



SHE

Centre for Sustainable
Healthcare Education



ANNUAL REPORT 2022



CENTRE FOR
EXCELLENCE
IN EDUCATION

UNIVERSITETET
I OSLO



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Intro to SHE 2022

The United Nations' approval of the [Sustainable Development Goals](#) in 2015 marked a paradigm shift towards a more comprehensive, equitable, and integrated approach to health. In particular, the SDGs aim to address the root causes of poor health outcomes, such as poverty, lack of access to safe water and sanitation, and environmental degradation. This approach urges us to rethink how we educate future health professionals both in terms of learning content and approaches. Importantly, the SDGs call for interdisciplinary collaboration and integration between academia and other relevant sectors and stakeholders.

If we are to achieve the SDGs, we must work on all levels, from the very local to the global. SHE therefore focuses on outreach and partnership across Norway as well as internationally, to disseminate our research and results but also to learn from the experiences and insights of a variety of educators, practitioners and decision makers. As a knowledge centre that exist at the margins of the established University structure, we are uniquely placed to manoeuvre across end between established silos, sectors and hierarchies.

In 2022, we have made great progress in building up the profile of the centre among relevant actors nation-wide and globally. We can measure this progress by the great increase in requests for our resources, knowledge, and input from the higher education sector nation-wide and globally. Our centre is for instance used as a model for similar initiatives at other institutions (Karolinska Institutet, the University of Singapore, etc.) and we receive numerous requests to ask for advice and visit our centre from national¹ and international² institutions. It is particularly encouraging that different educational actors – also beyond the field of health care education - are approaching SHE as a relevant knowledge actor that they can engage with in their broader work on education for sustainability.

In 2022, SHE is particularly proud of how we have moved from a comparatively insular first phase of the centre to a year marked by outreach and collaborations. We have now reached a stage where we can consolidate our innovative developments of educational content and courses into more sustainable programme structures, such as a new master programme in public health and a new honours programme in education for SDGs. True to our conviction that the SDGs can only be achieved if all levels of society are engaged, we are dedicated to collaborating with actors from the very local, such as municipal primary health services, to top global actors like The World Health Organization (WHO). We therefore organize events and meeting spaces that bring together top academics with students, university management, health care practitioners and decision makers to discuss the core sustainability challenges in health that is facing our society today. This commitment marks all the activities and results of SHE for 2022.

¹E.g. Universitets-og Høgskolerådet; Norges Idrettshøgskole; OsloMet.

² E.g. University of Groningen. University of Paris, University of Copenhagen, Vilnius University.



1. Results compared to the application and centre plan

1.1 Connecting our vision and our work

SHE's vision is to educate globally anchored health professionals who make sustainable healthcare decisions without compromising future and global needs.

To achieve this vision, 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. Our educational approach is designed in line with the UNESCO framework for education for sustainable development (ESD). Based on this framework, SHE fosters systems thinking, future-oriented thinking, normative thinking, critical thinking, collaboration skills, strategic competency, self-awareness competency, and integrated problem-solving competency among students through all its educational activities. We believe that SHE has a responsibility to contribute to the global push for a sustainable future and are committed to both changing the health education in Norway and to influence and inspire academics, educators, and decision makers internationally.

Our focus areas for this period have been functional rather than thematic, encompassing the development of courses and programmes; the development of resources for education; research for education; institutional development; student involvement and capacity building; and faculty development and mobility. Within these focus areas we draw on the wide range of thematic areas pertinent for sustainability and health that SHE-affiliated researchers work on. Our goal is to develop educational tools and approaches fit to bring forth and empower change agents with the competence to address a wide variety of sustainability challenges in the future.

1.2 Key accomplishments and activities of 2022

Courses and programmes

Our focus areas for this period have been functional rather than thematic, encompassing the development of courses and programmes; the research and research-based resources for education; student involvement and capacity building; and faculty development and mobility. We are proud to note that our courses consistently receive outstanding evaluations from students, particularly in how they encourage critical reflection and actively engage students in the teaching process. Our Circle U summer school was extremely competitive, with over 150 applicants vying for just 36 places, and our elective course on power and knowledge has proven popular among MA programme students with nearly 30 students admitted to the course. These positive feedbacks are encouraging as they tell us both that the field of sustainability and health is one that draws the interest of the students, and that our educational approach manages to engage the students in critical reflections. We plan to continue expanding and scaling up our course offerings, enhancing opportunities for student-led teaching activities and further engaging students in the development and delivery of our courses.



In 2022, SHE ran or contributed to running 6 courses at BA and MA level. An additional 5 courses were developed by SHE staffs in 2022 for piloting in 2023. A full list of courses can be found in appendix 2. We wish to highlight a couple of these courses here.

In an innovative move, SHE in 2022 initiated and started developing a new Master's supplement on sustainability in health professional education. The idea to move away from establishing a new MA programme in favour of a more flexible programme format was favourably received by international experts conducting the institutional visit in the spring of 2022. They particularly emphasized how “the micro-credentials have the potential to open up for life-long learning activities for professionals in the healthcare system.” The new master's supplement will provide students with an understanding of the pedagogical principles and tools needed to build capabilities for tackling the challenges to sustainable health and healthcare and will include several elective courses offered to students across different universities and disciplines. To amplify the impact of this programme, we have started developing parallel teaching modules targeted at academic staff across all faculties of UiO, to be coordinated with LINK - the UiO Teaching and Learning in Higher Education unit. This work challenges us to think critically about how the concept of sustainability can be made relevant for education across disciplines with very different theoretical, methodological and thematic foundations. We need to consistently work on finding answers to the question of how we can support educators in fields far from our own to make sustainability a relevant and motivating concept for their students. This challenge is one that we bring with us into 2023 in the work with the Master's supplement, but also with our other courses and programmes.



Photo: Jarli&Jordan/UiO



Throughout 2022, SHE has been instrumental in the development of the new Masters programme in public health and epidemiology at the Institute of Health and Society, which will start in the fall semester 2023. This program features two specialization tracks, with SHE being involved in designing and managing the sustainable health services specialization track. Furthermore, SHE has ensured that the UNESCO competencies are integrated into the programme plan for the programme in its entirety and designed the mandatory course *Introduction to Sustainability in Public Health* for the programme. Students were involved in the design of the course and will also be involved in running it. As part of this new programme, we have developed an innovative course entitled *Politics of Sustainability - data-driven critical conceptual analysis*. This course utilizes a unique datathon model that encourages students to engage in critical reflection on sustainability concepts and ideologies. Drawing on the Oslo Medical Corpus, our digital platform for data-driven learning in health, developed and tested by the SHE team, students will have access to a wealth of resources to aid in their learning. An important challenge in the implementation and further development of this course will be to explore how we through exams and other evaluations can test and quality ensure the students' sustainability competencies, and to do this in a way that can be transferable to other educational institutions working on education for sustainability in different field.

The SHE-developed Teams training module started up in January 2022 as a recurring component of the first semester programme of medical and clinical nutrition students at the Faculty of Medicine. This module focuses on collaborative decision making, fostering the students' co-operational skills and their ability to apply critical and analytical thinking to collective problem solving, strongly inspired by the UNESCO key competencies for ESD. It furthermore includes a mentoring scheme that connects the new students to senior level students who mentor ten students each for the full first year of their studies. The mentoring scheme facilitates peer coaching beyond the classroom setting and improves first-semester students' ability to adapt and thrive in the sometimes challenging role as a new medical student. In addition to the educational components of the scheme itself, the student mentors receive valuable mentoring and leadership training.

As in 2021, 2022 saw a new group of 12 students from all the four medical faculties in Norway accepted to the Choosing Wisely student leadership programme ("studenter for kloke valg"). This national student-run programme is supported by SHE in collaboration with the Norwegian Medical Association and their Wise Decisions («Gjør Kloke Valg») Campaign. The programme brings the students into dialogue about real-life sustainability dilemmas in clinical decision making, challenging their normative, systems oriented and future oriented thinking skills as they engage with the full sustainability agenda for health. The programme consists of an educational part and a project assignment that is supervised by a senior researcher. A core priority is to enable the students to become change agents, and many project assignments seek to develop new recommendations for sustainable clinical decision making. SHE engages in critical reflections with the students about what being a change agent means, and how it can be made possible for newly educated actors in the health care sector to engender change. We are particularly concerned with how SHE can support and facilitate the uptake of the students' recommendations by decision makers and practitioners.



The course Climate and Health, offered for MD and Master Students at the Faculty of Medicine, has now been running for two years and consistently receives excellent evaluations from the students. A central feature of the course is that it brings in high-level guest contributors from both outside and inside academia, including assistant director of health Espen Nakstad and professor of biology Dag Hessen. Particularly noteworthy in 2022 is that an evaluation of the course was accepted for publication in the Lancet Planetary Health. This article describes in detail how the course is designed and run, enabling educators globally to adopt and adapt it in their own programmes. The Lancet Planetary Health is one of the most prestigious journals in its field, which lends additional legitimacy to the article and increases the likelihood of it having a significant impact. From 2023 the course will also be offered for top leaders within health service in collaboration with the Master programme in health administration.

