from symbolic presence to structured accountability.

Day 1 concludes by connecting rights, institutions and participation into one integrated understanding.

- Rights provide legitimacy.
- Institutions define responsibility.
- Participation creates influence.

The foundation is now in place for Day 2, which builds media discipline and structured action planning.

Day 1 ensures that participants understand the system they are about to engage.



6. Day 2: Media, Information and Accountability

Overall Objective

By the end of Day 2, participants will:

- Understand media as democratic infrastructure.
- Recognise information as a public good.
- Know to use the Access to Information framework in practice.
- Apply verification and disciplined communication in civic action.
- Produce a realistic Civic-Media Action Plan.

Total Duration: 8 hours including breaks

Content Time: Approximately 6 hours 30 minutes

Breaks and transitions: Approximately 1 hour 30 minutes

Recommended Schedule: 08h30 to 16h30

Recap and Framing: 08h30–08h45

Purpose

Reconnect Day 1 to Day 2. Shift from institutions to information.

Facilitator Flow

- Ask: What is one institution you identified yesterday as responsible for your issue?
- Ask: What information would you need to hold that institution accountable?
- Capture responses on flipchart.

Key Bridge Message

Accountability depends on access to credible information. Today focuses on how information works in a democracy.

Energy Cue

Keep this short and interactive. Do not lecture.

08h45 - 09h45

Session 1: Namibia's Media Legacy and Information as a Public Good

Duration: 60 minutes

Purpose

To ground media engagement in Namibia's democratic history and global relevance.

Content

- The 1991 Windhoek Declaration and its global impact.
- The Windhoek+30 Declaration and the idea of information as a public good.
- Why independent, plural and sustainable media strengthens accountability.
- The link between media freedom and democratic resilience.

Facilitator Guidance

Avoid academic tone. Use simple framing:

- When media is independent, citizens can see how power operates.
- When media is captured, accountability weakens.



Discussion Questions

- What happens when media cannot report freely?
- Who is responsible for protecting information as a public good? Government, journalists, citizens?

Practical Exercise

In pairs, participants answer:

For your chosen issue, what information must be publicly available for accountability to work?

Examples:

- Budget allocations
- Procurement records
- Policy criteria
- Implementation reports

Report Back: 3 to 4 pairs only.

Energy Cue: Stand-up pair discussion. Movement prevents early fatigue.

Short Break: 09h45–10h00

10h00 - 11h15

Session 2: Access to Information in Practice

Duration: 75 minutes

Purpose

To connect media literacy to formal transparency tools.

Content

- Overview of Namibia's Access to Information framework.
- Which public bodies are obligated to disclose information.
- What types of records can be requested.
- Timeframes for response.
- Lawful grounds for refusal.
- Appeal or follow-up mechanisms.

Facilitator Guidance

Keep it practical. Do not turn this into a legal lecture. Focus on how youth can use the law.

Key Message

Verification is not only checking online content. It is requesting official records lawfully.

Practical Exercise

Participants draft a short information request linked to their issue.

They must specify:

- The institution.
- The specific record requested.
- The format requested.
- The response timeframe expected.



Facilitator circulates and checks specificity.

Report Back: Select 2 to read aloud. Refine wording collectively.

Energy Cue: This is cognitively heavy. After drafting, do a 2-minute stretch before report back.

11h15 - 12h15

Session 3: Media Systems and Political Economy

Duration: 60 minutes

Purpose

To build media systems literacy beyond misinformation.

Content

- Public broadcaster role.
- Private media and sustainability pressures.
- Community radio.
- State advertising and influence.
- Media ownership patterns.
- Digital platforms and algorithmic visibility.

Facilitator Guidance: Use questions more than explanation.

Discussion

- How does ownership influence narrative framing?
- Why does sustainability matter for editorial independence?
- How do algorithms shape what youth see?



Practical Exercise

In small groups, analyse how their issue appears in media.

Ask:

- Is coverage balanced?
- Is it evidence-based?
- Are youth voices visible?
- Are certain actors dominant?

Groups share one observation each.

Energy Cue: Use group work before lunch to keep engagement high.

12h15–13h15

Lunch



13h15–14h30

Session 4: Information Disorder and Verification Practice

Duration: 75 minutes

Purpose

To build disciplined verification habits.

Part 1. Concepts: 20 minutes

Define clearly:

Misinformation

False or inaccurate information shared without intent to deceive.

Disinformation

False information deliberately created or shared to mislead.

Malinformation

True information used out of context or shared to cause harm.

Explain emotional triggers and manipulation tactics.

Part 2. Verification Practice: 40 minutes

In groups, analyse sample posts relevant to Namibia:

Examples:

- Election rumours
- Old images reshared
- Inflammatory captions
- Misused statistics

Each group applies a checklist:

- Who is the source?
- Is it current?
- Is it cross-verified?
- Is the image authentic?
- Is context complete?

Groups present findings.

Part 3. Reflection: 15 minutes

Ask:

- Have you ever shared something you later realised was inaccurate?
- What habit will you change?

Key Message

Pause before sharing. Verify before amplifying.

Energy Cue: Use real examples. This session should feel active, not theoretical.



14h30–15h15

Session 5: Responsible Communication and Digital Conduct

Duration: 45 minutes

Purpose

To shift from reaction to disciplined influence.

Content

- Distinguishing policy critique from partisan attack.
- Avoiding defamation.
- Framing requests clearly.
- Respectful engagement online.
- Basic digital safety such as two-factor authentication and privacy awareness.

Practical Exercise

Rewrite statements.

Example:

From: *"The government does not care about youth."*

To: *"We request a public update on the youth employment programme, including budget allocation and timeline."*

Participants work in pairs. Each pair rewrites one emotionally framed statement.

Discuss risks of:

- Overgeneralisation
- Unverified statistics
- Stigmatising language

Energy Cue: Keep this fast-paced. Quick rewriting, quick feedback.

15h15–15h25

Short Break

15h25–16h25

Session 6: Civic-Media Action Plan

Duration: 60 minutes

Purpose

To convert learning into structured action.



Participants develop a Civic-Media Action Plan including:

- Defined issue.
- Responsible institution.
- One transparency action, such as submitting an information request.
- One structured engagement action, such as requesting a meeting.
- One responsible communication strategy.
- Timeline.
- Indicator of success.

Facilitator Guidance:

- Insist on specificity.
- No vague goals such as “raise awareness.”
- Each plan must include at least one formal transparency step.

Peer Review

Participants exchange plans and give feedback:

- Is the objective specific?
- Is the institution correct?
- Is the timeline realistic?

Energy Cue This session must not be rushed. It determines post-training impact.
16h25–16h30

Closing Reflection

Ask participants to complete three statements:

- I now understand that media is...
- I will verify before I...
- My first civic action will be...

Final Message

- From reacting to analysing.
- From sharing to verifying.
- From frustration to structured accountability.

Facilitator Notes on Feasibility

- This flow is realistic for one full day.
- The heaviest cognitive blocks are Sessions 2 and 4.
- Energy must be managed through movement, pair work and tight facilitation.
- Action planning must be protected from time pressure.

Outcome

Participants leave with:

- A grounded understanding of Namibia’s media legacy.
- Practical experience drafting an information request.
- Systems literacy about media ownership and influence.
- Hands-on verification practice.
- A disciplined Civic-Media Action Plan.



7. Transition to Leadership

The Civic and Media Lab is designed to activate individual awareness and action. The next step is to ensure that this energy does not dissipate.

Many youth programmes end with motivation and personal commitments. Without structure, those commitments fade under daily pressures such as work, study and economic constraints. Transition to leadership ensures continuity.

This section formalises the shift from participant to organised civic actor.

7.1 From Individual Action to Collective Engagement

Individual action matters. One person can write a letter, verify information or attend a public meeting. However, influence increases when action becomes collective. Collective engagement provides several advantages.

Shared responsibility

Tasks such as research, drafting and follow-up can be divided.

Greater legitimacy

Institutions are more likely to respond to organised groups representing multiple youth voices.

Continuity

If one member becomes unavailable, others sustain momentum.

Peer accountability

Members encourage each other to complete agreed actions.

Participants are introduced to the idea that civic engagement should move from isolated efforts to coordinated initiatives. This shift requires three commitments.

Consistency

Engagement must continue beyond immediate enthusiasm.

Structure

Meetings, roles and documentation must be defined.

Discipline

The group must maintain non-partisanship, ethical communication and inclusive practice. Transition discussions emphasise that leadership is not status. It is responsibility for sustaining action.

Participants reflect on questions such as:

- Who else in this room cares about this issue?
- Can we work together rather than separately?
- What would collective engagement look like in our community?

The objective is to plant the idea that structured collaboration increases impact.



7.2 Forming YouthQuake Civic Circles

The YouthQuake Civic Circles are small, structured groups formed by participants who commit to sustained civic engagement. A Civic Circle is not a political party structure. It is not a protest group. It is a non-partisan, youth-led civic accountability platform.

Structure

A typical Civic Circle consists of 5 to 12 members. This size allows for effective coordination while remaining manageable. Each Circle should define:

- A clear issue focusses
- Defined roles such as coordinator, documentation lead, communications lead
- Meeting frequency
- Communication channels
- Code of conduct

Code of Conduct

Civic Circles must uphold:

- Political neutrality within programme spaces
- Respectful dialogue
- Inclusive participation
- Verification before public communication
- Accurate documentation of commitments

Issue Selection

Circles are encouraged to focus on one clearly defined issue at a time. Broad goals such as “fix unemployment” are reframed into specific objectives such as:

- Requesting an update on a youth enterprise fund
- Tracking the allocation process for local housing
- Seeking clarity on youth internship placements

This specificity increases feasibility.

First 30-Day Plan

Before leaving the Lab, interested participants draft a basic 30-day group action plan. This may include:

- Holding the first Circle meeting
- Finalising issue brief
- Identifying responsible institution
- Submitting meeting request
- Preparing public communication

Circles are encouraged to keep actions realistic and measurable.

7.3 Post-lab Follow-Up Framework

Transition does not end on Day 2. Structured follow-up reinforces commitment. The Post-Lab Follow-Up Framework provides continuity over the next three months.

Week 1

- Participants confirm Circle membership.
- First Circle meeting is held.
- Roles are assigned.
- Issue focus is confirmed.



Week 2 to 4

- Issue brief is drafted.
- Stakeholder mapping is completed.
- Formal engagement request is prepared and submitted.

Month 2

- If a meeting is secured, conduct engagement.
- Document commitments.
- If no response is received, send follow-up communication.

Month 3

- Review progress.
- Assess institutional responsiveness.
- Adjust strategy if necessary.
- Document lessons learned.

Facilitator Support

Where possible, facilitators conduct at least one virtual or in-person check-in session during the first month after the Lab. This reinforces structure and addresses challenges.

Monitoring

Circles are encouraged to use simple tracking tools:

- Meeting log
- Commitment tracker
- Action checklist

This documentation builds credibility and enables evaluation.

Sustainability

After three months, Circles may:

- Continue focusing on the same issue
- Select a new issue
- Organise a community forum
- Recruit new members

The aim is not to create dependency on facilitators but to build autonomous, structured civic groups. Transition to leadership ensures that the YouthQuake does not remain a training. It becomes a network of youth-led accountability structures operating at community, regional and national levels. Individual motivation initiates change. Collective structure sustains it.



PART III TIER 2: THE YOUTHQUAKE CIVIC LEADERSHIP CIRCLE

8. Programme Overview

The YouthQuake Civic Leadership Circle is a sustained, youth-led civic engagement structure operating over 8 to 12 weeks or through ongoing monthly meetings.

It is designed for participants who have completed the Civic and Media Lab or who demonstrate readiness for structured civic engagement.

The Leadership Circle is not an event. It is a working platform. Its core function is to transform motivated individuals into organised civic actors who:

- Engage institutions strategically
- Track commitments systematically
- Document outcomes
- Sustain participation beyond election cycles

The Circle focuses on one clearly defined issue at a time. This prevents fragmentation and builds credibility.

The programme deepens the skills introduced in Tier 1:

- Institutional literacy becomes advanced mapping.
- Advocacy messaging becomes issue brief writing.
- Participation becomes structured dialogue.
- Commitments become tracked obligations.

The Circle meets regularly. Each meeting has an agenda, documentation process and follow-up plan. Tier 2 therefore creates a culture of civic discipline rather than episodic reaction.

8.1 Purpose and Structure

Purpose

The Civic Leadership Circle exists to strengthen structured youth accountability within Namibia's democratic framework.

Its purpose is to:

- Deepen institutional understanding
- Build strategic engagement capacity
- Create documented accountability mechanisms
- Model inclusive, non-partisan civic leadership
- Sustain youth participation beyond electoral cycles

The Circle does not aim to replace institutions. It aims to engage them constructively.

Structure

The Circle operates with defined structure to avoid informality that weakens impact.



Duration

Recommended duration is 8 to 12 weeks for a structured cycle, with the option to continue as an ongoing civic body.

Meeting Frequency

At least twice per month during active engagement. Monthly meetings may follow once structure is established.

Meeting Format

Each meeting should include:

- Review of previous commitments
- Update on institutional responses
- Progress on action items
- Discussion of next steps
- Documentation of decisions

Agenda discipline is essential.

Issue Focus

The Circle selects one primary issue at a time. The issue must be:

- Clearly defined
- Linked to a specific institution
- Time-bound
- Feasible within available capacity

Examples include:

- Tracking implementation of a youth employment initiative
- Requesting transparency on local housing allocation criteria
- Monitoring regional education resource distribution

Documentation

Each Circle must maintain:

- Attendance register
- Meeting minutes
- Commitment tracker
- Communication log
- Action tracker

Without documentation, influence diminishes. The structure ensures continuity and credibility.

8.2 Membership and Roles

Membership

A Civic Leadership Circle should consist of 5 to 12 committed members. Smaller groups are easier to coordinate and sustain. Membership should reflect diversity. Effort must be made to include:

- Young women
- Youth with disabilities
- Rural or peri-urban youth
- Youth from different socio-economic backgrounds



Membership Criteria

Members must:

- Commit to non-partisan engagement within the Circle
- Attend meetings consistently
- Participate actively in assigned tasks
- Respect confidentiality and inclusion principles

Membership is voluntary but requires accountability.

Roles

To prevent confusion and burnout, roles should be clearly defined and rotated periodically.

Recommended roles include:

Coordinator

- Schedules meetings
- Ensures agenda circulation
- Maintains communication with members
- Oversees timeline adherence

Documentation Lead

- Records minutes
- Maintains commitment tracker
- Archives correspondence
- Prepares summary updates

Engagement Lead

- Drafts meeting requests
- Coordinates institutional communication
- Prepares issue briefs

Communications Lead

- Manages public messaging
- Ensures verification before publishing
- Coordinates media engagement

Inclusion and Safeguarding Focal Point

- Monitors participation equity
- Ensures safe dialogue
- Flags risks or exclusion

Role rotation is encouraged every 3 to 6 months to build leadership depth. Leadership within the Circle is collective, not hierarchical.

8.3 Code of Conduct

The Civic Leadership Circle must operate under a written Code of Conduct. This protects integrity and credibility. The Code of Conduct should include the following principles.

Non-Partisanship

The Circle does not endorse political parties or candidates within its activities. Discussions focus on policy, institutional responsibility and accountability.



