



**CAETS Discussion Group: Sustainable Development Goals**  
**Monday, 10 September 2018**  
**3:45 pm – 5:45 pm**

**Potential Questions regarding Engineering and the Sustainable Development Goals:**

- Does your academy have efforts underway relating to the sustainable development goals? If so:
  - What is your focus?
  - Are you working in collaboration with other organizations?
- Does your country have a coordinated effort to contribute to achievement of the SDGs?
- How would you prioritize the SDGs in terms of the potential contributions from engineering and the technological sciences?
- Recent CAETS technical programs have focused on topics directly related to the SDGs, and the broad theme “Engineering a Better World” is well-aligned with the aims of the SDGs.
  - Should we develop a communications program to call attention to the role of engineering in achieving the SDGs?
  - Should we develop partnerships with other organizations working in this space? (e.g. World Federation of Engineering Organizations, InterAcademy Partnership, etc)
  - What are the next steps?



## **GENERAL BACKGROUND MATERIALS**

**Reference:** <https://sustainabledevelopment.un.org/>

Goal 1: End poverty in all its forms everywhere

Goal 2: End hunger, achieve food security and improved nutrition and promote sustainable agriculture

Goal 3: Ensure healthy lives and promote well-being for all at all ages

Goal 4: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all

Goal 5: Achieve gender equality and empower all women and girls

Goal 6: Ensure availability and sustainable management of water and sanitation for all

Goal 7: Ensure access to affordable, reliable, sustainable and modern energy for all

Goal 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all

Goal 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation

Goal 10: Reduce inequality within and among countries

Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable

Goal 12: Ensure sustainable consumption and production patterns

Goal 13: Take urgent action to combat climate change and its impacts

Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development

Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss

Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels

Goal 17: Strengthen the means of implementation and revitalize the global partnership for sustainable development

### **Supporting the Sustainable Development Goals: A Guide for Merit-Based Academies**

InterAcademy Partnership (2017) – Free PDF: [http://www.interacademies.org/37864/IAP\\_SDG\\_Guide](http://www.interacademies.org/37864/IAP_SDG_Guide)

**InterAcademy Partnership: Conference and General Assembly** in April 2019, hosted by Korean Academy of Science and Technology (KAST).

<http://www.interacademies.org/46970/-2019-IAP-Conference-and-General-Assembly#tabs>

The Opening Ceremony will take place on Tuesday 9 April followed by the two-day conference on Science and the Sustainable Development Goals: The role of academies ending on Wednesday 10 April 2019.

The conference will explore how science is required to underpin and advance progress towards achieving the 17 goals of the UN 2030 Sustainable Development Agenda, and in particular, what role academies and – and should – play towards achieving these goals.

Among the specific sessions identified by the conference Scientific Committee, there will be discussions on the role of academies in the 21st Century and how academies have been, and should continue to evolve, to respond to today's challenges. There will also be more specific sessions on air pollution and health, artificial intelligence and big data, food and nutrition security and agriculture.

## **Input for Sustainable Development Goals from AcTI - The Netherlands**

AcTI does not have specific programs targeted at the SDGs. In the Netherlands there are coordinating mechanisms set up by the government with the aim to monitor the progress and implementation that is made to deliver on the SDGs:

### **SDG Charter Netherlands**

In the Netherlands, a growing societal movement of companies, NGOs, knowledge institutes, philanthropy, municipalities and government has committed itself to contribute to the SDGs, individually or jointly, by signing the SDG Charter. This is a unique movement in the world and a strong basis for societal action. The SDG Charter Foundation convenes these actors, catalyzes their joint actions and creates synergy in their work.

More information on the Charter can be found: <https://www.sdgcharter.nl> (in English)

Report to the UN on the implementation of the sustainable development goals (2017) – attached

Sustainable Development Goals: Situation for the Netherlands (2018). *This is a report made by the National Bureau of Statistics* - attached

Many of the initiatives on SDGs are on a regional or local level. An example is the initiative in Wageningen where sustainable solutions by or in cooperation with private companies are executed.

