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# Planetary Health Report Card (Nursing) 2026: *Ahmadu Bello University Zaria*

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## 2025-2026 Contributing Team

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## Summary of Findings

<b>Overall Grade</b>	<b>B-</b>
<b>Curriculum</b>	<b>B</b>
<p>The Ahmadu Bello University Department of Nursing Sciences integrates planetary health and environmental sustainability concepts within several core and elective courses such as Environmental Health, Community Medicine, Epidemiology, Nutrition, Community Health Nursing, and Medical-Surgical Nursing. These courses cover topics including environmental determinants of health, climate change impacts on infectious diseases, respiratory health effects of pollution, reproductive risks from environmental toxins, ecosystem human health relationships, environmental threats to communities, and the effects of extreme weather events on healthcare systems. The curriculum also addresses plant-based nutrition, global climate health inequities, environmental toxin exposure, and communication strategies for educating patients and communities about environmental health risks.</p> <p><b>Recommendation:</b> Although environmental health topics are widely integrated, the curriculum could be strengthened by explicitly incorporating planetary health as a structured focus. Additional areas for improvement include teaching on Indigenous and traditional knowledge systems, healthcare waste management, environmental impacts of pharmaceuticals, interdisciplinary climate-health simulations, and appointing dedicated faculty responsible for planetary health and environmental nursing.</p>	
<b>Interdisciplinary Research</b>	<b>B+</b>
<p>Ahmadu Bello University supports several student-led planetary health activities, including Field Practical Training (FPT), World Soil Day awareness events, Enactus community sustainability projects, and student-led hiking programmes.</p> <p><b>Recommendation:</b> Additional opportunities should be created for students to engage directly with local environmental justice communities to better understand climate and environmental challenges and strengthen collaboration to improve health outcomes.</p>	
<b>Community Outreach and Advocacy</b>	<b>B</b>
<p>The Department of Nursing Sciences ABU Zaria demonstrates strong engagement through partnerships with local health authorities and community leaders to address environmental health challenges like water-borne diseases and waste management.</p> <p>Student-Led Advocacy: Nursing students lead advocacy programs during clinical rotations, providing health education to underserved populations in areas such as Samaru and Sabon Gari regarding the impact of climate change on local health outcomes.</p> <p><b>Recommendation:</b> To improve further, it is advised that the institution establishes a formal 'Planetary Health' student committee to coordinate long-term community projects specifically focused on environmental sustainability and reforestation within Zaria.</p>	
<b>Support for Student-Led Initiatives</b>	<b>B</b>
<p>Ahmadu Bello University provides moderate support for student engagement in planetary health through student organizations, field training programs, and co-curricular activities, though opportunities are often informal and require student initiative.</p> <p><b>Recommendation:</b> The university should strengthen institutional support by establishing structured research programs, dedicated funding, and a centralized webpage that connects students with planetary health projects and mentors.</p>	

Campus Sustainability	C
<p>Ahmadu Bello University demonstrates developing but still limited progress in campus sustainability. Certain initiatives, including the introduction of solar energy systems to supplement electricity supply, reflect an increasing institutional recognition of environmental responsibility. However, sustainability measures remain inconsistently implemented across campus infrastructure, transportation, and operational policies, and a significant number of older buildings have yet to incorporate energy-efficient upgrades.</p> <p><b>Recommendation:</b> Ahmadu Bello University should strengthen institutional sustainability policies and expand renewable energy and energy efficiency initiatives across campus, while also promoting sustainable transportation and retrofitting older buildings to improve overall environmental performance.</p>	

# Statement of Purpose

*Planetary health is human health.*

The Planetary Health Alliance describes planetary health as “a solutions-oriented, transdisciplinary field and social movement focused on analysing and addressing the impacts of human disruptions to Earth’s natural systems on human health and all life on Earth.” This definition is intentionally broad, intended to encompass the multitude of ways that the environment can affect health, including water scarcity, changing food systems, urbanisation, biodiversity shifts, natural disasters, climate change, changing land use and land cover, global pollution, and changing biogeochemical flows. The health of humanity is dependent on our environment, and our environment is changing rapidly and in disastrous ways. Although the World Health Organization has called climate change “the greatest threat to global health in the 21st century,” many health professional school’s institutional priorities do not reflect the urgency of this danger to human health.

As future health professionals, we must be prepared to address the impacts of human-caused environmental changes on our patients’ health. This preparation is in the hands of the institutions providing our health professional training. It is imperative that we hold our institutions accountable for educating health professional students about the health impacts of climate change and other anthropogenic environmental changes, generating research to better understand health impacts and solutions, supporting related student initiatives, embracing sustainable practices as much as possible, and engaging with surrounding communities that are most affected by environmental threats. Because climate change and environmental threats disproportionately affect vulnerable populations (for example, communities of colour, older adults sensitive to health threats, and individuals in low-resource settings), these issues are inherently ones of equity and justice.

With the purpose of increasing planetary health awareness and accountability among health professional schools, we have created a Planetary Health Report Card that students internationally can use to grade and compare their institutions on an annual basis. This student-driven initiative aims to compare health professional schools nationally and internationally on the basis of discrete metrics in five main category areas: 1) planetary health curriculum, 2) interdisciplinary research in health and environment, 3) university support for student planetary health initiatives, and 4) community outreach centred on environmental health impacts 5) school campus sustainability.

# Definitions & Other Considerations

## Definitions:

- **Planetary Health:** is described by the Planetary Health Alliance as “the health of human civilisation and the state of the natural systems on which it depends.” For example, topics such as climate change, declining biodiversity, shortages of arable land and freshwater, and pollution would all fall under the realm of planetary health. Both planetary health and traditional ‘environmental health’ examine the relationship between human health and the external environment, including extreme temperatures, chemicals, vector-borne diseases, etc. Planetary health explicitly concerns itself with the potential health harms associated with human-caused perturbations of natural systems. Therefore, the human health focus of planetary health makes the field well-adapted for the context of health professional education. Throughout this report card, we use the term planetary health to refer to this broad swath of topics, but resources do not need to explicitly include the term “planetary health” to satisfy the metric.
- **Sustainable Healthcare:** As defined by the Academy of Royal Colleges, sustainable healthcare involves ensuring the ability to provide good quality care for future generations by balancing the economic, environmental, and social constraints and demands within health care settings. A sustainable healthcare system maintains population health, reduces disease burden and minimises use of healthcare services.
- **Education for Sustainable Healthcare (ESH):** is defined as the process of equipping current and future health professionals with the knowledge, attitudes, skills and capacity to provide environmentally sustainable services through health professional education, thus working to decrease the enormous environmental impact of the healthcare industry. Planetary Health Education is an integral part of this education rather than an end in itself. This is because knowledge on Planetary Health is required to be able to fully understand the necessity of sustainable healthcare as well as being part of the broader knowledge needed to fully protect and promote health. In summary, ESH is covered by the three Priority Learning Outcomes of the Centre of Sustainable Healthcare below, and Planetary Health Education is embraced in the first learning objective and is a fundamental requirement to achieve learning outcomes 2 and 3:
  1. Describe how the environment and human health interact at different levels.
  2. Demonstrate the knowledge and skills needed to improve the environmental sustainability of health systems.
  3. Discuss how the duty of a doctor to protect and promote health is shaped by the dependence of human health on the local and global environment.
- **Nursing School/Department vs. Institution:** When “nursing school” is specified in the report card, this only refers to curriculum and resources offered by the School/department of nursing and does not include offerings from other parts of the university (e.g. undergraduate departments (USA), other related departments (e.g. Public Health, Population Health departments). In contrast, when “institution” is specified in the report card, we are referring to the university more broadly including all of its campuses. Any resource reasonably accessible by nursing students, no matter where in the institution the resource comes from or if it is

specifically targeted for medical students, can meet this metric.