Respectful Dialogue

Members engage respectfully with each other and with institutions. Personal attacks, discriminatory language and hostility are not permitted.

Inclusion

All members are given space to speak. Marginalised voices are actively encouraged.

Accuracy

Public communication must be verified. Misinformation must not be shared.

Confidentiality

Sensitive discussions remain within the Circle unless agreed otherwise.

Accountability

Members complete assigned tasks on time. If unable to do so, they communicate in advance.

Transparency

Decisions and commitments are documented clearly.

Conflict Management

Disagreements are resolved through structured discussion. If necessary, facilitators or external mediators may be consulted.

Violation of Code

Repeated violation of the Code of Conduct may result in review of membership by consensus of the Circle.

The Code is not symbolic. It shapes behaviour.

Conclusion of Part III Introduction

The youth Quake Civic Leadership Circle transforms civic intention into organised influence. It strengthens democratic culture by:

- Embedding structure
- Requiring documentation
- Protecting neutrality
- Ensuring inclusion
- Sustaining engagement

Tier 1 builds knowledge and activation.

Tier 2 builds discipline and continuity.

Together, they create a pathway from youth awareness to youth-led accountability.



9. Core Modules

The Civic Leadership Circle is organised around structured modules. These modules deepen the foundations laid in the Civic and Media Lab and convert knowledge into disciplined civic practice.

Each module combines theory, practical tools and applied exercises. Circles should adapt pacing to their context, but the sequence should be preserved. Understanding institutions comes before engagement. Engagement comes before accountability.

Module 1: Institutional Literacy and Governance Deep Dive

Purpose

This module strengthens participants' understanding of how governance functions beyond basic structure. It moves from "who is responsible" to "how decisions actually move."

Key Focus Areas

Budget Processes

Participants examine how public budgets are developed, approved and implemented. They explore questions such as:

- When are budgets drafted?
- Who reviews and approves them?
- How are priorities reflected in allocations?
- Where can youth request transparency or clarification?

Understanding budgets shifts advocacy from general demands to resource-focused engagement.

Parliamentary and Council Processes

Participants review:

- How parliamentary committees function
- How regional councils deliberate
- How local authority meetings operate
- Where public input is permitted

This clarifies entry points for influence, such as public hearings or submission periods.

Regulatory and Administrative Systems

The module examines how ministries implement policy through regulations and administrative procedures. This reinforces the importance of administrative justice.

Practical Exercise

Each Circle selects its issue and maps it to:

- Relevant ministry or department
- Relevant parliamentary or council committee
- Budget line if applicable
- Administrative procedures affecting implementation

Outcome

Members should be able to explain their issue within governance structures clearly and accurately. Institutional literacy reduces misdirected pressure and increases strategic engagement.



Module 2: Power Mapping and Coalition Building

Purpose

This module builds strategic thinking. Influence does not depend only on formal authority. It depends on networks, alliances and leverage points.

Power Mapping

Participants analyse their selected issue using a structured mapping framework:

- Decision-maker
- Who has formal authority?

Influencers

Who shapes the decision-maker's position?

Allies

Who shares the same concern?

Opponents

Who may resist change?

Neutral stakeholders

Who can be persuaded?

This mapping moves advocacy from emotional reaction to calculated strategy.

Coalition Building

Participants identify potential partners such as:

- Other youth organisations
- Community groups
- Professional associations
- Faith-based organisations
- Local media

Coalition building strengthens legitimacy and increases reach.

Practical Exercise

The Circle creates a stakeholder map with levels of influence and interest. Members assign engagement strategies for each category.

Outcome

Members understand that sustainable influence requires collaboration. They shift from isolated action to coordinated engagement.



Module 3: Structured Accountability and Monitoring

Purpose

This module institutionalises accountability practices within the Circle.

Accountability Framework

Participants formalise systems for:

- Documenting commitments
- Recording meetings
- Tracking timelines
- Requesting updates

They review how to:

- Send formal follow-up letters
- Request written confirmation
- Maintain communication logs

Administrative Justice in Practice

Members examine how to request reasons for decisions when necessary and how to escalate concerns lawfully.

Monitoring Tools

The Circle adopts standardised tools such as:

- Commitment tracker
- Action log
- Meeting minutes template
- Institutional response tracker

Practical Exercise

Members simulate a meeting outcome and document:

- Commitment made
- Responsible office
- Timeline promised
- Next follow-up date

They then draft a follow-up communication.

Outcome

The Circle develops a culture of documentation. Accountability becomes procedural rather than rhetorical.



Module 4: Youth-Policy Dialogue Design and Facilitation

Purpose

This module prepares the Circle to organise and moderate structured engagement forums with institutions.

Dialogue Design

Participants design a Youth-Policy Dialogue that includes:

- Clear objective
- Defined issue focus
- Agenda structure
- Identified decision-makers
- Assigned moderation roles

They learn how to:

- Invite officials formally
- Set expectations in advance
- Maintain non-partisan tone
- Ensure equal speaking opportunity

Moderation Skills

Participants practice:

- Time management
- Managing dominant speakers
- De-escalating conflict
- Redirecting partisan remarks
- Securing clear commitments

Commitment Documentation

Members are trained to publicly record commitments during dialogue sessions and confirm timelines before closing the meeting.

Practical Exercise

A simulated Youth-Policy Dialogue is conducted within the Circle. Roles are assigned and a structured debrief follows.

Outcome

Members gain confidence in facilitating structured engagement. They learn to move from confrontation to constructive, disciplined dialogue.



Module 5: Evidence-Based Advocacy and Issue Brief Writing

Purpose

This module strengthens the quality and credibility of the Circle's engagement. Passion is not enough. Institutions respond more consistently to clear, structured and evidence-backed arguments. The focus is on transforming concerns into documented, persuasive submissions.

Why Evidence Matters

Public officials operate within constraints such as budgets, regulations and political priorities. General complaints rarely result in change. Specific, evidence-based arguments are harder to dismiss.

Evidence-based advocacy:

- Clarifies the scale of the problem
- Demonstrates seriousness
- Reduces emotional framing
- Increases institutional legitimacy

This module teaches members to move from statements such as:

"Youth unemployment is too high."

To statements such as:

"In Region X, youth unemployment stands at Y percent according to the latest available data. We request clarification on the allocation and timeline of Programme Z."

Sources of Evidence

Members explore different types of evidence:

- Official statistics
- Policy documents
- Budget allocations
- Public statements
- Community surveys
- Testimonies
- Comparative examples

The emphasis is on accuracy. Data must be verified before use.

Issue Brief Writing

The Circle develops a standard Issue Brief template that includes:

- Title
- Clear problem statement
- Who is affected
- Evidence and data
- Institutional responsibility
- Specific recommendations
- Requested timeline

The Issue Brief should be concise, usually two to three pages. Clarity is more effective than volume.



Practical Exercise

Members draft a full Issue Brief related to their selected issue. The group reviews and refines the document collectively, ensuring tone remains non-partisan and structured.

Outcome

By the end of this module, the Circle has at least one completed Issue Brief ready for submission or presentation in a Youth-Policy Dialogue.

Module 6: Digital Campaigns with Integrity

Purpose

Digital platforms amplify youth voices. They also amplify misinformation and hostility. This module ensures that digital engagement strengthens rather than undermines the Circle's credibility.

Strategic Digital Engagement

Participants examine when and how to use digital tools strategically. Digital platforms can be used to:

- Share verified information
- Announce dialogue events
- Publish Issue Brief summaries
- Report on institutional responses
- Mobilise attendance for forums

The Circle discusses the difference between:

- Reactive posting
- Strategic communication

Reactive posting responds emotionally to events. Strategic communication aligns with documented objectives and timelines.

Integrity in Digital Campaigns

The Circle commits to:

- Verifying all data before posting
- Avoiding defamatory language
- Avoiding personal attacks
- Avoiding exaggeration
- Avoiding party endorsement

Members review the Media Verification Checklist developed in Tier 1 and apply it to planned digital messages.

Crisis Communication

The module also prepares the Circle to respond to:

- Online criticism
- Misinformation targeting the Circle
- Hostile comments



Guidelines include:

- Respond calmly
- Correct misinformation with evidence
- Avoid engaging in prolonged online arguments
- Document serious threats

Digital Safety

Members revisit digital hygiene practices such as:

- Strong passwords
- Two-factor authentication
- Privacy settings
- Careful management of personal information

Practical Exercise

The Circle designs a short digital communication plan linked to their Issue Brief. This may include:

- Key message
- Platform selection
- Posting schedule
- Responsibility assignment

Outcome

Members understand that digital engagement must reinforce structured advocacy. Integrity builds long-term influence.

Module 7: Inclusive and Gender-Responsive Leadership

Purpose

This module ensures that leadership within the Circle reflects democratic values. Inclusion is not only about participation. It is about leadership practice.

Why Inclusion in Leadership Matters

Youth participation spaces often replicate broader societal inequalities. Certain voices dominate. Others remain marginalised. Inclusive leadership improves:

- Quality of analysis
- Legitimacy of advocacy
- Sustainability of engagement
- Trust within the group

Gender-Responsive Leadership

Participants examine how gender norms influence civic participation. Questions explored include:

- Who speaks most in meetings?
- Who takes administrative roles versus public-facing roles?
- Are young women encouraged to moderate dialogues?
- Are leadership roles rotated?



The Circle adopts practices such as:

- Intentional rotation of leadership roles
- Encouraging equitable speaking time
- Ensuring gender-balanced representation in external engagements

Disability Inclusion

The module reviews accessibility considerations:

- Venue accessibility
- Accessible communication formats
- Clear and simple language
- Accommodation for assistive needs

LGBTQI+ Inclusion and Safe Participation

Members reaffirm that discriminatory language is not permitted. Safe participation requires vigilance.

Inclusive leadership includes:

- Protecting confidentiality when necessary
- Addressing harmful remarks immediately
- Creating space for diverse experiences

Intersectional Awareness

Participants reflect on how socio-economic status, geography and identity intersect. Leadership decisions must consider whose perspectives are missing.

Practical Exercise

The Circle conducts a leadership self-assessment:

- Are roles balanced?
- Are speaking patterns equitable?
- Are marginalised voices represented?

Members develop an inclusion action plan.

Outcome

Leadership becomes intentional, not accidental. The Circle strengthens its credibility by modelling the inclusive democracy it seeks to promote.



Module 8: Sustainability and Institutionalisation

Purpose

This module ensures that the Civic Leadership Circle does not dissolve after one issue or one forum. Sustainability transforms a temporary group into a recognised civic actor.

Why Sustainability Matters

Many youth initiatives are energetic at the beginning and inactive within months. This is not due to lack of commitment. It is often due to lack of structure, succession planning and institutional memory.

Sustainability requires deliberate systems.

Leadership Rotation

Roles such as coordinator, documentation lead and engagement lead should rotate every three to six months. Rotation builds leadership capacity and prevents burnout.

Institutional Memory

The Circle must maintain organised records:

- Issue briefs
- Meeting minutes
- Commitment trackers
- Correspondence
- Forum reports

These documents create continuity even when membership changes.

Regular Meeting Schedule: The Circle should agree on a fixed meeting schedule. Predictability strengthens commitment.

Strategic Planning: At the end of each issue cycle, the Circle reviews:

- What worked
- What did not
- What institutional relationships were built
- Whether to continue with the same issue or shift focus

Institutionalisation: Over time, the Circle may seek to:

- Be recognised as a stakeholder by local authorities
- Be invited to public consultations
- Establish recurring Youth-Policy Forums
- Build partnerships with civil society organisations

Institutionalisation does not mean co-option. It means becoming a consistent and credible civic presence.

Outcome

By the end of this module, the Circle adopts a sustainability plan that includes leadership rotation, documentation systems and long-term engagement goals.



10. Youth-Policy Forum Implementation Guide

Youth-Policy Forums are structured engagements between Civic Leadership Circles and institutional representatives. They are formal, agenda-driven and documented.

The purpose is not confrontation. The purpose is structured dialogue and clear commitments.

10.1 Planning and Agenda Design

Planning determines success.

Define Objective

The forum must focus on one clearly defined issue. Broad themes dilute effectiveness.

Identify Participants

Invite the correct institutional representative. Confirm attendance in writing. Share the objective in advance.

Prepare Documentation

- Circulate the Issue Brief ahead of time.
- Prepare printed copies.
- Assign roles clearly.

Agenda Structure

A recommended agenda includes:

- Welcome and objective clarification
- Youth presentation of issue
- Institutional response
- Moderated dialogue
- Summary of commitments
- Agreement on next steps

Time allocation must be defined in advance.

Logistics

Confirm venue, accessibility and recording method. Ensure documentation tools are prepared.

Outcome

Planning ensures the forum remains focused and constructive.



10.2 Moderation and Documentation

Moderation Discipline

The moderator must:

- Maintain time
- Prevent personal attacks
- Redirect partisan statements
- Ensure balanced participation
- Clarify unclear statements

The moderator's tone should remain calm and structured.

Documentation

A designated documentation lead must record:

- Key statements
- Questions raised
- Commitments made
- Timelines provided
- Responsible offices

Commitments should be read aloud before closing to ensure accuracy. If possible, request written confirmation after the forum.

Outcome

Clear moderation protects neutrality. Clear documentation protects accountability.

10.3 Securing and Tracking Commitments

Securing commitments requires precision. During the forum:

- Ask specific questions.
- Request timelines.
- Confirm responsible persons.
- Avoid vague assurances.

Example:

Instead of accepting "We will look into it," ask:

"Can you confirm whether an update can be provided within 30 days?"

Tracking

After the forum, commitments must be entered into the Commitment Tracker with:

- Date
- Commitment
- Responsible office
- Timeline
- Follow-up date



The Circle should send a written summary of commitments to the institution within one week.

Outcome

Commitments become measurable obligations rather than informal promises.

10.4 Post-Forum Follow-Up

Follow-up is critical.

Within one week: Send a formal thank-you letter summarising commitments.

Before timeline expiry: Send a reminder communication if necessary.

After timeline expiry: Request update if response has not been received.

If progress is made: Publicly acknowledge institutional responsiveness.

If no response: Escalate respectfully through follow-up meetings, written communication or media engagement grounded in evidence.

Outcome

Follow-up transforms dialogue into sustained accountability.



11. Monitoring Impact and Sustained Engagement

Monitoring ensures that the Circle measures progress realistically. The focus is not only on activities conducted but on influence generated and engagement sustained.

11.1 Action Tracking Framework

The Circle maintains an Action Tracker that records:

- Action taken
- Date
- Responsible member
- Outcome
- Next step

Examples include:

- Meeting request submitted
- Forum held
- Follow-up letter sent
- Media article published

The tracker is reviewed at every meeting. The purpose is discipline and transparency.

11.2 Institutional Response Indicators

The Circle measures institutional responsiveness through indicators such as:

- Meetings secured
- Written responses received
- Commitments provided with timelines
- Policy clarification issued
- Public updates released
- Number of formal information requests submitted
- Percentage of information requests receiving response within legal timeframe

These indicators do not measure policy change alone. They measure responsiveness and transparency. Improved responsiveness signals progress in accountability culture.

