

IMPLEMENTING THE SUSTAINABLE DEVELOPMENT GOALS: HOW CAN ACADEMIES HELP?

Summary Note of the IAP-EASAC Workshop, 10-12 September 2018

1. Summary/Headlines

- Representatives from 21 EASAC member academies and four Young Academies participated in the workshop, along with GYA members from the region, and several representatives of the policy-making community (see Annexes A and B). Participants were largely familiar with the SDGs. Two of them were members of the Global Sustainable Development Report (GSDR) 2019 group of experts and the Co-chair of the Technology Facilitation Mechanism (TFM) 10 Member Group.
- This European workshop on the SDGs contrasted with the previous regional workshops by IAP (with the science academies of Asia and of the Americas) in two important ways: (i) it built on previous experience and learning from EASAC's work on the science-policy interface, including a new survey of members in which 10 EASAC member academies self-identified as actively engaged on the SDGs; and (ii) there is strong regional (intergovernmental) cooperation and partly also governance in Europe, through the institutions of the EU, which gives EASAC members an additional imperative to work together.
- [EASAC's survey of its members about the SDGs conducted in 2018](#) indicates that European science academies are working on issues related to the SDGs because "our members recognise them as important areas of science", but not necessarily referencing SDGs explicitly. Many participants thought that 'retro-fitting' academy work around the SDGs is not sufficient: it risked losing opportunities and creating complacency and inertia. More active reference to, and engagement with, the SDGs is imperative in order to reach new policy-makers and capitalise on new funding sources, as well as help governments identify scientific experts for key governance bodies (e.g. country nominations to the TFM 10 Member Group and expert groups for future GSDRs). The workshop participants undertook to account for the SDGs more explicitly in future work and were keen to learn from the IAP project and from each other. They also recognised the academies' need to do more to assess the impact of their initiatives (only 27% of them evaluate the impact of their work).
- There was a genuine desire to strengthen working links between EASAC members and the growing number of National Young Academies in the region, looking to IAP to help them identify ways of doing this and to build capacity generally.

- Workshop participants were introduced to key regional and national implementation processes and to scientists within the region who are playing leadership roles for the UN. There are numerous examples of ways in which academies can support these processes, including the work of the UN Regional Commission for Europe (UNECE) and the European Union Commission's efforts to support the SDGs¹. A working knowledge of UN policy processes and cycles can improve good timing of academy interventions: for example, the clusters of SDGs reviewed each year by the UN High Level Political Forum (HLPF) can help planning academies' activities.
- It was noted that the science academies in Europe are not presently engaged or looked to by their national lead agencies in SDG implementation processes. Other major groups e.g. civil society and youth have stronger voices and are developing "shadow" products in parallel with official ones. The academies could consider reviewing official products e.g. VNRs, UNECE's regional report and assessments, to bring more rigour to them and reduce or even negate the need for "shadow" initiatives.
- There was broad recognition that many of the indicators underpinning the SDGs are weak. The academies can potentially play a role in improving existing and developing new indicators, complementing the work of others e.g. UNDP's "[The indicators we want](#)" for SDG-16.
- Academies may also be well-placed to peer review (part or all of) the [Global Sustainable Development Report \(GSDR\) 2019](#), which is looking at the transformation required to realise the SDGs.
- Conversations during the workshop were framed around five broad themes: (1) socialising/communicating the SDGs (to academy members, universities and the wider public); (2) understanding interactions between SDGs (bridging data gaps, understanding complexity), as well as monitoring and review/metrics for SDGs; (3) integrating SDGs into research funding structures and priorities; research evaluation and scientific career structures/incentives; and (4) building stronger connections between young and senior academies (multi/cross disciplinary; SDGs 16 and 17; intergenerational, ethical, legal, constitutional aspects of the SDGs as a possible new joint project); (5) European influence globally / IAP role: supporting national, regional and global processes.
- **Participants developed an action plan (Annex C)** which will be 'socialised' amongst EASAC members and NYAs in the region and reviewed in the final stages of the IAP project "Improving Scientific Input to Global Policymaking" and at the IAP Triennial Conference in April 2019. One key immediate action is to plan the communication of the global report by IAP on "Food and Nutrition Security and Agriculture" – the European

¹ The EU Commission engages with the SDGs broadly in three ways: (i) accounting for EU Member States' national implementation of the SDGs; (ii) adding new knowledge for the SDGs / developing the research base through the JRC and Horizon 2020 (of which 60% is committed to SDG-referenced research); (iii) influencing SDG-aligned development assistance programmes through the Directorate-General for Development and Cooperation (DG DevCo).

part of which was published an EASAC report in December 2017 – and package both around the (numerous) relevant SDGs.