Beyond the courses meant for students at the Faculty of Medicine at UiO, SHE has designed and held courses for master and PhD students from all the Universities that make up the Circle U alliance, and for bachelor students at the SMU University in the US. These courses apply new teaching resources such as the datathon model developed for using the Oslo Medical Corpus in teaching, and critically explore power dynamics, human rights issues, and equity as aspects of the health and sustainability field. Developing and running these courses and programmes allows us to reflect on and refine how we can best foster the UNESCO competencies for ESD in practice.

Research and research-based resources

The various research activities at SHE serve two different but complementary purposes:

- 1) To develop educational resources or innovations based on cutting-edge research about sustainability and complexity challenges in healthcare (research *for* education). The Knowledge in Translation (KNOWIT) group, which is part of SHE, has published widely about these topics throughout the year 2022 (see complete list in appendix 5).
- 2) To test and evaluate ongoing research activities at SHE (research *on* education)

Research for education

SHE prioritizes research with potential for developing innovative and rich resources for learning and teaching. One illustrative example is the [Oslo Medical Corpus \(OMC\)](#), our digital platform for data-driven learning in health. The OMC is a large database of texts of different genres (policy documents, scientific papers, feature articles, blogs etc.) accompanied by a novel, open-source analysis and visualization interface aimed at exploring and understanding underlying paradoxes and challenges. The corpus and the accompanying software are available open access, ensuring that students and researchers can make use of it regardless of financial resources.

The OMC is developed through an iterative, participatory design methodology resulting in a set of open-source text analysis and visualization tools to be shared with the research community.



Developing the software and building the corpus is an ongoing, labour-intensive investment in future research and education. However, it is already a useful tool with the approximately 220 documents that it currently holds, and several MA and MD students have started to use it as part of their own research projects.

In 2022, we piloted a datathon educational model based on the OMC with 20 teachers attending a workshop where they learned how to use this tool and the datathon model in an educational setting. The model is designed to facilitate students' collective exploration of the corpus, encouraging them to identify and discuss conceptual nuances and dilemmas evident in discourses on sustainability in the healthcare system. Based on the feedback we received, we made several improvements to the software and adapted it for use in educational settings. As a result, we have developed a web-based solution that is user-friendly and easily accessible to students.

To make the Oslo Medical Corpus (OMC) more accessible to students, educators, and researchers beyond UiO, we created a series of online video lectures that provide step-by-step guidance on using the tool. These videos are designed to demonstrate how the OMC can be effectively utilized in educational settings, while also offering inspiration and guidance for using the tool in research projects. We have already received a great deal of interest from colleagues both nationally and internationally (including Universitat Jaume I in Spain) who are eager to integrate this tool into their own teaching and research.

In autumn 2022, we received substantial funding from the UiO:Democracy research scheme to use the Oslo Medical Corpus for research on how medical knowledge is mobilized in debates about abortion. An interdisciplinary group of students is involved in the project and one of the outcomes is to develop a new course on reproductive health and human rights in collaboration between the Faculty of Medicine, the Faculty of Law and the Faculty of Humanities. The OMC is also one of several methods used in a large research project submitted as an ERC Synergy Grant bid, Complexity-in-Action, which is a collaboration between the University of Oslo (Eivind Engebretsen, coordinator), the University of Oxford (prof. Trisha Greenhalgh), the University of Rotterdam (prof. Roland Bal), and the University of Jönköping (prof. Sofia Kjellstöm). The bid builds on and further develops a previous Synergy Grant application led by Engebretsen and Greenhalgh and hosted by SHE that came to the final interview stage (stage 3) and received excellent scores without being selected for funding. The overall aim of the project is to develop and test a new approach for overcoming the tendency for action to stall when problems are complex. A part of this programme is to design and set up a Leadership Development for Complexity-In-Action programme (LUCIA) for students with the aim of fostering future leaders' critical awareness and anticipatory thinking by enabling not just competence (ability to act based on knowledge, skills, attitudes), but also capability (ability to adapt to change, generate new knowledge) to deal with "wicked" problems.

In spring 2022, SHE initiated a new project on antibiotic resistance and systems competency in health education, aiming to develop novel interdisciplinary theories and methods to build and apply systems thinking to handle antimicrobial resistance (AMR). The research group includes seven students who contribute with new clinical experiences and brave new ideas for possible educational approaches. Another initiative related to AMR is an E-learning course aimed at medical students who



are about to embark on or have recently completed clinical practice, launched in the fall of 2022 by the Antibiotics centre for primary healthcare at UiO in partnership with SHE. The course consists of four case-based modules designed to simulate clinical situations where decision making around antibiotic use is required in primary and geriatric care. The course was launched in September 2022, and participants sign up and complete the course on their own schedule. As of 31.12.2022, 100 students had signed up and 28 had completed the course. In 2023, we aim to market this course more actively towards the relevant student group to increase attendance rates.

An innovative toolkit for education on climate and health has been co-developed by students and teachers under SHE auspices. It is the result of a nationwide project led by SHE, which aimed to map current teaching initiatives and develop new initiatives in collaboration between medical schools throughout Norway. The student members of our group led the development of this comprehensive toolkit that includes standardized learning outcomes for all medical specialties, as well as PowerPoint presentations and potential student assignments related to climate and health. The toolkit is designed to be used at all medical schools in Norway.



Student Ritika Sharma presenting the report on climate and sustainability in healthcare education in Norway. Here with researcher and supervisor Anne Kveim Lie.



Research on education

SHE runs several research projects with the aim of trialling and evaluating innovative teaching approaches.

Sietse Wieringa's Scientia Fellow's research project on Sustainable Healthcare Education for Primary Care explores how the principles of evidence-based medicine must be revised in order to prepare for medical education. New SHE researcher Million Tesfayes post-doctoral research project, initiated in the fall of 2022, explores the state of the art for community-based education in health and will produce a pilot trial of methods especially focusing on experience-based active learning. Two research projects are also linked to the Teams program: A postdoctoral fellow is conducting fieldwork among the participants using participant observation and qualitative interviews, and a PhD-student from the Faculty of Educational Science is studying the team building program as an example of innovative soft-skills training.

SHE (Nina Vøllestad) has also initiated a project on complex and normative thinking in case-based reasoning in primary care. This project invited 18 MD students who were doing a GP ("fastlege") practice period to write up cases that they encountered that involved sustainability dilemmas. The cases were subsequently analysed collectively by the participating students, engaging and improving their skills in normative and complexity thinking.

Student involvement and capacity building

Students are both a resource and a priority for SHE, and they are involved in the development of educational material, in research, in outreach and networks, and in dissemination. We believe that this broad involvement both enhances the students' learning outcomes, and strengthens the quality and relevance of our activities. The SHE Student-Leaders Scheme provides students with a unique opportunity to gain practical experience by contributing to the growth of sustainable healthcare education and research, while also enriching their formal education. Participants are encouraged to engage in all aspects of the centre's operations, including course and program development and management, creation of educational resources and tools, project planning and execution, and sharing project results. In 2022, SHE initiated an exchange programme that will give students the opportunity to intern with PMNCH, an initiative under WHO that works on children's, adolescents' and women's health. The students are placed with one of PMNCH (WHO)'s collaborating organisations who provides them with a mentor and involves them in activities. The planning, with strong student participation, is well under way, and the scheme is scheduled for launch in the fall 2023. SHE has also initiated an exchange programme with Circle U., where students are offered secondments in one of the collaborating universities. During their secondment, students will work closely with Circle U Academic Chairs for global health, who are internationally renowned experts in their respective fields, and contribute to ongoing research projects and teaching activities. This experience can help students develop essential skills and knowledge in global health, as well as gain a better understanding of the challenges and opportunities facing healthcare systems around the world. The pilot was launched 2022 with 4 students enrolled.



Students in SHE: Siri Hundstad Quamme, Mathilde R. Jørgensen, Ritika Sharma og Martin S. Aagaard. Fotokreditt: Evgenia Taranova.

SHE has from the start offered student scholarship that enables students to realise their own research or knowledge dissemination projects. To date, approximately 100 student scholarships have been awarded, 24 of these in 2022. Projects range from public health and sustainability podcasts to case-studies of sustainability dilemmas in primary care and e-learning tools on antibiotic resistance. In 2023, we will adjust our policy for the distribution of student grants. Our previous approach was to initiate various programs and allow a diversity of approaches to develop. However, we have come to the realization that our policy should be adjusted so that scholarship allocation is targeted to meet the specific needs of students and certain selected subject areas.

Finally, in 2022 students supported by SHE organized a total of 6 conferences, seminars and other events, and contributed to many more (see Appendix 4). Some of these are described in the section on dissemination below.



Institutional development

At the institutional level, perhaps the biggest development is the establishment of a broad SDG initiative at the Faculty of Medicine, which SHE has been instrumental in initiating and getting off the ground. This initiative takes the form of a new unit – the Sustainable Health Unit – comprised of three centres (SHE, Centre for Global Health and a new Pandemic centre) with the overall aim of promoting interdisciplinary approaches to sustainable health education and research. The objectives of the new unit are:

- To advance education and research that fosters critical thinking and expands understanding of sustainability and the significance of SDGs in healthcare.
- To foster collaboration between research, education, and capacity-building initiatives.
- To encourage interdisciplinary dialogue and collaboration.
- To play a leading role and contribute to international collaborations at UiO, including the European University Alliance Circle U, on these topics.