11.3 Six-Month Review Model

Every six months, the Circle conducts a structured review. The review includes:

- Assessment of actions taken
- Evaluation of institutional responses
- Analysis of participation levels
- Reflection on inclusion practices
- Identification of leadership rotation needs



Key questions include:

- Did we maintain non-partisanship?
- Did we document commitments consistently?
- Has our issue progressed?
- Have new barriers emerged?
- Is membership sustained?

The Circle may then decide to:

- Continue current issue
- Shift to a new issue
- Strengthen coalition building
- Adjust engagement strategy

The Six-Month Review ensures reflection and adaptation.

Conclusion of Core Modules

The Core Modules build progression.

- Institutional literacy clarifies power.
- Power mapping clarifies strategy.
- Structured accountability builds discipline.
- Dialogue design builds influence.
- Evidence strengthens credibility.
- Digital integrity protects reputation.
- Inclusive leadership strengthens legitimacy.
- Sustainability ensures continuity.
- Monitoring strengthens learning.

Together, these modules transform a group of motivated youth into a structured civic actor capable of sustained, responsible and non-partisan engagement within Namibia's democratic system.



PART IV TIER 2: THE YOUTHQUAKE CIVIC LEADERSHIP CIRCLE



12. Facilitator Foundations

YouthQuake facilitators play a critical role in shaping how young participants understand power, institutions and public communication. The toolkit introduces complex topics including constitutional rights, governance systems, media freedom, misinformation and accountability mechanisms. Facilitators must therefore combine subject knowledge with strong ethical discipline and inclusive facilitation skills.

Facilitators are not lecturers. They are civic educators and dialogue stewards. Their role is to create a learning environment where participants feel confident asking questions, testing ideas and developing practical civic skills.

YouthQuake programmes take place in politically sensitive environments. Namibia has a stable democratic framework, yet political affiliation, identity and historical narratives remain deeply felt in public debate. Discussions around governance, media freedom or institutional accountability can easily become partisan if not carefully facilitated.

For this reason, facilitators must maintain a posture of neutrality, fairness and intellectual integrity. Their credibility determines the credibility of the programme.

Facilitators are responsible for maintaining trust between participants, institutions, communities and implementing organisations. If this trust is lost, dialogue collapses and learning becomes defensive rather than constructive.



The following principles guide YouthQuake facilitation.

12.1 Neutrality and Ethics

YouthQuake is strictly non-partisan. Facilitators must not promote or criticise any political party, candidate or faction during programme activities.

Participants may express political opinions. This is part of democratic dialogue. The facilitator's responsibility is not to suppress views, but to redirect discussion toward institutions, policies and evidence rather than party loyalty.

Neutrality requires:

- Avoiding partisan language.
- Ensuring equal respect for differing perspectives.
- Encouraging evidence-based discussion.
- Refocusing conversations on constitutional principles and institutional accountability.

Facilitators should also avoid presenting personal political views during sessions. When examples are needed, they should use publicly documented cases rather than personal opinions.

Ethical facilitation also requires transparency. Participants should clearly understand the purpose of the programme, how their information will be used and the expectations for respectful engagement.

Facilitators must model the standards expected from participants: respectful listening, careful use of evidence and responsible communication.

12.2 Managing Political Sensitivity

Civic education often touches on issues that participants feel strongly about. Discussions may involve corruption allegations, service delivery frustrations or historical grievances.

These conversations are important, but they must remain constructive.

Facilitators should guide participants to shift from emotional expression toward structured analysis. When discussions become accusatory or personalised, facilitators should redirect attention to institutions, processes and evidence.

For example, if a participant states that “leaders never listen to youth,” the facilitator might ask:

- Which institution is responsible for this issue?
- What information would help us understand the decision?
- What engagement mechanism could youth use to request clarification?

This approach transforms frustration into problem-solving.

Facilitators must also recognise that participants may come from diverse political backgrounds. Ensuring that no participant feels marginalised for their views is essential for maintaining an open learning environment.

12.3 Conflict Management

Disagreement is normal in civic dialogue. Facilitators should not attempt to eliminate disagreement. Instead, they should manage it productively.



Effective conflict management involves acknowledging different perspectives while maintaining respectful dialogue.

Strategies include:

- Encouraging participants to speak from their own experiences rather than making sweeping claims.
- Asking participants to provide evidence or examples.
- Restating arguments neutrally to ensure understanding.
- Setting clear rules for respectful discussion.

When tensions escalate, facilitators should pause the conversation, summarise the points raised and redirect attention to the learning objectives of the session.

The goal is not consensus. The goal is constructive engagement.

12.4 Conflict Management

Day 2 introduces participants to the relationship between media systems, information access and democratic accountability. Facilitators must approach this topic with care and clarity.

Participants often arrive with strong views about media credibility, misinformation and political bias. Some may distrust journalists. Others may rely heavily on social media for information. The facilitator's task is not to judge these views but to expand participants' understanding of how information systems function.

Facilitators should emphasise three core ideas.

First, media freedom and pluralism are essential to democratic accountability. Namibia's global leadership through the Windhoek Declaration demonstrates the importance of independent media.

Second, information is a public good. Citizens have both the right and the responsibility to seek accurate information and use it responsibly.

Third, access to information laws provide formal mechanisms for obtaining public records. Youth should learn how to use these mechanisms rather than relying solely on rumours or online speculation.

Facilitators must also guide participants through verification practices without shaming them for past mistakes. Many people share misinformation unintentionally. The focus should be on building habits of careful verification and responsible communication.

When discussing digital risks, facilitators should acknowledge that some participants may have experienced online harassment or abuse. These conversations must be handled with sensitivity, especially when addressing risks faced by women, LGBTQI+ youth or other marginalised groups.

By approaching media and information literacy through the lens of governance, transparency and responsible participation, facilitators help participants move beyond reactive digital engagement toward disciplined civic influence.

If you would like, I can next develop Sections 13 to 17 in the same facilitator-ready level of depth so the entire Part IV reads like a professional training manual rather than a short operational guide.



13. Programme Delivery Models

YouthQuake is designed as a flexible civic education and engagement programme that can be implemented in different environments while maintaining the same core principles. These delivery models allow civil society organisations, youth networks and educational institutions to adapt the programme to their capacity, audience and local context.

Each delivery model supports a different stage of civic participation. The Intensive Lab introduces foundational knowledge and practical skills. The Leadership Circle deepens engagement and builds sustained civic action. The Dialogue Series expands participation by creating spaces where youth, institutions and communities can engage constructively.

Facilitators should treat these models as complementary rather than competing approaches. In many cases, organisations will begin with the Intensive Lab and then invite motivated participants to continue through the Leadership Circle. Dialogue Series events can then extend engagement to broader communities.

13.1 Intensive 2-Day Lab

The Intensive 2-Day Lab is the entry point to the YouthQuake programme. It introduces participants to the relationship between rights, governance systems, media, information and accountability.

The Lab is designed for participants who may have limited prior exposure to civic education or policy processes. The emphasis is on clarity, practical understanding and applied skills.

Learning focus

Day 1 introduces the foundations of democratic participation. Participants examine the Constitution, the principles of equality and administrative justice, and the structure of national, regional and local governance. They explore how policies are developed and how citizens can engage institutions beyond elections.

Day 2 shifts the focus to media, information and accountability. Participants examine Namibia's media landscape, learn how information functions as a public good and explore how Access to Information mechanisms can be used to obtain official records. They practice verification techniques, analyse misinformation patterns and develop responsible public communication strategies.

The Lab concludes with the development of a **Personal Civic-Media Action Plan**. Each participant identifies a specific issue, the institution responsible and a realistic engagement step such as requesting information, seeking clarification from a local authority or contributing a structured public comment.

Participant profile

The Lab is appropriate for:

- Youth aged approximately 18–35
- University or vocational students
- Youth activists and community organisers
- Members of youth wings or civic organisations
- Young professionals interested in governance issues

Facilitators should aim for diversity in gender, geography and social background to ensure rich dialogue.



Recommended group size

20 to 30 participants allows meaningful discussion while maintaining manageability for facilitators.

Facilitation approach

The Lab should be highly interactive. Long lectures should be avoided. Participants should engage through small group discussions, case studies, exercises and practical drafting tasks.

Facilitators should consistently connect concepts to real-world examples in Namibia, such as local service delivery challenges, youth employment programmes or municipal decision-making.

Expected outcomes

Participants leave the Lab with:

- Basic institutional literacy
- Understanding of media systems and information governance
- Verification skills for digital information
- Experience drafting an information request or advocacy message
- A clear Civic-Media Action Plan linked to a real issue

The Lab should be framed not as a one-off training but as the beginning of sustained civic engagement.

13.2 8–12 Week Leadership Circle

The YouthQuake Civic Leadership Circle is designed for participants who wish to move beyond individual awareness toward organised civic action.

This delivery model builds on the foundation established in the Intensive Lab. Participants work collectively over several weeks to analyse issues, gather evidence and engage institutions in structured ways.

Structure

Leadership Circles typically run for eight to twelve weeks, with meetings every one or two weeks depending on participant availability. Each meeting focuses on a specific stage of civic action:

- Issue selection and problem definition
- Institutional mapping and power analysis
- Evidence gathering and information requests
- Issue brief drafting
- Public communication and advocacy strategy
- Planning a youth-policy dialogue
- Tracking institutional responses

Participants operate as a small working group. Responsibilities are often distributed among members, such as research coordination, media monitoring or meeting facilitation.

Facilitators act as mentors rather than instructors. Their role is to guide participants through the process, ensure ethical and non-partisan engagement and help maintain momentum.



Learning focus

The Leadership Circle develops several advanced competencies:

- Institutional literacy and power mapping
- Evidence-based advocacy
- Responsible public communication
- Dialogue facilitation
- Monitoring institutional commitments

Participants learn to translate civic concern into structured engagement rather than reactive commentary.

Participant profile

Leadership Circle members are typically selected from previous Lab participants or youth with demonstrated commitment to civic issues.

Ideal group size

6 to 12 participants allows effective collaboration while maintaining manageable coordination.

Expected outcomes

By the end of the programme, Leadership Circles should have:

- Produced at least one structured issue brief
- Engaged a relevant public institution or policymaker
- Organised a youth-policy dialogue or public discussion
- Submitted information requests where appropriate
- Documented commitments or responses from institutions

This model emphasises sustained engagement and accountability rather than short-term activism.

13.3 Campus and Community Dialogue Series

The Campus and Community Dialogue Series expands the reach of the YouthQuake programme beyond core training groups. It creates public forums where youth, institutions and community members can engage in structured discussion around civic issues.

These dialogues are particularly useful for universities, youth centres, regional councils and community organisations that want to encourage broader participation.

Purpose

The Dialogue Series aims to:

- Promote informed public discussion on governance issues
- Create opportunities for youth to engage decision-makers
- Strengthen transparency and public trust
- Encourage evidence-based civic participation

Format

Dialogue events typically last two to three hours and may include:

- A short presentation on a civic issue
- A moderated discussion with youth participants
- Input from institutional representatives
- Audience questions and open dialogue



Facilitators should ensure that discussions remain respectful, inclusive and focused on policy issues rather than partisan politics.

Possible themes

- Access to Information and transparency
- Youth employment and economic participation
- Media freedom and responsible communication
- Local governance and service delivery
- Digital citizenship and online safety

Role of YouthQuake participants

Participants from the Intensive Lab or Leadership Circle can play active roles in these dialogues. They may present issue briefs, moderate sessions or share research findings.

This creates an opportunity for youth to practice public communication skills and to demonstrate the value of structured civic engagement.

Expected outcomes

The Dialogue Series should contribute to:

- Greater public awareness of civic issues
- Constructive engagement between youth and institutions
- Stronger visibility of evidence-based youth perspectives
- Increased interest in the YouthQuake programme

Facilitators should document key points from each dialogue and share summaries with participants and relevant stakeholders.

This reinforces the principle that civic dialogue should lead to follow-up and continued engagement rather than ending with a single event.



14. Monitoring and Evaluation Framework

Monitoring and evaluation play a central role in the YouthQuake programme. The objective is not only to document participation, but to understand whether the programme strengthens civic knowledge, improves media and information discipline and encourages structured engagement with institutions.

The YouthQuake approach emphasises measurable civic practice. Participants should leave the programme with greater confidence in engaging public institutions, stronger habits of verification and responsible communication, and the ability to organise collective action around clearly defined issues.

Monitoring should therefore focus on three areas:

- First, knowledge and skills development.
- Second, participant engagement and action after the training.
- Third, institutional responses to youth engagement.

Facilitators and implementing organisations should collect both quantitative and qualitative data. Numbers alone cannot capture changes in civic confidence, critical thinking or responsible public communication. Short reflections, participant feedback and documented examples of engagement are equally important.

Monitoring should also be conducted with sensitivity. Participants must understand how their information will be used and that their responses are confidential unless they agree otherwise.

14.1 Pre- and Post-Assessments

Pre- and post-assessments are used to measure changes in participant knowledge, attitudes and confidence. These assessments should be conducted at the beginning of Day 1 and at the conclusion of Day 2.

The pre-assessment establishes a baseline. It helps facilitators understand participants' existing knowledge of democratic institutions, media systems and information verification. It also reveals participants' expectations and concerns.

The post-assessment measures learning outcomes and captures participant reflections on how the training has influenced their understanding of civic participation.

Pre-assessment questions may include topics such as:

- Understanding of constitutional rights
- Knowledge of national, regional and local government structures
- Awareness of the Access to Information framework
- Confidence in verifying digital information
- Experience engaging with public institutions
- Perceptions of youth influence in democratic processes

Post-assessments should revisit these areas and ask participants to evaluate how their knowledge and confidence have changed.



Examples post-assessment questions include:

- Do you feel more confident engaging public institutions after this programme?
- Do you understand how to verify information before sharing it?
- Do you know how to request information from a public body?
- Do you feel better equipped to communicate civic concerns responsibly?

Facilitators should also include open-ended questions that allow participants to reflect on the most valuable aspects of the training and areas that require further support.

Where possible, assessments should be short and accessible. Long surveys reduce response quality. Ten to fifteen questions are usually sufficient to capture meaningful information.

14.2 Action and Engagement Metrics

The YouthQuake programme emphasises action beyond training. Monitoring should therefore track participant engagement after the Intensive Lab and throughout the Leadership Circle phase.

Action metrics help determine whether the programme leads to sustained civic participation rather than short-term awareness. Examples of participant engagement metrics include:

- Number of Civic-Media Action Plans completed
- Number of information requests submitted to public institutions
- Number of meetings requested with local authorities or policymakers
- Number of evidence-based opinion pieces or public statements produced
- Participation in youth-policy dialogue forums
- Formation of Civic Leadership Circles

Facilitators should also track qualitative indicators such as:

- Quality of issue briefs produced by participants
- Use of verified information sources in advocacy messages
- Evidence of respectful and responsible digital engagement

Institutional engagement metrics are equally important. These indicators measure how institutions respond to youth participation. Examples include:

- Responses received to information requests
- Meetings held between youth groups and public officials
- Public commitments made during youth-policy dialogues
- Evidence of follow-up communication from institutions

Tracking these outcomes helps demonstrate that youth participation can lead to meaningful institutional interaction.

Facilitators should encourage participants to document engagement activities and share updates during Leadership Circle meetings. This documentation helps build a culture of accountability and evidence-based civic practice.



14.3 Reporting Templates

Clear reporting ensures that programme results are documented consistently and can be shared with partners, funders and stakeholders.

