STEP 2

Prepare and plan for PSP workshop

5.1 Purpose

Step 2 of the PSP process focuses on identifying climate information needs for the coming season, preparing stakeholders for participation in a PSP workshop, and getting feedback for practical planning of the workshop.
Emphasis is placed on continuous two-way communication and feedback between producers (e.g. meteorologists/climate scientists), intermediaries (e.g. NGOs, agricultural extension) and actors to improve the PSP process and outcomes.

5.2 Expected outcomes

- There is dialogue and two-way communication between all actors and stakeholders involved in providing and using climate information services.
- Packaging and presentation of climate information is informed by actors' needs and demands in the local area.
- A plan is made for a locally relevant, user-focused, participatory PSP workshop.
- A well-structured plan for conducting a user-responsive PSP workshop is developed, informed by feedback on outcomes of the previous season.

5.3 Duration

Step 2 might take one to two weeks, depending on the number of discussion meetings with actors and the length of time taken by partners to organise information and develop a plan for PSP workshop.

5.4 Engaging local actors in the PSP process

5.4.1 Key Concepts

For climate information generated from a PSP workshop to be relevant and usable, actors (see definition in Chapter 2) must be engaged from the start of PSP implementation. This requires having discussions with different actors within the agreed area in order to gain a good understanding of perspectives on the local seasonal climate, climate risks and impacts, and to clarify actors' climate information needs.

The discussion with actors is not an extractive research exercise but rather part of a participatory process that forms the beginning of dialogue and two-way communication between stakeholders working to provide more effective climate information services and the people who need to use climate information in their decision making and planning. Discussions must therefore be designed as a dialogue process that generates and shares information and new insights on climate information services in the area. This presents an opportunity for:

- actors to share their experiences of accessing, understanding and using climate information and services (and specifically, PSP), give feedback for improvement of these services, and express their climate information needs
- local forecasters to be better recognised as providing useful climate information for their local contexts. In many African countries, these local forecasters, and the knowledge and information they possess, are not well appreciated outside their communities or even households. In addition, there is a widening intergenerational gap between the custodians of local climate knowledge and the young, which is affecting the sustainability of generating local knowledge for use by future generations (Mahoo et al., 2015). Actor engagement, therefore, presents an opportunity to document local climate observations, prediction systems and knowledge – documentation that could support integration of local climate knowledge with conventional scientific knowledge and information
- facilitating partners – including meteorological services who need to participate in these discussions – to gain a better understanding of the status of climate information services in the area (beyond information obtained during stakeholder analysis is Step 1) and check the progress in implementing PSP (see more details in Step 5)

- stakeholders to inform both the development of climate information that meets the changing and diverse local needs and also adjustments to the way in which that information is packaged, presented and communicated, taking into account increasing access to advanced information communication technologies
- stakeholders to have a dialogue on the value of climate information and making climate information services more relevant to local decision making and planning for management of climate risks and opportunities.

Engagement with actors needs to occur not only when PSP is implemented in an area for the first time but also subsequently, as there will be continuing changes in:

- capacity to generate and communicate climate information
- capacity to provide climate information services
- capacity to access, understand and use climate information
- climate risks and opportunities, and stakeholders' vulnerabilities and broader capacities as climate continues to vary and change
- climate information needs and demands.

Women's groups in Garissa increase their income through selling products like honey. Nicola Ward/ALP, 2013.

5.4.2 How to engage actors in the PSP process

I. FACILITATING PARTNERS

Agree on (see definition in chapter 2):

- the groups of actors who will be approached to provide input that is critical in conducting a locally relevant and participatory workshop. This may include actors who were present when introducing PSP into the local area, as well as actors to whom PSP would be a completely new approach. Refer to information generated from context and stakeholder analyses to consider engagement with different groups based on gender, different levels of vulnerability to climate impacts, agro-ecological/agro-climatic zones and different livelihood types. This will clarify the unique and important climate information needs of different actors
- questions for discussion with selected groups of actors; some key questions are presented in Table 7. Note that some of the information sought by these discussion questions will have come up in other local processes, such as CVCA (in the Works Referenced at the end of the publication) and DRR planning discussions. Build on this information, if available, with a focus on PSP

- approaching leaders of, or key influential people in, the selected groups of actors to set a time and venue for bringing together actors with common characteristics (e.g. agro-ecological/agro-climatic zones, livelihood types, etc) for discussions. Refer to the PSP work plan or road map developed in Step 1 to check on timing for different activities and steps.