More information:

<http://wageningenduurzaam.nl/> (Dutch only)

<http://wageningenduurzaam.nl/wageningenwerktduurzaam/> (Dutch only)

## CANADA

**Efforts underway relating to the sustainable development goals:** In February 2018, Doug Ruth, then President of the Canadian Academy of Engineering (CAE) confirmed the interest of the CAE in opening discussions with members of the National Council of Deans of Engineering and Applied Science (NCDEAS) on how universities might collaborate on a pan-Canadian student engagement concept for Canadian Engineering Grand Challenges. He charged the NCDEAS chair with leading this discussion and also authorized him to discuss the Canadian context for a Grand Challenge program with the NAE. At the Spring 2018 NCDEAS meeting, hosted by the University of Prince Edward Island in Charlottetown, a number of deans, as well as the President of the Canadian Federation of Engineering Students (CFES) expressed an interest in exploring this concept further.

**Focus:** There is strong consensus within the CAE and NCDEAS working group to address Grand Challenges within the Canadian landscape, allowing university participants with flexibility and latitude to develop their own Canada-oriented programs to address local contexts. The group expressed strong alignment with the [UN Sustainable Development Goals](#) and the vision for the engineering profession to work purposefully to advance the well-being of humanity. The thematic areas that have engaged the group include water sustainability, particularly in Indigenous communities, sustainable transportation and infrastructure, and the challenge posed at the nexus of climate change and sustainable development.

**Collaborations:** The academy has already developed a strong collaboration with NCDEAS, CFES and expects to develop equally strong linkages with Canadian companies at the forefront of infrastructure development and advanced manufacturing. To do so, the working group has developed the following strategy: (i) participating engineering schools will begin in fall, 2018 to develop a Canadian Grand Challenge customized to the context and circumstances of the university, (ii) participating engineering schools will sponsor students to participate in a national 'Hackathon for Change – Grand Challenges' to be organized by CFES, (iii) which will help establish cross-university student teams on the basis of the results of the hackathon. Our objective is to identify some teams to represent Canada at various international summits.

**Coordinated effort in Canada:** In September 2015, Canada along with 192 other UN member states adopted the 2030 Agenda for Sustainable Development. The 2030 Agenda is a 15-year global framework centred on an ambitious set of 17 Sustainable Development Goals (SDGs), 169 targets and over 230 indicators. The 2030 Agenda envisions a secure world free of poverty and hunger, with full and productive employment, access to quality education and universal health coverage, the achievement of gender equality and the empowerment of all women and girls, and an end to environmental degradation.

Many of the Government of Canada's priorities and programs, both domestically and internationally, are well aligned with the 2030 Agenda. Through its focus on women and girls, Canada's Feminist International Assistance Policy supports the main principle of the 2030 Agenda for Sustainable Development, which is to ensure that no one is left behind in the

achievement of the SDGs. By prioritizing gender equality and the empowerment of all women and girls, Canada supports SDG 5 (gender equality), as well as the achievement of all other SDGs. Consistent with the Government of Canada's commitment to advance the work of reconciliation, renewing Canada's relationship with, and outcomes for, Indigenous peoples supports multiple SDGs, including SDG 1 (no poverty), SDG 3 (good health and well-being), SDG 4 (quality education), SDG 6 (clean water and sanitation) and SDG16 (peace, justice and strong institutions). Canada's 2016 to 2019 Federal Sustainable Development Strategy, which sets out Canada's sustainable development priorities, is linked to many SDGs, including SDG 7 (affordable and clean energy), SDG 13 (climate action), SDG 14 (life below water) and SDG 15 (life on land). Finally, Canada's support for the Pan-Canadian Framework on Clean Growth and Climate Change, investments in clean economic growth and investments in international climate finance all contribute to SDG 7 (affordable and clean energy), SDG 11 (sustainable cities and communities), SDG 12 (responsible consumption and production) and SDG 13 (climate action).

