

Module One: Overview and Context of a Health System
Unit One: Sustainable Development Goals

The Sustainable Development Goals (SDGs) (1 of 4)

The 17 sustainable development goals form a cohesive and integrated package of global aspirations the world commits to achieving by 2030.

Building on the accomplishments of their predecessors the MDGs, the SDGs address the most pressing global challenges of our time, calling upon collaborative partnerships across and between countries to balance the three dimensions of sustainable development-economic growth, environmental sustainability, and social inclusion. ('Introduction to sustainable development goals (SDG) rationale,' 2016).

The Sustainable Development Goals (SDGs) (1~

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Abbreviations

NEX1

The following are 17 goals of SDGs:

- · Goal one: End poverty in all its forms everywhere.
- Goal two: End hunger, achieve food security and improved nutrition and promote sustainable agriculture.

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

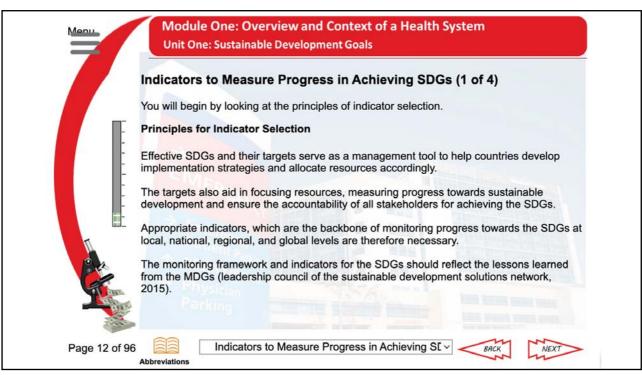
- Goal four: Ensure inclusive and equitable quality education and promote lifelong learning opportunities for all.
- Goal five: Achieve gender equality and empower all women and girls.
- Goal six: Ensure availability and sustainable management of water and sanitation for all.
- Goal seven: Ensure access to affordable, reliable, sustainable and modern energy for all
- Goal eight: Promote sustained, inclusive and sustainable economic growth, full and productive employment and decent work for all.
- Goal nine: Build resilient infrastructure, promote inclusive and sustainable industrialisation and foster innovation.
- Goal 10: Reduce inequality within and among countries.
- Goal 11: Make cities and human settlements inclusive, safe, resilient and sustainable.
- Goal 12: Ensure sustainable consumption and production patterns.
- . Goal 13: Take urgent action to combat climate change and its impacts.
- Goal 14: Conserve and sustainably use the oceans, seas and marine resources for sustainable development.
- Goal 15: Protect, restore and promote sustainable use of terrestrial ecosystems, sustainably manage forests, combat desertification, and halt and reverse land degradation and halt biodiversity loss.
- Goal 16: Promote peaceful and inclusive societies for sustainable development, provide access to justice for all and build effective, accountable and inclusive institutions at all levels.
- Goal 17: Strengthen the means of implementation and revitalise the global partnership for sustainable development. (Gostin and Friedman, 2015

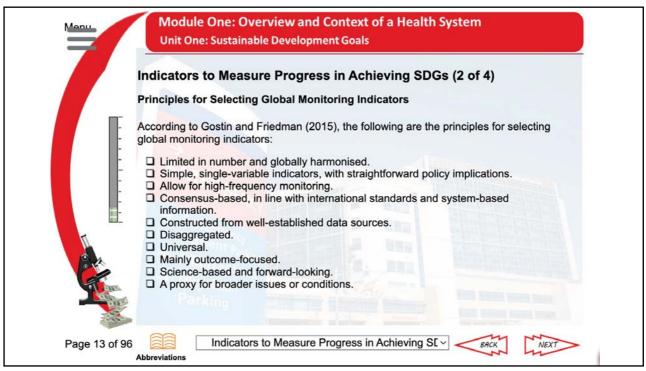
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Module One: Overview and Context of a Health System
Unit One: Sustainable Development Goals

Indicators to Measure Progress in Achieving SDGs (4 of 4)
Stakeholder Groups at National and Local Levels

Although stakeholders vary from country to country, table 1.2 gives a general list of the main actors at the national level. The list includes specific stakeholder groups that play an important role in urban and regional development.

Click here to view table 1.2

You have come to the end of this section, please attempt the following activity:

Learning Activity

Describe how your country is contributing to the achievement of SDG's, the challenges it faces and how you can contribute to overcoming the challenges.