II. HAVE DISCUSSIONS WITH GROUPS OF ACTORS IN A MEETING OR FOCUS GROUP

To draw out information from the perspective of different actors, rather than that of an individual, at the meeting:

- introduce the PSP facilitation team and other partners
- provide actors with an overview of the PSP process and the reason for discussion with this particular group of actors. Take the analysis on local context and stakeholders into consideration
- explain the expectations for actor participation and the anticipated outcomes of the meeting (refer to expected outcomes of Step 2)
- discuss the agreed questions with actors. Use participatory tools for discussion and to visualise and record information generated. For example, develop seasonal calendars or historical timelines as part of the discussion on local climate and impacts, and Venn diagrams for discussion on climate information access and communication (see a description of these tools in the CVCA Handbook listed in the Works Referenced at the end of the publication). Note that the exercise is not just about filling in these participatory tools but rather, having a discussion on trends and changes.

III. FIND OUT IF THERE ARE LOCAL FORECASTERS IN THE AREA

If there are no local forecasters, or they would not be welcomed or are not able to attend a PSP workshop for any reason, find out if actors make their own observations of weather and climate and use their knowledge and experience of what these observations mean to anticipate what the future climate may look like. Often, these observations are related to actors' activities, for example, a farmer observing changes in plant life and animal behaviour on their farm to indicate the start of rains so they can begin planting.

IV. FIND OUT WHAT CLIMATE INFORMATION SERVICES ARE IN THE AREA

Discuss how to link these approaches to PSP – e.g. linking community-managed or volunteer observer rainfall records with PSP (see case study 6).

V. ASK ACTORS TO SELECT REPRESENTATIVES TO ATTEND THE PSP WORKSHOP.

- The selected representatives should be willing and ready to actively participate in the PSP workshop, bringing in their knowledge and voicing the concerns and needs of the actor group they represent. It is up to the PSP facilitation team to ensure that those selected are representative of the actor group in terms of gender, age, ethnicity, livelihood and socio-economic status.
- Allow actors to ask questions. Explain the next set of actions after the discussions.

Piku reading a rain gauge in Farfar community, Northern Ghana. Credit: Erin Hall, 2012.

Table 7. Key questions for discussion with different groups of actors before the PSP workshop

FOCUS OF DISCUSSION	KEY QUESTIONS WHEN CONDUCTING THE PSP PROCESS FOR THE FIRST TIME	KEY QUESTIONS WHEN CONDUCTING THE PSP PROCESS ON A REGULAR BASIS
Local seasonal climate and impacts	• What are the climatic conditions experienced in the area in different seasons? Is there a trend or shift in seasonal climate patterns in the area? • What major climate events have occurred in the past? What has been the frequency and intensity of these climate events? • How are livelihoods, food and nutrition security, and actions within an agricultural value chain affected by different climatic occurrences? • What are the key climate risks and opportunities faced by different actors?	• How does the seasonal climate forecast that was communicated compare to what actually happened in the season? If there are community-managed or volunteer observer rainfall records in the area, it will be useful to examine and discuss these records while making this comparison. - **Impacts** of access to and use of climate information from PSP workshop: - What are the expected and unexpected impacts on food security, livelihoods and resources? - What has changed in the way actions are taken and services provided as a result of PSP? - How has climate information from PSP informed decisions and activities/processes undertaken by the different stakeholders? - How are vulnerable stakeholders responding differently to uncertainty and changing risk? • What are the **benefits** of using the climate information, taking into account: - Gender empowerment and equality and social inclusion - Are there missed benefits or opportunities due to PSP and why? - What are the additional anticipated benefits from the use of climate information? • What is the current status of livelihoods, food security, resources, services, vulnerabilities and capacities of different groups of actors? • What are the current key climate risks and opportunities faced by different actors?

