

# Summary of the senior and young academics' survey on the Sustainable Development Goals

Conducted 2016/7

Evidence for the IAP project "Improving Scientific Input to Global Policymaking: with a focus on the Sustainable Development Goals"

# About this slide pack

1. Who are the participating academies? (slides 3-4)
2. What is the IAP/Carnegie project on SDGs? (slides 5-6)
3. What are the SDGs? (slide 7)
4. What the academies' survey tells us about... (slides 8-20)
  - where academies see their role in supporting the SDGs
  - why academies choose to work on particular themes and how they measure impact
- what SDG-relevant themes they have been working on
- how they engage their membership and wider scientific community on the SDGs
- how this project can help academies better support SDGs
5. How can academies use this information? (slide 22)
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# Senior National Academies: the InterAcademy Partnership (IAP) ([www.interacademies.org](http://www.interacademies.org))



A global partnership of more than 130 national and regional merit-based academies of science and health.

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

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

## 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.



# The Global Young Academy (GYA) and National Young Academies ([www.globalyoungacademy.net](http://www.globalyoungacademy.net))



- New National Young Academies established in 25 additional countries
- A national mentoring program in Thailand based on recommendations in our Global State of Young Scientists (GloSYS) report
- Contributions to high-level international fora, e.g. on UN Sustainable Development Goals and open science
- Representation on national and international committees and work groups (UN, UNESCO, ICSU)
- An Africa Science Leadership Program launched in 2015
- GYA activities highlighted both in *Science* and *Nature* magazines

“ *The world will not reach the goals of the 2030 Sustainable Development Agenda without the creativity and innovative power of young scientists. I strongly support the Global Young Academy in their endeavor to mobilize young researchers from around the world and UNESCO will join forces to give them a voice.* ”

Irina Bokova, Director-General of UNESCO

# What is the IAP project?

## Improving Scientific Input to Global Policymaking

- Funded by the Carnegie Corporation of New York
- A working group comprised of IAP member academicians, with GYA and ICSU 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 in 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.

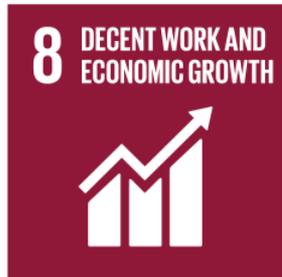
**Three pillars: mobilization | capacity building | linkages & partnerships**

