

NHS Scotland & the Sustainable Development Goals



This resource has been developed through a partnership between the Scottish Global Health Co-ordination Unit within NHS Scotland, Edinburgh-based education charity Scotdec, and the Bridge 47 - Building Global Citizenship network.



This resource and accompanying flashcards are printed on recycled paper from sustainable sources.

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Introduction

The Scottish Global Health Co-ordination Unit (SGHCU) was established in 2018 through the NHS Scotland Global Citizenship Programme, to provide a facilitation and co-ordination role for health partnership work within NHS Scotland. The SGHCU helps to share best practice, identify opportunities, and gather intelligence and information in relation to global health work in Scotland. The Active Global Citizenship workstream is a key element of NHS Scotland's Global Citizenship Programme, which aims to increase NHS Scotland's global health contribution by empowering NHS Scotland staff to participate in global citizenship through their day-to-day work here in Scotland.

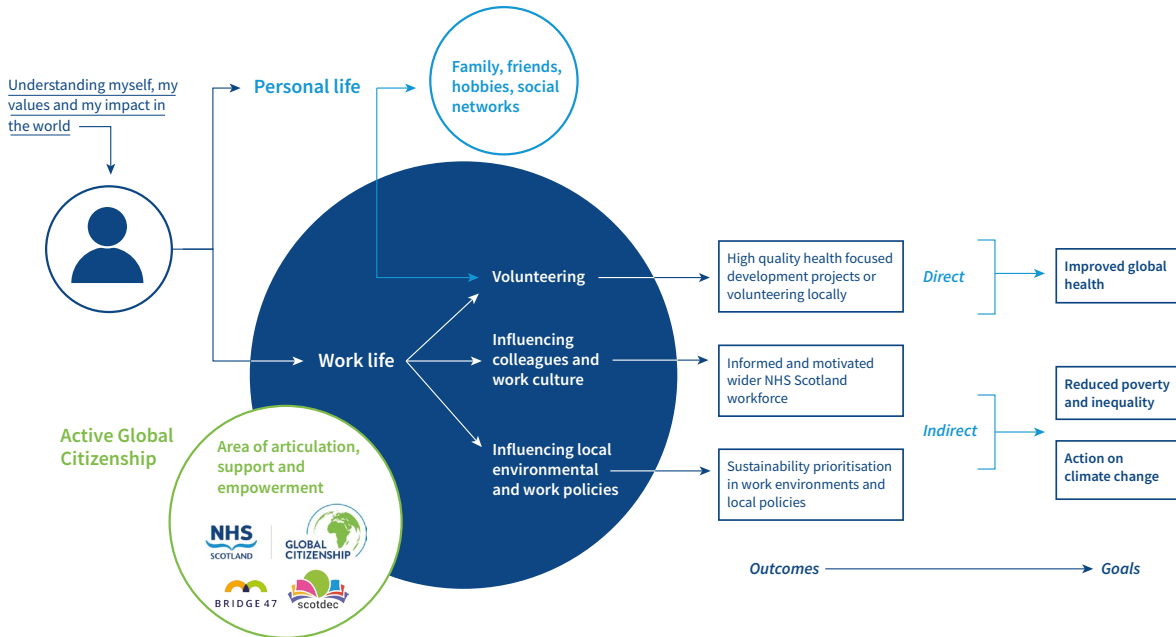
The aim of the resource is to increase knowledge and understanding of the United Nations' Sustainable Development Goals (SDGs) within NHS Scotland. It uses a Global Citizenship Education approach to help negotiate the tensions between local actions and global impacts and support critical engagement with complex issues.

This resource is for any NHS Scotland staff who wish to engage their colleagues in wider global issues and sustainability.

The resource includes:

1. This booklet introducing the Sustainable Development Goals, Global Citizenship Education, and a series of Activities for individual and group use.
2. 17 flashcards, one for each of the Sustainable Development Goals with reflective questions and examples of relevant networks, case studies, or further resources to explore.

The activities have been developed to support individuals, small groups, and teams to engage with Global Citizenship Education and the SDGs at a level appropriate to their context. They are written to be accessible, adaptable and to encourage critical reflection.



Active Global Citizenship in NHS Scotland

Active Global Citizenship within NHS Scotland is based on three key principles: the understanding that inequity leads to health inequality; poverty causes poor health; and climate change is a public health emergency.

Through educational activities and opportunities for networking and collaboration, the Active Global Citizenship workstream aims to articulate the connections between our day-to-day decisions and the potential impact these choices have on people with low or limited access to resources.

