



Planetary Health Report Card (Nutrition & Dietetics) 2026: *LUSAKA APEX MEDICAL UNIVERSITY (LAMU)*



2025-2026 Contributing Team:

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Summary of Findings

Overall Grade	C-
Curriculum	C+
<ul style="list-style-type: none"> • The BSc in Nutrition and Dietetics at Lusaka Apex Medical University integrates indigenous knowledge and value systems, emphasizing the role of traditional foods in addressing nutritional challenges and informing sustainable solutions. The curriculum also maintains a strong focus on food safety. However, there is a need to enhance the curriculum content by incorporating more practical components related to climate change and food systems. Currently, there is limited coverage of critical topics such as the impacts of environmental degradation, the effects of declining biodiversity on food systems, and strategies for reducing the carbon footprint of healthcare systems. • Recommendations: We recommend building the capacity of both staff and students in estimating the carbon footprint of healthcare systems. Additionally, the curriculum should integrate more comprehensive content on the effects of climate change on sustainable food systems. There is also a need to address the health impacts of food waste and the implications of food transport within the program. 	
Interdisciplinary Research	C-
<ul style="list-style-type: none"> • The key findings are that there is a lack of interdisciplinary research. There is no sustainability department, institute, office, or website to centralize ongoing research activities. The few trainings conducted on environmental health have involved staff only. Community members disproportionately impacted by climate change cannot influence the institution's research agenda. • Lusaka Apex Medical University has hosted a three-days interfaculty training on Natural Resources Risk and Action Framework under the Natural Resources Stewardship Program (NaturRes). • Recommendations: Lusaka Apex Medical University should register with an international Planetary Health Organization for capacity building of its staff members and to build collaborative research teams. The university should also organize a sustainability department or office to coordinate planetary health research and activities across faculties. 	
Community Outreach and Advocacy	B-
<ul style="list-style-type: none"> • The Lusaka Apex Medical University, Department of Nutrition and Dietetics has had no community outreach relating to planetary health and students have had no practical experience on community advocacy on environmental sustainability and sustainable food systems. There is an opportunity to partner with AgriConnect, through its students Learning Hub, to equip students with practical community advocacy skills in sustainable agriculture, food systems and agribusiness. AgriConnect has been offering internships only to our graduate students as this type of community outreach and advocacy training is not planned for in their sessional calendar. • Recommendations: There is an urgent need to plan and schedule community outreach and advocacy activities, ensuring they are embedded within the curriculum and the academic session calendar. There is also a need for capacity building of members of staff to conduct community outreach and advocacy relating to planetary health. 	
Support for Student-Led Initiatives	D-

- Lusaka Apex Medical University offers few direct opportunities for students to participate in student-led initiatives regarding planetary health. The major support and opportunities come from the Students Union.
- **Recommendations:** The support for student-led initiatives such as Cultural Day mainly comes from the University Students Union rather than from the Faculty of Pharmacy, Nutrition and Department. We recommend the faculty offers increased support to students interested in sustainable initiatives for example creating sustainability groups to turn the faculties food waste into compost. The faculty has three restaurants which generate food waste on a daily basis.

Campus Sustainability

D

- Lusaka Apex Medical University has made progress toward sustainability by utilizing renewable hydropower and solar energy at its campuses. Currently, the institution relies on non-renewable energy for only about 20% of its campus operations, primarily during emergencies such as power outages. Despite this achievement, further efforts are needed to enhance overall campus sustainability. The university currently lacks both organic and conventional recycling programs, as well as formal sustainability guidelines for events held on campus.
- **Recommendations:** We recommend implementing strategies to promote and facilitate environmentally friendly transportation options for students, as well as improving the sustainability of laboratory spaces. Additionally, we suggest developing clear sustainability guidelines for campus events and incorporating sustainable practices into supply procurement processes.

