

1 NO POVERTY



2 NO HUNGER



3 GOOD HEALTH



4 QUALITY EDUCATION



5 GENDER EQUALITY



6 CLEAN WATER AND SANITATION



7 CLEAN ENERGY



8 GOOD JOBS AND ECONOMIC GROWTH



9 INNOVATION AND INFRASTRUCTURE



10 REDUCED INEQUALITIES



11 SUSTAINABLE CITIES AND COMMUNITIES



12 RESPONSIBLE CONSUMPTION AND PRODUCTION



13 PROTECT THE PLANET



the interacademy partnership

14 LIFE BELOW WATER



SCIENCE
RESEARCH
HEALTH

15 LIFE ON LAND



16 PEACE AND JUSTICE



17 PARTNERSHIPS FOR THE GOALS



Implementing the Sustainable Development Goals: how can academies help?

IAP/EASAC workshop on the SDGs

Halle

10-12 September 2018

Recap of yesterday

We heard from:

- the IAP project and how academies are – or could - support the SDGs more systemically;
- regional stakeholders (UNECE, JRC) about regional (Europe and EU) processes and national stakeholders about national processes, and how the academies /scientists could better support them;
- different parts of the academy community on existing (inter)academy practices, which could be scaled up and/or translatable for others;
- Enrico about the transformation or paradigm shift required to realise the SDGs.

And we began to identify emerging themes and opportunities

Thierry's summary

- We need to be transformative;
- measurement of the SDGs is difficult, especially the path to progress (“distance to target”);
- understanding the meaning of sustainable development is not easy (but, conversely, the implications of non-sustainability are clear);
- academic groups service the UN but IAP/ regional networks appear to be invisible – why?;
- what we already do has some value (it is not helpless or hopeless);
- we need a list of concrete, practicable actions.

Key emerging themes

- **Communicating** the SDGs (to academy members, universities and the wider public) – *stay here*;
- **Interactions** between SDGs (bridging data gaps, understanding complexity), as well as monitoring and review/metrics for SDGs – *stay here*;
- **Research funding structures and evaluation** – *room 1*;
- **Stronger connections between young and senior academies** – *room 2*
- **European influence globally / IAP role** (global, regional and national engagement)– *room 3* .

Challenges to progress

- Aspirational rhetoric is easy. Effective policies, funding and sustained action are hard.
- SDG targets do not cover all essential elements: many indicators (an estimated two-thirds) are inadequate.
- Voluntary National Reviews (VNRs) are useful, but not real action plans.
- Stakeholder engagement is weak in most countries.
- Not every country is paying attention.
- So, can we develop a practicable action plan for academies working at the national level and together at the regional and/or global level?

Bringing science “to the right place at the right time”

Figure 1: Mapping science advice in the UN SDGs process: at the UN level (simplified)