Moments for reflection may offer an opportunity to consider daily choices and actions within the workplace, provide the space to support and encourage colleagues or help to influence local work and environmental policies for the good of all people, whilst protecting the planet. Through highlighting wider organisational policies, support networks and case studies, this resource aims to enable workers to recognise and realise the vast opportunities they have as individuals to indirectly impact on global health each day here in Scotland.

There are many examples of activities already taking place within NHS Scotland that are working towards achieving the SDGs. We encourage you to explore the Active Global Citizenship section of the global health website in order to see further examples, or to upload examples of work you are already involved in, so that others can get inspiration and ideas.

www.scottishglobalhealth.org

The Sustainable Development Goals (SDGs)

The 2030 Agenda for Sustainable Development is a plan of action for people, planet and prosperity. Signed in 2015 by the member states of the United Nations, it is an urgent call demonstrating the action needed to shift the world onto a more sustainable path. The 17 Sustainable Development Goals (SDGs) and 169 targets demonstrate the scale and ambition of the agenda.

The SDGs apply to every country in the world including Scotland and are the responsibility of governments, businesses, civil society and citizens to deliver. The goals are designed to be interdependent and no one goal is more important than another. The success or failure to meet one target impacts on the success and failure of the others. The goals are also designed to be inclusive with a pledge to '*leave no one behind*.'

The National Performance Framework (NPF) is Scotland's way to localise the SDGs. The NPF measures progress on a national level against 11 National Outcomes to which relevant SDGs are mapped. Each National Outcome has associated indicators which are tracked and publicly reported on. The NPF has wellbeing, sustainability and inclusivity as core aims.

In Scotland there is an open coalition, the SDG Network Scotland, that any individual or organisation can join, where the SDGs are championed and delivered by all, bringing together the voices of over 500 people and organisations across Scotland. Although the case studies presented here are attached to a single SDG, it should be noted that often they will also be impacting on other goals, highlighting the important interconnectedness of the SDGs.

Sustainability Action

NHS Scotland has developed the ‘Sustainability Action’ branding and campaign to promote awareness of sustainability issues within NHS Scotland, and to demonstrate their importance for all NHS stakeholders. All NHS staff - clinical, public health, management, estates – have a part to play in acting sustainably. Anyone working on a sustainability-related topic or wanting to promote change can use the Sustainability Action toolkit to promote their activities. All actions, whether big or small, can make a positive difference to ‘Our NHS, Our People, Our Planet’. Local action will contribute to global outcomes by helping NHS Scotland to meet Scotland’s National Outcomes and the Sustainable Development Goals.



*“Scotland cannot act with credibility overseas,
if we are blind to inequality here at home.”¹*

Nicola Sturgeon

1. First Minister Nicola Sturgeon speaking at the NIDOS (now Scotland’s International Development Alliance) conference November, 2015.

Global Citizenship Education

“Global Citizenship is a way of living that recognises our world is an increasingly complex web of connections and interdependencies. One in which our choices and actions may have repercussions for people and communities locally, nationally or internationally.”²

International Development Education Association Scotland

With a focus on values and global issues like human rights, equality, and diversity, Global Citizenship Education is a kind of transformative education that aims to shift individual perspectives and influence collective action and behaviours. It enables people to think critically, to see things globally while acting locally, and to make informed decisions that are coherent with sustainable development. The activities in this resource use a Global Citizenship Education approach to encourage deeper engagement with the SDGs.

2. IDEAS <http://www.ideas-forum.org.uk/about-us/global-citizenship>

Activities

The following activities can work as stand-alone sessions or be used in sequence to support a wider discussion.

1. **Exploring the SDGs** uses the flashcards to encourage further group discussion on the SDGs.
2. **Possible Futures** builds on the conversation about the SDGs to look at what the future might be like if the goals were achieved in the context of NHS Scotland.
3. **Influencing Change** looks at how this possible future might become a reality through the different spheres of influence that we have as NHS Scotland staff members and individuals.
4. **An Equation for Compassion** examines the role of compassion and values in both NHS Scotland, the SDGs and across the previous three activities.

1. Exploring the SDGs

Aim: To support your team to engage more deeply with the SDGs in the context of NHS Scotland and think about how the goals are interconnected.

Method:

- Decide if you are working with one SDG, or a small selection. If you are working with a large group, encourage small groups to select an SDG and work together.
- Give participants the flashcard for the goal(s) you have chosen to discuss. Ask them to read through the content and discuss the reflective questions. If you have access to the internet you may wish to ask them to look up more detailed information on the chosen goal(s), for example the different targets under each goal.
- Ask participants to feedback to the main group their general thoughts on the goal(s) they looked at.
 - Is there anything that surprised them?
 - Can they think of examples from an average working day where the goal(s) would be relevant?
- Either as a larger group or in smaller groups again, consider the following questions and discuss:
 - How does the NHS contribute – positively or negatively – to the discussed goal(s)?
 - What would be the impact on NHS Scotland if this goal was achieved?

