

WMO Global Campus: Frequently Asked Questions and Answers

The following FAQ and answers have arisen since September 2013 during discussions related to the proposal for a WMO Global Campus.

The FAQ and answers will be updated and expanded as required. This is the second issue, this first being in July 2015. Please see Annex A for version control details

1. What is the WMO Global Campus?

The WMO Global Campus is a framework or concept, with the intention of assisting WMO Regional Training Centre's (RTC) and WMO affiliated Training Institutions to work together more collaboratively in order to help meet the growing range and depth of education and training demands of WMO Members.

2. Why do we need a WMO Global Campus?

The current WMO Regional Training Centre network has shown that it cannot currently meet the growing requirements of WMO Members for new education and training opportunities. Initiatives such as the Global Framework for Climate Services (GFCS) and those associated with Multi-Hazard Early Warning Services (MEHWS/DRR) for example, are around competency and qualification requirements and are driving some of the new and increasing demands and requirements.

As well as the normal technical education and training, Members at Congress and Executive Council have indicated the need for increased education and training in a wide range of management skills and expertise. The Global Campus should help meet this demand.

Whilst there are already some good examples of effective collaboration and sharing of best practice, there needs to be an increase in this to meet the growing demands. The WMO Global Campus will provide a communication and coordination mechanism to help develop and encourage this increased collaborative working and sharing of best practice. This should help identify opportunities for RTCs, WMO affiliated Training Institutions or partners to develop and deliver training that they cannot do solely by themselves and therefore help meet these growing demands

3. Why is it called the WMO Global Campus?

The term **WMO Global Campus** has been debated since September 2013 when the concept was first introduced at the WMO Education and Training Symposium in Toulouse, France. At a meeting of SCHOTI (Standing Conference for Heads of Training Institutions) in Geneva in October 2014 and a meeting of RTC Directors in Langen, Germany in March 2015, the name was discussed at length with both groups endorsing the name in full, i.e. WMO Global Campus, with no acronym.

The **WMO** to brand it as a World Meteorological Organization initiative and to distinguish from other commercial and UN organization Global Campus or Global Academy initiatives.

The **Global Campus** to emphasize that all WMO Regional Training Centres and WMO affiliated Training Institutions are working together to provide an integrated WMO Education and Training Community to support the needs of WMO Members.

4. Who can be part of WMO Global Campus?

Any RTC or WMO affiliated Training Institution that wants to take part in this and benefit from increased collaborative working to meet Members demands and requirements is part of, as well as a contributor to, the WMO Global Campus.

WMO Global Campus is about promoting, encouraging and facilitating a more proactive approach to collaboration as opposed to it being a formal club or organization that you must apply to join.

5. How will the WMO RTCs and Affiliated Training Institutions contribute to and benefit from the WMO Global Campus?

Your institution can contribute to the WMO Global Campus by offering and/or using courses, resources and assistance. The WMO Global Campus should provide more opportunities to access and take training via the RTCs or other WMO affiliated training institutions. Just adding your activities to the proposed global education and training calendar will not only promote your institute but provide Members more options for where and how to access the education and training they are requesting.

All institutions can benefit due to the cooperation and collaboration between Centres. For example, courses that will be developed collaboratively for specific competencies can be done faster and will be made available to more RTCs and Training Institutions.

The WMO Global Campus can assist in promoting and advertising the RTC and affiliated Training Institutions capabilities and specialisms more widely also.

6. Are there any added benefits for degree awarding Institutions, like Universities?

As we know, there are a number of Universities offering degree programmes and courses in meteorology, hydrology and related subjects and in several cases representing WMO RTC components and as such, will all be able to contribute and benefit as outlined in Q5.

The WMO Global Campus will provide complimentary services and support to the educational process currently applied in many of the current systems of university education by giving access of students to the open training materials, resources and professional expertise.

The existing formal and regulated processes for quality assurance, accreditations, examinations etc. are some examples of where Universities can share some of their best practice, where applicable, to

other non-formal institutions via the WMO Global Campus. In addition, Universities can learn from the best practice approaches of non-formal education and training institutions, e.g. in the area of competency based training and assessments and end user training.