In Budget 2018, the Government of Canada announced that it would provide \$49.4 million over 13 years to establish an SDG unit and fund monitoring and reporting activities by Statistics Canada. This is expected to enable better coordination among government, civil society organizations and the private sector on Canada's efforts on the 2030 Agenda for Sustainable Development

**Prioritizing the SDGs:** From an engineering and technology perspective, we place priority on:

- SDG 6: Ensure availability and sustainable management of water and sanitation for all.
- SDG 7: Ensure access to affordable, reliable, sustainable and modern energy for all.
- SDG 8: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- SDG 9: Build resilient infrastructure, promote inclusive and sustainable industrialization and foster innovation.
- SDG 11: Make cities and human settlements inclusive, safe, resilient and sustainable
- Goal 12: Ensure sustainable consumption and production patterns
- Goal 13: Take urgent action to combat climate change and its impacts

**“Engineering a Better World” communications and partnerships:** The CAE encourages calling attention to the role of engineering in achieving the SDGs and partnerships that include CAETS Academies.

**Next step:** A critical next step is to develop a global forum for participants, including engineering students who are future problem solvers, to meet and discuss the SDGs.



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### US National Academy of Engineering (Background Information)

#### Grand Challenges for Engineering

A diverse committee of experts from around the world, some of the most accomplished engineers and scientists of their generation, proposed the 14 challenges outlined in this booklet. The panel, which was convened by the U.S. National Academy of Engineering (NAE) at the request of the U.S. National Science Foundation, did not rank the challenges selected, nor did it endorse particular approaches to meeting them. Rather than attempt to include every important goal for engineering, the panel chose opportunities that were both achievable and sustainable to help people and the planet thrive. The panel's conclusions were reviewed by more than 50 subject-matter experts. In addition, the effort received worldwide input from prominent engineers and scientists, as well as from the general public. Since this report's release, the findings have inspired numerous events (including Global Grand Challenges Summits in London, Beijing, and Washington DC) and educational initiatives at all levels (such as the NAE Grand Challenges Scholars Program) which you can learn more about at [www.engineeringchallenges.org](http://www.engineeringchallenges.org).

Grand Challenges for Engineering	Illustrative Synergies with SDGs
Make solar energy economical	7 (Affordable and clean energy) 13 (Climate action) 11 (Sustainable cities and communities)
Provide energy from fusion	7 (Affordable and clean energy) 13 (Climate action)
Develop carbon sequestration methods	7 (Affordable and clean energy) 13 (Climate action)
Manage the nitrogen cycle	12 (Responsible consumption and production) 15 (Life on land)
Provide access to clean water	6 (Clean water and sanitation) 11 (Sustainable cities and communities)
Restore and improve urban infrastructure	6 (Clean water and sanitation) 11 (Sustainable cities and communities)
Advance health informatics	3 (Good health and well-being)
Engineer better medicines	3 (Good health and well-being)
Reverse-engineer the brain	3 (Good health and well-being)
Prevent nuclear terror	16 (Peace, justice and strong institutions)
Secure cyberspace	9 (Industry, innovation and infrastructure)
Enhance virtual reality	4 (Quality education)
Advance personalized learning	4 (Quality education) 10 (Reduced inequalities)
Engineer the tools of scientific discovery	3 (Good health and well-being) 11 (Industry, innovation and infrastructure) 13 (Climate action)



**RAEng Responses**  
**CAETS Discussion Group: Sustainable Development Goals**  
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**Potential Questions regarding Engineering and the Sustainable Development Goals:**

**1.) Does your academy have efforts underway relating to the sustainable development goals? If so:**

- **What is your focus?**
  - Supporting Engineering Entrepreneurship
  - Capacity building for researchers in the UK and in developing countries who are tackling global challenges
  - Creating Interdisciplinary networks
  - Bridging the gap between Industry and Academia
  - Strengthening engineering institutions in Sub Saharan Africa
- **Are you working in collaboration with other organizations?**
  - Funding partners, including government ministries and corporates
  - Engineering institutions
  - Universities, governments and embassies in partner countries.
  - Third sector organization

**2.) Does your country have a coordinated effort to contribute to achievement of the SDGs?**

The UK government is committed to spending 0.7% of GNI on Official Development Assistance. We are a delivery partner for two large programmes funded by the Department for Business Energy and Industrial Strategy, detailed below:

**Global Challenges Research Fund** - a £1.5 billion fund announced by the UK Government in late 2015 to support cutting-edge research that addresses the challenges faced by developing countries. Alongside the other GCRF delivery partners we are creating complementary programmes that:

- promote challenge-led disciplinary and interdisciplinary research, including the participation of researchers who may not previously have considered the applicability of their work to development issues;
- strengthen capacity for research, innovation and knowledge exchange in the UK and developing countries through partnership with excellent UK research and researchers;
- provide an agile response to emergencies where there is an urgent research need.

