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Abstract

The Centre for Sustainable Healthcare Education (SHE) is a center of excellence in education hosted by the Faculty of Medicine, University of Oslo, and opened formally in June 2020. SHE was awarded funding from the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) to further develop teaching and education of healthcare students. Education is an integral part of the 17 Sustainable Development Goals and a key enabler of successful implementation of the United Nations 2030 Agenda. SHE is committed to including sustainability as an integrated part of medical decision-making and to helping teach wise sustainable decision-making to future health professionals. The COVID crisis has accentuated the urgency of this mission. By expanding the Evidence Based Practice paradigm, SHE will develop, implement and disseminate innovative education strategies providing students and healthcare workers with knowledge and skills needed to incorporate sustainability values and principles into comprehensive medical decisions. SHE has funded 22 student projects in order to support innovative approaches to decision making related to the corona crisis and inequity in health. Being active change agents, students have produced new teaching content and played an important role in dissemination of knowledge and practices, as well as in the development and management of SHE. Researchers related to the center have published extensively in 2020 and have submitted an impressive high number of grant applications with relevance for different aspects related to sustainable healthcare education.



Vision & mission

Figure 1 shows SHEs vision and United Nations Sustainable Goals 2030.

The mission of SHE is to contribute to this global vision by advancing, promoting and expanding education in sustainable health care both nationally and globally. Education is an integral part of the 17 SDGs (notably through SDG 4) and a key enabler of successful SDG implementation (cf. SDG17). By expanding the Evidence Based Medicine (EBM) paradigm, SHE will develop, implement and disseminate innovative education strategies providing students and healthcare workers with knowledge and skills needed to incorporate global values and principles into comprehensive medical decisions. Whereas EBM is the adaptation of evidence to individual needs, SHE will facilitate an innovative systems approach. Professionals should be trained to make individual evidence-based decisions, based on a broad understanding of global and future social, political, economic, and environmental contexts. SHE will educate healthcare professionals to become sustainability change-agents by providing them with competencies to navigate and balance between 1) research evidence, 2) individual concerns and 3) global principles and resources (as shown in figure 2).



Figure 2: All local health-related decisions must take into account future & global social, cultural, economic & environmental implications.

The main challenge of sustainable decision-making is to balance individual concerns with global and future consequences of an individual decision. In an educational context, this requires “an intention to move beyond information transfer to knowledge sharing, consideration of values and acquisition of the abilities required to critically reflect on and enact visions for the future” (Giangrande et al 2019). More concretely, this implies that students must learn to weigh up single-condition guideline recommendations with the complex needs of patients with multimorbidity and to balance patients’ demands for certain treatments and drugs with the risk of overuse and overtreatment. Not only can overtreatment cost health care money and time or threaten the possibility of future generations to receive proper treatment due to, for instance, antimicrobial resistance, it can also cause patients needless suffering and the risk of developing long-term side effects. Sustainable health care decisions are about finding the tip point between useful and unnecessary tests and treatments.



The COVID pandemic demonstrates the need to integrate the SDGs not only at the top national level, but also in everyday health-care decisions. The pandemic brings to the fore the consequences of not having health insurance or access to healthcare, not having water or a food supply during lockdown situations, or not having civil rights (Ottersen & Engebretsen 2020). In addition, every individual faces an imperative to make health decisions that meet their own personal needs as well as taking into account the needs of the broader community, such as using facemasks on public transport, observing social distancing advice and self-quarantining when necessary (Heggen, Sandset & Engebretsen 2020). SHE is committed to including sustainability as an integrated part of medical decision-making at every level and to helping teach sustainable decision-making to future health professionals. The COVID crisis underscores the urgency of this mission.

The Centre for Sustainable Healthcare Education (SHE) opened formally in June 2020, when Rector at University of Oslo, Svein Stølen, and Director of DIKU, Harald Nybølet, signed the contract. Since then a wide range of researchers, scholars and students have engaged in SHE. Educational strategies have been developed, implemented and disseminated.



Main Goals

Five-year goal: SHE has initiated a research-based approach to change curriculum, teaching and learning methods in partnership with students. SDG courses and new material are integrated in all programs at The Faculty of Medicine (MFO) of University of Oslo, adapted by national and international higher education institutions (University of Bergen has agreed to pilot the courses as well). The EBM model is redesigned in accordance with Education for Sustainable Development (ESD). UNESCO's educational principles will be tested and evaluated. The Masters Degree in medical education is active.

Ten-year goal: SHE is an internationally leading hub for research-based approaches to ESD. In partnership with students, we have published the R&D results from the integration of SDG in all MFO programs. ESD is cross cutting at MFO. New ESD strategies and pedagogical methods have been validated. SHE has a strong research activity on education in higher education.

