

**IMPLEMENTING THE SUSTAINABLE DEVELOPMENT GOALS: HOW CAN ACADEMIES HELP?  
SUMMARY NOTE OF IAP/NASAC WORKSHOP, 19-20 SEPTEMBER 2018**

**Action required:** Participants are invited to read this summary note of their workshop and provide any feedback (preferably as tracked changes/comments) **by 28 October** to [telliott@iappartnership.org](mailto:telliott@iappartnership.org). Annexes provide a record of the programme, participants and action plan, and reflect the sticky note entries collected during the workshop breakout groups.

**1. Summary/Headlines**

- Representatives from 16 of the 24 NASAC member national academies and seven National Young Academies participated in the workshop, along with the International Science Council (ISC, formerly ICSU) Regional Office for Africa (ROA); GYA members from the region; and several representatives of the policymaking community. They prepared two **voluntary action plans (Annexes A and B)** and undertook to share them with their respective constituencies.
- Some participating academies are already working on projects of relevance to the SDGs, but often not explicitly framed around them: there is quite a bit of “retrofitting”. Participants undertook to account for the SDGs more fully in their future work and were very keen to learn from the IAP project and from each other. The NASAC Vice-President, Yousuf Maudarbocus, invited each academy to identify a focal point within their staff or membership responsible for reporting on how their academy is engaging on the SDGs and where it is having impact.
- There was a genuine desire to strengthen working links between NASAC 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.
- Participants were informed about key continental, regional and national implementation processes and scientists who are playing leadership roles. There were numerous examples of ways in which academies can support these processes, including opportunities to support the work of the AU Commission Human Resources Science and Technology (HRST), UN Regional Commission for Africa (UNECA), and working with the ISC Regional Office for Africa.

- Conversations tended to be framed around five broad themes: (1) strengthening communications and outreach (being catalysts for change and advocates for the SDGs and STISA); (2) (re)orientating and aligning existing and new work around the SDGs and STISA (establishing academy focal points, engaging with the Voluntary National Reviews, timing of work around policy cycles/processes); (3) building partnerships (national, regional, continental), with different sectors (government, private, NGOs and civil society); (4) recognising, rewarding, incentivising scientists whose SDGs/STISA-focused work is impactful; and (5) normalising senior-young academy cooperation.
- There was general consensus that (1) there are several (networks of) academies working to the same end that need to be better integrated (NASAC, AAS, ISC and TWAS); (2) there are many opportunities for the academies to engage with the SDGs and STISA but they must be proactive and better at demonstrating their actual and potential value/impact; (3) exploiting ways of bringing scientists and policymakers together is critical, as is raising the visibility of scientific work (including through Open Access) and helping policymakers to access it and source expertise on the continent; and (4) the timing of academy interventions needs to be more aligned with policy timetables.
- Many participants openly committed themselves to follow-up actions once home: examples included contacting their respective governments about their VNRs; holding a workshop on the SDGs for their academy members; adding the SDGs to their lecture programmes; being an advocate for the SDGs within their research networks; embedding SDGs into university curricula; and identify academy focal points.
- The general action plan (Annex A) will be reviewed in six months' time as part of the IAP projects "[Improving scientific input to global policymaking](#)" and "[Harnessing SEM to address Africa's challenges](#)".

## 2. Objectives of the workshop

- **to better understand the SDGs and STISA, and consider how the academies can best support them**, focusing on shared challenges across all goals/priorities, those goals/priorities most pertinent to the region, those on which academies have some experience, and/or those being reviewed by the UN;
- **to share national and regional experiences** – opportunities, challenges, lessons learned, good practice – including from those academies who have researched and/or engaged in their Voluntary National Review<sup>1</sup> processes;
- **to identify priority knowledge gaps** (science-for-policy or policy-for-science) in the implementation of these policy frameworks, where stronger intervention is most needed (this could help define future work programmes for the academies);

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<sup>1</sup> You can find out more about Voluntary National Reviews [here](#). The following countries in Africa have reported on national implementation of the SDGs to July 2018: Egypt, Madagascar, Morocco, Togo, Uganda (2016); Benin, Botswana, Ethiopia, Kenya, Nigeria, Togo, Zimbabwe (2017); Benin, Egypt, Namibia, Niger, Senegal, Sudan, Togo (2018).

