

Regional discussion on training needs and opportunities in the region.

1. How are training needs assessed and identified in the training centres?

- Alignment with WMO standards, organisational needs, job roles
- Alignment with community and government needs
- Linked with workforce planning
- Staff performance via feedback forms/surveys
- Online survey of training needs from internal groups (forecasting/climate/energy)
- Create training needs from collection of data from staff, managers and external customers
- Future planning/collaboration with RTCs (WMO RA V)

2. What challenges do you face in delivery of your training programs, such as staffing, scalability etc.?

- Expectations of training and delivery lengths/times
- Qualified trainers' availability
- Scalability of course sizes and sufficient resourcing
- Running large courses due to lack of capability in the broader business, making availability of more trainers for scalability very hard.
- Timing request of courses (often at the same time) – solution online training self-paced (could be translated)
- Funding
- Technology availability and development
- Assessment challenges particularly with staffing for high resourced assessments such as simulations
- Region specific case study module availability
- Language barriers – solution online training resources with translator options
- Participation engagement/motivated
- Scaling of training to different demographics
- Different levels of technical background of participant

3. Have emerging technologies, such as Artificial Intelligence (AI), virtual environments, or adaptive learning tools, been incorporated into training programs or developments?

- AI helpful for meeting summaries (Zoom)
- AI avatars in e-learning modules (tralling to ask open questions)
- AI training available on how to use models for public (AIML training at ECMWF)
- Collaboration of AI intel using a network for trainers worldwide (GenAI community of practise - Signal Group)
- Due to AI availability, assessments need to be applied/practical
- Online training environments/platforms are helpful for remote training/assessment (moodle used in BoM)
- Technology webinars such as: [Eumetcal Webinars – Eumetcal](#)

4. How are competence assessments carried out at the end of each course? What evaluation instruments are applied? How are is the impact of training on job performance measured?

- Importance longitudinal assessment (pre/post training)
- Manager feedback of trainees' performance after training
- On The Job (OJT) competency assessments were deemed extremely important

5. How would you view the creation of a "Regional Community of Practice" a virtual space to generate or centralise inquiries, teaching materials, reports, FAQs, work criteria, and experiences shared by each centre?

- Strong support for regional international collaboration.
- Suggested key players of the region to form a "point of contact" group
- Current options in the region currently include focus group discussions with BoM and BMKG with "VLab Centre of Excellence"
- Sharing content is often hard due to unique tools, data, etc, but sharing experiences is still powerful