Figure 3: Goals and milestones in SHE in a ten years perspective.



Results compared to the application and center plan

Organization

Centre for Sustainable Healthcare Education (SHE) is hosted by the Faculty of Medicine at the University of Oslo. SHE is financed by the Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education (Diku) as a Centre for Excellence in Education over a period of 5 years with the possibility of an additional 5 years after a mid-term evaluation.

The management structure ensures effective management. The Centre Management Board is responsible for the budget, policy and strategy. The Vice-Dean of Postgraduate studies, Professor Eivind Engebretsen, chairs the CMB as executive chairman (accounting for 50 % of this workload.) Professor Kristin Heggen is the Director of SHE and accounting for 50 % of her workload. Trine Kleven works as administrative coordinator in 50 % of her workload. The centre consists of 8 work packages (WPs) each led by a WP leader. WP 5 (on student involvement) will from 2021 be co-led by four students (hired in 10% positions by the faculty). The centre also hosts the research group Knowledge in Translation (KNOWIT).

The Center Management Board organized in December 2020 a development seminar to board members hosted by Professor Gunnar Bovim. The aim was to focus on SHEs main values and possibilities for a center for excellence in education.

The International Advisory Board (IAB) is chaired by our former rector and now President at Karolinska Institutet, Ole Petter Ottersen. The IAB also includes Professor Trisha Greenhalgh, Oxford University and Helen Clark, former UNDP director and prime minister of New Zealand. The IAB will have its first meeting in April 2021.



Focus Areas

Since the 1990s lots of resources have been invested in research and development in order to facilitate sustainability and education. But little or none, to the best of our knowledge, has been related to our professions. Drawing on a framework of competencies for sustainable development outlined by UNESCO, the aim of our center is to translate and adapt this framework for the use in health professional education. The competences include system thinking competence, anticipatory, normative, strategic and collaborative competence (see figure 4 below). Our basic assumption is that we by fostering these key competencies can prepare future health professionals for making sustainable evidence-based decisions on different levels of health care. SHE will develop and test educational modules and pedagogical methods, and pilot new models for evidence-based decision-making inspired by the SDGs.

SHE runs research within two main areas:

1. Research on health care education, teaching and learning related to UNESCOs sustainability competences.
2. Research on models and frameworks for evidence-based health care decisions incorporating UNs sustainability goals (SDGs).

Figure 4 summarizes UNESCOs competences for ESD..



The table below (figure 5) summarizes the UNESCO competences for SDG based education and translates these competences into the field of health professional education. The second column defines the SDG competence in an educational context as outlined in a seminal paper by Wiek et al. The third column is an attempt to translate these general definitions into the context of health professional education and to outline the implications of these competencies in the context of health. The fourth column provides examples of pedagogical methods that can be used to support the development of such competences.

Competencies	Education (Wiek et al)	Health professional education	Pedagogical approach
Systems thinking competence	“Ability to collectively analyze complex systems across different domains (society, environment, economy, etc.) and across different scales (local to global), thereby considering cascading effects, inertia, feedback loops and other systemic features related to sustainability issues and sustainability problem-solving frameworks” [1], (p.207).	<p>Ability to analyze complex relations between various social, economic and environmental determinants and health outcomes, e.g. how housing conditions impact on the spread of the pandemic.</p> <p>Ability to analyze how health interventions interact with local contexts and needs, e.g. how the implementation of PreP might clash with local ideas about homosexuality.</p>	Analyze complex cases drawing on multiple knowledge sources.



Anticipatory competence	“the ability to collectively analyze, evaluate, and craft rich pictures of the future related to sustainability issues and sustainability problem-solving frameworks” [1], (pp.207, 209).	Ability to picture possible future scenarios both on individual level (e.g. potential conflicts between treatment programmes and patient life-style) and collective level (e.g. risk of overtreatment or unnecessary use of health resources).	
Normative competence	collectively map, specify, apply, reconcile, and negotiate sustainability values, principles, goals, and targets” [1] (p. 209).	difficult bed-side priorities (e.g. how should be given priority to treatment given limited resources) or to act albeit uncertainties.	(harness productive disagreements role play of divergent opinions).
Strategic competence	“the ability to collectively design and implement interventions, transitions, and transformative governance strategies toward sustainability” [1] (p. 211).	Ability to supervise and lead peers and contribute to good health governance	Leadership training Peer mentoring
Collaborative competences	“the ability to motivate, enable, and facilitate collaborative and participatory sustainability research and problem solving” [1] (p. 211).	Ability to collaborate and work in teams across disciplinary boundaries and to work in partnership with patients and their relatives.	Team building User driven teaching
Competencies	Education (Wiek et al)	Health professional education	Pedagogical approach

Figure 5 illustrates areas of recommended competences and pedagogical approaches in health professional education.



