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Contact information

All enquiries regarding this report should be directed to wcrp@wmo.int or:

World Climate Research Programme
c/o World Meteorological Organization
7 bis, Avenue de la Paix
Case Postale 2300
CH-1211 Geneva 2
Switzerland

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Authors:

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Contents

1. Introduction	5
2. Updates from the WCRP Academy Support Unit	6
2.1. Digital Communications of the Academy	6
2.2. The WCRP Academy Website	9
2.3. Catalogue Management	10
3. Publication Updates	11
4. Finance	11
4.1. Update on the 2025 and 2026 Budget	11
4.2. Budget Plan	12
5. Governance	13
6. Engaging with Early Career Researchers	14
6.1. Discussion with Valentina Rabanal	14
6.2. Discussion with Cheikh Modou Noreyni Fall	16
6.3. Discussion with Nikki Carsi Cruz	16
7. Partnership Pathways	17
8. Established Partnerships of the Academy	19
9. WCRP Best Practices for Climate Science Trainings	21
10. Future Leaders Programme	22
11. Global South Inclusion Task Team	24
12. WCRP Stocktake	26
13. Calendar Integration	27
Annex A. List of Participants	30
Annex B. Agenda	31

1. Introduction

The WCRP Academy Scientific Steering Group (SSG) met from September 15–16 in Cape Town, South Africa (Figure 1), and via Zoom for online participants. The meeting followed the Future Leaders Development Workshop organized and conducted by the Academy in the same venue.

The main purpose of the meeting was to discuss the general operations and future plans of the Academy concerning visibility, website and catalogue management, publications, funding, governance, and other upcoming initiatives. Joining the meeting in-person and online were members of the SSG and the Support Unit of the Academy, as well as invited guests from WCRP and other institutions (see Annex A for the participants list).

Sessions were organized around various topics across the two-day event. On the first day, the Support Unit presented its accomplishments and plans, the participants talked about publication, funding, governance, and engagement with early career researchers. On the second day, the participants continued the discussion on funding, talked about partnership pathways and accomplishments, visibility efforts, the draft for the WCRP Best Practices for Climate Science Trainings, Future Leaders Programme, Global Task Inclusion Task Team, WCRP Stocktake, and calendar integration of training events (see Annex B).

Each session of the agenda was facilitated by a member of the SSG or the WCRP Secretariat, while the Support Unit took note of the important points. Christopher (Chris) Lennard, Co-Chair of the SSG, opened the meeting by outlining the guiding principles and flow of the sessions. Afterwards, presentations and vibrant discussions took place where participants presented on their assigned agenda points while others shared their thoughts and suggestions on specific aspects of the presentation.



Figure 1. WCRP Academy SSG Meeting in-person participants (left image) and discussion with online participants (right image)

Summary of the Sessions

In the following sections, we present the discussion highlights of various sessions held during the SSG meeting.

2. Updates from the WCRP Academy Support Unit

2.1 The Digital Communications of the WCRP Academy

Updates on the accomplishments of the WCRP Academy Support Unit was commenced by Dinah Faye Balleco, the Support Unit's Science Communications Officer, who presented on the efforts to increase the visibility of the Academy through digital communications.

The objectives of the digital communications of the Academy are the following:

- Promote the Academy as a hub “which seeks to equip current and future climate scientists with knowledge, skills, and attributes to tackle the world’s most pressing and challenging research questions”;
- Inform the public via social media about the available training events and opportunities, encourage training providers to share and add their upcoming events in the catalogue;
- Encourage potential training recipients to explore the catalogue and access available climate science training and activities;
- Support the digital communications of the WCRP Secretariat, Core Projects (CPs), and Lighthouse Activities (LHAs);
- Connect with potential partners and establish networks within the research and educational community; and
- Curate the online catalogue with training opportunities that address specific needs and or gaps identified through stocktake surveys.

The target audience are training providers, training recipients, ideally Early Career Researchers (ECRs), general science community, and the Global South.

Digital communications prioritized by the Academy are: upcoming and ongoing events uploaded in the training catalogue, Scientist of the Month, science-related events and commemorations, publications, and career opportunities. The Academy also creates and reposts content of the WCRP Secretariat, CPs, LHAs, and other partners.

The Academy currently has a presence on the social media platforms Facebook, LinkedIn, Instagram, and Bluesky. Facebook, LinkedIn, and Instagram were created in November 2024 while BlueSky was created very recently in 2025.

The Academy is mostly active on Facebook and LinkedIn, which generally have more similar types of content, whereas on Instagram, the Academy focused on posting photographic content on physical events attended by the Academy. Since BlueSky is a new platform,, most of the content shared has been the same as on Facebook and LinkedIn. The Academy is still in the process of improving its presence on this platform (gaining more post reactions and followers). The Academy also sent out newsletters to inform subscribers about the latest announcements and events in the Academy catalogue.

Social Media Platform	Followers
Facebook	1,320
LinkedIn	654

Figure 2. Number of followers of WCRP Academy on Facebook and LinkedIn

The WCRP Academy has 654 followers on LinkedIn. All of them are organic which means that the followers were not influenced by any paid promotions or advertisements from the Academy. They are all based on content, organizational message, or professional insights. The LinkedIn account also gained 33, 151 impressions, which refers to the number of people who have seen the posts of the Academy. It also gained 567 reactions, 19 comments, 20 reposts, and 103 page views. For its Facebook account, the Academy has 1,320 followers and 105 following. The Academy once boosted its page with the purpose of gaining more page followers. This was deemed necessary as more audiences need to be targeted on this platform to attract more people to see the content of the Academy on climate science training events.

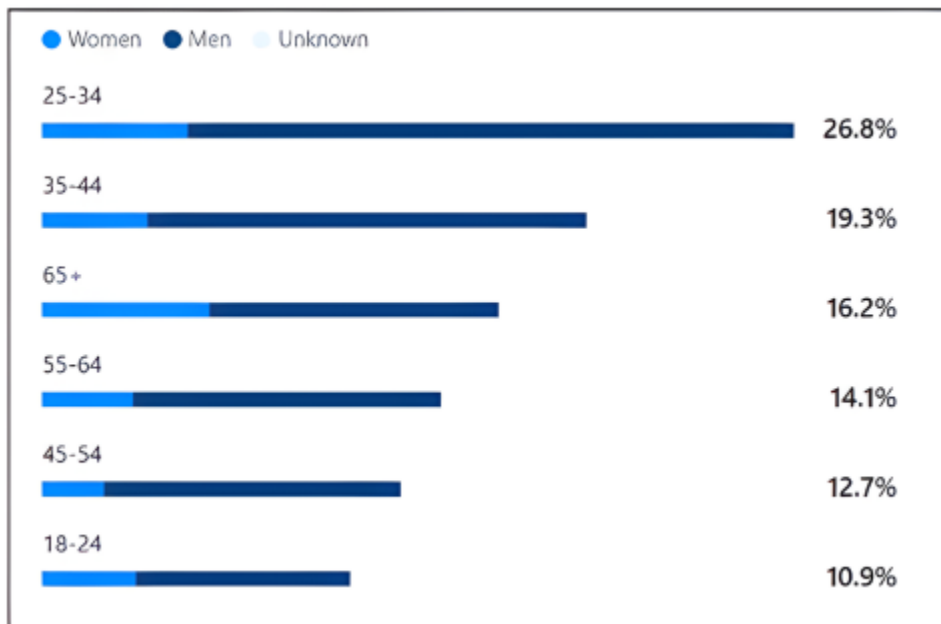


Figure 3. Age and Gender Distribution of the Facebook Audience

On age and gender distribution (Figure 2), 26.8% of its audience are from ages 25–34, 19.3% from age 35–44, 16.2% from ages 65 and above, 14.1% from ages 55–64, 12.7% from ages 45–54, and 10.9% from ages 18–24. Most of the audience in each age range are men.