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.
- **Nutrition and Dietetics School/Department vs. Institution:** When “Nutrition and Dietetics School” (or similar derivative therefore) is specified in the report card, this only refers to curriculum and resources offered by the School/Department of Nutrition and Dietetics 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 nutrition and dietetics students, no matter where in the institution the resource comes from or if it is specifically targeted for these 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 lifecourse, 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 nutrition and dietetics school curriculum. Today's students will be on the frontlines of tackling the health effects of climate and other environmental changes. Therefore, it is critical that nutrition and dietetics 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 health professional school's core curriculum.*

Curriculum: General

1.1. Does the school within your university responsible for nutrition and/or dietetics offer opportunities to learn about sustainable healthcare, sustainable food systems and/or Planetary Health?	
Yes, the nutrition and dietetics school offers two or more core courses which focus primarily on sustainable healthcare, sustainable food systems and/or planetary health. (3 points)	
Yes, the nutrition and dietetics school offers one core course which focuses primarily on sustainable healthcare, sustainable food systems and/or planetary health. (2 points)	
The nutrition and dietetics school does not have any core courses whose primary focus is sustainable healthcare, sustainable food systems and/or planetary health. However, they offer one or more electives on these topics in addition to core courses that include a lecture on planetary health. (1 point)	
No, the nutrition and dietetics school does not offer any core or elective courses on sustainable healthcare, sustainable food systems and/or planetary health. (0 points)	
Score Assigned:	3
Lusaka Apex Medical University (LAMU) offers multiple core courses within the bachelor of Science in nutrition and Dietetics programme that integrate sustainable food systems and planetary health concept. Courses such as Food safety and Quality Management, Nutrition in Emergencies and Public Health Nutrition incorporate principles of sustainability, food security, environmental determinants of nutrition and the impact of climate change on health systems. These topics are embedded within the core curriculum and delivered to the entire cohort, meeting the criteria for the in-depth coverage across multiple core courses.	

Curriculum: Health Effects of Climate Change

1.2. Does your nutrition and dietetics school curriculum address the relationship between climate change and social determinants of health (e.g. reduced access to nutritional and/or traditional food, inequities in food distribution)?
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This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
LAMU's BSc in Nutrition and Dietetics curriculum addresses the relationship between climate change and social determinants of health across multiple core courses. In Nutrition in Emergencies, students learn how drought, floods, and climate-related disasters affect food security, nutritional status, and access to traditional foods, particularly among rural and low-income populations. Public Health Nutrition further explores inequities in food distribution and how socio-economic status influences vulnerability to malnutrition. Multiple core courses cover these themes, thereby justifying the assigned score.	

1.3. Does your nutrition and dietetics school curriculum address the disproportionate impact of climate change on marginalised populations (e.g. low socioeconomic groups, women, communities of colour, Indigenous communities, children, people experiencing homelessness, and older adults)?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was covered in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation: Insert explanation here.</i> LAMUs BSc in nutrition and dietetics curriculum explicitly addresses the disproportionate impact of climate change on marginalised populations within core courses such as Public health Nutrition and Nutrition in Emergencies, Students examine how low socioeconomic groups, rural communities, women, children and older adults are more vulnerable to food insecurity and malnutrition during climate-related events such as droughts and</p>	

floods. Structural inequalities, reduced access to healthcare and economic vulnerability are discussed as factors that increase climate-related health risks.

1.4. Does your nutrition and dietetics school curriculum address the impacts of environmental degradation from climate change on food production, food supply, and quality (e.g. crop yields, nutritional values, etc)?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in depth in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

Score explanation: Insert explanation here. LAMU's nutrition and dietetics curriculum has briefly addressed this topic. However, students are taught the need to do further research. This includes reading articles, researching topics and media updates. This topic is an elective.

1.5. To what extent does your nutrition and dietetics school emphasise the importance of Indigenous knowledge and value systems to inform planetary health solutions?

The importance of Indigenous knowledge and value systems is emphasised throughout the nutrition and dietetics school's planetary health education. (3 points)

The importance of Indigenous knowledge and value systems is briefly addressed (e.g. in one course or lecture) in the core curriculum. (2 points)

The importance of Indigenous knowledge and value systems is emphasised (comprehensively or briefly) in elective coursework but not in the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

3

Score explanation: The LAMU's Nutrition and Dietetics emphasizes the value of indigenous knowledge and value chain in menu planning in courses such as "Foodservice Management and Entrepreneurship" and "Nutrition in Emergencies" and "Public Health Nutrition". It also

emphasizes the importance of indigenous food preservation methods and value addition to seasonal foods especially fruits and vegetables in Food Science and Food Product Development courses.

1.6. Does your nutrition and dietetics school curriculum address the carbon footprint of healthcare systems?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was covered in two or more courses within the core curriculum, including specific strategies for healthcare professionals to reduce the carbon footprint. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum, including basic awareness of the carbon footprint of healthcare systems. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

0

Score explanation: Insert explanation here. This topic is not covered in any of the courses in the curriculum due to a lack of capacity among the staff members to address it.