Very importantly, having scientific and research components in many University activities, the WMO Global Campus may assist in “bridging research and operations” which have obvious advantages for both sides.

7. How will quality be assured?

Initially the quality assurance will most likely be similar to that which currently exists, i.e. up to the individual institution. The creation of the WMO Global Campus has clearly raised this as an issue and is assisting in identifying the aspects of most interest to Members and ways in which the quality of the courses, resources, training institutions, and trainers can be measured against the agreed WMO and other international standards.

Over time, as the WMO Global Campus matures, it should be possible to develop and require the training institutions to advise how they are meeting the requirements. At the same time it will be necessary to assist some of the less well-resourced training Centre’s improve their practices and procedures and thus improve the training courses and resources they are currently offering to Members.

It is not about making everyone deliver to the same level, but rather identifying the minimum standards and ensuring that all courses and resources meet those standards.

This is a key area that EC-66 request be investigated, for more details of WMO Global Campus feasibility study items from EC-66 please follow link

<http://www.wmo.int/pages/prog/dra/etrp/documents/Feasabilityitems.pdf>

Initial investigations on this have already started.

8. How will credits be handled and transferred between institutions and students?

This will remain in the hands of the Member training institutes the way it currently stands. However the WMO Global Campus will be encouraging institutions to look at how to handle credits and recognize courses and opportunities taken at other institutions. This will be one of the tangible benefits for Members of the WMO Global Campus that would otherwise not occur.

9. How will it be governed?

WMO Congress will ultimately govern the WMO Global Campus like all WMO activities. Typically Congress will request its Executive Council to monitor and direct activities of the WMO Global Campus between Congresses.

It is expected that the WMO Executive Council will request its Panel of Experts on Education and Training to review progress with and make recommendations for the future development of the WMO Global Campus at its biannual meetings and as required between sessions.

At its March 2016 session, the EC Panel of Experts will most likely create a WMO Global Campus Task Team to coordinate activities and initiatives between meetings of the EC Panel.

During feasibility stage, a WMO Global Campus Steering Committee has been formed and this currently reports to the EC Panel of Experts on Education and Training. Details of the Steering Committee can be found at this link

http://www.wmo.int/pages/prog/dra/etrp/documents/WMO_Global_Campus_Feasibility_Study_SC.pdf

10. What is the role of the CoCOM in WMO Global Campus?

The COCOM (Coordinating Committee of the Standing Conference of Heads of Training Institutions) is elected by the Standing Conference of the Heads of Training Institutions (SCHOTI) at its four yearly meeting. The SCHOTI meeting is usually held during the ETR Symposium but SCHOTI or COCOM are not formal WMO bodies and thus have no formal role in the WMO Global Campus governance.

However as the COCOM members are heads of training institutions and represent the other heads of training organizations (the wider SCHOTI) their activities in and support for the WMO Global Campus is very important. From time to time some of the COCOM members are also part of the EC Panel of Experts on Education and Training and thus are able to advise the EC Panel of the views of the wider education and training community separately to any advice or comments from the WMO Education and Training Office. Thus the role of the COCOM in the WMO Global Campus is informally representing the training institutions to the WMO Education and Training Office and through them to the EC Panel of Experts on Education and Training.

11. Does a WMO Global Campus mean more costs and resources from Members?

The creation of the WMO Global Campus is not expected to increase costs to WMO Members through assessed contributions. Individuals and institutions accessing courses and learning opportunities via the WMO Global Campus may have to pay for these services as they currently do.

Under the WMO Global Campus it is anticipated that more learning opportunities will become available for Members, thus Members may have to pay more if they are accessing more education and training opportunities.

A WMO Global Campus would not change costing structures already in place. It is about access and sharing, not changing costs. Cost is set at a national level.

Successful introduction of the WMO Global Campus will hopefully reduce costs in some areas as development costs get spread amongst institutions and by the attraction of additional external funding.

The attraction of additional funding outside of the WMO Regular Budget is of course one of the challenges for the WMO Global Campus. Consideration of extra budgetary funding for the feasibility study and for WMO Global Campus ongoing developments will be investigated.