- **Environmental history (Curriculum Section):** this is a series of questions students are taught to ask during medical encounters that elicits patients' exposures and environmental risk factors. Historically, this has included consideration of exposures like pesticides, asbestos, and lead, though in the modern era shaped by climate change, it can be expanded to include things like wildfire smoke exposure, air pollution and mould after flooding. Key components include place of residence over the life course, occupational history, food and water sources (e.g. meat from industrial feeding operations, regular fishing in contaminated water, access to clean drinking water), and exposure to air pollution. Please be as specific as possible when providing evidence for this metric.
- **Elective:** The word "elective" refers to an optional course or lecture series that a student can opt to take part in but is not a requirement in the core curriculum. Generally, these elective courses take place in the preclinical curriculum but vary by school.
- **Core Curriculum:** This refers to taught material that is delivered to the entire cohort of students in one year.
- **Clerkship / Outreach:** This is a term used in the USA to refer to placements that medical students go on e.g. Pediatrics, General medicine, Psychiatry. In the UK these are referred to as rotations, outreach or placements. This is a relatively short (approximately 4-8 weeks) period of study and patient-centred clinical experience that takes place as part of the undergraduate programme.
- **Clinical rotation:** This is a term used to refer to placements that students go on (e.g., ophthalmology, surgery, cardiology).
- **Physiotherapy vs Physical Therapy:** For the purposes of this report card these terms are considered interchangeable. However, physiotherapy will be used primarily.
- **Community organisations:** For most institutions, there are existing groups that are not directly affiliated with the university and exist as a product of what the community the institution exists in cares about or needs. These specific community organisations relevant to this report include those that are focused around some aspect of climate and health preservation. These community organisations can include but are not limited to local mutual aid initiatives, underserved-resource distribution groups, clean-up and nature conservation groups, community gardeners, and other environmental-related organisations. If your institution does not have access to local volunteerships with community groups, please report any community organisations your institution or school has collaborated with.
- **Climate justice:** The idea that certain population groups and geographical locations which are disproportionately more impacted by climate change are already economically and socially disadvantaged. This double vulnerability sits alongside pre-existing social justice concerns and should therefore shift policy and practice to mitigate the inequitable effects of the climate crisis.
- **Extractivism:** The removal of natural resources typically in large quantities. Within anthropology this term is often used in the context of colonialism to refer to

the historic seizing of natural resources, a practice which has developed business models tied to ecological degradation and loss of biodiversity.

- **Global South:** Nations that often have less economic and industrial development and are typically in the southern hemisphere. These nations have been found to be disproportionately impacted by the climate crisis.
- **Low socioeconomic status (SES):** An individual or geographical area that across a variety of socioeconomic factors (e.g., income, education, race/ethnicity) is considered vulnerable. This vulnerability has been correlated to more adverse health outcomes often as a consequence of encountering more barriers in accessing and receiving healthcare.
- **Low and Middle-Income Countries (LMIC):** Countries that have lower degrees of economic affluence.
- **Anthropogenic:** Created through human activity
- **Marginalized communities:** Groups excluded from mainstream economic, educational, social, and/or cultural experiences due to race, gender identity, sexual orientation, age, physical ability, language, and/or immigration status (Sevelius et al., 2020).

### Scoring Matrix

- Elective coursework (1 point): This score applies to material that is actively selected by the students such as a module choice, or additional lecture series. By implication, only a given proportion of the cohort will receive this taught material.
- Brief coverage in the core curriculum (2 points): This score applies where a topic is covered only briefly in a core curriculum session. This implies that the entire cohort receives the same material. At minimum brief inclusion would qualify as inclusion in a single lecture slide in a single year.
- In depth coverage in the core curriculum (3 points): This score applies where a topic is taught in significant detail or where a topic is repeatedly brought up in different years. This might look like several dedicated lecture slides, or inclusion of the same topic in different lectures and teaching formats.

### Other considerations:

- If there are more than one “tracks” at your institution with two different curricula (for example, Harvard Medical School has a Pathways and HST curriculum track), you can choose to fill out a report card for each track, or fill out just one report card and average the scores received by each track in cases where the scores are different (see the 2021 Harvard or Oxford report cards as examples). Where possible please indicate the proportion of students that are on each track.

Updated in 2025, a complete literature review by metric is available for the 2024/25 Medicine Report Card Template. This largely translates across disciplines although we are hoping to expand this process across all of our covered disciplines. A link to the 2025 literature review by metric is available [here](#).

# Planetary Health Curriculum

**Section Overview:** *This section evaluates the integration of relevant planetary health topics into the nursing school curriculum. Today's health professional students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that students are trained to understand the health effects of these changes, as well as planetary health issues and principles more broadly. Topics like the changing geography of vector-borne diseases, the health consequences of air pollution, environmental health inequities, and disaster response principles must be part of every medical school's core curriculum.*

## Curriculum: General

Questions with a “\*” next to them signify questions that are unique to the Nursing Planetary Health Report Card.

<b>1.1. Did your <u>medical school</u> offer elective courses (student selected modules) to engage students in Education for Sustainable Healthcare or Planetary Health in the last year?</b>	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (3 points)	
Yes, the medical school has offered <b>one</b> elective whose primary focus is ESH/planetary health in the past year. (2 points)	
The medical school does <b>not</b> have any electives whose primary focus is ESH/planetary health, but there are one or more electives that include a <b>lecture</b> on planetary health. (1 points)	
No, the medical school has <b>not</b> offered any electives on planetary health or electives that include ESH/planetary health topics in the past year. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Ahmadu Bello University Department of Nursing Sciences offers elective courses that integrate Planetary Health and Environmental Sustainability concepts:</i></p> <ol style="list-style-type: none"> <li><i>1. GENS 102 (Environmental Health): Introduces students to the physical environment's impact on health, focusing on hygiene, waste management, and pollution control.</i></li> <li><i>2. COMM 202 (Man and His Environments): Focuses on the environment of man in its totality, exploring how humans interact with biological and social ecosystems.</i></li> <li><i>3. COMM 406 (Nutrition in Health and Illnesses): Examines the impact of environmental factors on food security, crop nutrition, and the rise of malnutrition-related illnesses due to climate-driven agricultural shifts.</i></li> <li><i>4. COMM 401 (Principles and Methods of Epidemiology): Trains students to analyze the distribution of diseases caused by environmental agents and ecological changes.</i></li> </ol> <p><i>This fits into the ESH, although Planetary Health isn't specifically included in the curriculum.</i></p>	