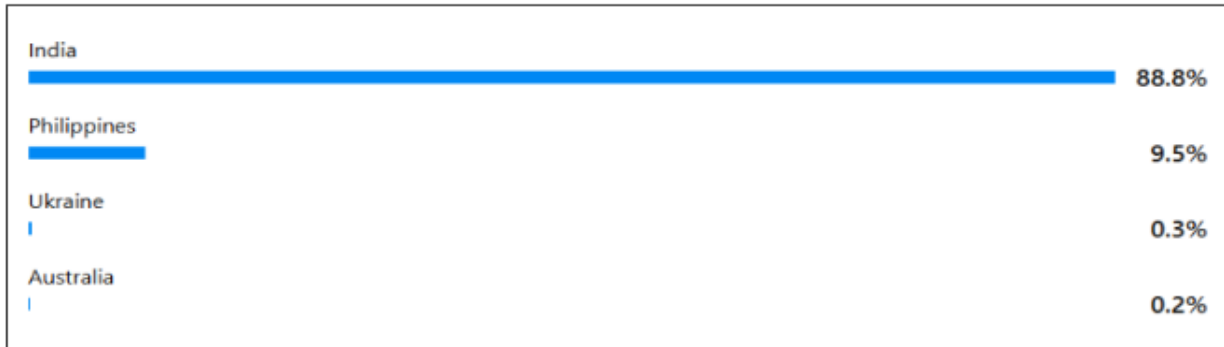


Figure 4. Country Concentration of the Facebook Audience

On country concentration, 88.8% of the audience are from India, 9.5% are from the Philippines, 0.3% from Ukraine, 0.2 % from Australia, 0.3% from Belgium, and 0.2% from China. Moreover, the account gained 95,211 views, 1,538 reactions, 58 comments, and 46 shares. The top content on the platform is the first post on the “Scientist of the Month” content, featuring Dr. Julie Mae Dado from the Regional Climate Systems of the Manila Observatory. On Instagram and Bluesky, the Academy does not have significant numbers of followers and content reactions since it just started posting on these platforms recently and is in the process of navigating them as a social media platform.

The WCRP Academy newsletter has 531 total active subscribers. There is a correlation between the increase of subscribers and the promotion of the newsletter on social media and during in-person events like conferences. For example, there was a spike in the number of subscribers around the time when the newsletter was promoted by the WCRP in social media and when the Academy was promoted during the European Geosciences Union Conference. The Academy seems effective in promoting its website and the training events added in the catalogue through newsletters as most of the top links clicked were upcoming and concluded training events and the WCRP Academy website.

Given the findings from the analytics and insights shared by the participants, there was a consensus to maximize the Academy’s visibility on Facebook and LinkedIn where it currently has the strongest follower base and there should be more efforts to promote and improve the presence of the Academy on Instagram and Bluesky. Moreover, given the break in the increase of newsletter subscriptions, additional initiatives are needed to encourage sign-ups. The participants also agreed that the Academy request automatic cross-posting of content in the WCRP social media platforms, since it has a larger follower base which can help in promoting the content of the Academy. This can be done by using social media management platforms like Loomly, which can be used for scheduling posts and automatic posting for supported networks. Feba Francis suggested using a lot of

hashtags on posts so it is easier for people to find them. Since it was shown that Africa does not appear in the Facebook audience, the participants agreed to speed up the efforts to boost posts specifically to target African audiences and to tag Dorcas Kalele, an SSG member from University of Kenya. Chris also suggested adding a section in the website to post the scientists who were featured in the “Scientist of the Month” content in social media. Lastly, it was suggested to tag the members of the SSG in the social media posts of the Academy.

Future plans include more social media post boosting, more frequent posts on Instagram and Bluesky, releasing a series of posts featuring CPs and LHAs, more active engagement with the posts of partners within the WCRP, in-person promotion of the digital communications platform of the Academy in events like conferences, and establishing more partnerships that would promote the digital communications platforms of the Academy.

Action items for the digital communications of the Academy are the following:

- **Connect with the WCRP Secretariat;**
- **Utilize Loomly as a social media management platform;**
- **Utilize hashtags in posts;**
- **Target African demographics for future social media boostings (prepare French social media content);**
- **Feature Scientist of the Month content on the website as part of the newsfeed;**
- **Tag SSG members for relevant social media posts (make sure to select good quality photos); and**
- **Release a series of posts featuring CPs and LHAs, particularly by listing down the trainings for each CP**

2.2. The WCRP Academy Website

The recent updates to the WCRP Academy website were presented by Kenneth Angel Ramirez, the Academy’s web developer. These updates comprise four key components: Automation, Pages, Search Engine Optimization (SEO), and Statistics. The catalogue metadata auto-update function uses a server-side cronjob to perform scheduled updates. This automation includes a security check that loads environment variables, verifies the origin of the cronjob execution, authenticates the API key of the executor, and prevents brute force attacks. The cronjob retrieves catalogue data from the website database, excluding past events and on-demand training. It checks the status of each event: if an event is marked as “ongoing,” the system verifies whether its end date has passed. If so, the event is reclassified as “past.” The system also generates checkpoint logs and automatically sends an email report detailing any changes made during the cronjob operation.

The website now hosts a thematic page on the cryosphere, along with developing pages for the WCRP Future Leaders Programme, the team member self page, and a dedicated

document page that contains all materials related to the Academy. Some of these pages are still under development and depend on future content contributions.

SEO is a strategic asset for enhancing the Academy's digital visibility and global reach. It is structured into three components: technical SEO, on-page SEO, and off-page SEO.

Technical SEO focuses on backend improvements that help search engines efficiently crawl and index the site. These improvements include optimizing site speed and performance and enhancing accessibility, which also reduces the website's carbon footprint. The Academy's website currently achieves a carbon rating of B, producing only 0.30 grams of CO₂ per visit, and is cleaner than 68 percent of all web pages globally. Cloudflare is used to boost speed and accessibility by routing user requests to nearby servers in over 330 cities across 120 countries. It also provides a global Content Delivery Network (CDN) that caches site content for faster access.

On-page SEO involves optimizing individual pages with relevant content and keywords to attract targeted traffic. Off-page SEO includes strategies outside the website to improve its reputation and search ranking. These include backlinking, where external websites link to the Academy's pages, and social media signals. While social media signals are not direct ranking factors, they enhance visibility and brand awareness, which can lead to increased engagement and more backlinks. The team member self page was updated to support SEO and foster professional networking. It includes inbound links that direct users to other parts of the Academy website and outbound links that reference credible external sources to build trust and authority. This page is designed to create a viral loop or network domino effect, expanding reach and driving traffic.

In terms of website statistics, since the website's relaunch in March, there has been a noticeable increase in active users through September. However, the number of returning users remains relatively low, suggesting that the site may not yet offer enough engaging or valuable content to encourage repeat visits. This presents an opportunity for improvement. As for the training catalogue, while full SEO implementation is still underway, early data shows a growing number of visitors viewing training events, indicating positive momentum.

Action items for the website management are the following:

- **Create a page for news and/or blog posts, which all center on capacity-building**
- **Create a template for blog posts and news**
- **Develop the thematic page on Cryosphere, which Narelle will present in the CliC Open Science Conference in February next year**
- **Establish communication lines with CPs and LHAs that will serve as their way to input news entries on our site**
- **Begin writing articles on past events**

2.3. Catalogue Management

Francis Uldric San Juan, the Training Specialist of the Support Unit of the Academy presented updates on the management of the training catalogue. This year, there were 114 new events added in the training catalogue of the Academy. There is a steady increase of events per year. Last March, the Academy implemented the new catalogue management plan and the events have also increased since then. Most of the events that were added came from the newsletters of WCRP Core Projects and Lighthouse Activities. Most of the events tackle the Physical Science Basis of Climate Change (IPCC Working Group I) followed by Impacts, Adaptation, and Vulnerability (IPCC Working Group II). There is a significant improvement from last year in terms of the number of events added under the category of Impacts, Adaptation, and Vulnerability. However, events under Mitigation (IPCC Working Group III) are still lacking and most often than not, these are just sub-topics of the actual event. In the discussion, Francis pointed out that it is important to include events under the three working groups since the Academy seeks to be interdisciplinary. There are also plans to tag events under more than one category, and introduce another category of events that do not necessarily fall under any of the three working groups (e.g. decolonizing climate science). Having the three working groups as categories in the training catalogue also links back to the findings of the first stocktake conducted by the Academy which show that participants look for training opportunities under risk, adaptation, and impacts, aside from the physical science basis of climate change.

Of the types of events provided, a huge percentage of training events are in the form of webinars (43%). This is followed by conferences (25.4%), workshops (14%), short courses (6.1%), and MOOC (7%). In terms of the location of these training events, Europe still dominates in-person and hybrid events. While Asia follows Europe, events provided in this continent are concentrated in Japan and Korea, which are not Global South countries. It is important to note that there are two times more events in Global North countries than in Global South. On providing incentives, the catalogue analysis shows that of the events uploaded in 2025, 32.1% had costs/fees, 26.8% provided funding support, and 18% provided certificates of completion. Narelle noted that within the WCRP Secretariat, certificates are provided based on demand.

