

WORLD METEOROLOGICAL ORGANIZATION  
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**Guidelines for Designation or Reconfirmation of  
WMO Regional Training Centres (RTCs)**

**(Sixth Edition)**



**WMO**

**JANUARY 2018**

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**EXECUTIVE COUNCIL PANEL OF EXPERTS ON EDUCATION AND TRAINING**

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## **1. Introduction**

The guide is designed for those who review or monitor the requirements for designation or reconfirmation of a WMO Regional Training Centre (RTC). The reviews are conducted against the EC Criteria for the Designation and Reconfirmation of WMO Regional Training Centres, approved by EC-66, and updated by EC-68. These criteria can be found in Appendix B of WMO-No. 49, Vol. 1, WMO Technical Regulations (see Annex I). Use of the guide should lead to reporting in a harmonized and standardized manner.

At each of their normal sessions, regional associations should make recommendations to the following Executive Council session regarding the status of the RTCs located in their Region. The Executive Council decides on the designation or reconfirmation of an RTC component, in the light of the recommendation of the regional association, the advice of the relevant technical commission and the Executive Council Panel of Experts on Education and Training (hereafter referred to as "EC Panel"), and the comments of the Secretary-General.

At its 48th session (May, 1996), the WMO Executive Council agreed on mechanisms for regularly monitoring RTC activities. In addition to the WMO Education and Training Office (ETRO) continuing to monitor RTC activities through annual reports and ad hoc consultation, a two-step review process is to be applied to every RTC, once every two financial periods (8 years), by the EC Panel. That process consists of a self-assessment followed by an formal review. The EC Panel consider the review comments and recommendations and make a recommendation to the Executive Council regarding designation or reconfirmation of a WMO RTC or an additional component.

## **2. Designation of a WMO RTC/Component**

A WMO RTC is an institution or coordinated group of institutions that undertakes training in meteorology, hydrology and related sciences to meet the needs of the Region. It is established only to meet the expressed requirements of more than half of the Members of the regional association that cannot be met by existing facilities. The normal procedures for the designation of RTCs are as follows:

A Member wishing to offer national training facilities as a WMO RTC submits its proposal for consideration and recommendation by the regional association, or by the president of the regional association on behalf of the regional association concerned.

- A representative of the WMO Secretary-General will survey the training facilities and programmes and assess, using the template in Annex IV, their compliance with the criteria for the designation of WMO RTCs. This will usually include a self-assessment and site visit to the RTC.
- The recommendation of the regional association, or its president, and the report of the Secretariat mission are considered by the EC Panel or by its Chairman on behalf of the Panel.
- The recommendation of the EC Panel is considered by the Executive Council or WMO Congress.

## **3. Reconfirmation of a WMO RTC/Component**

In brief, the reconfirmation process has five main steps:

- Creation of the review team led by one of the members of the EC Panel with input from the host country, the host regional association and the Secretary-General;
- Review of the RTC annual reports and the RTC self-assessment form as a preliminary assessment;

- A formal review, including a site visit and/or remote review, if recommended by the EC Panel, by a review team of one or more members from outside of the host country;
- A formal response to the review team's report and findings, particularly any recommendations, by the host institution, the PR of the host country, the EC Panel and the Regional Association; and,
- A decision by EC or WMO Congress on whether to reconfirm the RTC or not.

## **4. External Review of WMO RTCs/Components**

The aim of the external review is to support the RTCs in providing high quality training programmes, which contribute to meeting regional training needs. In this way the RTC network will become more efficient and focused on the highest priority needs of the WMO community. In addition, there will be increased opportunities for sharing good practice and innovative approaches to education and training.

The review process is designed to:

- Assess the degree to which an RTC satisfies the current WMO criteria for the reconfirmation of an RTC.
- Reveal the strengths of the training programmes provided by the RTC and areas for development.
- Support the RTC in identifying ways for developing its training processes to enhance the quality, relevance and scope of what is on offer.
- Monitor the support given to WMO fellows.
- Help the RTC obtain potential leverage to acquire critically needed resources.

The external review consists of two steps; self-assessment and formal review.

### **4.1. Self-assessment**

The self-assessment carried out by an RTC includes their assessment of the current training programmes and the degree to which the institute(s) satisfies the current criteria for establishing an RTC. It is recognised that performing this assessment might lead to the RTC correcting, or planning to correct, any particular deficiencies before the external review takes place.

### **4.2. Formal review**

The formal review is carried out by a Review Team led by a Convenor appointed by the EC Panel or its Chairman on its behalf. The Review Team consists of, at least, a local member (not from the RTC being assessed) nominated by Permanent Representative of the RTC host country; and a member (preferably from another RTC) nominated by the President of the Regional Association of the RTC host Region. The ETR Office and EC Panel, in consultation with the President of the Regional Association, the RTC and PR, will develop a recommendation on the mode of formal review. If it is within the available resources and deemed important, a site visit will be recommended as part of the review process.

