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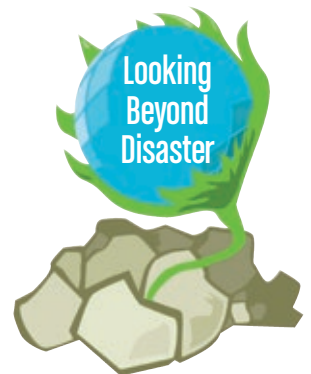


Bangkok Office
Asia and Pacific Regional Bureau
for Education



Looking Beyond Disaster

.....
TOOLKIT



READ ME

MARCH 2015 **Looking Beyond Disaster Toolkit**

This document was created to support young people who want to enhance the disaster resilience of a community they identify with.

It is based on lessons from the Looking Beyond Disaster UNESCO International Youth Forum series that began in Christchurch, New Zealand in December 2011. It supports the sharing of stories and lessons learnt through experiences of natural disasters and promotes the development of new disaster risk reduction initiatives.

The original forum and the development of this toolkit were both funded by the New Zealand National Commission for UNESCO and the UNESCO Regional Unit for Social and Human Sciences in Asia and the Pacific in Bangkok. We hope that the lessons, ethos and experiences will continue under a global youth-led volunteer network of alumni.

At the time of writing more than five of these forums have been held, each with their own successes and challenges. This document aims to capture the spirit and intention of Looking Beyond Disaster and provide a series of good practice content to assist the success and integrity of future events.

It is intended that each section can be read as a stand-alone document that may be more broadly applicable. Recognising also the interactions between each section, we suggest that every section is read before organising an event. Please see the Contents page to get started wherever you may find most useful.

Note that, in electronic form, this document includes **internal** and **external** links where you'll find more information or explanation about the hyperlinked text. Some of these require an internet connection, and none of them will work if you're reading this on paper sorry!

Visit www.LBDtoolkit.org to get an electronic copy or the latest version of this document.

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**WHY IS THIS
IMPORTANT?**



WHY IS THIS IMPORTANT?

“It has taken many natural disasters to bring us all together, but now that we are all here let’s go forward together.” The parting words of 100 international young leaders at the world first *Looking Beyond Disaster Youth Forum* held in Christchurch, New Zealand in 2011 continue to resonate.

In an increasingly diverse and connected world, the nature and complexity of challenges facing our global population is constantly changing. Time and time again, young people step forward to engage in community responses to disasters. They are critical stakeholders in efforts to find sustainable solutions.

Youth are some of the most creative, technologically capable and enthusiastic people on earth. With respect for existing wisdom, technical knowledge and expertise, we have frequently demonstrated an openness to collaboration and change. Add in modern technological capability, and young people may be one of the most incredible resources on this planet, given the potential for positive impact that we harbour. And this incredible resource is needed – it has been estimated that, globally since 2005, over 1.5 billion people have been affected by disasters in various ways, with an overall cost of over \$1.3 trillion.¹

No previous global framework has acknowledged the need for youth engagement in disaster risk reduction. However, at the Third UN World Conference for Disaster Risk Reduction in 2015, the world community has the opportunity to “*ensure the engagement of all stakeholders and the participation of... children and youth... in the design and implementation of [disaster risk reduction] policies, plans and standards.*” “*Children and youth are agents of change and can contribute their experience and should be given the space and modalities to do this*”²

1 <http://www.wcdrr.org/preparatory/post2015>

2 Post-2015 Framework for Disaster Risk Reduction Zero draft submitted by the co-Chairs of the Preparatory Committee (20 October 2014) www.wcdrr.org/preparatory/post2015

It is hoped that the Looking Beyond Disaster initiative may offer this “space and modality,” engage youth around the world in disaster risk reduction, and unleash their potential positive impact in a meaningful and coherent way. This Toolkit for youth engagement can be used to catalyse solutions to our local, national, regional and global disaster and climate risk challenges, both now and into the future. This Toolkit is written by youth, for youth, and is designed for use as a practical guide to help your own efforts in tackling disaster risk reduction.

WHAT IS 'LOOKING BEYOND DISASTER'?

1





1 WHAT IS 'LOOKING BEYOND DISASTER'?

1.1 PURPOSE

Looking Beyond Disaster (LBD) exists for young people to support and enhance natural and man-made disaster and climate risk management at local, national, regional and global levels, for resilience of people, communities and countries. Recognising the considerable impact of preparedness initiatives over response efforts, an emphasis is placed on 'creating solutions now' rather than 'solving problems later'. A large number of past LBD participants have had experience in disaster response and realised the value of focussing instead on preparedness.

Children and youth have been recognised as valuable contributors through their perspectives, knowledge, skills and needs which can help to ensure that disaster risk plan designing, resourcing and implementation are tailored accordingly.

LBD provides a way of bringing young people together to explore natural and man-made disaster and climate risk factors from local to global perspectives, and approach new solutions in whatever ways they might imagine.

1.2 BRIEF OVERVIEW

LBD is a framework for bringing young people together around the theme of natural disasters and the impacts they have on communities. **Established initially in Christchurch, New Zealand (see 6.3.1)**, it has been a multi-day forum series maintained and developed by the alumni of previous forums, and others who recognise the value of the contributions young people can make to their communities as well as the value of international connections.

By intertwining workshops with smaller forums (see 3.1.4), LBD has several overarching purposes. It recognises the enormous creative

capability of young people and supports them to create new disaster risk reduction initiatives **encouraging their implementation in local and global settings (see 6.1.1)**.

By developing this toolkit, the LBD community moves beyond the series of forums and is aiming to provide practical support to other young people who cannot participate in these events. LBD can be used locally to develop skills and capacity as participants in disaster risk reduction initiatives.

1.3 OVERARCHING PURPOSES

The overarching purposes are best captured in the opening section **“Why is this important”**. Bearing this context in mind, the purposes can be put into two categories as below.

1.3.1 Local to global disaster risk reduction

It is intended that LBD will be recognised and used globally as a good practice mechanism for engaging young people to generate new solutions that enhance local disaster resilience. The toolkit focuses on disaster preparedness (actions that can be taken before a disaster strikes to reduce potential impacts prior to a natural disaster and ensure a rapid response can occur) rather than disaster response (the things done after a disaster strikes).

At time of publishing, a community of LBD alumni (see www.youthbeyonddisasters.org) are working together to get the value of the contributions of youth, young people and children recognised as an asset in the next global plan for disaster risk reduction. This is the UNISDR framework that will continue from the Hyogo Framework for Action 2005–15 (see <http://www.unisdr.org/we/coordinate/hfa>). The Hyogo Framework is a coordinating document to help countries prepare for natural disasters.

It's important to remember here that many diverse areas of the world face similar risks from disasters, and that solutions created in e.g. Sumatra, Indonesia may have very real and successful applications in e.g. California, USA. For this reason, we hope to establish a global governance body of young people whose role would include making such connections around the globe.

Read more about this vision in 6.1.1.

