



EMS Annual Meeting Abstracts

Vol. 18, EMS2021-353, 2021

<https://doi.org/10.5194/ems2021-353>

EMS Annual Meeting 2021

© Author(s) 2022. This work is distributed under the Creative Commons Attribution 4.0 License.



Experiences with virtual schools on “Climate data for impact assessments”

Janette Bessembinder¹, Judith Klostermann², Rutger Dankers², Vladimir Djurdjevic³, and Tomas Halenka⁴

¹KNMI, WKD (Weather and Climate Services), De Bilt, Netherlands (janette.bessembinder@knmi.nl)

²Wageningen Environmental Research (WENR) - Team Climate Resilience, Wageningen, Netherlands

³University of Belgrade, Faculty of Physics, Department of Meteorology, Belgrade, Serbia

⁴Charles University, Faculty of Mathematics and Physics, Department of Atmospheric Physics, Prague, Czech Republic

The provision of climate services to users is a fast developing field. In support of this development, the IS-ENES3 project, funded within the EC Horizon2020 program, organized three schools on “Climate data for impact assessments” in 2020 and 2021. In an Autumn school, a Spring school and a Summer school, climate scientists and impact scientists were brought together. An important aim of the schools was to enhance interaction between Vulnerability-Impact-Adaptation (VIA) researchers, climate services providers and climate researchers. Another aim was to provide an overview of information on climate modeling, climate data, impact modelling and climate services based on the work of the IS-ENE3 project.

In the first three weeks a series of lectures was given, covering topics such as climate data and modelling, impact models, portals for accessing and processing climate data, setting-up impact assessments, and communication of results to stakeholders. In the last three weeks the participants worked in small groups of one climate scientist with one impact scientist on a case study under the guidance of the course lecturers. Impact and climate researchers were combined on purpose to let them experience how they could help each other.

Originally the schools were planned to take place on-site (e.g. in Prague) during one week; however, due to COVID-19 the schools had to be transformed to virtual schools with two weekly sessions during six weeks. Although the virtual set-up had some disadvantages (e.g. less possibilities for networking), there were also some advantages (e.g. the possibility to record the lectures and make them available to a broader audience; more time to explore and work with climate data in between the sessions, no CO₂ emissions for travelling). During this presentation we will present the set-up of the schools and the conversion to a virtual school. We will focus on the lessons learnt and the evaluation of the virtual schools by the participants and give some recommendations for similar schools and how to link the climate and VIA research communities .