- Thierry Courvoisier, President of EASAC, emphasised the importance of bringing results to the right place at the right time. He committed EASAC to (i) explore the idea of a common statement on the vital importance of science for sustainable development, for academies to use in their national efforts, and possibly for politicians and opinion-formers at country level and in Brussels; (ii) reflect on the post-2030 agenda and how academies can position themselves to be part of the process; and (iii) communicate and be proactive in the promotion of the SDGs in EASAC core business.
- A small sub-group of European academies (Ireland, Switzerland, Austria) committed to monitor regional developments on the SDGs and possibly share useful materials that they themselves may develop and report to EASAC Bureau and/or Council when there are calls of interest.
- All presentations are available online at <https://easac.eu/science-policy-dialogue/>

2. Policymakers' perspectives

- Participants heard from national and regional representatives of the policymaking community:
 - *Enrico Giovannini, Chief Statistician of the OECD (2001-2009) and spokesperson for ASViS, an Italian Alliance for Sustainable Development*, called for a new development paradigm that is no longer focused on economic growth and GDP measures but instead on social drivers such as peace, trust and security. He talked about developing a new political narrative around prevention, preparation, protection, promotion and transformation, and indicated that the private sector and some parts of academia are now reporting their activities based on the SDGs. Enrico encouraged academies to engage in five ways: (1) to advocate for universities to work together towards sustainable development; (2) to champion evidence-informed policymaking; (3) to help devise metrics and indicators for the SDGs (referring to the 66 elementary indicators developed by Eurostat as a dashboard for Europe); (4) to fight against fake news, including training journalists; and (5) to work with international partners.
 - *Vaughan Turekian, Co-Chair of the Technology Facilitation Mechanism (TFM) 10 Member Group*, talked about this part of the UN science advice ecosystem and encouraged academies to reflect on who, when and how they are advising policy-makers, thinking more systemically. He saw two key niches for the academies: understanding the interactions between the SDGs and understanding trade-offs for maximum impact investment.
 - *Michael Kunz from the Office of the Executive Secretary, UN Economic Commission for Europe (UNECE)* gave a regional perspective on the implementation of the SDGs. With a growing demand for the UN Regional Commissions to play more of a think-tank (policy analysis) role, he invited the

academies to support (including constructively critique) regional processes and help identify relevant knowledge and expertise on the continent. The next UNECE annual forum on the SDGs will be on 21-22 March 2019 in Geneva (the project and EASAC secretariats will explore opportunities for the European academies to get involved).

- *Apollonia Miola from the EU's Joint Research Centre (JRC)*, described JRC's work on building a science policy interface supporting SDGs implementation (including monitoring and evaluation of SDGs implementation, understanding interactions between the goals, Integrated assessment, gaps analysis and Community of Practice). The EU Commission is implementing the UN Agenda 2030 (the SDGs) by mainstreaming SDGs in all EU policies (including research policy).
- *Falk Schmidt from the Science Platform Sustainability 2030, Germany*, described Germany's implementation of the SDGs through its governmental sustainability strategy that initiated in 2016 the independent scientific for a more systematic dialogue between science and policy as well as stakeholders from many sectors to inform and support the implementation of the SDGs from a research-based perspective.
- Breakout groups explored opportunities for the academies at global (UN), regional, national and institutional (academy) levels, which informed the **Action Plan at Annex C**.

3. The academies' perspective

- Participants heard from different parts of the academy system:
 - *Gabriela Wülser from the Swiss Academies of Arts and Sciences* described the academy's initiatives to work across disciplines; develop a national research agenda aligned to the SDGs; and communicate to wider constituencies.
 - *Christiane Diehl from EASAC* described EASAC's science-for-policy work, and lessons learned from its extensive experience of engaging with EU institutions.
 - *Robin Fears, Project Lead, IAP "Food and Nutrition Security and Agriculture" project*, described some of the lessons learned from this innovative interregional project, in terms of methodology and outreach.
 - *Moritz Riede from the GYA* referred to the GYA/NYAS statement on the SDGs, an incubator project on citizen science for the SDGs, and preliminary plans for the next GYA/NYAs worldwide meeting in July/August 2019.
- It was noted that all academies can potentially help integrate science into their respective national implementation plans for the SDGs and, *where they have capacity*, now is the time to do so. A significant effort is underway to deliver integrated national plans in the next 10 months, ready for the major review of SDGs progress by Heads of State/Government in September next year.