1.3.2 Support young people as leaders of change

Increased momentum of personal growth

Participants in LBD forums are learning new things constantly, simply by participating. Some of these lessons come through explicit workshop sessions designed to teach new skills, while others will be softer skills learnt by interacting with other people from different parts of the world and hearing their opinions and perspectives. It is intended that, no matter how highly skilled participants are at the start of the forum, they leave feeling that they have grown and learnt through the experience.



Skills to lead community change

Through the formal workshops, participants gain specific skills to help them lead initiatives in their own area. As participant-facilitators, participants are able to practise some new skills or sharpen existing skills by doing it in a safe and supportive environment.

Network/context development

With a diverse group of participants, like the Christchurch forum that hosted 100 participants from 19 countries (see 6.3.1), the sharing of participant experiences of natural disasters can build an exceptional collective culture and shared context. By recognising everyone as unique and individual contributors, the relationships formed within the network become an invaluable resource for participants post-forum.

For example, whilst writing this toolkit I the author have contacted participants from previous LBD Forums, some of whom I'd not spoken to in almost 3 years and some of whom I've continued to work with having initially met through LBD. In all cases I've been received with open arms and welcoming support, simply because of our shared experience in the LBD network.

1.4 KAUPAPA (ETHOS)

We hold LBD forums with a shared kaupapa. In New Zealand's Māori culture, kaupapa is a set of values and principles which people agree on as a foundation for their actions. It is a thought system that informs behaviour and customs, and it is similar to the English term 'ethos'.

- We recognise the human suffering caused by disasters;
- We protect, nurture, and encourage the free expression of young peoples' ideas;
- We respect the beliefs of all people;
- We believe that disaster risks can be reduced and resilience developed using intercultural and intergenerational dialogue; and
- We celebrate the innovation and diverse contributions of youth to addressing disaster risks and impacts in their communities and nations.

We invite you to share our kaupapa for deciding on the desired outcomes of your LBD forum. Our long-term vision is that the LBD kaupapa may help substantially reduce disaster losses in terms of lives, and in the social, economic and environmental assets of individuals, communities, and countries worldwide.

Another good way to capture the LBD kaupapa is to watch these videos put together by participant-facilitators Salvador Cantellano and Owen Novello of Digital Cinematix and Tal Fitzpatrick of Volunteering Queensland. See these videos at www.lbdtoolkit.org/about.





WHO SHOULD BE INVOLVED?

2





2 WHO SHOULD BE INVOLVED?

2.1 PARTICIPANTS

When considering participants, it's important to look at the different types of groups or demographics that you want to be represented. It might be helpful to think about the different perspectives of e.g. people with different ages, abilities and disabilities, backgrounds (including socio-economic) or experiences. The Christchurch and Sendai forums both included a profoundly deaf participant whose exceptionally unique and valuable contributions were supported by interpreters. Note that the provision of support should be considered in the budget from the initial planning stages.

It's also important to think about what **subject experts (see 2.3.2)** will be needed at the forum. If unable to attract participants in this role it will be worth bringing experts in to visit periodically or have them easily contactable throughout the forum. They will need to be briefed on the forum purpose.

If hosting in an area that has recently had a disaster, bear in mind the different types of experiences that resulted for young people, and how these might be represented. Be sure to also read the **safety and pastoral care (see 3.4.2)** sections.

Particularly with regard to attracting minority groups or financially disadvantaged demographics it might require you to be quite proactive about selecting who attends.

Having a clear understanding of your participants may have drastic impacts on your forum design and programme. For example, LBD 3 - Pasifika - was strongly tailored for the culture of the Pacific Islands and included other core considerations such as likely learning styles. The **Kaupapa (see 1.4)** of LBD1 served as a strong base for this forum but the practical experience and forum layout was very different and intentionally delivered its desired outcomes in different ways than other forums.

2.1.1 Local participants

Previous forums have had as many as half of all participants as locals. Rather than just selecting 'youth leaders' or people who are already involved with successful initiatives, think about also including those who have had minor or supporting roles or who have shown an interest in making change.

Having local diversity has real advantages in terms of mobilising broader support networks than would be available to a group of people with similar backgrounds.

2.1.2 National participants

Participants from other areas of the host country can bring fresh perspectives and ideas, and also may be able to benefit from disaster preparedness initiatives that were found useful in a disaster context. Bear in mind that these people will need support to keep their action plans going after the forum, so having several people coming from each region may help with this if numbers permit.

Conditions (and particularly services) may vary considerably within a country. It's important to understand these differences when selecting participants and designing activities.

2.1.3 International participants

Selecting international participants requires a lot of careful consideration. Bearing in mind what you are trying to achieve (see 3.1), think about what types of groups and experiences you want to attract. Think about where they are likely to be and how or why they





would want to participate in LBD. Consider the benefits of including international participants – their different experiences can bring a richness to the discussions.

There are potentially many barriers to entry for international participants that need to be mitigated. These can range from entry fees to travel costs to difficulties getting visas for entry into the host country. How can you support participants through these things? Consider the risks of setting up expectations that may not be met – for example, acquiring certain visas are particularly difficult for the citizens of some countries. See the [templates \(see 7\)](#) for some example wording to help communicating with potential international participants.

Remember there may be [cultural considerations \(see 3.5\)](#) that you need to take into account. How are you going to attract and support participants who operate in different ways than your local cultural context? Think also about including international minority perspectives, as these might be considerably different to anything else participants would think of.

2.2 FACILITATORS

For more about the functions of facilitators see [facilitator role in 3.7.1](#). Below is a brief overview of desirable and undesirable qualities for facilitators.

2.2.1 Good things

The forum should be facilitated by relatively young people who have a thorough understanding of the local cultural context and people. Having a youthful energy and style is the important point here, rather than actual age.

- Youthful approach or energy
- Experience in facilitating self-directed learning
- Respectful of all ideas, opinions, beliefs and sexual orientations
- Vibrant energy that captures the attention of a group
- Thought-provoking and inspirational
- Flexible and dynamic yet intentional
- Experienced with natural disasters

2.2.2 Not-so-good things

- Disconnected from youth culture
- No experience facilitating or teaching in a non-traditional setting
- Low or negative energy
- Brash or bound by rules
- Lacking in self-confidence to capture group attention
- Rigid and inflexible
- Non-respectful of others



2.3 PARTICIPANT-FACILITATORS

Particularly with larger groups, there will be a natural need for participant-facilitators to support the facilitators in keeping things moving, answer questions and provide guidance through activities.

There are various roles that may emerge, depending on the specific requirements of your event and participants. Some of these roles are described below.

2.3.1 Existing youth leaders

As mentioned in [Participants \(see 2.1\)](#), it's good to have a mix of experience levels with community leadership or change making. Often the more experienced existing youth leaders can naturally support the delivery of activities by answering queries or asking questions of participants to help them explore their thoughts and ideas further. It can be useful for the facilitators to identify these people and ask for their support with specific tasks. Consider filling these roles at the beginning of the forum, and using e.g. different coloured lanyards or name tags for easy identification.



