



## **4.2 REPORT OF THE EXPERT TEAM ON HUMAN RESOURCES DEVELOPMENT, EDUCATION AND TRAINING (CDP-ET-HRDET)**

### **4.2(1) Report on activities of CDP-ET-HRDET**

*Facilitator:* Dr Anna Timofeeva

*Members:* Dr David Farrell, Dr Winifred Jordaan, Prof Peter Odjugo, Dr Somenath Dutta, Mr Zhiqiang Wang

*Invited members:* All CDP Members

#### **1. Meetings and discussions**

Since the first CDP virtual meeting in August 2020, the CDP-ET-HRDET has held a virtual kick-off meeting (October 15<sup>th</sup> 2020). Due to diversity of ET member locations, the communication with the CDP-ET-HRDET members and WMO representatives was held mainly through the Moodle Platform. In addition, the facilitator of the ET, Dr. Anna Timofeeva, attended three virtual meetings of the CDP-ET-TDs (Sep. 23<sup>rd</sup>, 2020, November 9<sup>th</sup>, 2020 and January 14<sup>th</sup>, 2021) and had several discussions with CDP-ET-PDIM and CDP-ET-TDs facilitators to help coordinate actions and avoid duplication of efforts. Finally, on 20 January 2021 the facilitator of the ET presented the summary of CDP-ET-HRDET activities at the WMO Global Campus Event *"Responding to Challenges Beyond the New Normal."*

#### **2. Overview of EC-72 decisions relevant to the CDP-ET-HRDET working plan:**

*Decision 4.4(1)/1 (EC-72) Scaling up effective partnerships and scope, scale and progress of WMO development:*

- 4) To request the Capacity Development Panel:
  - (a) To identify opportunities and complementarity between all WMO initiatives to strengthen capacity of developing Members when reviewing the WMO Capacity Development Strategy;
  - (b) To develop appropriate guidelines supporting the implementation of the WMO initiatives to strengthen the capacity of developing country Members;
  - (c) To support the independent evaluation of the WMO Secretariat implemented projects;

*Decision 4.4(2)/1 (EC-72) Recommendations for revision of the WMO Capacity Development Strategy:*

- 1) To request the EC Capacity Development Panel to:
  - (c) Ensure that the strategy takes into account ways in which the WMO Regional Training Centres, WMO training partners and WMO specialized Centres can increase their support to capacity development initiatives and means in view of COVID-19
  - (g) Encourage training institutions to embrace online training where possible

*Decision 4.4(3)/1 (EC-72) Developing and Sustaining Core Competencies and Expertise:*

- (1) To request the EC Capacity Development Panel to:

- (a) Evaluate and recommend processes for the assessment of impacts of education and training initiatives offered by WMO RTCs, the Secretariat and WMO Education and Training Partners, for selected representative initiatives, to ensure the continuous improvement of education and training initiatives by assessing their value to Members;
- (b) Review and recommend mechanisms for WMO RTCs and other WMO Education and Training Partners to ensure and document that their curricula follow WMO standards, as outlined in WMO-No. 49, WMO-No. 1083, and WMO-No. 1209;
- (c) Review outcomes of the WMO Global Campus initiative and recommend additional outcomes and methods for further achievement of its objectives;
- (d) Finalize the process of reviewing the BIP-M and BIP-MT by evaluating the revision proposals put forward by the expert teams and the input on these proposals derived from Members' comments, and that it be submitted to Cg-19 for approval;
- (e) Review the WMO competency frameworks and identify relevant gaps, taking into account the WMO Reform, including competencies in environmental monitoring

### **3. Revision of Expert Team's ToRs and Development of Operating Plan**

Approaches to monitoring and making recommendations in addressing the tasks have been identified in line with the Terms of Reference:

1. Efforts to increase training and long-term education for developing countries.

**To improve the coverage of training and long-term education in a pandemic situation and the development of the information society in general, it is worth focusing on the development of distance learning with due regards to the following aspects:**

- it is impossible to automatically transfer full-time training to the online format; new tools, methods and approaches are required, for example, for assessing the learning outcomes;**
- it is necessary to determine the level of preparedness of different Members for the distance learning format. Relevant amendments have been suggested to the WMO Annual Survey on the Promotion of Training Opportunities to identify that;**
- the potential of international platforms such as the WMO Global Campus should be used for developing joint training programs to create content with an optimal quality / price ratio.**

2. Address gaps, qualification standards and competency implementation, WMO Regional Training Centres, education and training collaborators and implementation of education and training activities, WMO Global Campus initiative and opportunities.

