



Planetary Health Report Card (Nutrition & Dietetics) 2026:

University Of Ghana



2025-2026 Contributing Team:

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The Planetary Health Report Card team at the University of Ghana's School of Biomedical and Allied Health Sciences (Dietetics Department) honors the Ga-Adangbe people, the traditional custodians of the land where the Korle-Bu campus resides. We recognize that indigenous Ghanaian philosophies of environmental stewardship and community health long precede modern 'Planetary Health' frameworks. We remain committed to learning from local traditional wisdom and indigenous ways of knowing to better care for our shared environment.

Summary of Findings

Overall Grade	B+
Curriculum	B
<ul style="list-style-type: none"> • The University of Ghana Dietetics programme places strong value on local knowledge, highlighting the importance of using community-based initiatives and available local resources to tackle nutrition challenges. It also promotes sustainable approaches by drawing on the recently launched Ghanaian Food-Based Dietary Guidelines. Over time, the curriculum has remained consistent in its focus on practical, locally relevant solutions to issues in nutrition, dietetics, and sustainability. Even so, there is room to introduce fresh ideas and innovative approaches that can further strengthen the programme. • Recommendations: While sustainability is mentioned in several parts of the curriculum, there is a need for greater investment in areas such as planetary health, sustainable food systems, and climate change. Providing more resources and integrating these topics across all health programmes would help the university move more quickly toward its planetary health goals. It would also make learning about sustainability more accessible to students and members of the wider community who are interested in these issues. 	
Interdisciplinary Research	A+
<ul style="list-style-type: none"> • At the University of Ghana, interdisciplinary research is gradually gaining momentum, with collaborations occurring mainly through specific projects, particularly within health-related fields. The university's wide range of expertise offers strong potential for integrated research on nutrition, sustainability, and public health. However, these collaborations are not yet fully embedded in institutional structures. While there is clear interest among researchers and relevant research themes already in place, challenges remain, including fragmented partnerships, limited dedicated funding, and few formal platforms for sustained cross-faculty collaboration. • Recommendations: To enhance interdisciplinary research, the University of Ghana should establish formal collaboration structures such as research clusters and ensure centers for sustainability encompasses all aspects of planetary health and also continuous constant revisions, making their content easily accessible to the various schools and departments to enhance cross-faculty engagement and provide dedicated funding streams for cross-faculty projects, integrate interdisciplinary research training into academic programmes. Regular seminars, joint grant initiatives, and knowledge-sharing platforms would further strengthen a coordinated and sustainable research culture 	
Community Outreach and Advocacy	A
<ul style="list-style-type: none"> • The University of Ghana is currently doing well with community nutrition outreach activities with the University of Ghana Nutrition Research and Training Centre (UG-NTRC) in Asewewa, in the Eastern Region of Ghana. However, we believe the University could explore similar initiatives in other communities to ensure more communities are being involved. Also, although there is timely communication on sustainable health care topics, it is not available to all members of the university. • Recommendations: To ensure the involvement of all students and staff in outreach and advocacy by ensuring equal access to information. This can be done by creating a webpage solely for planetary health and sustainability updates such as news on courses, mentors, grants, outreach and call for volunteers for these programmes, which can be easily accessed by students and staff to increase their involvement. 	

Support for Student-Led Initiatives

A-

- The University has initiatives in place and provides support for students to take up research projects regarding sustainability and community outreach through collaboration with other organizations. However, although the University has information on mentors and faculty members with interest in planetary health and sustainability on departmental webpages, a general webpage for the University is not available. Also the University does not have a student liaison to represent students interest on the school’s council and we believe this could be addressed.
- **Recommendations:** To build a webpage where students easily can find specific information related to planetary health and/or sustainable healthcare/vetcare activities with mentors within the institution for easy involvement of students in activities. We also recommend that the university employs the use of cultural or local art to disseminate information on planetary health to enable easy adoption of initiatives by students and community members and widen its coasts by including more communities in public health initiatives to meet the global Sustainable Development Goals. Again, with the absence of a student liaison who represents sustainability interests and serves on the institution’s decision-making council, it will be recommended that student representatives of this very important cause are included in the top decision-making council to speak for issues relating to sustainability.