- Further, it was noted that three² members of the new [10 Member Group](#) (leadership) for the UN Technology Facilitation Mechanism are from Europe. EASAC and/or the national academies in these countries could contact them to (1) raise their awareness of EASAC and its work, and (2) explore opportunities for the academies to help the 10 Member Group deliver its mandate to ensure that STI is used to support the SDGs.
- Similarly, seven³ members of the 15 Member Group of the Global Sustainable Development Report 2019 are from Europe.

With thanks to the Leopoldina and EASAC for its support in the design and delivery of this workshop.

Annexes for reference

- Annex A: Workshop programme
- Annex B: Participants' list
- Annex C: Participants' action plan for supporting the SDGs

² Dr Heide Hackmann , Executive Director, ISC (**Netherlands/France**); Dr Anne-Christine Ritschkoff, Senior Advisor VTT Technical Research Centre of Finland Ltd (**Finland**); Dr. Špela Stres, Head of Innovation and Technology Transfer Center for Jožef Stefan Institute (**Slovenia**)

³ Professor Eeva Furman (**Finland**); Professor Wolfgang Lutz (**Austria**); Professor Peter Messerli (**Switzerland**); Professor Jean-Paul Moatti (**France**); Professor Katherine Richardson (**Denmark**); Professor Jurgis Kazimieras Staniškis (**Lithuania**); Professor Jean-Pascal van Ypersele (**Belgium**)

ANNEX A: WORKSHOP PROGRAMME

Agenda of the SDGs Workshop, 10-12 Sept 2018 – Leopoldina, Halle

Monday 10 September

15:00-16:00	<i>Arrival of participants at the Leopoldina and meeting over Coffee/Tea</i>	
SESSION 1: Introduction(s) and background to the Workshop		
16:00 – 16:15	Welcome to the workshop by the EASAC President, the IAP President, and the Secretary General of the Leopoldina	Thierry Courvoisier, Volker ter Meulen and Jutta Schnitzer-Ungefug
16:15 – 17:00	Getting to know each other	All participants; moderator: Thierry Courvoisier
17:00 – 17:15	Objectives of the IAP-EASAC workshop on the SDGs	Teresa Stoepler & Tracey Elliott
17:15 – 17:40	The “Science-Policy-Dialogue” of the European Science Academies	Christiane Diehl
17:40 – 18:15	Comments from participants and open discussion	All participants; moderator: Thierry Courvoisier
18:30 – 21:00	<i>Dinner @ Restaurant MoritzKunstCafé (opposite Leopoldina)</i>	

Tuesday 11 September

SESSION 2: Setting the Scene		
09:00 – 09:10	Opening and welcome to second day of workshop	Thierry Courvoisier
09:10 – 09:35	The SDGs and the IAP project, “Improving Scientific Input to Global Policymaking”	Tracey Elliott
09:35 – 10:00	Questions, comments and group discussion	All; moderator: Teresa Stoepler
10:00 – 10:20	The performance of Europe towards implementing the SDGs: statistical and policy perspectives	Enrico Giovannini
10:20 – 10:40	Questions, comments and group discussion	All; moderator: Teresa Stoepler
10:40 – 11:00	<i>Coffee/Tea break</i>	