Facilitators and implementing organisations should prepare short reports after each programme cycle. These reports do not need to be overly technical. The goal is to capture learning outcomes, participant engagement and lessons for future implementation.

A typical programme report should include the following sections.

Programme overview

- Location and dates of implementation
- Number of participants and demographic information
- Partner organisations involved

Training outcomes

- Summary of pre- and post-assessment results
- Key knowledge gains observed during sessions
- Participant feedback and reflections

Civic engagement outcomes

- Number of Civic-Media Action Plans developed
- Examples of participant engagement with institutions
- Information requests submitted or meetings requested
- Dialogue events organised or attended

Institutional response

- Examples of responses from public institutions
- Commitments made during youth-policy dialogues
- Evidence of ongoing communication between youth and institutions

Lessons learned

- Challenges encountered during facilitation
- Adjustments made during implementation
- Recommendations for future programmes

Where appropriate, reports should also include short participant testimonials or case studies that illustrate how the training influenced civic engagement.

Documentation should remain factual and non-partisan. The purpose of reporting is to strengthen programme learning and demonstrate the value of structured civic participation.

When monitoring and reporting are conducted consistently, they provide valuable evidence of the programme's impact and help strengthen future youth civic engagement initiatives.



15. Political, Digital and Participant Safety

YouthQuake programmes operate in environments where discussions about governance, accountability, media freedom and public institutions can be sensitive. While Namibia maintains a stable democratic framework, civic engagement activities sometimes involve scrutiny of public decisions, public spending or institutional performance. Participants who engage in these discussions may feel vulnerable, especially when civic issues become publicly visible.

Facilitators and implementing organisations therefore carry a responsibility to ensure that all programme activities prioritise participant safety, dignity and responsible engagement.

Safety in the YouthQuake programme should be understood broadly. It includes political sensitivity, personal safety, digital security and the protection of participant information. Participants must feel confident that they can express ideas, ask questions and explore civic engagement without intimidation or exposure to unnecessary risk.

Facilitators must also ensure that civic engagement activities remain lawful, respectful and constructive. The programme promotes accountability through evidence-based dialogue, not confrontation or political mobilisation.

By prioritising safety, the programme creates conditions where young people can participate with confidence while protecting both participants and partner institutions.

15.1 Political Risk Assessment

Before implementing any YouthQuake activity, facilitators and implementing organisations should conduct a basic political risk assessment. This helps identify potential sensitivities related to local issues, political actors or institutional relationships.

The purpose of risk assessment is not to avoid important conversations. Instead, it helps facilitators prepare for sensitive topics and guide discussions responsibly.

Risk assessment should consider several factors.

Local political context

Certain topics may be politically sensitive in particular regions. For example, discussions about land allocation, procurement decisions or service delivery failures may involve ongoing disputes. Facilitators should be aware of these dynamics and ensure that discussions remain constructive and evidence-based.

Institutional relationships

If the programme involves participation from local officials or institutional representatives, facilitators should ensure that expectations are clearly communicated. Dialogue events should emphasise respectful exchange rather than public criticism.

Participant vulnerability

Some participants may be active in local civic organisations or youth movements. Facilitators should avoid placing individuals in situations where they feel pressured to publicly criticise institutions or individuals.



Facilitators should guide discussions toward systems, policies and institutional processes rather than personal accusations. This approach reduces tension while maintaining meaningful civic analysis.

When designing action plans or public engagement activities, facilitators should also encourage participants to pursue lawful and transparent engagement methods such as information requests, formal meeting requests or policy dialogue.

15.2 Inclusion and Protection

YouthQuake programmes aim to create inclusive spaces where participants from diverse backgrounds feel respected and able to contribute. Inclusion requires deliberate attention to gender, disability, socio-economic status and social identity.

Facilitators should actively encourage balanced participation. In many discussions, confident participants may dominate conversation while others hesitate to speak. Facilitators should create opportunities for quieter participants to contribute through small group discussions or written reflections.

Particular attention should be given to the experiences of young women, persons with disabilities and participants from marginalised communities. These groups may face additional barriers to civic participation or may have experienced discrimination in public spaces.

Practical measures to support inclusion include:

- Ensuring physical accessibility of training venues.
- Using clear and respectful language during discussions.
- Encouraging diverse perspectives during group activities.
- Addressing discriminatory comments immediately and constructively.

Facilitators must also be attentive to emotional safety. Conversations about governance challenges or social inequality may evoke strong reactions. Participants should feel comfortable expressing concerns while knowing that disrespectful or harmful behaviour will not be tolerated.

Establishing clear discussion norms at the beginning of the programme helps create a respectful environment. These norms may include listening without interruption, avoiding personal attacks and engaging with ideas rather than individuals.

15.3 Data Protection and Confidentiality

YouthQuake programmes collect limited information about participants for registration, monitoring and evaluation purposes. Facilitators and implementing organisations must ensure that this information is handled responsibly.

Participant data should only be collected when necessary and should be stored securely. Personal information such as contact details, demographic information or assessment responses must not be shared outside the implementing organisation without consent.

When programme reports include participant feedback, quotations or case studies, facilitators should seek permission before publishing identifiable information. In some cases, it may be more appropriate to use anonymised examples.



Confidentiality is particularly important when participants discuss personal experiences with civic engagement, political participation or online harassment. Facilitators must treat such information with sensitivity and avoid sharing it outside the training environment.

Participants should also be informed about how their data will be used. Transparency builds trust and encourages honest feedback during monitoring and evaluation activities.

15.4 Managing Online Risk and Digital Harassment

Digital engagement creates opportunities for youth voices to reach wider audiences. However, public online participation can also expose participants to harassment, misinformation attacks or reputational risks.

Facilitators should prepare participants for these realities while encouraging responsible and confident digital engagement.

Participants should understand that public advocacy may attract criticism. Constructive disagreement is a normal part of democratic debate. However, harassment, intimidation or targeted abuse are unacceptable.

Facilitators should discuss strategies for managing online risk. Participants should be encouraged to:

- Protect their personal accounts through strong passwords and two-factor authentication.
- Review privacy settings on social media platforms.
- Avoid sharing sensitive personal information publicly.
- Respond calmly to criticism and avoid escalating online conflict.

Participants should also understand that they are not obligated to engage with abusive behaviour online. Ignoring, blocking or reporting abusive accounts is often the most effective response.

Special attention should be given to the experiences of women and LGBTQI+ youth, who often face disproportionate levels of online harassment. Facilitators should acknowledge these realities and ensure that participants know how to access support if needed.

When participants engage publicly through opinion articles, social media commentary or public dialogue events, facilitators should emphasise the importance of responsible communication. Evidence-based messages, respectful tone and careful verification reduce the likelihood of reputational risk.

The goal is not to discourage public participation. Rather, it is to equip participants with the awareness and tools needed to engage confidently and responsibly in digital public spaces.

By integrating political awareness, inclusion, data protection and digital safety into programme implementation, YouthQuake ensures that civic participation remains constructive, lawful and safe for all participants.



16. Political, Digital and Participant Safety

The effectiveness of the YouthQuake programme depends heavily on the quality, integrity and preparedness of its facilitators. The toolkit addresses complex topics including constitutional rights, governance systems, media freedom, misinformation, access to information and structured civic accountability. Facilitators must therefore combine subject knowledge with strong facilitation skills and ethical discipline.

YouthQuake facilitators are not simply trainers delivering content. They are civic educators who guide participants through sensitive discussions about institutions, power and public communication. They must be able to manage diverse perspectives, encourage respectful dialogue and ensure that the programme remains non-partisan and evidence-based.

Training of facilitators ensures that individuals implementing the toolkit understand both the content and the pedagogical approach of the programme. It also ensures consistency in programme quality across different locations and implementing organisations.

Facilitator preparation should therefore include three elements: careful selection, structured training and ongoing quality assurance.

16.1 Selection Criteria

Facilitators should be selected through a transparent process that prioritises competence, credibility and commitment to democratic values. While facilitators may come from different professional backgrounds, they should possess a combination of knowledge, communication skills and ethical judgement. Key selection criteria include:

Knowledge of civic and governance systems

Facilitators should have a basic understanding of democratic institutions, constitutional principles and public policy processes in Namibia. They do not need to be legal or political experts, but they should be comfortable discussing institutional roles, citizen rights and mechanisms of accountability.

Understanding of media and information systems

Given the emphasis on media literacy and information governance in the programme, facilitators should demonstrate familiarity with topics such as misinformation, media independence, digital communication and verification practices. Experience in journalism, media development or digital literacy training is particularly valuable.

Facilitation and communication skills

Effective facilitators are able to explain complex ideas clearly and encourage participation from diverse groups. They should be comfortable leading discussions, managing group dynamics and adapting their approach to different audiences.

Commitment to neutrality and ethical conduct

Facilitators must demonstrate the ability to maintain a non-partisan stance. They should be able to guide discussions about political issues without promoting or criticising specific parties or actors.

Respect for diversity and inclusion

Facilitators should show sensitivity toward gender equality, disability inclusion and the experiences of marginalised communities. They must be capable of creating safe spaces for dialogue where all participants feel respected.



Professional reliability

Facilitators must be punctual, well prepared and capable of maintaining the administrative and reporting responsibilities associated with programme implementation.

Organisations implementing YouthQuake should prioritise facilitators who are trusted within their communities and who demonstrate a genuine commitment to youth civic engagement.

16.2 Training Curriculum

Before facilitating YouthQuake programmes, selected facilitators should complete a structured training programme. The training should familiarise facilitators with the philosophy, content and delivery approach of the toolkit.

Facilitator training should typically take place over two to three days and include both theoretical orientation and practical facilitation exercises.

The training curriculum should cover the following areas.

Programme philosophy and objectives

Facilitators should understand the broader goals of YouthQuake, including its emphasis on non-partisan civic engagement, constitutional grounding and structured accountability. This orientation helps facilitators present the programme with confidence and clarity.

Institutional literacy and civic education

Facilitators should review the key concepts introduced in the toolkit, including constitutional rights, governance structures and policy processes. This ensures they are comfortable guiding discussions about institutions and civic participation.

Media, information and digital literacy

Facilitators should receive deeper orientation on media systems, information as a public good, misinformation dynamics and verification practices. Training should also introduce the principles of the Windhoek Declaration and the importance of independent media for democratic accountability.

Access to Information practice

Facilitators must understand the practical steps involved in submitting information requests and interpreting public records. This allows them to guide participants during exercises related to transparency and institutional accountability.

Facilitation techniques and adult learning principles

Facilitator training should emphasise interactive teaching methods. Facilitators should learn how to structure discussions, manage time effectively and encourage participation from all group members.

Conflict management and political sensitivity

Training should include practical strategies for managing disagreement, redirecting heated discussions and maintaining respectful dialogue during politically sensitive conversations.

Digital safety and participant protection

Facilitators should learn how to address online harassment, privacy concerns and digital security practices during programme sessions.



Practical facilitation exercises

The training should include role-playing and simulated facilitation exercises. Facilitators should practice delivering key sessions, moderating discussions and responding to challenging questions. These practical exercises help facilitators build confidence and refine their facilitation style before working with participants.

16.3 Certification and Quality Assurance

To maintain programme quality, facilitators should be formally recognised after completing the training process. Certification confirms that facilitators understand the programme framework and are prepared to deliver the toolkit responsibly.

Certification may include the following elements:

Completion of facilitator training

- Participants must attend and actively participate in all training sessions.

Demonstration of facilitation competence

- During the training, facilitators should conduct short practice sessions that allow trainers to assess their communication skills, neutrality and ability to manage group discussions.

Understanding of programme principles

- Facilitators should demonstrate understanding of the programme's non-partisan approach, ethical standards and monitoring requirements.

After certification, facilitators should receive a facilitator handbook and supporting materials that guide programme delivery.

Quality assurance should continue beyond initial certification. Implementing organisations should monitor facilitator performance through periodic observation, participant feedback and review of programme reports.

Facilitators should also have opportunities for peer learning. Periodic reflection sessions allow facilitators to share experiences, discuss challenges and refine their approach to complex topics such as misinformation, digital risk and civic dialogue.

Maintaining a strong network of trained facilitators helps ensure that YouthQuake programmes remain credible, consistent and responsive to the evolving civic environment.



IMPLEMENTATION Checklist

Ensure YouthQuake programmes are well-planned, engaging, and effective by following this checklist of key steps for facilitators and organizations:

PREPARATION PHASE

- ✓ Define programme objectives
- ✓ Recruit diverse youth participants
- ✓ Prepare training materials
- ✓ Review session plans

DELIVERY PHASE

- ✓ Explain the programme and set expectations
- ✓ Facilitate interactive discussions
- ✓ Guide practical exercises
- ✓ Document participation and assessments

DELIVERY PHASE

- ✓ Explain the programme and set expectations
- ✓ Facilitate interactive discussions
- ✓ Guide practical exercises
- ✓ Document participation and assessments

PREPARATION

DELIVERY

FOLLOW-UP

17. Implementation Checklist

The Implementation Checklist supports facilitators and implementing organisations in preparing, delivering and following up on YouthQuake programme activities. The checklist helps ensure that logistical, ethical and learning requirements are met before, during and after programme delivery.

While the YouthQuake toolkit provides structured content, successful implementation depends on careful planning and consistent documentation. Facilitators should therefore treat the checklist as a practical planning tool rather than a bureaucratic requirement.

The checklist is organised in three phases: preparation, delivery and follow-up.

Preparation Phase

Before the programme begins, facilitators and implementing organisations should ensure that the following steps are completed.

Programme planning

- Define the objectives of the specific programme cycle.
- Confirm whether the programme will be delivered as a 2-Day Civic and Media Lab, a Leadership Circle or a Dialogue Series.
- Identify partner organisations, institutions or venues involved in implementation.

Participant recruitment

- Develop transparent participant selection criteria.
- Promote the programme through appropriate networks such as universities, youth organisations or community groups.
- Ensure balanced representation across gender, region and social background where possible.

Logistical preparation

- Confirm the training venue and ensure accessibility for participants with disabilities.
- Arrange seating that supports discussion and group work rather than lecture-style delivery.
- Prepare printed materials including agendas, worksheets and action plan templates.
- Ensure reliable internet access where digital verification exercises will be conducted.

Facilitator preparation

- Review the full toolkit and session plans.
- Prepare case studies or examples relevant to the local context.
- Assign facilitation roles if more than one facilitator is involved.
- Review strategies for managing political sensitivity and group dynamics.

Monitoring preparation

- Prepare pre- and post-assessment tools.
- Ensure participant registration forms are ready.
- Set up systems for documenting attendance and participant feedback.

Delivery Phase

During programme delivery, facilitators should focus on creating an engaging, respectful and participatory learning environment.



Opening the programme

- Introduce the purpose and structure of the YouthQuake programme.
- Clarify the non-partisan nature of the initiative.
- Establish discussion norms that emphasise respect, listening and evidence-based dialogue.

Facilitating sessions

- Encourage active participation through group discussions and practical exercises.
- Avoid lengthy lectures and instead guide participants through interactive learning.
- Ensure that all participants have opportunities to contribute.

Managing group dynamics

- Monitor discussions for signs of tension or exclusion.
- Redirect conversations toward institutions, evidence and civic processes when discussions become personal or partisan.