Campus Sustainability

C+

- University of Ghana has seen an improvement in its sustainability practices over time. However, there is the need to ensure that there is ease in carrying out campus sustainability programmes and improving its current state. There is yet to be an institutional plan for the university to reduce its own carbon footprints for the betterment of the campus and the planet at large.
- **Recommendations:** We recommend introducing measures that encourage and support environmentally friendly use of energy such as the gradual transition to solar energy and other renewable resources on our campuses. We also recommend that the University strengthens its support on environmentally-safe and friendly transport that can be utilized by students which has already begun with partnership with Aldin Cycles. Food waste on campus is another area that needs urgent attention.

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, 4) community outreach centred on environmental health impacts, and 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 mold 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 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:	1
<ul style="list-style-type: none"> ● <i>The Dietetics department does not have any core course that focuses primarily on sustainable food systems and or planetary health. However, they offer three or more electives on these topics in addition to core courses that include a lecture on planetary health. Courses include Food Resources, Food Safety and Toxicology, Current Nutrition Topics and Clinical Attachment II in Food service.</i> ● <i>The University of Ghana's Department of Nutrition and Dietetics has lecturers like Dr: Laurene Boateng, Dr. Anna Amoako-Mensah and other researchers involved in healthcare sustainability studies that aim to support projects that tackle the links between environmental sustainability, food systems, and human health.</i> 	

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)?	
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:	2
<ul style="list-style-type: none"> ● <i>Our Dietetics curriculum actively explores how climate change affects food insecurity and price fluctuation. This academic foundation is built through seminars and review of literature. Beyond the classroom, student research projects and field activities investigate the links between climate and health, addressing how climate-induced changes impact malnutrition rates, disease prevalence, safety and security of the local food supply.</i> ● <i>Courses include; Food Resources, Food Safety and Toxicology.</i> 	

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:	1

- *Our Nutrition and Dietetics curriculum acknowledges that marginalised populations are more vulnerable to food insecurity but currently there are no courses that directly discuss this. Regardless of this, it is mentioned briefly during lectures and discussions. Also, Bridget, one of the students on this project is exploring how climate change affects breast feeding in her masters dissertation.*
- *A course example include; Food Resources.*

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

- *Our Dietetics curriculum discusses effects of environmental degradation from climate change on food production, food supply and quality in a few course modules and also briefly during lectures, webinars and seminar discussions. Currently, there are no courses solely dedicated to directly discuss this in depth.*
- *A course example include; Food Resources.*

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
<ul style="list-style-type: none"> • <i>University of Ghana's dietetics curriculum emphasizes the importance of indigenous knowledge and value systems during workshop discussions. About 70% of our course modules discuss indigenous knowledge and value systems. Students are also encouraged to take up research work in this area, supervised by faculty members who share the same interest.</i> • <i>5 of our practicums / placement opportunities focus on indigenous health advocacy to provide exposure. At every step of this, students are audited for knowledge on sustainability and traditional value systems as competencies.</i> • <i>Students are also given the opportunities to do market surveys and align all information to the Ghanaian Food-Based Dietary Guidelines since we believe it is easier to relate to local information.</i> 	

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
<ul style="list-style-type: none"> • <i>Currently, our Dietetics curriculum does not directly cover this in any of our courses.</i> 	

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)	1
Impact 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
<p><i>Awarded 3 points:</i></p> <ul style="list-style-type: none"> <i>University of Ghana's curriculum gives opportunities across several courses for students to learn about issues happening across the world that affect the sustainability of the food system (how migration, modern lifestyle and access to food, affecting food availability and food choice). These courses mention the role and impact of globalization, urbanization and politics on food systems. Knowledge from these courses is applied in our coursework, workshops and during our placement periods.</i> 	

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:	3
<p><i>Awarded 3 points:</i></p> <ul style="list-style-type: none"> <i>This topic was discussed in a few lectures and workshops focused on food systems, considering transportation as an aspect of sustainability. Although the discussion of these topics is mostly brief, students are given reading materials to make up for information not covered. We also have students involved in research on food sustainability, supervised by faculty members with the same expertise in that area of research.</i> 	

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:

4

- *Our dietetics curriculum covers the impact of food waste in a number of courses and a chunk of it in our practicum at a food service institution. This practicum is climaxed with an observational study and a presentation which we share with our practicum coordinator and personnel from the institution to discuss students' observation and ways to improve food safety and reduce food waste. This workshop not only informs the institution's personnel, it enlightens students as well since we are put in groups for this period so there are different topics for discussion during this time.*

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?

