The InterAcademy Partnership (IAP)  
Vision and Mission

**Vision**

For the world’s academies to play a vital role in ensuring that science serves society inclusively and equitably and underpins global sustainable development.

**Mission**

To convene and empower the world’s academies of science, engineering and medicine to work collaboratively to address issues of global, regional, and national importance.
IAP’s Unique Strengths

• Global technical expertise
  • 138 member academies in sciences, health, engineering
  • 4 regional networks: Asia (AASSA), Africa (NASAC), Europe (EASAC), Americas (IANAS)
  • >30,000 of world’s most respected scientific, medical and engineering leaders in
  • >100 countries around the world
  → IAP plays a vital role in strengthening academy capacity

• Independence and credibility: merit-based

• Policy relevance: Members enable a unique national- and regional-reach

• Amplification: IAP provides a platform for academies to reinforce and strengthen their evidence-based statements, reports, and policy recommendations

IAP Food and Nutrition Security and Agriculture (FNSA) Project

• 10 overarching questions developed
• Series of working group meetings coordinated by AASSA (Asia), EASAC (Europe), IANAS (Americas), and NASAC (Africa) IAP regional networks
• Produced four region-specific reports identifying ‘hot spots’ and critical issues, culminating in a global synthesis report
Lessons learned: the FNSA model

- Integrated approach, intersecting with **13 SDGs** (1-3, 6-7, 9-15, 17)
- Interregional cooperation is **synergistic**, adds **policy value**
- Provides recommendations for implementation at **global, regional and national levels**, customised for local circumstances and strategic needs
  - Climate-smart food systems
  - Incentives for consumers to change diets
  - Innovative foods
- **Built capacity** of academies and strengthened regional networks

Lessons learned: A variation on the FNSA Model

- EASAC report ‘Ecosystem services, agriculture and neonicotinoids’ (2015): high visibility and impact, including at EU level.
- Agricultural practices differ regionally, as do use and impact of neonicotinoids requiring regionally-specific recommendations
- New project focuses on impacts in Africa in a step-by-step regional approach
- European – African (EASAC-NASAC) collaboration could help magnify regional policy impacts at the EU and AU levels
IAP SDGs Project: Improving scientific input to global policymaking

- How academies and scientists can better inform global policymaking with a focus on the SDGs
- International working group nominated by academies and ISC
- Produced simple “Guide to the SDGs” showing entry points/pathways for academies and final report

Summary final report released at this conference!

Lessons learned: IAP SDGs project

- Vital to engage members in project
- Involvement of the Global Young Academy and the National Young Academies was key
- Four regional workshops in partnership with AASSA, EASAC, IANAS and NASAC
  - identified practicable actions at regional, national, institutional and individual levels
  - helped to build national academy capacity to get involved and strengthen regional engagement
- Built new, and strengthened existing, partnerships with the UN, ISC, others
- Recommendations informed the IAP 2019-2022 strategic plan and the themes of this conference (SDGs, role of academies)
Engaging with the UN

- Enables IAP and its members’ work to inform global policy
- Recent examples include:

**GLOBAL LEVEL**
- UN S&T Community Major Group consultation (through ISC), feeding directly into the UN High-Level Political Forum
  - E.g., Joint ISC-IAP-WFEO review of 2019 Global Sustainable Development Report (GSDR)
- Side events/workshops: UN STI Multistakeholder Forum, Biological and Toxin Weapons Convention, Organization for the Prohibition of Chemical Weapons

**REGIONAL LEVEL**
- UN Regional Commissions: UNECE (Europe), UNECA (Africa), UNECLAC (Latin America and the Caribbean), UNESCWA (Western Asia) and UNESCAP (Asia-Pacific) through participation in annual fora on sustainable development

**NATIONAL LEVEL**
- Through member academy involvement in the Voluntary National Review process in their countries

Lessons Learned: Engaging with the UN

- Requires sustained effort to build and maintain relationships and agency engagement
- Engagement should be built into project design
- Critical need to bridge the gap between knowledge supply and knowledge demand
- The UN seeks greater input from the scientific community! But there is a recognized need for better alignment of IAP/academy activities with international policy frameworks and timetables, e.g., timetable for review of specific SDGs to ensure interventions are most useful
- Promising opportunities for academies to independently review and assess existing reports (VNRs, etc.)
IAP Science Education Model

Science Education Programme (IAP SEP)