The mode of the formal review could range from a full site visit by all members of the review team, to a partial site visit by one or more of the review team, a site visit by an officer of the WMO Secretariat whilst visiting on other business, to a review of documentation provided by the RTC with no accompanying site visit. The decision on mode of formal review will be made by;

- reviewing of the annual reports and the RTC self-assessment report;
- communicating with the host institution, the PR of the host country and the regional association president;

- considering the available financial resources; and
- consulting with the Chair of the EC Panel.

A site visit should be part of the external review process at least once each 16 years.

### **4.3. External Review Process**

Once it has been decided by EC Panel that a review will take place and a convenor has been appointed by the EC Panel, the normal schedule of events is as follows:

- WMO informs the Permanent Representative (PR) of the RTC host country with the name of the convenor and preferred possible periods for the formal review; and provides the PR and RTC Director with the self-assessment questionnaire (Annex V) and the recommendations made during the previous review.
- The PR nominates a local contact person (preferably the Coordinator/Director of the RTC/Component) and a member for the Review Team (not from the RTC/Component being assessed); and preferred period for the external review. The PR also returns the self-assessment questionnaire completed by the RTC. If the RTC has more than one component, each component of the RTC will complete the self-assessment questionnaire.
- The Education and Training Office sends the self-assessment questionnaire to the Review Team.
- The Review Team considers the self-assessment questionnaire and informs the RTC about any additional information required before the formal review takes place. Guidance for the formal review is provided in Annexes III and IV.
- If a site visit is part of the external review process, at least one member of the Review Team, usually accompanied by a staff member of ETR Office, visits the RTC and conducts this portion of the external review. A program for the visit is proposed by the RTC. This should normally include:
  - Time for a review of the self-assessment questionnaire and examination of documentation.
  - Facility visits and discussions with managers, trainers and students.
  - If possible, there should also be a meeting with at least one high-level stakeholder of the RTC (e.g. senior member of the National Meteorological Service and/or the university to which the RTC is affiliated).
- Exit interview with the RTC Director/Coordinator and PR of the RTC host country, if possible.
- The Review Team is also strongly encouraged to contact a number of the countries who utilise the RTC to obtain feedback from the users regarding the quantity, quality and appropriateness of the education and training offered by the RTC.
- After the formal review, the Review Team finalises the report of the external review and a one-page executive summary. During this period the RTC will have the opportunity to comment upon a draft of the report. A standard format for reports of RTC External Reviews is given in Annex IV. The final report and executive summary are submitted to the Education and Training Office.
- The Education and Training Office sends copies of the report to the Head of the RTC, the Permanent Representative of the RTC host country, and the President of the Regional Association of the RTC host Region to seek their comments on the contents of the report and agreement or otherwise with the recommendations in the report.

- The Education and Training Office sends a copy of the final report to the Chairman of the EC Panel for approval to dispatch to the remainder of the EC Panel. The EC Panel considers the report and recommendations on an intra-sessional basis. If there is unanimous agreement, the Chairman of the EC Panel advises the subsequent Executive Council meeting of the recommendation of the EC Panel regarding the RTC. If the EC Panel cannot come to an agreement, the Chairman of the Panel will advise the subsequent Executive Council that the RTC has been assessed but the EC Panel needs further time to consider the report and recommendations.
- The report is considered at a meeting of the EC Panel and its deliberations and associated recommendations are included in the minutes of the meeting. The minutes also include an executive summary from the report as an Appendix.

## 5. Standard Format for Reports of Reviews

To assist the Review Team, and provide more consistency and transparency, the EC Panel decided at its 24th session to have a standard format for the reports of the assessments. Annex IV provides an annotated template for the report.

To assist the EC Panel in making a recommendation to the Executive Council on the designation or reconfirmation of a particular institute as an RTC, the report should provide ratings against each of applicable criteria with the aid of the templates in Annexes V and VI. The following ratings are suggested:

- **Fully meets.** There are no significant problems to be identified. Recommendations associated with this criterion would be pointing out best practice for other RTCs, preventative measures, or opportunities for incremental improvement to maintain or improve quality.
- **Partially meets** but with significant room for improvement. The external review identifies limitations in meeting this criterion. Whilst recognising that the RTC is meeting part of the criterion, recommendations associated with this criterion would be of a corrective nature and, if significant, could lead a recommendation to delay the designation or reconfirmation of the institute as an RTC.
- **Does not meet.** This would lead to recommendations of a corrective nature that would have to be fully addressed for the institute before its recommendation by the EC Panel to be designated or reconfirmed as an RTC.

Based upon the individual ratings, the report should then provide an overall assessment of whether or not to designate or reconfirm the institute as an RTC or to recommend a delay to allow them to address the corrective recommendations.