Work packages

The main activities of SHE are organized in 8 interrelated work packages:

Figure 6: illustrates how SHEs interrelated 8 work packages are related to UNESCOs ESD competences.

WP1: Innovative SDG Courses, Seminars and Workshops: Leader: J. Breivik

Objective: Develop, implement and test Education for Sustainable Development (ESD) content and approaches.

Activities:

A1: Content development of online and onsite courses SDG.

A2: Development of SDG oriented pedagogical methods for the Health Sciences and Medical Education programs.

A3: Integrate Team-based education.



WP2: Strategic ESD Development and Adaptation: Leader: E. Engebretsen and E. O. Rosvold

Objective: Implement SDG including UNESCO principles into existing and new program structures.

Activities:

A1: Develop and strategically implement Education for Sustainable Development (ESD) approaches in the study programs at the Faculty of Medicine (MFO) programs.

A2: Transferable UNESCO pedagogical methods and skills training for students and staff.

A3: Career development training for students and junior academic staff.

A4: Leadership courses for students and academic staff.

WP3: Educational Material Development in ESD: Leader: D. Banik

Objective: Develop and validate material for open ESD in Higher Education Institutions (HEI).

Activities:

A1: Produce ESD Massive Open Online Courses and guidelines for development of ESD Massive Open Online Courses.

A2: Organize ESD e-seminars.

WP4: Digital Solution Development in ESD: Leader: P. Grøttum

Objective: Develop and test digital support and tools in ESD.

Activities:

A1: Translation of content (developed in the different WPs) into e-learning solutions and courses.

A2: Develop student feedback solutions.



WP5 (student-led): Promote student and teacher engagement in ESD: Leader: T. Reed

Objective: Empower students to become resources and active participants in ESD.

Activities:

A1: Students driven and students need assessment-based seed funding to support ESD activities.

A2: Employ students for peer-to-peer ESD teaching in the MFO programs and at partner in Higher Education Institutions.

WP6: Research and development for ESD: Leader: K. M. Heggen

Objective: Engender and support research and development (R&D) related to ESD.

Activities:

A1: Develop evaluation tool to assess ESD quality, collect and disseminate best practice examples.

A2: Research related to ESD implementation and assessment.

A3: Research related to the development of a SDG oriented EBM model.

WP7: Dissemination, Communication and Networking in ESD among HEIs and stakeholders:

Leader: N. K. Vøllestad

Objective: Develop and sustain SDG dissemination channels.

Activities:

A1: Consolidate a national and international network of students, teachers and stakeholders interested in ESD.

A2: Maintain up-to-date information about SHE in social media and other platforms to internal and external HEI community.

A3: Conference and workshop on ESD in HEI.



WP8: Management of SHE: Leader: K. Heggen

Objective: Ensure professional and efficient management of SHE.

Activities:

A1: Ensure synergy and efficiency across all activities of the WPs.

A2: Ensure seamless and constructive dialogues with International Advisory Board (IAB) and Centre Management Board (CMB).

A3: Foster student and teacher participation in planning and implementation of all activities.

A4: Ensure an adequate and comprehensive monitor and evaluation of all center activities.

Figure 7 illustrates the implementation of work packages activities.



Highlights from 2020

Corona Scholarships to student

SHE wanted to encourage international students, whom were facing financial hardship, to engage in storytelling, ideas and concerns of living through the coronavirus pandemic. We received 42 applications, and 15 of them received a scholarship of 20.000 NOK and they wrote essays.

(Attachment 6)