Key insights of the catalogue management analysis show that partnerships within and outside the WCRP are critical as training events in the catalogue are coming from partners from both areas. In addition to this, automating the catalogue management system will make it more efficient for partners and training partners, as well as for the Support Unit. Consolidating WCRP events might also be a good way forward, given that most of the events are found in WCRP newsletters. Measures to include more training in languages other than English to increase inclusivity need further investigation, since training events are still mostly using the English language. It was suggested that curating resources from materials from past events (e.g. MCR event in Brazil), could offer GS partners the ability to post event updates on the Academy website if it would be useful to them. Furthermore, amidst the increasing number of events featured in the training catalogue, the question remains: how do we know that people actually use the catalogue? This needs to be addressed to truly measure the effectiveness of the catalogue.

Moreover, there is a plan to curate resources from materials from past events (e.g. MCR event in Brazil) and offer partners to post event updates on the Academy website in case they are unable to set up their own websites.

Action items for the catalogue management are the following:

- **Continue establishing partnerships with external and internal partners;**
- **Create an automation system that would integrate and synchronise calendar systems between internal and external partners;**
- **Set up another meeting with UNESCO–IOC to exchange updates and discuss the API structure;**
- **Create an advocacy campaign on inclusivity of language and location;**
- **Set up a counter per catalogue page and/or buttons;**
- **Curate resources from materials from past events (MCR event in Brazil); and**
- **Use the website as the events page of certain events/organizers**

3. Publication Updates

Lora Batino, the previous Science Communications Officer of the Academy and a current intern of the WCRP Secretariat provided an update on a publication that was submitted to PLOS Climate on August 30th after multiple revisions and submissions of approved ethics clearances. The publication cost is approximately \$2,400 USD, and the article is now in the peer review stage. Laurice Jamero (Lau), the manager of the Support Unit, also mentioned a second publication opportunity at a regional climate change conference in Sri Lanka in October that could be linked to IPCC. The Academy also plans to write another paper on leadership based on discussions and outcomes of the recent workshop.

Action items for publication are the following:

- **Finalize the Regional Climate Science Conference (RCCC) paper**
- **Write a comment/short piece on leadership based on the Workshop Documentation**

4. Finance

4.1. Update on the 2025 and 2026 Budget

The discussion on finance was facilitated by Narelle van der Wel, the Science and Communications Officer of the WCRP Secretariat. For 2025, the original budget was 96,000 Swiss Francs, with the majority (54,000 SF) allocated to the Support Unit (SU) for salaries and operations. There was also a baseline funding of 22,000 SF for recurring expenses such as meetings, travel, and publications. Additionally, 40,000 CHF was requested for the recent Future Leaders Development Workshop, but only 20,000 CHF was granted. Due to funding and budget cuts, all activities except the SU were asked to

reduce expenses by 20%. The baseline and mentorship funds were combined under activity funding for initiatives like the AOGS, Cape Town Workshop, and the SSG. Current expenditures are around 33,900 CHF, which remains on target after adjustments.

Funding will be limited in 2026. The JSC of the WCRP, despite assuring availability of funds in 2026, may not be able to fund the Academy in 2027. The total JSC contribution is expected to be 70,000 CHF, broken down as 55,000 CHF for the SU and 15,000 CHF for baseline funding. The 2026 JSC meeting will be held online to reduce meeting costs.

Melissa Hart, Academy co-chair, noted that earlier plans included 5,000 CHF for communications and marketing and 30,000 CHF for meetings, such as advisory board sessions and regional events, though these may no longer be feasible. Narelle reminded the group that the 2027 budget proposal will be due in February 2026, so preparation of both optimistic and limited-funding scenarios is necessary.

Lau mentioned a potential funding opportunity with the Asia Pacific Network for Global Research (APN), which offers 40,000 CHF funding for two years for proposals focused on capacity building. Francis suggested drafting a concept note for proposal submissions in December. Lau also emphasized the Academy's efforts to strengthen visibility in Asia by participating in regional events and conferences, even with limited resources. Melissa agreed, highlighting the importance of maintaining a strong presence and continuing to present WCRP's work in public forums. Moreover, Lau will be submitting to SSG a proposal for how to spend the 15k budget for 2026.

4.2. Long term funding

Chris presented the target costs for the near, medium, and long-term plans of the Academy, which he prepared for a dialogue with a potential funder. In the context of funding, the presented costs consider the ideal scenarios for each plan. The presentation outlined a five-year plan, with costs ranging from \$135,000 in year one to \$235,000–240,000 annually thereafter. The proposal focuses on three main pillars: fostering a community of leaders, expanding leadership development opportunities, and enhancing program visibility. The importance of coordination with the WCRP to avoid duplication of fundraising initiatives was also raised by Kendra Gotangco-Gonzalez, JSC member, so that the Academy does not present a different proposal to the same organizations that other parts of WCRP are also approaching. To respond to this, Narelle noted that the JSC aspires to create a task team on funding and that they would also look for measures to try and have oversight of WCRP funding proposals.

On building a network of regional champions, Kendra suggested connecting with the MCR leadership education working group to piggy back on the network that the hubs already provide, from which the Academy can identify an initial group of champions. Niki also pointed out that there are networks of the Ateneo Institute of Sustainability-ASEAN

University Network that the Academy can tap into. Lau suggested that the development of the mentorship program may also be of interest to APN. Moreover, approaching networks and organizations which have tangential future leaders program initiatives (like the UKRI Future Leaders) is also one path that the Academy can take to explore collaboration and funding opportunities.

Action items for finance are the following:

- **Prepare the budget allocation for the 15,000 SF baseline funding;**
- **Prepare project proposal for APN grant;**
- **Look into funding calls by [Spencer.org](https://www.spencer.org);**
- **Prepare a concept note for funding;**
- **Ensure proper coordination within WCRP to avoid duplication of fundraising initiatives;**
- **Identify an initial group of Academy Champions; and**
- **Increase capacity for tapping into the global funding flows**

5. Governance

This session discussed governance matters including SSG membership renewal, development of the Academy's terms of reference, membership and responsibilities, the possibility of creating an Academy Advisory Board, and the relationship with ECR groups. On the development of [Terms of Reference \(TOR\)](#), Lau highlighted the importance of the process of drafting it. Moreover, it must align with the forthcoming Guidelines on Membership and Responsibilities of WCRP bodies. The TOR may also clarify the roles of the SSG members. The collaborative draft document is targeted to be completed by early 2026, before the 47th Session of the JSC.

On membership and responsibilities, Narelle emphasized that all original members of the SSG of Academy are up for renewal next year. Those who have not been active would most likely rotate off, while new members may be added. As both co-chairs were elected later, they are not subject to renewal in 2026. In the Global South Inclusion Task Team (GSITT) report, Anna highlighted that while three CPs have qualified in terms of the WCRP diversity criterion, only the Academy has more Global South representation compared to Global North. Melissa stressed the importance of preserving diversity in career stages and geographic representation, while Feba supported adding one or two more members to ensure continuity. On new memberships, Cristiana Stan, JSC Vice-Chair, stressed that there is a need to think about new activities that will be included in the coming years and how new members must be chosen based on their capacity to lead and contribute to these new activities. Furthermore, diversity of strengths and perspectives among the SSG members must be ensured.

Another key item was the proposal to create an Advisory Board. This board would provide high-level input and feedback, drawing representation from the JSC, EMCR groups, stakeholders, CPs, and LHAs, while the SSG continues its role in managing the Academy's

budget and ongoing activities. Lau noted that members from initiatives such as Fresh Eyes on CMIP could be included to help strengthen institutional connections. Cristiana suggested that establishing liaisons between the Academy, CPs, and LHAs would deepen collaboration, while Narelle proposed that the Advisory Board could serve as a strategic hub for all these liaisons. A section on the Advisory Board was also suggested to be included in the TOR. It is worth noting that the JSC is also considering creating an ECR Task Team, although details on its mandate and composition are not expected to be available until the new JSC members are onboard. Once available however, it would be important to distinguish the role of the ECR Task Team and the Academy's Advisory Board, and to minimise duplication (since both will ask for community representatives) and maximize synergies where possible with the guidance of the JSC.