The EC Panel, when considering the review report, should take into account the recommendations and the full report, as well as comments from the RTC, the PR of the host country, the Regional President and input from the ETR Office.

Once the decision of the EC Panel regarding the recommendation to EC has been finalised, the Director of the ETR Office will convey the decision on the recommendation to the RTC, the PR of the host country, and the President of Regional Association. Any questions or concerns regarding the recommendation are to be addressed to the Chair of the EC Panel who will confer with the Secretary-General on the process and timing to address the concern.

# Executive Council

Sixty-eighth session

Geneva

15-24 June 2016

Abridged final report with resolutions and decisions

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## Resolution 8 (EC-68)

### AMENDMENTS TO *TECHNICAL REGULATIONS* (WMO-NO. 49), VOLUME I

THE EXECUTIVE COUNCIL,

**Acknowledging** the requirement to keep the WMO Technical Regulations up to date and ensure that the content is in conformity with the established format and guidelines,

**Noting** that the Secretary-General had hosted a workshop (Geneva, November 2015) to assist technical commissions and other bodies in the writing and updating of the WMO Technical Regulations on the basis of *Guidelines on the Preparation and Promulgation of the WMO Technical Regulations* (WMO-No. 1127),

**Having considered** the recommendations from the twenty-seventh session of the Executive Council Panel of Experts on Education and Training regarding the updating of the WMO Technical Regulations to address the adjustments required to the criteria for recognition and reconfirmation of Regional Training Centres (RTCs) to bring them into line with the guidance laid down in *Guidelines on the Preparation and Promulgation of the WMO Technical Regulations*,

**Reiterates** that, at each of their regular sessions, regional associations should make recommendations to the following Executive Council session regarding the status of the RTCs located in their Region;

**Decides** to amend *Technical Regulations* (WMO-No. 49), Volume I, as provided in the annex to this resolution, effective as of 1 January 2017;

**Requests** the Secretary-General to:

- (1) Take account of the new criteria as well as the roles and responsibilities of the various parties involved in monitoring and supporting RTCs when drafting Memorandums of Understanding with the Members hosting RTCs;

(2) Publish a revision of *Technical Regulations*, Volume I, in 2016;

**Requests** the Executive Council Panel of Experts on Education and Training to finalize the draft guide for the recognition, reconfirmation and management of Regional Training Centres for publication in the second half of 2016.

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**Note:** This Resolution replaces Resolution 15 (EC-66) which is no longer in force.

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## **Annex to Resolution 8 (EC-68)**

### **RECOMMENDED CHANGES TO THE WMO TECHNICAL REGULATIONS TO BRING THE CURRENT TEXT INTO LINE WITH THE REQUIRED STYLE**

#### **Section 1: Update to Definitions**

Regional Training Centre (RTC)

A national education and training institution, or group of institutions recognized by Congress or the Executive Council (following recommendation by the relevant WMO Regional Association) as:

- 1) Providing education and training opportunities for WMO Members in the Region, particularly NMHS staff;
- 2) Providing advice and assistance on education and training matters to other WMO Members; and
- 3) Promoting education and training opportunities in weather, water and climate for WMO Members.

These activities are undertaken in accordance with WMO regulations and guidelines. An institute supported by multiple Members to provide such services could also be recommended by the relevant regional association as an RTC.

#### **Section 2: Replacement text for paragraphs in Chapter Four of Vol 1 of WMO-No. 49**

4.5.1 Members should endeavour to provide national facilities, or participate in regional facilities, for the education and training of their personnel.

4.5.2 As not all national training facilities are recognized as regional training facilities, the criteria given in Appendix E to WMO-No. 49 Vol. 1 apply to each Member institution designated as being part of a WMO Regional Training Centre (RTC). Each such institution is referred to as an RTC component.

[Note: In recognizing, reconfirming and managing an RTC component, the regional association, the Permanent Representative of the host country, the Director of an RTC component and Coordinator of an RTC with multiple components take shared responsibility for the performance and ongoing status of the institution(s) as an RTC. Implementation guidance on the roles and responsibilities for each of the parties is provided in WMO Publication No. 1169 "Guide for the management and operation of WMO Regional Training Centres and other training institutions".]



### **Section 3: Replacement for Appendix E to WMO-No. 49 Vol. 1, WMO Technical Regulations**

A Regional Training Centre (RTC) is a national education and training institution, or group of institutions, recognized by Congress or the Executive Council (following recommendation by the relevant WMO Regional Association(s)) as an RTC.

- 1) Providing education and training opportunities for WMO Members, particularly NMHS staff;
- 2) Supplying advice and assistance on education and training matters to WMO Members; and
- 3) Promoting education and training opportunities in weather, water and climate for WMO Members.

These activities are undertaken in accordance with WMO regulations and guidelines. An institute supported by multiple Members to provide such services could also be recommended by the relevant regional association as an RTC.