# Who is leading this project?

## IAP Working Group (and guests)



# SUSTAINABLE DEVELOPMENT GOALS



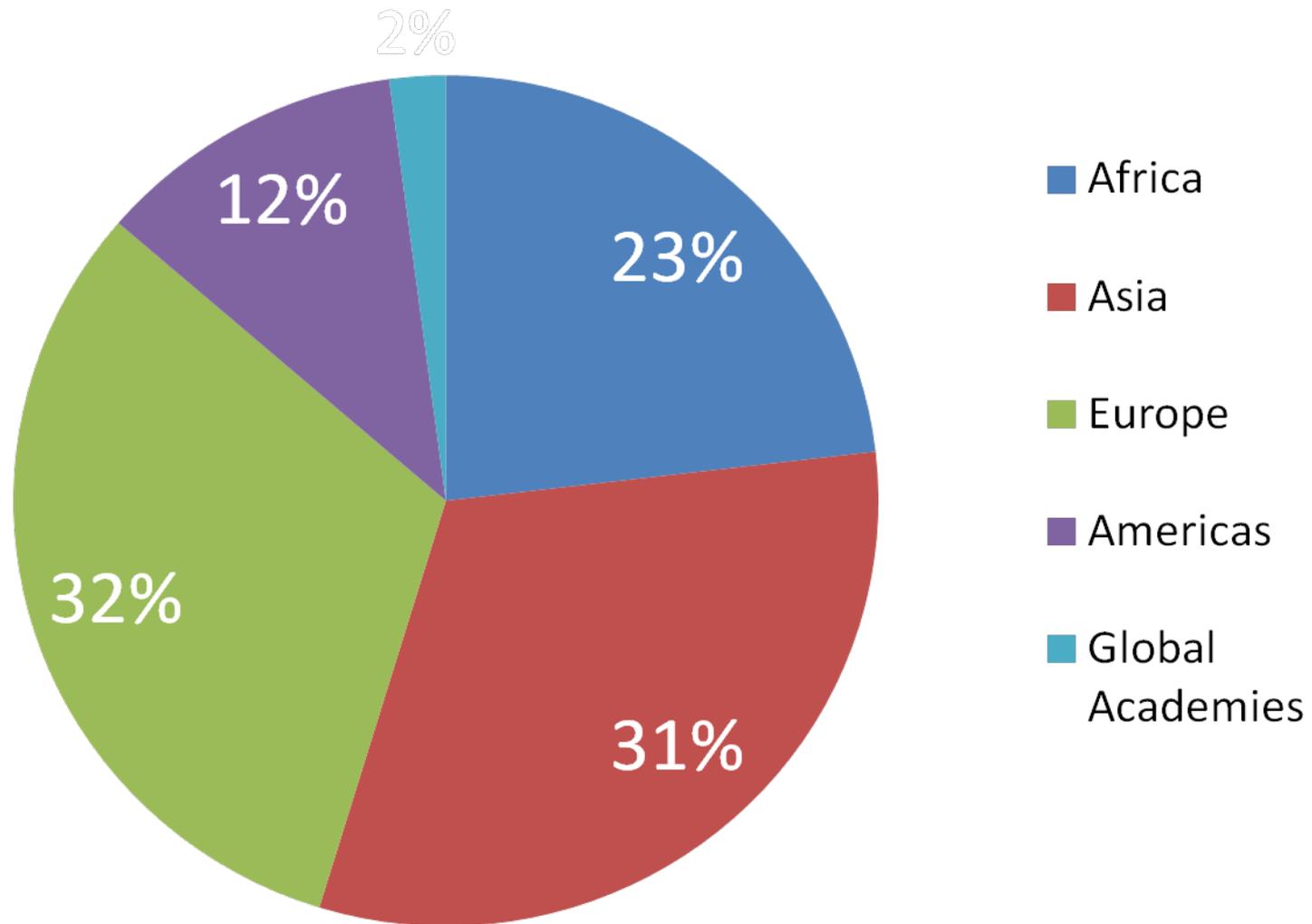
# IAP survey of the academies

- To learn more about the (actual and aspirational) role of academies in supporting the SDGs framework
- Over 55% responded (57 senior, 30 young, GYA)
- Provides a snapshot of where academies can bring knowledge to the SDGs, where they could be more involved, and where they need to develop their own capacity

## Headlines:

- Most academies who responded indicate they already play an **advisory role**, especially at national level
- Most academies are **keen to support the SDGs** but awareness of how to do this is limited
- Awareness of national/country implementation is also limited
- There are clearly **systemic disconnects between different actors**
- Many academies are **already contributing/publishing potentially relevant knowledge** which can support the SDGs

# Academy Responses by IAP Regions



# How do academies see their role? (1)

- **Providing (and facilitating access to) evidence** to inform government policymaking, helping them to interpret and prioritise the SDGs/targets locally, nationally and regionally;
- as **interlocutors** between policy makers and academia / research communities: the role of academies is vital in communicating evidence to policy makers, but also policy and research demand to scientists;
- preparing timely position statements, reviews, policy briefs, summaries, consultation responses and expert consensus reports with clear **evidence-based recommendations** to inform policy;
- **convening different constituencies** through workshops / meetings / fora / symposia, and **promoting dialogue**;
- **nominating experts** to serve on advisory / other committees within the public and private sector;