Climate information access and communication	• Are the different actor groups accessing any climate information? If yes: • From whom? Find out if the sources include local forecasters. • What is the content of the information they are getting? • Who is accessing the information? How many people are accessing the information? • Which communication channels are used? Are there preferred channels that are most effective for the local context? • Is the information communicated in good time? • If climate information is not accessible from any sources, what are the reasons for this? • In actors' opinion, how accurate and reliable are locally generated forecasts?	• Was information from PSP workshop communicated to the different user groups? • What percentage/number of stakeholders in each actor group accessed the information? - Are there any differences in access within and between user groups (e.g. are more men receiving the information than young people or women)? - What are the reasons for the differences in access? • What was the content of the information communicated and received? There are instances where what is communicated and what actors actually take in (receive) are very different, highlighting issues of understanding the content and improving communication of the information. • How was the information communicated, in terms of: - What channels were used – e.g. radio? - Who communicated the information – e.g. sub-county agricultural officer? - Where was it communicated – e.g. public gatherings, door to door, religious gatherings, etc? - Was the communication timely?
Relevance of climate information to local decision making and planning	• Is the climate information accessed well understood and being used? If yes, how is it used and what are the results and benefits? If not, why not? • What are the climate information needs of different local actors? • What can be improved to make climate information and services more meaningful in the area?	• **Understanding** of climate information communicated: - What was the level of understanding of climate information by different groups of actors? - What factors led to differences in levels of understanding? - How was uncertainty in climate information communicated and understood? • Was the information **relevant and useful** for decision making and planning? Why or why not? - What were the challenges in using the information? - Were there gaps in the information? - What kinds of decision-making processes, decisions, plans and activities were informed by the climate information from PSP workshop? • What climate information will the different actor groups require in the coming season? • What can be improved to make climate information and services more meaningful in the area?

5.5 Coordinating information and participation in a PSP workshop

5.5.1 Key Concepts:

At this point, a significant amount of information has been shared and generated. Now it is necessary to make sense of the information and use it to ensure that the subsequent steps in the PSP process are well structured and planned. It is also important to review the previous step to ensure achievement of the PSP purpose and objectives.

Considering discussions from actor engagement will help to revise the local context and stakeholder analyses that were carried out during PSP design (Step 1), e.g. identifying climate-sensitive livelihoods and activities in the area that may have been missed or additional stakeholders who could be critical to effectiveness of the PSP process. This revised analysis will also inform:

- plans made by partners for multi-stakeholder PSP forums (Step 3). This involves preparing information that will be used in discussions during the PSP workshop as well as preparing representatives from different groups of actors and local forecasters to effectively participate in discussions and contribute to information coming out of the workshop
- preparations by Meteorological Services to package and present climate information for the coming season so that it is responsive to actors' needs and demands in the local area
- plans for communicating seasonal climate information generated from PSP workshops (Step 4)
- plans for feedback, monitoring and evaluation (Step 5)
- capacity-building needs on climate information services, such as for intermediaries to better understand and communicate seasonal climate information, including uncertainty, or for actors to better understand and use the climate information communicated.

Timing of all the activities and steps in the PSP process is critical (refer to Figure 15 – the PSP road map), and therefore the analysis and subsequent preparations should be done by the facilitating partners soon after discussions with all the selected groups of actors.

5.5.2 How to coordinate a PSP workshop

Actions to coordinate information and participation in a PSP workshop are taken by facilitating partners, including meteorological services. Actions to be taken are aimed at: analysing discussions from actor engagement; preparing representatives from different actor group; preparations that need to be made by meteorological services; and preparing local forecasters. Details of these actions are presented below.

I. ANALYSIS OF DISCUSSIONS FROM ACTOR ENGAGEMENT

Decide what sorts of analysis will be done on the information gathered from actor engagement, guided by key discussion questions in Table 7 and information needed for Steps 3 to 5. Examples of analysis are presented in Table 8. Special analysis may be required by meteorological services to inform their preparations for the PSP workshop. Agree which facilitators will conduct the different analyses and share the results with all partners.