When a Member proposes an institution or a group of institutions to the relevant regional association for recommendation as an RTC the proposal shall meet the following criteria:

- 1) An RTC or component is established only to meet the expressed requirements of more than half of the Members of the regional association that cannot be met by existing resources;
- 2) An RTC or component is designed to meet the requirements of the Region, as expressed in a decision of the regional association as recorded in a resolution or statement in the general summary of the Abridged Report, though it is recognized that some RTC or components might also take on a broader international remit;
- 3) The RTC is located within the particular Region concerned and its location decided by the Executive Council, in the light of the recommendation of the regional association, the advice of the technical commission concerned and the EC Panel of Experts on Education and Training, and the comments of the Secretary-General.

Each institution forming part of an RTC is considered to be an RTC component. To be designated as an RTC component, the Member hosting the institution shall ensure it has the

human and financial resources and facilities to satisfy the following:

#### *Identifying learning needs*

- The RTC component has processes in place to gain information about the education and training needs of the Region.

#### *Designing the learning service*

- The RTC component selects methods of learning that respond to the aims and requirements of the curriculum and learning outcomes, and are appropriate for the learners.
- The RTC component ensures that its courses of instruction and other activities (e.g. delivering/developing e-learning, running off-site activities and providing advice/support) are carried out in a way that is consistent with the standards and guidance material issued by WMO.
- The RTC component provides courses and other resources and activities that address the expressed education and training needs of the Region.

### *Delivering the learning service*

- The RTC component demonstrates that, during the previous four years, it has made a contribution to meeting the education and training needs identified by the regional association.
- The RTC component delivers training: (a) with competent instructors in terms of their scientific/technical ability and training expertise; and (b) in an environment which is conducive to learning with adequate learning resources, buildings, ICT systems and training facilities.

### *Assessing learning and evaluating the learning service*

- The RTC component assesses the knowledge and competency of students, documents this information in a fashion suitable for a recognized quality management system, and provides students with a record of the education and training that has been successfully completed.
- The RTC component has processes for measuring the effectiveness and quality of the learning service, including obtaining feedback from stakeholders.

### *Administering and managing the learning service*

- The RTC component has adequate arrangements for administration, governance, planning, staffing, continuous professional development, reporting and self- assessment.
  - If the RTC component has no national accreditation as a provider of vocational training, the RTC component can demonstrate that it carries out its training activities in accordance with the requirements of ISO 29990:2010.
  - The RTC component produces an annual report on activities in the previous twelve months, and its plan for the next 12 months with an outlook for future years.
  - The RTC component is: (a) open to students from all countries in the Region and, subject to availability of resources, to interested countries in other Regions; and (b) has appropriate services in place to support international/regional students.
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## **Annex-II : Role and Operations of RTCs**

*(Steps to improve the education and training provided through RTCs)*

- (a) **To reinforce regional cooperation in the organization and operation of RTCs.** The existing arrangements for identifying regional training needs, and the procedures for monitoring the effectiveness of RTCs to satisfy these needs should be reviewed by the Regional Associations in partnership with the RTCs and the EC Panel. There should be enhanced cooperation between Regional Training Centres and NMHSs to ensure their activities are complementary.
- (b) **To improve awareness of the capabilities of RTCs.** The RTCs, their host countries and WMO should be active in ensuring the NMHSs are aware of the training programmes and facilities that are offered. RTCs and Regional Associations should share in entering into dialogue with NMHSs in their Region to ascertain their training requirements and how the RTCs might contribute to satisfying these needs. The memorandum of agreement between the institute, the host country and the WMO should spell out what is required of all parties to ensure that the RTC meets the needs of the region.
- (c) **To improve the planning of human resource development.** NMHSs should be more active in communicating to Regional Associations the planning for the development of their human resources so that the RTCs are able to anticipate the new requirements and develop their training programmes accordingly. For this to be successful there must be more emphasis on mobilising funds required for the national/regional implementation of those plans.
- (d) **To encourage lifelong learning and continuing professional development.** Policies and plans for the development of a lifelong learning culture should be introduced in NMHSs and RTCs in parallel with enhancing the availability of continuing education, both at the centres and using online and distance learning techniques. In particular, plans for the continuing professional development and specialization of the staff are also needed. Such initiatives may require changes to traditional management styles in order to cope with the new demands from public and private sectors, and more development and utilization of distance learning, especially for aeronautical meteorology, climate services and disaster risk reduction.
- (e) **To improve the content of education and training programmes.** Curricula and courses should be updated to adequately reflect the advancements in meteorological science and training techniques. In doing this, RTC should take into account **WMO 1083** and all WMO competency frameworks.
- (f) **To enhance the learning process.** Instructors should be encouraged to develop their training expertise so that they are able to promote active learning methods, integrate new technologies into the learning process, and be innovative in their approach to training.
- (g) **To improve access to training materials.** Improved access to training materials and meteorological information should be facilitated by initiating/accelerating connection of RTCs to the Internet. The international exchange of educational expertise, products and services in all areas should be encouraged.
- (h) **To strengthen the role of the Education and Training Program (ETRP).** The RTCs are a key component of the ETRP. The role of ETRP in monitoring international trends in education, assessing the results of educational research and their impact on WMO activities, and undertaking comparative analyses at regional/sub-regional training requirements should be strengthened. Also ETRP should continue to facilitate the promotion of joint projects to strengthen national and regional educational capacities, and seek partnerships between WMO and other relevant organizations to improve the quality of training in meteorology (including climatology), hydrology and related environmental disciplines.

