

# Policy and Practice

## A Development Education Review

### DEVELOPMENT EDUCATION AND HEALTH

REPORT ON A DEVELOPMENT EDUCATION SEMINAR

30 June 2022

SEMINAR ORGANISED BY CENTRE FOR GLOBAL EDUCATION AND DSA IRELAND AND FUNDED BY IRISH AID

## Acknowledgements

This is a report on a development education seminar organised by the Centre for Global Education in partnership with the Development Studies Association Ireland (DSAI) held on 30 June 2022. The seminar was titled *Development Education and Health* and debated the content of Issue 34 of the Centre for Global Education's journal *Policy and Practice: A Development Education Review*. The Centre for Global Education would like to thank Pieterella Pieterse, Researcher in Dublin City University's School of Nursing, Psychotherapy and Community Health, for chairing the seminar and helping to organise it. The seminar was organised as part of a two-year development education project funded by Irish Aid.

"The views expressed herein can in no way be taken to reflect the official opinion of Irish Aid"

© Centre for Global Education, July 2022

Citation: Centre for Global Education (2022) 'Seminar Report: Development Education and Health', Belfast: Centre for Global Education.

**Centre for Global Education is a signatory to  
the Dóchas Code of Conduct on Images and Messages.**



The Centre for Global Education is accepted as a charity by Inland Revenue under reference number XR73713 and is a Company Limited by Guarantee Number 25290. The Centre is also registered as a charity with the Charity Commission Northern Ireland number: NIC104991.

*This document has been published as part of a development education project funded by Irish Aid at the Department of Foreign Affairs. Irish Aid is the Government's overseas development programme which supports partners working in some of the world's poorest countries. Irish Aid also supports global citizenship and development education in Ireland to encourage learning and public engagement with global issues. The ideas, opinions and comments herein are entirely the responsibility of the Centre for Global Education and do not necessarily represent or reflect DFA policy.*

This report has been published as part of a project supported by:



# CONTENTS

<b>1</b>	<b>Centre for Global Education</b>	<b>4</b>
<b>2</b>	<i>Policy and Practice: A Development Education Review</i>	<b>5</b>
<b>3</b>	<b>Aims of the seminar</b>	<b>8</b>
<b>4</b>	<b>Presentation by Sadhbh Lee</b>	<b>9</b>
<b>5</b>	<b>Presentation by Ciara Conlan</b>	<b>17</b>
<b>6</b>	<b>Presentation by Charlotte Dwyer</b>	<b>25</b>
<b>7</b>	<b><i>Policy and Practice Call for Contributors Issue 35</i></b>	<b>30</b>
<b>8</b>	<b>Presenters / Facilitators</b>	<b>31</b>

# 1 Centre for Global Education

The Centre for Global Education was established in 1986 to provide education services that enhance awareness of international development issues. Its central remit is to provide learning that enables individuals and organisations to address the root causes of poverty, inequality and injustice at local and global levels. The Centre's resources and training programmes enable learners to understand the cultural, economic, social and political influences on our lives that result from our growing interdependence with other countries and societies. They also provide the skills, values, knowledge and understanding necessary to facilitate action that will contribute to poverty eradication both locally and globally.

## The Centre for Global Education's main aims are to:

- Act as a resource for research and education on global issues;
- Support the work of groups and organisations that foster social and economic equality at all levels;
- Facilitate networking and co-operation with relevant agencies and groups;
- Provide training and resources on development issues;
- Encourage the use of development education methodologies to bring about change at a local and global level;
- Network with partner organisations that share our values and commitment to social justice and equality;
- Enable action that addresses the root causes of poverty and injustice, locally and globally.

## The Centre's Values are as follows:

- Partnerships with individuals and organisations working to create an equal and just world.
- Enablement of effective action to challenge global inequality and injustice.
- Ensuring our work is informed by the needs and ideas of the global South.
- Promoting active learning in all our work.

## Contact details

For further information on the Centre for Global Education please contact:

Information Officer	Tel:	(0044) 2890 241 879
Centre for Global Education	E-mail:	info@centreforglobaleducation.com
9 University Street	Web Site:	www.centreforglobaleducation.com
Belfast	Facebook:	https://www.facebook.com/centreforglobaleducation
BT7 1FY	Twitter:	https://twitter.com/CGEbelfast
	E-bulletin:	http://www.centreforglobaleducation.com/ebulletin



## 2 Policy and Practice: A Development Education Review

*Policy and Practice: A Development Education Review* is a bi-annual, peer reviewed, open access journal which aims to enhance capacity in the development education (DE) sector locally and internationally by sharing good practice, supporting research and strengthening debate in DE. Over the past 17 years, 34 issues of the journal have been published on the journal's web platform: [www.developmenteducationreview.com](http://www.developmenteducationreview.com). Each issue of the journal is constructed around a theme chosen by an Editorial Group which also assists with the peer reviewing of articles. The strategic aims of the journal are to:

- Provide a space for practitioners to critically reflect on their practice;
- Discuss the main challenges faced by development education practitioners;
- Celebrate and promote good practice in development education;
- Debate the policy environment in which development education is delivered;
- Share new research in development education;
- Strengthen links between development education and related adjectival educations such as human rights and sustainable development.