- **to develop a voluntary regional action plan** for how NASAC members and NYAs could work (together) to support the SDGs and/or STISA; and for individual academies to apply relevant aspects of the plan in their varying national contexts.

### 3. Policymakers' perspectives

- **Hambani Masheleni**, *Head of S&T Division, HRST, AU Commission*, encouraged the academies to think about their role in supporting the SDGs and STISA as a “business opportunity”: “you are the science community: you understand STISA better than ourselves.” Hambani talked about
  - the [joint implementation framework](#) signed earlier this year by UNECA and the AU, which is facilitating better integration of the implementation of the SDGs and STISA, but needs support from the science community;
  - the Scientific, Technical, Research and Innovation Council (ASRIC) platform which will be launched in November 2018, designed to engage scientists and other stakeholders in STISA implementation and build better links within the AU policy nexus, as well as inform the biennial meeting of African STI Ministers;
  - the role academies could play in improving the way science is communicated to non-scientists; working with the African Academy of Sciences (AAS), which is better embedded in, and recognised by, the AU system; serving a think tank role on specific topics; providing independent advice and technology forecasting;
  - the current main sources of science policy advice being AOSTI, UNESCO Institute for Statistics, UNECA Economic Reports, country and regional specific reports.
- **Kasirim Nwuke**, *Chief, New Technologies and Innovation, UN Economic Commission for Africa (UNECA)*, gave an economic perspective and urged academies to be better at
  - advocating the role of STI in the implementation of the SDGs and STISA;
  - underpinning their work with concise economic arguments;
  - making their work more intelligible and accessible;
  - providing evidence of their performance/impact;
  - being timely in their interventions and mindful of policy cycles and processes.

He also observed that there may be an intergenerational problem since young scientists tend to be easier to work with and do not expect government funding (they find their own funding to do what they want to do).

- **Nonhlanhla Mkhize**, *Chief Director, Innovation for Inclusive Development, Department of Science and Technology (DST) South Africa*, gave a national perspective on the implementation of the SDGs and STISA. She described how they are being domesticated through the National Development Plan 2030, and some of the statistical work being conducted to better define indicators. Nonhlanhla indicated that the academies could potentially help with
  - defining methods for “Tier 3” (poorly defined or non-existent) data for the SDGs and STISA priorities;
  - bringing more rigour to measuring the direct impact of STI (“return on investment”) on achieving goals/priorities;
  - feeding STI, monitoring and evaluation into the Voluntary National Review process;

- developing STI for the SDGs roadmaps.
- **Dr Daniel Nganganyura**, *Head of International Science Council (ISC, formerly ICSU) Regional Office for Africa (ROA)*, talked about ISC's central role in the Major Group process, its work with UNECA, and the ROA's Africa Science Plan implementation, which includes the development of a database of African scientists. This work complements that of NASAC and the African Academy of Science (AAS), and more could be done to better integrate and synergise respective efforts.
- **Dr Bill Colglazier**, Past Co-Chair of the 10 Member Group of the Technology Facilitation Mechanism (2016-2017), former S&T Adviser to the US Secretary of State (2011-2014) referred to the SDGs as "a great gift to the world". He emphasized the importance of developing national STI for SDGs roadmaps, and referred to recent work conducted by the [UN's InterAgency Task Team \(IATT\)](#) on [STI roadmap guidelines](#). Bill also encouraged participants to submit articles to [Science and Diplomacy](#) (he is editor) and use this to tell raise the profile of academies and demonstrate their value. He urged academies to engage with politicians, be visible, be present, be accessible and have a unity of purpose.