- As a group, think about how the SDGs are connected to each other.
 - What SDGs do you think could be worked on together?
Arrange the flashcards into groups and discuss your decision -making. If you have more than one set of cards, do this activity in smaller groups and compare similarities and differences.
- You may wish to note down the findings of these discussions and use them in Activity 2.



2. Possible Futures

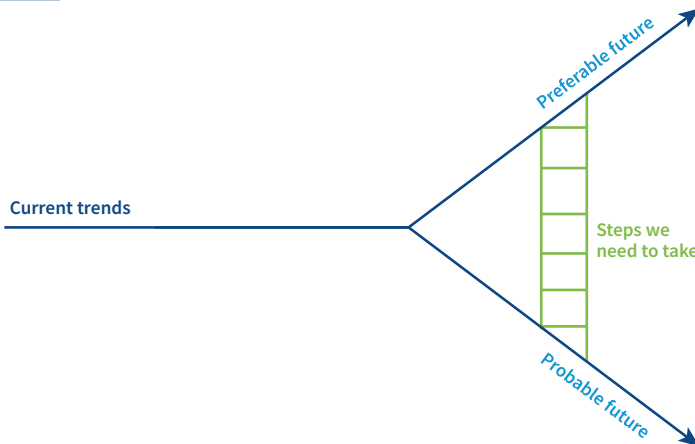
Aim: To allow your team to engage with the issues behind achieving the SDGs by imagining two different outcomes – a probable or preferable future – which in turn highlights the steps needed in order to create change, and the impact of inaction.

Method:

- Think about the work of your team within NHS Scotland. Using the flashcards or discussion points from Activity 1 as prompts, define a particular issue relating to one of the SDGs that has an impact on your work. This can be done as a group discussion or decided ahead of the meeting.
- On a white board or flip chart paper draw a straight line of 'current trends or situation' and then a fork with two futures – a 'probable future' and 'preferable future' at either end. The probable future represents what will happen if no action is taken, while the preferable future is what could happen if we mobilise to achieve the SDGs. Use the diagram on page 13 as a guide.
- As a group or in smaller breakout discussions, ask participants to note down the current situation or trends relating to this SDG or issue. If you have access to the internet you may ask them to do some quick research. Record your findings on the diagram.
- As a group identify factors that are likely in a 'probable future' if no action is taken – think about what the situation might be like for both people and planet? How far away in the future is this? How will NHS Scotland be affected? Record your findings on the diagram.

- Repeat the process but for the 'preferable future'. Encourage participants to question the current system and use the SDG flashcards for inspiration.
- Draw a ladder between the two futures. As a group, identify steps needed to move from the probable future to the preferable future and note them on the ladder. Can the problem be mitigated? What restoration or adaptation could be involved? Are there any tensions or trade-offs between the two futures and the actions needed?
- Consider your ladder as a group. Do these steps relate to any other SDGs? Do these steps require any shifts in power or systems, for instance trade or consumption? Are there steps on the ladder that could be implemented within NHS Scotland? You may wish to draw on your discussion points from Activity 1.

Possible Futures



3. Influencing Change

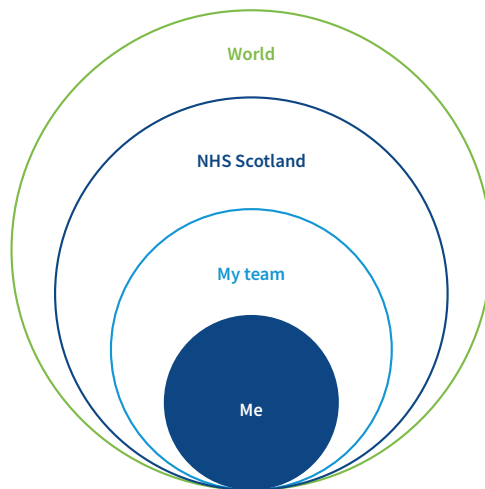
Aim: To allow your team to continue thinking about the steps towards a possible or preferable future, engaging more deeply with the role they can play in influencing the change they want to see.

