

## PRE-DIALOG TECHNICAL EXCHANGE AND PLANNING

### Process Agenda

Technical Exchange/Planning Session Objectives	Facilitation Notes
<p><b>Develop Focus of Climate Services Dialog</b></p> <ul style="list-style-type: none"> <li>Identify the climate early warning focus such as drought, coastal inundation, or coral bleaching,</li> <li>Identify affected sectors, departments, and communities</li> <li>Finalize dates, venue for the Dialog</li> <li>Identify speakers for Day 1</li> <li>Identify facilitators for group work</li> </ul>	<p><b>Activity:</b> The Meteorology Department reaches out to other Departments/Sectors to identify a priority climate early warning issue as the focus of the Climate Services Dialog. The focus could be the most recent climate-related event/condition that resulted in impacts to various sectors or a predicted future event/condition of concern to the community.</p> <p><b>Output:</b> As a result of this outreach, the focus of the dialog is identified and a core team is developed to participate in the pre-dialog technical exchange and planning sessions</p>
<p><b>Share Climate Knowledge</b></p> <ul style="list-style-type: none"> <li>Capture history of climate-related events/conditions and impacts</li> <li>Identify participants based on affected sectors, departments, and communities</li> <li>Review/refine objectives, process guide, and activity guides for Day 1</li> </ul>	<p><b>Activity:</b> The core team meets to share knowledge of the climate-related event/condition, impacts, and best practices from their sector. The core team should walk through the process agenda and activities for <a href="#">Session 1</a>. The core team should review and refine the sample process guide including objectives and speakers for each session. Good practices for developing learning objectives are described <a href="#">here</a>. A dry-run of <a href="#">Activity 1</a> by the core team will capture the history of climate-related events/conditions and impacts. Facilitators should be identified for group work.</p> <p><b>Output:</b> The output of this meeting is a compilation and common understanding by the core team of the history of climate-related events/conditions and impacts. While participants will be asked to share their knowledge of this information on Day 1, it is helpful to have gone through this exercise beforehand to verify dates, locations, and impacts. Participants may not remember the exact month or year in which an event occurred. In addition, the core team should develop the participant list and finalize the dates for the dialog. Finally, the core team should have refined the objectives, process guide, and activities for Day 1 of the dialog as needed as well as finalized the list of participants based on the affected sectors, departments, and communities.</p>
<p><b>Diagnose Climate Services</b></p> <ul style="list-style-type: none"> <li>Develop a common understanding of the components of a climate services and the ready-set-go framework for climate early warning</li> <li>Describe existing climate services delivery for the focus climate-related event/sectors of the dialog</li> <li>Review/refine objectives, process guide, and activity guides for Day 2</li> <li>Identify speakers for Day 2</li> </ul>	<p><b>Activity:</b> The core team should walk through the process agenda and activities for <a href="#">Session 2</a>. The core team should discuss the read-set-go framework and describe the existing climate early warning system for the focus of the dialog, e.g. drought, coastal inundation, coral bleaching. Guide questions to support the description of the existing climate early warning system using the read-set-go framework are provided in the <a href="#">Pre-Dialog Activity</a>. The core team should review and refine the sample process guide including objectives and speakers for each session.</p> <p><b>Output:</b> The output of this session is a description of the existing climate early warning system for the focal climate event/condition within the context of the ready-set-go framework. This description will be presented to the participants during <a href="#">Session 2</a>. Participants will use this description as the basis for diagnosing strengths and weakness and identifying ways to improve the system.</p>

## Good Practices in Developing Learning Objectives

Every training activity should be based on a defined set of instructional objectives. Objectives perform several key functions, they:

- Inform the learner of what is important and guide the learner through the material
- Provide a basis upon which the instruction is designed (much like a map)
- Provide a framework upon which to evaluate the success of the learning activity
- Stress the behavioral changes expected rather than attitudes or insights that cannot be measured

"Good" objectives:

- Are clearly stated
- Define or describe an action
- Can be measured, in terms of time, space, amount, and/or frequency

Objectives are often categorized according to the hierarchical level of the skills, behaviors, or tasks identified during the needs analysis. There are two commonly used levels of objectives:

- **Terminal Learning Objectives (TLO):** TLOs are objectives that correspond to the overall instructional goals of the course. TLOs describe what learners will be able to do at the end of the overall instructional course.
- **Enabling Learning Objective (ELO):** ELOs, also known as subordinate objectives, correspond to the skills that are required to accomplish the TLO. Specifically, they define the skills, knowledge, or behaviors that learners must master to successfully achieve the TLO.

Vague verbs such as "understand", "know", or "learn about" should be replaced with more specific verbs such as "identify", "state", or "describe." Categories of learning objectives following Bloom's Taxonomy are provided in the table below.