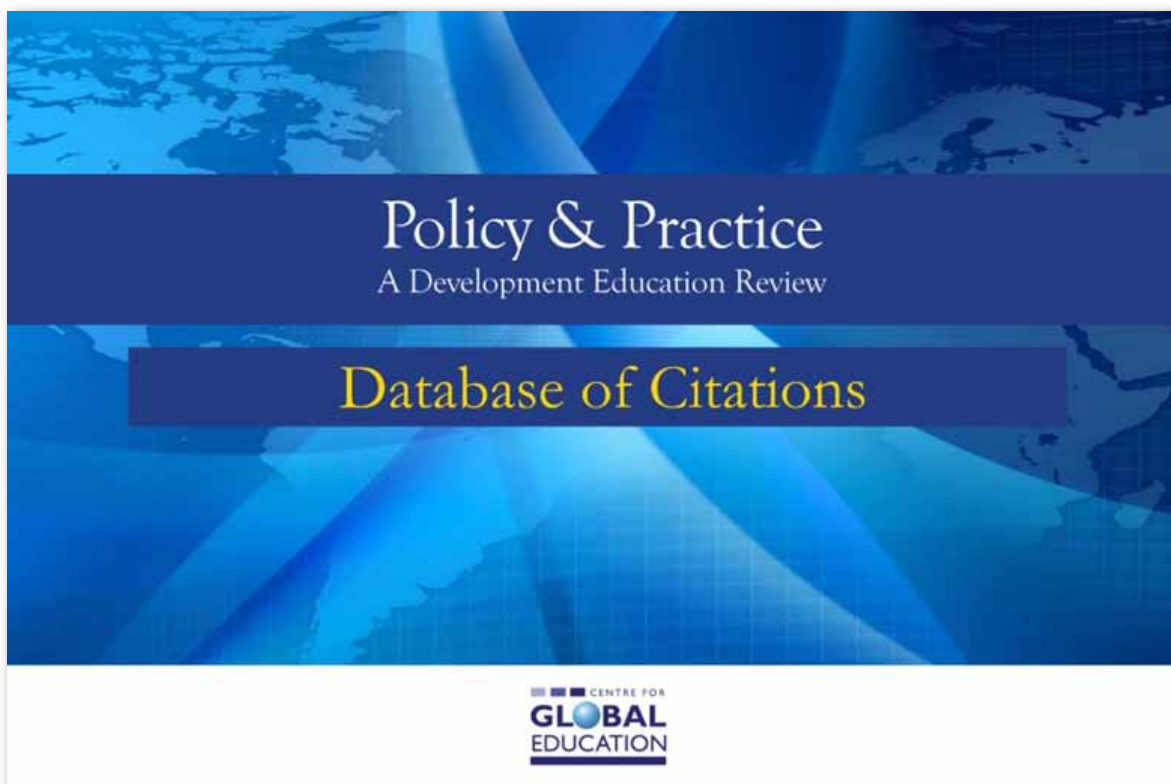
In 2021, the *Policy and Practice* web site received 220,000 unique visitors and 250,000 in total from the global North and South. The top 10 visitor countries to the web site on the basis of pages viewed from January to December 2021 were the following:

Countries	Number of Pages viewed
USA	120,685
Philippines	42,206
India	41,117
Britain	29,994
Russia Federation	14,675
Canada	13,241
Ireland	12,431
Sweden	9,917
South Africa	8,886
Germany	8,230

The journal content is disseminated by EBSCO which is a United States-based provider of research databases, e-journals, magazine subscriptions, e-books and discovery service to libraries of all kinds. This has supported the dissemination of journal content to academic institutions across the world. The journal has also been accepted by Scopus, an abstract and citation database launched in 2004 which covers nearly 36,377 titles from approximately 11,678 publishers. The journal is also a publisher member of the Directory of Open Access Journals (DOAJ) which is 'a community-curated online directory that indexes and provides access to high quality, open access, peer-reviewed journals'. All of these journal directories enhance the promotion and dissemination of the journal and ensure its content supports teaching, learning and research.

## Journal Citations

One of the qualitative methods used to evaluate the impact of the journal on research and practice involves monitoring the number of citations generated by *Policy and Practice* articles in other books and journals, and in articles published by *Policy and Practice* itself. The citation database was updated in May 2022 and showed that a total of 3,674 citations had been generated by journal articles; 374 citations were created in *Policy and Practice* articles and 3,300 in other journals and books. This total represented an increase of 531 on 2021. The citations have appeared in 505 journals and 270 books covering a range of academic disciplines and subject areas reflecting the multi-disciplinary nature of the journal's content. The research on citations also showed that *Policy and Practice* articles have been cited in 349 theses, dissertations and academic papers which reflects the extent to which the journal is supporting new research in higher education. Citations were also found in 94 non-governmental organization publications which suggests that *Policy and Practice* has managed to sustain a strong level of readership in the NGO sector as well as academia. The citations database is available [here](#).



## Policy and Practice by Numbers

# POLICY & PRACTICE

## *A Development Education Review*



### Global Readership

250,000 web site visits in 2021 from the global North and South. 220,000 unique visits.



### Journals

*Policy and Practice* articles have been cited in 505 international journals.



### Citations

*Policy and Practice* articles have generated 3,700 citations in books and journals.



### Dissertations

350 dissertations have drawn upon the content of the journal for research purposes..



### Books

270 books reference the journal, covering a range of topics including education, politics, sustainability and development.

# 250,000

READERS ACROSS THE WORLD



[www.developmenteducationreview.com](http://www.developmenteducationreview.com)

### 3 Aims of the Seminar

This seminar was organised to present and debate the content of Issue 34 of the Centre for Global Education's bi-annual, open access, peer reviewed journal *Policy and Practice: A Development Education Review*. The theme of this issue is 'Development Education and Health' which is a ground-breaking topic for *Policy and Practice* that has not been previously covered by the journal. Three of the articles published in [Issue 34](#) were presented at this seminar and addressed a diverse range of topics including: integrating planetary health into the Irish medical curriculum; ensuring COVID-19 vaccine equity for countries in the global South; and using development education methodologies to encourage active global citizenship in the National Health Service in Scotland. The seminar enabled authors to debate their articles with readers and facilitate discussion on good practice in development education. Each speaker presented their articles for 15 minutes followed by discussion. The three articles presented at the seminar were:

- [Integrating Planetary Health into the Medical Curriculum](#)  
Sadhbh Lee, Oisin Brady Bates, Esmeralda Cecilie Perez, Callum P Swift and Debbi Stanistreet
- [Active Global Citizenship in National Health Service \(NHS\) Scotland](#)  
Emily Broadis and Charlotte Dwyer
- [Global Access to Medicines and the Legacies of Coloniality in COVID-19 Vaccine Inequity](#)  
Susi Geiger and Ciara Conlan

#### The Speakers / Facilitator were:

##### Pieterella Pieterse (Chair)

(Dublin City University's School of Nursing, Psychotherapy and Community Health)

---

##### Sadhbh Lee

(Doctor specialising in obstetrics and gynaecology, and Honorary clinical lecturer, Royal College of Surgeons Ireland)

---

##### Charlotte Dwyer

(Director, Scottish Development and Education Centre, Scotdec)