**This is an extremely broad point covering the most important topics. During the associated discussion, the opinion was expressed that the gaps should be first identified, and this requires training of experts to assess general status of human resources development at NMHSs and their staff compliance with the competency frameworks suggested by WMO; other interventions could be analysis of RTC programs and their compliance with the WMO recommendations in education and competency frameworks; the development of the Global Campus as a tool to promote modern standards. RTCs could take the lead in capacity development to address gaps.**

3. Review education and training policies, qualification and competency standards, Regional Training Centre assessment practices, and WMO Global Campus activities.

**In the context of WMO governance reform and the transition to Earth system services, we need to determine how fully the existing competency frameworks and qualifications cover all the working functions existing at NMHSs. It is worth drawing up a plan for the preparation of either additions to existing documents (such as BIP-M), or the development of new ones. This, in turn, will require the development of recommendations for the implementation of the new qualification framework.**

**RTC external assessment procedure is currently extremely labor-intensive and we may try to simplify it. There are approaches and procedures for assessing the aviation units by trained assessors. It might be worth trying to apply these approaches to RTC assessment by making it simpler.**

**RTCs are still not quite active in promoting their training events through the Global Campus calendar or their training resources through the Global Campus library. For any new training resources, there should be an established regular advertising procedure that meets the standards and objectives of the WMO Global Campus. In addition, organizations willing to participate should be trained in how to transform their course advertisements into Global Campus descriptors, how to work with intellectual property rights to develop and reuse materials, how to design a program that will focus on developing certain competencies to a certain level. We need to share best practices from the organizations most active in the Global Campus, and we may need some training on how to effectively use the calendar and the library. A proposal was also made on the need for developing the basic programs for various job functions, consisting of two parts, "academic" (BIP-M based) and competency-based ones.**

4. Identify training needs and give guidance on how to strengthen the capacity of training institutions, as well as recommend training activities to address gaps in formal and continuing education.

**During the discussion, an essential stage of the training needs analysis through consumer surveys was recognized, and the dissemination of best practices in this area and the development of unified approaches to the quality system and training assessment were suggested. A collection of papers on the best practices in training needs analysis can be called from RTCs and training partners, and the course similar to the WMO Global Campus Innovations course can be suggested to train RTC staff in training needs analysis.**

5. Leadership and management issues.

**It was suggested to consider an international orientation program for newly appointed PRs, RTC directors or senior NMHS management. Naturally, such programs for representatives of several countries will allow establishing multilateral contacts, Hydromet Alliance representatives can also be invited to such trainings to establish public-private partnerships. Such trainings could be conducted in conjunction with WMO Congresses / Executive Councils, which would reduce their costs for NMHSs.**

With the activity of EC Panel of experts on education and training being terminated under the new WMO management structure, it was proposed to add the following two elements to CDP-ET-HRDET ToR:

6. Former Panel of experts ToR No (4) To provide the Executive Council with advice on actions for monitoring, strengthening and enhancing the WMO ETRP including the designation of suitable training institutions such as WMO Regional Training Centres;

7. Former Panel of experts ToR No (5) To provide the Executive Council with advice on actions to improve the effectiveness of the Fellowship programme based on an ongoing review and evaluation of the programme.

#### **4.2(2) Future work plan of CDP-ET-HRDET**

It was agreed to focus CDP-ET-HRDET activities in the following inter-congressional period on the following issues:

- 1. To develop recommendations to RTCs on sustainability of education and training under COVID19 pandemic;**
- 2. To continue work on revised and updated BIP-M and BIP-MT;**
- 3. To outline a roadmap for developing competencies in relevant areas;**
- 4. To recommend the mechanisms for WMO Regional Training Centres and other WMO Education and Training Partners to ensure and document that their curricula follow WMO standards;**
- 5. To develop the Global Campus roadmap for further achievement of its objectives.**