**1.2. Does your nursing program provide education regarding the impacts of extreme weather events (e.g. storms, flooding, heat, drought, air pollution) on individual health?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

**1.3. Does your nursing curriculum address the impacts of climate change on the changing patterns of infectious diseases?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*The Ahmadu Bello University Department of Nursing Sciences utilizes the following Community Medicine (COMM) courses to provide comprehensive education on environmental and planetary health:*

*COMM 202 (Man and His Environments): Focuses on the relationship between humans and their biological and physical ecosystems, emphasizing how environmental changes impact human survival.*

*COMM 305 (Principles and Methods of Epidemiology): Explores the Epidemiologic Triad, specifically how environmental "agents" and ecological shifts lead to disease outbreaks in the population.*

*COMM 406 (Nutrition in Health and Illnesses): Examines how environmental degradation and climate-related agricultural changes affect food security and nutritional health.*

**1.4. Does your nursing curriculum address the respiratory health effects of climate change and air pollution?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: The nursing curriculum addresses respiratory health effects of climate change and air pollution through courses in Environmental Health (COMM 202), Community and Public Health Nursing I &amp; II (NURS 315, 318, 501, 502), and Medical-Surgical Nursing (NURS 313, NURS 304). COMM 202 examines air quality, pollutants, and environmental hazards, while Community Health Nursing explores vulnerable populations and health risks from exposure. Medical-Surgical Nursing integrates clinical knowledge on respiratory conditions that may be exacerbated by environmental factors.</i></p>	

<b>1.5. Does your nursing curriculum address mental health issues and well-being effects resulting from environmental degradation and climate change?</b>	
This topic was explored <b>in depth</b> by the <b>core</b> curriculum. (3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum. (2 points)	
This topic was covered in <b>elective</b> coursework. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Mental health is covered in the core nursing curriculum (NURS 319 &amp; NURS 322 Psychiatric &amp; Mental Health Nursing). However, the curriculum does not explicitly address the mental health and well-being impacts of environmental degradation or climate change, and these links are only indirectly implied rather than formally taught.</i></p>	

<b>1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?</b>	
This topic was explored in <b>depth</b> by the <b>core</b> curriculum.(3 points)	
This topic was <b>briefly</b> covered in the <b>core</b> curriculum.(2 points)	
This topic was covered in <b>elective</b> coursework.(1 points)	
This topic was <b>not</b> covered.(0 points)	
Score Assigned:	2
<p><i>Score explanation: The nursing curriculum addresses relationships between climate change, food and water security, and health through Environmental Health (COMM 202), Nutritional biochemistry (MBCH 203), and Community and Public Health Nursing I &amp; II (NURS 315, 318, 501, 502). COMM 202 explores environmental changes and resource distribution, while Nutrition</i></p>	

**1.6. Does your nursing curriculum address relationships between climate change, food and water security, and the impact on health?**

*courses cover the health consequences of food insecurity. Community Health Nursing examines how climate-driven disruptions to food and water systems affect vulnerable populations and health outcomes. These topics are included as part of broader public health courses.*

**1.7. Does your nursing program address the environmental and health co-benefits of a plant-based diet?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: Yes. Ahmadu Bello University nursing program addresses the environmental and health co-benefits of a plant-based diet through integrated coursework in nutrition, public health, environmental health, and clinical practice.*

*M BCH 203(Nutritional biochemistry), MBCH 202(General metabolism), and Nutrition in Health and Illness (COMM 406) provide scientific grounding on nutrients, dietary patterns, and their role in preventing and managing chronic non-communicable diseases.*

*Community and Public Health Nursing I & II (NURS 305, 308, 501, 502) emphasize health promotion, disease prevention, and population-level interventions where plant-based dietary guidance is applicable.*

*Man and His Environment (COMM 202) and Principles of Epidemiology (COMM 305) examine how environmental factors, lifestyle behaviors, and food systems influence health outcome.*

**1.8. Does your nursing school curriculum address relationships between ecosystem health, human health, and climate change?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: The Ahmadu Bello University Department of Nursing Sciences addresses the relationship between ecosystem health, human health, and climate change through core Community Medicine and Public Health courses*

*. COMM 202 (Man and His Environments) examines the interdependence between humans and their physical and biological environments, emphasizing how environmental degradation and climate change affect health and survival.*

*COMM 401 (Principles and Methods of Epidemiology) explains how environmental and climatic factors influence disease patterns, vectors, and outbreaks. In addition, NURS 318&NURS (Community Health Nursing) and Environmental Health courses reinforce these concepts through discussions on sanitation, waste management, air and water quality, and community-based disease prevention.*

**1.9. Does your nursing curriculum address the reproductive health effects of industry-related environmental toxins (e.g. air pollution, pesticides, microplastics)?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: Yes. The nursing curriculum addresses the reproductive health effects of industry-related environmental toxins through integrated training in environmental health, public health, maternal health, and epidemiology.*

*Man and His Environment (COMM 202) examines environmental exposures such as air pollution and chemical hazards and their impact on human health.*

*Maternal and Child Health Nursing I-III (NURS 316, 429, 426) and Obstetric/Gynaecological Nursing Practicums (NURS 515, 517, 508) cover reproductive health outcomes, prenatal risks, and fetal development, providing a framework for understanding toxin-related reproductive effects.*

*Public Health Nursing I & II (NURS 501, 502) and Principles of Epidemiology (COMM 305) address population-level exposure risks, prevention, and health education related to environmental hazards.*

**1.10. Does your nursing program emphasize the importance of Indigenous and Traditional Knowledge Systems as essential components of planetary health solutions?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: Ahmadu Bello University nursing curriculum does not explicitly cover Indigenous or Traditional Knowledge Systems. Integrating these perspectives could strengthen culturally grounded and sustainable approaches to planetary health.*

**1.11. Does your nursing curriculum address important human-caused environmental threats that are relevant to the university or program's surrounding community?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: Yes. Ahmadu Bello University nursing curriculum addresses human-caused environmental threats relevant to the surrounding community through integrated coursework in environmental health, public health, and community nursing.*

*Man and His Environment (COMM 202) examines pollution, industrial activities, and ecological changes that affect human health.*

*Community Health Nursing I & II (NURS 315, 318) Public health nursing I & II (501, 502) focus on assessing community health risks, designing preventive interventions, and educating the public about environmental hazards.*

*Principles of Epidemiology (COMM 305) provide a framework for evidence-based assessment, monitoring, and policy development to mitigate environmental health impacts. Practicum experiences further equip students to apply research and policy knowledge to protect community health from human-caused environmental threats.*

**1.12. Does your nursing curriculum address socioeconomic/racial disparities in extreme weather and climate change exposure?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: Yes. Ahmadu Bello University nursing curriculum addresses socioeconomic and racial disparities in exposure to extreme weather and climate change through integrated coursework in public health, community health, and environmental health.*