We are also proud of the instrumental role that SHE played in establishing a national task force on education for sustainable development in health. This task force is comprised of leaders from all four faculties of medicine in Norway, working in close coordination with SHE. Our goal is to leverage this platform to effectively share SHE's insights and research findings and make a significant impact on the medical and health education landscape across the country. One of our key initiatives is to develop teacher training programs on sustainable development, to be implemented at all medical faculties in Norway. By equipping educators with the necessary skills and knowledge, we aim to promote a more sustainable and responsible approach to medical education and practice. At the UiO level, we succeeded in getting core SHE principles integrated into the 2021-2023 strategic plan for education at the Faculty of Medicine. This strategy now includes commitments to education for sustainability in health that emphasises student engagement, multidisciplinary, and the integration of sustainability components in existing educational modules. These principles have also been integrated in the revised study programmes of medicine and of clinical nutrition following the revision of the RETHOS³ regulations.

Sustainability has become a ubiquitous term that is frequently assumed and co-opted for diverse ideological purposes. Some medical faculty staff are skeptical of the value of sustainability initiatives, given their already heavy workload and the perception that sustainability falls outside the purview of MED. As a result, we face challenges in persuading our academic staff of the significance of sustainability. Accordingly, our objective is not to accept sustainability goals uncritically, but rather to foster a critical dialogue that encourages questioning and reflection, including scrutiny of the concept itself.

³ Nasjonale retningslinjer for helse- og sosialfagutdanningene



Faculty development and mobility

SHE regularly organizes events aimed at developing the skills and knowledge of faculty at the centre and beyond, with a particular focus on education-related skills and on developing the UNESCO competencies in faculty as well as in students. An example of the latter is the series of monthly international hybrid seminars on complexity and systems thinking led by Professor Trisha Greenhalgh (SHE and Oxford University). These seminars are specifically aimed at students and young researchers, and deal with different aspects of systems approaches to health education and practice, often through the presentation of case studies and research-in-progress. These seminars contribute to junior staff and students' networks, as well as to their knowledge of complexity in the health sector and pedagogical tools for teaching systems and complexity thinking.

SHE also carries out skills trainings for faculty members, including postdoctoral courses focused on self-management, leadership and mentoring training, and training-the-trainers workshops in different tools and methods including the use of the Oslo Medical Corpus.

Staff mobility is an important tool for skills development among faculty members. In 2022, SHE director Eivind Engebretsen was given a European exchange professorship (academic chair) at the European University Alliance Circle U., and will be teaching sustainability and health topics across nine European Universities. SHE has both hosted and sent own staff out as visiting researchers, and this has been great learning experiences and opportunities for knowledge sharing. For example, SHE hosted Assistant professor Kyung Hye Kim from Shanghai International Studies University for three months, providing capacity building for SHE staff and students in corpus linguistics methodologies that will be very beneficial for the work on the Oslo Medical Corpus. PhD candidate Hilde Vandeskog spent four weeks as a visiting researcher with Department for Translation and Interpretation Studies at Bogazici University in Istanbul, working with a corpus linguistics expert and engaging in transdisciplinary discussions around knowledge translation. Mobility can also be digital, as was the case with SHE researcher Tony Sandset's participation in large international cross-sectoral research project called Digital Health and Human Rights. The project was a collaborative effort between the academic sector and interest organisations for people living with HIV, and brought together researchers and experts based in Kenya, Norway, Switzerland, the UK and Vietnam.

SHE also has a targeted affiliate professor scheme that allows us to work with experts from collaborating institutions in Norway (FHI, Helsedirektoratet) and internationally (University of Oxford, Imperial College London, Karolinska Institutet etc). Our affiliate professors contribute actively to supervision and teaching of students and pedagogical development. This scheme enables us to stay connected to important knowledge producing environments within and outside of the University sector, and our experience is that it greatly enhances cross-institutional and cross-sectorial learning for staff and students.

In 2022, SHE affiliate professor Trisha Greenhalgh from the University of Oxford received a UiO honorary doctorate. Professor Greenhalgh is a globally renowned expert in evidence-based medicine and primary healthcare. During her tenure at SHE, as an honorary doctorate recipient, Professor Greenhalgh made valuable contributions to the academic community through a range of activities. She generously shared her expertise by delivering lectures, participating in seminars, and providing supervision to students.



1.3 Dissemination and knowledge translation

At SHE we have a fundamental belief in the importance of cross-institutional and transdisciplinary collaborations and exchanges nationally and internationally. Fostering strong networks is crucial to disseminate our work and have an impact beyond our immediate institutional sphere, and to the ongoing development and improvement of our own research and education. Our work is by nature multi-disciplinary: To achieve SHEs vision of educating globally anchored health professionals who make sustainable healthcare decisions without compromising future and global needs, we must engage with research and expertise across such disparate field as medicine and health sciences, social sciences, humanities, and pedagogy.

2022 saw a great increase in in-person dissemination and exchange activities as the last Covid 19-related restrictions were lifted. However, we also continued to utilise and build on the repertoire of digital and hybrid dissemination forms and meeting points that were developed during the pandemic. This includes two research-driven MOOCs developed in collaboration with the SDG initiative at SUM (Senter for Utvikling og Miljø): Achieving the SDGs: Global goals and national interests (SHE was responsible for Part 4: Localizing the SDGs: Case studies), and a revised version of [What Works? Promising Practices in International](#) Development where SHE was responsible for the section on global health. Our partnership with the SDG Initiative has furthermore resulted in [four videos](#) on different topics pertaining to SDG3 – Good Health and Wellbeing. These videos are designed to be relevant for a broader audience of actors interested in sustainability and health and are available on SUMs YouTube channel.

The topics covered are:

- The fight against Ebola and other diseases
- Combating the Covid-19 epidemic in Malawi
- Global mental health in sustainable development
- Sustainable development, COVID-19 and the role of the WHO (together with Gro Harlem Brundtland)

SHE staff and students have been busy throughout 2022 with various forms of dissemination engagements, and it has been a priority to reach beyond our own academic sphere and beyond UiO. Appendixes 4 and 7 list our open seminars, speaking engagement and popular articles from the past year. We would like to highlight a couple of examples that shows the diversity of audiences and engagements that make up these numbers.



Oslo SDG Conference. Photo: Trine Kleven

SHE-affiliated students have been responsible for a range of events and activities. The maybe most high-profile activity was the Student Conference on health and sustainability which took place on 9th September 2022. The conference was cross-disciplinary and cross-sectoral, and brought together academics, policy makers and high-level public health professionals to discuss topics including food security and climate challenges. Another key event was the Climate and Health Week («Klima og helse-uken»), organised by SHE student leaders in collaboration with the association of Norwegian Medical Students. The event, consisting of a workshop on climate and health and a subsequent panel discussion, was live streamed and reached a nation-wide audience of medical and health care students. SHE-affiliated students also held presentations and participated in panels and debates in a variety of fora including Arendalsuka, organized the UN Day 2022 seminar on how climate change affects health services in collaboration with the UN Student Association, and were involved in a number of other events (see Appendix 4).

An important recurring site for our engagement with health care education stakeholders is the annual SDG conference in Bergen, where academics, practitioners and decision makers meet for exchanges and debates, and to discuss the role of the University sector for sustainable development. SHE contributed content to the 2022 programme which helped bringing the health care education angle of sustainable development onto the conference agenda. SHEs director Eivind Engebretsen has



also been leading the programme committee for the 2023 Bergen SDG conference in partnership with UNESCO. The 2023 conference delves into the core of SHE's mission by exploring the paradoxical relationship between efforts to address global challenges and promote sustainability, and the resulting increase in inequalities, which can have direct impacts on health and well-being. The conference aims to address the question: how can we achieve a sustainable transition that is just and equitable, leaving no one behind?

In the final session of the conference, we specifically examine the role of academia and education in promoting a sustainable and equitable future. As the lead organization for the conference, SHE has a unique opportunity to shape the national and international dialogue on the Sustainable Development Goals (SDGs) and influence action towards a more just and sustainable future.

2022 also involved a range of engagements with non-academic audiences. SHE researchers have given presentations and engaged in discussions with actors involved in different aspects of health, sustainability or education, including the Norwegian Institute of Public Health, Norwegian Peoples Aid and the Norwegian Association of Nurses. SHE researchers are furthermore engaged in advisory capacities outside of academia. An example is Dan Banik who is a member of the expert group tasked to advise the government on Norway's future development aid and brings core SHE competencies on sustainability, health and education into this forum. Dan Banik also produces the long-running and popular podcast *In Pursuit of Development*, which released 24 episodes in 2022. The podcast reaches listeners in about 160 countries, with audience numbers per episode ranging from 3000 to 25 000, and regularly addresses health and sustainability issues and dilemmas. UiO has nominated the podcast for the Research Council of Norway's Dissemination Prize 2022.

Another significant external engagement was Eivind Engebretsen (leader) and Trisha Greenhalgh's contribution to the WHO expert group on cultural contexts of health and knowledge translation. The report relies on SHEs knowledge and experience to demonstrate the importance of understanding complex cultural processes in making evidence-based decisions across various levels of healthcare. The report produced by the group was launched in November 2022 with more than 200 participants from different sectors.



2. Further progress

Our primary objective in 2023 is to implement and scale up the various educational programs and courses that we have designed. Of particular interest is our focus on grants for healthcare students to collaborate with the World Health Organization, which presents an unparalleled opportunity for students to acquire practical, work-relevant experience. We are currently in dialogue with other medical faculties to explore the possibility of scaling up this initiative into a national scholarship scheme.