Action points for governance are the following:

- **Draft the TOR collaboratively;**
- **Ensure alignment with the new membership guidelines;**
- **Prepare for SSG renewal and possible expansion;**
- **Develop the structure of an Advisory Board;**
- **Continuing consultations with CPs, and remaining involved in JSC discussions;**
and
- **Clarify and coordinate relationships with ECR groups to avoid overlap.**

6. Engaging with Early Career Researchers

The Academy invited guest speakers to get their insights on how the Academy can better engage with ECRs. Valentina Rabanal of Young Earth System Scientists (YESS), Cheikh Modou Noreyni Fall of Fresh Eyes, and Nikki Carsi Cruz of Ateneo de Manila University shared their insights. One of the things that emerged in the workshop was capacity development, particularly in developing leaders who are aware of inclusion issues.

Action items for ECR engagement are the following:

- **Consider YESS as a potential collaborator in funding proposals for leadership/mentoring workshop;**
- **Reach out to Valentina as a potential partner;**
- **Coordinate regular meetings with Vandana (Education Working Group), Julia (ECR Working Group);**
- **Revisit Nikki's insights for future modules**

6.1. Discussion with Valentina Rabanal

The discussion with Valentina centered on the ongoing activities of the YESS community, their current approaches to supporting ECRs, and how the WCRP Academy might contribute to their development. Valentina began by explaining that YESS provides its members with several opportunities to build professional and leadership skills. For

example, through the *Sharing Science* webinar, members are encouraged to present their work and receive constructive feedback, which helps improve their communication and presentation skills while also boosting their confidence. She emphasized that gaining confidence is closely tied to developing leadership capabilities. Similarly, *Learning Groups* offer members the opportunity to take on leadership roles by facilitating discussions, while organizing in-person activities helps members build confidence, teamwork, and the ability to collaborate with peers from diverse backgrounds.

Lau inquired whether YESS currently offers any formal soft skills or leadership training. Valentina responded that, at present, YESS does not have a structured program for medium- or long-term soft skills training. The only related activity is through their Executive Committee, which provides some advisory support, but there are no formal training initiatives. Furthermore, Valentina mentioned that mentoring is something YESS has long discussed but never had the chance to formally develop, and she believed such a program would receive a strong response from their members.

Melissa asked about the communication tools that work best for the YESS community, given their use of various platforms such as social media, newsletters, and a website. Valentina shared that YESS uses all of these, but each comes with unique challenges. They are still in the process of transitioning from X (formerly Twitter) to Bluesky, which has proven difficult. LinkedIn is currently more active, as it attracts more academics who use it to showcase their work. The YESS website is used to publish news and updates, which Valentina noted is important for consolidating information in one accessible location. Instagram is also used, although it poses difficulties due to its story-based format. Additionally, Valentina noted that some social media platforms are banned in certain countries, creating further barriers to consistent communication.

Dorcas raised a question about how YESS identifies and addresses the differing needs of ECRs and mid-career researchers (MCRs), especially since both groups are part of the YESS community. She also asked about how YESS ensures language inclusivity, given the network's global reach. Valentina acknowledged that language is indeed a challenge and explained that YESS makes an effort to ask participants for their preferred language during regional activities. For example, events in South America are often conducted in Spanish, while other regions prefer English. Some areas, however, have as many as twenty local languages, requiring organizers to make practical choices. Despite these challenges, Valentina shared that there have been no complaints so far. Regarding the distinction between ECRs and MCRs, she explained that YESS currently does not separate the two groups in their activities, treating them as part of one collaborative community.

Cristiana then asked how YESS measures the impact of its activities, both in the short and long term. Valentina responded that while they do have some metrics, such as the number of registrations, attendance rates, and retention during events, the evaluation process remains informal. For example, she checks how many participants remain after the first hour of an online session to assess engagement levels, and this has led to adjusting event durations since three-hour sessions proved too long. Additionally, YESS tracks view counts for webinars uploaded to platforms like YouTube. Valentina acknowledged that they need to develop clearer key performance indicators (KPIs), applicable not only to major initiatives but also to smaller activities. One of their initiatives, the Science Highlight, showcases publications and articles authored by YESS members, which also serves as an indicator of community activity and impact.

In conclusion, Lau emphasized that the WCRP Academy could learn from YESS's approaches, particularly in promoting multilingual inclusivity and fostering community engagement.

6.2. Discussion with Cheikh Modou Noreyni Fall

Cheikh shared about the Fresh Eyes on CMIP initiative, which aims to make CMIP more accessible by lowering the entry barrier for newcomers to engage with the CMIP work environment. Fresh Eyes on CMIP promotes interdisciplinary collaboration while expanding the community's geographic diversity, including connections with researchers in East Africa. It currently has around 240 members, many of whom are early-career researchers. The initiative is led by the CMIP International Project Office (IPO), with coordination support from CMIP working group members. To build and strengthen their community, they organized a global workshop across three different time zones, which included networking sessions that helped participants connect.

During the discussion, Cheikh mentioned that Fresh Eyes participants have access to necessary technologies and that capacity building on new technologies would be welcome. He emphasized the importance of integrating transferable technical and soft skills, as well as access to supercomputers and additional software for handling large datasets beyond CMIP. Cristiana noted that CMIP data is now available on cloud platforms and suggested that the Academy could explore including these technologies in its tutorials. Lau added that the Academy has recently partnered with IGAC's ECR community to organize a session and proposed leveraging the WCRP network to find the right resource persons for emerging topics. Melissa highlighted Fresh Eyes as a strong model for capacity building, launched in May 2023, while Feba shared that the ICTP community runs regular summer schools and maintains a large collaborative network of over 2,000

members. Melissa concluded that Fresh Eyes could serve as a valuable reference for developing the Academy's best practices documentation.

6.3. Discussion with Nikki Carsi Cruz

The discussion led by Nikki focused on strengthening the connection between science and policy and exploring interdisciplinary opportunities for capacity building within the WCRP Academy. She highlighted the importance of bridging scientific work with policy action, citing the Manila Observatory as an example of effective collaboration between science and leadership. Nikki suggested creating recurring application cycles or reserved slots within existing programs to help WCRP members engage in policy-oriented initiatives. This approach could either involve information sharing or formal negotiation for dedicated spaces, ensuring predictable opportunities for participation. She also proposed expanding into different "horizons" of collaboration including politics, anthropology, ethnography, history, humanities, and service learning to build well-rounded and sustainable networks. For example, grants in historical or archival research, storytelling, or visual communication could provide new engagement pathways.

Nikki further noted that service learning could address language barriers by partnering with language schools for translation support, and suggested investing in information infrastructure experts to organize and manage data effectively. She also reflected on the loss of community directories due to privacy concerns and encouraged exploring new ways to enable targeted networking and information sharing for capacity development.

Lau emphasized that WCRP's communication should balance accuracy and storytelling to make scientific messages more accessible, while Feba recommended including consent-based contact data collection after events to help maintain professional networks. She described ICTP's interactive platform, where participants create subgroups and maintain connections across disciplines, as a potential model for WCRP's planned online forum.

The group also discussed forming partnerships beyond the sciences, including collaborations in ethics, psychology, and behavioral science, to improve the social impact of climate research. Nikki noted that many institutions in developing countries are eager to internationalize and might offer free training programs in exchange for partnership recognition with WCRP. Narelle agreed but cautioned that partnerships should be strategic and meaningful, focusing on quality and clear goals rather than quantity.

Finally, the group discussed expanding WCRP Academy's reach. Lau and Melissa suggested involving interdisciplinary experts and external stakeholders in advisory or partnership roles, while Narelle proposed that the Academy could eventually serve multiple

scientific communities beyond WCRP, such as GAW and WWRP, broadening its collaborative and educational impact.

7. Partnership Pathways

Dinah presented the partnership pathways that the Support Unit created to guide the Academy's partnership with organizations and institutions. It constitutes a set of responsibilities and mutual exchange between partners that can be presented and opened for suggestions, based on the preferences of the potential partners (see Appendix C).

The Academy also plans to offer other services to potential partners such as offering leadership training and setting up sessions for training events. The latter includes mobilizing the WCRP network to help find expert speakers and offering assistance in developing ideas to make sessions more interactive and inclusive. Moreover, the Academy plans to use the website as the events page of certain events/organizers and share the WCRP Best Practices for Climate Science Trainings.