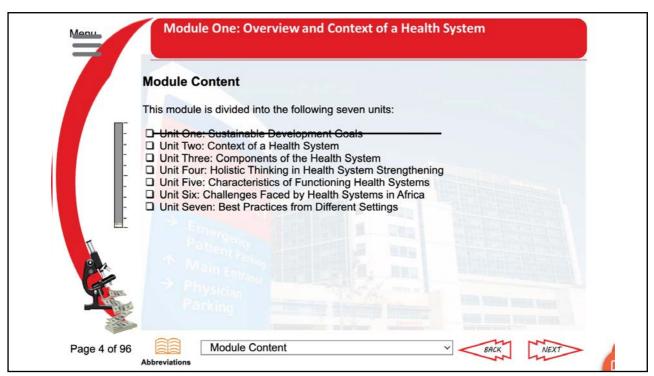
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Indicators to Measure Progress in Achieving SE

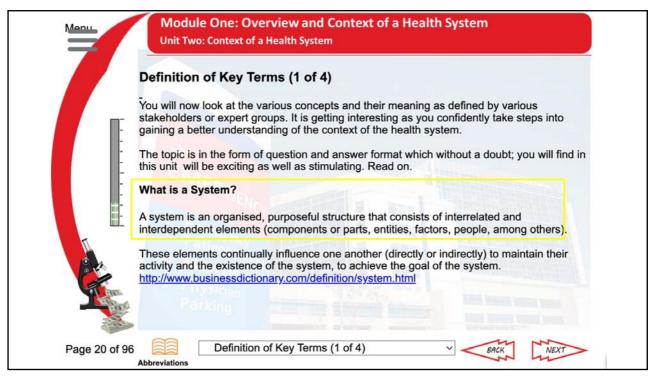
Table 1.1: SDG Indicators for Country Assessment Goal 1 Poverty headcount ratio at \$1.90 a day (2011 PPP) (% of population) Poverty headcount ratio at national poverty lines (% of population) Goal 2 Prevalence of undernourishment (% of population) Prevalence of obesity, BMI ≥ 30 (% of adult population) Cereal yield per hectare Mortality rate, under-5 (per 1,000 live births) Life expectancy at birth, total (years) Goal 4 Lower secondary completion rate (% of relevant age group) PISA score Goal 5 Proportion of seats held by women in national parliaments (%) School enrolment, secondary (gross), gender parity index (GPI) Improved water source (% of population with access) Water Stress Score

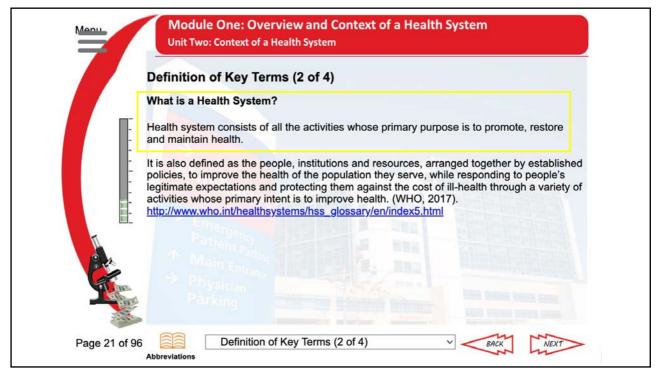
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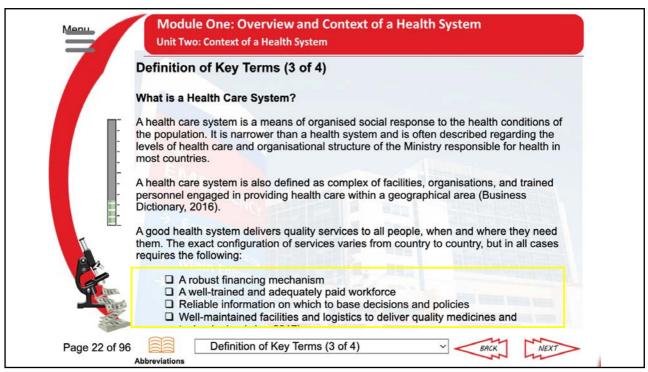