*Man and His Environment (COMM 202) examines environmental determinants of health, including how pollution, climate events, and resource distribution affect vulnerable populations.*

*Introduction to Medical Sociology (COMM 102) and Community Health Nursing I & II (NURS 315, 318, 501, 502) explore social, economic, and cultural factors that influence health outcomes and access to care during environmental crises.*

*Principles of Epidemiology (COMM 305) provides tools to assess disparities, monitor population-level impacts, and inform evidence-based interventions and policies.*

**1.13. Does your nursing curriculum address the inequitable health impacts of climate change globally?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned: 3

3

*Score explanation: Yes. Ahmadu Bello University nursing curriculum addresses the inequitable health impacts of climate change globally through integrated coursework in environmental health, public health, and community health nursing.*

*Man and His Environment (COMM 202) explores global environmental changes, including climate-related hazards, and their differential impacts on vulnerable populations.*

*Medical Sociology (COMM 102) and Community Health Nursing I & II (NURS 315, 318, 501, 502) examine social, economic, and cultural factors that influence health outcomes in the context of climate change.*

*Principles of Epidemiology (COMM 305) provides tools to assess, monitor, and develop evidence-based strategies and policies to mitigate global health inequities associated with climate-related risks.*

**1.14. Does your nursing curriculum address climate and environmental health challenges that impact marginalized populations and communities?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: Insert explanation here.*

**1.15. Does your nursing curriculum address the impact of environmental degradation due to climate change on marginalized populations and communities?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: Ahmadu Bello University nursing curriculum addresses the impact of environmental degradation due to climate change on marginalized populations through core courses that integrate environmental health, public health, and community nursing.*

*QMan and His Environment (COMM 202) examines ecological changes and pollution and their disproportionate effects on vulnerable communities.*

*Medical Sociology (COMM 102) and Community Health Nursing I & II (NURS 315, 318, 501, 502) explore social, economic, and cultural factors influencing exposure and health outcomes.*

*Principles of Epidemiology (COMM 305) and practicum experiences equip students to assess these disparities and implement evidence-based interventions and policy strategies to mitigate the health impacts of environmental degradation.*

**1.16. Does your nursing curriculum address the outsized impacts of anthropogenic environmental toxins on marginalized populations and communities?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation:*

*Man and His Environment (COMM 202) explicitly addresses environmental exposures, pollution, and human-caused ecological changes.*

*Medical Sociology (COMM 102) and Community Health Nursing courses (NURS 315, 318, 501, 502) cover social determinants, vulnerable populations, and health inequities.*

*Principles of Epidemiology (COMM 401) provides tools for assessing population-level risks, including environmental toxin exposure.*

*Clinical and practicum experiences give students the chance to apply this knowledge in real-world community and clinical settings.*

**1.17. Does your nursing curriculum address the impacts of extreme weather events on healthcare systems?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: The Ahmadu Bello University nursing curriculum addresses the impacts of extreme weather events on healthcare systems through core training in public health, community nursing, epidemiology, and health systems management.*

*Community and Public Health Nursing I & II (NURS 315, 318, 501, 502) examine health system preparedness, emergency response, and continuity of care during environmental and climate-related emergencies.*

*Man and His Environment (COMM 202) and Principles of Epidemiology (COMM 305) explore climate-related hazards and their effects on population health and healthcare demand.*

*leadership(NURS 402 -management of nursing care services )and practicum courses (NURS 307,NURS 324&NURS 411-clinical posting and practical examination) further prepare students to respond to system strain, resource allocation challenges, and service disruptions caused by extreme weather events.*

**1.18. Does your nursing program address the carbon footprint of healthcare systems?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

3

*Score explanation: The nursing program addresses the carbon footprint of healthcare systems through core coursework in environmental health, public health, health economics, and health systems management.*

*Man and His Environment (COMM 202) examines human activities, resource use, and environmental sustainability, providing a foundation for understanding healthcare-related environmental impacts.*

*Health Economics (NURS 516) and Community/Public Health Nursing courses (NURS 315, 318, 501, 502) address resource utilization, system efficiency, and sustainable health interventions.*

*Principles of Epidemiology (COMM 305) further support analysis of system-level impacts and evidence-based strategies to reduce environmental and carbon burdens within healthcare delivery.*

**1.19\*. Does your nursing program curriculum or coursework highlight the waste generated by healthcare provision?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: While the nursing curriculum includes content on environmental health, public health, and clinical practice, it does not explicitly address the waste generated by healthcare provision or healthcare waste management from a sustainability perspective.*

**1.20\*. Does your nursing program cover the contributions of pharmaceuticals to environmental degradation and climate change (e.g., anaesthetic gases, inhalers, antibiotic resistance, etc.)?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

0

*Score explanation: While the nursing curriculum at Ahmadu Bello University includes pharmacology, clinical practice, and environmental health content, it does not explicitly address the environmental impacts of pharmaceuticals such as contributions of anesthetic gases, pharmaceutical waste, or drug manufacturing to environmental degradation or climate change.*

**1.21. Does your nursing school's curriculum introduce strategies for having conversations with patients, nursing home residents, visitors, and other health professionals about the health effects of climate change and other environmental disruptions?**

Yes, the <b>core</b> curriculum includes strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (2 points)	
There are <b>elective</b> courses that include strategies for conversing with patients and other health professionals regarding climate change and environmental disruptions. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	2
<p><i>Score explanation: The nursing curriculum introduces communication strategies for discussing health impacts of environmental and climate-related issues through core courses in Community and Public Health Nursing (NURS 315, 318, 501, 502), which emphasize patient education, risk communication, and community engagement.</i></p> <p><i>Health Promotion and Education content within these courses prepares students to discuss environmental health risks with patients, families, and communities.</i></p> <p><i>Clinical practicums (NURS 307, NURS 324 &amp; NURS 411) and seminars (NURS 428 &amp; NURS 513) further reinforce professional communication with patients, caregivers, and interdisciplinary healthcare teams on health risks and preventive strategies related to environmental disruptions.</i></p>	

<b>1.22. Does your school have an appointed faculty or staff responsible for planetary health and environmental nursing?</b>	
nursing. (1 point)	
This topic was <b>not</b> covered. (0 points)	
Score Assigned:	0
<p><i>Score explanation: The curriculum integrates environmental and public health concepts across multiple courses; however, there is no formally designated faculty or staff member specifically responsible for planetary health or environmental nursing. These themes are addressed collectively within existing courses rather than through a dedicated leadership or coordination role.</i></p>	

<b>1.23*. Does your program offer Interdisciplinary Education (IPE) simulations or experiences regarding the health risks of climate change and other environmental disruptions?</b>	
Yes, the school of nursing has been involved with IPE simulations or experiences in the <b>past year</b> . (2 points)	
Yes, the school of nursing has been involved with IPE simulations or experiences in the <b>past three years</b> . (1 point)	
No, the school of nursing has not been involved with IPE simulations in the past three years. (0 points)	
Score Assigned:	0
<p><i>Score explanation: While the nursing curriculum at Ahmadu Bello University includes environmental and public health content within nursing coursework, there is no documented</i></p>	