2.3.2 Subject experts

Within a diverse group there might be a range of people with expertise in one or more areas of interest to the group or some action plans. These people's expertise should be highlighted to participants early on in the forum, so that they can provide specialist support, guidance or information to help advance ideas as far as possible.

Identifying these people is often difficult initially, so it can be useful to have a section on the registration form or discuss the importance of building on skills before providing an opportunity for people to talk about their expert area(s).

It's important to identify early in the planning any particular skills you will need at the forum so you can ensure there are people present with these skills.



2.3.3 'Mama Bears'

Particularly in larger forums it is useful to have a collection of 'grown-ups' who can hover around and provide support with any issues that arise. These may be logistical issues surrounding e.g. accommodation or dietary requirements right through to providing caring comfort to a participant who has had an extreme emotional experience.

These people are crucial for **providing a safe forum (see 3.4.2)** and have been kept very busy in the past, particularly in the event of an emergency. It is suggested that this person or people be mature and have previous experience of providing support to young people. They should have few other tasks during the forum, but should be encouraged to participate in some of the more creative aspects of the programme.



HOW DO WE DO IT?

3





3 HOW DO WE DO IT?

3.1 ESTABLISH A CLEAR PURPOSE

Before starting anything, it's very important to clarify what you're actually trying to achieve. This might be a specific practical tangible outcome, a state of affairs, a space where you can find out more information about something and/or any number of outcomes or outputs.

When thinking about doing an LBD forum, make sure you really understand the overarching purposes (see 1.3) of LBD. If what you are trying to do doesn't resonate with these things then LBD might not be the best thing for you to do. That being said, there may be parts of this toolkit that are still useful – please make use of them and be in touch with questions or suggested improvements (see 4.5).

Think about what partnerships you might be able to make locally with others who would like to achieve similar things to you – creating an organising committee (see 3.2) can help with this.

3.1.1 Output vs. outcome

Outputs relate to *what we do and who we reach*. They are the tangible products, services or facilities created by your work, and are usually quantifiable. They don't rely on any knowledge of your 'starting point' and instead focus on what happens once you have finished your work.

Outcomes refer to *what difference is made by our actions*. They can be wanted or unwanted, expected or unexpected. They are often hard to count or prove, and normally rely on an understanding of the initial situation or problem for comparison. The overarching purposes (see 1.3) of LBD are all outcomes that can sometimes be measured by the outputs of each forum.



OUTPUTS

What we do	Who we reach
Workshops	Participants
Forums	Clients
Develop:	Agencies
- products	Decision-makers
- resources	Partners
- curriculum	
Facilitate	
Assess	

OUTCOMES

SHORT TERM RESULTS	MED. TERM RESULTS	LONG TERM RESULTS
Learning	Action	Conditions
Awareness	Behaviours	Social
Knowledge	Practices	Economic
Attitudes	Decision-making	Civic
Skills	Policies	Environmental
Opinions	Social action	
Motivations		
Aspirations		

3.1.2 What are we trying to achieve?

Before planning anything you'll need to thoroughly discuss and outline what you're trying to achieve. This might be easier with a group of people, such as the start of your **organising committee (see 3.2)**. Talk about overarching purposes of LBD and how they relate to what you are trying to do in a local setting.

3.1.3 Forum vs. workshop (and how to use each?)

A workshop is a structured learning session for teaching or developing new or existing skills. A workshop that is well-designed and well-facilitated will serve as an introduction course for beginners that also grows or advances the understanding of those with experience in the workshop topic. The role of the **facilitator (see 3.6.1)** is one of teaching and leading.



A forum is a loosely structured facilitated discussion for sharing, opinions and experiences on a particular idea or set of ideas, working towards collective understanding. A well-facilitated forum will be a safe space where all participants feel comfortable, encouraged and confident to freely express their views. The role of the **facilitator (see 3.6.1)** is maintaining the safe space, unpacking the views expressed and helping the participants create collective understanding of one or more ideas explored.



3.1.4 How to use each

Skills taught in workshops are perhaps most useful when participants understand a situation but are unsure how to work through it. For this reason, we try to alternate between workshop(s) and forums.

This *Example Activities Schedule* shows a very simple demonstration of how one might alternate between the workshops and forums over a series of activities on a day.

EXAMPLE ACTIVITIES SCHEDULE		
Activity	Workshops	Forums
1	<i>Constructive communication skills</i>	
2		<i>“Problems in our community”</i>
3	<i>Breaking problems into smaller pieces</i>	
4		<i>“Skills and resources we have”</i>
5	<i>Creating solutions with limited resources</i>	

When used in this fashion, the **facilitator role (see 3.6.1)** becomes very clear and structured:

- transition into first activity by connecting with existing knowledge or experiences
- walk with participants through activity (workshop or forum)
- summarise main findings of activity
- transition into next activity and repeat

When considering activities like this and your forum purpose(s), it becomes easy to reimagine everyday activities (such as cooking or cleaning up after a meal) as opportunities for valuable and meaningful learning that build your **forum culture (see 3.3.2)** and help to achieve the **overarching purposes (see 1.3)**.

3.2 ORGANISING COMMITTEE AND BUDGET

3.2.1 Organising committee

Holding an LBD forum is a big job, more than you may expect, but it is rewarding. As a guide, we recommend a minimum of four committee members, then a ratio of at least one organiser for every 6–8 participants in bigger forums. There are steps that must be considered:

- Refining your desired outcomes and designing your LBD forum programme;
- Finding and managing money to meet the costs of your forum;

- Inviting, selecting, and supporting participants and facilitators before and after the forum;
- Logistics of flights and accommodation;
- Addressing challenges that may arise during the forum;
- Identifying and measuring the success of your forum; and
- Reporting to key stakeholders.

Your organising committee can help distribute the workload while achieving various aspects of the planning and execution. The members of your organising committee may include:

- a committee Chair who is effective in leadership, delegating work, ensuring things are followed up on, and networking to find you others who may help make the forum successful;
- someone who really represents the **ethos (1.4)** of **what you're trying to achieve (3.1)**
- experienced international LBD Ambassadors and/or past LBD forum participants;
- staff from UNESCO/UNISDR or your closest UN organisation office;
- a diverse range of backgrounds and perspectives;
- local community leaders, scientists and emergency managers;
- experienced local event managers/forum organisers; and
- someone with strong financial management skills.

The core team at Youth Beyond Disasters are very well connected globally, so if you need some ideas, introductions or other support you can send a message asking for help through their website **youthbeyonddisasters.org**.

3.2.2 Budget

Again, holding an LBD forum is a big job, more than you may expect, but it is rewarding. The financial costs for a forum will vary widely depending on the nature of your forum and your participants. Most importantly to start with, ensure that your organising committee has someone with strong financial management experience. A good place to start looking is your closest UNESCO/UNISDR or other UN organisation office. They may be able to open a bank account (if you need to) or work with existing organisations or sponsors to manage the finances through them.

