Implementing the Sustainable Development Goals: how can academies help?

IAP/EASAC workshop on the SDGs

Halle, Germany
10-12 September 2018
The InterAcademy Partnership (IAP)

A global partnership of 138 national and regional merit-based academies of science, engineering and medicine.

Committed to making the voice of science heard on issues of crucial importance to the future of humankind.

Strategic Priorities
- Provide evidence-based advice and perspectives on global issues;
- Build a scientifically literate global citizenry;
- Strengthen the global scientific enterprise;
- Strengthen the global network of academies, including establishing new academies in countries where they do not currently exist.

Four regional networks (Asia, Americas, Europe, Africa)

"Improving Scientific Input to Global Policymaking: with a focus on the Sustainable Development Goals"
What is the IAP project?

- Funded by the Carnegie Corporation of New York
- An international working group comprised of IAP member academicians, with GYA and ISC nominations
- Three year project framed around the global science community’s contribution to the SDGs, with particular focus on the academies

The project broadly aims to:

- raise awareness of the SDGs, especially amongst the academies;
- explore opportunities to support SDGs more effectively, with a focus on how the academies can play their part systemically;
- encourage collaboration and adoption of best practices among organizations that generate scientific advice and support.

Three pillars: mobilization | capacity building | collaboration
Improving Scientific Input to Global Policymaking: with a focus on the Sustainable Development Goals
### Comparing the SDGs and the MDGs

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<td><strong>Applied to “developing world”: least developed and poor countries</strong></td>
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<td><strong>Focused on development, largely through international aid assistance programmes</strong></td>
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<td><strong>8 goals focused on eradication of extreme poverty</strong></td>
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<td><strong>Determined by a small team of experts</strong></td>
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<td><strong>Did not account for the root causes of poverty, though did help reduce global poverty levels, and provided learning for shaping the SDGs.</strong></td>
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<td><strong>Said little about monitoring, evaluation and accountability</strong></td>
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<td><strong>Relatively crude: e.g. quantity not quality education; grouped poverty and hunger</strong></td>
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<td><strong>Apply to everyone: SDGs provide a framework for all countries to act</strong></td>
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<td><strong>Universal in scale and scope, with sustainable, inclusive economic development at their core</strong></td>
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<td><strong>17 goals focused on economic, social and environmental development</strong></td>
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<td><strong>Determined by a participatory, inclusive process via an open working group representing 70 countries</strong></td>
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<td><strong>More holistic account of development – including peace, stability, inclusion, human rights and good governance.</strong></td>
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<td><strong>Strong focus on increasing the availability of high-quality, timely and reliable data</strong></td>
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<td><strong>More nuanced: e.g. quality of education and learning, and their role in achieving a more humane world; separating poverty and food and nutrition security</strong></td>
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REGIONAL WORKSHOPS

"Improving Scientific Input to Global Policymaking: with a focus on the Sustainable Development Goals"
Workshop objectives

To better understand the SDGs and consider how the academies can best support them:

• to share national and regional experiences – opportunities, challenges, lessons learned, good practice;
• to identify gaps in our understanding of the implementation of the SDGs;
• to develop a voluntary regional action plan for how academies in Europe can work (together) to support the SDGs to 2030, and translating this at national and institutional levels.
How this will work!

This is OUR workshop!

• Understanding our respective motivations and expectations
• Checking throughout that we are moving in a helpful, constructive direction
• Being interactive: using our open discussions and breakouts creatively
• Capturing all of our ideas and comments
• Following up our discussions afterwards with our respective academies
Opportunity costs

Common reaction: academies need more money to engage with the SDGs.

More constructive approach: explore different ways of working, using existing resources more effectively. For example:

– are our current ways of working having any impact?
– how are we using different kinds of science for the SDGs?
– how are we engaging our academicians?
– who are we speaking to? who should we be speaking to?
– where and how do we need to build our own capacity?
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