#### 4. Academies' perspectives

- **Jackie Kado**, *NASAC Executive Director*, highlighted NASAC's substantive work on policy issues, including its four policymaker booklets and the recent [Food and Nutrition Security and Agriculture project](#). Representing more than 3000 academicians, the national academies are a valuable but presently underutilized resource on the continent: they can provide access to a wealth of expertise (within and outside the academies) as well as significant convening power.
- **Kabura Ciugu**, *Strategy and Evaluation Officer, African Academy of Sciences (AAS)*, talked about AAS' infrastructure (one HQ and five offices) and its threefold mandate (recognizing excellence, advisory work, and implementing STI and leadership programmes). AAS assesses its portfolio of work against SDGs clustered into three categories (quality of life and well-being, economic empowerment and environment) to help ensure that it is fit-for-purpose. Kabura indicated that AAS has a formal strategic and operational relationship with the AU because it is seen to have less national interest than national academies, but that there are ongoing challenges of funding, training, membership coverage in terms of geography (notably Central Africa, francophone and lusophone countries) and discipline (health and medicine predominate), and public engagement.
- **Connie Nshemereirwe**, *Co-Chair, Global Young Academy and member of the Ugandan Young Academy*, talked about the growing number of GYA members and national young academies on the continent (four are set to be launched soon; another four countries have expressed interest). These academies have strengths in outreach to schools and universities, as well as the public, including an incubator for "[citizen science for the SDGs](#)", and building science leadership on the continent.

- **Professor Willem Fourie**, *University of Pretoria, South Africa*, highlighted developing work on a national SDG Hub with four broad objectives (knowledge sharing, policy advice, dialogue promotion and capacity building). Work is ongoing to explore barriers to evidence-informed policy making and implementation; challenges and opportunities for implementing the SDGs; how to link policy makers to SDG-relevant evidence; and how to use AI to make this evidence more accessible and intelligible. Willem reminded participants that building personal relationships and trust are vitally important, and that both supply and demand perspectives must be accounted for.
- Some academies shared what they are doing on (or indirectly relevant to) the SDGs. All academies can potentially help integrate science into their respective national development plans 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.
- It was noted that two<sup>2</sup> members of the new [10 Member Group](#) (leadership) for the UN Technology Facilitation Mechanism are from the region and two<sup>3</sup> of the [15 Independent Group of Experts](#) responsible for the Global Sustainable Development Report 2019. NASAC and/or the national academies in these countries could contact them to (1) raise their awareness of NASAC 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.

*With thanks to Jackie Olang and Rahab Gitari at the NASAC Secretariat.*

*Workshop note prepared by IAP Project Secretariat.*

*For further enquiries, please contact [projects@iappartnership.org](mailto:projects@iappartnership.org).*

### **Annexes for reference**

- Annex A: Participants' voluntary action plan for supporting the SDGs and STISA
- Annex B: Action plan for Food and Nutrition Security and Agriculture (FNSA) report
- Annex C: Workshop programme
- Annex D: Participants list

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<sup>2</sup> Dr. Agnes Lawrence Kijazi (Tanzania), Director General, Tanzania Meteorological Agency (TMA) and Dr. Heide Hackmann (South Africa), Executive Director, International Science Council (ISC)

<sup>3</sup> Professor Parfait Eloundou-Enyegue (Cameroon) Professor and Department Chair of Development Sociology, Cornell University, and Dr Ernest G. Foli (Ghana) Principal Research Scientist at the CSIR Forestry Research Institute of Ghana