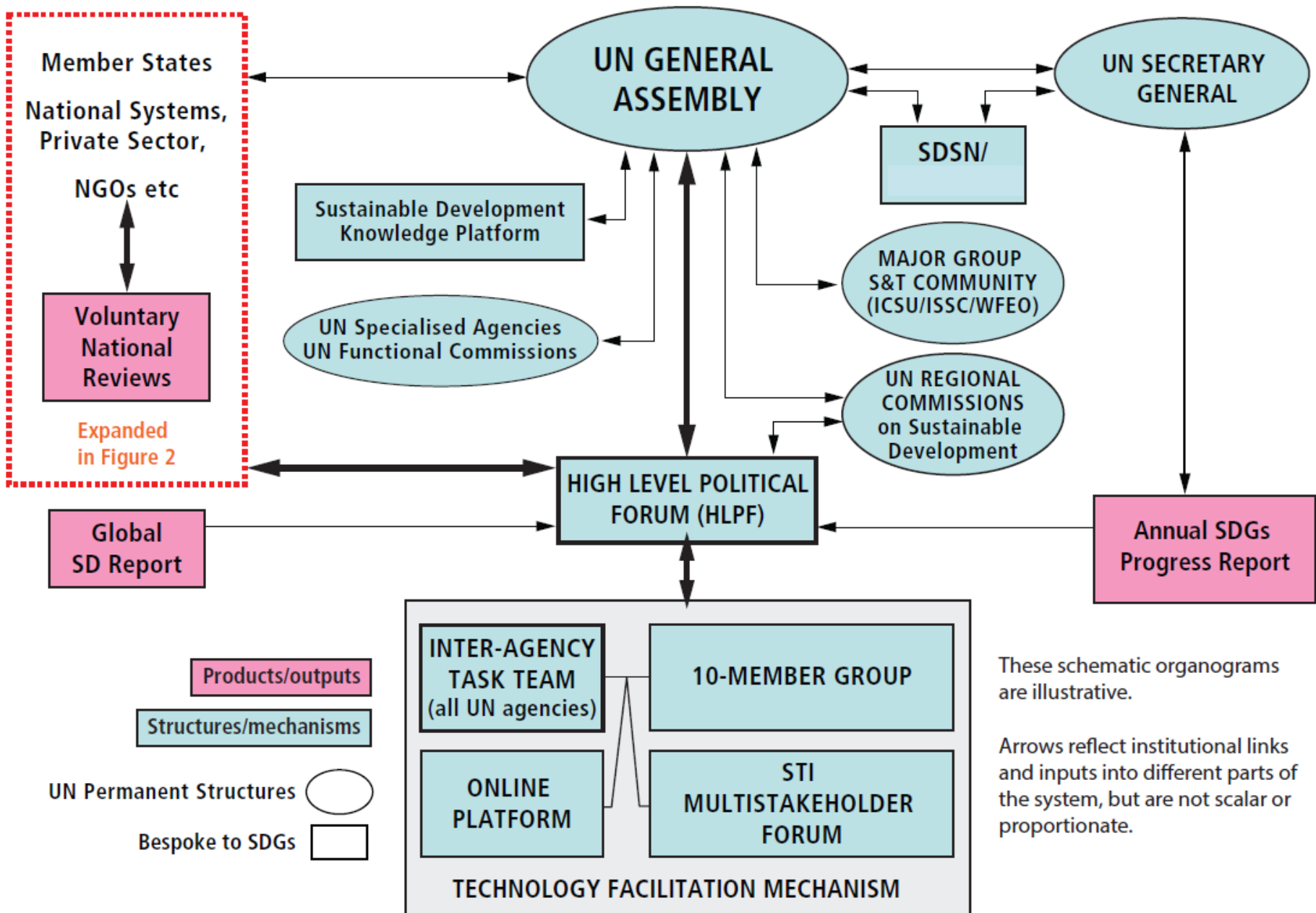
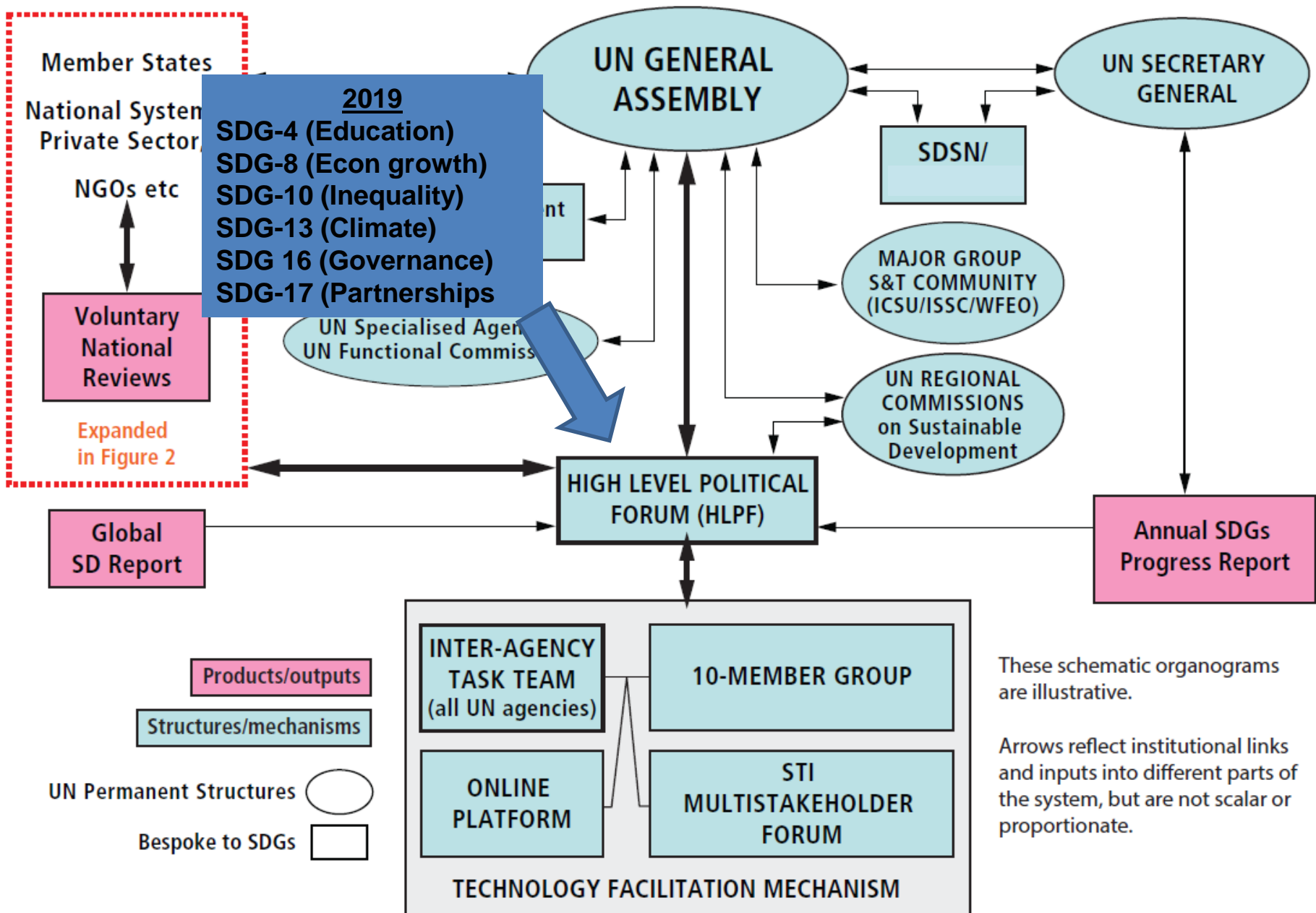