To evaluate the effectiveness of our educational programs, we are developing innovative evaluation tools that are centred on the competences identified by UNESCO, with a view to enhancing students' understanding of sustainability challenges. These evaluation models are intended to be widely disseminated and applied both nationally and internationally.

In our commitment to promoting innovative education, we have allocated substantial resources towards the development of cutting-edge programs and courses for students. Moving forward, we intend to focus on the training of teachers and trainers. Specifically, we plan to pilot a national sustainability pedagogy program for teachers in the upcoming autumn season.

Our digital learning database, the Oslo Medical Corpus, is a unique resource that we aim to disseminate and utilize more widely. We seek collaboration with universities and university colleges across Norway to extend its utility to new professional groups, such as nurses and social workers. Ultimately, our vision is to make the corpus accessible to all individuals who stand to benefit from its use.

Our ongoing efforts to promote the benefits of a centre structure that is independent of the permanent organization at the Faculty of Medicine continue. We firmly believe that such a structure offers a distinctive platform for exploring emerging and underrepresented fields, including sustainability, and for experimenting with new and innovative teaching methods. To achieve this, we will develop a comprehensive communication strategy emphasizing the benefits of a centre structure and highlights the unique opportunities it provides for faculty, students, and other stakeholders. This strategy will involve targeted messaging, strategic partnerships, and active engagement with relevant communities and networks. However, we recognize that we face a significant challenge in conveying the unique value of this approach, and we seek the support of the HKDir to help us achieve this goal.

We are confident that our continued investment in this approach will yield significant dividends for our faculty and students, and for the broader community. The centre structure enables us to pioneer new and exciting approaches to teaching and learning, and to take a leadership role in addressing the most pressing challenges facing our society.



Appendix Annual Report

Appendix 1: Self-evaluation, summary of 2,5 years

WP1

Objective: Develop, implement & test EDS content & approaches.

Outcomes:

- Case-based International online courses in ESD
- Team based education methods
- SDG courses for the new HS&MEdu MA program

Objective	Activity	5- year goal	2,5 years achievements
Case-based learning	Case-based International online courses on SDGs in healthcare for the HS&MEdu programs.	5 case-based courses developed	MOOC: Achieving the SDGs: Global goals and national interests (Part 4: Localizing the SDGs: Case studies) Revised MOOC: What Works: Promising Practices in International Development (Section 4: Global health) (<i>Dan Banik and the SDG initiative</i>) Ideas developed for a course on case-based reflection on sustainability dilemmas in primary care (Nina Vøllestad, Kristin Heggen and more)
Team based education	Integrate Team-based education	Develop and pilot teaching methods for team learning in medical and nutrition programs	Team-training implemented for 1 yr medical and nutrition students. Aim of project: Foster and test various approaches to collaborative learning and decision-making in health, thereby contributing to a better informed, more collaborative, and more sustainable health care system. Related postdoc project on how team training affects how decisions are made and provide insights and tools to further develop evidence-based decision models.
SDG courses	Online & onsite courses SDG, theoretical & pedagogical methods for the new	10-15 courses developed and available at all study programmes	<ul style="list-style-type: none"> • Team-training programme (MD & Nutrition) • Climate and Health (MD and Master) • Politics of Sustainability in Public Health (Master and Circle U.) • Sustainability in EBM / Kunnskap og makt (Master & MD)



	HS&MEdu MA program		<ul style="list-style-type: none"> • Introduction to Sustainability in Public Health (Master) • Sustainable Health and Human Rights (BA) • Evidence and Democracy in Times of Crisis (Circle U MA summer school) • Rethinking global health (Circle U PhD summer school)
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WP2

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

Outputs:

- ESD approaches in the MFO programs.
- ESD anchored HS&MEdu MA programs.
- Transferable UNESCO pedagogical methods & skills training for students & staff.
- Train the trainer workshops in development of ESD.
- Career development training for students & junior academic staff.
- Leadership courses for students & academic staff.

Objective	Activity	5- year goal	2,5 years achievements
Develop ESD approaches	Develop & strategically implement ESD approaches in the MFO programs	Develop ESD approaches targeting system competency, anticipatory competency and normative competency in UNESCO framework	<p>Project on Antibiotic resistance and systems competency in health education well advanced: the project aims to develop novel interdisciplinary theories and methods to build and apply systems thinking to handle antimicrobial resistance (AMR), one of the major global threats to sustainable development in healthcare. 7 students affiliated to the group.[Spring 2022-]</p> <p>Project on Anticipatory competency and students perspectives on future narratives initiated and planned. Online workshop with students associated with Studenterhus Aarhus, Nachhaltigkeitsbüro at HU-Berlin and the Student Parliament at Oslo University to draft narratives that describe their visions and</p>



			Master's students). Circle U. Chair Programme: The Politics of Sustainability in Global Health - Centre for Sustainable Healthcare Education (uio.no)
New program on MA level	Establishment of program on master's level in HS&MEdu inspired by the SDGs	Develop and implement the new MA program based on skills and courses developed in the other WPs	<p>New MA programme in public health with specialization in sustainability established (starts Fall 2023) Folkehelsearbeid og bærekraftige helsetjenester - Folkehelsevitenskap og epidemiologi - Universitetet i Oslo (uio.no)</p> <p>New Master's supplement on sustainability in health professional education initiated and developed (Deadline for project group: Feb 2023, Launch Fall 2023)</p>
UNESCO skills training for students & staff	Transferable UNESCO pedagogical methods & skills training for students & staff	Develop and pilot courses for students and staff	<p>Complexity seminars. Monthly international online seminars for students and young researchers on systems approaches to health education and practice. Led by Prof. Trish Greenhalgh. [Spring 2022-]</p> <p>SHE Challenge initiated and planned – individual responsibility and global problems: Tensions between the 'individual' and the 'global' in the SDGs: the project brings activists, students and academics together to address <i>normative dilemmas</i> in health decisions. In collaboration with Circle U. Risk, future narratives and individual responsibility in a global world - Centre for Sustainable Healthcare Education (uio.no) [Spring 2023]</p> <p>Elective course (under development) offering students different learning approaches to how UNESCO key competences can facilitate sustainability approaches in national primary health care environments.</p>



			<p>Community-based education in health programme. Co-create and pilot a series of workshops targeting undergraduate students in Cirlce U. on community-based education methods using the Oslo Medical Corpus to address real world C challenges. (Based on postdoc project)</p>
Train the trainer workshops	Train the trainer workshops in development of ESD courses, seminars & workshops.	Train the trainer workshops and seminars developed and implemented	<p>Teams mentoring scheme. The mentors are recruited by a student coordinator and receive a day course on team building before the team-building seminar and each mentor follows up two teams of first year students for a whole year. [Annually]</p> <p>Developing a sustainable primary care education framework. Pilot and test a training-of-trainers programme on sustainable primary health with the view to develop a healthcare education framework to address the question on how to design a curriculum enabling primary care professionals to take evidence-based sustainable health care decisions (Sietse Wiringa). [Pilot Spring 2023].</p> <p>Training-the-trainers in using Oslo Medical Corpus. Training the trainer workshops in which students and staff are coached in conducting corpus-based analysis in education. Online course developed. 5 workshops organized [2022].</p> <p>Training-the-trainers in education for sustainable development (key competences) in health, national pilot (Fall 2023)</p>
Career development	Career development training for students & junior academic staff	2 career development courses developed and piloted for PhD students and master	<p>PMNCH (WHO)-SHE student exchange programme initiated. The programme will offer a group of students the possibility to work on challenges related to women,</p>



		students (modelled after Postdoctoral programme)	<p>children and adolescent health. The students will have internship in one of PMNCH (WHO)'s collaborating organisations and have a mentor from the organization. To be launched in the Fall 2023.</p> <p>SHE-Circle U. exchange programme initiated. Students will be offered a secondment in one of the collaborating universities in Circle U.[Pilot launched 2022, 4 students enrolled].</p>
Leadership courses	Leadership courses for students & academic staff	Leadership courses developed and piloted for PhD students and master students (modelled after Postdoctoral programme)	<p>SHE Student-leaders scheme (WP5): Participate in a group of students from the Faculty of Medicine focusing on students as partners in SHE. Contribute to the announcement of student grants, assess applications (together with the center management), follow up on student projects and have close contact with student representatives. Contribute to organizing workshops, events, lectures and other activities related to health, education and sustainability. Manage SHE's platforms in social media and create relevant content aimed at the students at the faculty.[2020-]</p> <p>Choosing wisely student-leadership programme. A student-run program to inspire students to become leaders/change agents who are able to include sustainability as a premise for wise clinical decisions. The programme will support their involvement in extra curriculum activities by inviting them to identify a project considered to be of vital importance for sustainable wise decisions in (e.g. clinical decisions about antibiotic treatment). In addition, the students recruited from</p>



			the four medical faculties in Norway will be offered courses about leadership, how to become a change agent, implementing and evaluating organizational changes. Collaboration with Norwegian Medical Association [2022-]
ESD strategies	Implemented SDG competencies in education strategies at MFO	ESD is an integrated part of the strategy of MFO	<p>National task-force established. [June 2022]</p> <p>Recurring topic at the national dean meeting. [2022-]</p> <p>SHE deliverables integrated into the strategic plan for education at MFO. [Annual Plan 2021-2023]</p> <p>SDG competencies implemented into new master of Public Health.</p>

WP3

Objective: Develop & validate material for open ESD in HEI.