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:

4

- *At the University of Ghana, food system regulations are covered in one course. This course discusses global and local food regulations and provides reading materials on the topic as*

well. Although it is mainly discussed in only one course, it is done in detail. There are seminars on food commodities and market summaries for selected food commodities. The Food Resources course ensures at the end of the course, community projects will be completed, reports will be submitted and seminars will be held to enlighten students on the various aspects of the projects and food commodities.

1.11. Does your nutrition and dietetics school address the role of food marketing and commercial interests in shaping dietary patterns and food 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 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:

3

Food marketing and commercial influences on dietary patterns are discussed across 60% of the courses in the curriculum. In most courses, examples are given with current information on the issue and courses of action are discussed with regards to human health. An example is the current news in Ghana on efforts to instill Front of Pack Labelling [click here](#) and cutting down consumption of sugar sweetened beverages by introducing the excise tax [click here](#). We discuss the fact that food marketing and the means of marketing influences food choice which can affect their health by promoting

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>These topics are discussed in the core courses of the curriculum. We have a number of courses that have topics on food laws, food additives and food labelling, where we learn about what to look out for on packs and what each information means. We also learn about what symbolises sustainability on food packing, where they come from (origin and transport), how and where they were produced. This helps us make informed decisions when purchasing, planning interventions using nutrition supplements and tube feeding and also equips us for nutrition education and counseling during our clinical hours but currently, the course contents are not available online for viewing.</i></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:	2
<p><i>The environment and health co-benefits of a plant-based diet are briefly covered in the courses and topics that discuss food sustainability. However, there is no specific course dedicated to discussing only the impact of plant-based diet and its health benefits.</i></p>	

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:	4
<ul style="list-style-type: none"> • <i>Several courses in the University of Ghana curriculum like Food Safety and Toxicology, and Food Resources address the environmental impact of animal food sources. Workshops and pre- and post-class reading materials click here and presentations cover a big portion of the course work, combined with lectures. Agriculture is discussed and plant source foods are also explored. Presentations and seminars cover statistics of food commodities, especially meat, considering the increased demand.</i> 	

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:	4
<ul style="list-style-type: none"> • <i>Our curriculum has about 3 to 4 courses dedicated to exploring the impact of unhealthy and ultra-processed foods on planetary health. We have Food Safety and Toxicology which explores laws and regulations governing food safety. It also covered food labels to create consumer awareness, food additives and preservatives. Diet Therapy I and II also cover pathophysiology and medical nutrition therapy of diet related health issues. Clinical attachments on the other hand, where students get to practice theoretical knowledge by shadowing and getting involved in patient care after shadowing periods. During and after every placement, there is an interaction between students and the placement coordinator to address challenges, which helps the student to better adapt to practical situations and build confidence. In each course, students are assigned topics for both group and individual workshops to increase their knowledge on this issue. Reading materials are made available to support students during this period.</i> 	

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>4 points:</i></p> <ul style="list-style-type: none"> <i>University of Ghana's dietetics curriculum is designed to shape students and build their competencies in improved sustainable healthcare, knowledge on food systems, the environment health through both theory and practical learning experiences such as coursework, workshops, assignments, and clinical placements. These learning opportunities help students explore how nutritionists and dietitians contribute to Sustainable Development and identify caveats that can affect our training for practice as health professionals. During every placement, students are asked to do reflective writing and take part in seminars and webinars to gather continuous professional development points. Faculty ensures that students' final year projects are on a wide range of topics to enlighten participants of seminars on new patterns and innovation in our area of practice. The curriculum strongly considers evidence-based practice. The curriculum provides a course solely dedicated to educating students on professionalism, multidisciplinary collaboration, coordination, evidence-based practice and there are other individual courses that also discuss these in detail although these other courses discuss different aspects of the nutrition and dietetics practice.</i> <i>Some of these courses include Dietetic Professional Practice, Clinical Attachments, Communication Skills and Health Promotion, Food Safety and Toxicology, Food Resources, Diet Therapy I and II</i> 	