---

##### Ciara Conlan

(Medical doctor currently working in medical virology and co-founder of Access to Medicines Ireland)

---



The recording of the seminar is available at: <https://drive.google.com/file/d/167k26cjgPJgHR3VF-IEIGqemYQLiTG00/view?usp=sharing>

## 4 Presentation by Sadhbh Lee

# Integrating planetary health into the medical curriculum

Dr. Sadhbh Lee  
Development Education and Health Seminar  
30/6/22

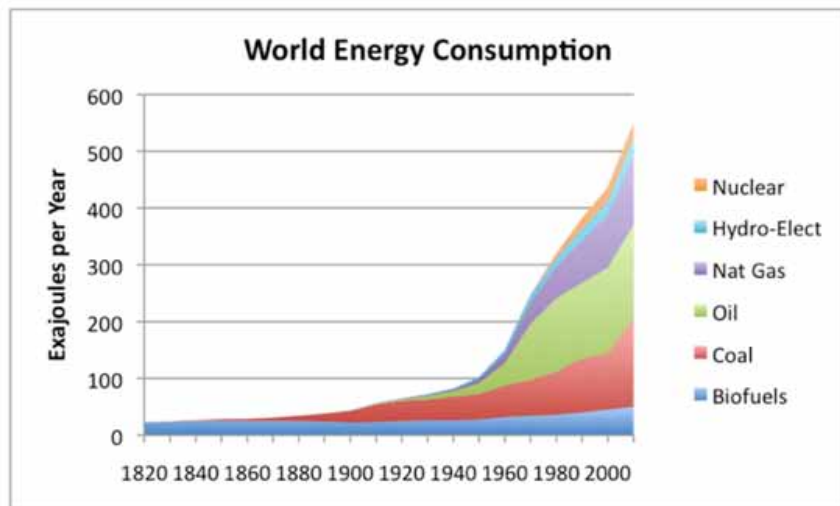


“The health of human  
civilisation and the state  
of the natural systems  
upon which it depends”