8. Established Partnerships of the Academy

Francis presented on the partnerships established by the Academy. Partnerships are categorized as either inward facing partnerships (involving internal WCRP activities) and outward facing partnerships (involving external partners).

For the outward facing partnerships, the Academy has established a partnership with the UK Met Office-Scalable Climate Services and Value Propositions: Transformational Training and User Support Project. The Met Office has not yet been classified as a training or networking partner, but the Academy has held multiple conversations with them. The introductory meeting with the Met Office was held on February 12, 2025. In the next meeting with them, discussions were on the challenges of finding an ideal LMS, WCRP Training Needs and Accessibility Analysis, and updates on the capacity building efforts of both organizations.

The Academy also shared in its social media platforms the climate services survey of the Met Office, as requested by the latter. The succeeding meeting revolved around the Academy's internal stocktaking of WCRP-organized events, looking into the best practices of organizing capacity building opportunities, particularly as the Met Office attempts to build up capacity within regional climate centers (accreditation, badges and administration, certification), and acknowledging the far-reaching implications of AI on climate science training. In the latest meeting, the Met Office offered to share their best practices document and the findings of the training needs analysis survey, while the Academy offered to share the first draft of the WCRP report on best practices for climate science trainings. The Met Office and the Academy also agreed to compare the findings of their best practices documents.

Another partnership of the Academy is with the Thai Government-Department of Climate Change and Environment. The introductory exchanges began last year from November to December. Discussions will be continued with them in Bangkok in September 2025, with Lora representing the Academy. The Academy also established a partnership with the APN, which agreed to be a networking partner. There was an introductory meeting in April 2025, where APN shared that its 5th strategic plan is focused on supporting ECRs thus Early Career Professionals for Global Change Research (APN-ECAP) was formed in 2023. The Academy and APN agreed to feature each other on newsletter and social media platforms, and the Academy also expressed willingness to reach out to APN grantees to introduce its goals and objectives, and ultimately to invite them to upload climate science training events to the training catalogue.

To extend partnership initiatives, the Academy connected with the International Global Atmospheric Chemistry Project (IGAC) by volunteering to host a skills session workshop in the [ECR online conference](#) that the latter was organizing. The Academy helped in circulating the conference through publicizing it in its social media platforms. On the day of the conference, the Academy presented [The Use of AI for Atmospheric and Climate Science](#). This was also an opportunity for the Academy to introduce itself to the participants of the conference. Discussions were also held with BASE, where the identified points of collaboration include integration of climate science and local knowledge, training creation based on a toolkit that the Academy can use to craft its methodology and structure, and additional webinars provided by BASE. Other partnerships include EUMETSAT, the IOC, International Water Association, Ecoskwela, and International Universities Climate Alliance (IUCA). Most of these partnerships underscore the importance of digital communications, where the Academy agreed to support partner initiatives by increasing visibility in digital platforms, and vice-versa. Some of these organizations (EUMETSAT and IOC) raised the significance of calendar integration, as it will be efficient and convenient for them to upload events if the integration is seamless.

When Jayvy Gamboa, the International Liaison Officer of the Academy went to the SB62 last June 2025, he dedicated his networking efforts in engaging with poster presenters at the 2025 Action for Climate Empowerment (ACE) Gallery. He was able to introduce the Academy and engage initial conversations with the following organizations: CambiaMO and ACE Observatory, CarbonCare InnoLab x HongKong Metropolitan University, Klimate Platform, SLYCAN Trust, Triharmony Climate Network, Green Network x Eastern Partnership, and The Global Youth Development Institute.

For the inward-facing partnerships with WCRP CPs and LHAs, there is some progress but limited engagement overall. The Academy only has one active partnership (MCR) out of six LHAs. Lau shared updates on engagements with different CPs, LHAs, and activities within WCRP. For example, the Academy helped ESMO organize their workshop, created a side-session proposal at the community workshop of CMIP, and participated in the RfS meeting. However, the Academy needs to improve in forging connections with other CPs such as GEWEX and APARC.

Kendra proposed exploring partnerships with [ProSPERNet](#) and SDSN as external

partnerships, and suggested pursuing connections with MCR hubs internally. The group discussed organizing a meeting with CP and LHA leadership in early 2026 to align plans and identify collaboration opportunities. Nikki suggested developing training templates for different session lengths and formats, drawing inspiration from successful organizations like [Guthrie Jensen](#). The team also discussed creating a pitch deck for partnerships and potentially developing a joint letter of collaboration template. Dorcas proposed exploring partnerships with the [African Research Universities Alliance](#) and [PERIPERI U](#) to increase the Academy's presence in Africa. Lastly, the participants suggested forming connections with [Future Earth](#), with Narelle and Kendra being able to facilitate introductions to put the Academy in contact.

Action items for partnerships are the following:

- **Consider expanding leadership trainings to associated agencies/organizations;**
- **Revisit partnership offerings and pitch deck to include the other services we can provide to our partners (setting up sessions, helping find speakers, mobilize WCRP network, come up with ideas for sessions, leadership trainings, catalogue entry page as events page, best practices);**
- **Coordinate partners that have potential for regular meetings, then per-event basis;**
- **Create a calendar that summarizes all meetings;**
- **Review recommended organizations (ProSPERNet, SDSN, African Research Universities Alliance, Future Earth, APARC, etc.);**
- **Draft a joint letter of coordination by coordinating with APN; and**
- **Conduct coordination of activities among core projects/lhas by reaching out to them bilaterally or getting their reports in January**

9. WCRP Best Practices for Climate Science Trainings

Jayvy presented an update on the development of a Best Practices Report for Climate Science Training, outlining the progress made since its inception in early 2025. The report aims to consolidate documentation and provide guidance on organizing climate science trainings, with a focus on strengths and challenges faced by different organizations.

The objectives of the document are the following: to have a consolidated document on best practices, provide a reference document that serves as a baseline on how to conduct and organize climate science trainings given that many CPs and LHAs organize these activities, and serve as a resource for external organizations, giving them a resource that could assist them in conducting similar activities to provide them a headstart in their endeavors. The process of writing the best practices document includes desk research and conceptualization, and discussions were had at an WCRP International Project Office meeting in February 2025 to gather insights and requests from various projects. The report's content has been validated by the CPs and LHAs, and it is now ready for internal review by the steering group and the WCRP Secretariat. The report is structured into five

parts, including an introduction, methodology, mapping of climate science training stakeholders, the lifecycle of climate science trainings, and a conclusion.

In the mapping of climate science training, there was a presentation of different stakeholders or potential participants who may be interested in climate science training. These people fall under three major categories:

- Climate science training as a complement to formal education- students who are also enrolled in formal education, such as PhD students, etc. Trainings may be tools for application for these participants;
- Climate science training as continuing education- for individuals who have finished their PhD or have already established their place in the field. They may want to enroll in these trainings because there are new developments in the field, there is an interest in other related fields, etc.; and
- Climate science training as an entry point to climate science- for the general public who would want to understand specific or broad aspects of climate science. This includes practitioners, public policy specialists, etc.

The aspects of the life cycle of climate science trainings are alignment with CP and LHA goals, content, method of delivery, materials and resources, costs and financing, and empowerment and inclusion. By featuring CPs and LHAs, these organizations are given the opportunity to highlight certain activities. One of the medium or long term goals of the report is to create a guideline for the CPs and LHAs to follow and refer to the document. However, it might be challenging to have an overall one-size-fits-all document that would cater to all organizations. In this case, it might be more effective to have bilateral one-on-one conversations to identify how the best practices can be applied to their activities. This will also be a way to strengthen the Academy's relationship with other activities and organizations. Lau noted that the document can be considered as a principles document. The document can also serve as a foundation for future co-branding efforts of the Academy with other organizations.

To improve and add more details to the draft document, it was also suggested that the draft be made available to include inputs from the WCRP secretariat and CP IPOs. The Academy will also connect with other LHAs through the Secretariat. The team aims to finalize an initial draft by the end of 2025, with potential for future expansion to include more trainings and development of specialized guidance for specific types of events.