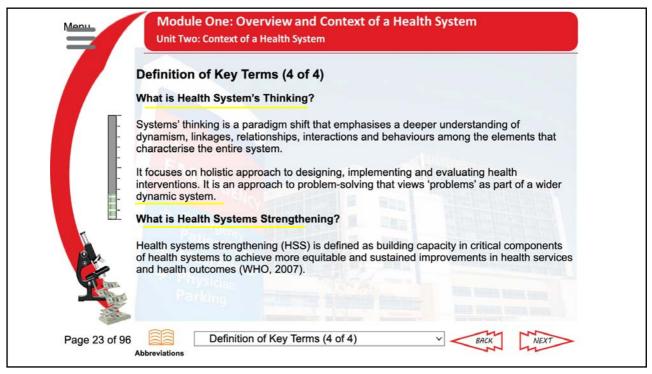


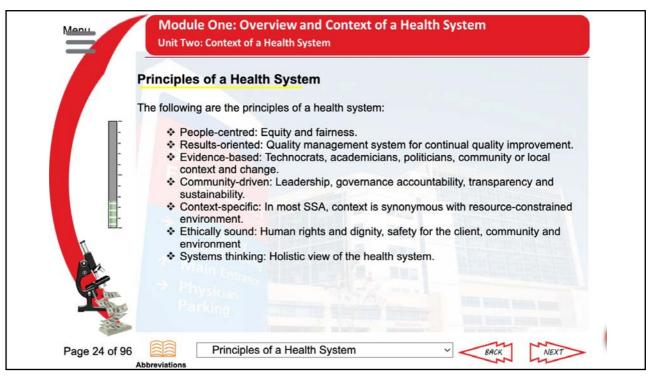




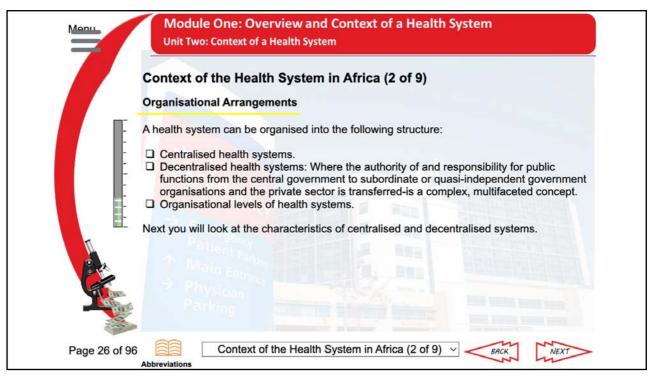




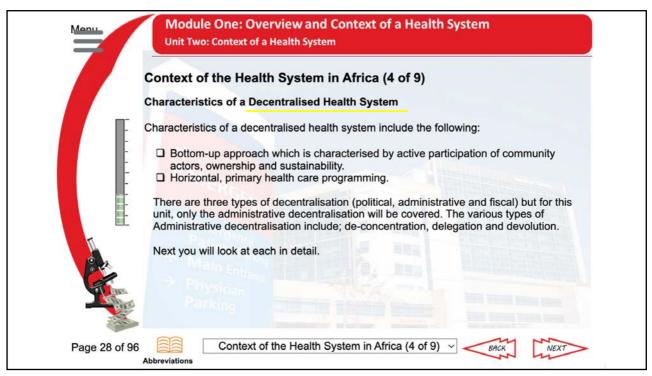


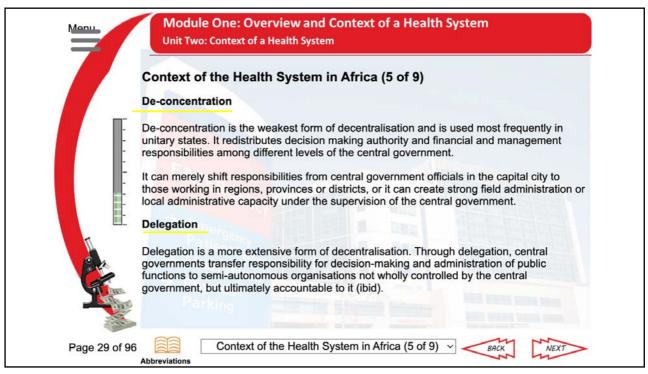


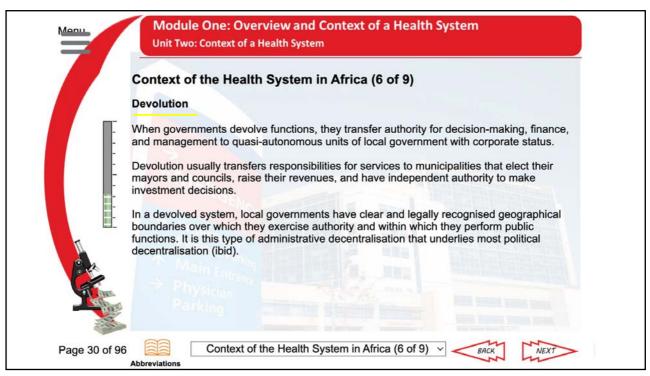


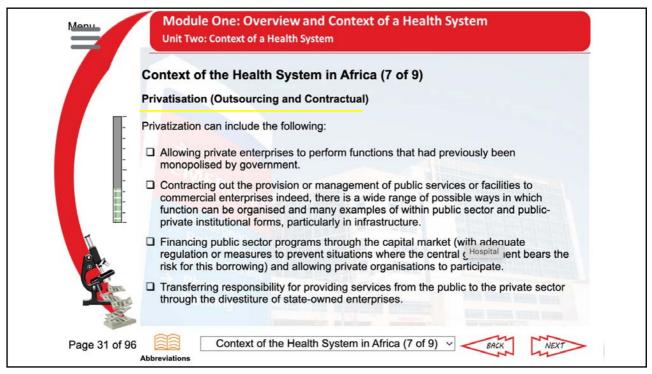


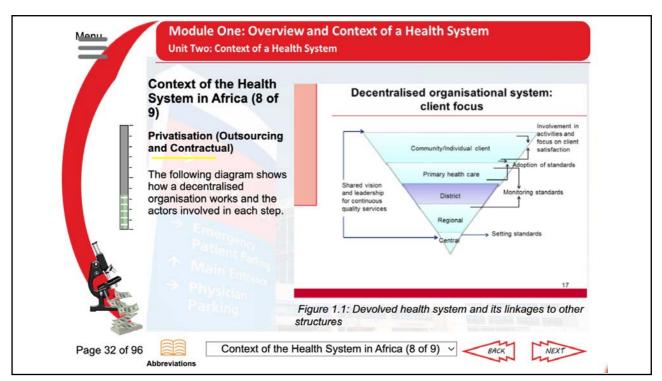


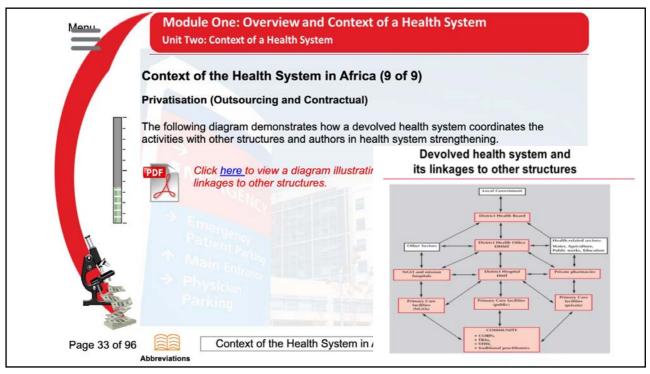


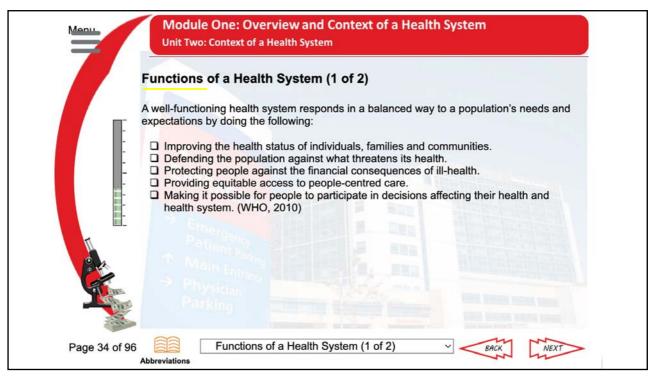