SESSION 3: Implementation of the SDGs in Europe		
11:00 – 13:00	The policymakers' perspective <ul style="list-style-type: none"> • Introduction to the session (5') • European regional implementation of the SDGs (10') • National Implementation of the SDGs: The example of Germany (10') • The role of the UN Technology Facilitation Mechanism in bringing STI to the SDGs (10') • Science for SDGs: Exploring scientific solutions to facilitate the monitoring of SDGs implementation (10') <p>➤ Questions, comments and group discussion (75')</p>	-Tracey Elliott -Michael Kunz -Falk Schmidt -Vaughan Turekian -Representative of the EU Commission's JRC, exact name tbc Moderator: Tracey Elliott
13:05 – 14:05	<i>Group photo & lunch (cafeteria on ground floor of Leopoldina)</i>	
14:10 – 15:10	Introduction to breakout groups (5') <ul style="list-style-type: none"> ➤ Discussion in breakout groups to reflect on input from policy making perspective, under a number of different 'headlines' and with focus on academies' opportunities 	Christiane Diehl (breakout group facilitators: T. Elliott, T. Stoepler, B. Gillett, C. Diehl)
15:10 – 15:35	Reporting back from breakout groups	Moderator: Bill Gillett
15:35 – 15:55	<i>Coffee/Tea break</i>	
SESSION 4: Supporting the SDGs		
16:00 – 17:40	The Academies' perspective <ul style="list-style-type: none"> • Introduction to the session (5') • 'Case study' of an academy's activities: The Swiss Academies and the SDGs (10') • Academies working together regionally in Europe (10') • The global IAP Project on FNSA (10') • The GYA and the European Young Academies on the SDGs (10') <p>➤ Questions, comments and group discussion (55')</p>	-Teresa Stoepler -Gabriela Wülser -Christiane Diehl -Robin Fears -Moritz Riede Moderator: Teresa Stoepler
17:40 – 17:45	Close of first workshop day	Thierry Courvoisier
19:00 – 21:30	<i>Dinner @ Mönchshof (located halfway between Leopoldina and hotel "Dorint")</i>	

Wednesday 12 September

SESSION 5: Opportunities for supporting the SDGs in Europe		
09:00 – 09:05	Recapping of first workshop day	Teresa Stoepler
09:05 – 09:20	Introducing the concept of a vision or action plan for cooperation among the academies, to support SDGs implementation to 2030	Tracey Elliott
09:20 – 09:40	Questions, comments and discussion	Moderator: Teresa Stoepler
09:45 – 09:55	A vision for Europe based on the SDGs	Enrico Giovannini
09:55 – 10:05	Exploring possibilities to better connect national and regional activities of the academies	Christiane Diehl
10:05 – 10:45	Questions, comments and discussion	Moderator: Thierry Courvoisier
10:45– 11:10	<i>Coffee break</i>	
11:10 – 12:10	Introduction to breakout groups Exact focus to be decided, but possibly: <ul style="list-style-type: none"> ➤ Specific opportunities to support the SDGs, related to questions of the Environment, Health and Energy 	Teresa Stoepler (breakout group facilitators: T. Elliott, T. Stoepler, W. Gillett, C. Diehl)
12:10 – 12:50	Reporting back and developing of action plan	Moderator: Tracey Elliott
12:55 – 13:55	<i>Lunch (again cafeteria ground floor Leopoldina)</i>	
14:00 – 15:30	A regional vision/action plan for activities on national level and for cooperation among European Academies to support the SDGs to 2030	All participants; moderator: Bill Gillett
15:30 – 16:00	Final reflections and close of workshop	All participants; Volker ter Meulen & Thierry Courvoisier
16:00 – 16:30	<i>Coffee/Tea break and departures</i>	
16:30 – 18:15	<i>Optional guided city tour through Halle (starting in front of the Leopoldina and ending at hotel “Dorint”)</i>	
19:00 – 21:30	<i>Dinner @ Restaurant MahnS Chateau (located halfway between Leopoldina and hotel “Dorint”, just behind St. Mary’s Church on Halle market square)</i>	<i>Walk there together from hotel Dorint at 18:45, meeting at reception</i>