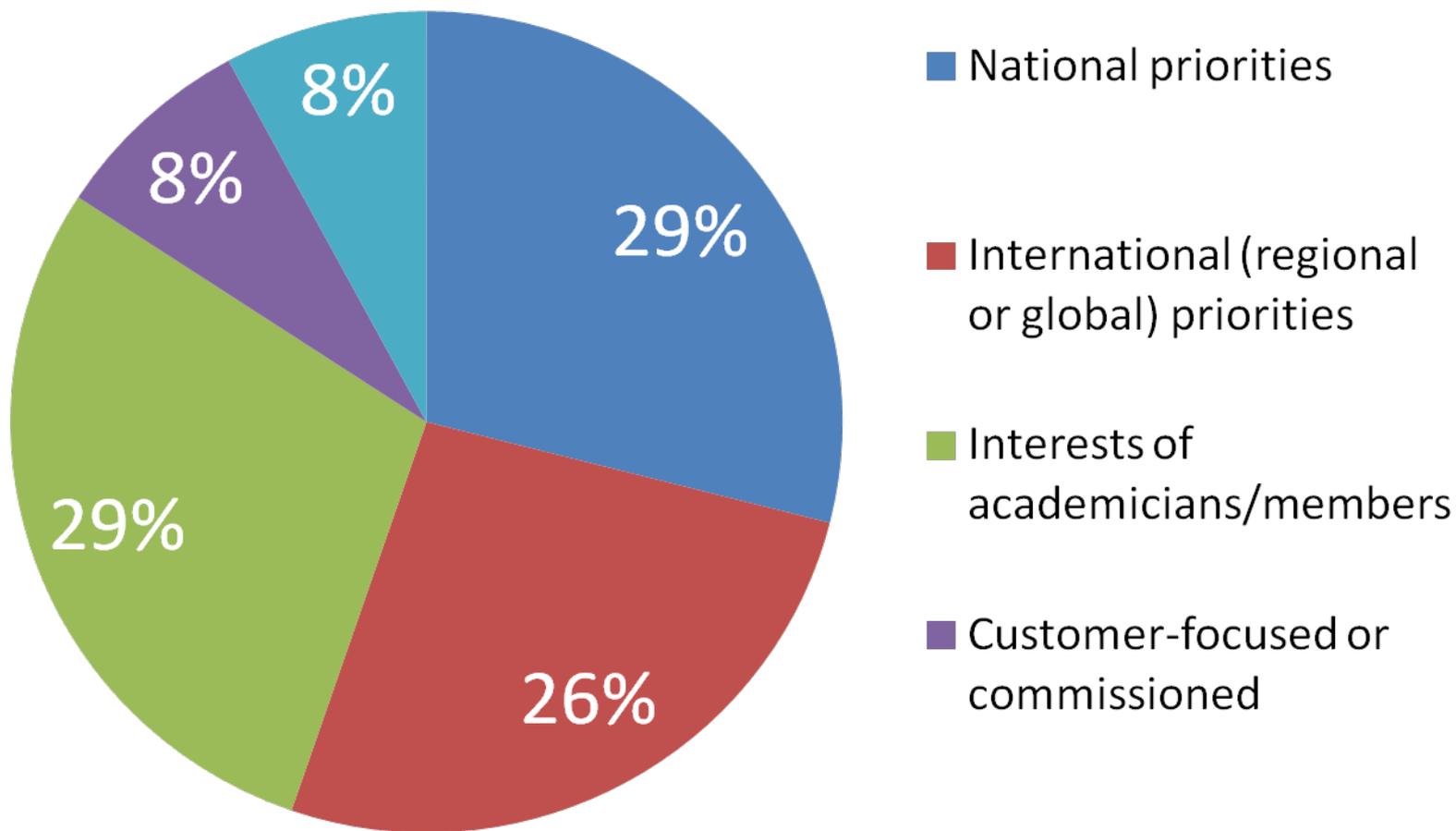
# How do academies see their role? (2)

- **championing coherent research policies** that support basic as well as applied research;
- **providing integrated, interdisciplinary perspectives;**
- **exploring gaps, trade-offs and complementarities** between and across SDGs;
- **capitalising on their regional and global networks** to identify common challenges, share best practice and promote innovative approaches;
- **promoting the importance of the SDGs** - sensitising their own fellowships and (in some countries) other constituencies -through open lectures, discussion and outreach programmes;
- **monitoring and evaluating progress of the SDGs**, including developing indicators;
- **horizon scanning** to identify future challenges and anticipate obstacles

How do  
academies feel  
they can best  
engage with  
the SDGs?