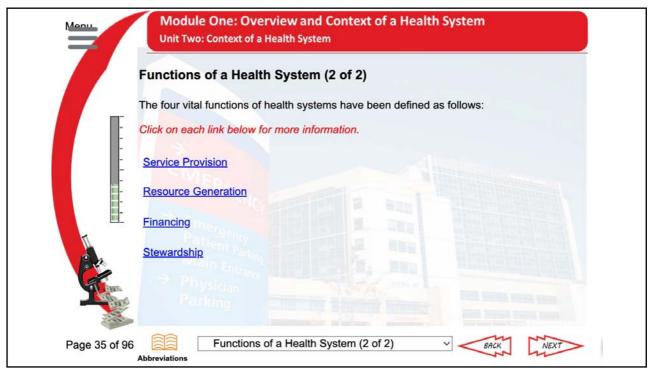




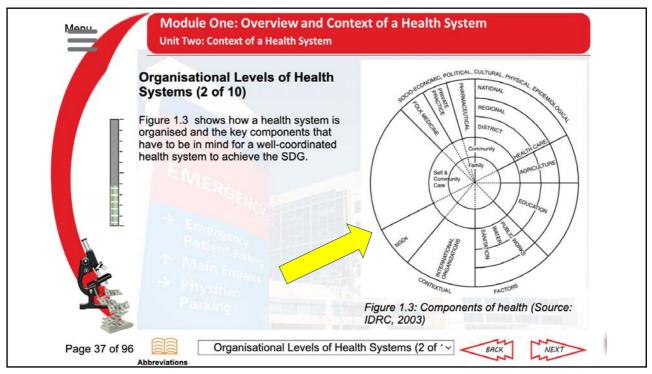


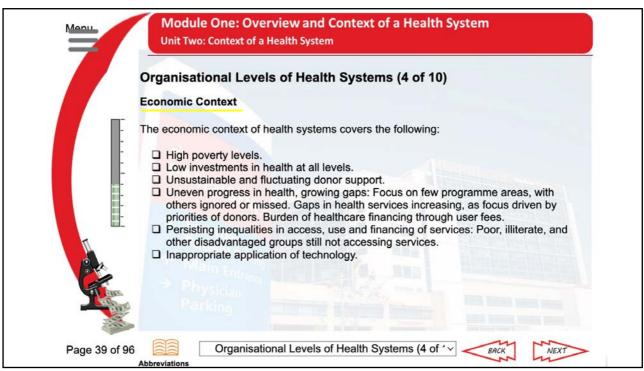












Module One: Overview and Context of a Health System

Unit Two: Context of a Health Systems (5 of 10)

Socio-Cultural and Political Context

The socio-cultural and political context of the health system covers the following:

Strong cultural norms and values that influence behaviour.