1.7. Does your nutrition and dietetics school curriculum address global issues that impact the sustainability of our food system? (1 point each, provided the topic is offered in 1 or more courses)

Score

Impact of the increasing global population on food supply and food security. (1 point)

0

Impacts of declining biodiversity on access to a variety of nutritious foods. (1 point)

0

Impact of urbanisation on demand for less environmentally sustainable dietary patterns. (1 point)

1

Impact of colonisation on food system practices and long-term food supply and food security. (1 point)

0

Impact of socio-political instability, caused by pandemics, natural disasters, war and conflict on food supply and food security. (1 point)

1

Score explanation: LAMU's BSc in Nutrition and Dietetics program covers some global issues that affect sustainability of the food supply mainly through lectures in the course "Nutrition in Emergencies". This course focuses on global issues, such as pandemics and climatic events that have had a direct impact on national food security. However, the topic is not covered in detail as the

main focus of the course is on how to respond to emergencies affecting local communities of the nation (e.g. Emergency Preparedness, Nutrition Assessment, Relief operations).

1.8. Does your nutrition and dietetics school address the environmental and human impact of food transport on planetary health and food quality?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in depth in two or more courses within the core curriculum, including critical analysis of both imported and locally-sourced foods (i.e. food sold and consumed within its region of production), considering factors such as environmental impact, nutritional value, and economic implications. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

Score explanation: At Lusaka Apex Medical University, this topic is covered briefly in Food Safety and Quality Management (BND3862) Students are taught about food hygiene and sanitation. The effect on food safety of the transport and food distribution system is discussed within topics such as “Good Distribution Practices” or “General Principles of Food Hygiene and Sanitation”.

1.9. Does your nutrition and dietetics school curriculum address the environmental impact of food waste and examine solutions to minimise food waste in various settings (e.g. institutions such as hospitals, schools, prisons, small and large retail shops, the food industry and food manufacturing companies, and households)?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:	0
<p><i>Score explanation:</i> The curriculum addresses the environmental impact of waste in general on food safety in a course on Food Safety and Quality Management. A lecture covers the topic of waste management in the food industries. There is no specific focus on food waste, and the ways of minimizing food waste are not taught in the course.</p>	

<p>1.10. Does your nutrition and dietetics school explore the global, regional, national and local regulations that govern food systems, and the factors that drive changes in these regulatory systems?</p>	
<p>This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)</p>	
<p>This topic was explored in two or more courses within the core curriculum. (3 points)</p>	
<p>This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)</p>	
<p>This topic is addressed in elective coursework but not the core curriculum. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2
<p>Score explanation: At the Lusaka Apex Medical University, only food safety regulations at the global, regional and national level are taught in the Food Safety and Quality Management Course (BND3862). These include Codex Standards, ISO 22000, HACCP and the national food safety standards and regulations. However, specific food systems regulations and policies such as Zambia's National Food Transformation Policy are not covered..</p>	

<p>1.11. Does your nutrition and dietetics school address the role of food marketing and commercial interests in shaping dietary patterns and food systems?</p>	
<p>This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)</p>	
<p>This topic was explored in two or more courses within the core curriculum. (3 points)</p>	
<p>This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)</p>	
<p>This topic is addressed in elective coursework but not the core curriculum. (1 point)</p>	
<p>This topic was not covered. (0 points)</p>	
Score Assigned:	2

Score explanation: At the Lusaka Apex Medical University, the role of food marketing and commercial influences on dietary patterns is briefly covered in a few courses such as Foodservice Management and Entrepreneurship (BND4851). Students are taught how to use digital or social media marketing to shape food choices. However, students are not taught strategies to counteract the promotion of unhealthy heavily processed foods which are usually promoted by big companies and often cheaper and readily available.