Action items for the best practices document are the following:

- **Obtain inputs from the secretariat, and finalize the initial draft by the end of the year; and**
- **Share the document with IPOs, CPs, and LHAs**

10. Future Leaders Programme

Chris presented an overview of the WCRP Academy Future Leaders Programme, a core initiative to strengthen leadership capacity within the WCRP community. The programme comprises three main components/pillars:

1. Modular Training Components
 - These focus on developing both technical and leadership skills through adaptable training templates that can be structured as hour-long, half-day, full-day, or long-term sessions. Delivery may be in-person or online, depending on the activity and context. The modules are designed to serve a range of WCRP audiences, including the JSC, Co-Chairs, SSGs, IPOs, EMCRs, the Secretariat, Support Units, and Regional Champions, ensuring that leadership development is tailored to each group's specific context and needs.
2. Personal Development Programmes
 - This pillar emphasizes self-awareness, values clarification, inclusivity, and equity to promote collaboration. It complements leadership training by helping participants reflect on who they are as leaders, how they lead, and why they lead which will in turn foster alignment between personal values and organizational vision.
3. Mentoring and Coaching
 - This component aims to embed a culture of mentorship within WCRP through structured mentorship programmes, leadership coaching, and career guidance for early- and mid-career researchers. It supports continuous growth for emerging and current leaders across the organization.

During the discussion, Narelle raised the importance of incorporating onboarding and organizational values into leadership training, emphasizing that new members often require time to understand WCRP's systems. Chris acknowledged this suggestion, noting that onboarding may be addressed separately but aligned with leadership development efforts. Melissa highlighted that while funding may take time to secure, there are "low-hanging fruit" initiatives that could be pursued alongside ongoing activities by the IPOs and the Secretariat.

Cristiana clarified that JSC approval is only necessary for training intended specifically for JSC members; otherwise, the Academy may independently proceed with the implementation. She also inquired about incentives for participation, especially in long-term training. Chris responded that offering certifications which participants can include in their CVs would enhance engagement and add professional value. Lau suggested developing two programme tracks: a bootcamp-style programme for early-career researchers and an executive version for senior leaders with limited availability. Participants agreed that networking and community-building are essential outcomes of leadership initiatives. Lau also proposed framing leadership development around three guiding questions:

1. **Who** a leader should be- embodying traits such as being collaborative, visionary, and honest

2. **How** a leader operates- through active listening, consensus-building, and consultative decision-making
3. **Why** leadership matters- promoting inclusivity, social benefit, and continuity

This framework links the technical and personal aspects of leadership and supports a shared vision for WCRP's future leaders. Anna emphasized the need for inclusivity and equity, particularly for women and Global South scientists, to improve group dynamics and participation. Cristiana agreed that inclusivity challenges are complex and context-specific, requiring adaptable and open-minded approaches. Lau added that an actionable step would be to develop short modular training segments such as self-awareness, intersectionality, and Global North-South understanding, which can be integrated into WCRP events. Cristiana confirmed that the JSC welcomes such training initiatives and would support their implementation.

The discussion also addressed the relationship between the Academy Scholars Programme (there was previously some confusion because the Academy called this an Academy fellowship) and the existing WCRP Fellowship. Lau clarified that the Scholars Programme will focus on leadership development and building a network of regional champions who can promote WCRP in their respective communities. Cristiana updated that the current WCRP Fellowship includes:

- One fellow supported by a mentorship committee composed of representatives from CPs and LHAs
- Regular meetings every three months to provide exposure and engagement across WCRP activities
- A noted limitation: the absence of a cohort structure, which the Academy aims to address in its future model

Melissa observed that while the current Fellowship emphasizes scientific mentorship, it lacks structured leadership and professional development support. Cristiana welcomed the Academy's potential involvement to bridge this gap and confirmed that the mentorship committee would be open to necessary adjustments. On funding, she noted that no dedicated funding is available for 2025, but resources may be allocated in 2026 depending on the financial outlook.

Overall, this session of the meeting reaffirmed WCRP Academy's commitment to developing a comprehensive, inclusive, and adaptable Future Leaders Programme that integrates technical training, personal development, and mentorship. Participants emphasized the importance of networking, certification, inclusivity, and values-driven leadership, and agreed to explore short-term, low-cost opportunities while aligning long-term plans with existing WCRP structures and partnerships.

Action items for the Future Leaders Programme are the following:

- **Review the Future Leaders Programme concept note to see how the WCRP Academy will change/develop;**

- **Curate a resources page in the catalogue; and**
- **Create new content in social media**

11. Global South Inclusion Task Team

Anna Sörensson, lead of the Global South Inclusion Task Team (GSITT), was invited to the meeting to share information about the initiative. In her introduction, she noted that the GSITT emerged as a response to the concerns raised during the Kigali Open Science Conference (OSC), where the lack of inclusion and representation of the Global South in international climate science was raised as a key issue. The GSITT is currently in the process of developing a survey to better understand these challenges. During the RIfS workshop, a short survey was carried out to gather initial insights. Membership in the Task Team continues to grow, with a new participant from Egypt joining after the RIfS workshop. Members of the LHAs have also been invited to take part, ensuring a broader and more diverse representation.

In the same workshop, discussions delved deeply into the conceptualization of the Global South, emphasizing its greater vulnerability to climate change, less influence in global decisions, and less representation in international climate science. A noted example of the Global North-Global South divide is how Global North metrics are applied to Global South contexts without considering contextual differences. A stocktake of the Global North-Global South balance within the SSGs of WCRP Core Activities revealed that it is challenging for individuals from the Global South to hold leadership positions. Anna presented statistics showing that while 30% of Scientific Steering Committees (SSCs) of the WCRP Core Activities include Global South members, only 18% hold leadership positions. Furthermore, the diversity criterion in WCRP guidelines does not explicitly use the term “Global South,” instead adopting “non-high income economies”, which may obscure other structural inequities such as colonial history. Geographical categorizations, such as grouping Asia and Oceania together, also present complications. Currently, only 3 SSCs/Gs, including the WCRP Academy, fully comply with the diversity criterion. A review of WCRP events showed that most in-person and hybrid events are still held in Europe, further reflecting regional imbalances.

For revised goals and ways forward, it is recognized that the barriers mentioned by the Global South scientists might not be fully comprehensible to Global North Scientists. Therefore, a goal for GSITT is to promote meaningful exchange for common understanding. Furthermore, they want to emphasize that inclusion means playing a key role in decision making in WCRP. This includes, but is not limited to a higher proportion of Global South scientists in leadership positions, with the goal for Global South scientists to play an active role in the development of the next Strategic Scientific Plan. The WCRP remains highly engaged in this initiative, with members Lau and Lora serving as full members of the Task Team.

In the discussion, Cristiana noted that while the existing disparities are discouraging, many stem from WCRP’s previous funding structure, which was heavily supported by US agencies and therefore favored participation from US scientists. With the introduction of a

new funding model, it is hoped that representation from the Global South will increase. Lau emphasized the natural partnership between the Academy and GSITT, which began through capacity development efforts and is now evolving through initiatives such as the Future Leaders Programme. Chris raised the question of how the Academy should continue engaging with the GSITT, to which Anna responded that collaboration is ongoing—Francis, Lora, and Lau are part of the GSITT survey team together with Eleonora (RfS IPO). This team is designing a survey which will give input to the regional workshops. The regional workshop team will design the modality and define the expected outcomes of the workshops. While the Academy currently has no representation in organizing the regional workshops, there is good representation from Africa, South America, and India. Narelle suggested the possibility of co-badging these workshops with other partner organizations to acknowledge joint efforts and give visibility, which Anna welcomed.

During the meeting, Cheikh noted the limited presence of ECRs from Africa in the GSITT composition. Anna explained that Task Team members were nominated through an open call issued by the JSC to IPOs and co-chairs, without a specific focus on ECR representation. However, both senior and newer members are now included. Cristiana raised another crucial point regarding institutional support in the Global South, asking whether local universities and research bodies recognize and accommodate WCRP participation. Anna confirmed that institutional support varies widely; some regions appreciate affiliation with the WCRP more than others. The upcoming survey and workshops aim to gather more insights on this issue.

Cristiana further emphasized the importance of communicating GSITT's findings to Global South institutions to foster better understanding and recognition of international engagement. She noted that even with adequate funding, local institutional barriers—such as lack of time or acknowledgment—could hinder participation. Anna agreed, citing the need for tangible examples of how institutional involvement in WCRP can lead to benefits such as funding or academic advancement. Chris and Melissa both shared that WCRP involvement offers limited institutional recognition in their universities, though it contributes modestly to leadership and promotion criteria.