Method:

- Ask the group to work in pairs and choose a discussion point from Activity 2 that represents a change they want to see (e.g. this could be a specific step from the ladder or an aspect of the ‘possible future’ they envisioned). If undertaking Activity 3 as a stand-alone exercise you will need to have a brief discussion to set the scene regarding the change you want to bring about. The pairs will discuss how they can influence this change.
- Give each pair some scrap paper and ask them to draw a ‘spheres of influence’ diagram (see the example on page 15). Include 4 spheres for individual, team, organisational and global influence. Note down the change they want to see at the top of the diagram.
- In their pairs, ask participants to consider the following questions:
 - What actions could you take as an individual to contribute towards making your desired change?
 - Who would you need to influence or work with to take these actions?
 - Think about making the change at wider levels, as shown in the diagram. How could you influence change as a team? What about at an organisational level?
 - What barriers might you face? What could you do to try to overcome these barriers?

- Ask pairs to share with the wider group something from their discussion with their partner. If they found a number of barriers to creating their change, can other members of the group suggest a possible solution or alternative? Instead, what achievable actions could they focus on taking and how could they go about this?
- Ask the group to reflect as a whole on why this change is important to them – either from an NHS Scotland perspective or on an individual level. Does it relate values, either NHS Scotland or personal values? How might values influence change or overcome potential barriers?
- Record your discussions and continue with Activity 4 to further look at the importance of values and the role of compassion in both the NHS and the SDGs.

Spheres of Influence



4. An Equation for Compassion

Aim: To start a discussion with your team around the importance of values, reflecting on the central role compassion plays for both NHS Scotland and the SDGs.

“Awareness + Empathy + Action = Compassion”³

Method:

- Introduce the above equation, mentioned by Dr Shams Syed at the ‘NHSS & Friends Global Citizenship Conference 2020’. Talk through the quote and more generally about the unique perspective providing healthcare to people can bring. Ask participants to share what they understand by compassion. They can share examples of compassion within their practice or NHS Scotland more widely.
- Divide the group into pairs to discuss the following questions:
 - How is compassion encouraged at different levels of NHS Scotland? What benefits does it bring?
 - Think about potential barriers to responding with compassion at different levels of NHS Scotland. Do you face any of these barriers in your own role? Are these also barriers to quality improvement?
 - How might these same potential benefits and barriers of compassion be relevant in response to the SDGs?

“Compassion is central to the Sustainable Development Goals; it is the glue that holds the goals together.”

Prof Liz Grant, Professor of Global Health and Development,
University of Edinburgh

“Global citizenship is an investment in NHS Scotland using an international currency of compassion.”

Dr Emily Broadis, Chair of NHS Scotland Global Citizenship
Lead Champions Network

- Ask the group to look at the values diagram, on the last page of the booklet, from the Common Cause Handbook. Values are linked to each other. It might be useful to think of the groups of values like muscles: the values that are near each other (the greens and blues for instance) are strengthened together, whereas when we strengthen values on one side of the diagram, we weaken values on the opposite side (the red and green values).
 - Identify where the NHS Scotland values are on the diagram. Which areas are they clustered in?
 - How does NHS Scotland strengthen these values?
 - Can you think of a case where these values are weakened (perhaps unintentionally) due to other values on the opposite side of the diagram being strengthened? What impact do you think this has?
 - Think about which of these values is most important to you in your own role and discuss how this is activated in your own setting. How does this value align with or strengthen compassion?

NHS Scotland Values

- *Care and Compassion*
- *Dignity and Respect*
- *Openness*
- *Honesty and Responsibility*
- *Quality and Teamwork*

- As a group, refer back to the SDG(s) from Activity 1, the possible future from Activity 2, or a desired change from Activity 3. What role do these values play here?
- As a group, discuss the role of compassion in driving our actions towards creating change. Think about how we can strengthen compassion through value-based actions. You may wish to look at the case studies on the flashcards for ideas and record your final thoughts.

“A ‘First do no harm’ attitude is key; we by our choices, our institutions, private enterprises and governments should try not to harm others’ freedoms and instead promote them.”