Opening Webinar: Education for Sustainable Healthcare Decisions

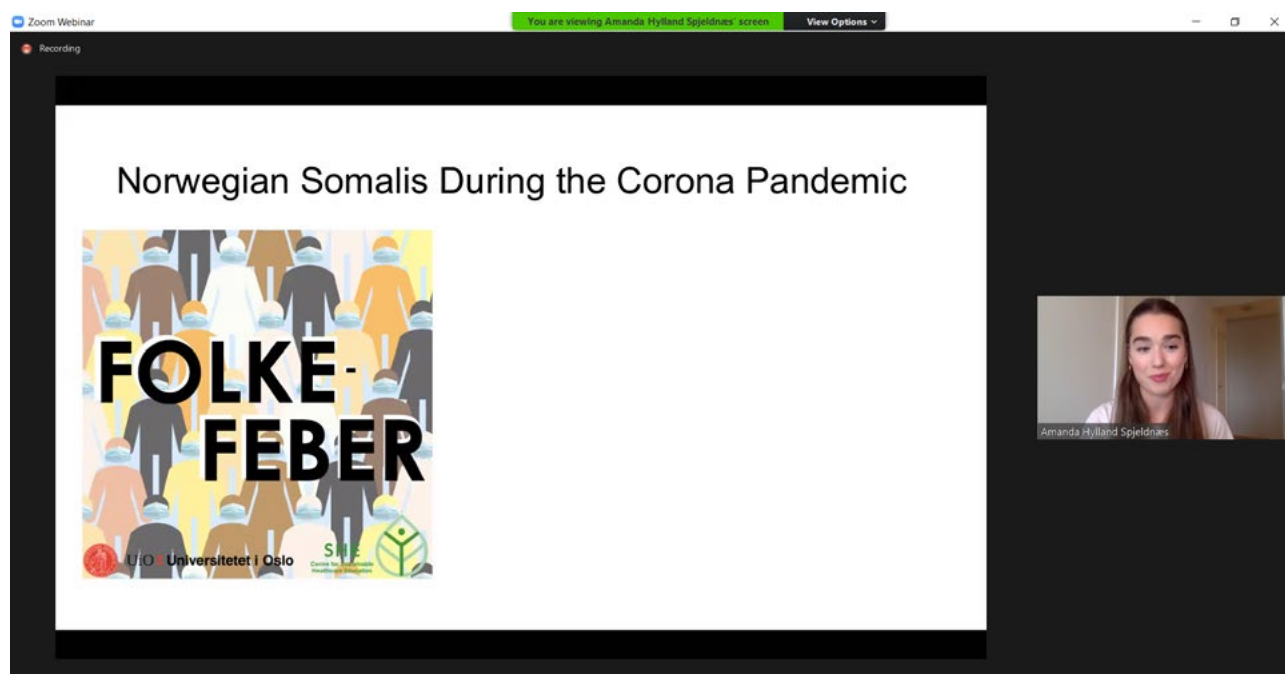
30th of October 2020 on Zoom

Keynote Speakers: Professor Trisha Greenhalgh and Professor Ole Petter Ottersen

Main target groups: Students, academics, and partners.

Audience: 115 people from different countries.

(Attachment 6)



Podcasts

“Folkefeber”: podcasts made by students who were awarded SHE scholarship. The podcasts focus on social inequalities and health, and is used as teaching content. 2790 plays in 21 countries.

(See attachment 6)

“Pediatri smertepodden”: made by students who were awarded SHE scholars. The podcast focus on pain in pediatric healthcare and is used as teaching content (See attachment 6)

Podcast with Gro Harlem Brundtland

Leader of working packages 3, Professor Dan Banik, have made several podcasts. In one of them he speaks with Dr. Gro Harlem Brundtland, the former Prime Minister of Norway and former head of the World Health Organization, on global responses to Covid-19, multilateralism and the role of UN agencies such as the WHO, and the current status of the sustainable development agenda.

(See attachment 6)

Publications

The group has published widely from the project, including 1 international book, 2 articles in Lancet, 1 paper in Nature Medicine and an editorial in WHO Bulletin. See attachment 4 for a complete list of publications.



Student Engagement

SHE will, in collaboration with students, renew health education in light of the UN's sustainability goals. The goal is to enable future health workers to make holistic decisions that safeguard the resources and needs of the future. In order to build on the strong student engagement SHE has announced several student scholarships.

- Student Tiril Seppola Reed has been involved in SHE's management group and was leading WP5 in order to promote student and teacher engagement in ESD.
- Students have made podcasts, published articles and been engaged in debates in the daily press (See attachment 5).
- Students involved in SHE are representing The faculty of medicine's different educational programs.



Photo by Jarli&Jordan/UiO



Dissemination of knowledge and practices

SHE has dissemination as one of the top priorities. The key audiences for dissemination are students, teachers, leaders at national and international medical and health sciences faculties/ universities. SHE is also conscious about the importance of reaching out to politicians (both in education and health). Publications/editorials in top rated international journals is of great importance for a centre of excellence in education. Here are some examples from 2020 of the variety of ways we have shared ideas, experiences (e.g. interview with politicians), new teaching content, scholarly presentations, new research findings etc.

Illustration 9: The importance of Dissemination in SHE



- SHE has launched scholarships in order to support innovative use of digital tools in decision making related to the corona crisis. Two of the 22 student projects are already used as teaching content in our educational programs, and project material is published as articles in national newspapers.
- The Opening Webinar in October attracted a huge number of national and international participants who were offered inspiring presentations from our students and outstanding international professors.
- She has established a monthly academic lecture – the so-called SHE-talks that are available on YouTube.
- SHE has made logo-materials and a website. The website along with Twitter and YouTube are main platforms for sharing of knowledge and events. The Faculty of Medicine supports SHE in their own communication channels; Instagram and Facebook, newsletter, etc.
- SHE has made a network with other Centre for Excellence in Education in Oslo with meetings every second month.
- Networking inside and outside University of Oslo and internationally is considered to be of specific importance both for collaboration and dissemination of ideas, knowledge and new educational practices.