Outputs:

- ESD MOOC(s) & guidelines for development of ESD MOOC(s).
- Annual ESD e-seminars.
- ESD learning materials & toolbox.

Objective	Activity	5- year goal	2,5 years achievements
Produce ESD MOOC	Produce ESD MOOC(s) & guidelines for development of ESD MOOC(s).	Develop a Massive Open Online Course, open to an international audience.	<p>MOOC: Achieving the SDGs: Global goals and national interests (by Dan Bank and the SDG initiative)</p> <p>Revised international MOOC: What Works: Promising Practices in International Development</p>
ESD e-seminars	Organize Annual ESD e-seminars.	Annual ESD e-seminars organized	<p>Annual Oslo SDG Initiative Conference</p> <p>Achieving sustainable development:</p>



			<p>Bridging the gap between research and policy (Oct. 2022)</p> <p>SHE-student conference: Health and sustainability (Sept. 2022)</p> <p>UN Day: How climate change affects health services? UN DAY: How Climate Change Affects Health Services - Senter for bærekraft i helseutdanningene (uio.no) (WP5 students)</p> <p>Clubhouse seminar. Digital Health and Human Rights (Sept. 2021). Digital Health and Human Rights in ClubHouse - Senter for bærekraft i helseutdanningene (uio.no) (Tony Sandset)</p>
<p>Develop ESD learning materials</p>	<p>Develop, collect & facilitate online ESD learning materials & toolbox for HS&MEdu SDG teaching.</p>	<p>Develop online toolbox for HS&MEdu SDG teaching</p>	<p>SHE SDG3 Videos</p> <ul style="list-style-type: none"> • The fight against Ebola and other diseases • Combating the Covid-19 epidemic in Malawi • Global mental health in sustainable development • Sustainable development, COVID-19 and the role of the WHO (with Gro Harlem Brundtland) <p>Videos - Oslo SDG Initiative (uio.no) (Dan Banik)</p> <p>Oslo Medical Process – digital platform for data-driven learning in health. A large database of texts of different genres accompanied by a novel, open-source analysis and visualization interface aimed at exploring and understanding underlying paradoxes and challenges. Home - Oslo Medical Corpus (Mona Baker)</p>



			<ul style="list-style-type: none"> • Ca. 16 Oslo SDG Initiative blog posts • Ca. 22 Op-eds (media contributions) • Ca. 7 research articles • In Pursuit of Development podcast: Ca. 88 episodes (many of which relate to global sustainable development).
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WP4

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

Outputs:

- Digital Security
- Student feedback solutions
- ESD learning materials

Objective	Activity	5- year goal	2,5 years achievements
Digital Security	Digital Security tools / Digital ethics in ESD.	Guidelines for digital security / ethics in ESD developed	
Student feedback solutions	Student feedback solutions advancing ESD	Digital feedback solutions tailoring ESD developed	
Develop ESD learning materials	Self-regulation in SDG learning & professional practice	Develop e-learning tools based on new and more sustainable forms of health services, incl shared-decision making and interprofessional collaboration	<p>Oslo Medical Process – digital platform for data-driven learning in health. A large data-base of texts of different genres accompanied by a novel, open-source analysis and visualization interface aimed at exploring and understanding underlying paradoxes and challenges. Home - Oslo Medical Corpus</p> <p>3 videos presenting how to use the OMC in educational settings.</p>



			<p>E-learning program: Combatting inappropriate use of antibiotics among immigrants in Norway The project seeks to develop an online self-paced course to aware the immigrant students about the Norwegian health system specifically regarding the use of antibiotics. Developed by students on SHE scholarship.</p>
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WP5

WP5 has two main activities:

- Student driven and student need assessment-based seed funding to support ESD activities
- Employ students for peer-to-peer ESD teaching in the MFO programs and at partner HEIs

These two activities have the goal of achieving:

- Educate students to be change agents, both on an national and global level, and with great knowledge of the challenges their generation is facing
- Seamless corporation between students and teachers, in order to create an optimal learning situation
- Close connection between students and labour market, and form new types of global alliances that focus on health issues

Objective	Activity	5- year goal	2,5 years achievements
Student scholarships	SHE student fellowship programme	130-160 student scholarships	100 student scholarships awarded and implemented.
Peer-to-peer teaching	Students as assistant teachers	Student teachers at all study programs	Teams peer-mentoring scheme in medicine and nutrition. Their tasks are 1) to meet their teams at least once a semester for a social event of their choice; 2) keep close contact with them through a group chat, and 3) organize a follow up seminar.



			Student assistants now implemented in all study programmes.
PhD-candidates as teachers	Ad a fourth year of PhD, giving time for teaching	50% of new PhD-candidates have a four year contract	Four year contract to all SHE-related PhD students Four year contract is now the norm at UiO.
Alumni network	Student driven network with goal of close bonds between current students and alumni's	Arrange semi-annual alumni seminars, open for current students as well	Annual Per Fugelli lecture (co-organized with students, 24 November). Student conference on health and sustainability, September 9 2022. Klima- og helseuka 21. mars 2022 17:00–26. mars 2022 UN Day: How climate change affects health services? UN DAY: How Climate Change Affects Health Services - Senter for bærekraft i helseutdanningene (uio.no) Contributed to the Research Days 2022 (won the second prize for the stand)

WP6

Objective: Engender & support R&D related to ESD.

Outputs:

- Evaluation framework
- Research projects on ESD

Objective	Activity	5- year goal	2,5 years achievements
Evaluation framework	Develop evaluation tool to assess ESD quality, collect & disseminate best	Evaluation tool developed, implemented and best practices identified	Evaluation project: Climate in Medical Education in Norway [report in Norwegian] (Anne Kveim Lie)



	practice examples		<p>Evaluation / survey: Student engagement in sustainable development (Dan Banik)</p> <p>Evaluation / survey: Sustainability and climate in MA programmes at UiO (Erlend Aasheim)</p> <p>Self-evaluation conducted. [Fall 2022]</p>
R&D	Research related to ESD implementation & assessment	<p>3 PhD / Postdoc projects on ESD started</p> <p>3 Med student projects on ESD</p>	<p>Research project: Team training and collective decision-making in medical education [postdoc, Carolina Rau]</p> <p>Community Based Education in Health: state of the art and pilot trial [postdoc, Cirlice U. Million Tesfaye]</p> <p>Research project: Sustainable Healthcare Education for Primary care [postdoc, Sietse Wieringa]</p> <p>Research project: Antibiotic resistance and complexity in health education [RCN, collaboration with IFI, Sundeep Sahay]</p> <p>Research project: Student-educator relationships in student-driven learning environments [PhD, PED, Hanna Mülder]</p> <p>Research project: Cultural barriers to knowledge transfer in development aid, and the impact on the realisation of the SDGs pertaining to gender and health [PhD, Helsam, Hilde Vandeskog]</p>



WP7

Objective: Develop & sustain SDG dissemination channels.

Deliverables:

- National & international network
- Exchange scheme
- Dissemination activities
- Conference & workshop

Objective	Activity	5- year goal	2,5 years achievements
National & international network	Consolidate a national & international network of students, teachers & stakeholders interested in ESD	International ESD network developed	Network with UN students established (UN Day: «How Climate Change Affects Health Services») Network with Circle U. students initiated through SHE-Circle U. exchange scheme.
Exchange scheme	Exchange scheme to host visiting scholars from HEI	Exchange scheme established	PMNCH (WHO)-SHE student exchange programme. The programme will offer a group of students the possibility to work on challenges related to women, children and adolescent health. The students will have internship in one of PMNCH (WHO)'s collaborating organisations and have a mentor from the organization. To be launched in the Fall 2023. SHE-Circle U. exchange programme. Students will be offered a secondment in one of the collaborating universities in Circle U.
Maintain up-to-date information about SHE	Maintain up-to-date information about SHE in social media & other platforms	Communication plan developed and implemented	Communication plan developed and implemented. SHE's website.



	to internal & external HEI community		<p>Operative profiles on Twitter, LinkedIn, Instagram, and Facebook Both Facebook and Instagram are created by the students at SHE.</p> <p>The Oslo Medical Corpus website will provide an additional channel for disseminating SHE news and activities.</p>
Conference & workshop	Conference & workshop on ESD in HEI	2 national conferences organized	<p>Opening conference: Education for Sustainable Healthcare Decisions, 30 October 2020.</p> <p>Student conference on health and sustainability, September 9 2022.</p> <p>Circle U. SHE-Cafés organized co-organized and co-chaired by students and in collaboration with MFA (Rethinking global governance, Tharman Shanmugaratnam, 25 Aug, How to prepare for the next pandemic, Helen Clark, 2. June).</p> <p>Annual Per Fugelli lecture (co-organized with students, 24 November).</p> <p>SHEtalks (monthly online seminar for students and researchers)</p> <p>Open seminar series on sustainability (open onsite seminars where sustainability is linked to topics such as the economy, nutrition, loneliness, democracy, otherness, etc.)</p>



