PannEx: lessons learned

J. Cuxart (UIB), Santiago de Chile, October 22nd, 2018

1. National communities lack size:
    *Idea: working together may help them reach the critical value to push bold aims.
    *Reality: not everyone adheres and for those willing to, the setting of the links takes time.
    *Foreseen evolution: a solid kern has been formed and activities are starting bilaterally.

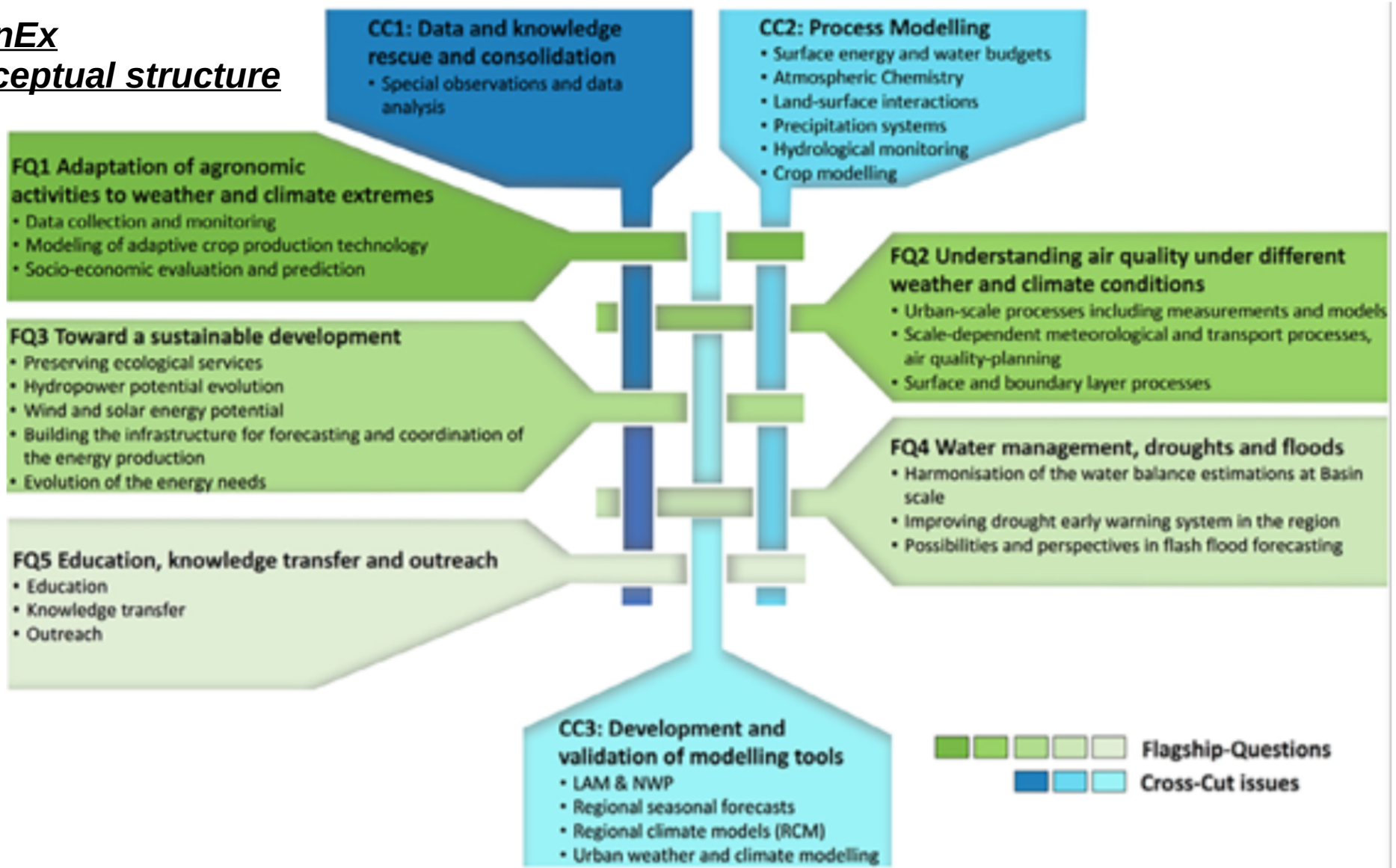
2. Leadership is an issue
    *An RHP may start because somebody in the community pushes and people listens to him/her/them, then leadership is established.
    *Otherwise it can originate from a shared rational need to improve the status of things, but without clear leadership (more than the formal positions in the structure).
    *Splitted leadership (for each large unit of work) would be a good thing to push at a more lively way.

3. Scientific/societal subjects
   *The interested community identifies a number of potential issues.
   *Reality indicates that the committed individuals usually cannot cope with all of them.
   *Only the subjects with active members will probably progress.
   *Subjects with no active members will eventually be removed in the mid-range.

4. Common actions
   *Undertaking major activities such as field campaigns or setting coordinated networks takes the community together and attracts new participants.
   *PannEx is doubting on how to proceed on this, likely because the national aspect still dominates, although initiatives seem to be coming.

5. Funding
   *Existent at the bilateral level, induced/inspired by PannEx.
   *ESA has released a PannEx call, just closed.
   *European level funding is «under construction», pending the establishment of «task teams».

PannEx conceptual structure



PannEx Task teams: intended to be the «scientific working units»

- Agro-climatological and biological systems
- Micrometeorology and agronomical process modelling
- Air quality and urban Studies
- Energy Production
- Ecological Services
- Water balance at the basin scale
- Modelling from climate to flash floods
- Special observations and data analysis
- Outreach and Education