Climate Change Education Summer School, Sicily, Sep 2017

Office for Climate Education

Office founded Mar 2018 by La main à la pâte

Discussions ongoing for consideration as UNESCO Cat. 2 centre

Released at ‘One Planet Summit’ under French President Macron, Paris, Dec 2017

Lessons learned: IAP Science Education Model

• Multiple SDGs, esp. 4 (Quality Education)
• Project developed from IAP Science Education Programme Global Council meeting; funded by Smithsonian Science Education Center
• Inquiry-based science education modules trialled in different countries
• IAP engaged in review process and translations
• Developing additional modules to respond to other SDGs (e.g. Nutrition, incl. FNSA experts) as part larger vision of ‘Smithsonian Science for Global Goals’ series

https://ssec.si.edu/mosquito
Four IAP strategic objectives (2019 – 2022)

1) **Build the capacity of, and empower, regional networks of academies and their national members**, who represent excellence in science, engineering and medicine in their countries;

2) **Empower** academies and regional academy networks to **provide independent, authoritative advice on global, regional and national issues** through synthesis reports, consensus statements, foresight studies, critiquing public policy processes and outputs, and convening key stakeholders;

3) **Communicate the importance of science, engineering and medicine** in terms of research, education, literacy, public discourse, and outreach;

4) **Build IAP as a progressive and more resilient global academies network**

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**Objective 1: Build capacity of regional and national academies**

- Support cooperation and capacity building of regional networks and national members through grants and professional opportunities;
- **Share academy good practice and guidance**
- Facilitate the inclusion and engagement of scientists, engineers and health professionals **across geographies, ethnicities, genders and generations**
  - Help build the next generation of science and policy leaders, especially in low and middle income countries
- Encourage member academies to **serve their respective societies** as relevant, proactive, accessible and visible institutions
Objective 2: Provide independent, authoritative advice on global, regional and national issues

• Develop high-quality, timely interventions on issues of regional and global importance framed around international policy frameworks
  – Topics include: supporting implementation of the SDGs; science education; agriculture and nutrition security; improvement of global health worldwide; biotechnology and biosecurity; and policy for science among others
• Focus policy efforts on organisations and processes with influential policy mandates
• Encourage academies to apply and leverage IAP outputs in their national contexts

Objective 3: Communicate the importance of science, engineering and medicine in research, education and literacy

• Promote high-quality, responsible, open, transparent and inclusive research
• Communicate and disseminate academy outputs in innovative, accessible ways
• Foster the next generation of research and science policy leaders
• Promote science education to improve the teaching and learning experience in national and local education systems
• Support efforts in science diplomacy
• Promote public engagement in and appreciation of science, medicine and engineering
Objective 4: Build IAP as a progressive and more resilient global academies network

• Ensure inclusion of at least one early-career scholar in all IAP activities
• Prioritize diversity considerations within IAP leadership, its working groups/committees and members
• Gain greater impact and visibility for the work of IAP and its component academies

An interacademy roadmap to 2030: How can IAP facilitate? (1)

IAP can lead academy policy and cultural shifts and model academy initiatives by:
• Being a learning organisation, adaptive and responsive to a fast-changing world
• Further emphasizing partnership and collaboration in our work
• Piloting new ways of working within academies, emphasizing responsiveness to policy demand and co-development
• Implementing new forms of communicating/disseminating advice and products
An interacademy roadmap to 2030: How can IAP facilitate? (2)

IAP can lead academy policy and cultural shifts and model academy initiatives by:

- Building up weak, new and less-resourced academies
- Being impact-driven and accountable
  - Clear reporting and benchmarking
  - Open data principles
  - Greener practices
- Modelling inclusivity (career stage/age, gender, ethnicity, geography, etc.)
- Encapsulating the principles of science in service to society through our core activities (incl. nominations and rewards)

And at all times....

Recalling IAP’s vision and mission:

Vision: For the world’s academies to play a vital role in ensuring that science serves society inclusively and equitably and underpins global sustainable development.

Mission: To convene and empower the world’s academies of science, engineering and medicine to work collaboratively to address issues of global, regional, and national importance.

And retaining our core principles:

- Excellence
- Independence
- Inclusion and equity
Thank you!

Contact Us:
Peter McGrath, mcgrath@twas.org
Teresa Stoehler, tstoehler@nas.edu
www.interacademies.org

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