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:	3
<ul style="list-style-type: none"> ● <i>There are multiple opportunities for students to critically analyze these interventions within core courses either through their research projects, supervised by a faculty member, through assignments and presentations or workshops but student's clinical attachment is the main means or opportunity through which these interventions can be analyzed.</i> ● <i>For research projects, we currently have students working on topics related to climate change and sustainability, sustainability and health personnel's knowledge on various aspects of sustainability, just to mention a few. All these projects are supervised by faculty members with an interest in this area. We have faculty members click here, click here and past students who have also done past works on sustainability and food systems and the promotion of sustainable health care.</i> ● <i>With what we learn in the class rooms on sustainability and knowledge we get from presentations and workshops, we apply during our clinical placements. An example is our rotational clinical placement at the catering department of our university's hospital where we observe existing interventions and activities over a period and come up with innovative and improved ways to curb food waste at the end of the placement, with the aim of providing better health outcomes. This intervention is presented to our placement coordinator, some staff from the catering department and the dietetic unit of the hospital in the form of a workshop.</i> 	

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:	3
<ul style="list-style-type: none"> At University of Ghana, students gain hands-on experience through placements, and research projects. One course includes visits to a local open market while assigned to gather information on specific food commodities, including finding out how accessible these food commodities are to the market women, the means of transporting them to the market, cost patterns and what has influenced it over a period. Students are expected to write a detailed report on findings. 	

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:	3
<ul style="list-style-type: none"> University of Ghana is working tirelessly to improve the content of courses covered in the nutrition and dietetics curriculum through dedicated enforcements of updates considering the fast-changing world. Faculty leadership and the institution in this line, have introduced competencies which have been running for over 2 years and are frequently updated. Due to this, scores accumulated in this year's PHRC document are likely subject to change next year. 	

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

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.

1.21. 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:

3

- *The program is designed to build students' competency and public trust in the dietetics profession. As part of our courses, we have Dietetic Professional Practice, solely dedicated to catering for competency building. It also provides education on professionalism, multidisciplinary collaboration, coordination, evidence-based practice. This helps students explore caveats that can affect our training for practice as health professionals. With information obtained, students' skills are tested with individual and group projects, presentations and encouraged to join institutions or bodies that advocate for environmentally safe health practices. We also have The Current Topics in Nutrition as*

a course to focus on current nutrition related issues. This curriculum strongly considers evidence-based practice.

Section Total (55 out of 78)

70.51%

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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.*

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:	3
<ul style="list-style-type: none"> • <i>University of Ghana has faculty members whose primary research is related to planetary health and healthcare sustainability and are involved in both national and international sustainability initiatives.</i> • <i>The School of Biomedical and Allied Health Sciences at University of Ghana and the Center for Climate Change and Sustainability Development. includes four departments, all of which have staff and faculty working on planetary health topics This work is often facilitated by centers or schools (e.g. Department of Dietetics, Public Health)</i> 	

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:	3
<ul style="list-style-type: none"> <i>University of Ghana Collaborative on Climate Resilience and Sustainability (UG-CCReS) is a multi-institutional project headed by the University of Ghana, in partnership with the University of Cape Town, University of Cambridge and Makerere University, funded by Mastercard foundation that is focused on interdisciplinary collaboration with different departments in the university such as the Center for Climate Change and Sustainability Studies. This initiative/project focuses on working through policy formulation, academic research and sustainable strategies that are inclusive and focused on strengthening climate resilience for vulnerable groups. This project considers innovative strategies that address climate impacts in Africa. UG-CCReS has its own management structure but is not an officially recognized center with its own structure the departments do.</i> 	

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
<ul style="list-style-type: none"> <i>At the University of Ghana, there is an emerging, predominantly project-driven framework that allows communities affected by climate change to contribute to research. Scholars, including those affiliated with the Centre for Migration Studies (CMS) click here, collaborate with vulnerable populations such as fishing communities, smallholder farmers, and residents of informal settlements like Agbogbloshie to co-develop, implement, and shape climate adaptation studies</i> 	

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:

3

- *University of Ghana has more than one **institutional** website that describes ongoing and past research, related events, and resources available to all students across campus but the University of Ghana Research Information Management Systems is active and is the main website [click here](#), website is easy to use and contains research from across all the university's campuses.*

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

- *University of Ghana often hosts conferences and symposiums on topics related to planetary health. The most recent one was held in June 2025 and was dubbed “Day of Scientific Renaissance of Africa (DSRA), under the theme “Climate Sustainability: Innovate, Safeguard, Prosper” [click here](#).*

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:

1

The University of Ghana is linked with the [Institute for Environment and Sanitation Studies \(IESS\)](#) and it has joined the Global Alliance of Earth Systems, becoming a research spot in Ghana.