The discussion concluded with reflections on how to build stronger pathways for engagement. Cristiana highlighted that beyond leadership roles, WCRP must also cultivate entry points for early-career researchers and emerging scientists. Anna shared successful examples from ANDEX in South America, where involvement in WCRP led to greater regional participation and even contributions to the IPCC. Cristiana added that similar efforts could be replicated at the early career level, where WCRP experience could become a prestigious stepping stone for professional development.

Action items for the Future Leaders Global South Inclusion Task Team are the following:

- **Assist as part of the GSITT Survey Team**
- **Assist as part of the GSITT Regional Workshop Team, making these events a collaboration between the Academy and the GSITT team**

12. WCRP Stocktake

This session was led by Lau Jameró, and it covered key topics such as ethics clearance, survey focus, methodology, and coordination with related initiatives like the GSITT. Lau began by mentioning that the team plans to secure ethics clearance through the University of Cape Town (UCT). Chris noted that the ethics process has changed since the last application and asked if WCRP has its own ethics board. Narelle clarified that there is none, and the Academy would need to obtain clearance through one of the partner universities.

The group then discussed the intended focus of the new stocktake. Lau raised whether the survey should focus on adaptation or leadership training needs. Melissa recommended prioritizing leadership training as it could yield meaningful insights, and Chris agreed, albeit noting that it would also be valuable to see if the results of the previous survey would have changed. As a resolution, it was agreed to focus on leadership but also include a few questions from the past survey. Lau also emphasized that one of the key findings from the past survey was a clear difference between the Global North and the Global South in terms of needs and opportunities.

Lora noted that the WCRP database being developed by the Secretariat might be useful in contacting WCRP-affiliated individuals, should the survey be implemented within the WCRP community. If the Academy plans to create a Future Leaders Programme and to open that people from the WCRP, the results of this survey could help shape the programme's design and training content. Regarding the format, Lau suggested conducting the survey online, similar to the previous one. Lora explained that in the first survey, most responses were open-ended and were only interpreted as word clouds, which limited contextual understanding. She proposed that this time, the team should gather more qualitative insights by reaching out directly to participants for follow-up discussions. Since SurveyMonkey is no longer available, Narelle suggested using Airtable, while Melissa mentioned that her university provides access to Qualtrics, which could also be an option.

Lau proposed developing the survey in collaboration with GSITT, allowing questions related to Global South inclusion to be implemented. Narelle cautioned against repeating the previous mistake of targeting a survey at multiple audiences, such as training providers and consumers. She recommended defining a clear target audience or, if necessary, creating two separate surveys. Anna added that identifying respondents' geographical location or Global North/Global South classification would also be useful for the analysis.

Lau further explained that since the APN proposal focuses on training modules, it makes sense to integrate the stocktake survey with it. The proposal could follow a two-year plan, with the first year dedicated to assessing leadership needs and the second year focused on developing training modules based on the results. Melissa suggested including questions on what worked and what did not in past initiatives for capturing best practices. Narelle proposed complementing the main survey with short, focused polls on the WCRP website or social media to attract more responses, while Chris supported having two or three separate surveys depending on the topics.

Anna shared that in the GSITT experience, surveys tied to events tend to have higher participation, so she suggested conducting them before regional workshops to stimulate engagement. Cristiana added that it would be a good idea to distribute the survey during major scientific meetings such as AGU or EGU, where the Academy could reach a broader audience. Chris mentioned that he and Melissa would attend the Pan-CLIVAR meeting in September and AGU in December and could include QR codes in posters or presentations linking to the survey. Kiko cautioned that publicly posting the survey online should be done carefully due to the risk of fake accounts, but Ken reassured the group that Cloudflare's security features could help prevent such issues by filtering out bots and ensuring data integrity.

Action items for the WCRP stocktake are the following:

- **Create a leadership training needs assessment for the stocktake. This stocktake should also include some questions taken from the past survey (for updated data) and GS Inclusion**
- **Conduct surveys before regional workshops and/or major scientific meetings (AGU, EGU, etc)**

13. Calendar Integration

The discussion on Calendar Integration, led by Ken, focused on addressing the inefficiencies of the current manual system of uploading events from IPO calendars to the WCRP community calendar. The team identified two major pain points: fragmented publishing workflows and metadata inconsistency. Currently, the platforms involved include Airtable (for the community calendar) and SharePoint (for internal purposes). An initial solution proposed was to automate the integration of events using Zapier, which would allow event data to be transferred automatically to Airtable and SharePoint. However, this approach was found to be costly and not sustainable for the Academy, prompting the search for a more efficient and scalable alternative.

To address these challenges, Ken proposed the establishment of a Centralized Data Hub (CDH), which is a unified platform for publishing events across all WCRP Core Projects. The CDH would function as a central repository of event data, ensuring consistency, automation, and accessibility. The proposal includes a three-level approach, beginning with a Proof of Concept (POC) that would demonstrate how the CDH can resolve existing issues through a bottom-up strategy starting from the grassroots level. Under this plan, the WCRP Academy would develop a REST API plugin to be integrated into the WordPress systems of participating Core Projects and Lighthouse Activities (such as GEWEX, APARC, CliC, and RIfS).

The proposed WCRP Plugin would eliminate the need for technical experts in Core Projects to handle integration. Key features include a webhook for cross-site notifications, a push model allowing one-way data flow to prevent interference with other sites, an initial sync for transferring existing data, and multifactor authentication for security. Each Core Project would have a representative responsible for managing its data within the CDH Dashboard, which would serve as the central administrative interface. The CDH would offer metadata mapping to reconcile differences in categories and tags, along with distinct dashboards for users and administrators. On the user level, the CDH would provide tools for exporting event data (e.g., CSV files), previewing metadata, and viewing basic analytics. On the admin level, it would include metadata governance tools and access to analytics across all event data. The system would support both WordPress and non-WordPress platforms and could include endpoints for external organizations to submit events.

In the event that full implementation is not feasible due to funding constraints, a Minimum Viable Capability (MVC) version was proposed. This stripped-down version would still allow the Academy website to serve as a simplified web application acting as a centralized data hub for all Core Projects, maintaining the same fundamental purpose but with reduced functionality.

During the discussion, Chris asked about the next steps for implementation. Ken explained that developing a POC would be a good starting point, as it would allow the team to test the concept without requiring substantial funding. If successful, the Academy could then move on to developing the MVC or a full version of the CDH. Lau expressed support, noting that this solution could resolve many issues across the Core Projects and emphasized the importance of having the Academy present during meetings to build trust. Narelle added that while the Secretariat and IPOs are supportive, they are also constrained by workload and institutional differences in platforms and workflows. She recommended presenting the proposal at the next IPO meeting, focusing on the benefits rather than the technical details.

Lau asked whether it would be possible to present the idea externally, for instance to UNESCO-IOC or EUMETSAT. Narelle agreed that if there are interested partners, the team could proceed immediately. Ken noted that moving directly to system-to-system integration could even allow skipping the POC phase. When Kiko asked about funding needs, Ken explained that minimal funding would be required if integration is done externally, as WordPress already provides the REST API needed to connect with EUMETSAT. However, building the full CDH system would require additional funding to ensure stability and performance. Furthermore, Narelle asked whether differing content management systems would pose challenges, noting that not all IPOs use WordPress and that some use Joomla. Ken clarified that while the POC would initially require WordPress to demonstrate integration, an API endpoint could later be developed for the CDH. This would allow other

platforms to transmit their data directly to the Academy's website, ensuring that event information is received and published seamlessly regardless of the system used.

Finally, there was a discussion focused on user accounts and training features. Narelle and Lora asked whether the CDH could also host user accounts for individuals who wish to access online training and track their progress. Ken clarified that the CDH is intended for internal use only, such as managing event data across WCRP Core Projects. Lau summarized that there are essentially two separate goals: one for an online event catalogue and another for an online forum or training space. The session concluded with agreement that the technical approach was feasible and could support future online forum functionality.