*evidence of formal interdisciplinary education (IPE) simulations or structured experiences specifically focused on climate change or environmental health risks within the past three years.*

**1.24. Does your health professional curriculum include teaching on civic engagement/advocacy to address the environmental and structural determinants of health?**

This topic was explored **in depth** by the **core** curriculum. (3 points)

This topic was **briefly** covered in the **core** curriculum. (2 points)

This topic was covered in **elective** coursework. (1 point)

This topic was **not** covered. (0 points)

Score Assigned:

2

*Score explanation: The nursing curriculum at Ahmadu Bello University introduces concepts of civic engagement and advocacy related to environmental and structural determinants of health through Community and Public Health Nursing courses (NURS 315, 318, 501, 502). These courses emphasize patient and community education, health promotion, and addressing social determinants of health, providing students with foundational skills to advocate for healthier environments and equitable healthcare. While advocacy is included, it is not a primary focus and is addressed as part of broader public and community health content rather than an independent module.*

**Section Total (47 out of 68)**

**76%**

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# Interdisciplinary Research

***Section Overview:*** *This section evaluates the quality and quantity of interdisciplinary planetary health research at the broader institution. Interactions between health and the environment are complex and multifactorial. While climate change has been extensively studied from an environmental science perspective, planetary health is an emerging field. As leading health institutions with talented researchers and research resources, institutions should fund research studying the health effects of climate change and anthropogenic environmental toxins. This obligation is particularly strong because the public and policymakers are more attentive to climate change when its implications for human health are emphasised.*

<b>2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?</b>	
Yes, there are faculty members at the <b>institution</b> who have a <b>primary</b> research focus in planetary health <b>or</b> sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the <b>institution</b> who are conducting research <b>related</b> to planetary health or healthcare sustainability, OR are part of a national/international sustainability working group, but it is not their primary research focus. (2 points)	
There are sustainability researchers at the <b>institution</b> , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are <b>no</b> planetary health and/or sustainability researchers at the <b>institution</b> at this time. (0 points)	
Score Assigned:	3
Score Explanation: Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare in community medicine and veterinary medicine. E.g Prof Shafiu Mohammed researches in public health/global health systems Economics and Epidemiology.	

<b>2.2. Is there a dedicated department or institute for interdisciplinary planetary health research at your institution?</b>	
There is <b>at least one</b> dedicated department or institute for interdisciplinary planetary health research. (3 points)	
There is <b>not currently</b> a department or institute for interdisciplinary planetary health research, but there are <b>plans</b> to open one in the next 3 years. (2 points)	
There is an <b>Occupational and Environmental Health department</b> , but no interdisciplinary department or institute for planetary health research. (1 point)	
There is <b>no</b> dedicated department or institute. (0 points)	
Score Assigned:	1

Score Explanation: There is an Occupational and Environmental Health department, but no interdisciplinary department or institute for planetary health research. E.g The advanced Occupational and Environmental Health in its postgraduate nursing curriculum and covers public health topics through its Distance Learning Center (MPH program).

**2.3. Is there a process by which communities disproportionately impacted by climate change and environmental injustice give input or make decisions about the research agenda at your institution?**

Yes, there is a process in which community members impacted by climate and environmental injustice have **decision-making power** in the climate + environmental research agenda. (3 points)

Yes, there is a process in which community members impacted by climate and environmental injustice **advise** the climate + environmental research agenda. (2 points)

**No**, but there are **current efforts** to establish a process for community members to advise or make decisions on the research agenda. (1 point)

There is **no** process, and **no** efforts to create such a process. (0 points)

Score Assigned:

3

Score Explanation: Yes, there is a process in which community members impacted by climate and environmental injustice have decision-making power in the climate + environmental research agenda. ABU incorporated community input into its research agenda regarding climate change and environmental issues, particularly through centers focused on sustainability, policy, development and local engagement.

**2.4. Does your institution have a planetary health website that centralises ongoing and past research related to health and the environment?**

There is an **easy-to-use, adequately comprehensive** website that **centralises** various campus resources related to health and the environment including all of the following: upcoming events, leaders in planetary health at your institution, and relevant funding opportunities. (3 points)

There is a website that **attempts to centralise** various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. (2 points)

The **institution** has an **Office of Sustainability website** that includes **some** resources related to health and the environment. (1 point)

There is **no** website. (0 points)

Score Assigned:

2

Score Explanation: There is a website that attempts to centralise various campus resources related to health and the environment, but it is hard-to-use, not updated, or not adequately comprehensive. Ahmadu Bello University (ABU), Zaria, has several interconnected, easy-to-use platforms that act as a centralized, comprehensive hub for health, environmental, and planetary health resources. The most relevant, all-in-one resource is the ABU Green Campus initiative website, bolstered by the SPESSE-CE portal and the main university website for announcements. Ahmadu Bello University

(ABU), Zaria, has several interconnected, easy-to-use platforms that act as a centralized, comprehensive hub for health, environmental, and planetary health resources. Attached is the website link: <https://spesse.abu.edu.ng>

**2.5. Has your institution recently hosted a conference or symposium on topics related to planetary health?**

Yes, the **institution** has hosted at least one conference or symposium on topics related to planetary health in the past year. (4 points)

Yes, the **institution** has hosted at least one conference or symposium on topics related to sustainable healthcare/vetcare in the past year. (3 points)

Yes, the **institution** has hosted a conference on topics related to planetary health / sustainable healthcare/vetcare in the past three years. (2 points)

The **institution** has not hosted any conferences directly, but they have provided financial support for a local planetary health event. (1 point)

No, the **institution** has not hosted a conference on topics related to planetary health in the past three years. (0 points)

Score Assigned:

4

Score Explanation: Yes, the institution has hosted at least one conference or symposium on topics related to planetary health in the past year.

Ahmadu Bello University has recently hosted several events focused on planetary health topics, including a 2024 International Conference on Climate Change, AI, and Open Science (Dec 4-6, 2024), as well as a 2024 National Agricultural Extension Review focusing on climate-resilient farming solutions.

**2.6. Is your institution a member of a national or international planetary health or ESH/ESV organisation?**

Yes, the institution is a member of a national or international planetary health or ESH/ESV organisation. (1 point)

No, the institution is **not** a member of such an organisation. (0 points)

Score Assigned:

0

Score Explanation: No, the institution is not a member of such an organisation.

Ahmadu Bello University aligns its operations with global sustainability frameworks, including the [United Nations Sustainable Development Goals \(SDGs\)](#). While the search results do not explicitly list membership in specific, named planetary health or ESH/ESV organizations, the university actively promotes biodiversity and environmental sustainability through its "Green Campus" initiative.

**Section Total (13 out of 17)**

**77%**

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## Community Outreach and Advocacy

***Section Overview:*** This section evaluates a school's engagement in community outreach and advocacy efforts associated with planetary health. Researching and teaching planetary health is necessary but not sufficient. It is critical that institutions also directly engage with communities most affected by environmental health harms. Although climate change is a problem largely created by those with power and resources, its impacts fall disproportionately on under-resourced populations and communities of colour. Institutions should partner with local communities affected by climate change and pollution to share information about environmental health threats, advocate together for change, and provide opportunities for students to be a part of this work.