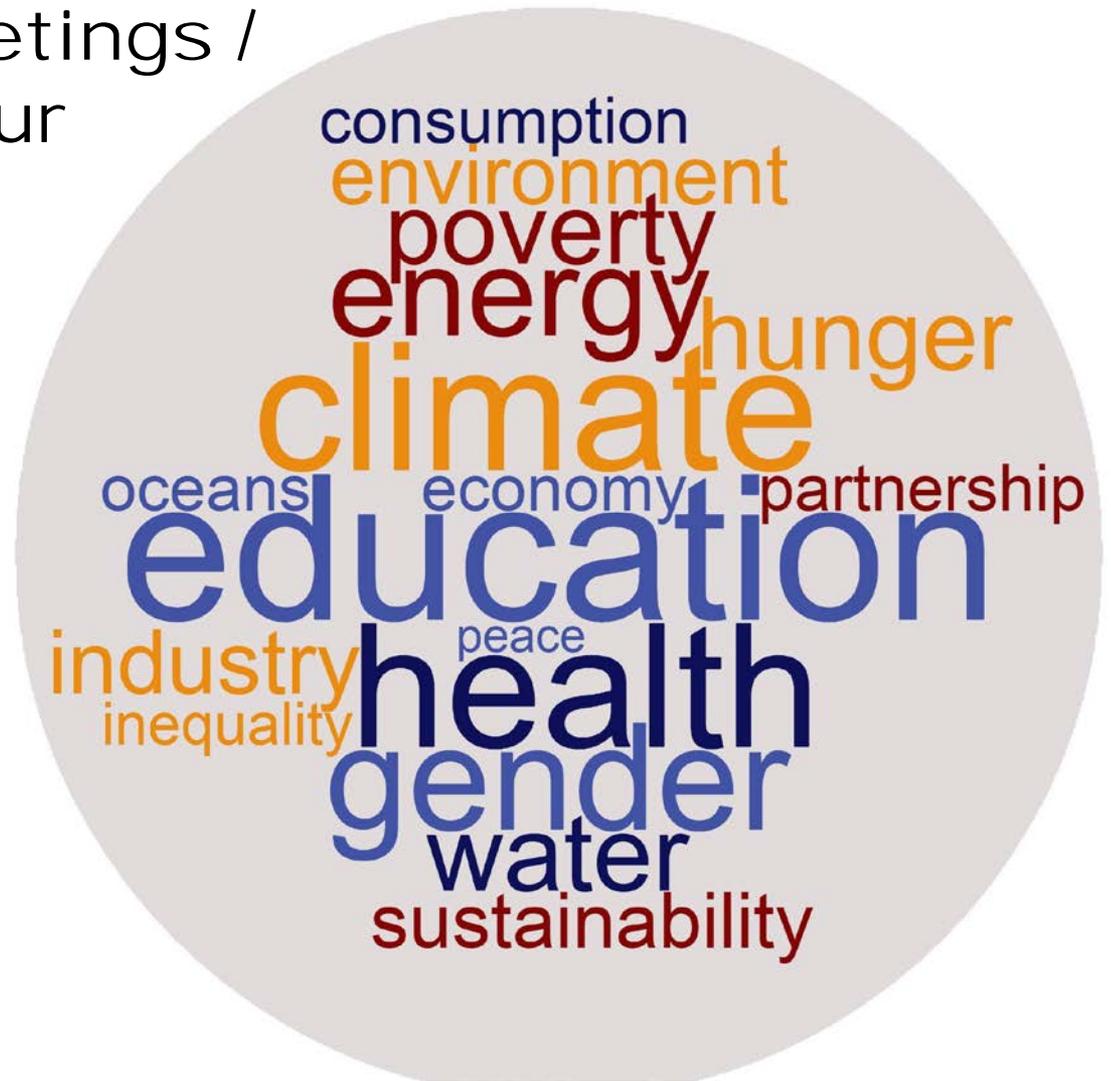
# What are the typical drivers/motives for your academy working on particular themes?