Section Total (17 out of 17)

100%

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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.

3.1. Does your institution partner with community organisations to promote planetary and environmental 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
<ul style="list-style-type: none"> ● <i>Dietetics students talk to patients they encounter during their clinical rotation stories about climate change and its effect on the planet and its health implications as well.</i> ● <i>There are also graduate programs on climate change and sustainability studies development. The university of Ghana's center for climate change and sustainability collaborate with organisations to organize workshops, providing students with the opportunity to learn about this sector and advocate for environmental stewardship.</i> ● <i>The University of Ghana partners with several organizations and communities to address environmental health challenges. These go beyond research-level to community-level interventions.</i> ● <i>The institution partners with the Mastercard Foundation to fund the University of Ghana Collaborative on Climate Resilience and Sustainability (UG-CCReS) through fellowships for research geared at looking into climate-related health and environmental challenges.</i> ● <i>Again, the University of Ghana in partnership with the London School of Hygiene and Tropical Medicine is conducting a 24-month project to investigate climate-mental health linkages in Sub-Saharan Africa.</i> 	

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

The University of Ghana organizes public forums such as the College of Health Sciences Biennial Public Lectures which primarily focus on the “Environment and Health Impacts of Galamsey” to educate and create awareness on environmental protection.

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, planetary health and/or sustainable healthcare topics are periodically included in mails from the University of Ghana.

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

Yes, the affiliated hospitals have various councils for the health professionals that organize and coordinate Continuous Professional Developments (CPDs) for postgraduates and professionals to build their knowledge capacity and also to keep them updated with new and current evidence-based practices. Members of these councils need to attend these CPDs to accrue points to make them eligible for renewal of their licenses.

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:

2

- *The University of Ghana Hospital and the University of Ghana Medical Centre through their public health departments, educate and create awareness on how environmental factors such as high emissions from vehicles and industries, exposure to heavy metals from illegal mining contribute to some chronic diseases such as kidney diseases and cancers.*
- *The University as a whole also holds public lectures which specifically address the Environmental and Health Impact of Illegal Mining, popularly referred to as “Galamsey” to sensitize the general public on the health impacts of environmental degradation.*
- *The University of Ghana Medical Centre also has a library department which provides staff and students with access to reliable health information resources which are used in patient counseling.*

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
<i>The affiliated hospitals provide information on how climate crisis affects vulnerable groups, especially women and children through periodic health talks such as #ClimateTalks2025, one that was held in the Korle Bu Teaching Hospital in November, 2025, at the Obstetrics and Gynecology department.</i>	

Section Total (13 out of 14)	92.86%
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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 <u>institution</u> 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:	2
<i>The University of Ghana puts forward initiatives which offer funding opportunities through grants, fellowships, etc. to students whose research area aligns with sustainability and are able to come up with excellent research proposals as part of their core curriculum ahead of their thesis.</i>	

4.2. Does your <u>institution</u> 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:	2

The University of Ghana has an initiative called the UG Nkabom which is a 10-year strategic initiative which was launched in 2025 to encourage students and the general youth to go into sustainable agri-food systems to build a more resilient and sustainable food system. There are therefore PhD funding opportunities to support students and youth from diverse disciplines including the Health Sciences who are enthused to take part in this initiative

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:

1

- *The University of Ghana has a webpage where everyone can access the institution's strategic plan which has objectives on sustainability (priority 5) [click here](#).*
- *Faculty members whose interests are in sustainability can also be found on the various college and school webpages ([click here](#)) but they are not specific to the health sciences.*
- *Students have also worked on the impacts of diet on planetary health of which some articles have been published in local newspapers.
<https://www.graphic.com.gh/features/opinion/ghana-news-unseen-impact-of-diets-on-planetary-health.html>*
- *Please find below a listing of the site related to sustainability at the University of Ghana.*

(Source - [University of Ghana | Higher Education and research for Sustainable Development](#))

This site outlines current initiatives such as;

[University of Ghana Leads Policy Dialogue on Climate Resilience](#), [Advancing SDGs/SDG1: No poverty at the University of Ghana](#), [Research findings on rural transformations in Africa illustrated in comic](#), [Centre for Climate Change and Sustainability Studies](#) and some others.