12. How will we manage the language concerns? How do courses get translated?

Providing education and training opportunities in the official WMO languages or other national languages remains a challenge. By encouraging shared development and sharing of resources as well as increasing the competency and experience of national trainers, it is expected that national trainers will be better able to develop / adapt courses into their own languages and to suit their own circumstances. Although there is no magic answer to this very difficult question, the mere existence of the WMO Global Campus is expected to provide opportunities to bid for additional funding that will enable translation / development of resources in languages other than English as well as facilitate exchange of best practice in this matter and increased collaboration.

Increasing awareness and cooperation amongst institutions may also assist in some efficiency in the development of materials by sharing costs of developments.

13. How will copyright, ownership, IPR etc. be managed?

Every institution wanting contribute to the WMO Global Campus will be encouraged to share resources to whatever degree they are able to do so and to adhere to whatever copyright policies exist within their institution. Institutions will be encouraged to offer broad copyright licenses that allow reuse and adaptation (including translation) of materials offered, and will be shown methods to do this, but this is not mandatory. Those that offer more open copyright licenses could see more adoption and adaptation of their resources, which could in turn increase their reach and impact

14. Does this mean everything will be going on line?

No.

There are preferences for different learning styles and methods depending on the subject matter, the level of learning, assessment practices, and the nature of practical to academic content, not to mention institutional preferences, so these must be taken into account.

Whilst there will be an increase in the amount of online training developed and delivered to assist the WMO Members, there will always be a role for face-to-face training and the offerings here should increase too.

The feasibility study areas that EC-66 decided should be investigated include *“Identifying and recognising potential constraints/challenges in the implementation of the Global Campus and where possible, propose ways of overcoming them”*, thus where Members face IT challenges for example in taking on-line learning, ways to overcome the limitations will be investigated.

15. How will we know if the WMO Global Campus is a success?

The WMO Global Campus will continue to evolve with time. The RTC Directors have set themselves a target of developing three demonstration activities by March 2018. These are a i) common training calendar, ii) training course(s) in multiple languages to support Members in implementing their competency assessment procedures for aeronautical meteorological personnel, and iii) training course(s) in multiple languages addressing NMHS staff needs for education and training related to climate services, in particular extreme weather and climate variability.

For it to be a success, it is dependent upon the commitment and interest of the RTCs, WMO affiliated Training Institutions and the WMO Members in increasing the range and scope of education and training opportunities delivered by them and to Members.

As the WMO Global Campus is based upon increased communication, cooperation, collaboration, coordination between the training institutions and out to the Members, if not enough of the training institutions wish to communicate, collaborate, coordinate and cooperate the situation will not improve significantly.















If WMO Members are seeing benefits from these three key demonstration activities and other examples of collaboration, as well as details on the feasibility activities that EC-66 set, then they will have more confidence that the WMO Global Campus concept is likely to be a success and look to Congress 19 in June 2019 to approve full implementation.

16. Will the WMO ETR Office shift its focus from helping RTC's to helping to run the WMO Global Campus?

The WMO ETR Office will continue to assist WMO RTCs and other training institutions in developing and delivering training. Given the limited funds and people in the WMO ETR Office, the amount of assistance that can be provided to any one institute is extremely limited, thus the development of the WMO Global Campus provides a mechanism for other partners to systematically assist training institutes in the development and delivery of their courses.

17. What are the planned activities, timelines and milestones to Cg-18 in 2019?

The main meetings where WMO Global Campus will be progressed and discussed are shown below, with formal reporting to the Oversight EC and Congresses.

	2015	2016	2017	2018	2019
Oversight	Cg-17	EC-68	EC-69	EC-70	Cg-18
EC Panel Session					
ETR Symposium					
RTC Directors					
WMO Course for Trainers					
Curriculum Development					
Other meetings					

Annex A, Version control details

Version	Implemented by	Date	Notes
1	WMO Global Campus Steering Committee	July 2015	
2	WMO Global Campus Steering Committee	December 2015	Changes from V1 <ul style="list-style-type: none"> • FAQ5 updated • FAQ6 inserted as • Subsequent FAQ numbers changed by 1, as result of insertion of New FAQ6 • FAQ15 now removed, included in FAQ6 • Numbering of FAQ14 onwards unchanged from V1