Resilient yet ineffective traditional health system.

Poorly operationalised social dimensions of health.

Political and civil strife from protracted wars and conflicts.

Weak political will to implement policies and commitments.

Poor stewardship.

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Organisational Levels of Health Systems (5 of Value)

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Organisational Levels of Health Systems (5 of Value)

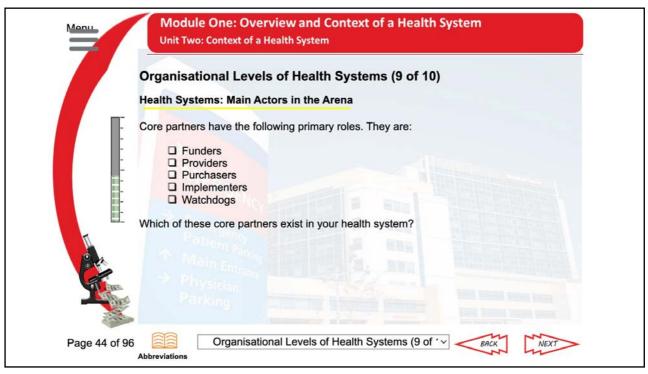
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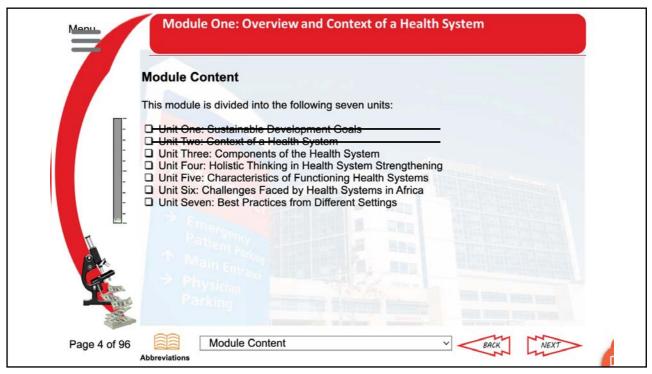