## ANNEX A: PARTICIPANTS' VOLUNTARY ACTION PLAN TO 2030

Level of action	<b>SHORT-TERM 0-12 months</b>	<b>MID-TERM 1-3 years</b>	<b>LONG-TERM To 2030</b>
<b>REGIONAL</b> What can NASAC do at the regional level?	<ul style="list-style-type: none"> <li>• Engage with the UNECA and its annual regional fora on sustainable development.</li> <li>• Engage with the ongoing development of an annual African STI Multistakeholder Forum.</li> <li>• Maximise opportunities at AMASA 14 (Nov 2018).</li> <li>• Develop a session on African NYA coordination at SDGs @Vietnam Worldwide Meeting of Young Academies (Aug 2019).</li> <li>• Create a young scientist standing secretariat at NASAC to coordinate with GYA, African NYAs, AAS.</li> <li>• Identify critical players on the continent (e.g. NASAC, AAS, TWAS, AU, UNECA, Governments, Universities, RECs), and develop a strategy for engaging with them.</li> <li>• Strengthen senior-young academy cooperation:               <ul style="list-style-type: none"> <li>○ Develop a joint structured plan between senior and young academies for training young academies on an annual basis;</li> <li>○ involve young scientists in the work of senior academies, and vice-versa;</li> <li>○ set up a mentorship programme for young scientists.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Focus on SDG goals that will be discussed by High Level Political Forum (HLPF) and national governments each year.</li> <li>• Establish regional communication platforms, including info on funding, expertise, projects, etc.</li> <li>• Establish relationships with science desks in NEPAD/AUDA &amp; AU, UNECA etc.</li> <li>• Establish a AAS-young scientist funding program specific to SDGs.</li> <li>• African senior and young academies work together to develop joint funding proposal on SDG-related project they choose.</li> <li>• Engage the World Bank, African Development Bank donors on SDGs dissemination and outreach.</li> <li>• Engage with media on the SDGs to increase public outreach and understanding.</li> <li>• Rotating positions for c.4 African countries (West, East, North, South) to coordinate 1 SDG-focused activity per year.</li> </ul>	<ul style="list-style-type: none"> <li>• Establish more Young Academies on the continent.</li> <li>• Challenge AU to put 1% of R&amp;D to science development and be more open about its science policy engagement process.</li> <li>• Work with journals to establish/ensure open access.</li> <li>• Influence university policies to ensure/ incorporate support for scientists to do policy work as part of their workload beyond teaching, research &amp; publications.</li> </ul>
<b>NATIONAL</b> What can my academy do at the national level?	<ul style="list-style-type: none"> <li>• Identify national science focal points for the SDGs and build partnerships around them.</li> <li>• Nominate SDG-active scientists for national award(s).</li> <li>• Identify / map national SDG/STISA actors, e.g. with research workshops etc.</li> <li>• Be more aware of the Voluntary National Review (VNR) process and get involved.</li> <li>• Academies convene/bring together different in-country parties to address challenges.</li> </ul>	<ul style="list-style-type: none"> <li>• Build a better awareness amongst all national players of local in-country knowledge and capacity.</li> <li>• Clarify the unique, added-value role of academies within this national community, and create demand for their work.</li> <li>• Play a strong advocacy role in STI for the SDGs.</li> <li>• Package information in digestible ways for policymakers.</li> <li>• Develop more expertise within the science community in policy advice, science diplomacy, science communication – through training programmes, internships etc</li> <li>• Build strong relationships with focal / lead ministries.</li> </ul>	<ul style="list-style-type: none"> <li>• Encourage universities to review their curricula to factor in SDGs.</li> <li>• Work to influence university policies to incorporate support for scientists to do policy work as part of their workload beyond teaching, research &amp; publications.</li> <li>• Ensure that policy engagement is equally weighted in career progression along with publications and teaching.</li> </ul>