Table 8. Example of information analysis from discussions with actors

PSP PROCESS STEP WHERE ANALYSIS IS USED	KEY DISCUSSION QUESTION DURING ACTOR ENGAGEMENT	SOME EXAMPLES OF ANALYSIS OF INFORMATION FROM ACTOR ENGAGEMENT
Step 3: PSP workshop	• Local seasonal climate and impacts	• Comparison between weather/climate observed in the season and the seasonal forecast • Key climate-related risks emerging from different actors, for example, categorising them by sector, long-term versus short-term risks, among other useful analyses • Current status of livelihoods, food security, resources, services, vulnerabilities and capacities – categorised by actor groups, sub-locations within the area, etc • Analysis of information from this question will be especially important for PSP workshop Session I, which ensures that discussions are grounded in local realities (see Chapter 5). This informs discussions throughout the workshop
	• Relevance of climate information to local decision making and planning	• Different uses of seasonal climate information and resultant benefits in the area • Types of climate information needed by different actors • This analysis is critical to making information going into and coming out of PSP workshops responsive to local climate information needs
Step 4: Communication	• Climate information access and communication	• Levels of seasonal climate information access through different channels between different actor groups, genders, etc • Types of channels that effectively communicate seasonal climate information in the local area, considering factors such as timeliness, what is communicated and who gets the information • The analysis will inform the development or use of the most effective communication channels in the local area
Step 5: Learning and feedback	• Local seasonal climate and impacts • Relevance of climate information to local decision making and planning • Climate information access and communication	• Identification of what needs to be monitored in the PSP process and indicators to be used in monitoring • This informs learning on and improvement of the PSP process so that it supports development and delivery of user-responsive climate information services (see Chapter 7)

During the analyses, it is useful to triangulate and deepen the information presented by actors using existing information from other discussions, monitoring and assessment activities and from other relevant platforms. This helps to validate the information, improve its reliability, add information that was not brought out during discussions with actors, and draw out information on interactions between different geographical areas and stakeholders. Examples of sources of this additional information are, among others:

- food security assessments such as those produced in Kenya by the National Drought Management Authority (NDMA) for the short and long rains, or by national ministries of agriculture
- the World Food Programme seasonal monitor, which examines rainfall and vegetation patterns in order to assess the development of the growing season and how such conditions might affect cropping and livestock in different regions of the world
- agro-meteorological bulletins produced by national meteorological services such as from KMD and by regional meteorological institutions such as AGRHYMET
- climate monitoring bulletins such as those produced by ICPAC (for the Greater Horn of Africa) and ACMAD (for different regions in Africa).

II. PREPARATION OF REPRESENTATIVES FROM DIFFERENT ACTOR GROUPS

Representatives from the different actor groups to participate in the PSP workshop will have been selected during actor engagement. Prepare the selected representatives by:

- sharing results from analysis of discussions from actor engagement and decide together what information is of greatest concern in the area, which will be presented during PSP workshop. While making this decision, pay special attention to what needs to come out of PSP workshop Session I, as that is the point where participants collectively reflect on the previous season based on perspectives from different actor groups
- agreeing which representatives will make a presentation and provide guidance, based on the agreed information from analysis and expected outcomes of the PSP workshop, as in the previous bullet point. Also agree on timeframes for having this presentation ready, noting the date for the PSP workshop (see 'Facilitators' planning for a PSP workshop' below).

III. PREPARATION BY METEOROLOGICAL SERVICES

Use the analysis from actor engagement to prepare and package seasonal forecasts and other climate information so that it is relevant to local climate information needs (see suggested content in Chapter 5, Step 3: Session II on 'presenting a meteorological forecast'). Key factors to consider during this preparation:

- Assess the previous seasonal forecast by comparing actors' observations and experiences of actual weather in the season, combined with recorded historical weather/climate data with the forecast. Presentation of forecast skilfulness will go a long way in building trust.
- What are the climate information needs expressed by different actors, and therefore what information should be presented? Note that there may be instances when some actors do not know or are unclear on what climate information they need, possibly because they are yet to realise the value of the information, they do not understand the climate information they can access, or they do not know what information is available, among other reasons. Analysis of actor-expressed climate risks and how actors respond to climate risks and impacts, together with analysis of local decision-making processes, can clarify the types of climate information needed in the area.
- What climate information is presently available from meteorological services? This will require re-interrogating existing climate information based on actors' needs, while paying attention to: time scales (seasonal forecasts with links to daily, monthly and beyond seasonal climate information); geographical scales (based on the local area defined during design – Step 1); and probabilities in the seasonal forecast and its relation to the degree of certainty/uncertainty in the information.
- What climate information gaps were identified by different actors and what recommendations were made on what can be done to make climate information and services more meaningful. Action needs to be taken to make the missing information available, taking into account current scientific knowledge and understanding, and the capacity and timeframes required to generate more information. It is then important to communicate to actors existing limitations in providing different types of climate information.
- Package the climate information in a format and language that is easily understood by local actors so that it effectively informs discussions in the PSP workshop (see Box 5 for tips on effective communication). Where needed, get support from other facilitating partners and/or specialised trainers – for example, on presentation and communication skills that resonate with the local area.

IV. PREPARING LOCAL FORECASTERS

During actor engagement, local forecasters will have been identified; where there were no local forecasters, actors who make local observations of weather and climate (referred to from here as 'local observers') will have been identified. Preparatory actions are as follows:

- Approach local forecasters or observers and ask if they are willing to participate in a PSP workshop. They may need information about PSP and may need to be convinced of the value of disseminating more widely their climate knowledge.
- Find out what climate information the local forecasters or observers have and how they generate that information.
- Provide guidance on the content of their forecast presentation during the PSP workshop (see Chapter 6, Step 3: Session II on 'presenting a local seasonal forecast'). Note that the tips on effective communication presented in Box 4 also apply to local forecasters or observers and therefore need to be taken into consideration.
- Explain the expected participation of the local forecasters or observers before and after the presentation, especially when generating a downscaled seasonal forecast for the area.

Box 4
EFFECTIVE PRESENTATION OF SEASONAL CLIMATE FORECASTS: WHAT WORKS

Communication serves multiple functions – such as informing or providing information, prompting specific actions, persuading or reinforcing beliefs, and building relationships with others through a common language. For Meteorological Services to effectively communicate seasonal climate forecasts, the following principles are important:

- **Know your audience – Consider who the audience is (being sensitive to culture and beliefs, age, literacy, existing knowledge, etc), what kinds of climate information this audience requires and what they would like to use it for. This information can be drawn from actor engagement and preparation, and used to tailor communication of seasonal climate forecasts so that they are relevant to the target audience.**
- **Respect and understand how others communicate – Building on existing communication formats and channels will enable seasonal climate forecasts from Meteorological Services to be better understood. For example, use local terms and concepts that refer to weather and climate and present them visually. This is especially useful as it helps in finding common ground when communicating difficult or complex information such as probability and uncertainty in seasonal forecasts.**
- **Evaluate how you present – Immediate feedback comes from questions or issues the audience raises after presentation of a seasonal climate forecast. Therefore, Meteorological Services must be open to questions and ready to explain and clarify the information presented. Feedback from other PSP facilitators during review and planning meetings (see Step 1, planning for PSP on a regular basis) and discussions with actors (such as in Table 7) are necessary in order to know how well seasonal climate forecasts were communicated, and therefore how the forecasts were understood. Highlighting what went well and what was challenging to understand will help Meteorological Services to improve communication.**

Remember: The audience needs to believe WHO is presenting the seasonal climate forecast and WHAT is being presented, based on HOW, WHEN and WHY it is presented. These principles also apply to communicating information coming out of PSP workshops (Step 4).

The information presented in this box is taken from communications training of county directors from the Kenya Meteorological Services, as presented in case study 8.

Herding camels in Garissa, northern Kenya. Tamara Plush/CARE International, 2011.

5.6 Planning for a PSP workshop

5.6.1 Key Concepts.

Facilitator planning at this point involves revising the workplan developed in Step 1, informed by discussions during actor engagement and the follow-up actions. This planning is best done in a facilitators meeting well in advance of the season, taking account of when the national seasonal forecast will be released by Meteorological Services (see Figure 15 on PSP Road map). That will ensure that climate information generated from a PSP workshop is communicated in good time to inform decision making and planning in the local area. A facilitators meeting also ensures that all the partners:

- have the same understanding of what will happen in a PSP workshop and the facilitation required
- reach agreement on logistics, including stakeholders invited to the PSP workshop.