## Annex-III : Suggested Questions for the Review of the RTC

<b>Compliance with the EC Criteria for the designation of Regional Training Centres</b>
<p><b>1.0 Identification of learning needs</b></p> <ul style="list-style-type: none"><li>• Is the evidence presented appropriate and sufficient?</li><li>• How are training needs of WMO Members in the Region identified?<ul style="list-style-type: none"><li>○ Passive: from WMO and RA Session reports,</li><li>○ Active: formal exchange / discussions with the RA, exchange with neighboring countries, direction from the PR of the host country?</li></ul></li><li>• What evidence is there that changes to programmes have been made based upon the identified training needs?</li><li>• Will feedback be sought from the international students and their parent organizations on the applicability of the courses to their needs?</li></ul>
<p><b>Remarks and rating (Fully meets, Partially meets, Does not meet)</b></p>
<p><b>2.0 Designing the learning service</b></p> <ul style="list-style-type: none"><li>• Is the evidence presented appropriate and sufficient?</li><li>• What guidance material is being used for curriculum and courses?</li><li>• Does the RTC use a variety of learning solutions appropriate to their institutional capabilities and regional needs?</li><li>• Is a good rationale used for choosing learning solutions?</li><li>• What plans are in place to use additional solutions in the future?</li><li>• How does the institution check consistency with WMO guidance? What evidence is available to support compliance with qualifications and competencies?</li><li>• How are the courses linked to education levels in the country?</li></ul>
<p><b>Remarks and rating (Fully meets, Partially meets, Does not meet)</b></p>
<p><b>3.0 Delivering the learning service</b></p> <ul style="list-style-type: none"><li>• Is the evidence presented appropriate and sufficient? What courses are offered?</li><li>• What is the gender balance of students served?</li><li>• Are there any restrictions, targeted audiences, or visa restrictions?</li><li>• Are the teaching facilities appropriate for the types of courses?</li><li>• What is done to ensure safety and security of students?</li><li>• Do the students have access to a library, online journals and resource material, real time or near real time meteorological and/or hydrological data and products for teaching and research, computers, software, and internet for study related use, practical workspaces (computer rooms, laboratories, observation sites, private study),</li><li>• Are there onsite facilities such as cafeteria, sports facilities, medical facilities, student welfare?</li><li>• How many teachers, managerial, and administrative staff are employed?</li><li>• What are the academic qualifications of the academic staff?</li><li>• What are the teaching qualifications and experience of the academic staff?</li><li>• What is operational experience of the academic staff?</li><li>• Is there an appropriate staff development programme?</li></ul>
<p><b>Remarks and rating (Fully meets, Partially meets, Does not meet)</b></p>

#### **4.0 Assessing learning and evaluating the learning service**

- Is the evidence presented appropriate and sufficient?
- What is the student assessment policy?
- What kinds of formative and summative assessment of student knowledge and skills are used?
- What is the process for student failures?
- What certificates or diplomas are issued?
- What form of transcripts are provided?
- Are there mechanisms for external review of the course content and implementation?
- How are the training offerings and programmes reviewed and updated?

**Remarks and rating (Fully meets, Partially meets, Does not meet)**

#### **5.0 Administering and managing the learning service**

- Is the evidence presented appropriate and sufficient?
- Is there an assigned WMO point of contact?
- Are the annual reports complete and up-to-date?
- What quality management processes are in place?
- What accreditation or quality standards are used? (National accreditation, ISO 29990:2010, WMO 1114, etc.)
- Are there arrangements with the education authorities in the country and other institutions?
- Is there a strategic plan for the future of the institution and courses?
- What upgrades to the institution are planned?
- How are upgrades of facilities funded?
- Does the RTC make sufficient efforts to attract and support regional students?
- How are your Centre's capabilities communicated with the Regional Association and WMO Members in your region?
- What are the admission requirements?
- What are the cost for tuition and fees? Will the tuition fee for international participants/Fellows?
- Does the institution assist prospective students with visas and local support?
- How are records of student attendance, results kept?
- What are the links with the NMHS / PR of the host country?
- From the perspective of RTC staff, students, clients, etc., what are the strengths/weaknesses of the Centre?