Dr Bernadette O’Hare, Senior Lecturer in Global Health,
The University of St Andrews and COM, Malawi

Further Information

Scottish Global Health Co-ordination Unit: www.scottishglobalhealth.org

Scotdec: www.scotdec.org.uk

Bridge 47 project and wider network: www.bridge47.org

General public information about the SDGs: www.globalgoals.org

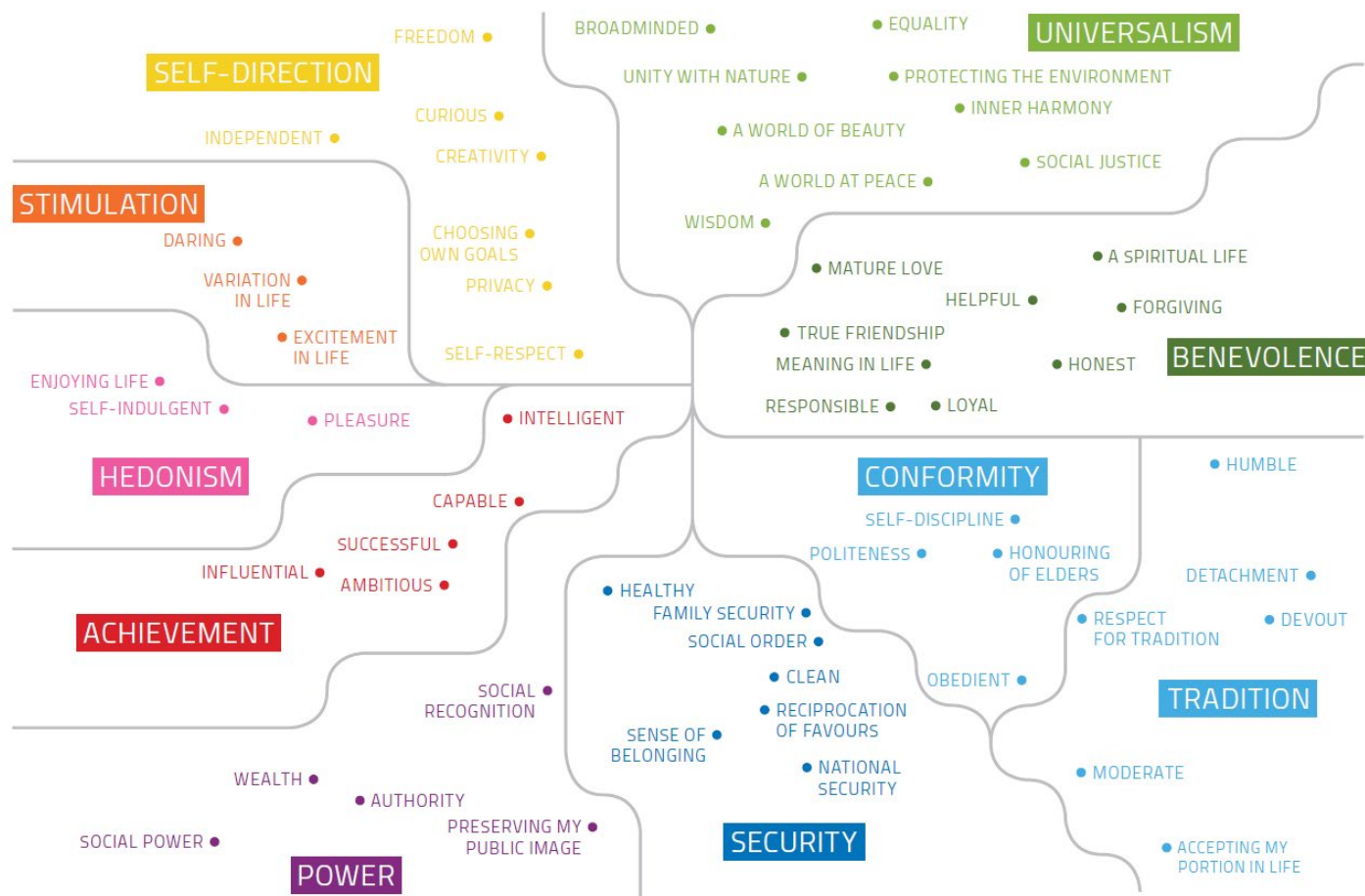
SDG Network Scotland: www.globalgoals.scot

The UN Knowledge Platform for the SDGs: www.sdg.un.org

National Performance Framework: www.nationalperformance.gov.scot

In July 2020 Scotland produced www.gov.scot/publications/scotland-sustainable-development-goals-national-review-drive-action/

Sustainability Action: www.nhssustainabilityaction.co.uk/



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This booklet and accompanying flashcards have been developed through a partnership between the Scottish Global Health Co-ordination Unit within NHS Scotland, Edinburgh-based education charity Scotdec, and the Bridge 47 - Building Global Citizenship network.

We hope that you enjoy using this resource and that it will increase your understanding of the globally agreed UN Sustainable Development Goals. The activities use the principles of a Global Citizenship Education approach to encourage engagement with complex global issues and how they relate to the work of NHS Scotland.

Special thanks go to all staff, stakeholders, and case study organisations who contributed to the creation of this content.