



CALMet XI  
September 7-11, 2015

Seoul, Republic of Korea  
Hosted by Korea Meteorological Administration

## Call For Paper

12 January - 24 April 2015  
[Abstract submission form](#)

### The CALMet 2015 workshop provides:

A forum to share experiences, expectations, and new ideas for applying emerging technologies and strategies in meteorology and hydrology education and training. This workshop offers learning and networking opportunities for all international training entities involved with workforce development in support of national meteorological and hydrological services.

### Workshop themes:

#### ***Competency-based training and assessment***

Share approaches and methodologies on methods and practices related to competency based training and assessment. For this theme, discuss how we can address competency related issues for our people and services. Suggested questions to address include: What approaches and methodologies do we have to target competency gaps? What learning solutions do we use to solve competency gaps? How can we prove that separate training components (coming from both internal and external resources) fit within our competency based training structure? What methods and practices do we use to assess the competencies of our meteorological and hydrological personnel and services? How do we train the assessors?

#### ***Adopting new teaching strategies and innovations***

Share, discuss, and demonstrate alternative training strategies. We all recognize that “knowledge transfer” is no longer sufficient. Instead, we see a strong movement toward active formal and informal learning approaches, including active classroom and online learning strategies, knowledge management, simulations, and social learning networks. What new

learning strategies and training innovations are you currently using or planning to use? What theories or arguments influenced you to try them? What are your experiences with new learning strategies and training innovations?

### ***Quality control and trainer competencies***

Many hours of education and training are annually prepared and conducted by trainers to their students at meteorological and hydrological training centres worldwide. Does your institute do anything regarding quality control of the education and training conducted by your institute? Are all these hours of education and training effective? How can your institute develop more competent trainers and teachers, more effective programs and more engaging and successful activities? How can institutes use the set of WMO trainer competencies to improve the effectiveness of their education and training program? And, most important, how do we show our management and potential students that our education and training programs are of high quality?

### ***Collaboration and the Global Campus***

The WMO has estimated that between 4000-8000 new WMO 1083 level meteorologists will be added to the international workforce over the next 10 years. Add to that the need to train meteorological technicians and observers and the increase in demand for knowledge and skills related to the Global Framework for Climate Services. Anticipating this increased demand for training, the WMO has proposed the concept of a Global Campus: a means to increase access to training for trainees and to increase collaboration on training endeavors between training organizations. As a community, what are we already doing to build upon and strengthen this concept? Share your experiences and efforts on delivering training in collaboration with other organizations. How can we best address the needs of all training centers and national meteorological services by combining the resources and capabilities of our many organizations? What forms of partnerships and sharing can occur that will help to address the significant training gaps that exist? How can we reduce the costs to train our workforces by combining our efforts? How is your organization positioned to support the WMO Global Campus concept?

## Types of sessions:

During the conference, a wide variety of learning experiences are planned. The formats below will help your planning:

- o *Posters with Whistle Stop Poster Presentations* (poster with 2 min plenary introduction)
- o *Demonstrations with Whistle Stop Demonstration Presentations* (demonstration with 2 min plenary introduction)
- o *Ignite Style Presentations* (5 min presentation, 20 slides, slides are timed and auto advance every 15 seconds. Examples <http://igniteshow.com/>)
- o *Presentations* (15 min)
- o *Extended plenary sessions* (30-45 min, this format will be used only for innovative and collaborative activities of interest to the full group)
- o *Open Space* ( 1,5 hr <http://www.openspaceworld.org/cgi/wiki.cgi?AboutOpenSpace>)
- o *Workshops* (between 45 min – 2 hr)

Please do not hesitate to suggest alternative formats if the above don't meet your presentation needs. International collaboration on presentations is encouraged, as are active and non-traditional approaches to conference sessions.

## Call for proposals:

[Abstract submission form](#)

Deadline for abstract submission: 24 April 2015.

Information on registration (300-400 US\$ depending on moment of your registration), accommodation, travel routes, visa requirements and social events is available via the CALMet website: <http://www.calmet.org/p/calmet-xi.html> and [http://web.kma.go.kr/eng/calmet/pr/eng\\_calmet01.jsp](http://web.kma.go.kr/eng/calmet/pr/eng_calmet01.jsp)

## For more information:

Please contact: [calmetplanning@comet.ucar.edu](mailto:calmetplanning@comet.ucar.edu)

### **The Conference Working Group:**

Bruce Muller, The COMET Program

Heleen ter Pelkwijk, KNMI

Wilfried Jacobs, DWD

Liesl Dyson, University of Pretoria

### **KMA and Local Organizers:**

Mr. Cheong Seonghoon

Ms. Yim Nayoung