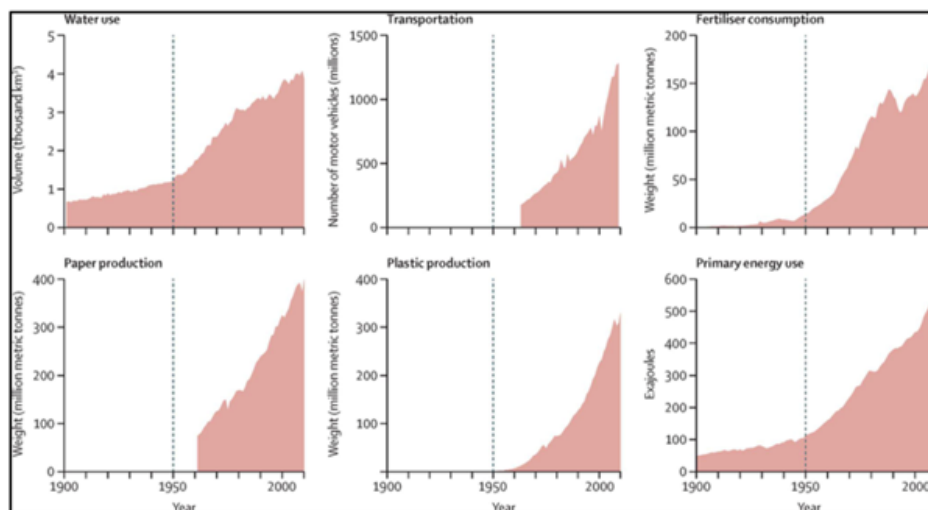
*Whitmee et al. 2015*

## 4 Presentation by Sadhbh Lee

### Human pressure on the environment

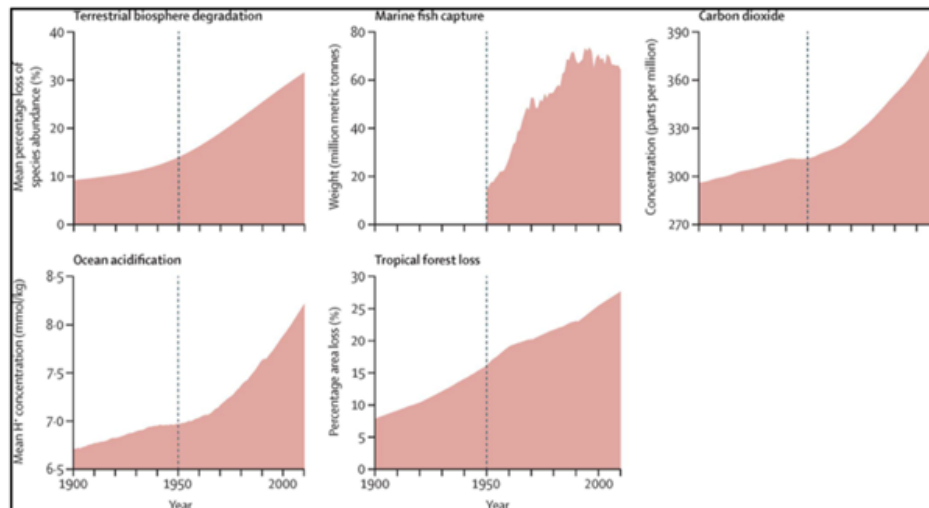


Vlachogianni, Valavanidis, 2013



Myers, 2017

## 4 Presentation by Sadhbh Lee

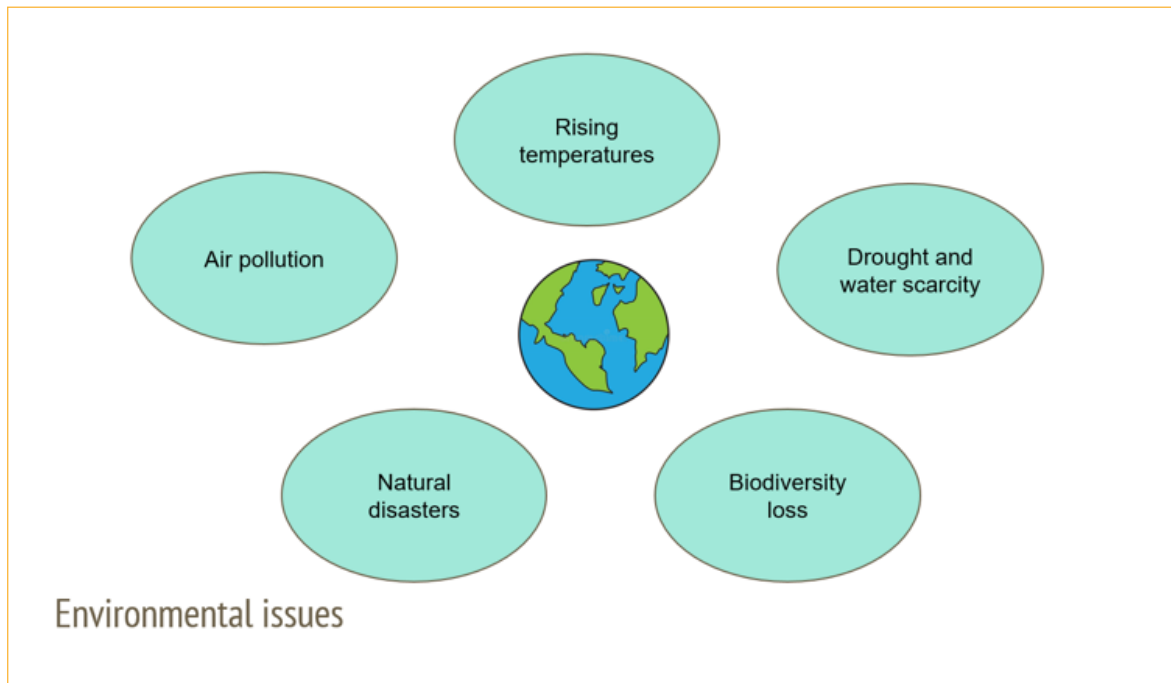


Myers, 2017

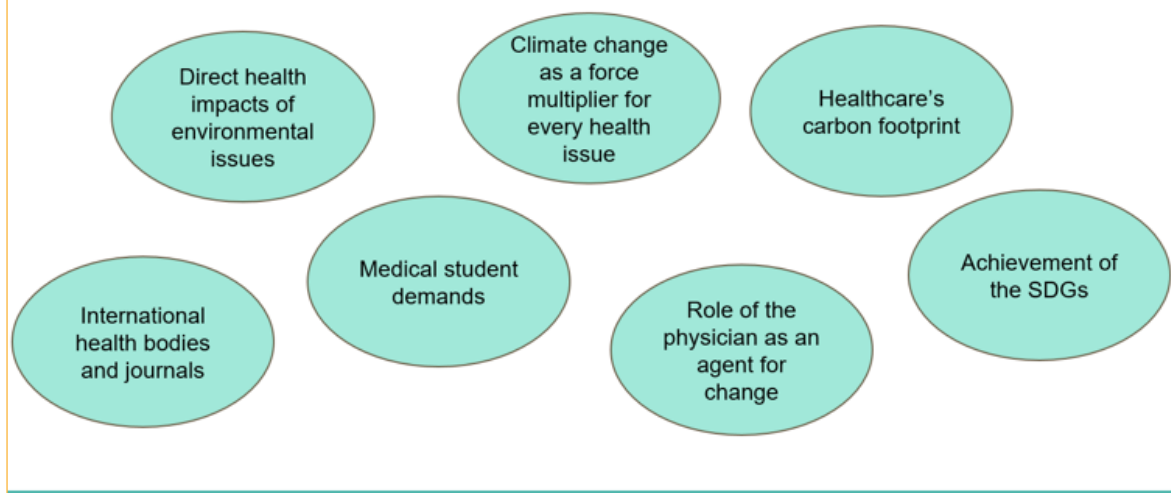
“It is unequivocal that human influence has warmed the atmosphere, ocean and land.. Widespread and rapid changes have occurred”

*IPCC, 2021*

## 4 Presentation by Sadhbh Lee



### Why teach this to health professionals?



## 4 Presentation by Sadhbh Lee

### How should we teach it?

- Barriers and facilitators
- Interdisciplinary approach
- Integration into existing learning material - “spiralling”
- Use of didactic and case-based approaches
- Peer-to-peer learning
- E-learning

### A growing planetary health movement



## 4 Presentation by Sadhbh Lee



2020-2021 Summary Report  
Ireland

### Planetary Health Report Card

Overall  
Curriculum  
Research  
Community Outreach & Advocacy  
Support for Student-led Initiatives  
Campus Sustainability

University College Cork	C	D	C+	C-	C	B+
National University of Ireland Galway	C-	D+	B-	F+	C-	B+
Royal College of Surgeons in Ireland	C-	C	D+	D	C+	C-
Trinity College Dublin	C-	D	D	F+	D	A-
University College Dublin	D+	C-	D+	F+	D	C

80-100% = A, 60-79% = B, 40-59% = C, 20-39% = D, 0-19% = F  
Scores within top or bottom 5% awarded + or -, respectively

[phreportcard.org](http://phreportcard.org)

## CHIME Ireland



## 4

## Presentation by Sadhbh Lee

## Climate change impacts, exposures and vulnerabilities

Examples	Include	Exclude	Not sure	Comments
Food security & nutrition				
Overnutrition & undernutrition				
Food safety				
Effects of heat				
Impact of air pollution on health				
Air quality and health				
Health inequalities				
Environment & health inequity				
Introduction to planetary health				
Conceptual clarity! What Planetary Health means and how it is different from One Health, Global Health, International Health...				
Environmental migration				
Zoonotic diseases				
Infectious diseases				
Displacement of animals – infectious disease transmission – zoonotic				
One Health. Current zoonosis related to climate change (dengue, hantavirus, Chagas disease, chikungunya)				
Water, sanitation and hygiene and wider environmental health (impact of climate change on these issues and role in mitigating and adapting)				
Environmental impact of health systems				
Mental health effects of planetary change				
UNFCCC, IPCC and COPs (political consensus, evidence base, climate agreements)				