Funding can be gained through sponsorship, funding grants or donations, or through charging a fee to participants. Be aware that charging a participation fee will have a strong impact on which **participants (see 2.1)** can or cannot attend, and may be considered a barrier to participation for many young people.

An excellent way of reducing costs is through donated resources. This might be, for example, a University offering a venue for free or a restaurant offering free or discounted catering for the event. This sponsorship arrangement will usually involve some public recognition of the organisation for their support, so it's important that all of your partners/sponsors are aware who else is helping out so they are aware what other brands will be affiliated with the project.

Every budget will be different, but below are a few line items that will likely be present in most budgets. A full budget should be put together by your organising committee, taking into account all factors that are going to feed into the event.

Likely costs include:

- venue
- catering
- insurance
- travel costs (for participants and/or organising committee)
- additional support services such as interpreters or technical support
- audio-visual equipment
- stationery and other facilitation items

3.3 EVENT CULTURE

In order to achieve the **overarching purposes of LBD (see 1.3)** and stay true to the **ethos (see 1.4)**, it's important to establish a strong and positive culture within the forum. It may be helpful to have previous forum alumni involved in the **organising committee (see 3.2)**, and in the past we've found that having a core group of roughly 10 or more alumni as participants helps to 'break the ice' and develop the tone/culture of the forum from an early stage. See the **templates (see 7)** for some examples of how to help build the event culture.

Consider also the language that facilitators and local participants use, are there any slang terms or jargon that some participants might not be familiar with? How can we address this as something for all to be aware of, whilst encouraging a culture of asking questions when anything is uncertain?

“He who asks is a fool for five minutes, but he who does not ask remains a fool forever.” —**Chinese Proverb**

“In order for any gathering to be a hit we need the 3 F’s: it would have to be FUN, there would be FOOD and then the FELLOWSHIP would follow.” —**LBD 3 Facilitators**



3.3.1 Pre-forum

Every single interaction you have with the future participants will develop their perceptions of LBD, ultimately infusing into the culture of the event. This means that all of your communication, application processes and pre-forum information needs to be very intentional and in line with what you are trying to achieve (see 3.1.2). Make sure the participants are well briefed and know what to expect. Sending out a detailed information sheet ahead of time will ensure the participants are ready to participate actively in the forum from the beginning. Don't underestimate the information needed – ranging from what to wear during the event, to dietary requirements.

3.3.2 At forum

The opening days and activities will have a big influence on the forum culture. What should the participants be expecting when they arrive, why do they expect that and how are you going to deliver it?

Similarly, the operating rules for the forum will greatly influence the culture. Consider how your rules for e.g. bed time will impact the participants that you have, remembering any cultural considerations (see 3.5). Are participants allowed to interrupt presenters with questions? Are they encouraged to do so? How do we celebrate success or let someone know that we really value what they are saying? See the templates (see 7) of how some of these things have worked in the past.

3.3.3 Post-forum

Keeping in touch with participants is the key here. There is an existing LBD closed Facebook group with many LBD alumni, but there may be better ways for your forum. We want all participants to feel comfortable reaching out to each other for support or guidance, or to help develop another LBD forum.

3.4 VENUE AND SAFETY

3.4.1 Venue

The forum venue can dramatically influence the forum culture. There are ways of working with any venue creatively to make it work for your needs but below are some useful things to aim for.

- Can the forum venue also be our accommodation venue? Or how can we minimise travel?
- Are there appropriate sleeping/bathroom facilities?
- Can we have a 'conference space' as well as a 'social space'?
- Can we eat at the venue together cheaply?
- Can we accommodate all our participants' cultural considerations (see 3.5)?
- Is there an existing safety or emergency plan that we can use?
- Are we going to be alone at the venue - i.e. do we have privacy?
- Are the indoor/outdoor spaces appropriate for the season?
- Is all of the needed equipment there? (whiteboards, pens, internet access etc)



3.4.2 Pastoral care

It's important to remember that often all aspects of young people's lives can be intertwined, meaning that personal situations will often greatly affect professional work and the reverse. This highlights the importance of the support network and opportunities for participants to share how they are feeling, what they are proud of and what they are struggling with. This is particularly relevant for a forum like LBD, where most participants have experienced a potentially traumatic event in the form of a natural disaster.

It's best not to make any assumptions about a young person's ability to cope in situations or their processing of past experiences. In previous forums, the participant-facilitator role of 'mama bears' (see 2.3.3) has been incredibly important and they have often been very busy supporting participants. Ensuring support for young participants in the form of pastoral care is crucial to ensure a successful Forum, and is as important as physical health and safety.

3.4.3 Physical health and safety

It's important to have up to date and tested health and safety plans and protocols, especially in a post disaster context. Try to use a venue (see 3.4.1) that has robust and modern plans that you can adopt for the forum duration. Some situations to be well prepared for:

- Natural disaster
- Broken bone or severe injury
- Allergic reaction to e.g. food or insect bites
- Missing participant
- Psychiatric emergency
- Hostile intruder(s)



3.5 CULTURAL CONSIDERATIONS

Within each of our lives we live within a cultural context that influences the way we perceive any number of things. For example, in some cultures young people are to be ‘seen and not heard’ – meaning they defer to those older than them as authority figures – whereas other cultures might expect young people to be bold and self-promoting.

When considering your **purpose (3.1), participants (2.1), facilitators (2.2), venue (3.4.1)** and **programme design (3.6.3)** think about what cultural considerations you might need to make.

- Are there any gender norms to be aware of or adhere to?
- Are there cultural activities that we should expect to encounter or provide for?
- What local norms do we have that international participants might not understand?

When considering these questions and more, think about how the facilitators might intertwine these aspects into the broader forum experience, rather than simply addressing these considerations up front with the whole group. These forums have been documented as “*entirely overwhelming and life-changing*” so expect the facilitators to have to repeat themselves a few times, especially with things that might be unexpected by participants.

3.6 A PROGRAMME GUIDE FOR FACILITATORS

3.6.1 The facilitator role

The Facilitators have a key role in setting the culture, tone and pace of the forum. They will provide the major structure and lead most of the group discussions drawing on **participant-facilitators (2.3)** as they deem appropriate. This role holds a deep responsibility to ensure achievement of the planned outcomes and safety of the participants, so those filling it need to have a very intimate understanding of the **purpose of the forum (see 3.1)** and the **overarching purposes of LBD (see 1.3)**. Ideally, the facilitator would be part of the organising committee.

Everything that the facilitators do should be intentional and thought through. This is not to be read as strictly planned and rigid, but rather outcomes driven and purposeful. There are some **characteristics that might be useful to be aware of (see 2.2)** when selecting facilitator(s).

For large forums (50+ participants) it may be necessary to have more than one facilitator and several participant-facilitators.

With respect to intertwining **workshops and forums (see 3.1.4)**, it might be useful to consider the below diagram of the various roles facilitators might need to play.