# How do academies measure the impact of their work?

- **Many don't!**
- **Media coverage**
- **Follow-up meetings** and face-to-face time **with politicians**
- **Citations** in government formal responses and publications, by Ministers and in Parliament
- **Response and/or take-up in national policy** debates and policy practice
- **Inclusion / reference in new legislation**
- **Presentations at conferences** (especially when invited)
- **Citizens call** the academy with feedback e.g. Zambia
- Some academies have special **committees to monitor** all recommendations and % take-up by government e.g. Malaysia

Which SDGs have been discussed in meetings / workshops of your academy?



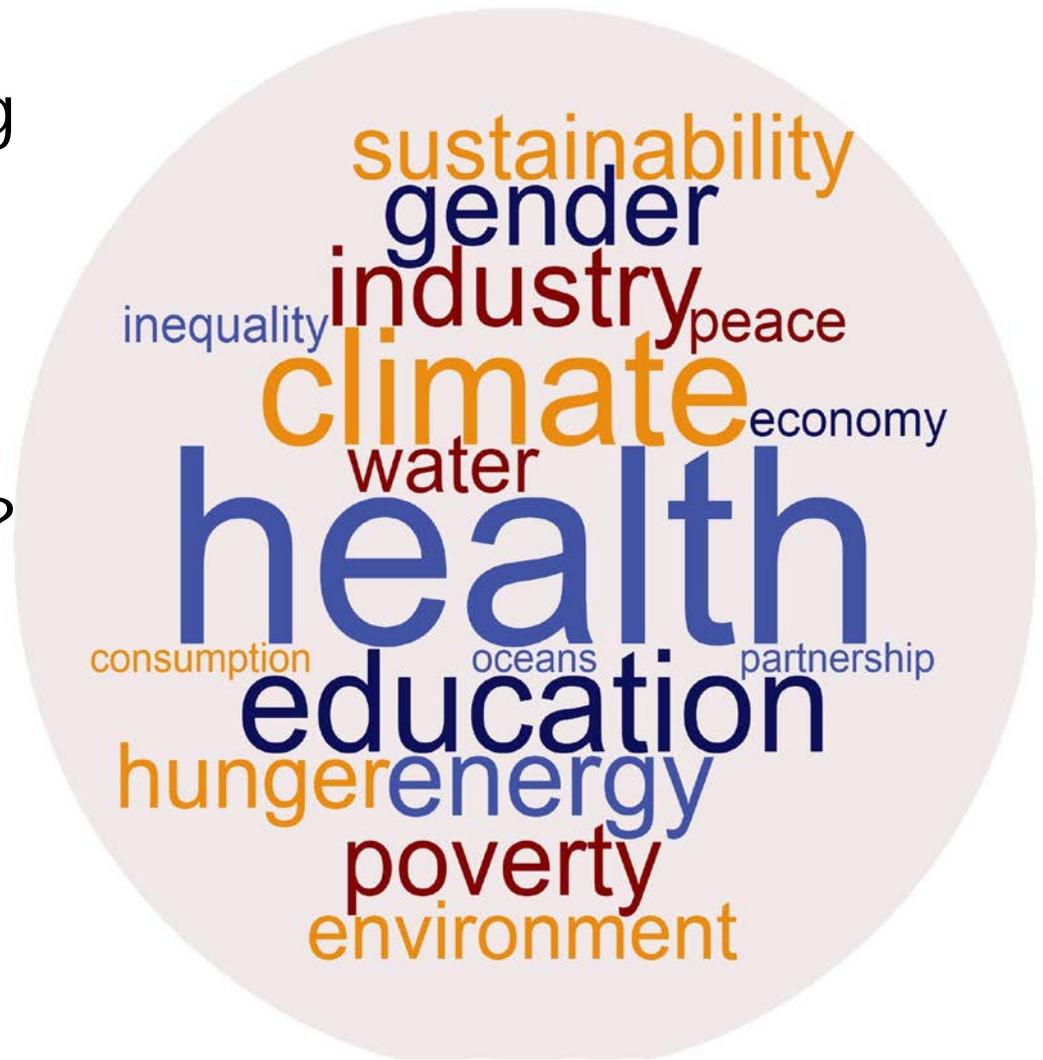
Since January 2014, has your academy published (or is about to publish) academy reports/ outputs that are relevant to the SDGs?

