Governing the SDGs

Societies transforming to sustainability

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Starting point

Transformation to sustainability is more than the sum of the SDGs.
Focus: Governing the SDGs
The Process: Achieving the SDG

Different political systems

Nationalisms

Conflicts & state fragility

Different cultures

Source: LeBlanc 2015

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Governing the SDGs: Levels of analysis

INTERLINKAGES BETWEEN SDGS (CAUSAL RELATIONSHIPS)

INTEGRATED POLICY-MAKING
- procedural or substantive changes
- inter- or multi-sectoral policies

TRANSFORMATION KNOWLEDGE
- Theories of social change
- Theories of political change
Integrated policies require institutional and procedural change on different levels

Education for sustainability, starting kids‘ age

Integrated, transdisciplinary and transnational research

Mixed methods approaches
1. **Governing agriculture**: What are current challenges and opportunities for governing agriculture in African societies?

2. **Integrating the SDGs**: What are trade-offs and synergies between SDGs that impact agriculture in African societies?

3. **„The big transformation“**: What are social and political drivers of governing agriculture in African societies?
<table>
<thead>
<tr>
<th>Interaction</th>
<th>Name</th>
<th>Explanation</th>
<th>Example</th>
</tr>
</thead>
<tbody>
<tr>
<td>+3</td>
<td>Indivisible</td>
<td>Inextricably linked to the achievement of another goal.</td>
<td>Ending all forms of discrimination against women and girls is indivisible from ensuring women’s full and effective participation and equal opportunities for leadership.</td>
</tr>
<tr>
<td>+2</td>
<td>Reinforcing</td>
<td>Aids the achievement of another goal.</td>
<td>Providing access to electricity reinforces water-pumping and irrigation systems. Strengthening the capacity to adapt to climate-related hazards reduces losses caused by disasters.</td>
</tr>
<tr>
<td>+1</td>
<td>Enabling</td>
<td>Creates conditions that further another goal.</td>
<td>Providing electricity access in rural homes enables education, because it makes it possible to do homework at night with electric lighting.</td>
</tr>
<tr>
<td>0</td>
<td>Consistent</td>
<td>No significant positive or negative interactions.</td>
<td>Ensuring education for all does not interact significantly with infrastructure development or conservation of ocean ecosystems.</td>
</tr>
<tr>
<td>−1</td>
<td>Constraining</td>
<td>Limits options on another goal.</td>
<td>Improved water efficiency can constrain agricultural irrigation. Reducing climate change can constrain the options for energy access.</td>
</tr>
<tr>
<td>−2</td>
<td>Counteracting</td>
<td>Clashes with another goal.</td>
<td>Boosting consumption for growth can counteract waste reduction and climate mitigation.</td>
</tr>
<tr>
<td>−3</td>
<td>Cancelling</td>
<td>Makes it impossible to reach another goal.</td>
<td>Fully ensuring public transparency and democratic accountability cannot be combined with national-security goals. Full protection of natural reserves excludes public access for recreation.</td>
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