1.12. Does your nutrition and dietetics school curriculum cover these topics in the core curriculum? (1 point each, provided the topic is offered in 1 or more courses)	Score
The health and environmental co-benefits of innovations in novel and emerging food ingredients with a specific focus on their positive impact on planetary health. (1 point)	0
The benefits of applying a sustainability lens when learning about food labelling, product development and other food-industry practices. (1 point)	1
The environmental and health co-benefits of outdoor activities, human-powered transport and immersion in nature. (1 point)	0
Responsible prescription practices for oral nutrition supplements and tube feeding in healthcare. (1 point)	1
<p><i>Score explanation:</i> Tube feeding is taught in a core course. Nutrition in general medicine 1 and 2 While food labeling and food product development are taught in some core courses such as food safety and food product development there is less emphasis on sustainability.</p>	

Curriculum: Environmental Impacts of Dietary Patterns

1.13. Does your nutrition and dietetics school curriculum address the environmental and health co-benefits of a plant-based diet?	
This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)	
This topic was explored in depth in two or more courses within the core curriculum. (3 points)	
This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)	
This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3

Score explanation: LAMUs BSc Nutrition and Dietetics explicitly addresses this topic, Reasons to why the populations should shift to plant based diets and how livestock farming and meat diet affects soil health, land conservation, global biodiversity loss, increased greenhouse emissions and increment of diseases (food borne illness, cancers, cardiovascular diseases, type 2 diabetes. are covered in multiple occasions (the occasions are when students are learning courses in BND 2811, BND 4811 & BND 4812) . Other topics covered include the benefits of plant based diets. Students are equipped with comprehensive knowledge about plant-based meals and empowered to disseminate this information across various sectors, creating a ripple effect of awareness and positive change.

1.14. Does your nutrition and dietetics school curriculum address the environmental impact of dietary patterns high in animal-derived foods (particularly red and processed meats) on planetary health?

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in depth in two or more courses within the core curriculum. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)

This topic was not covered. (0 points)

Score Assigned:

2

Score explanation: The environmental and health implications of dietary patterns high in animal-derived foods are briefly discussed within Public Health Nutrition. Students explore the benefits of plant based diets, including improved health outcomes and reduced environmental burden. However, it is not explored in depth

1.15. Does your nutrition and dietetics school curriculum address the impact of dietary patterns high in unhealthy ultra-processed foods on planetary health? (e.g. environmental burden of food processing, excessive food packaging)

This topic was explored in depth in several courses, either in the classroom, hands-on practical experiences (e.g. practicums, community projects), and/or student research opportunities. (4 points)

This topic was explored in depth in two or more courses within the core curriculum, exploring current challenges and solutions regarding food processing and packaging practices. (3 points)

This topic was briefly covered (e.g. in one course or a lecture) within the core curriculum. (2 points)

This topic is addressed in elective coursework but not the core curriculum. (1 point)	
This topic was not covered. (0 points)	
Score Assigned:	3
<p><i>Score explanation:</i> The impact of dietary patterns high in unhealthy ultra-processed foods is explored in depth within multiple core courses, including Public Health Nutrition and Food Safety and Quality management. In “Public Health Nutrition, students critically examine the increasing consumption of ultra-processed food and their contribution to non-communicable diseases. In Food Safety and Quality Management, students analyze food processing methods and additives, regulatory frameworks and packaging systems including considerations of waste management, and food system sustainability.</p>	

1.16. Does your nutrition and dietetics school curriculum provide opportunities for students to develop the following skills to promote sustainable healthcare, sustainable food systems and/or planetary health? (1 point each, provided the topic is offered in 1 or more courses)	Score
Advocacy (a strategic and evidence-based approach or action aiming to disrupt the status quo, influence policies, practices and behaviours in sustainable food system relevant contexts) for sustainable food systems in the context of both the food industry and within a broader multidisciplinary context. (1 point)	1
Systems-thinking (understanding the interconnections and interdependence in complex systems (e.g.natural, social, health, economic, and political)) in sustainable food system relevant contexts. (1 point)	1
Leadership (to think innovatively, and inspire others to advocate for transformative changes) in food systems that prioritise health and sustainability. (1 point)	1
Knowledge and research translation (to apply high quality evidence-based research in communication to inform decision-making to individuals and groups). (1 point)	1
<p><i>Score explanation:</i>. At Lusaka Apex Medical University, the curriculum provides multiple opportunities to develop key competencies relevant to sustainable food systems and planetary health. Advocacy Skills are developed in Nutrition Education and Communication, through the community based nutrition interventions. Systems thinking is emphasized in Public Health Nutrition, where students examine the interconnection between food systems, policy and health outcomes. Leadership skills are fostered in food service Management systems and entrepreneurship, knowledge translation and research application skills are strengthened in research methodology, where students apply evidence based findings to public health practice.</p>	

Curriculum: Skills and Practical Applications

1.17. Does your nutrition and dietetics school offer students an opportunity to critically analyse existing interventions or practices that aim to promote sustainable healthcare, sustainable food systems and/or planetary health?