Illustration 10: Photo by Miguel A. Amutio on Unsplash



Examples of projects:

Circle U

Circle U is a newly established University Alliance, funded by the EU and led by the UiO. SHE participates by taking the lead of one of the work packages. Addressing the wide range of complex global challenges highlighted by the Sustainable Development Goals requires a strong commitment from universities. Comprehensive universities with a proven ability to couple education, research, innovation and service to society can contribute with integrated approaches to address these complex challenges. By 2023, Circle U will be a thriving inclusive, research-intensive and interdisciplinary European University Ecosystem consisting of (1) Student Led Sustainable Innovation initiatives to empower students, (2) interdisciplinary Knowledge Hubs connecting academics, students and external stakeholders around major societal challenges, (3) an Open School of Public Governance tying new knowledge and solutions to governance issues and (4) a Think and Do Tank to engage with policy makers to shape the European Education Area. We have identified three thematic areas to pool our existing strengths to make substantial impact on the sustainability agenda: Climate, Global Health and Democracy. SHE representatives: Eivind Engebretsen and Trine Kleven.

The apparatus of care: a study of medical reasoning

This project strategically uses recent developments in the educational components and pedagogical tools at the Faculty of Medicine in the University of Oslo to explore the formation of this decision-making apparatus. In order to tackle the global challenges outlined by SDGs, governments around the world are expected to act on several domains, through inter-sectorial and inter-disciplinary approaches. Institutions of higher education are expected to be specially qualified to address these challenges. Collaborative learning, in which students learn in small groups and collaborate to solve open-ended problems, has been proposed as an ideal learning space to prepare students to face emerging changes and increasingly complex work environments. SHE representatives: Carolina Rau, Jarle Breivik, Eivind Engebretsen.



Digital Health and Rights: Participating Research Project

A collaboration between SHE and the Graduate Institute Geneva, KELIN, STOPAIDS, and the Global Network of People Living with HIV (GNP on digital technology, health, and human rights). The project will run over 2 years and is funded via Foundation Botnar. SHE representative: Tony Sandset

Rethinking Evidence in the Time of Pandemics: Scientific vs Narrative Rationality and Medical Knowledge Practices (book project for Cambridge University Press, deadline: august 2021)

The COVID-19 crisis has transformed the highly specialized issue of what constitutes reliable medical evidence into a topic of public concern. Academic journals, newspapers and social media abound with discussions about whether the evidence for wearing masks is weak or strong, or whether mass public health measures such as lockdowns or school closures are backed by sufficient evidence. Underpinning all these different discussions and positions is a shared assumption: that evidence is singular and that it can be ranked on a singular scale as present or absent, strong or weak, from a rational, value-free perspective.

This book interrogates the assumption that evidence means the same thing to different people and in different contexts by exploring the various stories about COVID-19 and the values that make people believe in them. The book argues the need for a theoretical framework that can account for the values and principles that are specific to the discourse where medical knowledge is articulated and to the narrative location of those who articulate or evaluate that knowledge. SHE representatives: Mona Baker and Eivind Engebretsen.



Preparation of health professionals

Education for sustainable development (ESD) is an evolving academic field addressing the preparation of students to meet the most significant and complex problems of our time. UNESCO has outlined a framework of competencies needed for preparing students for sustainable development. The framework consists of the following key competences: system thinking competency, anticipatory, normative, strategic, critical thinking, self-awareness, and collaborative competency. One aim of SHE is to translate and adapt this framework for the use in training of health professions.

There are two knowledge gaps with significant importance for SHE we need to address:

1. Sustainability development goals related to evidence based health care decision-making,
2. Education for sustainable development - approaches to teaching and learning of health care professions. Two medical students are conducting a scoping review Based on this review WP-leaders will be involved in the development of ESD models that are relevant for educating future health professionals to make sustainable evidence-based decisions. SHE representatives: Eivind Engebretsen and Kristin Heggen.



Further progress

SHE has over a relatively short time (formally opened in June 2020) managed to find an organization structure which so far has proved to be efficient, although the partial lockdown of the university have impacted the coordination of activities and to a certain degree the collaboration between the SHE staff and students. We have prioritized the engagement and involvement of students, research and publications related to national and global sustainability challenges and also invested a lot of energy in grant applications hoping to strengthen the financial support of SHE and increase the possibilities for expanding all the various SHE activities. We are e.g. in the process of including another WP-leader in order to strengthen the knowledge production and dissemination about climate induced health problems. (Parts of the funding to WP4 will be reallocated to this new WP.)

Student-involvement

4 students will lead the Work packages 5 from 1st of February 2021. These four students represents different educational programs (nutrition, medicine, master programs in management and economy) and are representing student unions and interest groups at our faculty.