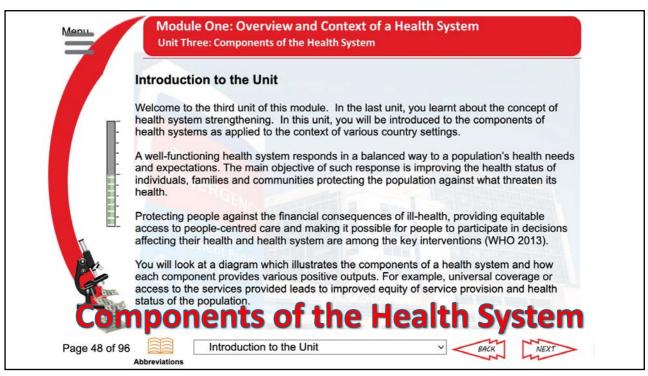


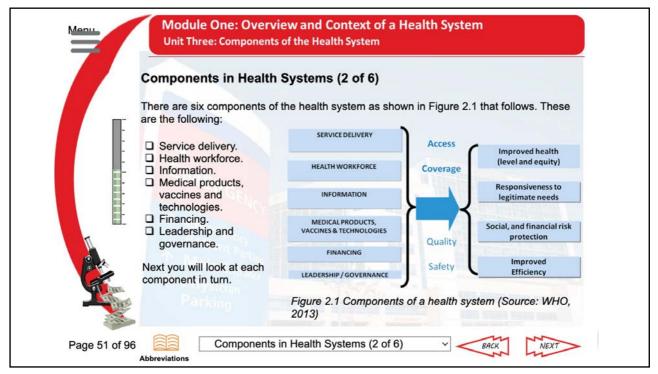


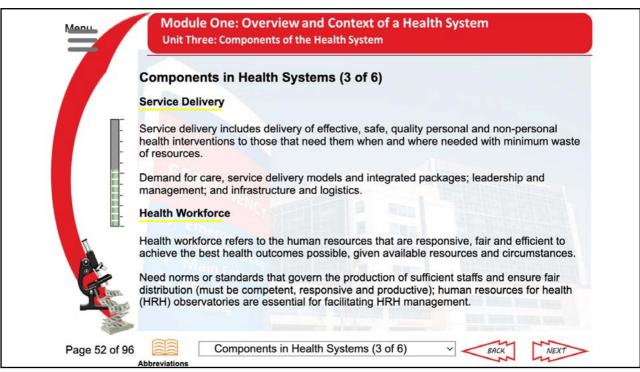


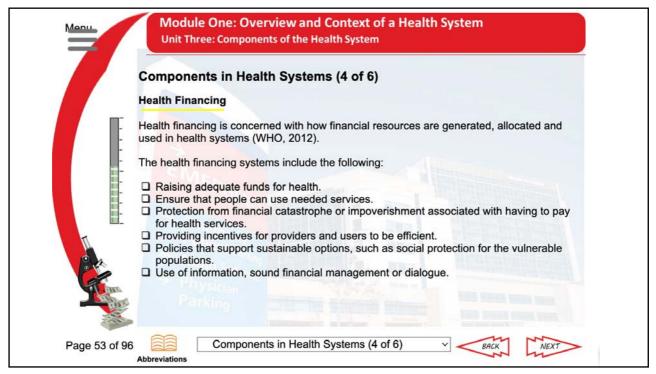




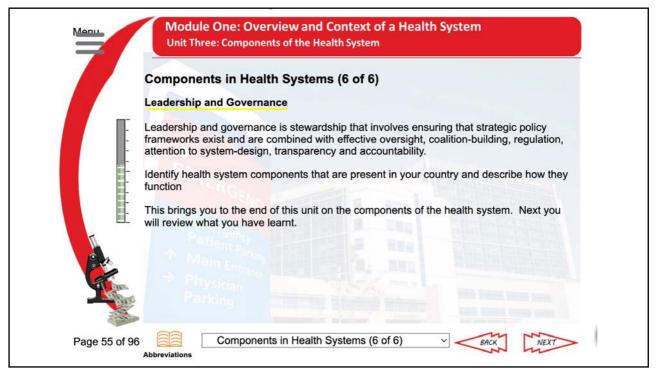


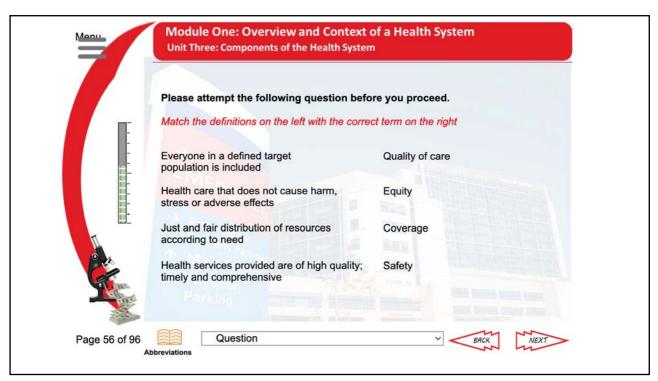






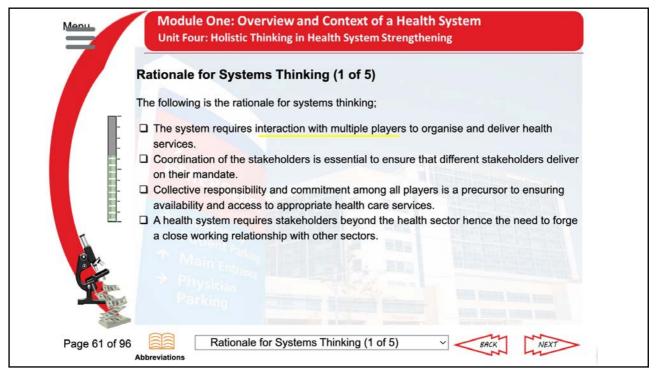


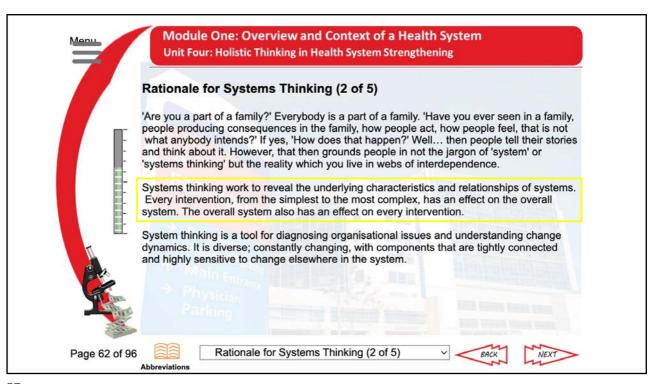


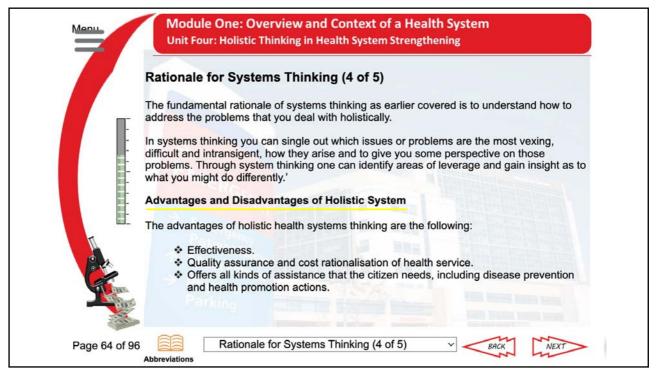


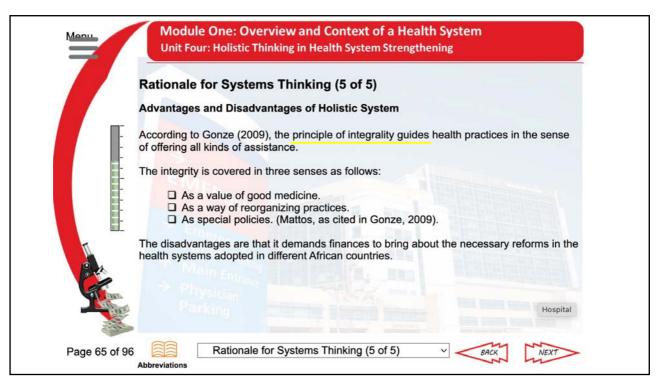


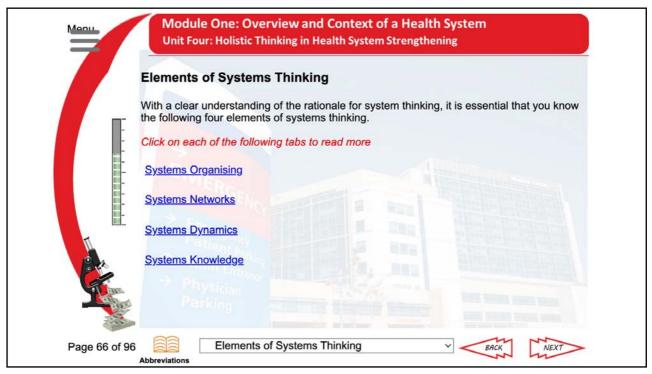


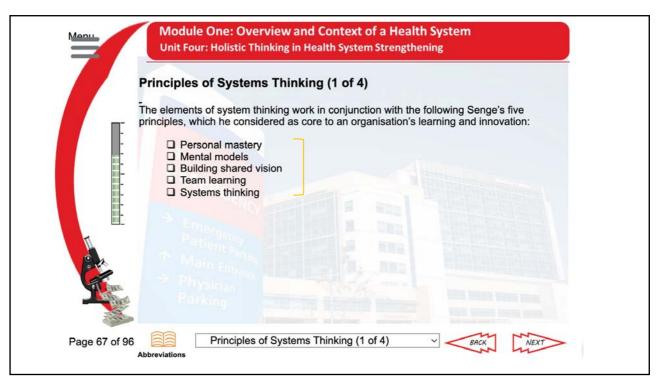


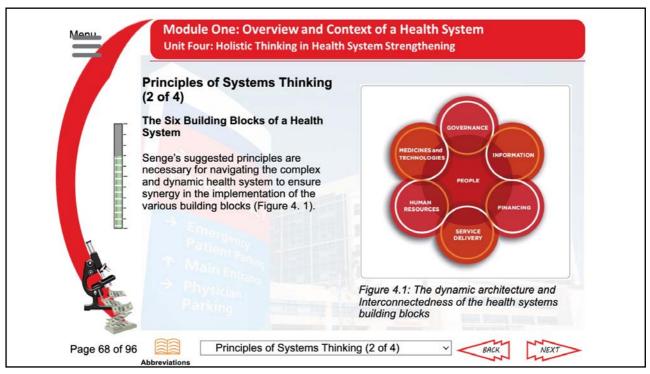


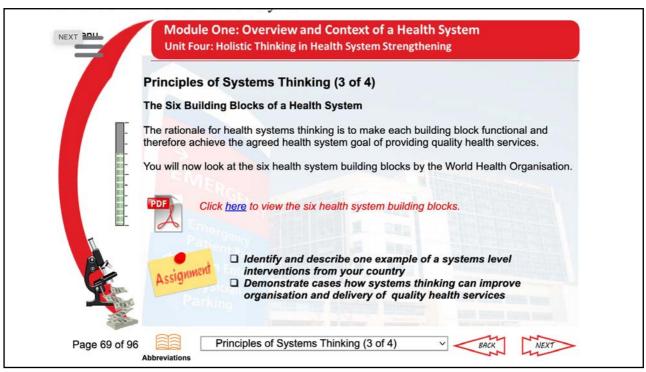


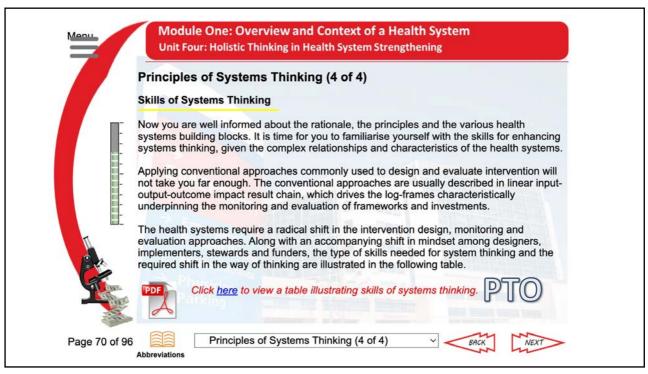








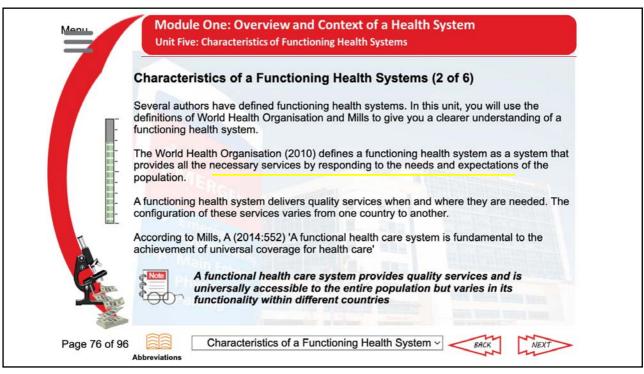


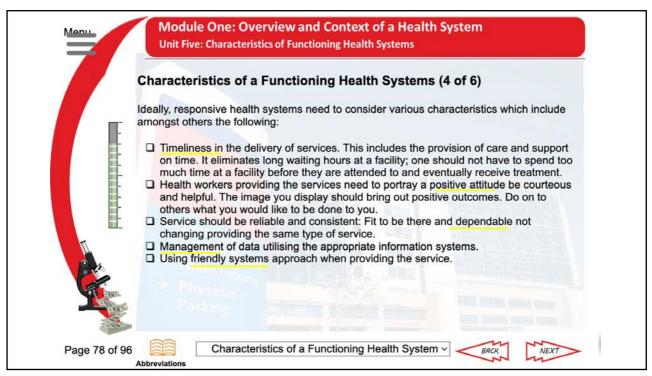


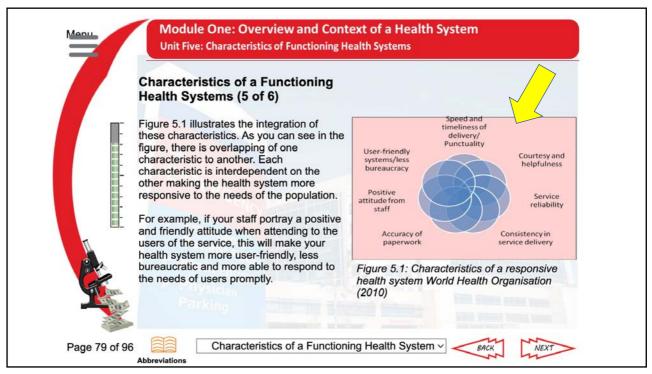
Usual approach	Systems thinking approach
Static thinking Focusing on particular events	Dynamic thinking Framing a problem in terms of a pattern of behaviour over time
Systems-as-effect thinking Viewing behaviour generated by a system as driven by external forces	System-as-cause thinking Placing responsibility for a behaviour on internal actors who manage the policies and "plumbing" of the system