5.6.2 How to plan a PSP workshop

Based on agreed partner roles and responsibilities, the coordinating partner calls for a meeting to be attended by all PSP facilitating partners. It may be necessary to also invite funding partners, as logistical planning includes cost considerations. Invite representatives from the actor groups who have been asked to make a presentation at the workshop so that they can contribute to planning. The meeting can be hosted by one of the partners, with consideration of resource contribution to the cost of PSP in the area.

Focus the meeting on developing an agenda for the PSP workshop including discussing facilitation of sessions in the workshop (see session details in Chapter 5) and agreeing on logistics.

I. DEVELOP A DETAILED AGENDA AND AGREE ON FACILITATION

1. First develop a facilitators' agenda, guided by the sessions in a PSP workshop (see Chapter 6 for details of the workshop sessions). Discuss and include thein names of who will facilitate the different sessions, facilitation methods to be used, and the timing. Make sure adequate time is allocated for each session, thinking of the presentations and discussions to follow, as well as facilitation methods to be used. A sample agenda is presented in Table 9.
2. After a facilitators' agenda has been agreed, develop a simplified agenda (i.e. with session titles, times and facilitators) for sharing with participants at the workshop.
3. Agree on who will coordinate the workshop to ensure the agenda is followed so that outcomes are achieved, but with room to make adjustments to the agenda as needed.

Table 9. Sample agenda for a PSP workshop.

Note that time allocations in the table are indicative; actual time taken may vary in different contexts, depending on number of participants at the PSP workshop and facilitation methods used

TIME ALLOCATION	SESSION TITLE AND DESCRIPTION	FACILITATORS NOTES	SUGGESTED FACILITATION METHODS	PERSON(S) RESPONSIBLE
30min	**Participant registration and opening remarks** • Welcome and introductions • Participant expectations	• Use interactive facilitation methods (e.g. 'Introduce your partner') for participant expectations, setting the tone for free and open sharing so that participants begin to feel comfortable to talk to each other	• 'Introduce your partner'	PSP Facilitator
45min	**Setting the scene** • What is PSP? Workshop purpose and objectives • An overview of broad climate risks and impacts in the area, and the value of climate information services in managing the climate risks and impacts	• In the case of work by ALP and partners, this has included an overview of community-based adaptation, with emphasis on the need for climate-informed decision making and planning • Whether conducting PSP for the first time or on a regular basis, this session serves as a quick refresher on PSP so as to get everyone on the same page • It is also a place to present some of the analysis from actor responses to the question about 'Local seasonal climate and impacts'	• PowerPoint presentation • Q&A	PSP Facilitator, possibly the initiating partner
15 to 30min	**Official opening of the workshop**	• It is a chance for the high-level decision/policy makers to emphasise their interest and commitment to the PSP process, noting the value of the process in the area. This person will have been identified during stakeholder analysis and given detailed information about PSP in Step 1	• Speech	Often done by a high-level decision/policy maker in the area

1hr to 1hr 30min	**Review of previous season and analysis of current status** Reflecting on the previous season, current status, ongoing activities in preparation for the coming season and local climate information needs to inform planning for the next season	• Presentations by selected actor group representatives as agreed in Step 2 and some analysis of actor discussions by PSP facilitators	• Presentations • Plenary discussion	PSP Facilitator
45min	**Locally generated forecast for the season** • Local perspectives on what climate in the coming season may look like	• Presentations by local forecasters or observers as agreed in Step 2	• Presentation • Plenary discussion with Q&A	Local forecasters or observers
1hr to 1hr 30min	**Meteorological forecast** Scientific seasonal climate forecast	• Presentations by Meteorological Services as prepared in Step 2 • Length of time this session takes is often dependent on whether stakeholders in the area are having the first interaction with Meteorological Services (where often the Q&A part takes a significant amount of time, especially while explaining probabilities) or whether it is part of more regular interaction	• Presentation • Plenary discussion with Q&A	Meteorological Services
30 to 45min	**Generating a downscaled seasonal forecast for the local area** Integration of local and scientific forecasts to generate a downscaled forecast for the area		• Plenary discussion	PSP Facilitator
30 to 45min	**Scenario development: Hazards, risks, opportunities and impacts** • Getting a common understanding of key concepts • An introduction to scenario development for interpreting the downscaled seasonal forecast	• This session is meant to introduce group work and ensure a clear and common understanding so that the downscaled seasonal forecast is interpreted correctly	• Plenary discussion and exercise	PSP Facilitator, seek input from Meteorological Services and other technical expertise