Student-active forms of learning

Student-active forms of learning in evidence-based medicine education – a pilot project in gynecology/obstetrics (N-PEARLS) with Professor Kristin Lindemann and Professor Knut Lundin. The project is in cooperation with University of Sydney. SHE representatives: Per Grøttum WP4.

E-learning project about priorities in health service

Student Ingerid Cameron and Associate Professor Anne Kveim Lie are working on the project: E-learning on socio-economic aspects of priorities in the health service and the health consequences of political decisions and governance. SHE representatives: Per Grøttum WP4.



Team building and decision-making

Postdoctoral project in Team building and Team strategies, and Make-wise-decisions project are developed. SHE representatives: Jarle Breivik WP1 and Eivind Engebretsen WP2.

Making wise health-decisions

The core academic SHE-staff will be engaged – together with students - in the national campaign for making wise health decisions, and teaching future healthcare workers the necessary knowledge, skills and attitudes to make wise choices. SHE representatives: Tony Sandset, Gina Fraas Henrichsen and Kristin Heggen.

A Master's Degree

A mandate group is established to make a Master's Program in Sustainable Healthcare Education. This is part of Working package 2. A dialogue and cooperation with the other 4 faculties have started. SHE representatives: Eivind Engebretsen and Elin O. Rosvold, WP2.

Several research applications

To increase the resource base both financially and in terms of knowledge, we work with research applications. The Centre has submitted 4 grant applications to the Research Council of Norway in February 2021 in the following topics:

- The politics of evidence and vaccine hesitancy
- Genealogy of evidence-based medicine
- Epidemic surveillance



The implementation of the SDGs is central to all projects. All projects include plans for improving education.

SHE participates in two applications for Centre for excellence in research (SFF) as workpackage leaders. Both projects are strongly related to SHE.

Public events

We will continue to make events and SHEtalks. In 2021 we will facilitate open seminars with outstanding Professors and Scholars about the concept “sustainability” related to education and health care. The titles for spring 2021: “Sustainability & Democracy”, “Sustainability & Loneliness”, and “Sustainability & Covid-19”.

International strategy

We will develop an international strategy in coordination with the International Advisory Board. Circle U has already started and will be an important international platform for SHE.

Newsletter

In December 2020 we started to publish a newsletter. Every month we will publish news about the centre targeting colleagues, partners, board members, students.



Attachment 1: Goals and Milestones 2020-2024



Attachment 2: Financial account 2020

NOK – Norwegian kroner	Expenditures 2020	Budget 2020
<i>Personnel and indirect costs</i>		
Personnel	1 988 324	1 483 884
Indirect costs	371 536	295 143
SUM – Indirect costs	2 359 860	1 779 027
<i>Other costs</i>		
Other expenses	0	0
Purchase of services	130 938	357 000
Equipment	0	0
Other operating expenses	512 625	898 333
SUM – Other costs	643 563	1 255 333
TOTAL	3 003 423	3 034 360



Attachment 3: Publications

Articles and comments

- Aryeetey, E, Engebretsen, E, Gornitzka, Å, Maassen, P, Stølen, S. 2020. [A step backwards in the fight against global vaccine inequities](#). The Lancet (2020)
- Lillehagen, I., Heggen, K.M., Tomson, G. & Engebretsen, E. [Implementing the UN Sustainable Development Goals: How Is Health Framed in the Norwegian and Swedish Voluntary National Review Reports?](#) International Journal of Health Policy and Management (IJHPM) (November 2020)
- Ottersen, O.P., Engebretsen, E. [COVID-19 puts the Sustainable Development Goals center stage](#). Nat Med (2020)
- Heggen, K., Sandset, T.J., Engebretsen, E. [Editorial “COVID-19 and SDG-based healthcare decisions”, PDF](#). WHO Bulletin (October 2020)
- Sandset, T.J., Heggen, K. & Engebretsen, E. [What we need is a sustainable politics of life](#). The Lancet (2020).
(Commenting on a commentary from editor-in-chief R. Horton)

Books

- Sandset, T., Heggen, K. & Engebretsen, E.: [Sustainable Sexual Health: Analysing the Implementation of the SDGs](#). Published December 21, 2020 by Routledge