Annex A. List of Participants

Category	Name
WCRP Academy Steering Committee	Christopher Lennard (in-person)
	Melissa Hart (in-person)
	Feba Francis (in-person)
	Dorcas Kalele (in-person)
	Pablo Borges De Amorim (online)
WCRP Academy Support Unit	Laurice (Lau) Jamero (in-person)
	Francis Uldric San Juan (in-person)
	Jayvy Gamboa (online)
	Dinah Faye Balleco (online)
	Kenneth Angel Ramirez (online)
WCRP Secretariat	Narelle Van der Wel (in-person)
	Lora Batino (in-person)
WCRP Joint Scientific Committee	Anna Sorensson (in-person)
	Cristina Stan (online)
Fresh Eyes on CMIP	Cheikh Modou Noreyni Fall (in-person)
Ateneo de Manila University	Nikki Carsi Cruz (in-person)
Young Earth System Scientists (YESS)	Valentina Rabanal (online)

Annex B. Agenda

September 15 and 16: SSG Meeting

Day 1:

Time	Activity
09:00 – 09:30	Introduction <ul style="list-style-type: none"> • Welcome remarks - Chris • Agenda and ground rules - Melissa
09:30 – 10:45	Support Unit <ul style="list-style-type: none"> • Updates/accomplishments for 2025 • Planned activities for 2026 • Publication updates - Lora, RCCC Facilitator: Lau Note-taker: Dinah
10:45 – 11:30	Finance <ul style="list-style-type: none"> • 2026 Budget plan - CHF 15k <ul style="list-style-type: none"> ◦ Next SG meeting • Fundraising - Chris • Remaining 2025 activities: <ul style="list-style-type: none"> ◦ CMIP Community Workshop vs CliC OSC? - Lau Facilitator: Narelle Note-taker: Dinah
11:30 – 13:00	Lunch Break
13:00 – 14:30	Governance <ul style="list-style-type: none"> • SSG renewal and TOR (draft review) • Academy Advisory Board vs ECR task team Facilitators: Chris, Melissa Notetaker: Kiko
14:30 – 15:30	Engaging with Early Career Researchers <ul style="list-style-type: none"> • YESS Community - Valentina (online) • Fresh Eyes on CMIP - Cheikh • Interdisciplinary approaches - Nikki Facilitator: Feba Note-taker: Kiko

Day 2:

Time	Activity
09:00 – 09:30	Recap
09:30 – 10:30	<p>Increasing the Academy’s visibility inside WCRP</p> <ul style="list-style-type: none"> ● Global South inclusion Task Team – Anna ● Best practices document – Jayvy ● WCRP Airtable and Academy Wordpress integration – Lora and Ken <ul style="list-style-type: none"> ○ Option 1: Community Calendar ○ Option 2: CMIP and CliC ● Connecting with WCRP CP and LHAs ● Academy social media / newsletter – in coordination with other WCRP entities <p>Facilitator: Lau Note-taker: Lora</p>
10:30 – 11:30	<p>Partnerships beyond WCRP</p> <ul style="list-style-type: none"> ● Existing: UK Met, APN, IUCA, BASE, UNESCO-IOC ● Other potential partners? ● What else can the Academy bring to the table? <p>Facilitator: Dorcas Note-taker: Lora</p>
11:30 – 13:00	Lunch Break
13:00 – 14:30	<p>Academy Future Leaders Development Programme – flagship activities</p> <ul style="list-style-type: none"> ● Academy Fellowships vs WCRP Fellowship ● Mentoring vs Leadership Development ● Climate Leaders Summit – with MCR? <p>Facilitators: Chris, Melissa Note-taker: Kiko</p>
14:30 – 15:00	<p>Next stocktake</p> <ul style="list-style-type: none"> ● Integrating with the GSiTT survey – small section on “training” <p>Facilitator: Lau Notetaker: Kiko</p>

Annex C. Partnership Pathways

Partnership Pathways

<p>Partnership Pathway 1: Training Partner</p>	<p>Training Partners regularly feature training opportunities and capacity building resources on the WCRP Academy catalogue.</p> <p>Examples: Ateneo Institute of Sustainability, Abdus Salam International Centre for Theoretical Physics (ICTP)</p> <p>Responsibilities of the Training Partner:</p> <ul style="list-style-type: none">● Register as training provider through the WCRP Academy website: https://wcrp-academy.org/registration/● Contribute <u>at least 3</u> trainings/capacity building opportunities to the WCRP Academy Catalogue each year● Publish at least 1 social media post through the organization’s official social media channels that introduce the WCRP Academy● List WCRP Academy as an official Partner● Participate in the WCRP Academy’s regular stocktaking of climate training needs <p>Responsibilities of the Academy</p> <ul style="list-style-type: none">● Publish 1 social media post through the official LinkedIn and Facebook accounts of WCRP Academy for each training/capacity building opportunity provided by the Training Partner● Reshare social media posts related to climate training events offered by the Training Partner.● Feature the Training Partner <u>once a year</u> in the official newsletter of the WCRP Academy● Include the Training Partner in the “Partner page” on the official WCRP Academy website. This dedicated page lists all training resources featured by the Training Partner on the WCRP Academy catalogue.● Provide information and insights on climate training needs and best practices that will guide the Training Partner in the curation of future training/capacity building activities● Offer the website as a repository of the Training Partner’s training resources (on an event basis - they’ll put up an event first, then the Training Partner can
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	<p>upload all resources and materials on the dedicated page; leading up to the event, they can also add more information on the page (registration deadline, etc.))</p>
<p>Partnership Pathway 2: Networking Partner</p>	<p>Networking Partners tap their respective networks to promote the work of the Academy and assist the Academy in its endeavors (ex. reaching out to early career researchers, participating in stocktaking).</p> <p>Examples: International Universities Climate Alliance, Climate Change and Environmental Research Center (Thai Government)</p> <p>Responsibilities of Networking Partner:</p> <ul style="list-style-type: none"> ● Promote the Academy’s catalogue and overall mission to its network (ex. through existing social media accounts, newsletters) ● List WCRP Academy as an official Partner ● Tap its network to help fulfill the goals of the Academy (ex. identify and address the training needs of early career researchers) <p>Responsibilities of the Academy:</p> <ul style="list-style-type: none"> ● Publish at least 1 social media post through the official LinkedIn and Facebook accounts of WCRP Academy about the work of the Networking Partner ● Include the Networking Partner in the “Partner page” on the official WCRP Academy website. This dedicated page includes a brief write-up about the work of the Networking Partner. ● Offer 1 webinar to the Networking Partner about using the WCRP Academy catalogue to search for training opportunities ● Should the Networking Partner organize events related to the mission of the Academy (e.g. training and capacity building opportunities, these can be featured on our catalogue and social media pages as well ● Feature the Networking Partner <u>once a year</u> in the official newsletter of the WCRP Academy

Annex D. List of Acronyms

Acronym	Name
ACE	Action for Climate Empowerment
AGU	American Geophysical Union
AI	Artificial Intelligence
APARC	Atmospheric Processes And their Role in Climate
APN	Asia Pacific Network for Global Research
AAPN-ECAP-Asia	Pacific Network of Early Career Professionals for Global Change Research
ASEAN	Association of Southeast Asian Nations
CDH	Centralized Data Hub
CDN	Content Delivery Network
CLiC	Climate and Cryosphere
CLIVAR	Climate and Ocean: Variability, Predictability, and Change
CMIP	Climate Model Intercomparison Project
CP	Core Project
CSV	Comma Separated Values
CV	Curriculum Vitae
ECR	Early Career Researcher
EGU	European Geosciences Union
EMCR	Early and Mid-Career Researchers
ESMO	Earth System Modelling and Observations
EUMETSAT	European Organisation for the Exploitation of Meteorological Satellites
GAW	Global Atmosphere Watch
GEWEX	Global Energy and Water Exchanges
GS	Global South
GSITT	Global South Inclusion Task Team
ICTP	International Centre for Theoretical Physics
IGAC	International Global Atmospheric Chemistry
IOC	Intergovernmental Oceanographic Commission
IPCC	Intergovernmental Panel on Climate Change
IUCA	International Universities Climate Alliance
JSC	Joint Scientific Committee
KPI	Key Performance Indicators
LHA	Lighthouse Activity
MCR	My Climate Risk
MOOC	Massive Online Open Course
MVC	Minimum Viable Capability
POC	Proof of Concept
RCCC	Regional Climate Science Conference
RIfS	Regional Information Society
SB	Subsidiary Bodies
SDSN	Sustainable Development Solutions Network

SEO	Search Engine Optimization
SSC	Scientific Steering Committee
SSG	Scientific Steering Group
SU	Support Unit
TOR	Terms of Reference
UCT	Universal Coordinated Time
UKRI	UK Research and Innovation
UNESCO	United Nations Educational, Scientific, and Cultural Organization
US	United States
WCRP	World Climate Research Programme
WWRP	World Weather Research Programme
YESS	Young Earth System Scientists

World Climate Research Programme
<https://www.wcrp-climate.org>