

# **The Board of Education and Training Collaborating Partners**

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RTC Directors Meeting  
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# **The Board of Education and Training Collaborating Partners**

**The Board of Education and Training Collaborating Partners as a formal mechanism to achieve the goals of the Global Campus initiative is strongly endorsed by SYMET . The concept of the Board stems 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.**



# WMO Education and Training Board

## Challenges of WMO Education and Training Programme

- Changes in workforce numbers, profiles and roles;
- Expansion of existing and new services within NMHSs;
- Gaps in the level of available training resources between Members;
- Need for new pedagogical approaches to meet competency standards;
- Introduction of new training strategies, technologies and delivery methods that promise to be more efficient in meeting learning needs;
- Prevalent stresses to training budgets.

## How can the Education and Training Board Help

Complement the work of the WMO Capacity Development Panel (CDP)

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.

CDP

Support

Complementing Efforts

## The main Objective

- Strengthen coordination and sustainability of education and training efforts by providers, to meet the growing needs of Members.
- X** Not intended to have legislative authority.
- ✓** To 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.

## Where the idea comes from?

The concept of the WMO Education and Training Board stems in part from

### 3. WMO Global Campus

Following the introduction of the Global Campus concept at the 12th WMO Symposium on Education and Training (SYMET) in Toulouse, France in October of 2013, a survey distributed to all Members and revealed that, over the next 20 years, WMO Members will have a growing gap between demand and supply for the training of a global NMHS workforce of around 200,000 people. Consequently, it was concluded that the current global training infrastructure as it exists will not be able to meet this expected increase in demand without increasing the efficiency and effectiveness of collaborative efforts among training institutions and introducing new approaches to training.

At the 66th session of the WMO Executive Council (EC-66), it was recognized that collaboration in developing and sharing of the identified needs, training resources and expertise available from the Regional Training Centres (RTCs) and other training institutions represented a cost-effective approach to address the growing training deficit worldwide

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 Board of Education and Training Collaborating Partners

The overall objective of the Board of Education and Training Collaborating Partners 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 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.

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## 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.**

# **Recommendation of SYMET Thematic Group 2 :**

Recognizing the value of the Education and Training Board concept as a formal mechanism to promote increased collaboration under the aegis of the WMO Global Campus, we recommend to further develop the concept and to establish the networking entity aimed at strengthening coordination and sustainability of education and training efforts in meteorology, hydrology and related environmental disciplines.

# Suggestions to consider:

1. When further developing the concept, the newly proposed entity should explore connections and benefit from existing mechanisms, networks and initiatives such as CALMet, IAMES, network of WMO national focal points on education and training, etc.
2. The procedure of joining the entity needs to be further elaborated. This can be drawn from existing practices of some networking entities with an application form signed by the organization's director, outlining the expertise of the organization in education and training in meteorology, hydrology and/or related areas, and nominating the partner's focal point.
3. In composition of the entity's Management Group, to seek balance between representatives of the WMO-affiliated entities (including WMO RTCs) and actors from outside of the WMO domain
4. The Management Group may request reconfirmation of engagement from its members after four years period

# Observations:

1. There is a need to train the Global Campus contributors to use the system; questions arise regarding the criteria for courses and materials to be listed; how to transform course advertisements into the Global Campus descriptors; some features of the GC calendar such as alerts & subscriptions are not widely used.

# Symposium Statement

1. The Board of Education and Training Collaborating Partners as a formal mechanism to achieve the goals of the Global Campus initiative is strongly endorsed.
2. The proposed Board of Education and Training Collaborating Partners to develop a pilot scheme to support the adoption of micro-credentials through the use of open badges and a mutual credit sharing scheme that can be tested by a small number of institutions
3. Consideration of the local context for developing new training approaches should be paramount. This includes training in appropriate technologies, the technological constraints and appropriate localisation of case studies and examples. The proposed Board of Education and Training Collaborating Partners should produce guidelines for the community on ensuring the appropriate local context



**Thank you for  
your attention!**

**Please address  
your  
questions/remarks  
in the chat**



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