Attachment 4: In media

- Lie, A.K., [Dagsnytt atten](#) NRK – som en forlengelse av kronikken skrevet i Klassekampen med studentene i SHE, 17/12-2020
- [Leger vil prioritere koronavaksiner til innvandrere](#). Nettavisen, 17/12-2020
- Spjeldnæs, A.H., Skjæveland, I.S.R., Lengle, E., Grude, S., Lie, A.K., Alnæs-Katjavi, P. [Flere utenlandsfødte dør av Covid-19](#), Klassekampen, 17/12-2020
- Gullestad, F.H. [Frykter at folk vil dø i kø](#), Klassekampen, 17/12-2020
- Henriksen, S. [Må styrke forskningsmiljøene](#), Klassekampen, 15/12-2020
- Spjeldnæs, A.H., Skjæveland, I.S.R., Lengle, E., Grude, S. [Tillitsbrudd mellom myndighetene og minoritetsgrupper](#), Dagens Medisin, 14/12-2020
- [Vaccine inequities expose fault lines in North-South collaboration](#), University World News, 10/12-2020
- Engebretsen, E., Gornitzka, Å., Maassen, P., Stølen, S. [Vaksineulikhet: Ett skritt tilbake og veien videre](#), Bistandsnytt, 10/12-2020
- Spjeldnæs, A.H., Skjæveland, I.S.R., Lengle, E., Grude, S. [Sosiale helseulikheter er ikke et kommunikasjonsproblem](#), Morgenbladet, 4/12-2020
- Engebretsen, E. [Om SHE, Senter for fremragende utdanning, aktiviteter og SHEs pedagogikk](#), MED-nytt nr. 13-2020
- Sandset, Tony J. [Bærekraftig helse](#), Medisinbloggen UiO, 24/10-2020
- Gustavsen, C., Hui, D. [Prosjektoppgave i medisin ble til podkast i undervisningen](#), UiO Studentnytt 9/9-2020
- Sandset, Tony J., Engebretsen, E. [En bærekraftig livspolitik](#), Morgenbladet 10/7-2020
- Engebretsen, E., Heggen, Kristin M., Askheim, C., Lillehagen, I. [Bare en drøm](#), Dagsavisen 20/1-2020



Attachment 5: Events and student projects

Education for Sustainable Healthcare Decisions – Opening Webinar

30th of October 2020 on Zoom

Main target group: Students, academics, partners

Audience: 115 people from many different countries

Here is the link to each lecture and [the entire seminar](#) – in YouTube.

Speakers:

[Rector at University of Oslo, Svein Stølen](#)

[Professor and Executive Chairman of SHE, Eivind Engebretsen, Professor and Director of SHE,](#)

[Kristin Margrete Heggen](#)

[Professor and President of Karolinska Institutet, Ole-Petter Ottersen](#)

[Professor at Oxford University, Trisha Greenhalgh](#)

[Students Vebjørn Andersson and Tiril Seppola Reed](#)

[Students Amanda Hylland Spjeldnæs, Sine Grude, Ida Sofie Skjæveland, Emma Lengle](#)

[Student Oline Marie Sæther](#)

[Associate Professor at University of Oslo, Anne Kveim Lie, Professor at University of Oslo](#)

[Professor at University of Oslo, Knut E. A. Lundin](#)

[Pro-Dean for research at the Faculty of Medicine, University of Oslo, Jens Ivar Berg](#)

[Comments by Engebretsen and Heggen](#)

[Comments by Greenhalgh and Ottersen](#)



SHEtalks (YouTube-link)

Main target group: Students and academics

Audience: 20-30 people

«[Virtual Presence: collaborating between Oxford and Oslo](#)» by Dr. Gemma Hughes (8th of October)

«[From socio-cultural organization to microbial and molecular regulation of life, and back: Towards an interdisciplinary integration through biosocial pathways and entanglements](#)» By Associate Professor Wim Van Daele (5th of November)

«Evidence and ethics – beyond evidence-based practice in psychology» by Henrik Berg (10th of December)

Podcast with Gro Harlem Brundtland

Leader of Working packages 3, Professor Dan Banik, have made several podcasts. In one of them [he speaks with Dr. Gro Harlem Brundtland](#), the former Prime Minister of Norway and former head of the World Health Organization, on global responses to Covid-19, multilateralism and the role of UN agencies such as the WHO, and the current status of the sustainable development agenda.

Professor Dan Banik, and leader of WP3, has a [website](#) with webinars, podcasts and courses on Education for Sustainable Development.

Student projects - Scholarships #2

Podcast: [Legepodden](#) by Kaisa Filtvedt

Podcast: [Farmapodden](#) by Malin Flønes and Cecilie Lunde

Podcast: [Folkefeber](#) by Amanda Hylland Spjeldnæs, Emma Lengle, Sine Grude og Ida Sofie Rettedal Skjæveland

Podcast: [Pediatri mertepodden](#) by Camilla Gustavsen and David Hui

Video by Waleed Majeed and Innovation Medicine Students

Article by Marika Kromberg

Article by Emran Hasan about family planning among immigrant women



Projects from Scholarships #1 (PDF-link)