2hr to 2hr 30min	**Scenario development: Hazards, risks, opportunities and impacts... cont'd** Consideration of forecast probability of above-normal, normal and below-normal rainfall to develop scenarios of hazards, risks, opportunities and impacts in the area	• A key part of interpreting seasonal forecast for the local context. Ensure open discussions and dialogue among all participants	• Group discussions • Presentations from group discussions	PSP Facilitator
1hr to 1hr 30min	**Scenario planning** Developing action plans from the three scenarios – of hazards, risks, opportunities and impacts – to manage risk, take advantage of opportunities and increase resilience to climate in the coming season	• This includes integration of plans developed by different groups. Ensure open discussions and dialogue among all participants	• Group discussions • Presentations from group discussions	PSP Facilitator
1hr 30min to 2hr	**Development of advisories** Using plans to develop clear messages on options that actors can take to manage risk, take advantage of opportunities and increase resilience to climate in the coming season	• A key expected outcome of the PSP workshop and therefore needs to be given the necessary attention	• Group discussions • Presentations from group discussions	PSP Facilitator
30min to 1hr	**Developing a communication plan** Plans to ensuring communication of advisories reaches all who need them and in good time to inform their decision making and planning	• Revisiting the plan developed in Step 1 for discussion and revision	• Plenary discussion	PSP Facilitator
END OF PSP WORKSHOP				