Appendix 2: Courses and Programmes

Course code	Name	ECTS	Institution	Students	Format
FHE4350	Politics of Sustainability in Public Health - data-driven critical conceptual analysis	5	Faculty of Medicine, UiO	40	Hybrid
ISSV4500	Evidence and Democracy in Times of Crisis	5	Circle U./UiO	36	Hybrid
MED3066	Klimaendringer og helse, din innsats teller	3	Faculty of Medicine, UiO	30	Physical
SUM4501	Achieving the SDGs: Global Goals and National Interests	5	SUM, UiO	22	Physical
HELSEF4403	Makt og kunnskap I helsetjenesten	5	HELSAM, UiO	30	Physical
FHE4000	Innføring i folkehelse, epidemiologi og bærekraft	10	Faculty of Medicine, UiO	40	Physical
	Sustainable health as a human right	10	UiO / SMU, Dallas, USA	40	Physical



Appendix 3: Skills training for students

Type of training	Short description	Number of students	Duration (days)
Simulation	Training in team work skills, including simulations, for newly started 1st year students in clinical nutrition. In-person. August.	40	2
Simulation	Training in team work skills for newly started 1st year medical students. Hybrid due to covid restrictions. January	120	1
Simulation	Training in team work skills for newly started 1st year medical students. In-person. August.	120	2
Practice	Students work with GP practices to write cases that are analysed collectively to identify and discuss sustainability dilemmas.	20	5
Other skills training	Choosing wisely student-leadership programme in collaboration with Norsk Legeforening. Runs for 15 months. Programme includes simulations exercises.	14	450
Other skills training	Skills training in corpus linguistics methods for students' research project, delivered by visiting researcher Kyung Hye Kim.	4	6
Other skills training	Student-leaders scheme where 5 students are involved	4	365



	as co-leaders of SHE with specific project responsibilities.		
Other skills training	Advanced students in medicine and clinical nutrition trained to mentor new students as part of the teams module.	28	3
Practice	Students get research and analysis practice as affiliates to the project on antibiotic resistance and systems competency in health education.	7	365
Simulation	Tony Sandset gives project-based training for medical students in corpus-based methodologies.	20	1
Other skills training	Tony Sandset held research clinic on qualitative method as part of a participatory action research project on Digital Health and Human Rights. Participants from Vietnam, Kenya, Colombia, Ghana and Bangladesh.	10	1
Other skills training	Tony Sandset gives text analysis skills training to MD, MA and PhD students at the Faculty of Medicine.	65	1
Other skills training	Gina Fraas Henrichsen and Eivind Engebretsen give self-management, leadership and mentoring training.	72	7
Other skills training	E-learning course developed by Antibiotikasenteret for primærmedisin (UiO) in partnership with	28	4



	SHE. 4 case-based modules to simulate clinical situations where decision making around antibiotic use is required. Launched september 2022. 100 students signed up, 28 completed course by 31.12.2022.		
Other skills training	Kristin Heggen gives research supervision skills training.	25	3
Case-based learning	Medical students engaged in identifying and analysing sustainability challenges in general practice.	10	60
Other skills training	Master students engaged in reviewing scientific literature and strategic documents in selected universities regarding sustainability and prioritization .	2	60



Appendix 4: Seminars, Conferences & Workshops

Date	Title	Participants	Format	Audience
November 24	Per Fugelli Lecture 2022: The Patient Earth is sick, but the medical doctors are mainly absent	Professor Iona Heath, Per Morten Sandset, Mette Brekke, Ritika Sharma. Moderator: John- Arne Røttingen	Physical. Domus Medica, UiO	30
November 18	WHO launches report by Professor Eivind Engebretsen and Professor Trish Greenhalgh	Professor Eivind Engebretsen and Professor Trish Greenhalgh, Helen Clark, WHO	Digital	200
October 27	SHEtalk: Concentration of illness and belief in the supernatural: A threat to public health	Resercher Johanna Sofia Adolfsson and Professor Dan Banik	Digital	25
October 11	Book Launch: Digital development, stories of Hope from health and social	Professor Thomas Hylland Eriksen, Professor Sundeep Sahay and researcher Arunima F. Mukherjee. Moderator: Prof Eivind Engebretsen	Physical. The Science Library, UiO.	60
September 27	Takk for maten! Om kosthold og bærekraft. In cooperation with Faculty of Medicine	Rune Blomhoff, Lene F. Andersen, Kirsten Holven. Moderators: Prof Stine M. Ulven and student Siri H. Quamme	Physical + Digital. Kulturhuset, Oslo.	100 (live) + 846 (streaming)
September 26	Book Launch: Rethinking evidence in the time of pandemics.	Prof Mona Baker and Prof Eivind Engebretsen	Physical. Cambridge University	50



	Cooperation with Cambridge University Press			
September 9	Conference: Helse og bærekraft. Arranged and led by students in SHE	Students and researchers in health, climate and sustainability. More info in the program here.	Physical. Professorboligen, UiO	80
September 1	Complexity in Action	Honorary Doctorate Prof Trish Greenhalgh, Prof Eivind Engebretsen, postdoc Emma Lengle, Prof Lin Okkenhaug Geetz, Prof Stefan Hjørleifsson Moderator: Prof Kristin M. Heggen	Physical & digital. Abels Utsikt, UiO	50
August 26	Seminar: Approaching AMR as a One Health issue	Here is the program.	Physical. Georg Sverdrups Hus, UiO	30
August 25	Circle U. Café: Rethinking global governance. Cooperation with Circle U. Co-chaired by students	Key speaker: Senior Minister Tharman Shanmugaratnam of Singapore	Physical & digital HumSam, UiO	100
June 2	Circle U. Café: How to prepare for the next pandemic. Cooperation with Circle U. Co-chaired by students	Key speaker: Helen Clark, New Zealand	Physical & digital HumSam, UiO	100
June 1	SHEtalk: Covid in Aotearoa New Zealand: Winning the war but losing the peace?	Prof Peter Davis, New Zealand	Digital	20
May 19	SHEtalk: Diet-related health, sustainability and	Tanja Kolchenko	Digital	20



	disease prevention			
May 11	Manglende moderasjon – en ny trussel mot folkehelsen?	Ernst Kristian Rødland, SHE/FHI	Physical.	35
May 5	SHEtalk: Self – tracking as personal science	Btihaj Ajana, Kings College London	Digital	30
April 28	SHEtalk: Paradoxes and ambivalences in risk communication	Prof Antoinette Mary Fage-Butler, Aarhus University	Digital	35
April 26	Bokbad: Er løsnung på kreftgåten slutten på menneskeheten?	Prof Jarle Breivik bokbades av Prof Kristin M. Heggen, forsker Eva Mari Andersen, student Martin S. Aagaard	Physical	10
April 7	SHEtalk: Student and Staff Collaboration in Quality Work in Higher Education	Hannah Mülder, UiO	Digital	25
March 21	Climate and Health Week with workshops led by students in SHE & MSU	Stands and workshops with students	Physical	30
March 17	SHEtalk: Whats the problem with antimicrobial resistance? A linguistic's perspective	Researcher Gabriela Saldanha, SHE	Digital	35
Februar 17	SHEtalk: Are you a researcher or an activist?	Researcher Anand Bhopal, University of Bergen	Digital	35



Students in seminars, conferences & workshops

- ❖ National conference on health and sustainability, arranged by students September 9 2022.
- ❖ Circle U. SHE-Cafés organized co-organized and co-chaired by students and in collaboration with MFA (Rethinking global governance, Tharman Shanmugaratnam, 25 Aug, How to prepare for the next pandemic, Helen Clark, 2. June).
- ❖ Annual Per Fugelli lecture (co-organized with students, 24 November).
- ❖ SHEtalks (monthly online seminar for students and researchers).
- ❖ Bokbad (Prof Jarle Breivik on cancer, co-led by student), April 26.
- ❖ Health Week, workshops for students led by students, March 21.



Appendix 5: Student Scholarships

Project title	Description	Participants	Teacher	Outcome
Participate in a conference	Conference related to her studies	Janeni Jeevanathan	Kjetil Retterstøl	Participation in European Society of Cardiology (ESC) Krongress
Participate in a Winter School	Conference related to her studies	Oline O. Gravdal	Lars Petter Granan	Participation in The Medical Anthropology and Sociology Winter School, University of Amsterdam: "Global Mental Health"
Participate in a conference	Conference related to his studies	Mohammed_Morteza Masi		Participation in The 6th Greens Hospitals Asian Conference 2023: Health Equity and Climate Change: Healthcare Leadership for Decarbonization, Resilience and Recovery
Exploring the health literacy needs for antimicrobial resistance in the community	A case study form Kangra, Himachal pradesh, India	Saeka Zafar		Article



Appendix 6: Mobility and External engagements

Type of mobility	Short description
Part-time affiliations with SHE ("bistilling")	Ernst Kristian Rødland, senior medical officer at FHI, 20% position as associate professor at SHE.
Part-time affiliations with SHE ("bistilling")	Helena Legido-Quigley, Associate professor at the Saw Swee Hock School of Public Health and London School of Hygiene and Tropical Medicine holds a part-time affiliate researcher position at SHE.
Part-time affiliations with SHE ("bistilling")	Trisha Greenhalgh, Professor of Primary Care Health Sciences, Oxford University, holds a 20% position as associate professor at SHE.
Part-time affiliations with SHE ("bistilling")	Erlend Tuseth Aasheim, Director of global health and health intelligence at Norwegian Directorate of Health, holds a 20% position as associate professor at SHE.
SHE staff as visiting scholar	Hilde Vandeskog was a visiting researcher with Bogazici University in Istanbul, Department for Translation and Interpretation Studies.
Other non-UiO engagement	Eivind Engebretsen (leader) and Trisha Greenhalgh have contributed to WHO expert group on cultural contexts of health. Report was launched in November 2022 with more than 200 participants from different sectors.
Visiting scholar or expert to SHE	Open student-led seminar in collaboration with the Ministry of Foreign Affairs, featuring PM Helen Clark.
Visiting scholar or expert to SHE	Open student-led seminar in collaboration with the Ministry of Foreign Affairs, featuring Senior Minister of Singapore, Tharman Shanmugaratnam.
Teaching and lectures outside UiO	Eivind Engebretsen gave lecture for the Institute of Public Health about sustainability in health education.
Visiting scholar or expert to SHE	Assistant professor Kyung Hye Kim visited SHE. Main purpose: Capacity building of SHE staff and students in building and using the Oslo Medical Corpus, and corpus-based analysis skills.
Visiting scholar or expert to SHE	Guest lectures by visiting researcher Kyung Hye Kim. Two internal seminars, one lecture for Faculty of Medicine PhD students, one for a mixed audience.