The Dynamic Facilitator:



(Chris Henderson, Cognition Education Ltd)

3.6.2 Teaching and learning styles

As with cultural considerations (see 3.5), there may be diverse learning styles to consider when designing activities. This was especially the case when working with participants from South East Asia, the Pacific Islands and Australia and New Zealand, which represent many very diverse cultural contexts.

It will be useful to look into the likely learning styles of your participants and tailor activities to suit them. Some examples of learning styles might be visual, auditory, kinaesthetic, print oriented or interactive. Remember also that participants many have varying language skills that will need to be catered for to ensure all participants can equally contribute.

3.6.3 A minimum facilitation framework

The templates (see 7) have a basic programme guide that lists approximate times and examples of activities. Take the template and modify it to suit your forum!

3.7 FEEDBACK AND LESSONS LEARNED

3.7.1 Feedback

It's important to gather feedback on the forum for a few reasons:

- improve the content of the forum
- help reinforce takeaway lessons and concepts
- gather material to feed into accountability reports for funders
- improve this toolkit and future LBD events

There are two good times to do this:

- “hot debrief” immediately after the forum, each activity or each day
- “cold debrief” 2-3 weeks after the forum

You can find examples of hot and cold debrief approaches in the [templates section \(see 7\)](#). It might also be useful to consider how you might do a pre and post-forum feedback exercise to better achieve the three purposes of feedback mentioned above. Where possible we'd recommend doing an online form through a free service like google forms (see www.google.com/forms) or survey monkey (see www.surveymonkey.com) as these collate answers immediately.



Remember that there might be cultural considerations (see 3.5) you need to make so that everyone is encouraged and supported to provide any constructive criticism that might be useful for the success of the forum. This might be through an anonymous mechanism if required.

3.7.2 Facilitators and planning committee feedback

It's worth doing a fairly rigorous feedback session for the different stages this group of people cover, feeding these lessons into any templates or modifications for this toolkit.

- High-level planning, funding, programme design
- Programme design/facilitation plan
- Execution of facilitation

In addition to these practicalities, cold debriefing can provide an opportunity to address any tensions that may arise through the process of working with a diverse group.

3.7.3 Participants feedback

The participants will see, hear, perceive or assume things that the organising committee will never dream of. These might be:

- things that made their experience exceptionally good or bad
- practical and logistical issues that they struggled with (such as visas, airport transfers)
- activities that they learnt a lot from
- anything else that we haven't thought of

These are invaluable for the organisers to know for their own professional development, as well as for the development of this toolkit as a good practice guide for future forums.

3.7.4 Participant-facilitators feedback

Participant facilitators again have a unique set of perspectives, and may have generated solutions in response to difficult situations. It's important to capture any constructive feedback they have, or comparisons to previous or other experiences that might improve future LBD forums.



3.7.5 Lessons for your local area

There will no doubt be tips, tricks and things that your organising group learns through planning and execution of the forum, or from your feedback mechanisms. These might be locally relevant facilitation tips, venue or equipment related things or any number of other things.

These might be very useful pieces of information for your future work or other groups doing similar things in your area. Think about who else might benefit from your lessons, where or how your paths might cross or who else might hold or disseminate these lessons. For example if you develop a new emergency plan for your venue, why not gift it to the venue? Think about how things like this might fit in with the **overarching purposes of LBD (see 1.3)**.

3.7.6 Lessons for all LBD forums

You will also likely learn things that seem to be potentially relevant or useful for LBD forums anywhere. These might be new activity structures, other considerations not in this toolkit or international legislative frameworks that influence disaster risk reduction or youth. Whatever it is, please feel free to improve this document (see 4.5).



KEEPING UP THE MOMENTUM POST-FORUM

4





4 KEEPING UP THE MOMENTUM POST-FORUM

Helping participants develop clear plans and support systems for after the forum is by far the best way to continue the momentum, but there are other ways to support the continued energy.

4.1 END OF FORUM PLENARY

If a key desired outcome involves local implementation of new initiatives it can be useful to invite local decision-makers or people of influence to a showcase of action plans, encouraging them to commit to supporting initiatives. See the activity guide for this in the **Templates (see 7)**.

4.2 VIDEOS

Having participants document the forum and present a (sometimes final draft) video to the group at the end of the forum is a great takeaway reminder that regularly circulates through social media.

See for example the videos put together by participant-facilitators Salvador Cantellano and Owen Novello of Digital CinematiX and Tal Fitzpatrick of Volunteering Queensland at www.LBDtoolkit.org/about.



4.3 COMMUNIQUÉ

4.3.1 What is it?

A communiqué is an official statement or declaration, usually announced through mainstream media.

Participant-facilitators at both [LBD 1 \(see 6.3.1\)](#) and LBD 2 drafted a communiqué, seeking regular feedback and input from all participants. You can find these in the [Templates \(see 7\)](#) section of the pdf version of this document or via www.unesco.org.nz.

4.3.2 How should we write one?

A communiqué is particularly useful as a formal statement to leverage off or present at important gatherings such as UN Regional Conferences or National Conferences on Emergency Management or Disaster Risk Reduction.

The communiqués are best developed during the Forum itself. The Christchurch communiqué was drafted by a small group of volunteers who, after the first day of the forum, worked together in a side room to summarise thoughts from the wider group and draft the wording. They then shared it with the main Forum twice before finalising and presenting it on the last day. It's important to share this content with the wider group to ensure their input and endorsement of the final product.

4.4 GOOD PRACTICE TEMPLATE WRITING

4.4.1 What is a good practice template?

A good practice template is an activity instruction document that has shown to lead to desirable results. They can evolve to become better as improvements are discovered.

This entire toolkit was created as a good practice guide for delivering a successful LBD forum that delivers the overarching purposes, but it also houses a series of templates (see 7) that are also good practice templates.

4.4.2 How do I write a template?

Take a look at all the templates and good practice guides (see 7) to get a sense of how they might look and feel. If you create an activity, registration form or anything that can be used again that you think might be beneficial across any LBD event, that probably qualifies. If you can explain it in a way that someone with no background in the topic will understand then you probably know how to write a good practice template for it. Try to keep them as short as possible, making use of appendices where needed.

4.4.3 Where should they go?

If you're thinking about (or have already written) a good practice template, get in touch with us about improving this document (see 4.5).

4.5 IMPROVING THIS DOCUMENT

This is to be a living and breathing document and we'd love your feedback, improvements and additions to it.

Please contact us through the website www.LBDtoolkit.org noting the Publishing Date in the [introduction \(see Read Me\)](#) of this toolkit.



ACKNOWLEDGEMENTS

5



5 ACKNOWLEDGEMENTS

5

LBD would not exist were it not for the thousands of hours of voluntary passion invested by hundreds of participants, facilitators and organisers.

UNESCO LBD Ambassador Jason Pemberton was engaged by the New Zealand National Commission for UNESCO (UNESCO NZ) and the UNESCO Regional Unit for Social and Human Sciences in Asia and the Pacific in Bangkok (UNESCO Bangkok) to research, draft, and lay-out this toolkit.