Tree-by-tree thinking Believing that really knowing something means focusing on the details	Forest thinking Believing that to know something requires understanding the context of relationships
Factors thinking Listing factors that influence or correlate with some result	Operational thinking Concentrating on causality and understanding how a behaviour is generated
Straight-line thinking Viewing causality as running in one direction, ignoring (either deliberately or not) the interdependence and interaction between and among the causes	Loop thinking Viewing causality as an on-going process, not a one-time event, with effect feeding back to influence the causes and the causes affecting each other











Key Characteristics that a Health System Needs

- Access to services: Within reach of people that need the service; geographically, financially and functionally. No barriers in relation to cost, language and or culture.
- Quality of care and service delivery: Services that are of high quality; centred on the client's needs, given in a timely fashion and comprehensive.
- Safety: Services that do not cause any due harm or stress. Prevention of errors and adverse effects that may be associated with healthcare.
- Continuity and sustainability of services: Services organised to provide an individual with continuity of care across the lifespan.
- Coverage: All people in a defined target population are covered.
- Equity: Service provision in relation to needs of the population should be available
 and accessible to all in the community. Just and fair distribution of resources
 according to need, with more going to the needy.
- Efficiency and Accountability: Well managed with maximum productivity ensuring a minimum wastage of efforts and resources. Service providers allocated with the necessary authority to achieve planned objectives and held accountable for overall performance of those results.
- Effectiveness of health care delivery: Successful in producing the desired result which is positive health outcomes.
- Ethics and rights-based approach in the delivery of services: Ensures that services are morally right bringing about good outcomes while minimising the occurrence of bad outcomes.

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