Advancing Climate Science for a Sustainable Future
Highlights for Joint Scientific Committee

Launching of the WCRP Academy website at OSC 2023

- 60 participants (25% from Africa)
- Training wishlist: data analysis, modelling, science communication
- Barriers to training: financial, training limited formal education, lack of local expertise
- Preferred way of receiving information on climate science training: websites, wikis, and web portals
WCRP Academy website

- Features an online catalogue of high-quality climate science training opportunities
- Catalogue currently lists almost 80 training opportunities (both past and upcoming)
- There are now more than 40 training providers from the Global North and South registered to the website

wcrp-academy.org
Online catalogue features a broad selection of training opportunities

- Categories: Physical science basis of climate change, Climate change impacts, adaptation and vulnerability, and Mitigation of climate change

- Types of training: short course, webinar, seasonal school, workshop, conference, MOOC

- Mode of learning: in-person, online, hybrid

wcrp-academy.org/catalogue
Registered training providers can add events directly to the catalogue:

<table>
<thead>
<tr>
<th>Banner information</th>
<th>Relevant details</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title</td>
<td>Learning objectives</td>
</tr>
<tr>
<td>Organizer</td>
<td>Eligibility</td>
</tr>
<tr>
<td>Date</td>
<td>Language</td>
</tr>
<tr>
<td>Location</td>
<td>Target Audience</td>
</tr>
<tr>
<td>Type of training</td>
<td>Costs</td>
</tr>
<tr>
<td>Mode of learning</td>
<td>Funding support</td>
</tr>
<tr>
<td></td>
<td>Certificate of completion</td>
</tr>
<tr>
<td></td>
<td>Contact person</td>
</tr>
<tr>
<td></td>
<td>Official link</td>
</tr>
</tbody>
</table>

### Relevant details

- **Learning objectives**
- **Eligibility**
- **Language**
- **Target Audience**
- **Costs**
- **Funding support**
- **Certificate of completion**
- **Contact person**
- **Official link**

---

**The Himalayan Climate Data Field Lab**

- The organizing team for the Field Lab includes researchers and practitioners affiliated with the Toronto Climate Observatory at the University of Toronto, the University of Michigan, Nanyang Technological University, Singapore, the United Nations University, and is run in coordination with collaborators from the Kathmandu-based Himalayan University Consortium (HUC).

- **Dates:** 13 May 2024 – 07 June 2024
- **Location:** Kathmandu, Nepal
- **Type:** Workshop
- **Mode:** In-person

The Himalayan Climate Data Field Lab is a month-long, flexible unconference that will gather scholars, practitioners, activists, community leaders, and storytellers to examine the ways that climate change data and information infrastructures shape adaptation and mitigation in the Himalayan region. Join the Field Lab to co-design, test, and produce new ideas, analytic tools, maps, sensing technologies, data protocols, artistic pieces and communication products that address climate change and its impacts, with the aim of creating a more equitable and pluralistic data landscape in the Himalayan region.

Over the course of the Field Lab, participants will be able to choose among a variety of different activities and projects - some will be pre-organized around central themes and others will be created during the Field Lab itself. On any given day, participants will be able to work on things like creating and sharing datasets, making maps, coding, joining storytelling workshops, developing new analytical tools, writing (papers, policy briefs, creative reflections), geeking out on research methods, or conducting field work around the Kathmandu Valley.

Participants are also invited to help shape the program by co-organizing projects or work sessions that center around particular themes, questions, or data-oriented problems related to climate change in the region. You can organize your activity however you would like to develop datasets or technologies to address a particular issue, to gather resources, to experiment with new processes and workflows, or to create a new work product. Participants are not required to propose group projects at the time of application, but we welcome your ideas!

**Eligibility**

Advanced (Prior knowledge of any climate-related field required)

**Language/s used in this training**

- English

**Target Audience for the training**

- Practitioners
- Decision-makers
- Policy-makers
- Marginalized groups (e.g. women, Indigenous peoples)
- Researchers
- Other

**Other details**

- Costs/fees: No
- Funding support: Yes
- Certificate of Completion: Yes
Training providers can register quickly and easily:

- WCRP Core Projects and Lighthouse Activities
- Academic and research institutions
- Research and expert groups
- Government and non-government organizations
- Other organizations who offer climate science training
- Several WCRP programmes have registered their workshops and training opportunities…. 

wcrp-academy.org/user/registration
Highlights for Joint Scientific Committee

Global stocktake outcomes: to be published in journal paper (draft available) and to guide curation of online catalogue

• While training recipients from the Global South felt that the climate training opportunities currently available are inadequate and expressed interest in accessing additional training,

• There are relatively fewer training providers from the Global South as local experts, studies, and datasets are also limited in the region

• There is great interest in topics such as climate impacts, climate extremes, adaptation, risk, and mitigation, among training recipients, especially from the Global South.
Highlights for Joint Scientific Committee

Global stocktake outcomes: to be published in journal paper (draft available) and to guide curation of online catalogue

- Training recipients also call for more inclusion of indigenous and local knowledge in the training.
- The target audience of available climate training not only includes climate scientists, but practical users of climate information as well.
- This is especially beneficial for training recipients in the Global South who emphasize the importance of practical information and skills obtained from climate training.
Highlights for Joint Scientific Committee