**The Newton Fund** aims to promote the economic development and social welfare of either the partner countries or, through working with the partner country, to address the wellbeing of communities. It will do so through strengthening partner country science and innovation capacity and unlocking further funding to support this work. was launched in 2014 and originally consisted of £75 million each year for 5 years. In the 2015 UK Spending Review it was agreed to extend and expand the Fund. The Newton Fund was extended from 2019 to 2021 and expanded by doubling the £75 million investment to £150 million by 2021, leading to a £735 million UK investment to 2021, with partner countries providing matched resources within the Fund. The Newton Fund covers three broad activities:



- **People:** increasing capacity in science and innovation, individually and institutionally in partner countries
- **Research:** research collaborations on development topics.
- **Translation:** creating collaborative solutions to development challenges and strengthening innovation systems.

**3.) How would you prioritize the SDGs in terms of the potential contributions from engineering and the technological sciences?**

The Royal Academy of Engineering feel that engineering is absolutely critical to achieving the United Nations Sustainable Development Goals, and that the engineering profession should be taking a leadership role in this area. The Royal Academy of Engineering, CAETS 2016: Engineering a Better World conference was focused on highlighting this role both to the engineering community, and the international development community. One of the communications pieces developed for this conference was a thought leadership publication outlining how engineering is vital to achieving each, individual.

When approaching tackling the SDGs one of the most important topics in the eyes of RAEng is that of interdisciplinarity. The SDGs cannot be seen as mutually exclusive; they are connected in a myriad of ways and activity that is undertaken in the name of achieving one goal can have several other impacts elsewhere. Achieving the SDGs is also going to take every community coming together, for example, engineers working with social scientists and medical scientists.

**4.) Recent CAETS technical programs have focused on topics directly related to the SDGs, and the broad theme “Engineering a Better World” is well-aligned with the aims of the SDGs.**

- **Should we develop a communications program to call attention to the role of engineering in achieving the SDGs?**

We need to increase awareness of the role of engineering in achieving the SDGs and CAETS adopting the ‘Engineering a Better World’ brand name was one way of doing this. Developing a communications programme across CAETS would require significant resources, and multiple national and regional contexts could pose a difficulty.

We could share examples of communications campaigns that have worked well in achieving the goal of communicating the role of engineering in the SDGs. We also think that a good first step could be for each Academy, or those that would like to, to group their policy reports under relevant SDGs, as a way of showcasing the work many Academies will already be doing in this area. Reports could also be group according to the SDG which is their primary focus, and also tagged with further SDGs which are relevant.

- **Should we develop partnerships with other organizations working in this space? (e.g. World Federation of Engineering Organizations, InterAcademy Partnership, etc)**





Partnerships can be very beneficial in allowing a more diverse exchange of ideas and opinions, and in helping achieve objectives. However, our main concern with forming partnerships with other organisations is that we must always be asking ourselves whether this is going to increase our impact as a network. Do the other organization bring with them expertise, resources, or networks that we don't have?

**5.) What are the next steps?**

Policy reports are a clear next step as a way of collating the knowledge, data and recommendations that exist within the global engineering community. They could be used as a means of reinforcing the SDGs and communicating the global engineering community's support for them to Governments and other institutional bodies.

**Royal Academy of Engineering Background Information**

**International Programmes and Activities – Newton Fund**

Industry Academia Partnership Programme (IAPP)

- IAPP creates science, innovation and research partnerships between the UK and emerging countries, facilitating knowledge-sharing and encouraging cross-border collaborations on global challenges.
- The programme brings local industry experts and UK academics into universities in emerging countries to redesign course content and review teaching methodologies, giving academics in emerging markets access to world-class expertise.
- The programme also builds the skills base and improves the employability of students by giving them the opportunity to work on real-life engineering challenges, on topics including advanced manufacturing and big data, by working in partnership with local industry and UK academia.
- The collaborations are designed to generate new technologies, methodologies and industrial processes targeted at solving local development challenges, while also improving engineering education.
- <https://www.raeng.org.uk/grants-and-prizes/international-research-and-collaborations/newton-fund-programmes/industry-academia-partnership>

Leaders in Innovation Fellowship (LIF)

- LIF empowers academics and researchers in emerging markets, LIF Fellows, to commercialise their research or innovations by providing them with a focused period of tailored training, access to expert mentors and regional and international networking opportunities, to encourage entrepreneurship.
- Following the training, the programme supports the development of these economically-sustainable ventures by providing LIF Fellows with ongoing support from the partnering institutions in their home country and networking opportunities with regional and international peers.