<p><b>INSTITUTIONAL</b> What can my academy do at the institutional level?</p>	<ul style="list-style-type: none"> <li>• Produce a strong narrative around the value add of academies (objectivity, independence, quality, expertise, credibility, reputation).</li> <li>• Map existing programmes and products onto SDGs, and/or reframe and/or relaunch where appropriate.</li> <li>• Identify focal points for the SDGs and use them to monitor developments, identify opportunities, engage with other players.</li> <li>• Organize workshops, publish on SDGs etc.</li> <li>• Offer services to national government for VNR process.</li> <li>• Deep dive on issues where academies have expertise (while considering impacts on other goals).</li> <li>• Senior-young academies collaborate on (and institutionalise) <ul style="list-style-type: none"> <li>○ social media dissemination of reports/activities;</li> <li>○ project working groups;</li> <li>○ policy briefs on recent / upcoming reports;</li> <li>○ mentoring, coaching and shadowing programmes e.g. a young scientist joining a senior scientist’s meeting with a minister.</li> </ul> </li> <li>• Mobilize resources at academy level to attract and retain key staff/functional secretariats</li> <li>• Respond to government requests for advice, and better understand their needs and priorities, whilst being objective and independent.</li> <li>• Champion open access journals.</li> </ul>	<ul style="list-style-type: none"> <li>• Bring in additional expertise/perspectives when needed on academy studies.</li> <li>• Create awards for policy-relevant work.</li> <li>• Make academies’ advice more comprehensive/intelligible.</li> <li>• Add success criteria for policy engagement to academy programmes.</li> <li>• Develop trust of academy and its advice through quality, relevant and timely work.</li> <li>• Use existing academy events for SDGs-messaging.</li> <li>• Ensure academy work complements the national agenda/development plan.</li> <li>• Discuss reports on the SDGs produced by GYA/NASAC/NYAS - policy briefs, -summary briefs, translations – and engage with local media.</li> <li>• Senior academies advocate for the importance of role of young academies in the country.</li> <li>• Experienced academies can mentor younger ones; younger ones can learn from more experienced ones.</li> <li>• Specific to NYAs: <ul style="list-style-type: none"> <li>○ develop age-appropriate education modules on SDGs to deliver at local schools;</li> <li>○ incorporate a focus on the SDGs at the NYAs level in order to institutionalize this;</li> <li>○ devise a deliberate policy to recruit women into young academies.</li> </ul> </li> </ul>	<ul style="list-style-type: none"> <li>• Help establish more national young academies.</li> <li>• All academies must encourage women – in terms of membership and participation in its activities.</li> <li>• Academies need strong links to government so some must secure act of parliament as a pre-requisite for academy advice.</li> <li>• Get better at measuring impact and evaluation of academy work; involve current/former GYA members in the process of assessing the impact of NYAs on SDGs.</li> </ul>
<p><b>INDIVIDUAL</b> What can I do? I will.....</p>	<ul style="list-style-type: none"> <li>• Rally behind the SDGs and become a champion for them within my own academy and within my own research community.</li> <li>• Conceptualize my work in terms of the SDGs in all my presentations at conferences, etc.</li> <li>• Communicate the outcome of this workshop to my academy and my peers.</li> </ul>	<ul style="list-style-type: none"> <li>• Become an SDG champion/ambassador and undertake related activities within immediate science community.</li> <li>• Encourage my academy to recognize policy engagement as a criterion for entry and ongoing membership.</li> <li>• Contact local VNR point-of-contact to ask how I/ my university/ my academy can help.</li> <li>• Apply for TWAS prize for SDG-specific work.</li> </ul>	<ul style="list-style-type: none"> <li>• Become an individual expert reviewer for my country’s VNR.</li> <li>• Recruit external “critical friends”(e.g. GYA members and others) to conduct evaluations of my academy’s impact.</li> </ul>

## ANNEX B: FNSA PARTICIPANTS' VOLUNTARY ACTION PLAN TO 2030

Level of action	SHORT-TERM 0-12 months	MID-TERM 1-3 years	LONG-TERM To 2030
<b>REGIONAL</b> What can the academies/NASAC do at the regional level?	<ul style="list-style-type: none"> <li>Engage NYAs;</li> <li>hyperlink the report;</li> <li>develop a regional communications strategy to disseminate findings;</li> <li>develop short visual communication materials and policy briefs;</li> <li>identify relevant regional policies and gaps;</li> <li>identify and mobilise regional champions (policy &amp; media);</li> <li>source/develop training on policy brief writing.</li> </ul>	<ul style="list-style-type: none"> <li>Build fundraising skills;</li> <li>engage RECs, AU, UN and international funders;</li> <li>monitor outreach and uptake</li> <li>identify data gaps &amp; new work streams;</li> <li>continued communication and outreach, especially outside the NASAC network.</li> </ul>	<ul style="list-style-type: none"> <li>Evaluate and assess of report's impact;</li> <li>update FNSA report.</li> </ul>
<b>NATIONAL</b> What can my academy do at the national level?	<ul style="list-style-type: none"> <li>Identify relevant national policies and gaps;</li> <li>synthesize and contextualize key messages;</li> <li>develop national communication strategies to disseminate findings;</li> <li>provide training for media practitioners;</li> <li>identify and mobilise national champions;</li> <li>engage with science fairs (schools), clubs, congress.</li> </ul>	<ul style="list-style-type: none"> <li>Develop/design sustainable agriculture education and training;</li> <li>ongoing training for media professionals.</li> </ul>	<ul style="list-style-type: none"> <li>Roll out sustainable agriculture education and training.</li> </ul>
<b>INSTITUTIONAL</b> What can my academy do at the institutional level?	<ul style="list-style-type: none"> <li>Hyperlink report;</li> <li>translate executive summary;</li> <li>identify relevant policymakers, technocrats and engage them;</li> <li>map stakeholders and their needs;</li> <li>identify and mobilise institutional champions;</li> <li>target relevant events (events calendar);</li> <li>engage NYAs;</li> <li>engaging youth and students;</li> <li>source/develop training on policy brief writing.</li> </ul>	<ul style="list-style-type: none"> <li>Develop mentorship programmes for schools;</li> <li>disseminate / communicate project findings in non-NASAC countries;</li> <li>develop fundraising skills;</li> <li>identify gaps and new work streams;</li> <li>influence national curricula.</li> </ul>	
<b>INDIVIDUAL</b> What can I do? I will.....	<ul style="list-style-type: none"> <li>Hyperlink the report;</li> <li>engage local stakeholders through personal contacts;</li> <li>identify relevant events and be an ambassador for the project;</li> <li>identify and mobilise individual champions;</li> <li>be proactive on FNSA issues.</li> </ul>	<ul style="list-style-type: none"> <li>Generate stories, lessons learned in R&amp;D and policy on FNSA;</li> <li>engage professional societies;</li> <li>provide FNSA mentorship to junior researchers and/or young academicians.</li> </ul>	