- **Impact of pollution on health**

- Air pollution

- Understands the two types of air pollution - ambient and outdoor - and can quantify the health burden associated with each in Ireland and worldwide
    - Understands the harmful effects of air pollution on human health including cardiovascular, renal, respiratory, neurological, reproductive systems
    - Demonstrates an understanding of the differing climate sensitivities to air pollution amongst different socio-economic groups within countries and between countries

*Clinical vignette:* Assess the air pollution-related risk of individual patients, identify vulnerable patients and implement personalised risk reduction strategies as part of a holistic treatment plan

*Further reading:*

An excellent resource from the European Environment Agency:

<https://www.eea.europa.eu/themes/air/health-impacts-of-air-pollution>

Ireland based research from the EPA:

<https://www.epa.ie/publications/research/environment--health/Indoor-Air-Pollution-and-Health.pdf>

## 4 Presentation by Sadhbh Lee

“We must rapidly mobilise health profession educators to deliver education for sustainable healthcare”

*Shaw et al. 2021*

**A changing climate requires a changing curriculum.**

**Thank you.**

- [lees5@tcd.ie](mailto:lees5@tcd.ie)
- [medicalcurriculum@ide.ie](mailto:medicalcurriculum@ide.ie)
- Irish Doctors for the Environment
  - Twitter @IrishDocsEnv
  - [www.ide.ie](http://www.ide.ie)



## 5 Presentation by Ciara Conlan

### Global Access to Medicines and the Legacies of Coloniality in COVID-19 Vaccine Inequity

Authors: Prof Susi Geiger & Dr Ciara Conlan  
Presenter: Ciara Conlan



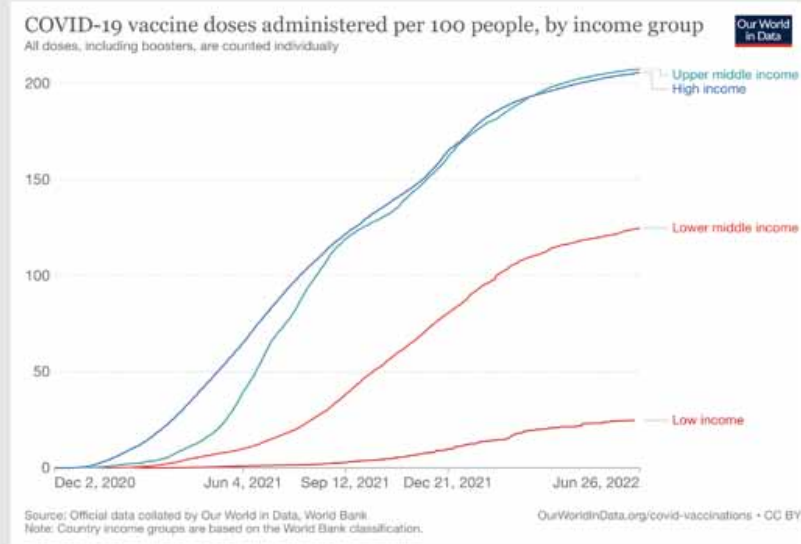
### Background

The COVID-19 pandemic has exposed the fragilities and fault lines of the global capitalist system in many different ways including:

Exacerbation of wealth inequality; lack of global democratic oversight/governance; excessive global economic dependencies; supply chain insecurities, and national health systems' weaknesses.

**Our article focuses on the vast inequalities in access to medicines & vaccines between high-income and low-to-middle income countries – and we also analyse the prevalent attempts to 'explain away' these inequities**

## 5 Presentation by Ciara Conlan



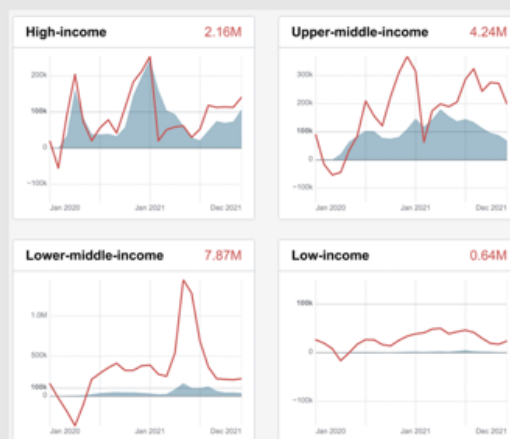
## COVID-19 global death toll

Official: 6.3m

True: estimated >15 million people

For every death in a high-income country, an estimated four other people have died in a low or lower-middle income country. (Oxfam, 2022)

Vaccines have saved an estimated 19.8 million lives - but many more could have been saved with an equitable rollout. (*The Lancet Infectious Diseases* June 2022)



Reported vs Excess mortality from COVID-19. Source: WHO

## 5 Presentation by Ciara Conlan

### The colonial legacies in Access to Medicines

The undermining of access friendly policies and proposals by higher-income countries/blocs and the pharmaceutical industry has been long-standing;

- HIV/AIDs
- Global medical research & development funding model
- Western-est Solutions

### Medicines and Intellectual Property

Inequalities in access to medicines are the direct and continuing consequences of a centuries-long absence of concern for global social and health justice by leaders in rich nations for populations elsewhere.

The global standardization + strengthening of intellectual property regimes (**TRIPS agreement**, 1994 at the WTO) meant that many countries, especially in the global South, had to begin offering patents on medicines for the first time

The COVID-19 pandemic has shown us that **public health flexibilities** in TRIPS (in place largely due to HIV treatment activism) remain marginal to the global patent regime – and were not rapidly workable to scale up access to COVID-19 medical tools

## 5 Presentation by Ciara Conlan

### COVID-19 & Equity Proposals

1. COVAX – WHO joint procurement mechanism – later converted largely into a vaccine donation platform
2. COVID TECHNOLOGY ACCESS POOL (C-TAP)  
Proposed by Costa Rican government  
Would leave patent system intact – depends on voluntary sharing of patents & know-how
3. TRIPS waiver – a moratorium on COVID-19 patents combined with knowledge transfer which was proposed by Indian and South African governments – and supported by >100 countries