- To date, the LIF programme has provided support to approximately 750 entrepreneurs across 16 Newton eligible countries.
- <https://www.raeng.org.uk/grants-and-prizes/international-research-and-collaborations/newton-fund-programmes/leaders-in-innovation-fellowships>

UK-China Urban Flooding Research Impact Programme

- Under its remit as a Delivery Partner in the UK-China Newton Fund, the Academy is partnering with the Chinese Academy of Engineering to implement the UK-China Urban Flooding Research Impact Programme.
- This Programme aims to support impactful research and enhance the impact of existing research in Urban Flooding in both countries by encouraging bilateral collaboration between academics and government as well as wider industry. It was informed by presentations and discussions held within the China-UK Urban Flooding Symposium on 16-17th October 2017. The deliberations exposed a clear need to increase flood resilience in both the UK and China and in both cases this needs to be a cross disciplinary effort, with a need for collaborative learning across research, municipalities and governments at national, regional and local scales.
- <https://www.raeng.org.uk/grants-and-prizes/international-research-and-collaborations/newton-fund-programmes/uk-china-urban-flooding-research-impact-programme>

**International Programmes and Activities – Global Challenges Research Fund**

Africa Prize for Engineering Innovation

- The Africa Prize supports entrepreneurs to achieve commercial success from innovations focused on solving local challenges.
- The prize provides entrepreneurs with bespoke six-month business training and mentoring and regional networking opportunities, to enable them to turn ideas and prototypes into scalable and profitable businesses with genuine economic and social impact.
- Since 2014, an active alumni of 40 individuals and small teams from 10 countries across the continent have received training and mentoring.
- <https://www.raeng.org.uk/grants-and-prizes/international-research-and-collaborations/africa-prize>

Higher Education Partnerships in sub-Saharan Africa (HEPSSA)

- HEPSSA improves the quality of teaching in higher education institutions in sub-Saharan Africa through collaborations with local industry and UK academia.
- The programme provides funding to 'hub' universities in the region to enable two-way work placements; of teachers into industry to provide them with hands-on local engineering experience, and of industry partners into academia, to enable them to mentor students, deliver workshops and advise on curriculum updates. The insights and learnings from these secondments are then shared more widely with 'spoke' universities in the region via a series of knowledge-sharing workshops.
- The hub university also partners with a UK university, which provides expertise specific to the university's need. The UK role could include: curriculum reviews, staff exchanges, training staff and joint research projects.



- There are currently nine active hub universities working with a total of 55 spoke universities across 16 countries.
- <https://www.raeng.org.uk/grants-and-prizes/international-research-and-collaborations/higher-education-partnership-sub-saharan-africa>

#### GCRF Africa Catalyst

- GCRF Africa Catalyst establishes connections between professional engineering bodies in Sub-Saharan Africa (SSA) and UK universities and NGOs to increase engineering capacity and drive sustainable development in SSA.
- The programme provides grants to professional engineering bodies to undertake projects designed to tackle specific local needs – from developing the framework for student work placements through to improving the management capabilities of PEIs.
- Over the course of the next three years, GCRF Africa Catalyst will also develop research that maps engineering capacity and diversity in the region and explores how professional engineering bodies can help drive social and economic development.