## ANNEX C: PROGRAMME

### 19 September, DAY 1

- 09.00**            **SESSION 1: SETTING THE SCENE**
- **Welcome** by Professor Yousuf Maudarbocus, Vice-President NASAC
  - **Introductions and objectives of the workshop** by Facilitators ([Dr Connie Nshemereirwe](#) and [Dr Binyam Sisay Mendisu](#)) and Dr Teresa Stoepler (Executive Director IAP-R).
  - **Warm-up exercise**
  - **Introducing the IAP projects** – Presentation by Dr Tracey Elliott (IAP-R Project Director)
- 10.30**            **TEA BREAK**
- 11.00**            **SESSION 2: IMPLEMENTATION OF THE SDGs AND STISA**
- **Policymakers' perspective: what we are learning.**
    - **Hambani Masheleni**, Head of S&T Division, HRST, AU Commission
    - **Kasirim Nwuke**, Chief, New Technologies and Innovation, UN Economic Commission for Africa (UNECA)
    - **Nonhlanhla Mkhize**, Chief Director, Innovation for Inclusive Development, DST South Africa
    - **Dr Daniel Nganganyura**, Head of ISC (formerly ICSU) Regional Office for Africa
    - **Dr Bill Colglazier**, Past Co-Chair of the 10 Member Group of the Technology Facilitation Mechanism (2016-2017), former S&T Adviser to the US Secretary of State (2011-2014).
  - **Challenges and opportunities for supporting the SDGs and STISA.**
- 13.30**            **LUNCH**
- 14.30**            **SESSION 3: SUPPORTING THE SDGs AND STISA**
- **Academies' perspective: what we are learning.**
    - **Jackie Kado**, NASAC Executive Director
    - **Kabura Ciugu**, Strategy and Evaluation Officer, African Academy of Sciences (AAS)
    - **Dr Connie Nshemereirwe**, Co-Chair, Global Young Academy (GYA)
    - **Professor Willem Fourie**, University of Pretoria, South Africa
  - **Challenges and opportunities for supporting the SDGs and STISA.**
- 17.00**            **Summary of Day 1 and scene-setter for Day 2**

### 20 September, DAY 2

- 09.00**            **SESSION 4: DISTILLING THE KEY THEMES FROM DAY 1**
- 11.00**            **SESSION 5: DEVELOPING A VOLUNTARY ACTION PLAN**
- What actions can academies/NASAC take working together regionally?
  - What actions can academies take in their national contexts?
  - What actions can academies take at the institutional (academy) level?
  - What actions can participants take in their own working environment?
- 14.30**            **SESSION 6: REVIEWING THE ACTION PLAN AND AGREEING NEXT STEPS**
- 16.00**            **Final reflection and close**

## **ANNEX D: PARTICIPANT LIST**

### HOSTS

Professor Yousuf Maudarbocus, Vice-President, Network of African Science Academies

Professor Oyewale Tomori, Co-Chair IAP for Research Working Group on Harnessing Science, Engineering and Medicine for Africa

### PARTICIPANTS

Professor Mary Abukutsa-Onyango, Kenya National Academy of Sciences

Noel Abuodha, Kenya National Academy of Sciences

Professor Isaac Adebayo Adeyemi, Nigerian Academy of Sciences

Professor Benard Aduda, NASAC Board Member

Dr Amal Amin, Member, Egyptian Young Academy; Young Affiliate, The Academy of Sciences for the Developing World (TWAS); Co-founder and Alumni, Global Young Academy