Special thanks to contributors:

Vicki Soanes (Senior Advisor, Education and Youth, NZ National Commission for UNESCO and Christchurch LBD 1 Organising Committee), Dr. Sue Vize (UNESCO Bangkok), Chris Henderson (Cognition Education and LBD 1 Facilitator and Organising Committee), Stephen McConnachie (LBD1 Facilitator and Organising Committee), Inangaro Vakaafi (Christchurch LBD Participant and Auckland LBD Facilitator and Organising Committee member), Sam Johnson (SVA Founder, Chair of the Christchurch LBD Organising Committee, Chair of Youth Beyond Disasters Steering Committee), Tam Hoang (Padang and Yogyakarta LBD Participant, Member of Youth Beyond Disasters Steering Committee), Tal Fitzpatrick (Christchurch, Sendai, and Auckland LBD Participant, UNESCO LBD Ambassador), Mark Letham-Brake (Christchurch and Sendai LBD Participant, UNESCO LBD Ambassador, Youth Beyond Disasters Fiji Participant), Hōhua Kurene (Christchurch, Auckland and Sendai LBD Participant).

Thank you to all LBD participants, supporters, collaborators, and facilitators for your innumerable input, feedback, and support. Most importantly, thank you to the inspirational leadership of youth in the global challenge of looking beyond disaster.

All photographs provided by Hōhua Kurene and Vicki Soanes.

APPENDICES AND CONTACTS

6





6 APPENDICES AND CONTACTS

6.1 GOVERNANCE

6.1.1 The vision

There is potential for a global governance group for LBD led entirely by young people who are alumni of LBD forums to support and build on this work. The potential value of this is that solutions developed in one remote area of the world may be very useful in another area of the world. Individual links with International Non-Governmental Organisations, UN agencies and corporate partners may assist in multiplying this work.

Working as connectors, idea generators and innovators, this group would have two functions:

- uphold and develop the value of LBD, this toolkit and the alumni network
- actively push for LBD action plans to be implemented and replicated by other youth networks where they may be useful

In 2014, the founding LBD forum participants held a series of one day workshops, called Youth Beyond Disasters, at UN Regional locations worldwide. These workshops were designed in partnership with the United Nations Office for Disaster Risk Reduction (UNISDR) to mobilise youth towards the 3rd World Conference on Disaster Risk Reduction (3WCDDR) to be held in Sendai, Japan in 2015. This toolkit was launched at 3WCDDR in partnership with Youth Beyond Disasters. See www.youthbeyonddisasters.org for more information on this movement.

6.1.2 Next steps

The first required step is establishing a governance group, whether formal or informal. This group is beginning to emerge through a partnership between Youth Beyond Disasters, the United Nations Major Group for Children and Youth (see www.childrenyouth.org), and others. Please contact us through www.LBDtoolkit.org for the latest information on this.

6.2 CONTACTS

6.2.1 LBD toolkit information

This toolkit was commissioned by the New Zealand National Commission for UNESCO with funding support from UNESCO Regional Unit for Social and Human Sciences in Asia and the Pacific in Bangkok. It was drawn together from resources provided by past LBD participants, organisers and facilitators. For the latest version please contact us via www.LBDtoolkit.org noting the version number in the [introduction \(see Read Me\)](#) of this toolkit.

6.2.2 Experts in each section

You may have questions or want support on a particular part of LBD. As the toolkit grows and evolves, there will be specific modifications made to sections of this toolkit by people with expert experience in that section.

Please contact us via www.LBDtoolkit.org if you'd like to share expert advice on a specific section.

6.3 HISTORY AND DEVELOPMENT

6.3.1 LBD 1: Christchurch, New Zealand

When a series of major earthquakes struck Christchurch from September 2010, the New Zealand National Commission for UNESCO noted with interest the visible contribution of Christchurch youth to the community clean-up and recovery. The University of Canterbury Student Volunteer Army was a visible presence in the city after the quakes, helping clear the streets of liquefaction, checking on vulnerable community members and co-ordinating thousands of volunteers to get the city back on its feet. As it was also the International Year of Youth, (August 2010 to August 2011), the New Zealand National Commission felt that it would be useful to support this youth engagement.

In May 2011 UNESCO NZ organised a one day forum '**Christchurch Youth Voices**' which brought together young Cantabrians to share their activities and draft a 'capability statement' which was then shared with policy makers. The aim was to demonstrate that young people should not only be considered a vulnerable group, but that they should be considered active and valuable members of their community.

The youth of Christchurch were then invited to develop an international youth forum which became **Looking Beyond Disasters: UNESCO Youth Forum**. Held in Christchurch in December 2011, it brought together 100 young people from 19 countries across the Asia Pacific region, most of whom had experienced natural disasters. Over three days, stories of resilience were shared, and the participants developed action plans which they took home to their communities to implement.

Co-founder of the Student Volunteer Army, Sam Johnson took a lead role in the organisation of this youth-led forum, chairing a steering committee which developed the Looking Beyond Disaster concept. The forum itself remained youth-led, with young facilitators (local teachers Chris Henderson and Steven McConnachie) and members of the organising committee.

The desired outcomes included:

- A global network of young people across Asia and the Pacific empowered to share experiences and exchange ideas on disaster and community;
- International youth projects designed at the conference to be implemented in different countries;
- Ongoing facebook and other social networking discussions;
- Recommendations to governments, UNESCO and other bodies on youth resilience, rebuilding communities and disaster response;
- Publication(s) on disaster narratives by youth

The first forum was so successful, it has since taken on a life of its own. LBD has become a framework for bringing young people together around the theme of natural disasters and the impacts they have on local, national and international communities. It is a multi-day forum series maintained and developed by the alumni of previous forums, and others who recognise the value of the contributions young people can make to their communities as well as the value of international connections.



TEMPLATES AND GOOD PRACTICE GUIDES



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7 TEMPLATES AND GOOD PRACTICE GUIDES

The templates and good practice guides below are included as appendices in support of earlier sections of this document. The number in each title correlates to the related earlier section. It is intended that these templates will increase in number and quality, housed on www.LBDtoolkit.org. If you have something to add or need something that's not here, get in touch with us through the website.

2.1.3 International participants

There are potentially many barriers to entry for international participants that need to be mitigated. These can range from entry fees to travel costs to difficulties getting visas for entry into the host country. How can you support participants through these things? Consider the risks of setting up expectations that may not be met – for example, acquiring certain visas are particularly difficult for the citizens of some countries. See the templates for some example wording to help communicating with potential international participants.

It's important that international participants understand that many countries have different requirements for travelling to or from various places.

Some countries allow visitors of certain nationalities to receive a Tourist Visa on arrival, whereas others require an application weeks or even months before travel. Sometimes a country might require certain documentation in support of visa applications. These might be for example: proof of invitation to the forum/event; a return ticket out of the country; proof of a bank account with a minimum amount of money in it. In some cases, participants have asked organisers to act as referees or take responsibility for their actions whilst in the

host country. There are considerable risks associated with this when participants are unknown so this support is not usually provided.