There are multiple opportunities for students to critically analyse these interventions within core courses (e.g. case studies, research projects, or practical assignments) in various settings. (3 points)

There are 2 or more opportunities for students to critically analyse these interventions within core courses. (2 points)

There is only 1 opportunity for students to critically analyse these interventions within a core course or lecture. (1 point)

There are no opportunities for students to critically analyse these interventions throughout their degree. (0 points)

Score Assigned:

2

Score explanation: Insert explanation here. The environment impacts of dietary patterns are briefly addressed within core courses such as Public Health Nutrition and Nutrition in Emergencies. Students are introduced to issues including water use in food produced, land degradation, biodiversity loss and the environmental burden associated with livestock systems. Although greenhouse gas emissions are not explored in depth and these topics are not examined comprehensively across multiple courses, environmental sustainability considerations are incorporated into the curriculum.

1.18. Do students from your nutrition and dietetics school have the opportunity to gain real-world experience volunteering or working within projects or organisations that promote sustainable healthcare, sustainable food systems and/or planetary health?

There are multiple opportunities for students to gain real-world experience in various settings throughout the degree. (3 points)

There are 2 or more opportunities for students throughout the degree. (2 points)

There is 1 opportunity for students throughout the degree. (1 point)

There are no opportunities for students throughout the degree. (0 points)

Score Assigned:

1

Score explanation: Insert explanation here. At Lusaka Apex Medical University, students are provided with opportunities to gain real-world experience through structured clinical rotations in hospitals and participation in community engagement activities such as world food day events. While these experiences expose students to public health nutrition practice and community awareness initiatives, planetary health and sustainability themes are not consistently structured within these activities.

Curriculum: Leadership and Administrative Support

1.19. Does your nutrition and dietetics school demonstrate commitment to continuous improvement in the quality and quantity of education to promote sustainable healthcare, sustainable food systems and/or planetary health?

There have been significant efforts made to integrate more content on these topics over the past 3 years, with strong evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (3 points)

There have been significant efforts made to integrate more content on these topics over the past 3 years, with some evidence of an ongoing commitment to continuous improvement. It is therefore likely that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (2 points)

There has been minimal effort made to integrate more content on these topics over the past 3 years. It is therefore unlikely, but possible, that next year's PHRC will reveal an increased score against the metrics in this curriculum domain. (1 point)

There has been little or no investment in curriculum updates to integrate more content on these topics over the past 3 years, and no evidence of a commitment to do so in the near future. (0 points)

Score Assigned:

2

Score explanation: At Lusaka Apex Medical University, there have been continuous efforts to incorporate sustainable healthcare and sustainable food systems into the curriculum with the recent 2025 curriculum review (sponsored by GIZ under their Food Systems Transformation Project) to incorporate components of Food Systems into the curriculum. Some members of staff are undergoing short training in food systems to equip them with knowledge to teach and integrate food systems sustainability into the curriculum.

1.20. Does your nutrition and dietetics school employ a faculty member to specifically oversee and take responsibility for curricula to promote sustainable healthcare, sustainable food systems and/or planetary health as a theme throughout the degree(s)?

Yes, the nutrition and dietetics school has at least one dedicated faculty or staff member (e.g. curriculum champions with clearly and formally defined responsibilities for overseeing and advancing sustainability and planetary health curricula across the degree(s)). (3 points)

Yes, the nutrition and dietetics school has at least one faculty or staff member (e.g. curriculum champions) responsible for overseeing and advancing sustainability and planetary health curricula across the degree(s), however this is a voluntary, undefined and informal role. (2 points)

No, the nutrition and dietetics school does not have any dedicated faculty or staff members responsible for advancing sustainability and planetary health curricula, however there is evidence of a consistent and coordinated approach to this work. (1 point)

No, the nutrition and dietetics school does not have any designated faculty or staff members responsible for advancing sustainability and planetary health curricula. There is no evidence of a consistent or coordinated approach to this work. (0 points)

Score Assigned:

1

Score explanation: The review of the curricula is under the curriculum review committee but we lack a specific team that looks at sustainability. The Department of Nutrition and Dietetics has been advancing the integration of sustainable food systems into the curriculum-. It is affiliated with the National Food and Nutrition Commission (the body charged with the responsibility of implementing the National Food Systems Transformation Policy). During one of our initial workshops in December 2025 various stakeholders concerned with Food Systems Sustainability such as the National Food and Nutrition Commission, AgriConnect, CSO-SUN and GIZ were invited and had an input in the curriculum. The department continues to collaborate with various national and international experts on issues of food equity and sustainability.