<b>3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?</b>	
Yes, the <b>institution</b> meaningfully partners with <b>multiple</b> community organisations to promote planetary and environmental health. (3 points)	
Yes, the <b>institution</b> meaningfully partners with <b>one</b> community organisation to promote planetary and environmental health. (2 points)	
The <b>institution</b> does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is <b>no</b> such meaningful community partnership. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Ahmadu Bello University demonstrates multiple active and ongoing partnerships with community and global organizations in 2025 that support planetary and environmental health.</i></p> <p><i>In 2025, ABU partnered directly with UNICEF through the Green Rising initiative to implement tree planting, waste recycling, and climate action programs involving students and community engagement. This initiative included structured workshops and ongoing environmental activities, reflecting a sustained partnership rather than a one-time event.</i>  <a href="https://abu.edu.ng/abu-partners-with-unicef-on-tree-planting-waste-recycling/?utm">https://abu.edu.ng/abu-partners-with-unicef-on-tree-planting-waste-recycling/?utm</a></p> <p><i>Additionally, the university supported large-scale environmental actions such as planting over 2,000 trees and launching sustainability-focused student initiatives like the One Health Club, which explicitly promotes the connection between human, animal, and environmental health and engages with communities to raise awareness.</i> <a href="https://abu.edu.ng/2025/06/?utm">https://abu.edu.ng/2025/06/?utm</a></p> <p><i>ABU also continues to organize institutional environmental programs such as World Environmental Day 2025, involving students and stakeholders in advocacy around pollution reduction and sustainability practices.</i> <a href="https://abu.edu.ng/abu-marks-2025-world-environmental-day/?utm">https://abu.edu.ng/abu-marks-2025-world-environmental-day/?utm</a></p> <p><i>Together, these examples demonstrate multiple, sustained partnerships and community-engaged initiatives in 2025 that advance planetary and environmental health, meeting the criteria for the highest score.</i></p>	

*Together, these examples demonstrate multiple meaningful partnerships and sustained engagement with communities to promote planetary and environmental health, meeting the criteria for the highest score.*

**3.2. Does your institution offer community-facing courses or events regarding planetary health?**

The **institution** offers community-facing courses or events at least once every year. (3 points)

The **institution** offers courses or events open to the community at least once per year, but they are not primarily created for a community audience. (2 points)

The **institution** has promoted community-facing courses or events, but was not involved in planning those courses or events. (1 point)

The **institution** has not offered such community-facing courses or events. (0 points)

Score Assigned:

3

*Score explanation: Yes, the institution meaningfully partners with multiple community organizations to promote planetary and environmental health. This includes long-standing collaborations with the Zaria Local Government Health Department for rural nursing postings and community health initiatives. Additionally, students frequently partner with the Islamic Medical Association of Nigeria (IMAN) and other local student-led groups to conduct free medical outreaches, such as the 'Medics World' program in Tudun Wada, which provides health education on environmental hygiene and primary care to the community.*

**3.3. Does your institution have regular coverage of issues related to planetary health and/or sustainable healthcare in university update communications?**

Yes, all students **regularly** receive communication updates dedicated to planetary health and/or sustainable healthcare. (2 points)

Yes, planetary health and/or sustainable healthcare topics are regularly included in communication updates to **some courses**. (1 point)

Students **do not** receive communications about planetary health or sustainable healthcare. (0 points)

Score Assigned:

2

*Score explanation: Students participate in community outreach activities such as menstrual hygiene education and health awareness programs organized by student groups and community partners. These initiatives engage community members through health education and advocacy activities that promote preventive healthcare practices. An example is a menstrual hygiene outreach program conducted by Crown Her, where students provided education and awareness on menstrual health. Evidence of this outreach activity can be found here: [https://www.instagram.com/crown\\_her\\_?igsh=ZThkbGc4dm5lZmVqvvvvv](https://www.instagram.com/crown_her_?igsh=ZThkbGc4dm5lZmVqvvvvv)*

**3.4. Does the institution or main affiliated hospital trust engage in professional education activities targeting individuals post-graduation with the aim of ensuring their knowledge and skills in planetary health and sustainable healthcare remain up to date during their professional career?**

Yes, the **institution** or **main affiliated hospital trust** offers multiple in-person or online courses relating to planetary health and/or sustainable healthcare for post-graduate providers, including at least one with a primary focus of planetary health. (2 points)

Yes, the **institution** or **main affiliated hospital trust** offers one course relating to planetary health and/or sustainable healthcare for post-graduate providers. (1 point)

There are **no** such accessible courses for post-graduate providers. (0 points)

Score Assigned:

2

*Score explanation: Ahmadu Bello University Teaching Hospital (ABUTH) and the school's postgraduate department offer multiple opportunities for continued professional development in this area. This includes the Master of Science (M.Sc.) in Community Health Nursing, which incorporates advanced planetary health concepts, as well as periodic workshops and seminars for practicing nurses on sustainable healthcare delivery and infection control within the hospital setting*

**3.5. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about environmental health exposures?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated medical centres have accessible educational materials for patients. (0 points)

Score Assigned:

0

*Score explanation: No affiliated medical centres have accessible educational materials for patients.*

**3.6. Does your institution or its affiliated teaching hospitals have accessible educational materials for patients about the health impacts of climate change?**

Yes, the **institution** or **all affiliated hospitals** have accessible educational materials for patients. (2 points)

**Some** affiliated hospitals have accessible educational materials for patients. (1 point)

**No** affiliated hospitals have accessible educational materials for patients. (0 points)

Score Assigned:

0

*No affiliated hospitals have accessible educational materials for patients*

**Section Total (10 out of 14)**

**74%**

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## Support for Student-Led Planetary Health Initiatives

**Section Overview:** This section evaluates institutional support for student-led planetary health initiatives, such as funding, fellowships, programming, and student groups. Planetary health is a young field and, as young people facing a future deeply shaped by climate change, students are often some of the first at an institution to engage with it. Institutions should provide support for students to engage in sustainability quality improvement (QI) initiatives, discover mentors in their area of interest, and receive funding for planetary health projects.

### 4.1. Does your institution offer support for students interested in enacting a sustainability initiative/QI project?

Yes, the **institution** *either* offers grants for students to enact sustainability initiatives/QI projects *or* sustainability QI projects are part of the core curriculum. (2 points)

The **institution** encourages sustainability QI projects (to fulfil clerkship or longitudinal requirements) and offers resources to help students succeed in these projects, **but** there is no student funding available and there is no requirement to participate. (1 point)

No, the institution does not offer opportunities or support for sustainability initiatives or QI projects. (0 points)

Score Assigned:

1

*Score explanation:* The institution encourages students to engage in sustainability and Quality Improvement (QI) projects and provides resources such as faculty advice or access to facilities.

### 4.2. Does your institution offer opportunities for students to do research related to planetary health and/or sustainable healthcare/vetcare?