If so, to which goals specifically?



In the next 12 – 18 months, is your academy planning to work on any goals relevant to the SDGs?

If so, which ones?



# How do academies raise awareness of SDGs amongst their members and wider scientific community? (1)

- **Many academies** have **no plan** to engage their members.
- For those who do, most common methods include
  - **publishing and disseminating** relevant articles
  - **convening meetings /workshops / conferences / symposia** for research communities and the public
  - getting **involved in international programmes** and fora
    - **using** conventional and social **media**
- Other methods – which academies may like to consider
  - **including SDGs in academy's Annual Performance Plan, Annual Report and Strategic Plan**, which is circulated to all members and available online (ASSAf, South Africa and AAS, Australia report this)
  - **setting up expert committee on SDGs** (SCJ, Japan reports this)

# How do academies raise awareness of SDGs amongst their members and wider scientific community? (2)

- **incentivising universities through SDG-focused programmes**

(the Swiss Academy has a Sustainable Development at Universities programme: “Agenda 2030 and the duty of HE institutions”)

- **aligning prizes/awards to SDGs**

(TWAS may consider this)

- **using SDG-referenced Working Groups**

(GYA reports this)

- running **flagship studies** in SD research and developing a **national STI plan** for the SDGs

(ASM, Malaysia reports this)

- **using (bi)annual members' meetings**

(TAST, Thailand reports this)

- **commissioning national sustainability report**

(CAS, China reports this)

- **live TV phone-ins**

(Zambian academy reports this)

# Where do academies see barriers to SDGs engagement?

- their **own capacity and capability**, lack of knowledge on how, where and with whom to engage;
- **resources** – financial and human;
- **visibility**: some academies feel either unrecognised or underutilised and are rarely approached by their governments for advice/support;
- **gaps in scientific knowledge** underpinning some goals, as well as **lack of an integrated approach** to the goals (synergies, trade-offs);
- **little** (at least perceived) **integration or alignment of national priorities and international commitments**, with the former being the focus for many governments.

# How can this project help academies better support the SDGs?

- **promote awareness of the SDGs** amongst academies;
- **map the UN landscape and processes** to help academies navigate their way;
- better **understand the process for supporting the SDGs** at global, national and local levels, and raise the visibility of academies at these levels;
- **facilitate coordination and collaboration** between government actors, academies and research communities, and across disciplines;
- prepare an **inventory of where academies can bring knowledge to the SDGs**, based on survey responses and web search;
- **build capacity** by sponsoring and/or scaling up SDG-relevant academy initiatives.

# How can academies use this information?

- **Use this slide pack!**
- use annual meetings and induction days for new members to **engage membership on SDGs agenda**;
- **explore** some of the **initiatives used by other academies**;
- use their **convening role to engage other key constituencies**, to bridge disconnects and facilitate **productive dialogue**;
- **look at what is going on at the national level**: can academies support
  - the **Voluntary National Review** process set by the UN?
  - the **development of national STI roadmaps/action plans** to support SDG implementation, realigning national priorities with international commitments?
- **work at the regional level** through regional IAP networks to **share good practice**.

You can follow the project at  
[www.interacademies.org](http://www.interacademies.org)

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