ANNEX B: PARTICIPANT LIST

Delegates of EASAC Member Academies

- Ms Kathrin Humphrey, The Austrian Academy of Sciences
- Professor Wolfgang Lutz, The Austrian Academy of Sciences
- Professor Edwin Zaccai, The Royal Academies for Science and the Arts of Belgium
- Professor Dimiter Asenov Ivanov, The Bulgarian Academy of Sciences
- Professor Neven Duic, The Croatian Academy of Sciences
- Professor Eeva Rebekka Furman, The Council of Finnish Academies
- Professor Olivier Pironneau, The Académie des Sciences (France)
- Professor Volker ter Meulen, The German National Academy of Sciences, Leopoldina
- Professor Panos Papagiannakopoulos, The Academy of Athens (Greece)
- Ms Katalin Fodor, The Hungarian Academy of Sciences
- Ms Jennifer Kenneally, The Royal Irish Academy
- Professor Peter McHugh, The Royal Irish Academy
- Professor Enrico Giovannini, The Accademia Nazionale dei Lincei (Italy)
- Professor Vincas Būda, The Lithuanian Academy of Sciences
- Professor Øystein Hov, The Norwegian Academy of Science and Letters
- Professor Jerzy Wilkin, The Polish Academy of Sciences
- Professor Maria Salomé Pais, The Academy of Sciences of Lisbon (Portugal)
- Professor Gheorghe Zaman, The Romanian Academy
- Professor Julius Oszlányi, The Slovak Academy of Sciences
- Professor Andrej Kranjc, The Slovenian Academy of Sciences and Arts
- Ms Elin Mellqvist, The Royal Swedish Academy of Sciences
- Dr Gabriela Wuelser, The Swiss Academies of Arts and Sciences
- Professor Richard Catlow, The Royal Society; EASAC Vice-President

Representatives of the European Young Academies

- Professor Benham Taebi, Dutch Young Academy
- Dr Udi Sommer, Israeli Young Academy
- Professor Monika Kedra, Polish Young Academy
- Professor Staffan I. Lindberg, Young Academy of Sweden
- Ms Anna-Maria Gramatte, Global Young Academy
- Dr Robert Lepenies, Global Young Academy
- Professor Moritz Riede Global Young Academy

IAP Working Group on the SDGs

- Professor Peter Fritz, Helmholtz Centre for Environmental Research, Germany
- Professor Sandy Harrison, Global Palaeoclimates & Biogeochemical Cycles, University of Reading, UK

Speakers

- Mr Michael Kunz, United Nations Economic Commission for Europe, UNECE (Geneva)
- Dr Falk Schmidt, Institute for Advanced Sustainability Studies, IASS (Potsdam)
- Professor Jutta Schnitzer-Ungefug, Secretary General, German National Academy of Sciences Leopoldina
- Dr Vaughan Turekian, The National Academies of Sciences, Engineering, and Medicine (Washington)

IAP Secretariat

- Dr Teresa Stoepler, Executive Director
- Dr Tracey Elliott, Project Director
- Ms Jana Hinz, Assistant

EASAC Bureau and Secretariat

- Professor Thierry Courvoisier, EASAC President, The Swiss Academies of Arts and Sciences
- Professor Eva-Mari Aro, EASAC Vice-President, Council of Finnish Academies
- Professor Christina Moberg, EASAC Vice-President, Royal Swedish Academy of Sciences
- Dr Robin Fears, EASAC Biosciences Programme Director
- Dr William Gillett, EASAC Energy Programme Director
- Professor Michael Norton, EASAC Environment Programme Director
- Dr Christiane Diehl, EASAC Executive Director
- Ms Molly Hurley-Dépret, EASAC Head of Communications
- Ms Annika Ströfer, EASAC Secretariat Coordinator
- Dr Nina Hobbhahn, Scientific Policy Officer SAPEA
- Mr Lukas Hohmann, EASAC Intern