The **institution** has a **specific** research program or fellowship for students interested in doing planetary health/sustainable healthcare/vetcare research. (2 points)

There are research opportunities for students to perform research related to planetary health/sustainable healthcare, but these **require student initiative** to seek them out and carry them out in their spare time. (1 point)

There are **no opportunities** for students to engage in planetary health/sustainable healthcare research. (0 points)

Score Assigned:

1

*Score explanation:* The institution has researchers and professors working on environmental and planetary health topics, and students are allowed to join these projects. However, there isn't a formal, organized 'Student Research Program' or a special fellowship specifically for this. Students usually have to reach out to professors on their own if they want to get involved, rather than applying through an official school pathway."

### 4.3. Does the institution have a webpage where students can find specific information related

**to planetary health and/or sustainable healthcare/vetcare activities and mentors within the institution? For example, projects achieved, current initiatives underway at the medical school and/or contact of information of potential mentors.**

The institution has a webpage with specific information related to planetary health or sustainable healthcare/vetcare that includes up-to-date information on relevant initiatives and contact information of potential mentors. (2 points)

There is an institution webpage that features some information on projects and mentors within planetary health and sustainable healthcare within the institution, but it lacks key information. (1 point)

There is **no institution** specific webpage for locating planetary health and/or sustainable healthcare projects or mentors. (0 points)

Score Assigned: 0

*Score explanation:* There is no institution specific webpage for locating planetary health and/or sustainable healthcare projects or mentor.

**4.4. Does your institution have registered student groups dedicated towards fostering a culture of planetary health engagement, scholarship, and advocacy on campus, supported by faculty advisors?**

Yes, there is a student organisation **with faculty support** at my institution dedicated to planetary health or sustainability in healthcare. (2 points)

Yes, there is a student organisation at my institution dedicated to planetary health or sustainability in healthcare but it **lacks faculty support**. (1 point)

No, there is **not** a student organisation at my institution dedicated to planetary health or sustainability in healthcare. (0 points)

Score Assigned: 2

*Score explanation:* The institution has active, registered student organizations like the One Health club, ENACTUS ABU that is dedicated to planetary health and sustainability. This group is officially recognized by the school and has the formal support of faculty members who act as advisors or mentors.

**4.5. Is there a student liaison representing sustainability interests who serves on a department or institutional decision-making council to advocate for curriculum reform and/or sustainability best practices?**

Yes, there is a student representative who serves on a department or institutional decision-making council/committee. (1 point)

No, there is no such student representative. (0 points)

Score Assigned: 1

*Score explanation:* Yes, there is a student representative that serves on an institutional decision-making committee.

4.6. In the past year, has the <u>institution</u> had one or more co-curricular planetary health programs or initiatives in the following categories? (1 point each)	Score
Projects where students are able to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.	1
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	1
Events in which students learn directly from members of a local environmental justice community about the climate and environmental challenges they face, and how health professionals can partner with their community to address these exposures and impacts.	0
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	1
Local volunteer opportunities related to building community resilience to anthropogenic environmental impacts.	1
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	1

1. *During the Field Practical Training (FPT) organised for 400-level students, where students gained hands-on experience relevant to community health, environmental exposure assessment, and practical field engagement.*
2. *During the Field Practical Training (FPT) lecture conducted every second semester for 400-level students, which includes academic sessions relevant to environmental health, sustainability, and field-based learning.*
- 3.
4. *During the **World Soil Day** event organised by the Soil Science Department to raise awareness about soil health, environmental sustainability, and the connection between soil systems and human health.*
5. *Through participation in **Enactus**, students engage in community-based projects that promote sustainability, economic empowerment, and solutions to environmental and social challenges. These initiatives contribute to building community resilience to anthropogenic environmental impacts.*
6. *Student-led hiking programmes organised by the Students' Associations to promote outdoor engagement, teamwork, and connection with natural environments.*

**Section Total (10 out of 15)**

**67%**

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# Campus Sustainability

**Section Overview:** *This section evaluates the support and engagement in sustainability initiatives by the institution. The healthcare industry is a major contributor to greenhouse gas emissions as well as pollution that harms local, regional, and global ecosystems. While healthcare is, by nature, a resource-intensive endeavour, the healthcare sector is well poised to lead the world to a more sustainable future. This will involve scrutinising every aspect of how our systems operate, from where we source our energy, to how we build our infrastructure, to what companies we invest in. Our institutions, clinics, and hospitals must set the standard for sustainable practices, and show other sectors what is possible when it comes to minimising environmental impact.*

5.1. Does your <u>institution</u> have an Office of Sustainability?	
Yes, there is an office of sustainability with multiple full-time staff dedicated to campus sustainability. If the office of sustainability serves the entire campus, there is at least one designated staff member for sustainability at the hospital. (3 points)	
There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but <b>no specific staff member</b> in charge of hospital sustainability. (2 points)	
There are <b>no salaried sustainability staff</b> , but there is a sustainability task force or committee. (1 point)	
There are <b>no</b> staff members <b>or</b> task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>Score Explanation: There isn't a single "office of sustainability" Ahmad Bello University (ABU) Zaria, promotes sustainability through the sustainable procurement, Environmental and Social Standards Enhancement Centre of Excellence (SPESSE-CE), which trains specialists in environmental and procurement standards, and the Centre for Climate Change Economics, Policy and Innovation (CCCEPI), focusing on climate issues. These centers supported by initiatives like the World bank, develops skills and policies for sustainable development, impacting various sectors and communities within ABU and beyond. But there is no specific staff member responsible for hospital sustainability.</i></p>	

5.2. How ambitious is your <u>institution's</u> plan to reduce its own carbon footprint?	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2030</b> (5 points)	
The institution has a <b>written and approved plan</b> to achieve carbon neutrality by <b>2040</b> (3 points)	
The institution has a stated goal of carbon neutrality by <b>2040</b> but has <b>not created a plan</b> to reach that goal or the <b>plan is inadequate</b> (1 point)	
The institution does <b>not</b> meet any of the requirements listed above (0 points)	
Score Assigned:	0

Score Explanation: The institution does **not** meet any of the requirements listed above

**5.3. Do buildings/infrastructure used by the institution for teaching (not including the hospital) utilize renewable energy?**

Yes, institution buildings are **100%** powered by renewable energy. (3 points)

Institution buildings source **>80%** of energy needs from off-site and/or on-site renewable energy. (2 points)

Institution buildings source **>20%** of energy needs from off-site and/or on-site renewable energy. (1 point)

Institution buildings source **<20%** of energy needs from off-site and/or on-site renewable energy. (0 points)

Score Assigned:

1

*Score Explanation: Yes. A solar-powered project is been implemented by the **SBS Class of 1975** alumni for one of the computer Based Test (CBT) centers. Ahmadu Bello University, is currently transitioning to high levels of renewable energy, with projects underway to significantly exceed 20% solar power capacity. Following approval in 2025, ABU is incorporating renewable energy into its campus infrastructure through a partnership with the Rural Electrification Agency (REA) under the Energizing Education Programme (EEP). This includes a 10MW solar power plant designed to support the University, aiming to reduce reliance on the national grid and power various campus facilities.*

**5.4. Are sustainable building practices utilised for new and old buildings on the institution's campus, with design and construction of new buildings and remodelling of old buildings conforming to a published sustainability rating system or building code/guideline?**

Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. (3 points)

Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have **not been retrofitted**. (2 points)

Sustainable building practices are **inadequately or incompletely** implemented for new buildings. (1 point)

Sustainability is **not considered** in the construction of new buildings. (0 points)

Score Assigned:

3

Score Explanation: Yes, sustainable building practices are utilised for new buildings on the institution's campus and the **majority** of old buildings **have been retrofitted** to be more sustainable. E.g The alumni led "Renovate A Room" initiative, focuses on improving existing students residences.