**Remarks and rating (Fully meets, Partially meets, Does not meet)**

## **Annex-IV : Standard Format for Reports of RTC External Reviews**

### **1. Executive Summary**

A brief overview of the key findings, include the recommendation the EC Panel and a list of key recommendations to the RTC for the next period.

### **2. Overview of the Training Centre**

In this first section, the training centre is described. Points for inclusion include inception, location, history, funding sources, general comments on size and capacity, etc. General description of facilities, with photos if possible.

### **3. Identifying learning needs**

- Processes for identifying regional learning needs
- Etc. See possible items for inclusion suggested in Annex III and the Self-Assessment Template (Annex V)
- Sources of evidence

### **4. Designing the learning service**

- How methods of learning are selected
- How training is made compliant with WMO guidance material
- Courses and other activities offered by the RTC
- Etc. See possible items for inclusion suggested in Annex III and the Self-Assessment Template (Annex V)
- Sources of evidence

### **5. Delivering the learning service**

- Summary of statistics on regional students served, primary customers
- Qualifications of teaching staff
- Description of facilities and instructional infrastructure
- Etc. See possible items for inclusion suggested in Annex III and the Self-Assessment Template (Annex V)
- Sources of evidence

### **6. Assessing learning and evaluating the learning service**

- Student assessment policies and examples
- Training evaluation methods to determine effectiveness
- Examples of how training is reviewed, revised and updated
- Etc. See possible items for inclusion suggested in Annex III and the Self-Assessment Template (Annex V)
- Sources of evidence

### **7. Administering and managing the learning service**

- Description of administration, governance, planning, staffing, and professional development of staff members
- Formal agreements in place
- Quality management and/or accreditation processes
- Summary of annual reports
- Support provided to regional students
- Etc. See possible items for inclusion suggested in Annex III and the Self-Assessment Template (Annex V)
- Sources of evidence

## **8. Addition information about the RTC**

- Relevant information gathered in interviews
- Information on additional contributions made by the RTC to WMO Members and the Secretariat
- Collaborative activities with other RTCs and other institutions
- Links to other institutions that benefit the RTC
- Plans for the future not captured elsewhere in the report
- Etc.

## **9. Progress since past review (for reconfirmation only)**

- Recommendations from previous external review reports and Regional Association reports are listed and details or progress noted.

## **10. Conclusions and Recommendations**

A summary of the RTC review is provided followed by a detailed list of recommendations. The recommendations should be achievable though not necessarily in the short term. The next review of the RTC may be as many as 8 years into the future. Recommendations may be grouped into topics as appropriate and priority may be given to a smaller number of key recommendations.

## Annex-V : Self-Assessment Questionnaire for RTCs/Components



World Meteorological Organization Regional Training Centre (RTC)

### Self-Assessment Questionnaire

Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

<b>RTC Host Country</b>	
<b>Name of RTC Component</b>	
<b>Contact Name</b>	
<b>Tel</b>	
<b>Fax</b>	
<b>Email</b>	
<b>Website</b>	
<b>Street Address</b>	

Signature of the RTC Component Director:

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Signature of Permanent Representative:

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The following criteria are required to be met by each RTC component, or in collaboration with other RTC components, as referenced in EC-68, Resolution 8. Indicate in the space provided whether the RTC Meets, Partially meets, or Does not meet the criteria. Also provide key evidence in the form of descriptions and documentation as suggested. Expand the fields provided to accommodate longer responses.

Some suggestions for possible evidence are given for each criterion, but you are free to provide whatever evidence you think is most appropriate. Be specific when describing examples. Attach the most significant evidence to this self-assessment, preferably in e-document format, but retain the full evidence for the Review Team. If evidence can be used for more than one criterion, simply reference it in the second usage. (For example, "See 1.x...")

1. Identifying learning needs				
1.1 The RTC component has processes in place to gain information about the education and training needs of the Region.	<b>Fully Meets</b> <input type="checkbox"/>	<b>Partially Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Not Applicable</b> <input type="checkbox"/>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe the gap that exists and what action is planned to address it. Include attachments if necessary.</p> <p><b>Possible Evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>Planning documents indicating how learning needs are determined</b></li> <li>● <b>Regional needs assessment plans or reports, including data collection methods used</b></li> <li>● <b>Description of learning needs assessment procedures utilized by the RTC</b></li> <li>● <b>Requests to RA President or RA Management Group ETR Focal Point regarding regional learning needs</b></li> <li>● <b>Evaluation sheets from previous international students that indicate learning needs</b></li> </ul>				

Response:

## 2. Designing the learning service

**2.1** The RTC component selects methods of learning that respond to the aims and requirements of the curriculum and learning outcomes, and are appropriate for the learners.

Fully Meets

Partially Meets

Does Not Meet

Not Applicable

Provide evidence of how you meet the criterion. . If the criterion is only **partially met** or **not met**, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.