1.21. 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: Civic engagement and advocacy are introduced within LAMU's core professionalism and nutrition-related courses, primarily through dietetics lectures, guided class discussions, and case-based learning activities. These sessions expose students to the role of health professionals as advocates for improved public health outcomes, particularly in addressing social and structural determinants such as food insecurity, poverty, and access to health services.

Section Total (44 out of 78)

55.1%

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.

2.1. Are there researchers engaged in planetary health research and healthcare sustainability research at your <u>institution</u>?	
Yes, there are faculty members at the institution who have a primary research focus in planetary health or sustainable healthcare/vetcare. (3 points)	
Yes, there are individual faculty members at the institution who are conducting research related 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 institution , but not specifically associated with healthcare/vetcare. (1 point)	
No, there are no planetary health and/or sustainability researchers at the institution at this time. (0 points)	
Score Assigned:	2
Yes, there are individual faculty members at the institution who are conducting research related 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)	

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

There is no dedicated department or institute. (0 points)	
Score Assigned:	1
Score explanation: Insert explanation here. There is a Faculty of Health Sciences where programs such as BSc in Public Health and BSc Environmental health are offered. But there is no interdisciplinary department or institute with a focus on planetary health.	

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:	2
The Faculty of Health Sciences makes efforts with the community. Community members, particularly those from vulnerable and high-risk settings, are actively involved in identifying priority health and environmental challenges, such as food insecurity, water safety, and climate-sensitive diseases. We systematically incorporate their lived experiences and contextual knowledge into research planning processes through needs assessments, focus group discussions, and participatory research approaches.	

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:	0
<i>Score explanation: There is no website except the general website, LAMU website, where all programs are listed.</i>	

2.5. Has your <u>institution</u> 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:	2
The institution had hosted a three-days training on the Natural Resources Risk and Action Framework (NRAF) from the 21st to 23rd October 2025 sponsored by the GIZ. Check these links; NRAF Training and NRAF interfaculty training . This was an interfaculty event in which a member from the Department of Nutrition and Dietetics participated. The links provide more information on what has been explained	

2.6. Is your <u>institution</u> 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
The institution is involved in international planetary health. I am not very sure if they are part of the ESH/ESV	

Section Total (7 out of 17)	41.2%
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The programme includes research training through courses such as “Introduction to Biostatistics and Epidemiology (BND 4831)” and “Research Methodology (BND 4882)”. The opportunities for interdisciplinary collaboration with other faculties (e.g medicine, public health, environmental sciences or agriculture) are limited. Research activities are primarily conducted within the nutrition and dietetics discipline and student research projects are usually supervised within the department. While a supervised research project and thesis are required for graduation, structured interdisciplinary research initiatives remain minimal,.

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.*

3.1. Does your <u>institution</u> partner with community organisations to promote planetary and health?	
Yes, the institution meaningfully partners with multiple community organisations to promote planetary and environmental health. (3 points)	
Yes, the institution meaningfully partners with one community organisation to promote planetary and environmental health. (2 points)	
The institution does not partner with community organisations, but participates in community focused events relating to planetary health. (1 point)	
No, there is no such meaningful community partnership. (0 points)	
Score Assigned:	3
<p>The institution actively collaborates with multiple community-based and national organizations to promote planetary and environmental health through teaching, research, and outreach activities. These partnerships are embedded within both academic programs and community engagement initiatives. For example, the institution teams up with local health centers and community groups (like district health offices and community health volunteers) to carry out nutrition and public health programs that tackle environmental issues like food safety, clean water, and healthy eating.</p>	

3.2. Does your <u>institution</u> 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

The institution organizes community-facing courses, outreach activities, and public engagement events on planetary and environmental health at least once per year, often integrated within academic programmes and partnerships with external stakeholders. Eg 1. Community Nutrition and Food Safety Outreach Programmes:

Students and staff conduct periodic outreach activities in surrounding communities and health facilities, delivering education on safe food handling, hygiene, waste management, and prevention of foodborne diseases. These sessions often incorporate environmental health messages such as reducing contamination, improving sanitation, and promoting sustainable household practices. 2. World Health and Nutrition Commemoration Events (World Food Day, Nutrition Week):

The institution participates in national and community awareness events in collaboration with stakeholders such as the National Food and Nutrition Commission (NFNC) and district health offices. These events include public health talks, exhibitions, and community sensitization campaigns on sustainable diets, climate-resilient nutrition, and environmental health. 3.