Teaching and lectures outside UiO	Lecture for "Universitets- og Høyskolerådet" at their conference on perspectives on the future of education.
Other non-UiO engagement	Eivind Engebretsen contributes to the Lancet commission on pandemic response.
SHE staff as visiting scholar	Eivind Engebretsen holds European exchange professorship (academic chair) at European University Alliance Circle U. Teaching about sustainability across 9 European Universities. 20% position.
Teaching and lectures outside UiO	Eivind Engebretsen gives lecture a SDG conference in Bergen on the Day Zero programme (which involves non-academic partners)
Other non-UiO engagement	Eivind Engebretsen leads the programme committee for the annual Bergen SDG conference for 2023. In partnership with UNESCO.
Teaching and lectures outside UiO	Eivind Engebretsen contributes to Circle U summers school at University Hospital of Paris for health professionals on sustainability and global health.
Teaching and lectures outside UiO	Eivind Engebretsen contributed with lecture at Circle U summer school at Humbolt University in Berlin, on communicating climate change.
Other non-UiO engagement	Tony Sandset contributed to cross-sectoral research for a report on discrimination and racism within Oslo Municipalities services.
Teaching and lectures outside UiO	Tony Sandset gave a guest lecture at Oslo City Hall (Rådhuset) in connection with the findings from research on discrimination and racism within Oslo municipalities services.
SHE staff as visiting scholar	Tony Sandset member of cross-sectoral working group to design a new course on "HIV and other STIs" at OsloMet.
SHE staff as visiting scholar	Tony Sandset member of cross-sectoral working group to design a new masters programme at OsloMet called "Seksuell helsekompetanse".
Teaching and lectures outside UiO	Hilde Vandeskog gives guest lecture on knowledge translation at the University of Bogazici, Turkey.
SHE staff as visiting scholar	Digital mobility: Tony Sandset was part of a large international cross-sectoral research project called Digital Health and Human Rights.
Teaching and lectures outside UiO	Kristin Heggen was keynote speaker at a national conference organised by the Norwegian Nurse Association. Title: Sustainable education and sustainability in training of nurses.



Teaching and lectures outside UiO	Gina Fraas Henrichsen and Eivind Engebretsen gave research skill training for employees at the University of Agder.
Teaching and lectures outside UiO	Kristin Heggen teaching sustainability to international medical students at University of Lodz, Poland.
Visiting scholar or expert to SHE	Dr Anand Bhopal, visiting scholar, gave guest lecture.
Teaching and lectures outside UiO	Erlend Tuseth Aasheim, assessed Masters Thesis at University of Tromsø.
Teaching and lectures outside UiO	Eivind Engebretsen and Mona Baker contributed virtually to the event "Tolerating Uncertainty - Cultures of Care" at Kings College London.
Teaching and lectures outside UiO	Eivind Engebretsen and Mona Baker ran a virtual seminar for UCL (University College London) on the Oslo Medical Corpus on 9 May 2022, as part of a series on 'Translation and Health'.
Teaching and lectures outside UiO	Eivind Engebretsen and Mona Baker ran two workshops on Corpus Analysis and the Oslo Medical Corpus on 19 May 2022 at Université Paris Cité, Institut Humanités, Sciences et Sociétés.
Teaching and lectures outside UiO	Mona Baker gave a virtual lecture on 6 December 2022 on the Oslo Medical Corpus to students and staff at Beijing Foreign Studies University. The lecture attracted 300 participants.
Teaching and lectures outside UiO	Erlend T. Åsheim gave a presentation about sustainable healthcare at a seminar organised by Cicero, FHI and Norwegian Redd Cross.
Teaching and lectures outside UiO	Erlend T. Åsheim gave a presentation about sustainable healthcare at a seminar organised by "Legeforeningen" (The Norwegian Medical Association).
Other non-UiO engagement	«Klima og helse-uken» arranged by Students in SHE together with Norsk Medisinstudentforening. Workshops on climate & health and a panel discussion on climate, sustainability and health. Streaming.
Other non-UiO engagement	Ritika Sharma og Eivind Engebretsen presented the report on climate & sustainable healthcare education on the national dean meeting in June.
Other non-UiO engagement	Ritika Sharma participated in a panel debate on young people as changing agents for sustainable global development. The event was made by NORAD in Arendalsuken.



Other non-UiO engagement	Siri Hundstad Quamme participated in a panel debate about wise decisions and prevention. The event was part of the conference made by HelseOmsorg21.
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Students on mobility and external engagements

Other non-UiO engagement	«Klima og helse-uken» arranged by Students in SHE together with Norsk Medisinstudentforening. Workshops on climate & health and a panel discussion on climate, sustainability and health. Streaming.
Other non-UiO engagement	Ritika Sharma og Eivind Engebretsen presented the report on climate & sustainable healthcare education on the national dean meeting in June.
Other non-UiO engagement	Ritika Sharma participated in a panel debate on young people as changing agents for sustainable global development. The event was made by NORAD in Arendalsuken.
Other non-UiO engagement	Siri Hundstad Quamme participated in a panel debate about wise decisions and prevention. The event was part of the conference made by HelseOmsorg21.



Appendix 7: In Media

- Quamme, S.H. [Morgendagens ledere må håndtere klimakrisen](#). Kronikk. Dagens Medisin. 29.11.2022
- Hegde, J., Aasheim, E.T. [Bærekraftig anestesi](#). Tidsskriftet Den norske legeforening. 24.10.2022
- Engebretsen, E. [Fakta alene er ikke nok i kamp mot farlig feilinformasjon](#). [Morgenbladet](#). 09.10.2022
- Spjeldnæs, A.H. [Verden mangler 6,4 millioner leger](#). Tidsskriftet Den norske legeforening. 19.09.2022
- [Studenter for kloke valg](#). 12 engasjerte medisin- og ernæringsstudenter deltok på første samling på det nye nasjonale programmet Studenter for kloke valg. Legeforeningen 12.09.2022
- [UiO lanserer masterprogram i epidemiologi](#). Dagens Medisin. 30.06.2022
- Sandset, T. [Norsk forskning strandet på nok et hvileskjær](#). Fast spalte. Khrono. 20.06.2022
- Sandset, T. [Endelig blåmandag. Forskningsfiendtlig budsjett og en sektor i krise](#). Fast spalte. Khrono. 16.05.2022
- [Klimatrussel i medisinutdanninga nå](#). Ekko, NRK P2. 05.05.2022
- Sandset, T. [Humaniora for vår tids utfordringer](#). Fast spalte. Khrono. 04.04.2022
- [Vil integrere klima og bærekraft i helseutdanningene](#). Dagens Medisin. 01.03.2022
- Grøttum, P., Engebretsen, E., Heggen, Kristin M. [Utdanning i bærekraft i medisinstudiet](#). Debatt. Det norske medisinske Selskap. 27.02.2022
- Sandset, T. [Akademias mentale midlertidighet](#). Fast spalte. Khrono. 21.02.2022
- Dæhlen, J.H., Misje, R. [Ta tak i klimakrisen!](#) Kronikk skrevet av studenter som tok elektivt emne i Klimaendringer og helse i januar 2022. Dagens Medisin. 18.02.2022
- Sandset, T. [Debattklima i akademia ligner mer og mer på en skyttergrav](#). Fast spalte. Khrono. 10.01.2022
- [In Pursuit of Development Podcast](#). Dan Banik.