[Prudence Atakunda](#), Department of nutrition

[Jasmeet Singh Narota](#), European Master in Health Economics and Management

[Jianan Chen](#), European Master in Health Economics and Management

[Ana Marie De La Milagrosa Marcano Espinoza](#), European Master in Health Economics and Management

[Sewika Sulpe](#), International Community Health

[Shweta Maskey Parajuli](#), International Community Health

[Makamam Mahmuda](#), Health Economics, Policy, and Management

[Sujan Rijal](#), Health Economics, Policy, and Management

[Rupa Thapa](#), International Community Health

[Mateo Grati](#), Med 5600 – 18/6

[Mercedes Rumi](#), Med 5600 – 18/6

[Firdaousse Ouknider](#), International Community Health

[Diego Andrés Urra Miguieles](#), International Community Health

[Dhanalakshmi Tamatam](#), International Community Health

[Mario Nappi](#), Erasmus + Traineeship



Attachment 6: People in SHE

Eivind Engebretsen

Executive Chairman

Kristin Margrete Heggen

Director

Trine Kleven

Administrative coordinator



Work Package Leaders

- [Jarle Breivik](#), Work Package 1: Innovative SDG Courses, seminars and workshops
- [Eivind Engebretsen](#) and [Elin Olaug Rosvold](#), Work Package 2: Strategic ESD Development and Adaptation
- [Dan Banik](#), Work Package 3: Educational Material Development in ESD
- [Per Grøttum](#), Work Package 4: Digital Solution Development
- [Tiril Seppola Reed](#), Work Package 5: Promote student engagement for ESD
- [Kristin M. Heggen](#), Work Package 6: Research & development education for ESD
- [Nina Kørpke Vøllestad](#), Work Package 7: Dissemination, communication and networking
- [Kristin M. Heggen](#), Work Package 8: Leadership SHE

Researchers

- [Ole Petter Ottersen](#), Karolinska Institutet
- [Tesfamichael Alaro Agago](#), KNOWIT
- [Clemet Askheim](#), KNOWIT
- [Mona Baker](#), University of Manchester
- [Henrik Berg](#), KNOWIT and University of Bergen
- [Trisha Greenhalgh](#), University of Oxford
- [Gina Fraas Henrichsen](#), KNOWIT
- [Gemma Hughes](#), KNOWIT and University of Oxford
- [Ida Lillehagen](#), KNOWIT
- [Tony Joakim Sandset](#), SHE
- [Carolina Borges Rau Steuernagel](#), KNOWIT
- [Hilde Ousland Vandeskog](#), KNOWIT



Center Management Board

- [Eivind Engebretsen](#), Vice-Dean for Postgraduate studies (executive chairman)
- [Elin O. Rosvold](#), Pro-Dean for Medical Studies
- [Unn-Hilde Grasmø-Wendler](#), Director of the Medical Faculty
- [Bjørn Stensaker](#), Director of Link
- [Anders Malthé-Sørensen](#), Director of Center for Computing in Science Education
- [Jarle Breivik](#), Professor and WP-leader
- [Knut Lundin](#), Professor at Institute of Clinical Medicine
- [Magnus Løberg](#), Associate Professor at Institute of Health and Society
- [Oline Marie Sæther](#), student
- Ayna Mousavi, student

[Norwegian Agency for International Cooperation and Quality Enhancement in Higher Education](#)

is a board observer. The Director of SHE acts as secretary to the board.

International Advisory Board

- [Ole Petter Ottersen](#), Professor and the Vice-Chancellor at Karolinska Institutet, Sweden
- [Helen Clark](#), former Prime Minister of New Zealand and UNDP director
- [Trisha Greenhalgh](#), Professor at Oxford University

The Faculty of Medicine, University of Oslo

- Faculty Director, [Unn-Hilde Grasmø-Wendler](#)
- Section Manager, Finance section, [Gaute Frøisland](#)
- Section Manager, Human Resource Section, [Stina Mosling](#)
- Section Manager, Section for Student Affairs, [Elisabeth Authen Sethre](#)
- Section Manager, Administrative Services, [Anita Robøle](#)



Attachment 7: References

Giangrande et al (2019): [A Competency Framework to Assess and Activate Education for Sustainable Development: Addressing the UN Sustainable Development Goals 4.7 Challenge](#)

Ottersen, OP; Engebretsen, E. (2020): [Covid-19 puts the Sustainable Development Goals center stage.](#)
Nature Medicine

Heggen, K; Sandset, T; Engebretsen, E. (2020): [Editorial: COVID-19 and SDG-based healthcare decisions.](#) Bulletin of the World Health Organization 98:646.

Wiek, A., Withycombe, L., Redman, C.L. (2011). Key competencies in sustainability: a reference framework for academic program development. Sustainability Science, 6,(2), 203–218.

UNs Sustainable Development Goals

<https://sdgs.un.org/goals>