Student-Led Community Engagement Activities: Students conduct health education sessions and mini-projects focused on topics such as minimizing food waste, nutrition-sensitive agriculture, and environmental hygiene within schools and communities as part of their coursework and clinical/community rotations.

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:

1

Yes, this matter is incorporated in our regular courses like nutrition in emergencies and public health nutrition

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:

0

We currently dont have anything in that line

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

We dont have as an institution

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:	2
Yes the institutions have but for our department our interactions are limited to nutrition management issues, but the health science faculty explore further	
Section Total (9 out of 14)	64.3%

Back to Summary Page [here](#)

Students participate in community-based learning activities during training including nutrition education, health promotion and outreach programmes, that are conducted during clinical and public health placements. Advocacy concepts are also introduced in courses such as Public Health Nutrition. However, these activities are not consistently structured as formal advocacy programmes and are often short-term or supervised field experiences.

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 <i>either</i> offers grants for students to enact sustainability initiatives/QI projects <i>or</i> 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: However, this support is not comprehensive. There is no dedicated funding available to facilitate student-led sustainability projects, and participation in such initiatives is not mandatory across all programmes. As a result, engagement depends largely on individual student initiative rather than structured institutional commitment.	

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

Students are allowed to initiate research they are interested in, but the main problem is funding.

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

The institution does not have a specific webpage for locating planetary and sustainable healthcare.

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:

0

The institution is not attached or linked to such an organization.

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:	0
The institution currently does not have a designated student liaison or representative specifically tasked with advocating for sustainability interests at the departmental or institutional decision-making level. There is no formal structure or mechanism through which students can consistently participate in governance processes related to curriculum reform, sustainability integration, or institutional policy discussions.	

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.	0
Panels, speaker series, or similar events related to planetary health that have students as an intended audience.	0
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.	0
Wilderness or outdoors programs (e.g., that organise hiking, backpacking, kayaking, or other outings for students)	0
At present, there are limited student-led initiatives specifically focused on planetary health, climate change or sustainable food systems within the programme. While students have participate in university activities on food systems environmental awareness events, there are no well-established student organizations or projects dedicated to planetary health within the Nutrition and Dietetics programm.	

Section Total (3 out of 15)	20%
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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?	
<i>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)</i>	
<i>There is an Office of Sustainability with one or more full-time staff dedicated to campus sustainability, but no specific staff member in charge of hospital sustainability. (2 points)</i>	
<i>There are no salaried sustainability staff, but there is a sustainability task force or committee. (1 point)</i>	
<i>There are no staff members or task force responsible for overseeing campus sustainability. (0 points)</i>	
Score Assigned:	0
We do not have a structure that accommodates the office of sustainability	

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

LAMU has a large Phytochemical and Nutraceutical Research located in Rufunsa area covering over 4,500 hectares. This project is under the Faculty of Pharmacy and Nutrition and Dietetics. It has had some sustainability activities such as planting of moringa and mango seeds and medicinal plants. However, the staff lack capacity in estimating the carbon footprint. [LAMU Phytochemical and Nutraceutical Research centre](#)

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: Insert explanation here. LAMU uses 80% renewable electricity which is supplied by a state owned power utility supply called ZESCO. This company utilizes a variety of renewable energy including hydropower, geothermal and solar energy. However, the rest of the percentage is supplied by non renewable energy.

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:	2
<i>Score explanation: Sustainable building practices are utilised for new buildings on the institution's campus, but most old buildings have not been retrofitted</i>	

5.5. Has the <u>institution</u> 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:	0
<i>Score explanation: The institution has not implemented such initiatives in line with transport</i>	

5.6. Does your <u>institution</u> 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:	0
<i>Score explanation: The <u>institution</u> does not have any organics recycling program (compost) and a conventional recycling program (aluminium/paper/plastic/glass)</i>	

5.7. <u>institution</u> have an organics recycling program (compost) and a conventional recycling
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program (aluminium/paper/plastic/glass)?	
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 insufficient or optional . The institution is engaged in efforts to increase food and beverage sustainability. (2 points)	
There are sustainability guidelines for food and beverages, but they are insufficient or optional . The institution is not engaged in efforts to increase food and beverage sustainability. (1 point)	
There are no sustainability guidelines for food and beverages. (0 points)	
Score Assigned:	0
Score explanation: The institution does not have guidelines, and the food sold around the faculty is by vendors . we dont have the institution's organic recycling program (compost) and a conventional recycling program (aluminum/paper/plastic/glass) .	

