

BOARD OF EDUCATION AND TRAINING COLLABORATING PARTNERS

(Concept revised after SYMET-14)

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.

WMO RTCs and training partners have been sharing their experiences and expertise through WMO Global Campus events and publications, telling their stories on how they have been working to meet the challenges above mentioned. Increased collaboration between education and training providers is seen as a way to more coordinated efforts that could greatly support meeting the growing education and training needs of WMO Members.

Establishing a *Board of Education and Training Collaborating Partners* 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 the Board of Education and Training Collaborating Partners 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 of 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

Recognizing the value of the Board of Education and Training Collaborating Partners as a formal mechanism to achieve the goals of the WMO Global Campus initiative, the participants of the Fourteenth WMO Symposium on Education and Training (SYMET-14) strongly endorsed its establishment, as expressed in the SYMET-14 Statement.

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, being a formal mechanism to achieve the goals of the WMO Global Campus initiative.

The Board of Education and Training Collaborating Partners 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 experienced representatives (Board members) from education and training providers worldwide on meteorology, hydrology and related environmental disciplines (Education and Training Collaborating Partners), taking into account geographical balance and reflecting the WMO gender equality policy.

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

- (a) WMO designated Regional Training Centers 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, VLab Centers of excellence);
- (d) Representatives of WMO technical Commissions, Research Board, and Regional Associations;

(e) Representatives of Capacity Development Panel.

The members of the Board 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.

Invitation to propose representatives to participate as members of the Board will be distributed by WMO Secretariat to Permanent Representatives (PRs), WMO RTCs, training partners and networks, and collaborators of the Global Campus, through contacting focal points.

The term of engagement for Board members representing the Education and Training Collaborating Partners shall be four years. After this term, reconfirmation of engagement or replacement of Board member shall be confirmed by the Collaborating Partner.

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

3.1.1 Composition of the Board Management Group

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

- Chair
- Two vice-chairs
- Two representatives elected from each WMO Regional Association: one representing a WMO training centers of the region (WMO-RTC), and one representing other regional training institution (outside of NMHSs)
- Three representatives from INFCOM, SERCOM and Research Board

The term of engagement for 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 Board of Education and Training Collaborating Partners.

3.2 Responsibilities of participating entities

3.2.1 Key responsibilities of All participating entities

- a. Share their annual education and training plans, with the aim to aid coordination and collaboration between training providers to meet education and training needs of WMO Members;
- 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 Contributions from Education and Training Collaborating Partners

- a. Based on identified priority areas from WMO Strategic Plan, review and assess WMO training requirements; plan, deliver, 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.

3.2.3 Contributions from Board members

- a. Serve as liaison with WMO Secretariat ETR office, representing the Education and Training Collaborating Partner.
- b. Coordinate and share information on the implementation of new training approaches to help developing knowledge on their efficacy and impacts.
- c. Provide required inputs to meetings of the Board.

- d. Actively engage on the discussion and development of guidelines on educational practices to be recommended to collaborating partners as means to achieving the goals of the WMO Global Campus.
- e. Advocate for the adoption of shared practices recommended by the WMO Global Campus.

3.2.4 WMO 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.

3.3 Working procedures

- a. 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.
- b. 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.
- c. The Board shall ensure regional and gender balance and inclusiveness in all its structures and work plans.
- d. The Board shall refine these Terms of Reference upon their first meeting.