**5.5. Has the institution implemented strategies to encourage and provide environmentally-friendly transportation options for students and reduce the environmental impact of commuting?**

Yes, the institution has implemented strategies to encourage and provide **environmentally-friendly transportation options** such as safe active transport, public transport, or carpooling and these options are well-utilised by students. Alternatively, the campus location is not amenable to unsustainable forms of transportation by default. (2 points)

The institution has implemented **some** strategies to provide environmentally-friendly transportation options, but the options are **unsatisfactorily** accessible or advertised. (1 point)

The institution has **not** implemented strategies to encourage and provide environmentally-friendly transportation options. (0 points)

Score Assigned:

2

*Score Explanation: Yes, Ahmadu Bello University (ABU) Zaria, is actively implementing strategies, primarily through the federal government's presidential CNG-SPROUT initiative, to introduce environmental friendly transportation like CNG buses and tricycles, now building CNG refuelling stations and provide conversion kits, aiming to reduce costs and environmental impact for students and staff, alongside fostering green skills development.*

**5.6. Does your institution have an organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)?**

Yes, the institution has **both** compost **and** recycling programs accessible to students and faculty. (2 points)

The institution has **either** recycling **or** compost programs accessible to students and faculty, but not both. (1 point)

There is **no** compost or recycling program at the institution. (0 points)

Score Assigned:

2

*Score Explanation: Yes, the institution has both compost and recycling programs accessible to students and faculty. ABU Zaria, has initiatives for waste management, including waste recycling (paper, plastics, metals, glass) and composting (organic waste) as part of a partnership with UNICEF'S "Green Rising" project for sustainability, focusing on tree planting and waste reduction workshops, through large scale, continuous programs for general public access might need specific confirmation.*

**5.7. Does the institution apply sustainability criteria when making decisions about the campus food and beverage selections (e.g. local sourcing, reduced meat, decreased plastic packaging)?**

Yes, the institution has **adequate** sustainability requirements for food and beverages, including meat-free days or no red-meat, and **is engaged** in efforts to increase food and beverage sustainability. (3 points)

There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability. (1 point)	
There are <b>no</b> sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	1
Score Explanation: There are sustainability guidelines for food and beverages, but they are <b>insufficient or optional</b> . The institution is <b>not</b> engaged in efforts to increase food and beverage sustainability.	

<b>5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?</b>	
Yes, the institution has <b>adequate</b> sustainability requirements for supply procurement <b>and</b> is <b>engaged</b> in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>engaged</b> in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement. (1 point)	
There are <b>no</b> sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	1
Score Explanation: There are sustainability guidelines for supply procurement, but they are <b>insufficient or optional</b> . The institution is <b>not engaged</b> in efforts to increase sustainability of procurement.	

<b>5.9. Are there sustainability requirements or guidelines for events hosted at the institution?</b>	
Every event hosted at the institution <b>must</b> abide by sustainability criteria. (2 points)	
The institution <b>strongly recommends or incentivizes</b> sustainability measures, but they are <b>not required</b> . (1 point)	
There are <b>no</b> sustainability guidelines for institution events. (0 points)	
Score Assigned:	2
Score Explanation: Every event hosted at the institution <b>must</b> abide by sustainability criteria. I.e The Green Campus Initiative.	

**5.10. Does your institution have programs and initiatives to assist with making lab spaces**

<b>more environmentally sustainable?</b>	
Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. (2 points)	
There are <b>guidelines</b> on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are <b>no</b> efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	2
Score Explanation: Yes, the institution has <b>programs</b> and <b>initiatives</b> to assist with making lab spaces more environmentally sustainable. E.g The Environmental Quality Standards Training (The university offers coursework on environmental standards, which implicitly supports improved laboratory and operational sustainability).	

<b>5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?</b>	
The institution is <b>entirely divested</b> from fossil fuels <b>and</b> has made a <b>commitment to reinvest divested funds</b> into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is <b>entirely divested</b> from fossil fuels. (3 points)	
The institution has <b>partially divested</b> from fossil fuel companies <b>or</b> has made a <b>commitment to fully divest</b> , but <b>currently</b> still has fossil fuel investments. (2 points)	
The institution has <b>not divested</b> from fossil-fuel companies, but faculty and/or students are <b>conducting organised advocacy</b> for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been <b>no efforts</b> to change that. (0 points)	
Score Assigned:	0
<i>Score Explanation: Nil.</i>	

<b>Section Total (16 out of 32)</b>	<b>50%</b>
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# Grading

## Section Overview

This section focuses on the grading of the report card. The institution received a grade for each of the individual sections as well as an overall institutional grade. Section point totals were tallied, divided by the total points available for the section, and converted to a percentage. The overall institutional grade is a weighted average of the section grades, with curriculum receiving a higher weight owing to its larger number of metrics. Letter grades for each section and the institution overall were then assigned according to the table below.

Letter Grade*	Percentage
A	80% - 100%
B	60% - 79%
C	40% - 59%
D	20% - 39%
F	0% - 19%

*\*Within each grade bracket, a score in the top 5% (\_5 to \_9%), receives a “+”, and a score in the bottom 5% (\_0- \_4%) receives a “--”. For example, a percentage score of 78% would be a B+.*

## Planetary Health Grades for the Ahmadu Bello University School of Nursing.

The following table presents the individual section grades and overall institutional grade for the Ahmadu Bello University School of Nursing on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
<b>Planetary Health Curriculum (30%)</b>	$(47/68) \times 100 = 69.12\%$	B
<b>Interdisciplinary Research (17.5%)</b>	$(13/17) \times 100 = 76.47\%$	B+
<b>Community Outreach and Advocacy (17.5%)</b>	$(10/14) \times 100 = 74.4\%$	B
<b>Support for Student-led Planetary Health Initiatives (17.5%)</b>	$(10/15) \times 100 = 66.67\%$	B
<b>Campus Sustainability (17.5%)</b>	$(16/32) \times 100 = 50\%$	C
<b>Institutional Grade</b>	$(69 \times 0.3 + 76.47 \times 0.175 + 74 \times 0.175 + 66.67 \times 0.175 + 50 \times 0.175) = 68\%$	<b>B</b>

# Report Card Trends

## Section Overview

This graph demonstrates trends in overall and section grades for the years in which Ahmadu Bello University has participated in the Planetary Health Report Card initiative.