5.8. Does the <u>institution</u> apply sustainability criteria when making decisions about supply procurement?	
Yes, the institution has adequate sustainability requirements for supply procurement and is engaged in efforts to increase sustainability of procurement. (3 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is engaged in efforts to increase sustainability of procurement. (2 points)	
There are sustainability guidelines for supply procurement, but they are insufficient or optional . The institution is not making efforts to enhance the sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	2
The institution has begun integrating sustainability considerations into its procurement processes; however, these guidelines are not yet comprehensive, standardized, or mandatory across all departments. Current procurement practices demonstrate emerging but inconsistent application of sustainability criteria. For example, there is increasing preference for suppliers who meet basic food safety and quality standards, particularly for food items used in training and institutional activities. In some cases, departments informally consider factors such as local sourcing of food products, reduction of waste, and compliance with public health regulations. This reflects an effort to support sustainable food systems and reduce environmental impact, although such practices are not yet formalized in procurement policy.	

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5.9. Are there sustainability requirements or guidelines for events hosted at the institution?	
Every event hosted at the institution must abide by sustainability criteria. (2 points)	
The institution strongly recommends or incentivizes sustainability measures, but they are not required . (1 point)	
There are no sustainability guidelines for institution events. (0 points)	
Score Assigned:	2
Score explanation: The institution has established sustainability requirements that guide the planning and implementation of all events hosted on its premises. These guidelines are designed to minimize environmental impact, promote efficient use of resources, and align institutional activities with broader sustainability and planetary health goals.	

5.10. Does your <u>institution</u> have programs and initiatives to assist with making lab spaces more environmentally sustainable?	
Yes, the institution has programs and initiatives to assist with making lab spaces more environmentally sustainable. (2 points)	
There are guidelines on how to make lab spaces more environmentally sustainable, but not programs or initiatives. (1 point)	
There are no efforts at the institution to make lab spaces more sustainable. (0 points)	
Score Assigned:	0
Score explanation. Lab spaces are there, but there are no initiatives to make them more environmentally friendly.	

5.11. Does your <u>institution's</u> endowment portfolio investments include fossil-fuel companies?	
The institution is entirely divested from fossil fuels and has made a commitment to reinvest divested funds into renewable energy companies or renewable energy campus initiatives. (4 points)	
The institution is entirely divested from fossil fuels. (3 points)	

The institution has partially divested from fossil fuel companies or has made a commitment to fully divest , but currently still has fossil fuel investments. (2 points)	
The institution has not divested from fossil-fuel companies, but faculty and/or students are conducting organised advocacy for divestment. (1 point)	
Yes, the institution has investments with fossil-fuel companies and there have been no efforts to change that. (0 points)	
Score Assigned:	0
Score explanation. No evidence was easily accessible to access this metric.	

Section Total (8 out of 32)	25%
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Some sustainability concepts are addressed within coursework, particularly in areas such as public health nutrition, food systems and environmental determinants of health. However these components are largely theoretical and not supported by comprehensive campus-wide sustainability programmes or infrastructure specifically linked to the Nutrition and Dietetics programme. Practical sustainability initiatives such as waste reduction projects, sustainable food services or green campus activities involving students are limited..

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 Lusaka Apex Medical University, Department of Nutrition and Dietetics. The following table presents the individual section grades and overall institutional grade for the Lusaka Apex Medical University, Department of Nutrition and Dietetics on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(44/78) \times 100 = 56.4\%$	C+
Interdisciplinary Research (17.5%)	$(7/17) \times 100 = 41.2\%$	C-
Community Outreach and Advocacy (17.5%)	$(9/14) \times 100 = 64.3\%$	B-
Support for Student-led Planetary Health Initiatives (17.5%)	$(3/15) \times 100 = 20\%$	D-
Campus Sustainability (17.5%)	$(8/32) \times 100 = 25\%$	D
Institutional Grade	$(A \times 0.3 + B \times 0.175 + C \times 0.175 + D \times 0.175 + E \times 0.175) = 43.25\%$	C-

Report Card Trends

Section Overview

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

Planetary Health Report Card Trends for Lusaka Apex Medical University