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

The University of Ghana has several organizations that are dedicated to sustainability and planetary health across disciplines which have faculty members participating as well. These include; University of Ghana Climate Change and Sustainability Students Association, Green Africa Youth Organization, University of Ghana Plastic Recycling Project and Environmental Science Students Association, etc.

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

- *There are no student representatives who serve on a department or institutional decision-making council to advocate for curriculum reform. However, The University of Ghana Plastic Recycling Project (UGPRP) is a student-led initiative. It includes students who are the primary drivers of decisions concerning sustainability in its operations.*
- *Also, we have students consistently working under the supervision of faculty members with the interest in sustainability and planetary health. During these projects lecturers and or supervisors collaborate with students to make decisions regarding the projects.*
- *For the Department of Dietetics, an example of one of these projects is a pilot study on "Evaluation of food waste at the University of Ghana Medical Center". This project was to quantify food waste from in-patient meals, identify factors and describe disposable practices at the facility on the school's campus.*

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.	1
Cultural arts events, installations or performances related to planetary health that have students as an intended audience.	0
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
<p><i>Awarded 5 points:</i></p> <ul style="list-style-type: none"> • <i>Projects such as the University of Ghana Nkabom help students to gain experience in organic agriculture and sustainable food systems, such as gardens, farms, community supported agriculture (CSA), fishery programs, or urban agriculture projects.</i> • <i>The department of Nutrition and Food Science also has arrangements where some students and faculty members travel to the Nutrition Research and Training Centre (NRTC) in Asesewa, Ghana established in 2010. This facility serves as a site for community nutrition training, hosting field trips, 4-week training programs for dietetic interns, and research initiatives focused on addressing local nutritional challenges click here .</i> • <i>The University of Ghana frequently hosts academic, research, ecosystems and sustainability-focused events</i> • <i>Some departments such as the department of Geography and Resource Development as part of their co-curricular activities plan intra-semester field trips for students to appreciate the content being taught in classrooms.</i> 	

Section Total (12 out of 15)	86.67%
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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 institution 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 no specific staff member in charge of hospital sustainability. (2 points)	
There are no salaried sustainability staff , but there is a sustainability task force or committee. (1 point)	
There are no staff members or task force responsible for overseeing campus sustainability. (0 points)	
Score Assigned:	2
<p><i>The Centre for Climate Change and Sustainability Studies and the Institute for Environment and Sanitation Studies coordinate research and advocacy related to sustainability and climate change. They both operate under the College of Basic and Applied Sciences with salaried staff and non-salaried students who drive the sustainability initiatives but we are not aware of designated staff in charge of sustainability at the hospital.</i></p>	

5.2. How ambitious is your institution's plan to reduce its own carbon footprint?	
The institution has a written and approved plan to achieve carbon neutrality by 2030 (5 points)	
The institution has a written and approved plan to achieve carbon neutrality by 2040 (3 points)	
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)	

The institution does not meet any of the requirements listed above (0 points)	
Score Assigned:	0
<i>The institution does not meet any of the requirements listed above, however, Ghana has a national Energy Transition Framework which aims for net-zero by 2060.</i>	

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:	2
<i>The University of Ghana depends highly on the national grid which is the Electricity Company of Ghana Limited for its residential halls and most lecture halls, however, some key facilities such as the Noguchi Memorial Institute For Medical Research operates a solar plant that generates power for its biomedical research operations, the University of Ghana Business School and the University of Ghana Sports stadium also has solar panels which generate solar energy for their activities.</i>	