Supporting practical exercises

- Guide participants during information request drafting, verification exercises and action plan development.
- Provide constructive feedback while allowing participants to develop their own ideas.

Documentation

- Record attendance and session participation.
- Collect pre- and post-assessments as planned.
- Take notes on key discussions and emerging issues raised by participants.

Follow-up Phase

The period after programme delivery is critical for sustaining civic engagement.

Action plan follow-up

- Encourage participants to implement their Civic-Media Action Plans within the agreed timeline.
- Facilitators may check in with participants to provide guidance or encouragement.

Leadership Circle formation

- Identify participants who demonstrate strong commitment to civic engagement.
- Invite these participants to join or form a YouthQuake Civic Leadership Circle.

Institutional engagement

Where appropriate, support participants in organising meetings, submitting information requests or engaging institutions through structured dialogue.

Monitoring outcomes

- Collect information on participant engagement activities, such as information requests submitted or dialogue events organised.
- Document examples of institutional responses.



Programme reflection

- Facilitators should review the programme cycle and identify lessons learned.
- Consider what worked well and what could be improved in future sessions.

Reporting

Prepare a brief implementation report summarising:

- Participant demographics
- Training outcomes
- Civic engagement activities initiated by participants
- Challenges encountered during implementation
- Recommendations for future programmes

By following this implementation checklist, facilitators and implementing organisations can ensure that YouthQuake programmes remain structured, accountable and focused on meaningful civic engagement rather than short-term awareness.



PART V: ANNEXES

Annex A: Letter, Petition and Issue Brief Templates

Purpose

This annex provides structured communication templates that support responsible civic engagement with public institutions. The templates encourage clear, evidence based and respectful communication.

YouthQuake emphasises structured engagement rather than reactive criticism. These tools help participants communicate clearly, request information lawfully and present community concerns in a way that institutions can respond to.

Participants should always base communication on verified information and clearly identify the institution responsible for the issue.

Section 1: Institutional Inquiry Letter Template

This template is used when participants seek clarification, information or action from a government institution.

Date

Name of Institution

Office or Department

Address

Subject: Request for Information or Clarification

Dear [Title and Name]

I am writing to request information regarding the following issue.

Issue description

Provide a clear description of the issue. Include relevant background information and explain why the issue affects the community.

Information requested

List the specific information or clarification required. Examples include programme eligibility criteria, budget allocation details or implementation timelines.

Reason for request

Explain why the information is important for community understanding or participation.

Requested response timeline

Indicate a reasonable time frame for response.

Contact information

Provide full name, contact details and organisational affiliation if applicable.

Closing

Thank the institution for its attention and express willingness to engage constructively.



Signature
Name
Contact details

Section 2: Access to Information Request Letter Template

This template is used when requesting official records under the Access to Information Act.

Date
Information Officer
Institution Name
Address

Subject: Access to Information Request

Dear Information Officer

In accordance with the Access to Information Act, I respectfully request access to the following information.

Description of the requested record

Provide enough detail to help identify the document or information.

Purpose of request

Explain the reason if relevant. This is required when requesting information from a private entity or when making an urgent request linked to the protection of life or liberty.

Preferred format

State whether the information should be provided as a digital copy, printed copy or inspection of the original record.

Language preference

Indicate the preferred language if applicable.

Contact details

Provide full contact details for communication regarding the request.

Signature
Name

Section 3: Issue Brief Template

An issue brief summarises a community concern in a clear and structured way. It provides institutions and stakeholders with a concise explanation of the issue and proposed actions.

Title of issue
Background
Provide a short explanation of the issue and relevant context.
Evidence
Include verified data, official reports or community observations that support the concern.



Affected groups

Explain who is affected and how.

Responsible institution

Identify the ministry, regional council, local authority or agency responsible.

Current situation

Describe the present status of the issue.

Proposed action

State the specific action requested from the responsible institution.

Contact information

Provide details for follow up engagement.

Section 4: Community Petition Template

A petition allows communities to demonstrate collective concern about an issue.

Petition title

Statement of concern

Provide a clear explanation of the issue and why action is required.

Requested action

Clearly state what action the institution or authority is being asked to take.

Supporting evidence

Briefly summarise the evidence supporting the petition.

Signatories

Name

Community or organisation

Contact information

Signature

Petitions should be submitted to the responsible institution together with an issue brief.

Section 5: Opinion Piece Template for Media Engagement

Participants may wish to engage media by submitting an opinion article.

Suggested structure**Headline**

Short and clear statement of the issue.

Opening paragraph

Introduce the issue and explain why it matters.

Evidence and context

Present verified information or examples.



Institutional responsibility

Identify the institution responsible for addressing the issue.

Proposed solutions

Suggest constructive steps or actions.

Closing

Encourage constructive dialogue and accountability.

Good Practice Principles for Civic Communication

- Clarity: State the issue and request clearly.
- Accuracy: Use verified information and credible sources.
- Respect: Avoid inflammatory language or personal attacks.
- Specificity: Address communication to the institution responsible for the issue.

Documentation

Keep copies of all correspondence for follow up.



Annex B: Community Dialogue and Youth Policy Forum Toolkit

This annex provides guidance for organising structured youth policy dialogue with public institutions, community leaders and other stakeholders.

The objective is to create spaces where young people present evidence-based issues, engage decision makers respectfully and document commitments for follow up. The forum should strengthen accountability rather than function only as a discussion platform.

When to use a Youth Policy Forum

A forum is useful when:

- a community issue affects many people
- the responsible institution must respond publicly
- young people want clarification on a policy or programme
- need to be recorded and tracked

Forums should be linked to a clearly defined issue and supported by verified information.

Step 1 Issue Identification

Participants should identify a specific issue affecting their community. The issue should be defined clearly and supported by evidence.

Examples

- delays in the implementation of a youth employment programme
- lack of transparency in housing allocation
- poor communication about local infrastructure projects
- absence of youth participation in local decision-making processes

Participants should prepare a short issue brief before the forum.

Step 2 Stakeholder Mapping

Identify relevant stakeholders who should participate in the forum.

These may include

- local authority representatives
- regional council representatives
- relevant ministry officials
- community leaders
- civil society organisations
- journalists or media representatives

The aim is to ensure that the institution responsible for the issue is present or formally invited.



Step 3 Preparation

Before the forum takes place participants should prepare the following.

Issue brief

A short document summarising the issue and evidence.

Key questions

Clear questions directed to the responsible institution.

Supporting information

Verified statistics, official documents or community testimonies.

Forum agenda

A structured programme that allocates time for presentations, discussion and response.

Step 4 Invitation and Logistics

Send formal invitations to institutions and stakeholders.

The invitation should include

- purpose of the forum
- issue to be discussed
- date, venue and time
- expected participation

Choose a venue that is accessible and safe for participants.

Step 5 Forum Structure

A structured programme helps maintain focus and prevents discussions from becoming confrontational.

Suggested structure

Opening remarks

Introduce the purpose of the forum and the issue.

Presentation of the issue

Youth representatives present the issue brief and evidence.

Institutional response

The invited institution responds and provides clarification.

Facilitated dialogue

Participants ask questions and discuss possible solutions.

Agreement on next steps

Document commitments or actions agreed during the discussion.



Step 6 Facilitation

The facilitator should ensure respectful dialogue and balanced participation. Key responsibilities include:

- maintaining neutrality
- keeping discussion focused on the issue
- preventing personal attacks
- ensuring institutions have a chance to respond

The facilitator should encourage evidence-based discussion.

Step 7 Documentation

Accurate documentation strengthens accountability.

The forum documentation should record

- the issue discussed
- questions raised
- responses provided
- commitments made by institutions
- timelines for follow up

This information should be shared with participants and institutions after the forum.

Step 8 Follow Up

A forum should lead to continued engagement rather than ending with the discussion.

Possible follow up actions include

- submitting a written request for further information
- requesting a meeting with the responsible institution
- monitoring progress on commitments made
- sharing verified outcomes with the community

Follow up strengthens trust and demonstrates that youth participation contributes to accountability.

Good Practice Principles

Evidence based discussion

Participants should rely on verified information.

Respectful engagement

Strong criticism should remain respectful and constructive.

Nonpartisan approach

The forum should focus on issues rather than party politics.

Documentation and transparency

All commitments should be recorded and tracked.

With this expanded version, Annex B becomes a practical implementation tool rather than a short description. This aligns better with the overall logic of your toolkit, which emphasises structured civic action, information discipline and institutional accountability.

If useful, I can also show you one additional improvement that would significantly strengthen Annex B: a one-page sample forum agenda and a one-page commitment record sheet. Those two simple tools greatly improve implementation success.



Annex C: Media Verification and Responsible Information Sharing Checklist

Purpose

This annex provides practical guidance to help participants verify information before sharing or using it in advocacy. Responsible civic engagement depends on disciplined information practices. Verification protects credibility, strengthens public debate and reduces the spread of misleading or manipulated content.

Digital platforms allow information to circulate rapidly. False or misleading content spreads quickly when people share information without checking the source, context or evidence. Participants are encouraged to adopt a simple principle.

☑ PAUSE ☑ VERIFY ☑ THEN SHARE.

This checklist supports that discipline.

Section 1: Understanding Information Disorders

Not all inaccurate information spreads for the same reason. Participants should understand three common categories.

Misinformation

False or inaccurate information shared without the intention to mislead.

Example

A social media post shares incorrect statistics about youth unemployment because the author misunderstood the data.

Disinformation

False information deliberately created or shared to mislead.

Example

A fabricated document circulating online claims that a government programme has been cancelled when this is not true.

Malinformation

Genuine information shared in a misleading way or used to cause harm.

Example

An old news story is reposted during an election period to create the impression that a current crisis exists.

Recognising these differences helps participants understand how misleading content spreads.

Section 2: The Five Step Verification Check

Before sharing information, participants should ask the following questions.

1.1 Source check

Who created the information. Check whether the content comes from a recognised news organisation, a government institution, a civil society organisation or an anonymous account.



Questions to ask

- Is the source identifiable
- Does the source have a record of credible reporting
- Is the source known for satire or opinion rather than factual reporting

1.2 Evidence check

What evidence supports the claim. Reliable information should include verifiable data, official statements or direct sources.

Questions to ask

- Does the article cite official reports or data
- Are sources named or anonymous
- Can the evidence be confirmed elsewhere

1.3 Cross checking

Has the information been reported by other credible sources. Major events or policy decisions are usually reported by multiple outlets.

Questions to ask

- Do other media organisations report the same claim?
- Do official institutions confirm the information?
- Does the story appear only on one website or account?

1.4 Date and context check

Is the information current and presented in the correct context. Old information often circulates again during political events.

Questions to ask

- When was the content originally published?
- Does the image or video relate to the event being described?
- Has the information been taken out of context?

1.5 Visual verification

Images and videos are frequently reused or edited. Participants should check whether the image appeared previously under a different description.

Tools

- Reverse image search using Google Images or TinEye
- Checking original video sources where possible

Section 3: Recognising Manipulation Tactics

Some content is designed to provoke emotional reactions that encourage rapid sharing. Participants should treat such content cautiously.

Common warning signs:

- All capital letters or exaggerated headlines
- Claims of urgent breaking news without credible sources
- Messages urging immediate sharing
- Unverified statistics or charts
- Screenshots without original links
- Edited or cropped videos



Content designed to provoke anger or fear often spreads quickly even when it lacks evidence.

Section 4: Verifying Public Policy Claims

Information about government programmes, budgets or policies should be verified through official sources.

Recommended verification sources

- Government ministry websites
- Parliamentary records
- Official policy documents
- National statistics publications
- Public reports from recognised research organisations

Participants should prioritise primary sources whenever possible.

Section 5: Responsible Sharing Practices

Participants should follow the following guidelines when sharing information online.

- Share only verified information.
- Provide links to original sources when possible.
- Avoid reposting content that cannot be confirmed.
- Correct misinformation if inaccurate content has already been shared.
- Respect privacy and avoid sharing personal information without consent.

Responsible sharing strengthens public trust and protects the credibility of civic advocacy.

Section 6: Verification Checklist for Participants

Before sharing or using information in advocacy, confirm the following.

- The source of the information is identifiable and credible.
- The claim is supported by evidence or official records.
- Other credible sources confirm the information.
- The information is current and not recycled from an earlier event.
- Images or videos have been checked for authenticity.

If any of these checks cannot be confirmed, participants should avoid sharing the content until further verification is possible.

Section 7: Verification as a Civic Skill

Verification is not only a media literacy skill. It is a civic responsibility.

Young people who verify information before sharing contribute to a healthier public sphere. Accurate information supports informed participation, responsible debate and accountable governance.

By practising verification discipline, participants strengthen both their credibility and the quality of public discussion in Namibia.



Annex D: Monitoring and Evaluation Tools

Purpose

This annex provides practical tools to help facilitators and implementing organisations track learning outcomes, participation and civic engagement results. Monitoring and evaluation supports programme improvement, accountability to partners and evidence of impact.

The YouthQuake approach emphasises measurable civic outcomes. Participants should not only learn about democratic participation but also demonstrate increased confidence in engaging institutions, improved verification habits and structured civic action.

This annex provides three categories of tools.

1. Participant learning assessments
2. Action and engagement tracking
3. Implementation reporting templates

Section 1: Participant Pre-Training Assessment

Purpose

The pre-training assessment establishes the baseline knowledge, attitudes and confidence of participants before the Civic and Media Lab begins. Facilitators should administer this assessment at the beginning of Day 1.

Participant information

- Age group
- Location
- Educational background
- Previous civic engagement experience

Knowledge assessment

Participants respond to the following questions.

- Which of the following institutions is responsible for passing national laws in Namibia.
- National Assembly
- Regional Council
- Local Authority

Which institution manages municipal services such as water and waste collection.

- Local authority
- National ministry
- Private company

What does the Access to Information Act allow citizens to do.

- Request official information from public institutions
- Access private social media accounts
- Vote in elections



What does media verification mean?

- Checking whether information is accurate before sharing
- Repeating information that many people share
- Ignoring controversial information

Confidence assessment

Participants rate their confidence from one to five.

- Understanding constitutional rights
- Understanding how government institutions function
- Ability to verify online information
- Ability to communicate with public institutions

Section 2: Participant Post Training Assessment

Purpose

The post training assessment measures knowledge and confidence changes after the Civic and Media Lab. This assessment should be conducted at the end of Day 2.

Participants answer the same questions from the pre-training assessment to measure knowledge improvement. Additional reflection questions:

- What new skill did you learn during the training.
- What civic action do you plan to take in the next month.
- What part of the training was most useful.

Facilitators should compare pre and post training results to assess learning outcomes.

Section 3: Participant Civic Action Tracking

Purpose

Participants develop Civic Media Action Plans during the training. This tool helps facilitators track whether participants implement these plans.

- Participant name
- Issue selected
- Responsible institution
- Action planned
- Date of action
- Outcome

Possible outcomes

- Information request submitted
- Meeting requested with institution
- Community discussion organized
- Media engagement conducted
- No action yet taken

Facilitators should review progress within one month of the training.



Section 4: Information Request Tracking Tool

Purpose

This tool tracks the use of the Access to Information framework by participants.

- Participant name
- Institution contacted
- Information requested
- Date request submitted
- Acknowledgement received
- Response received
- Outcome

Possible outcomes

- Information provided
- Request partially granted
- Request denied
- No response

Tracking ATI requests helps measure whether participants apply transparency tools in practice.