#### Frontiers of Engineering for Development (FoEDev)

- FoEDev convenes interdisciplinary emerging leaders to build the capacity of the global research community to engage in engineering for development.
- The events bring together a wide range of attendees – from NGOs working in international development through to engineers across all disciplines – to encourage holistic approaches to international development.
- The events centre on pressing development challenges, such as sustainable farming and the circular economy, and are chaired by leaders in their fields.
- Participants can also apply for seed funding to progress some of the best ideas established at the event.
- [www.raeng.org.uk/foe](http://www.raeng.org.uk/foe)

#### Frontiers of Development (FoD)

- FoD convenes interdisciplinary emerging leaders from across the world – including engineers, local and international policy makers and medics – to build the capacity of the global community to engage in, and collaborate on, international development challenges.
- The events centre on pressing development challenges, and bring together top leaders in these fields to chair the events. Recent events have looked at “Inclusive Prosperity and Wellbeing in the Context of Mass Displacement” and “Inclusivity & Wellbeing: Coastal Communities in a 3°C World”
- Participants can apply for funding to enable them to continue the relationships established at the event, to encourage further collaboration.
- *NB: the event is run by the four Academies: RAEng, The Royal Society, The Academy of Medical Sciences and the British Academy of Humanities and Social Sciences.*
- [www.raeng.org.uk/fod](http://www.raeng.org.uk/fod)



## **General International Activity**

### Engineering a Better World (EABW)

- EABW inspires the next generation of engineers to use their engineering backgrounds to tackle some of the world's most pressing development challenges.
- The programme curates and creates research and thought leadership content focused on global challenges.
- The programme also provides opportunities for students to participate in engineering for sustainable development in the early stages of their career through summer work placements with innovators in developing countries.
- <https://www.raeng.org.uk/policy/international-policy-and-development/gcrf-international-development/engineering-a-better-world-caets-2016>
- **Case study:** In 2016 the Academy created a 'Because Engineering' film featuring Bill Gates and Yahoo! CEO Marissa Meyer to demonstrate the profession's wide-reaching impact across all areas of life - from farming to sanitation. This was watched over half a million times in the weeks following its launch and was viewed in over two million Facebook newsfeeds. Watch it here: <https://www.raeng.org.uk/policy/international-policy-and-development/gcrf-international-development/engineering-a-better-world-caets-2016/videos/because-engineering>

### Global Grand Challenges

- Global Grand Challenges convenes students and early-stage engineers to address some of the biggest issues facing current and future generations.
- It brings together global experts from different engineering disciplines to highlight the central role engineering has in driving societal change, and to better equip the audiences with an awareness of how to effectively tackle global grand challenges.
- <https://www.raeng.org.uk/policy/international-policy-and-development/global-grand-challenges>

## **Case Studies – Human Stories**

### *Engineers having wider development impact*

- In 2017, a Nigerian systems engineer, Godwin Benson, won the Africa Prize for Engineering Innovation. He designed Tuteria, an online platform that links students to qualified tutors in their area and within their budget. Users find the skill they want to learn on an app on their phone, set their budget, and wait to be connected to the nearest tutor. Both students and teachers are thoroughly vetted before being allowed to use the platform. The scope of skills on offer ranges from academic subjects, learning to play the piano, sew clothes, learn a new language and more.
- Head judge Malcolm Brinded CBE FEng has said "Godwin Benson's Tuteria invention changes the way Nigerians – and Africans – share knowledge and skills with one another...we trust Tuteria will go on to change the lives of millions of people who are eager to learn and develop new skills".
- This technology is a prime example of how engineering stretches broadly across the SDGs to have a development impact, and in innovative ways. Goal 4 (Quality Education)



## RAEng Responses

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and Goal 8 (Decent Work and Economic Growth), upon first glance, may not seem like a natural home for engineers, but Godwin Benson's example demonstrates otherwise.

#### *Engineering skills being sought to solve development challenges – Frontiers of Development*

- Frontiers of Development Participant from Sierra Leone was one of two Psychiatrists in the entire country. His goal is to establish equitable health systems in the country which fully integrate mental health. To ensure that such a system would be truly accessible to all areas of the country he is looking to telemedicine and technology to help healthcare reach the most vulnerable, rural and disadvantaged populations.
- Stephen's work is primarily geared towards Goal 3 (Good Health and Wellbeing) and Goal 10 (Reduced Inequalities) though he came to our Frontiers of Development event looking to collaborate with engineers other disciplines to fill the gaps in his knowledge and achieve his goal of tackling health and inequality issues in his native Sierra Leone. This is a problem that one might not normally look to an engineer for assistance on. However, when we dig a little deeper, we see a place for engineering.