**Possible evidence:**

- **Descriptions of learning solutions or modes used (e.g., classroom courses, field work, distance learning, etc.) and how decisions are made regarding their use**
- **Reports available on the implementation of new learning solutions (such as DL, new classroom approaches, etc.)**
- **Estimated costs per student for implementation of training using the various learning solutions (including staff costs)**
- **Examples of course descriptions that include specification of learning outcomes**
- **Examples of the range of learning activities used by the RTC, such as lectures, practical sessions, projects, self-paced DL, OJT, discussion groups, field trips, etc.**

Response:

<p><b>2.2</b> The RTC component ensures that its courses of instruction and other activities (e.g., delivering/developing e-learning, running off-site activities, providing advice/support) are carried out in a way that is consistent with the standards and guidance material issued by WMO. (e.g., WMO-No. 1083, WMO-No. 1114)</p>	<p style="text-align: center;"><b>Fully Meets</b> <input type="checkbox"/></p>	<p style="text-align: center;"><b>Partially Meets</b> <input type="checkbox"/></p>	<p style="text-align: center;"><b>Does Not Meet</b> <input type="checkbox"/></p>	<p style="text-align: center;"><b>Not Applicable</b> <input type="checkbox"/></p>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>Description of new course planning processes</b></li> <li>● <b>Examples of training development project plans used by the institution (project plans for course offerings)</b></li> <li>● <b>Evidence of mapping of curricula to WMO guidance, such as the BIP-M and MT (WMO 1083), or appropriate Competency Frameworks from WMO-49</b></li> <li>● <b>Outcomes of internal and/or external reviews of course content</b></li> </ul>				

Response:

<p><b>2.3</b> The RTC component provides courses and other resources and activities that address the expressed education and training needs of the Region.</p>	<p><b>Fully Meets</b> <input type="checkbox"/></p>	<p><b>Partially Meets</b> <input type="checkbox"/></p>	<p><b>Does Not Meet</b> <input type="checkbox"/></p>	<p><b>Not Applicable</b> <input type="checkbox"/></p>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>List of courses and/or other activities with links to regional and other needs assessments</b></li> <li>● <b>Lists of courses offered in the form of annual reports (if not already provided)</b></li> </ul>				

Response:

### 3. Delivering the learning service

**3.1** The RTC component demonstrates that, during the previous four years, it has made a contribution to meeting the education and training needs identified by the Region [Regional Association].

Fully Meets

Partially Meets

Does Not Meet

Not Applicable

Provide evidence of how you meet the criterion. If the criterion is only **partially met** or **not met**, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.

**Possible evidence:**

- **Statistics on courses and regional or other international students served (from Annual Reports) and links to Regional Needs**

Response:

<b>3.2a</b> The RTC component delivers training with competent instructors in terms of their scientific/technical ability and training expertise.	<b>Fully Meets</b> <input type="checkbox"/>	<b>Partially Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Not Applicable</b> <input type="checkbox"/>
<b>3.2b</b> The RTC component delivers training in an environment which is conducive to learning with adequate learning resources, buildings, ICT systems and training facilities.	<b>Fully Meets</b> <input type="checkbox"/>	<b>Partially Meets</b> <input type="checkbox"/>	<b>Does Not Meet</b> <input type="checkbox"/>	<b>Not Applicable</b> <input type="checkbox"/>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>• <b>Information on the (a) academic qualifications, (b) teaching qualifications, and (c) operational experience of training staff and how they keep current</b></li> <li>• <b>Curriculum Vitae of key faculty members</b></li> <li>• <b>Description of physical and IT infrastructure of the centre and plans for development</b></li> </ul>				

Response:

#### 4. Assessing learning and evaluating the learning service

**4.1** The RTC component assesses the knowledge and competency of students, documents this information in a fashion suitable for a recognized quality management system, and provides students with a record of the education and training that has been successfully completed.

Fully Meets

Partially Meets

Does Not Meet

Not Applicable

Provide evidence of how you meet the criterion. If the criterion is only **partially met** or **not met**, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.

**Possible evidence:**

- **Examples of student learning assessments used (tests, practical and oral exams, rubrics, etc.)**
- **Summaries of course test results for some training events**
- **Examples of certificates issued, stating qualifications achieved or competencies addressed**
- **Examples of transcripts provided to students**
- **Description of assessment policies and procedures**

Response:

<p><b>4.2</b> The RTC component has processes for measuring the effectiveness and quality of the learning service, including obtaining feedback from stakeholders.</p>	<p>Fully Meets <input type="checkbox"/></p>	<p>Partially Meets <input type="checkbox"/></p>	<p>Does Not Meet <input type="checkbox"/></p>	<p>Not Applicable <input type="checkbox"/></p>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>Examples of data collection methods for training evaluation (course evaluations, long-term training impacts evaluations)</b></li> <li>● <b>Process for using training evaluations to revise courses and resources</b></li> <li>● <b>Examples of recent course reviews and updates made</b></li> <li>● <b>Descriptions of training effectiveness review processes (could include internal course reviews, stakeholder feedback, external reviewers, etc.)</b></li> </ul>				

Response:



## 5. Administering and managing the learning service

**5.1** The RTC component has adequate arrangements for administration, governance, planning, staffing, continuous professional development (of RTC staff members), reporting and self-assessment.