It is the responsibility of participants to explore all of these details and arrange whatever they need to arrange to ensure they are able to attend. Communicating this can be difficult so we've provided some draft text that might be useful to include in emails or letters to potential participants.

"It's important that you find out all of the requirements for you to travel to [host country]. These can vary from country to country so you need to contact your nearest [host country] embassy and enquire about travel requirements. This process can sometimes take several months so it's important that you do this early.

If needed we may be able to provide a formal invitation to this event or other basic documentation to support you in the process. [Host Organisation] is unfortunately unable to formally host you in [host country] but let us know if you think we can help in some other way."



3.3 Event culture

There are a lot of small actions that can have profoundly positive impacts on the culture and success of an LBD forum. Consider what each of these examples represents and how you might do something similar or better.

ACTION	IMPACT
Know participants by name and face when they arrive. Achieved by creating a photo-ID list/board pre-forum.	Arriving after sometimes 20 or more hours of travel to a new place is overwhelming, especially for first-time travellers. Being welcomed by name up front is an excellent way to feel comfortable and supported.
Have a "Cheat Sheet" - a basic list of rules and useful information including a map of the venue. Personalise these when giving them out at registration by marking "where we are now" and where the participant is sleeping.	People absorb information in different ways. No matter how many times we say something, some people need to have it written down to refer to - especially if tired or jetlagged.
Wear nametags and always introduce yourself to new people. Normalise this by talking about it, including it on the Cheat Sheet and ensuring that facilitators and participant facilitators are leading by example.	Encourages people to meet each other and feel part of the community.
As a whole group, crowd-source the operating rules like bed-times; noise limits and where quiet zones will be; cell phone use rules; when and where to take photos/videos and if permission is needed...	This gives everyone ownership of and understanding of the culture and rules. A lot of these can be 'proposed' by facilitators if needed and can be written up and presented in a public place at the venue.
Celebrate and support each other when speaking. The first LBD used the Māori word "kia ora" as a phrase participants can say at any point during a presentation or conversation to show support for what is being said.	This not only provides speakers with valuable feedback but gives participants the power to also own and endorse the ideas that are being shared.
Share meals together and use any formal opening or closing procedures that you feel appropriate.	Many countries will have particular customs or traditions around food. Respect and embrace these, as suits your participants cultures.
Encourage people to ask questions. There is no such thing as a silly question.	Let participants gain all they can from the experience.
Create spaces for participants to get to know each other in a relaxed atmosphere. Especially important early in the program.	Building friendships helps people to work together during the Forum and creates a bond and commitment to post forum activities.

3.6.3 A minimum facilitation framework

The programme of any forum is driven by the desired outcomes of the forum. Think about what collective understanding may be required, what skills need to be developed, what outputs are required and any other factors that feed in to the forum and fit with your purpose.

Below is a very basic programme that assumes around 80 participants. The major immediate outcomes here would be:

- collective understanding of the wide range of impacts from disasters
- strong international networks among participants
- in depth understanding of project design process
- practice at formal presentation of projects

The outputs will include:

- dozens of action plans
- formal presentation to dignitaries
- creation of a Communiqué

Your programme will likely require the very intentional use of workshops and forums to build understanding and skills. It's important to recognise that participants may have a wide range of experiences and capabilities that will need to be catered for in these activities.

CONFERENCE SCHEDULE TEMPLATE

DAY 0 (some arrivals likely)

Check In to venue

16:00 – 17:00 Registration desk open

18.00 Dinner

19:00 Informal welcome, housekeeping, programme of events for Friday

19.30 – 20.30 Registration desk open

DAY 1

7.00 – 8:00 Breakfast

7.30 – 8:30 Registration desk open

8:30 – 11:00 Official welcome, opening ceremony

- Welcome – CEO/Chair of Hosting Organisation or Funder
- Disaster and Rebuilding Communities through Youth Social Innovation: The Role of Young people in Disaster Risk Reduction
- Introduction of Forum Facilitators and other pertinent staff or facilitators
- Introduce film-makers (if present) and allow them to discuss what they might be doing and how interviews may be used
- Ice-breaker – getting to know each other
- Creation of forum rules and norms. Discussion of Cheat Sheet.

12:30 Community Service project(s) *OR first meeting of Communiqué Drafting Group*

- Practical involvement with a community or voluntary organisation doing a project(s) in host city. Ideally this will be a project that can start and finish within the time allowed and which adds value to the host city in a clear way. Facilitators are encouraged to lead a reflective discussion on the impacts that we can make with our time if we all work together. *If a Communiqué is being developed then the drafting group may like to call for some interested participants to stay behind to focus on this project.*

17:30 Return to venue

18:00–19:00 Dinner

19:15–21:00 Community service debriefing and sharing of personal experiences with the group.

This section gives time for participants and facilitators to demonstrate who they are as individuals, what's important to them and how or why they got involved with the forum. In the past this has included some very personal and emotional stories, so it's important to be prepared for this.

DAY 2

7:00 – 8:15 Breakfast

8:30 – 10:00 Sharing experiences of looking beyond disasters (Part 1) *AND/OR first presentation from Communiqué Drafting Group, seeking feedback and discussion.*

- *15 minute presentations from participants on organisations/initiatives/projects they have seen or been involved with in their home country followed by questions and discussion.*

10:00 – 10:20 Morning tea break

10:20 – 11:10 Sharing experiences of looking beyond disasters (Part 2)

- *15 minute presentations from participants Disaster Risk Reduction Initiatives they have seen or been involved with in their home country followed by questions and discussion.*

11:10 – 12:30 Facilitated activity: post-disaster communities and opportunities for change

- *A facilitated group discussion or activity looking at the community situations surrounding disasters and the opportunities for local action plans.*

12:30 – 13:30 Lunch

13:30 – 15:30 Arts activity

- *A facilitated creative activity whereby participants co-create a work of art of some kind. One example, "The Dream Coat", gave each participant a square of fabric and felt pens to draw their dreams for a world safe from disasters. These decorated squares were then all stitched together and presented at the end of the forum as a finished coat/jacket.*

15:30 – 15:45 Tea break

15:45 – 16:45 Creating an action plan

- *The basics of what is involved in an action plan: Objectives, Points to consider, Planning Templates, Discussion of potential themes as emerged earlier in the day.*
- *Examples of past participant Action Plans (5min each)*

16:45 – 17:45 Action planning: world café

- *Using the World Café Methodology (www.theworldcafe.com), work in groups around emergent themes to develop or refine action plans.*

18:00 – 19:00 Dinner

19:00 – 20:00 Group work on action plan drafting

DAY 3

7:00 – 8:15 Breakfast

8:30 – 10:45 Sharing experiences of looking beyond disasters (Part 3) AND/OR presentation from *Communiqué Drafting Group*, seeking feedback and discussion.