In Media by Students

- ❖ Quamme, S.H. [Morgendagens ledere må håndtere klimakrisen](#). Kronikk. Dagens Medisin. 29.11.2022
- ❖ Hegde, J., Aasheim, E.T. [Bærekraftig anestesi](#). Tidsskriftet Den norske legeforening. 24.10.2022
- ❖ [Klimatrussel i medisinutdanninga nå](#). Ekko, NRK P2. 05.05.2022
- ❖ [Vil integrere klima og bærekraft i helseutdanningene](#). Dagens Medisin. 01.03.2022

Appendix 8: Publications & Books

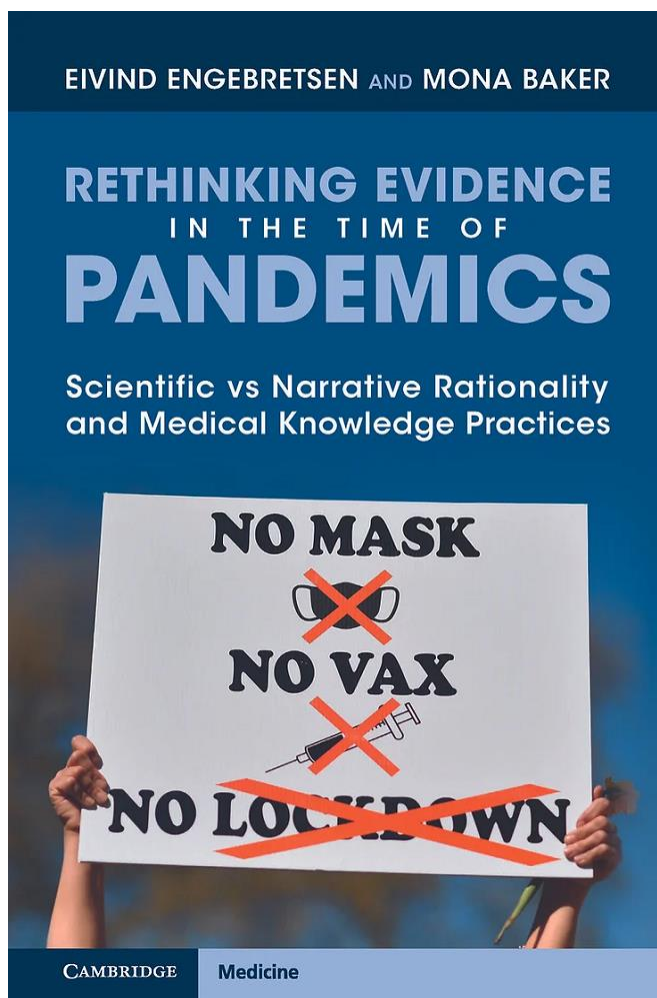
- Engebretsen, Eivind, Umachandran, Priya, Ødemark, John & Greenhalgh, Trisha. (2022). [In what ways do cultural contexts influence the knowledge translation process for health decision-making and what are the implications for policy and practice?](#) World Health Organization.
- Engebretsen, E., Baker, M. [Rethinking Evidence in the time of Pandemics](#). Cambridge University Press. (2022). [Open Access](#).
- Greenhalgh, T., Engebretsen, E. [The science-policy relationship in times of crisis: An urgent call for a pragmatist turn](#). Social Science & Medicine. (2022)
- Berg, H., Askheim, C., Heggen, K.M., Sandset, Tony J., Engebretsen, E. [From evidence-based to sustainable healthcare: Cochrane revisited](#). Onlinelibrary.wiley.com (2022)
- Banik, D. [Democracy and Sustainable Development](#). Springer Nature. (2022)
- Sandset, Tony Joakim Ananiassen & Engebretsen, Eivind (2022). Sustainable Healthcare Education as a Practice of Governmentality? [Sustainability](#). ISSN 2071-1050. 14(22).
Doi: [10.3390/su142215416](#)
- Arnaldi, Marta; Engebretsen, Eivind & Forsdick, Charles (2022). Translating COVID-19: From Contagion to Containment. *Journal of Medical Humanities*. ISSN 1041-3545. 43(3), s. 387–404. doi: [10.1007/s10912-022-09742-5](#).
- Wahl, Astrid Klopstad; Andersen, Marit Helen; Ødemark, John; Reisæter, Anna Varberg; Urstad, Kristin Hjorthaug & Engebretsen, Eivind (2022). The importance of shared meaning-making for sustainable knowledge translation and health literacy. *Journal of Evaluation In Clinical Practice*. ISSN 1356-1294. doi: [10.1111/jep.13690](#). [Fulltekst i vitenarkiv](#)
- Ødemark, John & Engebretsen, Eivind (2022). [Challenging medical knowledge translation: convergence and divergence of translation across epistemic and cultural boundaries](#). *Humanities & Social Sciences Communications*. ISSN 2662-9992. 9(71). doi: [10.1057/s41599-022-01088-6](#).



- Lillehagen, Ida; Heggen, Kristin; Tomson, Göran & Engebretsen, Eivind (2022). [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. ISSN 2322-5939. 11(6), s. 810–819. doi: [10.34172/IJHPM.2020.221](#).

Books

Engebretsen, E., Baker, M. [Rethinking Evidence in the time of Pandemics](#). Cambridge University Press. (2022). [Open Access](#).





Appendix 9: People in SHE

Management and administrative staff

[Eivind Engebretsen](#), Centre Leader
[Kristin M. Heggen](#), Deputy Director
[Trine Kleven](#), Administrative Manager
[Gina Fraas Henrichsen](#), Advisor Contracts
[Marcela Melany Escobar Fraas](#), Executive officer

Researchers and students

[Eivind Engebretsen](#)
[Kristin M. Heggen](#)
[Tefamichael Alaro Agago](#)
[Clemet Askheim](#)
[Mona Baker](#)
[Trish Greenhalgh](#)
[Gina Fraas Henrichsen](#)
[Gemma Hughes](#)
[Ida Lillehagen](#)
[Tony Joakim Sandset](#)
[Carolina Borges Rau Steuernagel](#)
[Hilde Ousland Vandeskog](#)
[Erlend T. Aasheim](#)
[Dan Banik](#)
[Per Grøttum](#)
[Jarle Breivik](#)
[Sietse Wieringa](#)
[Sundeep Sahay](#)
[Gabriela Saldanha](#)
[Shane Sheehan](#)
[Saturnino Luz](#)
[Nina K. Vøllestad](#)
[Kyung Hye Kim](#)
[Ernst Kristian Rødland](#)
[Lise Bjerke](#)
[Emma Lengle](#)
[Helena Legido-Quigley](#)
Ben Bjørsvik (student)
Evgenia Taranova (student)
[Martin Aagaard](#) (student)
[Siri Hundstad Quamme](#) (student)
[Ritika Sharma](#) (student)
[Arunima Sehgal Mukherjee](#)



Mina Karkhi (student)
Merete Graneng (student)
[Marta Arnaldi](#)
Million Tesfaye Eshete
[Alejandro Valdivia](#)
Vaja Petrovic

Center Management Board

[Bjørn Stensaker](#), Vice-rector for Education and Executive chair man of SHE
[Eivind Engebretsen](#), Director and Professor at Sustainable Health Unit (SUSTAINIT)
[Elin O. Rosvold](#), Head of Institute of Health and Society
[Anders Malthé-Sørenssen](#), Director of Center for Computing in Science Education
[Jarle Breivik](#), Professor at Institute of Basic Medical Sciences
[Knut Lundin](#), Professor at Institute of Clinical Medicine
[Magnus Løberg](#), Pro-Dean of Education
Hans Mossin, director at Faculty of Medicine
Students Amanda Rose Magnum og Ida Martinsson (MSU)
Norwegian Directorate for Higher Education and Skills has a representative on the board

International Advisory Board

[Ole Petter Ottersen](#), Professor and the Vice-Chancellor at Karolinska Institutet, Sweden. Ottersen is the chair of IAB.
[Trish Greenhalgh](#), Professor of Primary Care Health Sciences, Oxford University, United Kingdom.
[Jonathan Grant](#), Professor & Director of Different Angles, Cambridge.
[Helen Clark](#), former Prime Minister of New Zealand and former UN Development Program (UNDP) Administrator.



Appendix 10: Budget & Expenditures

NOK – Norwegian kroner	Budget 2022	Expenditures 2022
<i>Personnel and indirect costs</i>		
Personnel	4 296 593	5 134 810
Indirect costs	827 677	1 026 692
SUM – Indirect costs	5 124 270	6 161 773
<i>Other costs</i>		
Other expenses	0	0
Purchase of services	733 794	0
Equipment	0	0
Other operating expenses	3 166 000	538 842
SUM – Other costs	3 899 794	538 842
TOTAL	9 024 064	6 700 615



Appendix 11: Goals & Milestones 2020-2024

Work packages (WPs) and milestones (M)	2020				2021				2022				2023				2024			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
WP1: SDG Courses and Pedagogical Approaches																				
Overall course plan developed																				
First cohort of courses developed																				
Second cohort of courses developed																				
Third cohort of courses developed																				
Pedagogical methods developed																				
Team based education courses																				
WP2: Strategic ESD Development and Adaptation																				
Overall plan for MA program developed																				
Content development of MA program																				
Implementation of MA program																				
Implementation of SDG courses (WP1) in existing programs																				
UNESCO skill courses																				
Career development and leadership courses																				
WP3: Educational Material Development in EDS																				
MOOCs developed																				
Online seminars																				
WP4: Digital Solution Development in ESD																				
Digital translation of course content in WP1																				
Student feedback schemes developed																				
WP5: Promote student and teacher engagement in ESD																				
Student driven seed-funding																				
Peer-to-peer teaching schemes planned and developed																				
Peer-to-peer teaching schemes implemented																				
WP6: Research and development for ESD																				
Development of implementation tools																				
Research on EBM model																				
Research on implementation of programs and courses																				
WP7: Networking and dissemination																				
Maintain up-to-date information about SHE																				
Consolidate a national and international network of students, teachers and stakeholders																				
Conferences and workshops																				