Fully Meets

Partially Meets

Does Not Meet

Not Applicable

Provide evidence of how you meet the criterion. If the criterion is only **partially met** or **not met**, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.

**Possible evidence:**

- Your annual training plan
- Staffing information and organizational diagrams
- Your strategic training plan for the institution (if available)
- Training policies
- Plans for upgrades to the centre
- Professional development policies for staff
- Examples of staff training records
- Summaries of any audits or external reviews

Response:

<p><b>5.2</b> If the RTC component has no national accreditation as a provider of vocational training, the RTC component can demonstrate that it carries out its training activities in accordance with the requirements of ISO 29990:2010. (ETR Note: Meeting the requirements included in this self-assessment, and meeting WMO Competencies for Education and Training Providers—WMO-No. 49, are in accordance with ISO 29990:2010).</p>	<p style="text-align: center;"><b>Fully Meets</b> <input type="checkbox"/></p>	<p style="text-align: center;"><b>Partially Meets</b> <input type="checkbox"/></p>	<p style="text-align: center;"><b>Does Not Meet</b> <input type="checkbox"/></p>	<p style="text-align: center;"><b>Not Applicable</b> <input type="checkbox"/></p>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>Certificates of accreditation and accreditation reports.</b></li> <li>● <b>Evidence comparing institutional practices to ISO 29990:2010</b></li> <li>● <b>Training development processes and procedures (if not already provided)</b></li> </ul>				

Response:

<p><b>5.3</b> The RTC component produces an annual report on activities in the previous twelve months, and its plan for the next 12 months with an outlook for future years.</p>	<p><b>Fully Meets</b> <input type="checkbox"/></p>	<p><b>Partially Meets</b> <input type="checkbox"/></p>	<p><b>Does Not Meet</b> <input type="checkbox"/></p>	<p><b>Not Applicable</b> <input type="checkbox"/></p>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>● <b>Annual reports on regional education and training activities</b></li> <li>● <b>Recent outlook for future years</b></li> </ul>				

Response:

<p><b>5.4a</b> The RTC component is open to students from all countries in the Region and, subject to availability of resources, to interested countries in other Regions.</p>	<p>Fully Meets <input type="checkbox"/></p>	<p>Partially Meets <input type="checkbox"/></p>	<p>Does Not Meet <input type="checkbox"/></p>	<p>Not Applicable <input type="checkbox"/></p>
<p><b>5.4b</b> The RTC component has appropriate services in place to support international/regional students.</p>	<p>Fully Meets <input type="checkbox"/></p>	<p>Partially Meets <input type="checkbox"/></p>	<p>Does Not Meet <input type="checkbox"/></p>	<p>Not Applicable <input type="checkbox"/></p>
<p>Provide evidence of how you meet the criterion. If the criterion is only <b>partially met</b> or <b>not met</b>, describe what the gap that exists and what action is planned to meet it. Include attachments if necessary.</p> <p><b>Possible evidence:</b></p> <ul style="list-style-type: none"> <li>● Annual reports</li> <li>● Description of services to support international/regional students (tuition support, library, accommodation, sports/recreation, visa, cultural induction, language support)</li> <li>● Statement on any limitations to regional support</li> </ul>				

Response:

**Additional information requests, if not already reported (use attachment):**

1. Have you submitted annual reports during each of the last two years? If you have not, submit a 2-year report with this self-assessment.
2. Does your RTC provide cost sharing for foreign students? If you do, please provide details.
3. In what ways does your RTC advertise its courses and programmes?
4. In addition to courses and seminars, what additional resources and RTC activities are used to support education and training for WMO Members? If these are already reported in annual reports, please state this.
5. What plans are there for the future developments of the RTC component that are not already described in annual reports? Include curriculum developments, infrastructure developments, and staffing changes?
6. How does your RTC use or plan to implement distance learning opportunities for the region? Describe any instances or plans not mentioned elsewhere in the report. Also, briefly describe the success of any new, recent DL ventures.
7. How are your course resources or training strategies shared in the region and/or with other WMO RTCs?
8. What collaborative activities have you engaged in with other training institutions, if not already reported? Be specific.
9. How you have addressed recommendations from the previous RTC review?
10. What are (a) your most significant achievements of the last 5 years, and (b) your most significant challenges for the next 5 years? Signature Page: (needs to be added)