- *15 minute presentations from participants on organisations/ initiatives/projects they have seen or been involved with in their home country followed by questions and discussion.*

10:45 – 11:00 Morning tea break

11:00 – 12:30 Discussion of action plans

- *Break into Groups for Action Plans and discussion between groups and within groups*

12:30 Confirm draft titles and names of action plans and groups onto list

12:30 – 13:30 Lunch

13:30 – 15:30 Presentation of preliminary action plans by each group (Parallel sessions)

- *Initial presentation of Action Plans with feedback provided by facilitators and other participants who choose to listen in.*

15:30 – 15:45 Afternoon tea break

15:45 – 17:45 Presentation of preliminary action plans by each group (Parallel sessions) AND/OR presentation from Communiqué Drafting Group, seeking feedback and discussion.

- *Initial presentation of Action Plans with feedback provided by facilitators and other participants who choose to listen in.*

18:00 – 19:00 Formal dinner – dress code – national dress or smart dinner clothing

19:00 Groups continue action plan and presentation preparation

- *Groups can also practice presentations using projector, or other methods of sharing*

DAY 4

7:00 – 8:15 Breakfast

9:00 – 12:00 Formal presentations of youth actions to Looking Beyond Disaster plenary

- *Presentation of revised action plans in plenary in front of plenary listeners and participants followed by discussion*

12:30 – 13:30 Lunch

13:30 – 14:30 Formal presentations of youth actions to Looking Beyond Disaster plenary *OR final presentation of Communiqué by drafting group*

- *Presentation of revised action plans in plenary in front of plenary listeners and participants followed by discussion or presentation of final Communiqué.*

Discussion

14:30 – 15:30 Closing session and follow-up

- *Presentation of Participation Certificates*
- *Presentation of Video by Film-makers*

15:30 – 16:30 End of Forum Feedback / Hot Debrief

16:30 – 17:00 Social networking

17:00 Farewell Dinner and Party

DEPARTURE DAY

7:00 – 8:15 Breakfast

Check out of Venue and depart

Optional day trip – for International participants do pre-organised tourist activities

3.7 Feedback

Hot debrief

Hot debriefs can be done using a paper or online form or as a facilitated discussion that is recorded (with permission) or has a number of note-takers. Think about what is most useful for you and what fits best with the event culture when deciding this format. Do you need feedback to be anonymous? If so then perhaps avoid a discussion.

It's important to set the scene for participants before debriefing. Talk through the programme, reminding participants of all the activities and experiences they have had. Encourage participation and sharing of stories, memories, highlights and lowlights. You need to cover:


- what we wanted to achieve over the weekend
- measures of success
- any problems or issues already identified
- where the information gathered from feedback will be used

From here you need to ask specific questions about your desired outcomes, the delivery of them, questions about logistical things and leave space for any other comments. For example:

- Do you think we've achieved what we wanted to? Why/why not?
- What were the highlights for you and why?
- What didn't work very well and why?
- What did you think about activity A?


- What did we miss that you think would have been useful?
- How could we improve [any particular aspect of the forum] e.g. pre-forum communication
- What will you tell people about this forum and why?

Below is an example hot debrief evaluation form that was used at the end of each day during LBD 1 in Christchurch. This enabled the organisers and facilitators to amend the programme slightly from day to day, improving things that were poorly received.



**United Nations
Educational, Scientific and
Cultural Organization**

**New Zealand National
Commission for UNESCO**
Te Kaitiaki Matua o Aotearoa mō UNESCO



Friday

UNESCO 2011 Youth Forum

YOUTH FORUM Evaluation Form – Friday 9th December 2011

Presentation	Of no value	Of some value	Valuable	Great Value	Excellent value
Rehua Marae, Springfield Rd, Christchurch>Welcome and official opening					
Community Service Project (please state where you went)					
Community Service debrief and experience sharing					
Other comments					
Hospitality <i>(Please rate 1-5)</i>	5 Under-catered	4 Did not enjoy	3 average	2 enjoyable	1 Great value
Morning tea					
Packed Lunch					
Afternoon Tea					
Dinner					
Highlight of the day					
Comments					
Name (optional)					
Initials			Country		

Cold debrief

The cold debrief is a good chance to measure or evaluate some of the longer term desired outcomes of your forum, reinforce particular messaging or learnings by asking participants to reflect on certain aspects, and help improve this toolkit or find good activity templates to add.

It's easy to make feedback forms very long which usually limits the number of responses you will get. Think about the most important things you need to find out and try to only focus on them. Tell participants how much time the form will take - aiming for 10 minutes or less.

Below is an example list of cold debrief questions that might be sent out as a Survey Monkey link weeks after a forum via email, posted into any social media groups formed and/or using txt message.

Workshop activities

How useful did you find each of these workshops? (Using a 1-7 response scale)

- Workshop 1 (Day X at time Y)
- Workshop 2 (Day X at time Y)
- Workshop 3 (Day X at time Y)
- Workshop 4 (Day X at time Y)
- Workshop 5 (Day X at time Y)
- Workshop 6 (Day X at time Y)

Which was your favourite and why?

Which workshop was most useful and why?

How was the balance between workshops and down time?

Communication

How useful were the pre-forum emails and information?

Did we provide enough information?

Any particular comments?

Food

How was the food?

How much food was there?

Any particular comments?

How well did each of these things happen? (Using a 1-7 response scale)

- Learning about the risks of disasters
- Getting to know new people
- Finding out things you could do in your local area
- Creating and sharing new ideas of things to do
- Having fun
- Sharing your experiences
- Other

What advice would you give to the organisers of the next forum?

What advice would you give to the participants of the next forum?



4.1 End of Forum Plenary

A plenary to end the forum on is a great way for formalising particular aspects of the desired outcomes. It enables a two-way learning process where participants can showcase action plans and present the Communiqué while dignitaries are encouraged to comment and commit to support of particular ideas or initiatives.

A successful Plenary requires several things:

Picking the right people

What are you trying to achieve with the plenary? Do we want official support of something? Are we trying to change perceptions of particular areas of society? Who needs to be in the room to achieve this?

Encourage instant feedback

Foster a culture of dialogue between the audience and presenters (participants). What questions need to be asked to demonstrate something that couldn't be in the presentation? What commitments do we want from any audience members? How might we encourage or confirm further conversations on a particular topic?

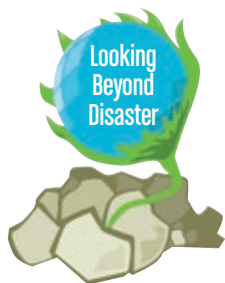
Presenters (participants) need to be well prepared

It's exceptionally important that everything presented demonstrates well considered and thought out plans. Presenters need to understand from the start of their action-planning process what the purpose of the plenary is and how they contribute to achieving that purpose.

4.3 Communiqué

On the Youth Beyond Disasters website you will find the Christchurch and Sendai LBD Communiqués available for download as .pdf documents. See www.LBDtoolkit.org.







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