Global stocktake outcomes: to be published in journal paper (draft available) and to guide curation of online catalogue

- Women are shown to prefer online modes of learning as these offer flexibility in the schedule of training.
- Offering training in languages other than English would make training more accessible for non-English speakers.
- Offering training for free or providing funding opportunities for training that come with a cost are essential to overcoming the main barrier to accessing training identified by respondents of the first stocktake survey: lack of funding.
- There is a good match between opportunities offered by training providers and those sought by users, who expressed a strong preference for informal training such as short courses, seasonal schools, and expert webinars.
Highlights for Joint Scientific Committee

Global stocktake outcomes: to be published in journal paper (draft available) and to guide curation of online catalogue

• There is a good match between opportunities offered by training providers and those sought by users
• We found a strong preference for informal training such as short courses, seasonal schools, and expert webinars.

Global Sustainability
Highlights for Joint Scientific Committee

Academy profiling

We presented the Academy at a number of events including:

- EGU
- ANDEX
- OSC

This year:

- AGU
- SCAR (with CliC)
- SO – NGOs and the Association for South East Asian Nations (ASEAN)
Highlights for Joint Scientific Committee

WCRP Academy Support Unit hosted by the Manila Observatory

- Lau Jamero to serve as SU-Manager
- Team: science communication officer, international liaison officer, and web developer (recruitment on-going)
- Initial agreement: April 2024 – March 2025 (pending proposal for additional 3 years funding)
Highlights for Joint Scientific Group

Steering Committee

Qingyun Duan
Hohai University
China/ USA

Clifford Darah Chuwah
Springer Nature Netherlands/Cameroon

Dorcas Kalele
Cooperative University of Kenya
Kenya

Ayman Batisha
International Sustainability Institute, Cairo
University Egypt

Pablo Borges de Amorín
University of Santa Catarina

Feba Francis
University of Hyderabad
India

Melissa Hart
Co-chair, University of New South Wales
Australia

Christopher Lennon
Co-chair, University of Cape Town
South Africa
Workshop on WCRP Approaches to Mentoring and Leadership Development

- Discuss with WCRP colleagues: What does an ideal mentor look like? Do traditional mentoring programs work? How to best incorporate mentoring into the WCRP?

- Output: proposal for how the WCRP, via the Academy, could incorporate mentoring into their activities

- Potential follow-up activities: Community of practice on knowledge sharing, WCRP Academy Mentoring Program
Planned science initiatives and major events

Workshop on WCRP Approaches to Mentoring and Leadership Development

• Discuss with WCRP colleagues: What does an ideal mentor look like? Do traditional mentoring programs work? How to best incorporate mentoring into the WCRP?

• Output: proposal for how the WCRP, via the Academy, could incorporate mentoring into their activities

• Potential follow-up activities: Community of practice on knowledge sharing, WCRP Academy Mentoring Program

Capacity exchange
Planned products, high-level assessments or other key outputs/publications

Upcoming activities of the WCRP Academy Support Unit:

• Social media campaigns to encourage submission of new training opportunities
• SO will contact CP and LHA co-chairs or relevant persons to establish links
• Newsletters to raise visibility of upcoming events
• Curation of online catalogue based on global stocktake outcomes that highlight training needs of Global South, early career and women climate scientists
• Building partnerships with climate science training providers
Linkages with other WCRP activities

• WCRP Core Projects and Lighthouse Activities encouraged to register as training providers with the Academy, and feature their training events on the online catalogue.
  - Sign-ups so far: CMIP, GEWEX, CORDEX, CLIVAR, MRC (Ateneo Hub)

• CliC: Submitted joint abstract to Scientific Committee of Antarctic Research (SCAR) Conference, and joint proposal for offering funding support to graduate students attending CliC-related seasonal school programs
Linkages with other WCRP activities

• Serve as a repository for online webinars, seminars and online events.
  - Please add us to your events emailing lists wcrp-academy@wcrp-climate.org

• ESMO – Please register the Hakathon, workshop and Summer school on the Academy Catalogue

• MCR – Please register your future webinars in the Academy Catalogue; we will link past webinars to our repository section once it is done.

• SLC – Please register the Cascading Shock and Global Economic Risks on the Academy Catalogue

• DE – If there are workshops or training opportunities around modelling please register them on the Academy Catalogue
Partnerships with entities outside of WCRP

WCRP Academy is working alongside WCRP Secretariat in building partnerships with **Early Career Researcher networks** from the Global North and South.

ECR Networks can help young climate scientists stay informed about upcoming training opportunities most relevant to their needs.
Some random thoughts out of this meeting…

ANDEX – There are several ANDEX networks the Academy could work with including JovenAndex

ANDEX attendee suggested several short clips or a webinar introducing the Academy.

We would be grateful for each CP and LHA to appoint a liaison with the Academy (e.g. MCR and Vandana).
Suggestions, issues or challenges

• Importance of investing in WCRP Academy Support Unit for a longer term (at least 3 years) to give sufficient time for the Academy to raise its profile within the climate science community, ramp up its activities, and explore external funding sources.

• Manual screening of registrations and of materials – this could become unsustainable.

• Describe what the Academy is not and how to present this appropriately on the web site.

• How do we interact with other institutions who also work in this space like the WMO Education and Training Programme?
Thank You