Section 5: Youth Policy Engagement Tracker

Purpose

This tool records engagement between youth participants and institutions.

Event type

- Community forum
- Meeting with public officials
- Public consultation
- Policy dialogue

Date of engagement

- Institution involved
- Issue discussed
- Commitments made by institution
- Follow up action required

This information should feed into the Institutional Commitment Tracker in Annex G.

Section 6: Facilitator Session Evaluation

Purpose

Facilitators should assess the effectiveness of each training session.

- Session title
- Session duration
- Participant engagement level
- Key insights from participants
- Challenges encountered
- Suggested improvements

These reflections help improve future training sessions.



Section 7: Participant Feedback Form

Participants should complete a feedback form at the end of the programme.

Rate the following from one to five.

- Clarity of training sessions
- Relevance of training topics
- Quality of facilitation
- Usefulness of practical exercises
- Overall value of the training

Open feedback questions

- What part of the training helped you most.
- What should be improved in future sessions.
- What additional topics would you like to learn about.

Section 8: Training Implementation Summary Template

Facilitators should prepare a short report after each training programme.

- Training location
- Dates of training
- Number of participants
- Participant demographics
- Key topics covered

Learning outcomes

- Knowledge improvement observed
- Skills developed by participants

Civic engagement outcomes

- Number of action plans developed
- Information requests submitted
- Community forums organized
- Meetings with institutions initiated

Challenges encountered

- Logistical challenges
- Participation challenges
- Political sensitivities

Recommendations

Suggestions for improving future programmes.



Section 9: Monitoring Principles

Monitoring should follow the following principles.

- **Accuracy**
Data should reflect actual programme outcomes.
- **Transparency**
Results should be documented and available for programme review.
- **Learning oriented approach**
Monitoring results should help improve future implementation.
- **Respect for participants**
Participant information should be handled responsibly and confidentially.

These monitoring tools allow implementing organisations to demonstrate measurable civic engagement outcomes and ensure that YouthQuake strengthens democratic participation beyond the training environment.



Annex E: Key Legal and Policy Extracts

This annex summarises key legal and policy frameworks that ground the YouthQuake's work in Namibia. It is not a substitute for the full texts of these instruments. It provides structured guidance on how young people can use existing law and policy to strengthen civic participation and accountability.

Youth engagement is not informal activism. It is rooted in constitutional rights and national policy commitments. Understanding these frameworks strengthens legitimacy and strategic focus.

Section 1: The Constitution of the Republic of Namibia

The Constitution is the supreme law of Namibia. All laws, policies and administrative actions must align with it.

Several constitutional rights are relevant to youth civic participation:

Freedom of expression

Citizens have the right to express opinions and share information. This right supports public debate, media freedom and civic dialogue.

Freedom of association

Citizens have the right to form organisations or join groups that promote shared interests.

Freedom of assembly

Citizens have the right to gather peacefully to discuss issues, organise community meetings or advocate for change.

Political participation

Citizens have the right to participate in public affairs and influence government policy.

These rights create the legal foundation for youth dialogue forums, civic leadership circles and community engagement.

Section 2: Access to Information Act, 2022

The Access to Information Act establishes the legal right to request information held by public institutions.

Access to information is a key accountability tool. Information allows citizens to understand how decisions are made, how public resources are used and how policies affect communities.

The law applies to information held by public entities and, in certain circumstances, to information held by private entities when the information relates to the protection of fundamental rights.



Important features of the law include the following.

- Citizens have the right to request official information from public institutions.
- Public institutions must respond to requests within defined timeframes.
- Information officers are designated in each institution to process requests.
- Requests can be made in writing or orally.
- Public institutions also have duties to proactively publish information such as policies, budgets and reports.
- The law assumes that disclosure is the default position. Institutions must justify any refusal to release information.

Access to information strengthens transparency, accountability and informed participation.

Section 3: National Youth Policy

The National Youth Policy provides a framework for youth development and participation in national life. Key objectives include:

- Strengthening youth participation in decision making
- Promoting youth leadership and empowerment
- Supporting education, employment and skills development
- Encouraging youth involvement in governance processes

The policy recognises young people as active contributors to democratic governance and national development.

YouthQuake activities align with the policy objective of strengthening youth participation in public decision making.

Section 4: National Youth Council Act

The National Youth Council Act establishes the National Youth Council of Namibia as a statutory body representing youth interests. The Council has several key responsibilities:

- Advocating for youth development
- Advising government on youth issues
- Coordinating youth activities
- Promoting youth leadership

Youth organisations and civic leadership circles may engage the National Youth Council when raising youth policy concerns.

Section 5: Electoral Act and Electoral Commission of Namibia

The Electoral Act regulates the conduct of elections in Namibia. The Electoral Commission of Namibia is responsible for managing voter registration and elections. Relevant civic rights include:

- The right to register as a voter
- The right to vote in national, regional and local elections
- The right to access information about electoral processes

Youth civic education programmes should encourage informed and responsible participation in elections.



Section 6: Public Participation in Local Government

Regional councils and local authorities provide important opportunities for civic engagement.

Local authorities manage services such as water supply, housing and local infrastructure. Regional councils coordinate development planning and regional governance.

- Youth participation in these institutions may include
- Public consultations on development plans
- Community meetings with councilors
- Engagement with municipal committees
- Public feedback during planning processes

Understanding local governance structures helps participants direct concerns to the correct institution.

Section 7: Public Finance and Budget Transparency

Public budgets determine how national and local resources are allocated. Budget transparency supports accountability.

Citizens and civil society organisations may request information about budget allocations and expenditure through public reports or access to information requests.

Youth participants should understand that public programmes depend on budget allocations and financial oversight.

Section 8: Media Freedom and Democratic Governance

Independent media plays an important role in democratic accountability. Media organisations provide information that helps citizens understand public policy and government decisions.

Responsible media engagement strengthens transparency and public debate.

Youth participants should engage media responsibly by verifying information and presenting evidence based concerns.

Section 9: Regional and International Commitments

Namibia is part of several regional and international agreements that support democratic governance and access to information.

African Charter on Human and Peoples' Rights

This framework recognises the right of every individual to receive information and express opinions.

African Union Convention on Preventing and Combating Corruption

This convention encourages governments to adopt laws that support transparency and access to information.

These commitments reinforce national laws that support civic participation and accountability.



Section 10: Practical Use of Legal and Policy Frameworks

Participants should use these frameworks when engaging institutions. Possible approaches include:

- Referring to constitutional rights when discussing civic participation
- Using the Access to Information Act to request official records
- Citing youth policy commitments when advocating for youth inclusion
- Engaging statutory bodies such as the National Youth Council
- Grounding advocacy in legal and policy frameworks strengthens credibility and improves institutional engagement.

Namibia's legal and policy environment supports youth civic participation. The Constitution protects fundamental freedoms. The Access to Information Act strengthens transparency. Youth policies recognise the role of young people in democratic governance.

Understanding these frameworks enables participants to engage institutions confidently and contribute constructively to Namibia's democratic development.



Annex F: Action Plan Templates

The YouthQuake is built on disciplined follow-through. Awareness without action weakens momentum. Action without structure weakens impact. These templates ensure that individuals and Civic Leadership Circles move from intention to measurable implementation.

Every action plan should answer five questions:

- What exactly are we trying to change or clarify?
- Who is responsible?
- What will we do?
- By when?
- How will we know if progress has been made?

Plans must be realistic, time-bound and evidence-based. Avoid vague goals such as “improve youth development.” Focus on specific, measurable steps.

1. Individual Civic Action Plan Used at the end of the 2-Day Civic and Media Lab

Purpose

To help each participant commit to one concrete civic action within 30 days.

Template

A. Issue Identification

- Issue I want to address: State the issue in one clear sentence.
- Who is affected: Identify the specific group impacted.

B. Evidence and Verification

Before taking civic action, participants should confirm that the issue is based on credible and verified information. Acting on unverified claims can damage credibility and weaken engagement with institutions.

Participants should identify the source of the information and confirm that the issue is supported by evidence.

Source of information

Indicate where the information originated. This may include an official government report, parliamentary record, media report, community data or direct observation.

Verification method

Explain how the information was verified. For example by cross-checking multiple sources, consulting official documents or confirming the information with a responsible institution.

Supporting documents or references

List any documents, reports or data sources that support the issue being raised.

This step ensures that civic engagement is grounded in evidence rather than assumption.



C. Institutional Responsibility

- Which institution is responsible for this issue? Specify ministry, regional council, local authority or other body.
- Why this institution: Brief explanation of its mandate.

D. Objective

What do I want to achieve?

Example: Obtain written clarification on programme eligibility criteria.

E. Action Step

Choose one action:

- Submit a formal letter
- Request a meeting
- Draft a short Issue Brief
- Organise a small community discussion
- Write a verified opinion article
- Submit an Access to Information request

Describe the action clearly. For example, participants may submit a formal request for information to a public institution in order to obtain official records related to the issue. Access to Information requests can be used to obtain documents such as programme budgets, implementation reports, procurement records or policy documents.

Obtaining verified information strengthens advocacy and improves the quality of engagement with institutions.

F. Media Discipline

- How will I communicate responsibly about this issue?
- How will I verify information before sharing?

G. Timeline

- Action deadline:
- Follow-up date:

H. Responsible Communication

Participants should communicate about civic issues carefully and responsibly. Public communication should be accurate, respectful and based on verified information. Before sharing information publicly, participants should consider the following.

Verification

Has the information been verified through credible sources?



Platform

Which communication channels will be used. For example, community meetings, local radio, social media or opinion articles.

Message clarity

Does the message clearly explain the issue, the evidence and the requested action?

Respectful tone

Does the communication avoid personal attacks, inflammatory language or unverified claims?

Responsible communication protects credibility and strengthens constructive dialogue with institutions.

I. Indicator of Success

How will I know this action achieved its purpose?

- Meeting confirmed
- Response received
- Public update issued

J. Reflection

What support do I need to complete this action?

2. Civic Leadership Circle 30-Day Action Plan**Purpose**

To guide a newly formed Civic Circle through its first month of structured engagement.

A. Issue Focus

Define one specific issue.

B. Objective

State a clear, measurable outcome.

Example: Secure meeting with Regional Council Housing Committee within 30 days.

C. Key ActivitiesActivity 1

- Description
- Responsible member
- Deadline

Activity 2

- Description
- Responsible member
- Deadline

Activity 3

- Description
- Responsible member
- Deadline



D. Stakeholder Mapping

- Decision-maker
- Influencers
- Allies
- Neutral stakeholders

E. Risk Assessment

- Political sensitivity
- Institutional non-response
- Internal capacity constraints

Mitigation strategies must be documented.

F. Monitoring

Which tracking tools will be used?

- Action Tracker
- Commitment Tracker
- Meeting log

3. Issue Brief Development Plan

Purpose

To structure preparation of an evidence-based Issue Brief.

A. Research Tasks

- Identify relevant policy documents
- Gather verified data
- Collect community input

Assign responsibility and deadlines.

B. Drafting Tasks

- Problem statement
- Evidence section
- Recommendations
- Timeline request

Assign drafting lead.

C. Review Process

- Peer review date
- Verification of data
- Final approval

D. Submission Plan

- Date of submission
- Mode of delivery
- Follow-up schedule



4. Youth-Policy Forum Action Plan

Purpose

To ensure that a Community or Youth-Policy Forum leads to measurable outcomes.

A. Forum Objective

State the single objective clearly.

B. Pre-Forum Tasks

- Issue Brief finalised
- Institution invited formally
- Agenda circulated
- Roles assigned
- Venue confirmed

C. During Forum

- Moderator assigned
- Documentation lead assigned
- Commitments recorded publicly

D. Post-Forum Follow-Up

- Thank-you and summary letter sent
- Commitments entered into tracker
- Follow-up date scheduled

E. Indicator of Success

- Written confirmation of commitments
- Timeline agreed
- Follow-up meeting secured

5. Three-Month Accountability Plan

Purpose

To guide sustained engagement after initial action.

Month 1

- Initial engagement completed
- Response requested
- Commitment documented

Month 2

- Follow-up communication sent
- Progress reviewed
- Community update shared

Month 3

- Evaluate institutional responsiveness
- Adjust strategy if needed
- Plan next engagement step



Evaluation Questions

- Have commitments been honoured?
- Has communication remained respectful and neutral?
- Has participation remained inclusive?
- Have new risks emerged?

6. Six-Month Strategic Review Action Plan

Purpose

To ensure long-term sustainability and leadership development.

A. Progress Assessment

- Number of meetings held
- Number of commitments secured
- Level of institutional responsiveness

B. Leadership Review

- Have roles rotated?
- Is membership stable?
- Are women and marginalised youth represented in leadership roles?

C. Strategic Adjustment

- Continue with same issue
- Shift focus
- Strengthen coalition
- Expand dialogue

D. Capacity Needs

- Additional training
- Partnership development
- Resource mobilisation

Civic Engagement Outcomes Tracker

Participants and facilitators may use the following indicators to review the impact of civic engagement activities.

Indicator

Description

Institutional engagement meetings

Number of meetings held with public institutions

Information requests submitted

Number of Access to Information requests submitted

Community dialogue events

Number of community forums or discussions organised



Institutional commitments obtained

Number of commitments made by institutions

Commitments implemented

Number of commitments fulfilled by institutions

Media engagement activities

Opinion articles, radio discussions or verified information campaigns

Tracking these outcomes helps participants measure progress and maintain accountability over time.

Principles for Effective Action Planning**Clarity**

Each action must be specific.

Responsibility

Each task must have a named individual.

Timeline

Each action must have a deadline.

Measurement

Each objective must have an indicator.

Review

Plans must be revisited regularly.

Common Mistakes

- Setting unrealistic goals
- Failing to assign responsibility
- Avoiding documentation
- Neglecting follow-up
- Allowing emotional reaction to replace structured planning

Conclusion

Action planning is the bridge between civic awareness and civic influence. Without structure, engagement fades. With structure, accountability strengthens.

The YouthQuake treats disciplined action planning as a core civic skill.



Annex G: Institutional Commitment Tracker Templates

The Institutional Commitment Tracker helps YouthQuake participants document commitments made by public institutions during meetings, community forums or policy dialogues. Recording commitments ensures that civic engagement moves beyond discussion and results in measurable follow-up. The tracker also helps participants monitor whether institutions respond to requests for information, clarification or action.

This tool supports structured accountability by linking civic engagement activities to documented outcomes. The tracker should also record commitments related to Access to Information requests, transparency obligations and follow-up clarification provided by institutions.

A commitment is not real until it is documented.

1. Standard Commitment Tracker Template

Purpose

To record commitments made by institutions during formal engagement.

Template Structure

Engagement Details

- Date of Engagement
- Location or Format
- Institution
- Official Name and Title
- The YouthQuake Circle or Organisation

Commitment Record

- Commitment Number
- Commitment Description
- Responsible Office or Person
- Timeline Promised
- Evidence of Commitment
- Source of Verification
- Follow-Up Date
- Current Status
- Notes

Status Categories

- Pending
- Response Received
- Partially Implemented
- Fully Implemented
- No Response
- Revised Timeline

Guidance

- Record commitments in clear and specific language.
- Avoid vague entries such as “will consider.”
- Request clarity during meetings before recording.