5.4. Are sustainable building practices utilised for new and old buildings on the <u>institution's</u> 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
<ul style="list-style-type: none"> • <i>Sustainable building practices are utilized for new buildings on the institution's campus, but most old buildings have not been retrofitted. The University of Ghana 2024-2029 Strategic Plan Priority 5 has an objective of promoting sustainable infrastructural development on its campuses.</i> • <i>An example of the new building is the Ocean Margins Initiative Building at the University of Ghana which operates primarily on solar energy, revealing the institution's drive for sustainable building practices.</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:	2
<ul style="list-style-type: none"> • <i>The University of Ghana offers a free pass for public transportation through some entries of the campus, provides shuttles within the main campus and those that transport students to other campuses and offers campus biking infrastructure at the Sports complex. All of these are easily accessible and frequently utilized by students.</i> • <i>Also, the university has partnered with a company called "Aldin cycles" to provide bicycles at vantage points on campus for students to assess and use them to ease the pressure on shuttles and other vehicles and also with the aim of promoting sustainability.</i> • <i>The University of Ghana is putting out measures to provide charging points for electronic vehicles at vantage points on its campus to promote the use of electronic vehicles which will aid in protecting the environment by reducing carbon monoxide emissions.</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:	2
<i>The University of Ghana Plastic Recycling Project (UGPRP) ensures that waste bins are located around campus for trash, recycling and composting and are made accessible to both students and faculty.</i>	

5.7. Does the <u>institution</u> 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 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:	2
<ul style="list-style-type: none"> • <i>The University of Ghana through UG Nkabom, which is a collaborative, partnered with the Mastercard Foundation and McGill University focuses on Sustainable Agrifood Systems by empowering the youth in creating sustainable food value chains and the introduction of a PhD in Sustainable Food Systems.</i> • <i>Also, the University has a farm, known as the University of Ghana Farms where organic produce is cultivated and sold to all.</i> 	

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 engaged in efforts to increase sustainability of procurement. (1 point)	
There are no sustainability guidelines for supply procurement. (0 points)	
Score Assigned:	3
<i>The University of Ghana is a public university and therefore legally adheres to the Public Procurement Act 663 (2003) which focuses on environmental sustainability and long-term value for money. However, the institution's supply procurement is geared more towards efficient and transparent acquisition of goods and services and not necessarily environmental sustainability.</i>	

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:	1
<ul style="list-style-type: none"> • <i>Recently there was a directive to serve mainly water at most meetings. Whilst this has broader sustainability impacts the concern was more about cutting spending not necessarily environmental sustainability. Aside from this, we are not aware of sustainability requirements or guidelines for events hosted by the University.</i> • <i>The University of Ghana has several initiatives that drive sustainability including the student-led Plastic Recycling Project (UGPRP) that was initiated by the Institute of Environmental and Sanitation Studies (IESS) to promote source segregation of plastic waste, provides recycling facilities and collects data on waste.</i> • <i>This is more enforced on the campuses by providing baskets at vantage points to collect plastics for recycling even though students and visitors are not obliged to use them but only encouraged to.</i> 	

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:	2
<ul style="list-style-type: none"> • <i>The University of Ghana Department of Marine and Fisheries Science in collaboration with the University of Rhode Island and the Woods Hole Oceanographic Institution commissioned the Ocean Margins Initiative Building at the University of Ghana with funding support from Schmidt Sciences.</i> • <i>The facility has laboratories and office spaces that primarily operate on solar power, reflecting the University's commitment to sustainable infrastructure and scientific innovation.</i> 	

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
<i>Currently there is no information on the University's investments with fossil fuel companies.</i>	

Section Total (18 out of 32)	56.25%
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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 University of Ghana Department of Dietetics. The following table presents the individual section grades and overall institutional grade for the **University of Ghana** Department of Dietetics on this Planetary Health Report Card.

Section	Raw Score %	Letter Grade
Planetary Health Curriculum (30%)	$(55/78) \times 100 = 70.51\%$	B
Interdisciplinary Research (17.5%)	$(17/17) \times 100 = 100\%$	A+
Community Outreach and Advocacy (17.5%)	$(13/14) \times 100 = 92.86\%$	A
Support for Student-led Planetary Health Initiatives (17.5%)	$(12/15) \times 100 = 80.00\%$	A-
Campus Sustainability (17.5%)	$(18/32) \times 100 = 56.25\%$	C+
Institutional Grade	$(70.51 \times 0.3 + 100 \times 0.175 + 92.86 \times 0.175 + 80.00 \times 0.175 + 56.25 \times 0.175) = 78.75\%$	B+