### Colonialist narratives in the midst of COVID-19..

Vaccine Hesitancy

Vaccine Wastage

Lack of capacity in Global South

Leaning on the existence of donation



Illustration: Ben Jennings/The Guardian

## 5 Presentation by Ciara Conlan

### Donations, travel bans and vaccine diplomacy: practices of coloniality?

- While C-TAP / a comprehensive TRIPS waiver would have boosted regional capacity; donation-based models fulfil a short-term need and do not to address (and even worsen) global power imbalances.
- The EU is building E.U wide regional manufacturing capacity into its new Pharmaceutical Strategy, while simultaneously blocking the African continent from rolling out such capacity.
- Most high-income countries singled out Southern African countries and 'punished' them with a travel ban for the omicron variant - a variant made possible partly due to delays in vaccine supplies

*The immensity of the global pandemic has not been able to override a global health order in which the white medical establishment treats medicines as proprietary science, locking vaccines and drugs under market monopolies while numerous black and brown patients die-* **Vidya Krishnan**

*But let's assume that COVAX was working and these banner headlines of largess were actually true – the fact remains that the global North still has a holding over the heads of the global South, vast amounts of debt that dwarf the pitiful amounts of debt relief that are being offered at the moment –* **Rupa Marya**



## 5 Presentation by Ciara Conlan

### Alternative routes to access, and to building capacity

Compulsory licensing / IP waivers + patent pools for existing tools as discussed

#### And/Or

An 'access-friendly' system of medical research and development - thinking beyond the patent incentive

Corbevax - developed with global access in mind

Cuba - aimed at low-cost, easy to distribute & scaleable vaccines

### Educational Implications

There is a significant body of research across healthcare and social sciences that can help explain current dynamics through analysis of past events. Considerable efforts have been made in political economy and postcolonial studies to examine the remnants of the colonial endeavours of the 19th century (and previous ones).

It is important for public health, global health, and medical students to familiarise themselves with the heritage of the current global health system, which has its roots in the colonial enterprise of 'tropical health' (See Fofana, 2021).

Global social justice can only ever be achieved if healthcare truly becomes a right for all, achievable, accessible, and available no matter where in the world they live.

## 5 Presentation by Ciara Conlan



Access to Medicines Ireland  
@AccessToMedsIRL

[ciara.conlan@gmail.com](mailto:ciara.conlan@gmail.com)

## References for our article

- Bazze, T (2010) 'Pharmacy of the developing world: Reconciling intellectual property rights in India with the right to health: TRIPS, India's patent system and essential medicines', *Georgetown Journal of International Law*, Vol. 42, p. 785.
- Corless, J (2022) 'Corbevax vaccine offers solution to global vaccine inequity', *Advanced Science News*, 3 January, available: <https://www.advancedsciencenews.com/corbevax-vaccine-offers-solution-to-global-vaccine-inequity/> (accessed 4 February 2022).
- Correa, C A (2002) 'Implications of the Doha Declaration on the TRIPS Agreement and public health', World Health Organization No. WHO/EDM/PAR/2002.3.
- Erman, M (2022) 'Advocacy group urges Pfizer to sell more COVID pills to developing countries', *Reuters*, 24 January, available: <https://www.reuters.com/world/us/advocacy-group-urges-pfizer-sell-more-covid-pills-developing-countries-2022-01-24/> (accessed 4 February 2022).
- European Commission (2020) 'A pharmaceutical strategy for Europe', available: [https://ec.europa.eu/health/medicinal-products/pharmaceutical-strategy-europe\\_en](https://ec.europa.eu/health/medicinal-products/pharmaceutical-strategy-europe_en) (accessed 4 February 2022).
- Fidler, D (2020) 'Vaccine nationalism's politics', *Science*, 14 August, Vol. 369 (6505), p. 749.
- Fofana, M O (2021) 'Decolonising global health in the time of COVID-19', *Global Public Health*, Vol. 16, No. 8-9, pp. 1155-1166.
- Furneaux, R, Goldhill, O and Davies, M (2021) 'How Covax failed on its promise to vaccinate the world', *The Bureau of Investigative Journalism*, 8 October, available: <https://www.thebureauinvestigates.com/stories/2021-10-08/how-covax-failed-on-its-promise-to-vaccinate-the-world> (accessed 4 February 2022).
- Gelger, S and McMahon, A (2021) 'Analysis of the institutional landscape and proliferation of proposals for global vaccine equity for COVID-19: too many cooks or too many recipes?', *School of Business, Dublin: UCD*, 20 November, available: <https://jma.bmj.com/content/medethics/early/2021/11/29/medethics-2021-107684.full.pdf> (accessed 7 February 2022).
- Gostin, L (2009) 'Swine flu vaccine: what is fair?', *Hastings Center Report*, Vol. 39, No. 5, pp. 9-10.
- Irish Examiner* (2020) 'Not enough evidence to suggest that person infected with Covid-19 becomes immune - WHO', 14 May, available: <https://www.irishexaminer.com/news/arid-30999442.html> (accessed 4 February 2022).
- Jordà, O, Singh, S R and Taylor, A M (2020) 'The Long Economic Hangover of Pandemics', *IMF Finance & Development*, Vol. 57, No. 2, pp. 12-15.
- Lupton, D (2021) 'Contextualising COVID-19: Sociocultural perspectives on contagion' in D Lupton and K Willis (eds.) *The COVID-19 Crisis: Social Perspectives*, Abingdon: Routledge.
- Majumder, S (2021) 'Ending malaria in Africa needs to focus on poverty: quick fixes won't cut it', *The Conversation*, 14 October 2021, available: <https://theconversation.com/ending-malaria-in-africa-needs-to-focus-on-p-> (accessed 4 February 2022).
- Mancini, D P (2022) 'Cash shortages mean Covax cannot accept new doses, says executive online', *Financial Times*, 25 January, available: <https://www.ft.com/content/685063b1-81a3-4cd2-bf3c-073eca9a0ae4> (accessed 4 February 2022).