Where possible, request written confirmation of commitments from the institution. Written responses, official documents or published reports strengthen verification and make follow-up easier. If a commitment relates to information disclosure, participants may use the Access to Information framework to request the relevant records.

Example Entry

Commitment 1

Institution will provide written clarification of housing allocation criteria.

Responsible Office: Regional Housing Directorate

Timeline: Within 30 days

Follow-Up Date: 28 March 2026

Status: Pending

2. Meeting-Based Commitment Tracker

Purpose

Used immediately after a formal meeting.

Template

- Meeting Date
- Participants Present
- Issue Discussed

Commitment 1

- What exactly was promised?
- Who promised it?
- When was it promised?
- What deadline was stated?

Commitment 2

- Repeat structure.

Follow-Up Action Required

- Who will send summary letter?
- When will it be sent?

Guidance

- Before closing a meeting, restate commitments aloud.
- Ask the official to confirm accuracy.
- Send written confirmation within one week.

3. Youth-Policy Forum Commitment Log

Purpose

Used during larger community forums.

Template

- Forum Title
- Date
- Institution Represented
- Moderator
- Documentation Lead



Commitments

Commitment 1

- Description
- Responsible Authority
- Timeline
- Verification Method

Commitment 2

- Description
- Responsible Authority
- Timeline
- Verification Method

Verification Method Options

- Written response
- Public statement
- Website update
- Budget publication
- Follow-up meeting

Post-Forum Follow-Up

- Date summary letter sent
- Date reminder sent
- Response received?

Guidance

- Public forums increase pressure for clarity.
- Avoid recording general assurances.
- Ask for specific deadlines.

4. Institutional Commitment Review Tracker

Purpose

Used during monthly or six-month reviews to assess progress.

Template

- Commitment Number
- Original Commitment
- Original Timeline
- Current Status
- Evidence of Progress
- Next Action
- Escalation Required?

Escalation Options

- Second formal letter
- Request follow-up meeting
- Coalition engagement
- Public update through verified media
- Administrative justice mechanisms
- Submit an Access to Information request to obtain official clarification or documentation related to the commitment.



Guidance

If commitments are repeatedly delayed without explanation, adjust engagement strategy. Remain respectful and evidence-based.

Escalation Planning Template

Purpose

Used when commitments are not honoured.

A. Commitment Details

- Which commitment has not been implemented?
- What was the promised timeline?

B. Follow-Up Actions Taken

- Summary letter sent?
- Reminder sent?
- Phone call made?

C. Institutional Response

- None
- Partial
- Revised timeline

D. Escalation Decision

- Additional meeting request
- Coalition building
- Media engagement
- Formal complaint

E. Communication Strategy

- Ensure tone remains neutral and factual.
- Use documented evidence.
- Avoid personal attacks.

Commitment Status Dashboard

Purpose

Provides a visual summary for internal Circle meetings.

Categories

- Total Commitments Secured
- Fully Implemented
- Partially Implemented
- Pending
- No Response

This dashboard helps measure responsiveness patterns.

- If implementation rate is high, engagement strategy is effective.
- If response rate is low, strategy may need revision.



Best Practices for Using the Commitment Tracker

- Record commitments immediately.
- Assign one member responsible for maintaining the tracker.
- Review tracker at every Circle meeting.
- Share written summaries with institutions.
- Store tracker securely.

Common Mistakes

- Failing to request specific timelines.
- Recording vague assurances.
- Not sending written confirmation.
- Not scheduling follow-up dates.
- Escalating emotionally instead of strategically.

Principles

- Clarity strengthens accountability.
- Documentation strengthens credibility.
- Follow-up strengthens influence.

The Commitment Tracker transforms dialogue into measurable civic practice. When used consistently, it builds a culture of disciplined accountability within the YouthQuake Civic Leadership Circles.



Annex H: The YouthQuake Civic Circle Charter Template

The Civic Circle Charter formalises the identity, structure and standards of a the YouthQuake Civic Leadership Circle.

- It protects neutrality.
- It clarifies roles.
- It strengthens accountability.
- It builds credibility with institutions and communities.

Every Civic Circle should adopt a written Charter within its first month of formation. The Charter should be signed by all members and reviewed every six months.

This template can be adapted to local context, but the core principles should remain intact.

1. Name and Identity

Name of Civic Circle:

Location:

Date of Formation:

This Civic Circle operates under the YouthQuake framework and commits to its principles of non-partisan, rights-based civic engagement.

2. Purpose

The purpose of this Civic Circle is to:

- Promote informed youth participation in democratic processes.
- Engage institutions constructively and respectfully.
- Monitor commitments and strengthen accountability.
- Monitor commitments and strengthen accountability.”
- Ensure inclusive and ethical civic practice.

The Circle does not endorse political parties or candidates. It focuses on institutional responsibility and public-interest outcomes.

Use transparency tools, including Access to Information requests, to obtain verified information and support evidence-based engagement.

3. Core Principles

This Civic Circle commits to the following principles:

- **Constitutional Grounding**
All actions are rooted in constitutional rights and lawful engagement.
- **Non-Partisanship**
The Circle does not promote or oppose political parties or candidates within its activities.
- **Respect and Dignity**
All discussions are conducted respectfully. Personal attacks and discriminatory language are not permitted.



- **Inclusion**
The Circle actively promotes participation of young women, youth with disabilities, rural youth and marginalised groups.
- **Evidence-Based Engagement**
All public communication, Issue Briefs and advocacy messages are based on verified information obtained through credible sources, official records or responsible media reporting.
- **Accountability**
Commitments are documented and tracked consistently.
- **Transparency**
Internal decisions are documented and accessible to members.

4. Membership

Eligibility

Membership is open to youth committed to:

- Non-partisan civic engagement.
- Regular attendance.
- Respectful participation.
- Completion of assigned tasks.

Membership Responsibilities

- Attend meetings consistently.
- Respect confidentiality when required.
- Contribute to action planning and follow-up.
- Uphold the Code of Conduct.

Membership Review

If a member repeatedly violates the Charter, the Circle may review membership status through a structured and fair process.

5. Structure and Roles

The Civic Circle adopts the following roles:

- **Coordinator**
Schedules meetings and oversees timelines.
- **Documentation Lead**
Maintains minutes, action tracker and commitment tracker.
- **Engagement Lead**
Coordinates communication with institutions.
- **Communications Lead**
Oversees verified public messaging and ensures that public communication follows responsible information practices and respects the principle of information as a public good.



- **Inclusion and Safeguarding Focal Point**
Monitors participation equity and safety.

Roles are rotated every three to six months to build leadership capacity and prevent burnout.

6. Decision-Making

Decisions will be made through:

- Consensus where possible.
- Majority agreement where necessary.

All major decisions must be documented in meeting minutes.

7. Meeting Structure

The Circle commits to:

- Meeting at least twice per month during active engagement cycles.
- Maintaining an agenda for each meeting.
- Recording attendance and decisions.
- Reviewing the Commitment Tracker at each meeting.

Meetings must remain issue-focused and non-partisan.

8. Code of Conduct

All members agree to:

- Engage respectfully.
- Avoid partisan campaigning within Circle activities.
- Verify information before sharing publicly.
- Protect confidentiality when required.
- Address conflicts constructively.

Discriminatory language or behaviour will not be tolerated.

9. Commitment to Safeguarding

The Circle commits to:

- Creating a safe space for dialogue.
- Protecting vulnerable participants.
- Addressing harassment or exclusion immediately.
- Ensuring accessibility of meetings.

Participant safety is prioritised.

10. Documentation and Accountability

The Circle commits to maintaining:

- Attendance register.
- Action and Engagement Tracker.
- Commitment Tracker.
- Forum reports.
- Records of information requests and institutional responses where applicable.

Documentation strengthens transparency and institutional credibility.



11. Review and Amendment

This Charter will be reviewed every six months.

Amendments require majority agreement and must remain aligned with the YouthQuake's non-partisan and rights-based principles.

12. Declaration

We, the undersigned members of the YouthQuake Civic Circle, commit to upholding this Charter and advancing structured, inclusive and accountable civic engagement.

Name

Signature

Date

Guidance for Implementation

The Charter should be:

- Read aloud during adoption.
- Signed by all members.
- Stored securely.
- Referenced when resolving disputes.

The Charter is not symbolic. It is an operational guide. When followed consistently, it strengthens discipline, protects credibility and builds long-term influence within Namibia's democratic space.



Annex I: The Declaration of Windhoek on Promoting an Independent and Pluralistic African Press

The Windhoek Declaration, adopted in Namibia in 1991, established a global benchmark for press freedom and media independence. It affirmed that a free, independent and pluralistic media environment is essential for democratic development and accountable governance.

This declaration is included in the YouthQuake Civic Action Playbook because it reflects Namibia's historic role in advancing media freedom and democratic participation. The principles articulated in the declaration remain central to contemporary civic engagement.

YouthQuake translates these principles into practical civic tools. Participants are encouraged to verify information before sharing it, engage media responsibly and use credible evidence when communicating with institutions. In this way, the values of the Windhoek Declaration continue to shape responsible public participation among young Namibians.

By decision 48/432 of 20 December 1993, the UN General Assembly proclaimed 3 May as World Press Freedom Day. Since then, it has been celebrated each year on 3 May, the anniversary of the Declaration of Windhoek (text below). The document calls for free, independent, pluralistic media worldwide characterizing free press as essential to democracy and a fundamental human right.

The Declaration of Windhoek is a statement of free press principles as put together by newspaper journalists in Africa during a UNESCO seminar on "Promoting an Independent and Pluralistic African Press" in Windhoek, Namibia, from 29 April to 3 May 1991. The Declaration of Windhoek was endorsed by UNESCO's General Conference at its twenty-sixth session (1991).

Text of Declaration

We the participants in the United Nations/ United Nations Educational, Scientific and Cultural Organization Seminar on Promoting an Independent and Pluralistic African Press, held in Windhoek, Namibia, from 29 April to 3 May 1991,

Recalling the Universal Declaration of Human Rights,

Recalling General Assembly resolution 59(I) of 14 December 1946 stating that freedom of information is a fundamental human right, and General Assembly resolution 45/76 A of 11 December 1990 on information in the service of humanity,

Recalling resolution 25C/104 of the General Conference of UNESCO of 1989 in which the main focus is the promotion of "the free flow of ideas by word and image at international as well as national levels",

Noting with appreciation the statements made by the United Nations Under-Secretary-General for Public Information and the Assistant Director-General for Communication, Information and Informatics of UNESCO at the opening of the Seminar,



Expressing our sincere appreciation to the United Nations and UNESCO for organizing the Seminar, Expressing also our sincere appreciation to all the intergovernmental, governmental and non-governmental bodies and organizations, in particular the United Nations Development Programme (UNDP), which contributed to the United Nations/UNESCO effort to organize the Seminar,

Expressing our gratitude to the Government and people of the Republic of Namibia for their kind hospitality which facilitated the success of the Seminar,

Declare that:

4. Consistent with article 19 of the Universal Declaration of Human Rights, the establishment, maintenance and fostering of an independent, pluralistic and free press is essential to the development and maintenance of democracy in a nation, and for economic development.
5. By an independent press, we mean a press independent from governmental, political or economic control or from control of materials and infrastructure essential for the production and dissemination of newspapers, magazines and periodicals.
6. By a pluralistic press, we mean the end of monopolies of any kind and the existence of the greatest possible number of newspapers, magazines and periodicals reflecting the widest possible range of opinion within the community.
7. The welcome changes that an increasing number of African States are now undergoing towards multi-party democracies provide the climate in which an independent and pluralistic press can emerge.
8. The world-wide trend towards democracy and freedom of information and expression is a fundamental contribution to the fulfilment of human aspirations.
9. In Africa today, despite the positive developments in some countries, in many countries journalists, editors and publishers are victims of repression—they are murdered, arrested, detained and censored, and are restricted by economic and political pressures such as restrictions on newsprint, licensing systems which restrict the opportunity to publish, visa restrictions which prevent the free movement of journalists, restrictions on the exchange of news and information, and limitations on the circulation of newspapers within countries and across national borders. In some countries, one-party States control the totality of information.
10. Today, at least 17 journalists, editors or publishers are in African prisons, and 48 African journalists were killed in the exercise of their profession between 1969 and 1990.
11. The General Assembly of the United Nations should include in the agenda of its next session an item on the declaration of censorship as a grave violation of human rights falling within the purview of the Commission on Human Rights.
12. African States should be encouraged to provide constitutional guarantees of freedom of the press and freedom of association.



13. To encourage and consolidate the positive changes taking place in Africa, and to counter the negative ones, the international community-specifically, international organisations (governmental as well as non-governmental), development agencies and professional associations - should as a matter of priority direct funding support towards the development and establishment of non-governmental newspapers, magazines and periodicals that reflect the society as a whole and the different points of view within the communities they serve.
14. All funding should aim to encourage pluralism as well as independence. As a consequence, the public media should be funded only where authorities guarantee a constitutional and effective freedom of information and expression and the independence of the press.
15. To assist in the preservation of the freedoms enumerated above, the establishment of truly independent, representative associations, syndicates or trade unions of journalists, and associations of editors and publishers, is a matter of priority in all the countries of Africa where such bodies do not now exist.
16. The national media and labour relations laws of African countries should be drafted in such a way as to ensure that such representative associations can exist and fulfil their important tasks in defense of press freedom.
17. As a sign of good faith, African Governments that have jailed journalists for their professional activities should free them immediately. Journalists who have had to leave their countries should be free to return to resume their professional activities.
18. Cooperation between publishers within Africa, and between publishers of the North and South (for example through the principle of twinning), should be encouraged and supported.
19. As a matter of urgency, the United Nations and UNESCO, and particularly the International Programme for the Development of Communication (IPDC), should initiate detailed research, in cooperation with governmental (especially UNDP) and non-governmental donor agencies, relevant non-governmental organizations and professional associations, into the following specific areas:
 - i. identification of economic barriers to the establishment of news media outlets, including restrictive import duties, tariffs and quotas for such things as newsprint, printing equipment, and typesetting and word processing machinery, and taxes on the sale of newspapers, as a prelude to their removal;
 - ii. training of journalists and managers and the availability of professional training institutions and courses;
 - iii. legal barriers to the recognition and effective operation of trade unions or associations of journalists, editors and publishers;
 - iv. a register of available funding from development and other agencies, the conditions attaching to the release of such funds, and the methods of applying for them;
 - v. the state of press freedom, country by country, in Africa.



20. In view of the importance of radio and television in the field of news and information, the United Nations and UNESCO are invited to recommend to the General Assembly and the General Conference the convening of a similar seminar of journalists and managers of radio and television services in Africa to explore the possibility of applying similar concepts of independence and pluralism to those media.
21. The international community should contribute to the achievement and implementation of the initiatives and projects set out in the annex to this Declaration.
22. This Declaration should be presented by the Secretary-General of the United Nations to the United Nations General Assembly, and by the Director-General of UNESCO to the General Conference of UNESCO.

