

WMO EDUCATION AND TRAINING BOARD

(A Concept)

1. Background and justifications

Following Cg-18, WMO embarked on reform of its structure, programme and Secretariat. In the spirit of this reform exercise, there is the need to move toward a more coherent and effective delivery of the WMO Education and Training Programme at the global level. Some of the reasons for this are as follows:

1. Changes in workforce numbers, profiles, and roles;
2. Expansion of existing and new services for NMHSs;
3. Lack of training resources in some countries to support development and expansion of current capacity;
4. New training and new approaches to facilitate meeting competency standards;
5. New training strategies, technologies, and delivery methods that could make training more efficient and cost-effective;
6. Stresses to training budgets.

Establishing an Education and Training Board to complement the work of the WMO Capacity Development Panel (CDP) will assist in building critical mass of support for ensuring technically sound, coherent, consistent and timely input of stakeholders towards the provision of desirable strategic direction for education and training activities in meteorology, hydrology and related environmental disciplines. Consequently, it will constitute a viable ground for minimization of duplication, to complement efforts, maximize impacts, and enhancing cost-effective use of resources.

The concept of an WMO Education and Training Board stems in part from the WMO Global Campus initiative which is based upon WMO's tried and tested practice of linking Members' existing facilities to create a coordinated, distributed network from the existing specialist WMO-related education and training institutions. As with other WMO networking initiatives such as observations and communications, the Global Campus establishes a network the disparate institutions and defines a mechanism for collaboration that allows sharing of education and training resources and knowledge. An underlying premise is ensuring that all Members can contribute to, and benefit from, the proposed networking arrangements.

The WMO Global Campus complements the existing WMO Regional Training Centres, and other institutions that provide education and training to WMO Members. By complementing the RTC network and providing additional access to education and training opportunities that are not available nationally or through the RTCs, this initiative is enhancing education and training opportunities.

The overall benefits to Members from enhanced capacity and competence expected from the WMO Global Campus include, but are not limited to:

1. Increased training opportunities to support broadening of the knowledge-base, skills and job competencies of NMHS staff, especially NMHSs in Least Developed Countries (LDCs), Small Island Developing States (SIDS) and Developing Countries in general;
2. Increased cooperation among WMO RTCs and other training institutions and access to existing training for WMO competencies resulting in streamlining the development of education and training programmes and resources by participants;
3. Narrowing of the gap in the quality of training programmes and resources between training institutions;
4. Increased interaction with WMO programmes and Commissions and promotion of compliance with WMO standards;
5. Reduction in the overall cost of some training events, thus allowing more persons to receive high quality training because of the Global Campus quality assurance process;
6. Reduction in the environmental impact of training;
7. And ultimately, contribute to development and delivery high quality products and services by NMHSs and other beneficiaries.
8. CD activities in hydrology and water resources

2. Objective of the Education and Training Board (ETB)

The overall objective of the WMO Education and Training Board is to strengthen coordination and sustainability of education and training efforts by providers on meteorology, hydrology and related environmental disciplines, to meet the growing needs of Members.

The Education and Training Board is not intended to have legislative authority, but rather be a sounding entity formed by education and training providers, with the view of having a structured platform for discussion and sharing of ideas that can contribute to improving capacity development.

3. Terms of Reference

3.1 Composition

The Board shall be composed of high-level representatives from education and training providers worldwide on meteorology, hydrology and related environmental disciplines, taking into account geographical balance and reflecting the WMO gender equality policy.

This will include, but not be limited to, the high-level representatives of institutions already supporting the WMO Global Campus initiative, such as:

- (a) WMO designated Regional Training Centres and their components.
- (b) WMO Global Campus collaborating institutions and training networks.
- (c) The relevant training centers and institutions of WMO global and regional key partners (EUMETSAT, ECMWF, Center of excellence of satellite operators)
- (d) Representatives of WMO technical Commissions, Research Board and Regional Associations
- (e) Representatives of Capacity Development Panel

The members will be invited to collaborate on a voluntary basis, in the discussions of education and training matters, which could then be brought to the attention of EC-CDP.

The term of engagement for members shall be four years.

The Board shall establish its management group, which will work in close collaboration with the Secretariat.

3.1.1 Composition of the Board Management Group

The Board shall elect a Chair and two vice-chairs to manage the Board in collaboration with additional members as follows:

- Chair

- Two vice-chairs
- Two representatives elected from each WMO region, one representing WMO training centers of the region, and one representing other regional training centers (outside of NMHSs).
- Three representatives from INFCOM and SERCOM and Research Board

The term of engagement for members of the Board management group shall be two years, eligible for a second term.

It will be the responsibility of the Board management group to ensure coordination of work in the Education and Training Board.

3.2 Responsibilities of participating entities

3.2.1 All participating entities

- a. Draft and submit their annual education and training plan, for sharing and coordinating education and training activities among participants
- b. Participate in the discussion of training priorities with the aim to enhance collaboration for the provision of a well-balanced subject coverage and geographical distribution of education and training

3.2.2 Secretariat support

- a. Provide advice and suggestions on education and training priority areas after due consultation with scientific and technical departments and according to outcome of survey of Members' priorities and the implementation plans.
- b. Coordinate meetings of representatives of the Board, with the aim of garnering updates, reviewing approaches and developing strategies on delivery of education and training activities.
- c. Publicize through Website and its Community Platform the themes and foci of training events and activities that have a high probability of being held in the coming year(s) based on communication from stakeholders (Members, RTCs and partners).

- d. Provide reports on the planning and implementation of training events and activities.
- e. Assist in fostering cooperation and establishing partnerships between education and training providers.

3.2.3 Contributions from WMO Regional Training Centres and Collaborating Partners

- a. Based on identified priority areas from WMO Strategic Plan, review and assess WMO training requirements; plan, implement and evaluate training events and activities in subject areas relevant to meteorology, hydrology, and related environmental disciplines.
- b. Evaluate the suitability of training events proposed by Member countries.
- c. Collect data on events and activities implemented and share via a common database information on needs.
- d. Share relevant information related to the organization and implementation of the training events and activities for information.
- e. For WMO-organized co-sponsored training events and activities, prepare and share with ETR, within a reasonable period after the completion of the training event or activity, a post-event evaluation report. For WMO co-sponsored events organized by other entities, encourage the organizer to prepare and deliver a completion evaluation report.

3.2.4 Partner's focal points on education and training activities

Each participating partner shall officially nominate a focal point who will carry out the following functions:

- a. Serve as liaison with WMO Secretariat ETR office, and an assistant to the high-level representative of their institution, on operational matters relating to the planning, implementation and evaluation of events that fall under the responsibility of their respective institutions.
- b. Coordinate and share information on the implementation of new training approaches to help develop knowledge on their efficacy and impacts.
- c. Ensure ongoing communication with other WMO Programmes that could be involved in the implementation of training events foreseen under their own programme.

- d. Keep update on training materials developed or identified by their respective programme, in view of possible multiplication and distribution to training institutions in need.
- e. Provide reports on all training events organized/co-sponsored by their Organization.
- f. Provide required inputs to meetings o the Board.

3.3 Working procedures

The Board shall elect a Chair and two vice-chairs at their first session. The Chair of the Board has the responsibility to ensure coordination of the work in the Board with the Board management group.

The Board shall meet in principle once per year, with the support of WMO secretariat. The meetings shall be held on rotational basis by WMO regions. An online communication platform shall be established by the Secretariat.

The Board shall ensure regional and gender balance and inclusiveness in all its structures and work plans.