## Learning Outcomes and Illustrative Verbs to Specify Learning Objectives (based on Bloom's Taxonomy)

Learning Outcome	Description	Verbs
Knowledge	The recall of previously learned material (facts or theories) in essentially the same form taught.	Acquire, Define, Describe, Detect Identify, Label, List, Mark Match, Name, Outline, Recall Recognize, Reproduce, Select, State
Comprehension	Seeing relationships, concepts, and abstractions beyond the simple remembering of the material. Typically involves translating, interpreting, and estimating future trends.	Compare, Contrast, Convert, Defend Distinguish, Estimate, Explain, Extend Generalize, Give Examples, Illustrate, Infer Interpret, Paraphrase, Predict, Rephrase Represent, Summarize, Transform, Translate
Application	The ability to use learned material in new and concrete situations, including the application of rules, methods, concepts, principles, laws, and theories.	Administer, Change, Compute, Demonstrate Develop, Differentiate, Discover, Employ Identify, Manipulate, Modify, Operate Predict, Prepare, Produce, Relate Restructure, Solve, Transfer, Use
Analysis	The ability to break down material into its component parts so the organizational structure may be understood, including identification of the parts, analysis of the relationships between parts, and recognition of the organizational principles involved.	Break Down, Categorize, Classify, Deduce Diagram, Differentiate, Discriminate, Distinguish Identify, Illustrate, Outline, Plot Point Out, Relate, Select, Separate
Synthesis	The ability to put parts together to form new patterns or structures, such as a unique communication (a theme or speech), a plan of operation (a research proposal), or a set of abstract relations (schemes for classifying information).	Combine, Compile, Compose, Create Derive, Design, Develop, Devise Explain, Formulate, Generate, Modify Organize, Produce, Rearrange, Reconstruct Relate, Rewrite, Tell, Write
Evaluation	The ability to judge the value of material for a given purpose. Learning in this area is the highest in the cognitive hierarchy because it involves elements of all the other categories, plus conscious value judgments based on clearly defined criteria.	Appraise, Assess, Conclude, Criticize Decide, Describe, Interpret, Judge Justify, Relate, Summarize, Validate



## Pre-Dialog Activity – Describe Existing Climate Early Warning System

As part of the pre-dialog technical exchange, the core team should describe the existing early warning system for the focal climate-related event/condition using the ready-set-go framework. This means describing the flow of information and timing of decisions and actions made relative to a specific climate-related event/condition. The information flow, stakeholders involved, and decisions/actions taken are mapped using the ready-set-go framework. A member of the core team should be identified to present the existing system to the participants on Day 2 of the Dialog. The participants will use this description as the basis for diagnosing the strengths and weaknesses of the existing climate services and identifying ways to strengthen the climate early warning system for a specific climate-related event/condition.

An example thought process that can be used to complete in Table 1 is provided below.

<b>Scenario:</b> <i>The existing climate early warning system is described based on the [climate-related event/condition e.g. drought that occurred from month/year to month/year].</i>
<b>Ready</b>
<i>I learned about the potential for a [event/condition] from [source(s) of information]. I monitored the information starting from [months, weeks, days] before the onset of the [event/condition]. I first communicated information about the potential for a [climate-related event/condition] to [agencies, organizations, communities] on [date or days before onset].</i>
<b>Set</b>
<i>I continued to monitor [source(s) of information] for [duration]. When the conditions got to [a particular threshold or trigger] I decided to inform [agencies, organizations, communities] about the need to prepare for the [climate-related event/condition]. Information on actions to take to prepare were communicated by [types of communication methods] to [agencies, organizations, communities]. Preparedness actions included [types of actions by stakeholder group].</i>
<b>Go</b>
<i>[Emergency response/mandatory action, e.g. evacuation, water rationing] protocols were activated on [date]. Instructions to communities were delivered by [types of communication methods].</i>

**Table 1. Using the ready-set-go framework to describe the existing early warning system for a climate-related event/condition**

<p><b>Climate Early Warning System for:</b> [climate-related event/condition e.g. drought, coastal inundation, coral bleaching]</p>	<p><b>Ready</b></p> <ul style="list-style-type: none"> <li>• Begin planning and monitoring of forecasts</li> <li>• Update contingency plans</li> <li>• Sensitize communities</li> <li>• Enable early-warning systems</li> </ul>	<p><b>Set</b></p> <ul style="list-style-type: none"> <li>• Continue monitoring</li> <li>• Adjust plans</li> <li>• Warn communities</li> <li>• Conduct local preparation activities</li> </ul>	<p><b>Go</b></p> <ul style="list-style-type: none"> <li>• Activate response</li> <li>• Instruct communities to evacuate, if needed</li> </ul>
<ul style="list-style-type: none"> <li>• How did you find out about the event (sources and types of information)?</li> <li>• How far in advance did you know about the event (months, weeks, days)?</li> <li>• How and when did you communicate to stakeholders that could be affected?</li> <li>• What parameters did you use to track the event?</li> <li>• How did you use the information to make decisions/identify actions?</li> <li>• How did you communicate actions you wanted people to take?</li> <li>• What actions were taken?</li> <li>• What triggered those actions?</li> </ul>			