ANNEX Initiatives and Projects Identified in the Seminar

- I. Development of co-operation between private African newspapers: - to aid them in the mutual exchange of their publications; - to aid them in the exchange of information; - to aid them in sharing their experience by the exchange of journalists; - to organise on their behalf training courses and study trips for their journalists, managers and technical personnel.
- II. Creation of separate, independent national unions for publishers, news editors and journalists.
- III. Creation of regional unions for publishers, editors and independent journalists
- IV. Development and promotion of non-governmental regulations and codes of ethics in each country in order to defend more effectively the profession and ensure its credibility.
- V. Financing of a study on the readership of independent newspapers in order to set up groups of advertising agents.
- VI. Financing of a feasibility study for the establishment of an independent press aid foundation and research into identifying capital funds for the foundation.
- VII. Financing of a feasibility study for the creation of a central board for the purchase of newsprint and the establishment of such a board.
- VIII. Support and creation of regional African press enterprises
- IX. Aid with a view to establishing structures to monitor attacks on freedom of the press and the independence of journalists following the example of the West African Journalists' Association.
- X. Creation of a data bank for the independent African press for the documentation of news items essential to newspapers



Annex J: The Windhoek+30 Declaration: Information as a Public Good

Thirty years after the original Windhoek Declaration, the Windhoek+30 Declaration reaffirmed Namibia's leadership in global debates on media freedom and introduced the concept of information as a public good.

The declaration recognises that access to credible information is essential for democratic participation, transparency and accountability. When information is accessible and trustworthy, citizens can understand public decisions, monitor institutions and participate meaningfully in governance.

The YouthQuake programme operationalises this principle by encouraging young people to treat information as a civic resource. Participants learn to verify digital content, request official information through transparency mechanisms and communicate publicly using evidence-based messages. These practices strengthen democratic accountability and contribute to a healthier information environment in Namibia.

We, the participants at the UNESCO World Press Freedom Day International Conference, held in Windhoek, Namibia, 29 April – 3 May 2021

1. **RECALLING** Article 19 of the *Universal Declaration of Human Rights (UDHR)*, which states: "Everyone has the right to freedom of opinion and expression; this right includes freedom to hold opinions without interference and to seek, receive and impart information and ideas through any media and regardless of frontiers.";
2. **COMMEMORATING** the continuing relevance, legacy and role of the 1991 Windhoek Declaration as a catalyst for the proclamation of World Press Freedom Day, and as an inspiration for ongoing action to promote and protect freedom of expression, free, independent and pluralistic media, and access to information around the world;
3. **APPRECIATING** the impact and legacy of the regional declarations adopted in the wake of the Windhoek Declaration, namely the Alma Ata, Santiago, Sana'a and Sofia Declarations;
4. **RECALLING** the 2001 African Charter on Broadcasting adopted on the 10th anniversary of the Windhoek Declaration in 2001, and the Pan-African Declaration on Access to Information adopted on the 20th anniversary in 2011;
5. **REAFFIRMING** paragraph 5 of the 1991 Windhoek Declaration, which states: "The world-wide trend towards democracy and freedom of information and expression is a fundamental contribution to the fulfilment of human aspirations.";
6. **EMPHASISING** that information is a public good to which everyone is entitled and, as such, is both a means and an end for the fulfilment of collective human aspirations, including the Agenda 2030 Sustainable Development Goals and the African Union's Agenda 2063;
7. **CONVINCED** that, as a public good, information empowers citizens to exercise their fundamental rights, supports gender equality, and allows for participation and trust in democratic governance and sustainable development, leaving no one behind; and that information as a public good is also a key underpinning of effective measures to address global emergencies, such as climate and health crises, specifically the COVID-19 pandemic;



8. **RECOGNISING** the role of journalism in producing and disseminating public interest information, especially in times of crisis, and emphasizing the overriding importance of this role remaining free from capture or distorting influence;
9. **ACKNOWLEDGING** the far-reaching transformations of the information ecosystem since the adoption of the 1991 Windhoek Declaration, in particular the digital transformation and the enormous role played by the Internet and digital platforms in facilitating the sharing of knowledge and information, including for vulnerable, marginalised groups, independent journalists and human rights organisations;
10. **RECALLING** the UN Secretary General's Roadmap for Digital Co-operation and UNESCO's Internet principles of human rights, openness, accessibility and multi-stakeholder governance (ROAM);
11. **CONCERNED** at the increasing proliferation, amplification and promotion, through human and automated systems, of potentially harmful content digitally, including disinformation and hate speech, which undermines people's rights and the quality of collective public debate;
12. **COGNISANT** of the fact that there are no easy solutions to modern digital challenges which are both effective in addressing potential harms and yet maintain respect for freedom of expression as guaranteed under international law;
13. **ALARMED** by both enduring and new threats to the safety of journalists and the free exercise of journalism, including killings, harassment of women, offline and online attacks, intimidation and the promotion of fear, and arbitrary detentions, as well as the adoption of laws which unduly restrict freedom of expression and access to information in the name, among other things, of prohibiting false information, protecting national security and combating violent extremism; and also deeply concerned at the increasing numbers of Internet disruptions, including Internet shutdowns, particularly during elections and protests;
14. **TROUBLED** by the severe economic crisis which is posing an existential threat to independent news media worldwide, and recalling that economic sustainability of free media is a key prerequisite for its independence, as enshrined in paragraph 2 of the 1991 Windhoek Declaration, which states: "By an independent press, we mean a press independent from governmental, political and economic control or from control of materials and infrastructure essential for the production and dissemination of newspapers, magazines and periodicals.";
15. **HIGHLIGHTING** the urgency of equipping citizens worldwide, including youth and marginalised groups, with media and information literacy competences, developed through a gender sensitive approach, to enable them to navigate the evolving information landscape, and to promote freedom of expression and access to information as a public good.

We therefore

Call on all governments to:

16. **COMMIT** to creating a positive enabling environment for freedom of expression and access to information, online and offline, in line with international guarantees of these rights, including a free, independent and pluralistic media, through adopting appropriate legal measures in a transparent manner and following adequate public consultation, guaranteeing the exercise of journalism free of governmental interference, whether formal or informal, promoting universal access to the Internet, and taking measures to reinforce the safety of journalists, including with a specific focus on women journalists;



17. **TAKE** effective steps to nurture a diversity of viable public, private and community media, and implement specific policies, along with relevant safeguards, to promote the production of independent, quality journalism, with the aim of ensuring people's access to relevant, diverse and reliable information;
18. **ENSURE** that flows of funding from public sources to the media, including subsidies and advertising, are allocated fairly and overseen in an independent and transparent manner; and guarantee investment in journalism and jobs, while respecting gender equality and promoting decent working conditions;
19. **MAINSTREAM** media and information literacy into strategies and action plans in order to build the resilience of citizens to misinformation, disinformation and hate speech, and promote civic participation in democratic life;
20. **ALLOCATE** adequate human, financial and technical resources, including as part of development assistance support, to ensure the proper implementation of the steps and measures outlined in this Declaration.

Call on UNESCO and other intergovernmental organisations to

21. **REINFORCE** cooperation with governments and civil society organisations in order to safeguard and enhance guarantees for the full exercise of the right to information and freedom of expression, both online and offline, with a particular focus on strengthening media freedom, pluralism and independence as well as media viability, transparency of digital platforms, and media and information literacy;
22. **ENCOURAGE** the development of joint funding instruments supported by a combination of States, multilateral institutions, private foundations and philanthropists to promote information as a public good.

Call on technology companies to:

23. **WORK** to ensure transparency in relation to their human and automated systems which could impact user interaction with content, as well as their terms and conditions of service;
24. **PROVIDE** robust notice and appeals opportunities to users, process complaints and redress requests from users in a fair manner, and take action whenever their terms and conditions of service are breached;
25. **CONDUCT** transparent human rights risk assessments, including to identify threats to freedom of expression, access to information and privacy, take appropriate action to eliminate or mitigate those threats, and disclose the impact of those actions;
26. **SUPPORT** information as a public good in various ways, for example through fair and inclusive partnership arrangements, which may include donations or other financial measures, and the protection of journalists who are the victims or at risk of online attacks.



Call on journalists, media outlets, civil society and academia to:

27. **ADVOCATE** with States and digital platforms, as part of their wider protection of freedom of expression and information as a public good, to recognise media viability as a development priority;
28. **UNDERTAKE** monitoring, advocacy, research, policy development, awareness raising, including among official actors, and the provision of expertise and support to address problems caused by measures taken by governments and digital platforms, including due to their lack of transparency, and to increase their engagement in media and information literacy actions;
29. **PROMOTE** a more inclusive, pluralistic and sustainable media sector, including through measures that promote the involvement of young people, women and marginalised groups in the media.

Call to collective action:

30. **WORK TOGETHER** to ensure the effective realisation of the steps and measures outlined in this Declaration;
31. **AGREE AND ADOPT** new and innovative measures and mechanisms, including of a multilateral and multi-stakeholder nature, following broad consultative processes, to ensure respect by States for freedom of expression and access to information, and that digital platforms' practices and systems which affect user interaction with information are appropriately transparent;
32. **COLLABORATE** through multilateral fora to promote respect by governments, intergovernmental organisations and digital platforms for human rights, including freedom of expression, access to information and the safety of journalists.

The world today faces critical new and historic challenges to freedom of expression which require concerted global action by all stakeholders. The 1991 Windhoek Declaration was a bold and forward-looking statement that has helped to change the world for the better over the last 30 years.

It is now time for the generation of 2021 to make our contribution.

Press freedom, independence and pluralism remain major goals to guarantee information as a public good that serves as a shared resource for the whole of humanity. To these goals we now add those of media viability, transparency of digital platforms, and citizens empowered with media and information literacy.

This Windhoek+30 Declaration pays tribute to those who opened up this path. Now, let each of us resolve to do our part to help secure information as a public good as an urgent need today, and as a legacy for those who come after us.

In closing, we express appreciation to the government and people of Namibia for hosting the historic World Press Freedom Conference. Their generosity has opened the road to take forward information as a public good.



Annex K: Access to Information Guide and Request Template

Purpose

Access to information is a cornerstone of democratic participation. Citizens cannot meaningfully engage public institutions, monitor government decisions or advocate for change without access to credible information.

Namibia's Access to Information Act establishes the legal right for individuals to request information held by public institutions. This law strengthens transparency, accountability and informed public participation.

For YouthQuake participants, access to information is not only a legal right. It is a practical civic tool. Information requests help clarify policy decisions, understand how public resources are used and obtain evidence needed for responsible advocacy.

This annex explains how the Access to Information framework can be used in practice and provides templates to support youth engagement with public institutions.

Section 1: What the Access to Information Act Allows

The Access to Information Act provides a legal right for people to request information held by public institutions.

- Public institutions include:
- Government ministries
- Regional councils
- Local authorities
- Public agencies
- State-owned entities

The Act also allows access to certain information held by private entities when the information is required to protect or exercise a fundamental right.

The law establishes a general principle that information held by public institutions should be accessible unless there is a lawful reason to refuse disclosure.

This principle supports democratic accountability. When institutions disclose information, citizens can understand decisions, assess performance and participate more effectively in public life.

Section 2: Types of Information That Can Be Requested

Citizens may request a wide range of official records. Examples include:

- Policy documents and regulations
- Budget allocations and expenditure reports
- Programme implementation reports
- Procurement records and tender information
- Contracts entered into by public institutions
- Criteria used for programme beneficiary selection
- Monitoring or evaluation reports for public programmes
- Official correspondence relating to a public decision



Access to these records helps communities understand how public decisions are made and how resources are allocated.

Section 3: Who Processes Information Requests

- Each public institution must appoint an Information Officer responsible for receiving and processing requests.
- Information requests should normally be directed to the Information Officer of the institution that holds the record.
- If a request is submitted to the wrong institution, the request may be transferred to the appropriate authority.
- Participants should therefore attempt to identify the correct institution before submitting a request.

Section 4: How to Submit an Information Request

☒ Step 1

Identify the institution that holds the information.

☒ Step 2

Describe the information requested clearly and precisely. Vague requests may delay processing.

☒ Step 3

Submit the request to the designated Information Officer.

☒ Step 4

Provide contact information so the institution can respond.

Requests may be submitted in writing. Some institutions may also accept requests electronically. Clear requests increase the likelihood of timely responses.

Section 5: Response Timeframes

Public institutions must respond to information requests within specific timeframes.

A decision must normally be provided within 21 days of receiving the request.

In certain circumstances the institution may extend the response period by an additional 14 days. This may occur when the request requires consultation with other parties or involves a large volume of records.

If the request relates to an urgent matter affecting the protection of life or liberty, the institution must respond within 48 hours.

These timeframes ensure that requests are processed within a reasonable period.



Section 6: Possible Outcomes of a Request

An information request may result in several outcomes.

The information is provided in full.

- The information is provided in part.
- The request is transferred to another institution that holds the records.
- The institution requests clarification of the request.
- The request is refused with written reasons.

If a request is refused, the institution must explain the legal grounds for refusal. Participants should review the reasons carefully and consider follow-up steps.

Section 7: When Information May Be Refused

Certain categories of information may be withheld where disclosure could harm legitimate interests.

Examples include:

- National security information
- Confidential commercial information
- Personal privacy protections
- Certain law enforcement investigations

However, the law encourages institutions to disclose information wherever possible. Refusal should therefore be the exception rather than the norm.

Section 8: Appeals and Review

If a request is refused or ignored, the applicant has the right to challenge the decision through review mechanisms established by the law.

Possible steps include:

- Requesting internal review within the institution
- Filing a complaint with the relevant oversight authority
- Seeking further legal remedies where appropriate

Participants should maintain written records of all correspondence and responses. Documentation strengthens accountability and helps track institutional responsiveness.

Section 9: Strategic Use of Access to Information in Civic Engagement

YouthQuake participants can use information requests to support evidence-based civic action.

Examples include:

- Requesting data on youth employment programme implementation
- Requesting criteria used in housing allocation decisions
- Requesting budgets for local development projects
- Requesting progress reports for infrastructure projects
- Requesting minutes or reports from public decision-making meetings



These records can support issue briefs, community dialogue forums and policy discussions. Access to information strengthens civic credibility because advocacy is grounded in documented evidence.

Section 10: Good Practice for Effective Information Requests

- Requests should be clear and specific.
- Requests should identify the relevant institution.
- Requests should ask for identifiable records or documents.
- Requests should avoid overly broad or vague language.
- Participants should keep copies of all requests submitted.

Professional and respectful communication strengthens the likelihood of cooperation.

Section 11: Access to Information Request Template

Participants may use the following template when submitting an information request.

Date

Information Officer

Institution Name

Address

Subject

Request for Access to Information

Dear Information Officer

In accordance with the Access to Information Act, I respectfully request access to the following information held by your institution.

Description of the requested information

Clearly describe the record or document requested.

Purpose of request

Provide the reason for the request where relevant.

Preferred format of access

Indicate whether the information should be provided electronically, as printed copies or through inspection.

Contact details

Provide your full name, phone number and email address.

Thank you for your assistance.

Signature

Name



Section 12: Tracking Information Requests

YouthQuake participants should record requests in the Information Request Tracker included in the Monitoring and Evaluation annex.

Tracking requests helps participants monitor institutional responsiveness and identify patterns of transparency or delay.

Documenting requests also strengthens follow-up and accountability.

Conclusion

Access to information empowers citizens to engage institutions with evidence rather than speculation.

When young people use transparency tools responsibly, public dialogue becomes more informed, constructive and accountable.

The Access to Information framework therefore plays a central role in strengthening democratic participation and responsible civic leadership in Namibia.





CIVIC ACTION PLAYBOOK



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