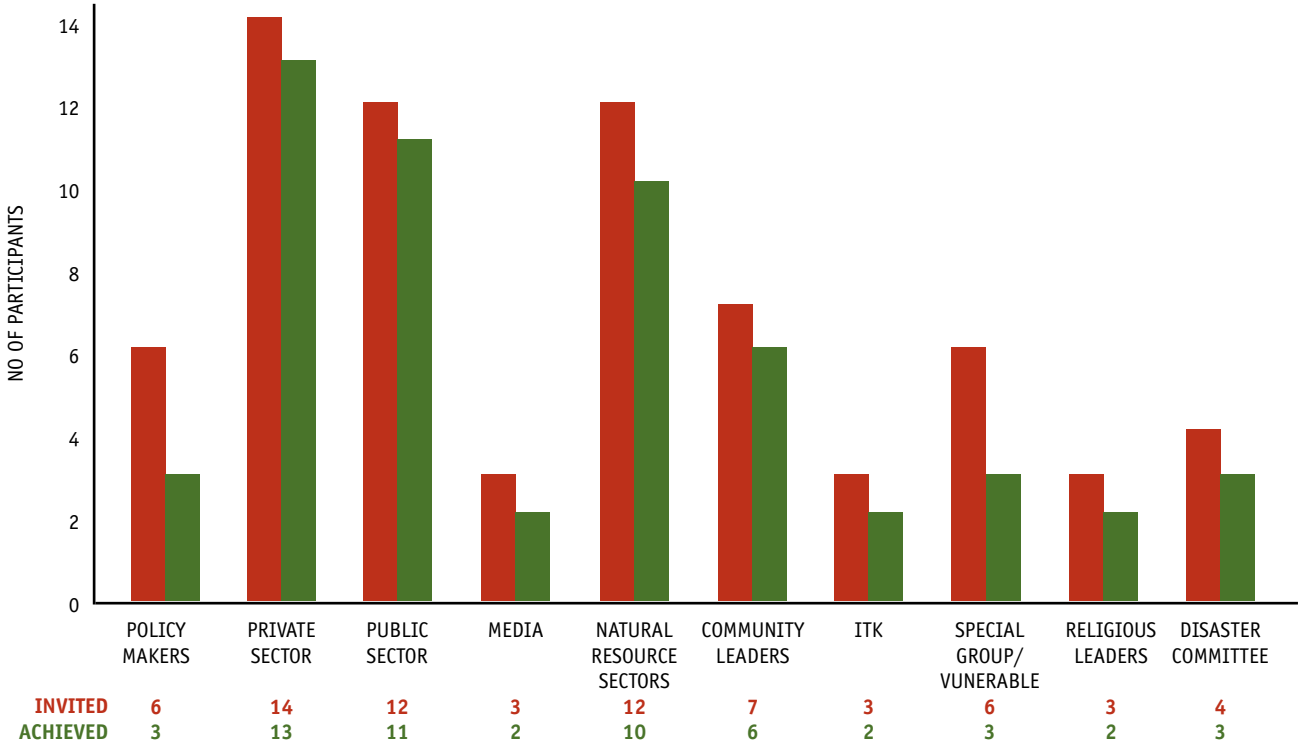
II. LOGISTICS

Discuss and agree logistics related to questions and factors for consideration when planning a PSP workshop, as presented in Table 10 below. Take thorough notes of the discussions, as they will be useful for learning on and planning for PSP in subsequent seasons.

Table 10. Logistical questions and factors to consider when planning for a PSP workshop

LOGISTICAL PLANNING QUESTION	FACTORS TO CONSIDER IN ANSWERING THE PLANNING QUESTION
On which dates will the PSP workshop be held?	• PSP workshops should be held as soon as a seasonal forecast is released by the National Meteorological Services. When choosing workshop dates, it is important to consider the time between release of the forecast and start of the rains in different parts of the country, so that information coming out of the PSP workshop is communicated in good time to inform actors' decision making and planning. • It is useful to refer to information from actor engagement on timing of seasonal activities in the area (e.g. where a seasonal calendar is available) and on the types of decisions made on a seasonal basis, to help in setting proper timing for a PSP workshop.
How many days will the workshop take?	• Take into account the time needed for stakeholders to understand climate information and meaningfully interpret it (see PSP workshop agenda in Table 9), especially when conducting PSP for the first time in an area. • Consider the availability of different stakeholders to actively participate in the workshop – e.g. is it possible for women farmers to be away from their responsibilities for two days or more?
Which stakeholders will be invited and how many?	• For key seasonal climate issues of concern raised during user engagement to be addressed at a PSP workshop, it is important to ensure there is multi-stakeholder representation (see an example in Figure 12 in Chapter 3). Refer to the selected representatives from different actor groups. • Note that the number of stakeholders invited has a cost implication.
Where will the PSP workshop be held?	• Venue for the PSP workshop has implications for costs, number of stakeholders invited, travel time and distance to the venue among other factors. It is good to think of using venues such as county halls or government institutions which can accommodate a larger group of stakeholders and reduce the workshop costs.
How much money is available for the PSP workshop? If there is a shortfall, where can additional funds or resource contributions be found?	• Refer to Table 5 on items to cost in the PSP process and the budget developed in Step 1 (under 'Forming partnerships' in the case of conducting PSP for the first time or under 'PSP review and reflection meetings' in the case of conducting PSP on a regular basis). • Agree on who will make the necessary payments and when this will be done.
Who will send out invitations to the workshop?	• To attract the multi-stakeholder participation required, the partner sending out workshop invitations should have the mandate to convene the different stakeholders (with regards to recognised leadership and authority, especially in getting the attendance of high-level decision/policy makers in the area – see the agenda in Table 9). This partner will have been identified during stakeholder analysis in Step 1 and will be well informed of PSP process in the area.
What workshop materials are needed?	• In interactive discussions during the PSP workshop, information is often recorded on flipcharts and idea cards, using marker pens. This information is later transferred to a computer. Other materials needed are writing pads and pens, a projector and adhesive to stick things on the wall. Additional materials will depend on facilitators' creativity to use what works best in their particular contexts.

Figure 17. *Attendance by different actors at a PSP workshop for March-April-May (MAM) 2014 rainfall season in Homabay County, Kenya (Source: ASDSP monitoring records)*



Harvesting maize in Garissa, northern Kenya. CARE International/2012

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