Figure 1: Mapping science advice in the UN SDGs process: at the UN level (simplified)



Voluntary National Reviews

- To facilitate sharing of experiences (successes, challenges, lessons learned) between Member States

2016	2017	2018	2019
Estonia	Belgium	Greece	Bosnia and Herzegovina
Finland	Czech Rep	Hungary	Croatia
France	Denmark	Ireland	France
Germany	Italy	Latvia	Serbia
Norway	Netherlands	Poland	UK
Switzerland	Portugal	Slovakia	
	Slovenia	Spain	
	Sweden	Switzerland	

Mapping out an action plan

	Short-term (0-12 months)	Mid-term (1-3 years)	Long-term (to 2030)
At the regional level (as EASAC members working together)	Action(s): Outcome(s):	Action(s): Outcome(s):	Action(s): Outcome(s):
At the national level (as academies within national advisory systems)	Action(s): Outcome(s):	Action(s): Outcome(s):	Action(s): Outcome(s):
At the institutional level (what can my academy do/change?)	Action(s): Outcome(s):	Action(s): Outcome(s):	Action(s): Outcome(s):
At the individual level (what can I do/change?)	Action(s): Outcome(s):	Action(s): Outcome(s):	Action(s): Outcome(s):

An action plan should consider.....

- vision, objectives and timelines;
- important milestones and deliverables, with periodic evaluation and feedback;
- priorities;
- interacademy cooperation;
- partnerships with other sectors;
- STI and human capacity building (skills);
- strengthening science-policy interface;
- risk;
- shaping the STI/research agenda;
- potential funding sources.