## 5 Presentation by Ciara Conlan

### References continued

- Mcallister, E, George, L and Nebekay, S (2021) 'Exclusive: Up to 1 million COVID vaccines expired in Nigeria last month', *Reuters*, 8 December, available: <https://www.reuters.com/business/healthcare-pharmaceuticals/exclusive-up-1-million-covid-vaccines-wasted-nigeria-last-month-2021-12-08/> (accessed 3 February 2022).
- Oireachtas.ie. (2022) 'Seanad Éireann debate - Tuesday, 7 December 2021', available: <https://www.oireachtas.ie/en/debates/debate/seanad/2021-12-07/17/> (accessed 3 February 2022).
- Paul, K T, Zimmermann, B M, Corsico, P, Fiske, A, Geiger, S, Johnson, S, Kulper, J, Lievevrouw, E, Marelli, L, Prainsack, B, Spahl, W and Van Hoyweghen, I (2022) 'Anticipating hopes, fears and expectations towards COVID-19 vaccines: A qualitative interview study in seven European countries', *SSM - Qualitative Research in Health*, 2, available: <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC8731673/> (accessed 3 March 2022).
- Peacocke, E F, Heupink, L F, Frønsdal, K, Dahl, E H and Chola, L (2021) 'Global access to COVID-19 vaccines: a scoping review of factors that may influence equitable access for low and middle-income countries', *BMJ Open*, Vol. 11, No. 9, available: <https://bmjopen.bmj.com/content/11/9/e049505.long> (accessed 3 March 2022).
- Ritchie, H, Mathieu, E, Rod s-Guirao, L, Appel, C, Giattino, C, Ortiz-Ospina, E, Hasell, J, Macdonald, B, Beltekian, D and Roser, M (2022) 'Coronavirus Pandemic (COVID-19)', *Our World in Data*, available: <https://ourworldindata.org/covid-vaccinations> (accessed 3 February 2022).
- Robinson, J (2022) 'COVID Testing Equity: A Reflection Based on 1.5 Years in the ACT-Accelerator', *PLOS Guest Blog*, 24 January, available: <https://speakingofmedicine.plos.org/2022/01/24/covid-testing-equity-a-reflection-based-on-1-5-years-in-the-act-accelerator/> (accessed 4 February 2022).
- Solis Arce, J S, Warren, S S, Meriggi, N F et al. (2021) 'COVID-19 vaccine acceptance and hesitancy in low- and middle-income countries', *Nature Medicine*, Vol. 27, pp. 1385–1394.
- Sparke, M and Angelov, D (2012) 'H1N1, globalization and the epidemiology of inequality', *Health and Place*, Vol. 18, No. 4, pp. 726–736.
- Texas Children's Hospital (2021) 'Texas Children's Hospital and Baylor College of Medicine COVID-19 Vaccine Technology Secures Emergency Use Authorization in India', Press release, 28 December, available: <https://www.texaschildrens.org/texas-children%E2%80%99s-hospital-and-baylor-college-medicine-covid-19-vaccine-technology-secures-emergency> (accessed 4 February 2022).
- 't Hoen, E, Berger, J, Calmy, A and Moon, S (2011) 'Driving a decade of change: HIV/AIDS, patents and access to medicines for all', *Journal of the International AIDS Society*, Vol. 14, No. 1, pp. 1–12.
- World Trade Organization (n.d.) 'Overview: the TRIPS Agreement', available: [https://www.wto.org/english/tratop\\_e/trips\\_e/intel2\\_e.htm](https://www.wto.org/english/tratop_e/trips_e/intel2_e.htm) (accessed 4 February 2022).
- Zhou, Y R (2021) 'Vaccine nationalism: contested relationships between COVID-19 and globalization', *Globalizations*, 10 August, available: <https://www.tandfonline.com/doi/pdf/10.1080/14747731.2021.1963202?needAccess=true> (accessed 4 February 2022).

## 6 Presentation by Charlotte Dwyer

Imagining better futures:  
Active Global Citizenship within NHS Scotland  
*Charlotte Dwyer*



**Setting the scene within Scotland's NHS**

## 6

## Presentation by Charlotte Dwyer

### The Sustainable Development Goals

In September 2015 world leaders committed to the Global Goals for Sustainable Development.

17 goals to achieve 3 extraordinary things in 15 years:

1. End extreme poverty
2. Fight inequality and injustice
3. Combat climate change



**THE GLOBAL GOALS**  
For Sustainable Development

### Active Global Citizenship – NHS Scotland principles

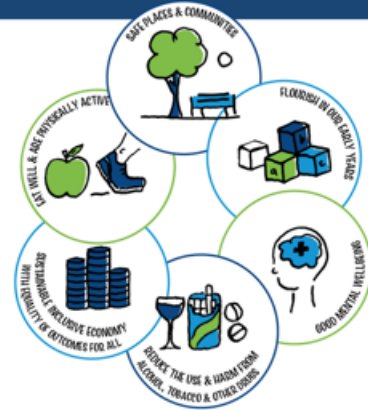
- Inequity leads to health inequality
- Poverty causes poor health
- Climate change is a public health emergency



## 6 Presentation by Charlotte Dwyer

### Partnership

- Putting the local into Global Citizenship
- Scoping workshops
- Finding the key 'touch point'




### What we did

#### SDG cards discussion prompts

- 17 flash cards with reflection questions
- Case studies highlighting the goals in action
- Booklet to aid facilitation

How do we balance the hygiene needs of effective treatment with targets for sustainable and less wasteful practises?  
SDG 12


## 6 Presentation by Charlotte Dwyer




### What we did

#### Training packages


- Introductory PPT
- Poverty and Inequality
- Responsible consumption
- Power Partnerships




Think



Act




Reflect



### Impact so far

- Pilot and feedback
- Launch and dissemination
- Conference

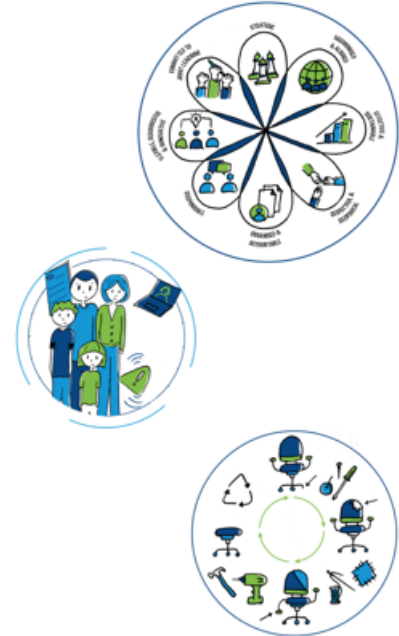


## 6 Presentation by Charlotte Dwyer

### What next?

#### Commitment to Global Citizenship

- Trainer the trainer
- Promoting the resources
- Funding!