Francis Ankrah, Ghana Academy of Arts and Sciences

Dr Michael Atchia, Mauritius Academy of Science and Technology

Dr Lauren Alexander, Augustine Director, Program on Risk, Resilience, and Extreme Events U.S. National Academy of Sciences, Engineering, and Medicine

Professor Endashaw Bekele, Ethiopian Academy of Science

Professor Michel Boko, National Academy of Sciences Arts and Letters of Benin

Dr Claudia Canales, German Academy of Sciences, Leopoldina

Professor Roukayath Chabi-Toko, National Academy of Sciences Arts and Letters of Benin

Professor Thameur Chaibi, National Research Institute for Rural Engineering, Water, and Forestry (INRGRF)

Kabura Ciugu, Strategy and Evaluation Officer African Academy of Sciences

Dr Bill Colglazier, Past Co-Chair of the 10 Member Group of the UN Technology Facilitation Mechanism, and Former S&T Adviser to the US Secretary of State

Dr M. Pene Bi Crépin, National Academy for Cote d'Ivoire

Dr Chux Daniels, Science Policy Research Unit (SPRU), University of Sussex, UK

Dr Victorien Dougnon, Global Young Academy

Professor Saada Naile Ahmed Elmahi, Sudanese National Academy of Science

Professor RoseEmma Mamaa Entsua-Mensah, Ghana Academy of Arts and Sciences

Professor Willem Fourie, University of Pretoria, SA

Professor Yaye Gassama, Academy of Sciences and Technology of Senegal

Mame Bineta Gaye, Academy of Sciences and Technology of Senegal

Dr Rose Suniso Maxwell Gidado, Nigerian Academy of Sciences

Professor Hassan Saad Mohammed Hilmi, Sudanese National Academy of Science

Dr Gladys Kianji, Global Young Academy

Professor Oyebiodun Grace Longe, Nigerian Academy of Sciences

Professor Othusitse Madibela, Botswana Academy of Science

Professor Abdelkrim Maltouf, Hassan II Academy of Science and Technology

Stanley Maphosa, Academy of Science of South Africa

Ondoa Manga, Cameroon Academy of Sciences	Professor Godwin Ndossi, Tanzania Academy of Science
Dr Marizvikuru Manjoro, Academy of Science of South Africa	Dr Daniel Nganganyura, Head of ISC Regional Office for Africa
Hambani Masheleni, Head of S&T Division, HRST AU Commission	Dr Tsakani Ngomane, Academy of Science of South Africa
Dr Faith Namayengo Mayanja-Muyonga, Uganda National Academy of Sciences	David Niyukuri, Burundi Council of Young Scientists
Professor David Mbah, Cameroon Academy of Sciences	Dr Connie Nshemereirwe, Co-Chair, Global Young Academy, Secretary General Uganda National Young Academy
Dr Binyam Sisay Mendisu, Program Officer for Teacher Education and Curriculum Development UNESCO-International Institute for Capacity Building in Africa (IICBA)	Kasirim Nwuke, Chief, New Technologies and Innovation UN Economic Commission for Africa (UNECA)
Professor Ratemo Waya Michieka, Kenya National Academy of Sciences	Dr Doyin Odubanjo, Nigerian Academy of Sciences
Dr Douglals Miano, Kenya National Academy of Sciences	Dr Kolawole Odubote, Zambia Academy of Sciences
Nonhlanhla Mkhize Chief Director, Innovation for Inclusive Development, DST South Africa	Dr Tope Olomola, President Nigerian Young Academy
Professor Rajaâ Cherkaoui El Moursli, Hassan II Academy of Science and Technology	Professor Yogesh Parmessur, Mauritius Academy of Science and Technology
Professor Keto Mshigeni, Tanzania Academy of Sciences	Professor Flora Pule-Meulenberg, Botswana Academy of Science
Dr Roy Mugiira, Kenya National Academy of Sciences	Professor Elly Sabiiti, Uganda National Academy of Sciences
Dr Mweshi Mukanga, Zambia Academy of Sciences	Dr Dogo Seck, Academy of Sciences and Technology of Senegal (ANSTS)
Dr Eunice Muthengi, Deputy Head, East Africa UK Department for International Development (DFID)	Professor Bob Scholes, Academy of Science South Africa
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