Guests

Mr Chris Purdon, Clyvedon Press

Ms Viola Stursberg, Master Student with EASAC

ANNEX C: PARTICIPANTS' VOLUNTARY ACTION PLAN TO 2030

Level of action	SHORT-TERM 0-12 months	MID-TERM 1-3 years	LONG-TERM To 2030
GLOBAL What can EASAC do at the global level through IAP?	<ul style="list-style-type: none"> • Help IAP prepare a statement on the role of science and the academies in supporting the SDGs for academies to use nationally, or even the UN General Assembly in 2019. • Share lessons learned and good practice amongst IAP regional networks. • Be advocates for national young academies in all parts of the world. • Encourage IAP to explore how global citizenry can be better engaged with the SDGs, to minimise impact of political shocks. 	<ul style="list-style-type: none"> • Work with ISC and World Data System on identifying science data needs. • IAP maintains database of academy reports and expertise from IAP/Carnegie project. • GYA considers focusing on SDGs 16 and 17, as necessary pre-requisites for the other SDGs. • Identify other science-policy initiatives that are already strong and learn from them or partner with them. • Update the “Guide to merit-based academies” to feature strategically powerful voices already successfully bringing science to the SDGs. 	<ul style="list-style-type: none"> • IAP maintains database of academy reports and expertise from IAP/Carnegie project
REGIONAL What can EASAC do at the regional level?	<ul style="list-style-type: none"> • Identify existing streams of work which map onto the SDGs, and reference future work to relevant SDGs (with assigned SDGs icons). • Communicate and be proactive in the promotion of the SDGs in EASAC core business. • Develop an SDGs-oriented policy brief for the FNSA global synthesis and European chapter. • Explore ways to support UNECE’s Annual Forum on Sustainable Development (next one 21-22 March 2019, Geneva). • Review UNECE’s regional progress annual report from a scientific perspective. • Translate online ASviS course for multipliers on the SDGs. • Prepare a statement on the role of science in supporting the SDGs for opinion-formers at country level and in Brussels. • Send all EASAC reports to Germany’s national stakeholder platform on SDGs. • Continue to champion evidence-informed policymaking. 	<ul style="list-style-type: none"> • EASAC develops a database of EU expertise on the SDGs, to complement IAP global equivalent. • Explore methodologies for capturing and understanding interactions between SDGs. • Help devise appropriate indicators and metrics for the SDGs. • Mobilise the EU science community to conduct a gap analysis of research needs and approach research funding agencies to plug these. • Explore prospect of capacity building grants for supporting the SDGs. • Organise online resources /workshops for effective grant writing. • Organise training for science journalists and be more proactive fighting fake news. • Identify other science-policy initiatives that are already strong in the region and learn from them or partner with them. • Advocate for universities to re-orientate their curricula around the SDGs and/or work together on SD. 	<ul style="list-style-type: none"> • EASAC works on SDG indicator systems for futures work/forecasting. • Reflect on the post-2030 agenda and how academies can position themselves to be part of the next process.

<p>NATIONAL What can my academy do at the national level?</p>	<ul style="list-style-type: none"> • Be proactive on VNRs: engage in process, review it or develop parallel report from science perspective. • Identify existing streams of work which map onto the SDGs and reference future work around them. • Host an assembly of in-country young and senior scientists (50:50) on SDGs, open to scientific community and public. • Raise awareness of potential of academies to contribute to the SDGs. • Track special calls for SDGs at national level. • Work with other stakeholders to align national development plans with SDGs. 	<ul style="list-style-type: none"> • Engage/mobilise national science community to feed into/ critique voluntary national reporting. • Help develop an SDG-oriented national research agenda. • Work with universities and schools to raise awareness of SDGs. • Work with universities to initiate data analytics projects to examine policy documents to assess implementation progress and measure SDG impact. • Identify other science-policy initiatives that are already strong in-country and learn from them/partner with them. 	<ul style="list-style-type: none"> • Beyond SDGs: what next?
<p>INSTITUTIONAL What can my academy do at the institutional level?</p>	<ul style="list-style-type: none"> • Raise discussion of SDGs with Council to embed SDGs in academy business. • Identify focal points / correspondents for the SDGs in each academy. • Map existing activities to SDGs and reference future work around them (and use SDGs icons). • Engage membership on role of science for SDGs and organise open meeting on the SDGs. • Young academy members present at senior academy meetings and on committees, and vice versa; share good practice. • Robustly review and respond to VNR. • Robustly review and respond to VNR. • Compile a portfolio of successful grant applications as examples of good practice. 	<ul style="list-style-type: none"> • Develop a new project on intergenerational justice with GYA lead. • Appoint sustainability managers to make academy buildings and activities zero environmental footprint. • Set up GYA alumni committee to bridge short term of members and provide institutional memory. • Young and senior academies be part of each others' boards/leadership structures. • Develop mechanisms to draw in senior academy members into GYA/NYA activities and establish this as norm. • Run a Town Hall meeting on science gaps for SDGs. • Help disseminate and further develop work on SDGs interactions and grey literature, and use this to inform research priorities. 	<ul style="list-style-type: none"> • An IAP Co-Chair is a young academician.
<p>INDIVIDUAL What can I do? I will.....</p>	<ul style="list-style-type: none"> • Explicitly link my proposals (for funding, grants) and publications to the SDGs. • Change my lifestyle and live a greener life. • Talk to my Head of Department/University about SDGs. 	<ul style="list-style-type: none"> • Write an Op-ed(s) on science and the SDGs. • Encourage disciplinary associations to address gaps. • Organise workshop/symposium on the intergenerational debate. 	