### Thank you for your time



[www.scotdec.org.uk](http://www.scotdec.org.uk)



[www.scottishglobalhealth.org](http://www.scottishglobalhealth.org)



@scotdeclearning



@scottishGHCU

The contents of this document are the sole responsibility of the IS project partners and can in no way be taken to reflect the views of the European Union.



Co-funded by  
the European Union

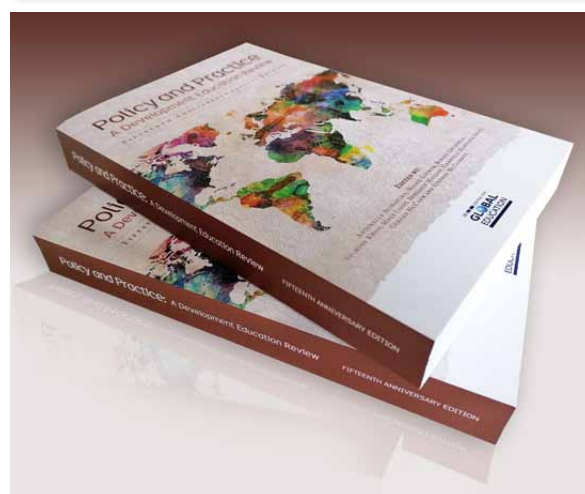
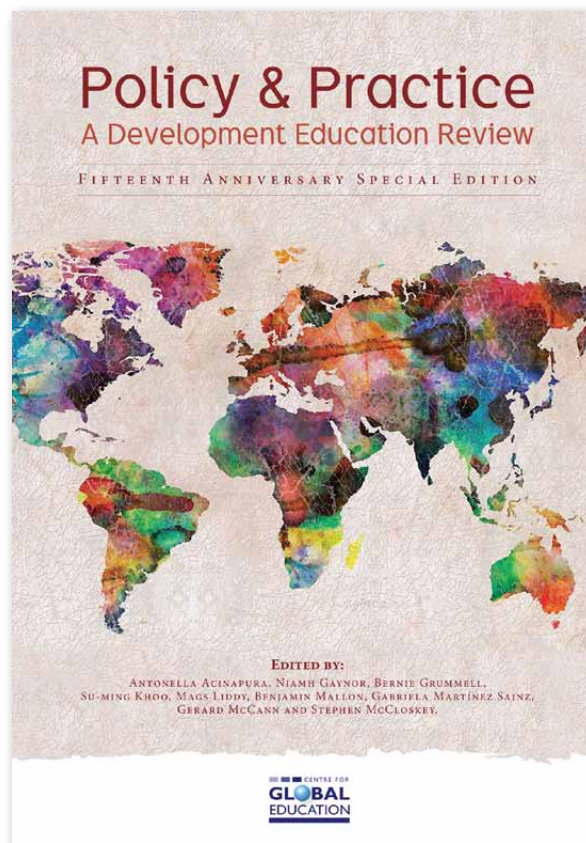


## 7 Policy and Practice Special 15th Anniversary Edition

This is a special commemorative, fifteenth anniversary collection of the Centre for Global Education's bi-annual, peer reviewed and open access journal *Policy and Practice: A Development Education Review*. The journal celebrates and promotes good practice in development education; a radical and transformative educational process that empowers the learner to become actively engaged in efforts to eradicate poverty in justice both locally and globally. Since 2005, *Policy and Practice* has become an articulate vehicle for debating inequalities within and between the global North and South, and for encouraging active engagement with the issues underpinning poverty and injustice. This special collection carries articles by leading scholars in the field who debate issues on the cutting edge of development education practice and the policy environment in which it is delivered.

*Policy and Practice* debates and affirms the transformative capacity of education to create a more just and equal world and this is an essential collection for anyone interested in exploring the role of education as a means toward progressive social change. It contains 32 articles on a wide range of topics including: climate change, migration, gender, Latin America and human rights. The contributors include: Vanessa Andreotti, Douglas Bourn, Su-ming Khoo, Sarah Stein, Alejandra Boni and David Selby.

Edited by: Antonella Acinapura, Niamh Gaynor, Bernie Grummell, Su-ming Khoo, Mags Liddy, Benjamin Mallon, Gabriela Martínez Sainz, Gerard McCann and Stephen McCloskey.



**March 2021, ISSN: 1748-135 X | 400 pages | 140mm x 215mm | Price £14.00 | €16.00 | \$19.00 plus P&P**  
 Publisher: Centre for Global Education.

Available to buy at: <https://publications.centreforglobaleducation.com/>

## 8 Presenters/Facilitators

**Pieterella Pieterse (Chair)** is based at Dublin City University's School of Nursing, Psychotherapy and Community Health. She is the principal investigator on a 4-year SFI/IRC Pathways research project that focuses on the impact that the unsalaried status of many health workers in Sierra Leone has on health workers' lives and on the health services they provide.

---

**Sadhbh Lee** is a doctor specialising in obstetrics and gynaecology. She is an honorary clinical lecturer at the Royal College of Surgeons Ireland. She is a founding member of Irish Doctors for the Environment, and chairs their working group on developing a planetary health curriculum. Alongside Dr. Debbi Stanistreet, she leads Climate and Health in Medical Education (CHIME) Ireland. She is a board member of the Irish Global Health Network and a former graduate of the International Academy's Young Physician Leader programme.

---

**Charlotte Dwyer** is a teacher, trainer, writer, editor, idealist, and believer in equality and social justice for all. Following a teaching career in England and Sri Lanka and a stint with VSO as a teacher trainer in Eritrea, she made her home in Edinburgh. She joined Scotdec in 2005, qualified as a 'Global trainer' with the University of London and believes in the power of education as a force for positive change.

---

**Ciara Conlan** is a medical doctor currently working in medical virology. She co-founded Access to Medicines Ireland (AMI) in 2016 and Doctors for Vaccine Equity (DVE) in 2021. AMI and DVE have been leading voices in Ireland calling for global COVID-19 vaccine equity. She is interested in the intersection between social exclusion and infectious diseases, and in the problems caused by the current commercial model of drug development.

---